

## DOCUMENT RESUME

ED 248 095

RC 014 943

**TITLE** Public Services/Agribusiness. B4. CHOICE: Challenging Options in Career Education.

**INSTITUTION** Mifflin Migrant Education Center, New Paltz, NY.; Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.; Ulster County Board of Cooperative Educational Services, New Paltz, N.Y.

**SPONS AGENCY** Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.; Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

**PUB DATE** [83]

**GRANT** 28-84-0023

**NOTE** 303p.; For related documents, see RC 014 933-946. Best copy available. To avoid repetition of identical pages, separate teacher logs, student logs, pre/post tests, and activity folders have been merged to create a single document.

**AVAILABLE FROM** CHOICE, P. O. Box 250, New Paltz, NY 12561 (Teacher Log, \$5.00 plus shipping; Student Log, \$2.50 plus shipping; Student Activities--laminated folders--\$30.00 plus shipping).

**PUB TYPE** Guides - Classroom Use - Guides (For Teachers) (052)

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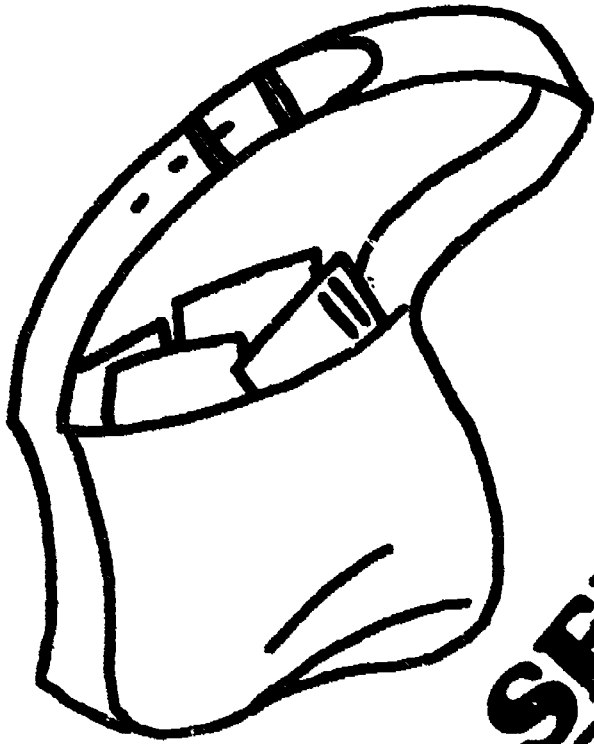
**IDENTIFIERS** \*Challenging Options in Career Education (CHOICE)

**ABSTRACT**

The documents aggregated here comprise the third grade unit of a career education curriculum developed for migrant students. Eleven jobs in the public services and agribusiness (nursing aide, sanitation worker, mail carrier, librarian, fire fighter, police officer, gardener, farmer, logger, miner, forest ranger) are the focus of the unit. The combined teacher and student logs contain job and role information. The logs include activities designed to teach students about the tools and tasks of workers in each of the 11 jobs through activities such as comparing, matching, ordering, writing, drawing, and taking true-false tests. The activities also allow the students to practice their skills of classifying, alphabetizing, charting, judging relevance, reading and sequencing numbers, spelling, self-expressing, and inferring. The teacher log contains copies of the student activities and instructions for their use, introductory and review information about each job and occupational cluster, space for comments, and suggested answers for the activity pages. The pre- and post-tests utilize pictures to measure the extent to which students understand the tools needed and the work performed in the 11 jobs. The illustrated activity folders contain activities developed to increase students' self-awareness, job and role information, and decision making/goal attaining skills. (SB)

B4

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# PUBLIC SERVICES AGRIBUSINESS

[1983]



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Name

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CHOICE curriculum materials were developed at Mid-Hudson Migrant Education Center and jointly funded through Career Education Incentive Act, CETA, and Chapter 1, Section 143 in cooperation with Ulster County BOCES, Putnam/Northern Westchester BOCES, and Mid-Hudson Migrant Education Center, New Paltz, New York.

CHOICE materials are available at cost through Auxiliary Campus Enterprises, care of CHOICE, P.O. Box 250, New Paltz, New York 12561.

Training and consultant services available.  
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CHOICE development began in 1979 as a result of a study indicating that, whereas migrant children and middle class youth had similar career aspirations in the early grades, the career information, self awareness and decision making skills available to migrant children in the later primary school years were severely limited. Although the development and overall design of the curriculum was done with migrant youth in mind, use of the curriculum has been by migrant and non-migrant youth. Funding for the development and production of the materials has come from a variety of sources including CETA, the Career Incentive Act, and Migrant Section 143. There would appear to be an overall need for the type of information CHOICE provides on the part of both migrant and non-migrant youth. Therefore at present the intended audience would be all of our school age youth (including high school dropouts).

The CHOICE curriculum is built on the three strands of career education: (1) self awareness, (2) job and role information, and (3) decision-making/goal attaining and is designed on two levels. (The materials have been successfully used, however, in the upper primary and lower secondary in a non-absolute fashion crossing over the indicated level boundaries.)

The first level, Basic CHOICE, is for students in grades K through 6. Each unit, B1-B7, includes: (1) a pre- post-test, (2) a consumable student log, (3) a teacher log, and (4) a set of a minimum of 20 activity folders.

The pre- post-tests for B1-B4 are in picture format for the student with an accompanying teacher administration guide which indicates the exact wording for each question. The tests for B5-B7 are in a written format with an accompanying teacher administration guide which indicates directions and the exact wording for each question should the teacher decide to read the questions to the students. Answer keys for all tests are available and included with the basic set of CHOICE materials.

The consumable student log and accompanying teacher log contain the Job and Role information for each unit. Each unit, B1-B7, contains information from two of the U.S. Department of Labor defined career clusters. Each log covers at least five occupations of careers from each of the two clusters. The student log contains worksheets related to language arts skills using career related information. Worker stories in B1-B4 are found in the teacher logs and designed to be read to the students. Worker stories in B5-B7 are contained in both the student and teacher logs. The teacher logs contain all the student log pages in addition to the stories, for B1-B4, and additional suggested activities and career related vocabulary, for B5-B7. All the teacher logs contain suggested answers to the student exercises, but it is emphasized that any logical student answer is to be accepted.

The activity folders on each level are divided into three sets, one for each of the career education strands: (1) self awareness, (2) job and role information, and (3) decision-making/goal

attaining. Each set of folders contains activities, stories, poems, and game-type activities all designed to help the student learn about career education and himself or herself.

The Advanced level of CHOICE materials consists of three texts. Again the organizational and developmental format was based on the three strands of career education and the 15 career clusters.

The first of the three texts is OCCUPATIONAL RESOURCES. This is the job and role information text. It contains 60 selections, four from each of the 15 career clusters, written in story, cartoon, interview, fact sheet, and poetry format. Each selection contains information on the tasks, skills, training and tools necessary to the career or occupation as well as the reading and mathematical requirements for the job. Selection of the careers covered was based on two factors. One, both entry level and advanced training level jobs were chosen within each cluster. Two, actual practicants of the job or occupation were interviewed as to their tasks, skills, training and tools. After the selections were written these same people were asked to review the stories for accuracy. OCCUPATIONAL RESOURCES has been rewritten on both the third and fifth grade reading levels as well as in the original high school reading level. The information and technical vocabulary has been maintained in the third and fifth grade reading levels but other parts of the stories, cartoons and interviews have been adapted to make reading easier.

The second text of the Advanced material is CAREER NOTES. This volume contains the self awareness and decision-making/goal attaining information. It is designed to be used in individual sections depending on the need of the student. Again various formats have been used, including poetry, cartoon, and game activities to provide interest for the students. The sections included in CAREER NOTES are described in the Overview booklet.

The third text of the Advanced materials is MISSION INFORMATION. MISSION INFORMATION is a manual designed to accompany work exploration and experience programs. There are three sections; they are designed to be used independently of each other. The first is on interviewing a worker to obtain information about his/her job or career. The second is a "shadowing" guide to lead students through a worker shadow experience. The third section is a guide to a work experience program. Each section leads the student and teacher step by step through a discovery process. The student learns where and how to acquire information and how to organize his/her self knowledge and job knowledge in order to make effective decisions.

All of the Advanced materials are presently available in Spanish as well as in English. The Basic materials are in the process of being prepared in Spanish. The Spanish editions are NOT direct translations of the English, rather we have tried to produce a parallel version which makes sense in Spanish.

Public Services/Agribusiness\*

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\*Combined Teacher and Student Logs

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## B-4 Nursing Aids

Nursing aides work in hospitals, nursing homes and health clinics. Nursing aides help take care of patients. They help with routine care so that nurses have more time to give medical care to the patients.

Nursing aides are responsible for helping feed patients. The food comes to the hospital floors or halls on separate trays. The trays are stacked on a special cart with wheels. The aides take the trays from the cart and deliver the food to the patients. They have to be very careful that each patient gets the correct tray. Some patients are on special diets and have to have certain foods. If they ate the food from the wrong tray, it could make those patients ill. If a patient is very ill and cannot take care of himself, one of the aides will feed him.

Nursing aides make sure that patients are as comfortable as possible. They make sure the patients are bathed each day. They make each patient's bed every morning so the patient has clean, unwrinkled sheets on which to lie. Aides make sure the temperature in each room is neither too hot nor too cold.

Patients in nursing homes live in the nursing homes for long periods of time. Nursing aides help these patients in many ways. They help the patients out of bed in the morning and help them get dressed. They actually dress patients who are unable to dress themselves. They check everyone's temperature, to make sure that no patient has a fever. They record each patient's temperature on a chart or health record. If a patient cannot walk, the aide lifts the patient into a wheel chair. If the patient is able, he can move himself around the floor or hall in the wheel chair. If the patient needs to go to another part of the nursing home or hospital, the aide pushes the wheel chair for the patient.

Nursing aides are trained by the hospital, nursing home or clinic where they will work. You need no special training to become a nursing aide. When the hospital, nursing home, or clinic hires people to become aides, the people attend a training course. They may have classes and demonstrations for several days. They learn about the way the hospital wants things done. When the people have had a few days of class training, they work with the patients. For the first few days the new aide works beside an experienced nursing aide. The experienced aide watches the new aide to see that everything is done properly.

Although nursing aides don't need special education, they do need to be a special kind of person. Nursing aides must like working with people. They must be able to be on their feet for long periods of time and be strong enough to lift patients. Nursing aides are hard-working people who like to help others.

(continued on next page)

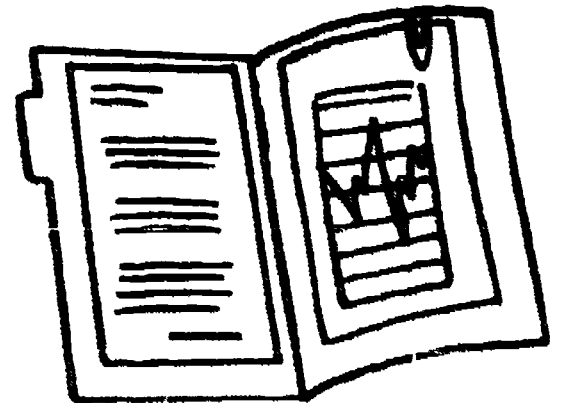
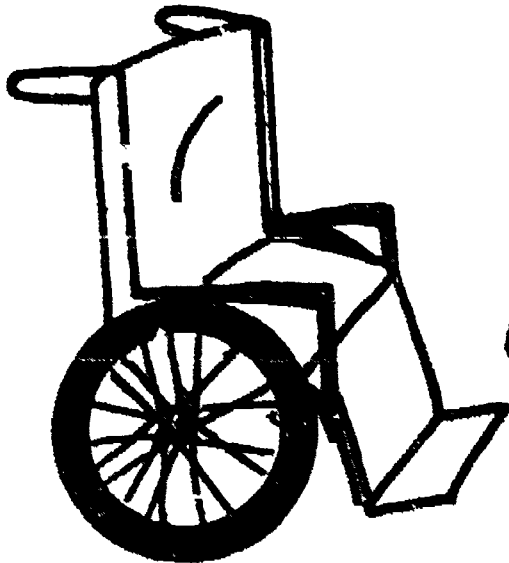
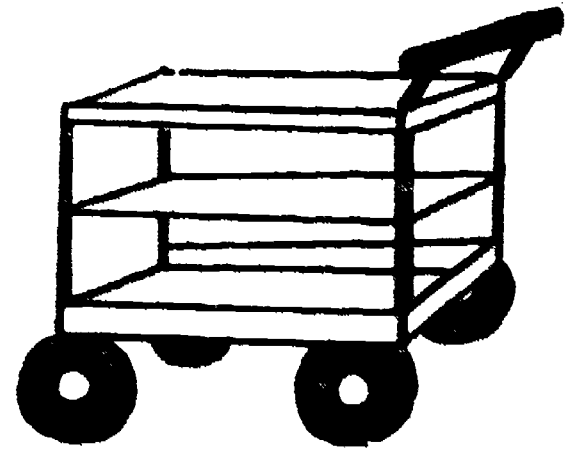
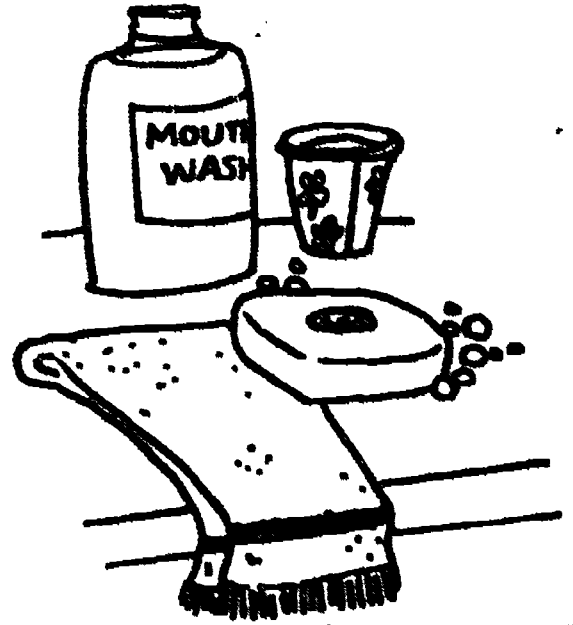
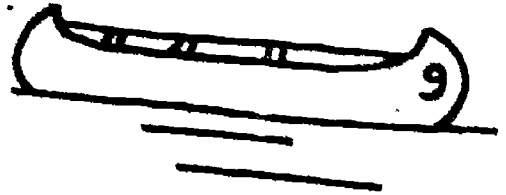
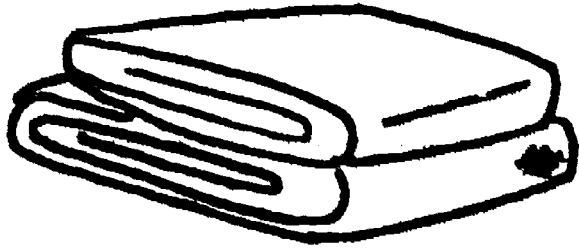
Nurses in hospitals or nursing homes use many different tools to take care of patients. Some of the tools on your page are nursing aides' tools; some are not. Circle those tools which are used by nursing aides at work.

Clockwise from blankets: canoe, bathing supplies, food tray cart, chart or record, yarn, wheelchair, recorder, thermometer.

COMMENTS:



Circle the tools used by nursing aides at work.



Nursing Aides have many different jobs to do at work. The picture stories on your page show some of them. In each picture story there is one picture which does not belong. Put an X on that picture.

Listen as I read the title of the first story. The nursing aide feeds patients who cannot feed themselves. Now look at the pictures. Which picture does not belong in the picture story? (second) Put an X on the second picture.

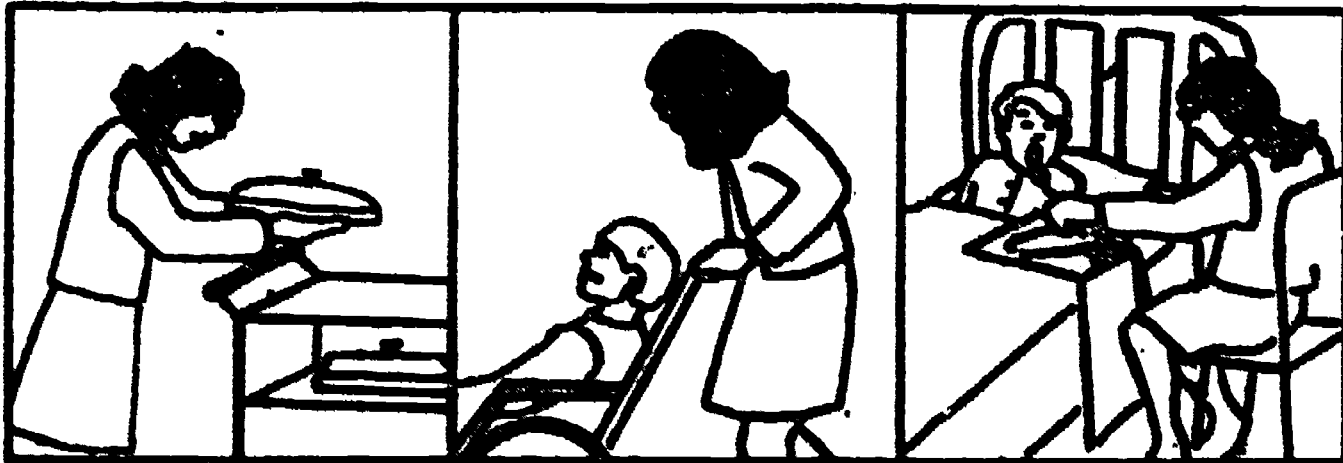
Continue in the same manner for the following picture stories:

2. The aide takes each patient's temperature and writes it on the chart.
3. The aide makes sure that each patient is comfortable.

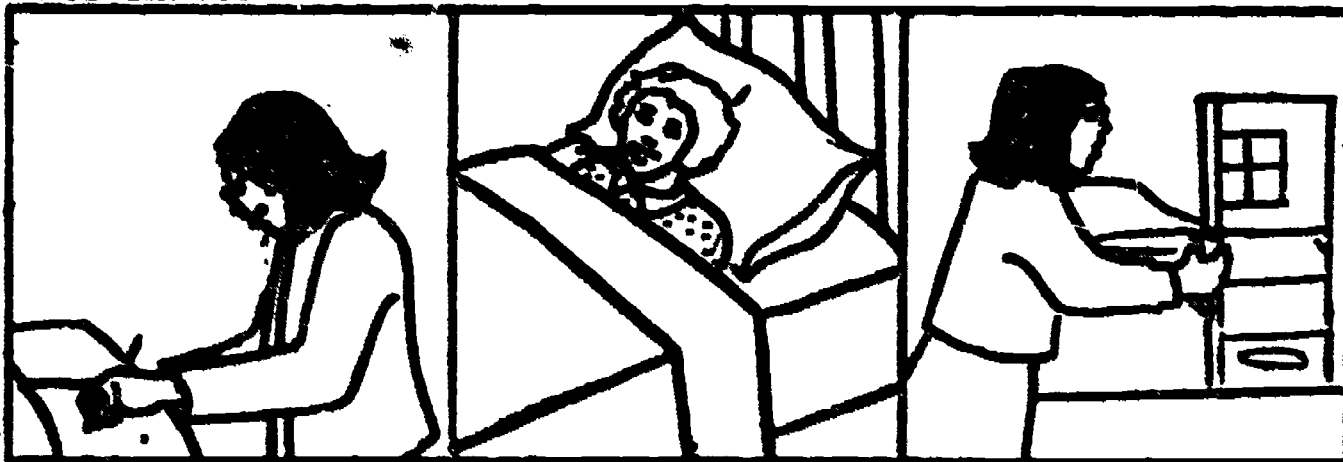
COMMENTS:

Read or listen to the title of each picture story. Put an X on the picture which does not belong in each row.

1. The nursing aide feeds patients who cannot feed themselves.



2. The aide takes each patient's temperature and writes it on the chart.



3. The aide makes sure that each patient is comfortable.



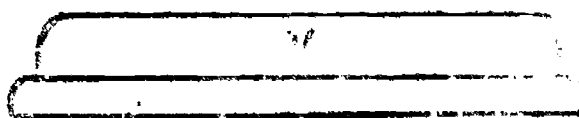
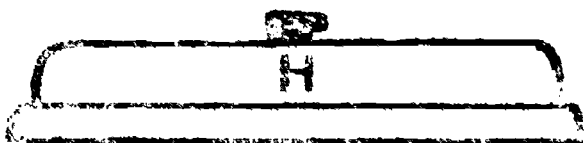
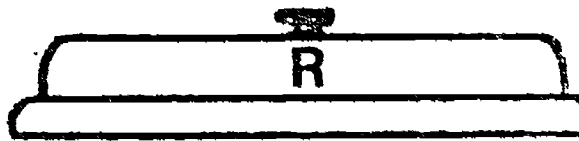
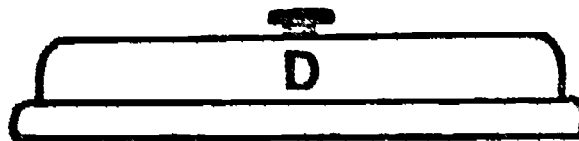
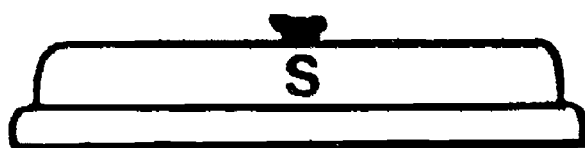
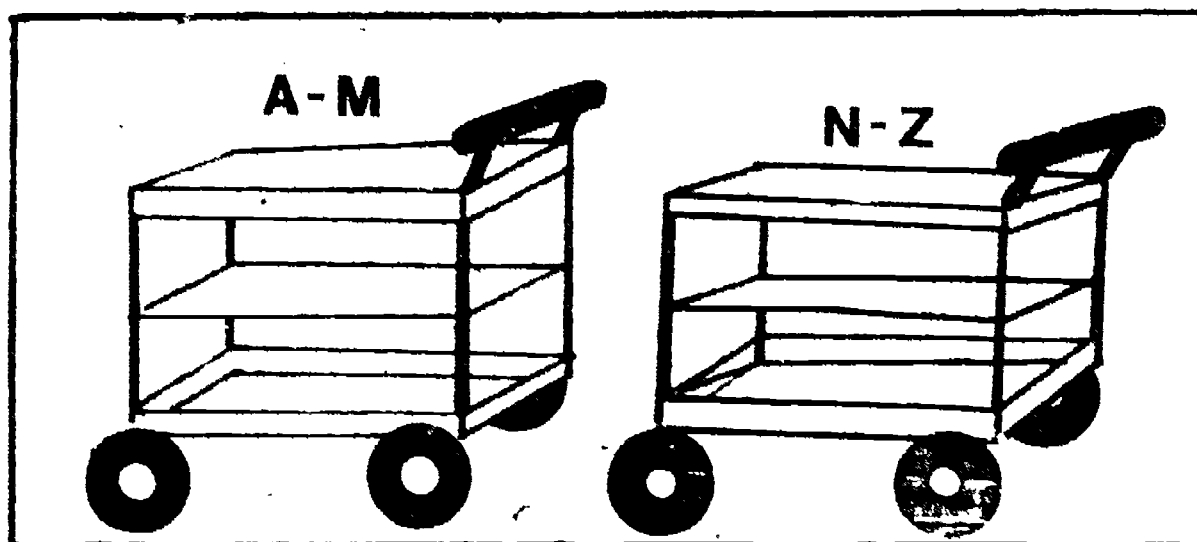
Some nursing aides work on patients' health records. Patient health records are kept at the nurse's station in ABC order. When articles are put in ABC order they are in the same order as the alphabet. This means that a word or name beginning with "B" comes after a word beginning with "A". Using ABC order makes locating records easier.

On your page near the top are two food tray carts. One cart is labeled A-M; the other N-Z. On the lower part of the page are several food trays with letters on them. Look at the letter on each food tray. Draw a line from each food tray to the cart where it should go.

Look at food tray number 1. What letter is on the food tray? (S) Now look at the two food tray carts and their letters. Does "S" come between "A" and "M"? (no) Does "S" come between "N" and "Z"? (yes) Draw a line from the first food tray to the cart marked "N-Z".

COMMENTS:

Draw a line from the letter on each food tray to the cart with the letter label where it would fit.



Nursing aides keep track of the amount of fluids - water, juice and milk - that are given to patients on special diets. Each day they write on the patient's chart the number of ounces of liquids he or she drank.

At the top of your page is a part of a patient's fluid chart for the month of February. Along the bottom of the chart is a line for each day in February. Along the side of the chart are the numbers for ounces. Each day the aide follows the line across from the correct number of ounces to where the line crosses the date line. She puts a dot on the place where the two lines cross. Then she connects the dot to yesterday's dot. Now the aide can see at a glance the pattern of how much liquid the patient is drinking.

Part 1:

Look at the first problem on your page. It says February 1. Then there is a blank and the word ounces. This problem is to find out from the chart how many ounces of liquid the patient drank on February first.

Put your pencil on the line of the chart for February first. Move your pencil upward along the line until you see the dot. What number is on the line? (20) The patient drank 20 ounces of liquid on February first. Write 20 on the blank line of your problem.

Continue in the same manner for remaining problems.

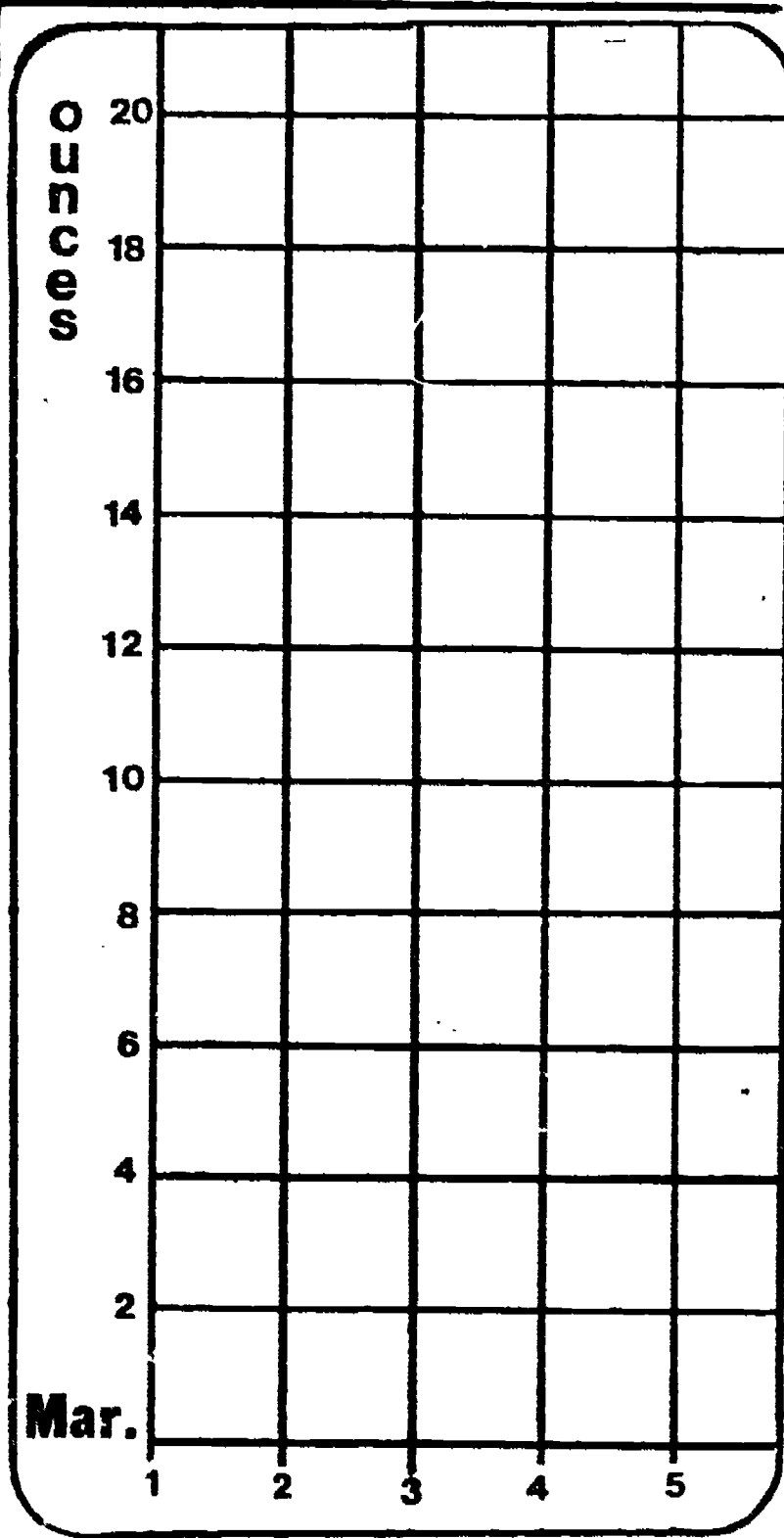
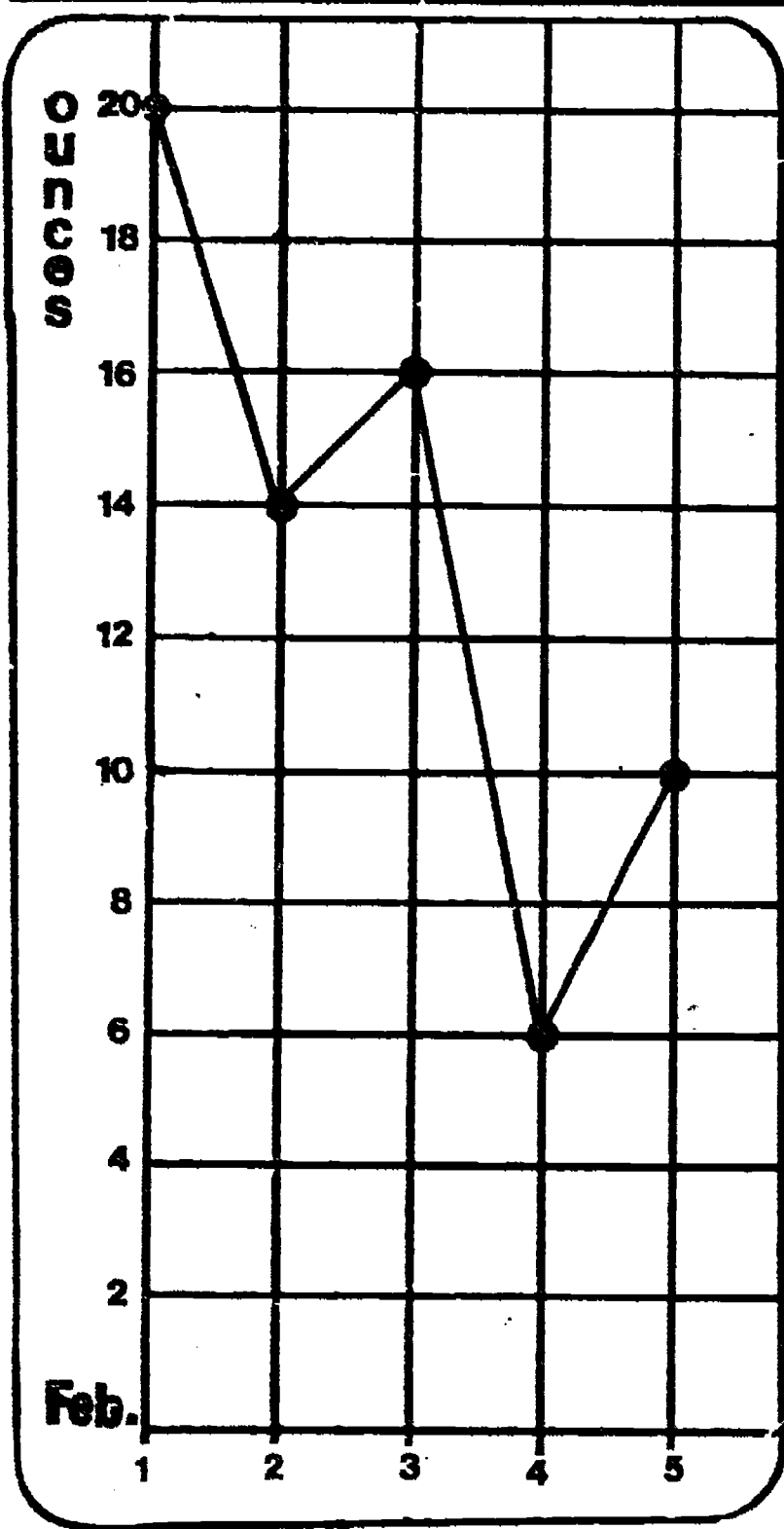
Part 2:

Now let's see if you can mark the chart like the nursing aide does. Look at the first problem on the right side of your page. It says March 1 - 12 ounces. Put a circle around 12 ounces on the chart. Now find March first on the bottom of your chart. Move your pencil along the March first line until you reach 12 ounces. Put a dot on the spot where the two lines cross.

Continue in the same manner, directing students to connect dots as they put them in.

COMMENTS:

In Part 1 write the correct numeral on the line after looking at the chart. In Part 2 use the problems to make a chart of the patient's liquid intake.



Part 1

- February 1 ----- ounces
- February 2 ----- ounces
- February 3 ----- ounces
- February 4 ----- ounces
- February 5 ----- ounces

Part 2

- March 1: 12 ounces
- March 2: 18 ounces
- March 3: 10 ounces
- March 4: 16 ounces
- March 5: 20 ounces

## B-4 Sanitation Worker

Sanitation workers are workers who help keep cities or villages clean. Some sanitation workers use special machines to clean city streets. Each morning before traffic becomes too heavy, the sanitation worker drives the street sweeper over the streets. The street sweeper has a special brush that sweeps papers and dirt into a bin below the machine. At the same time, the machine sprays a fine mist of water, which keeps the dust out of the air.

Other sanitation workers pick up trash. They drive special sanitation trucks. They wear gloves to protect their hands when they pick up trash cans near homes and businesses. The sanitation workers empty the trash cans into the back of the truck. Then the driver turns the switch to move the garbage toward the front of the truck. A large metal plate pushes the garbage and squashes it. This allows room for more garbage to be carried by the truck.

When the truck is full, the sanitation workers drive it to a dump or landfill. They empty the trash into a pit by raising the front of the truck's trash bin. The trash slides or is pushed out of the truck bin into the pit. When the pit is nearly full, another sanitation worker who works at the landfill covers the pit with sand or gravel. He uses a bulldozer to push sand or gravel over the trash. This helps keep the landfill area cleaner.

Sanitation workers are usually hired by the cities or villages where they work. It is important to have sanitation workers. They keep our cities and villages clean. Keeping our cities and villages clean helps prevent the spread of sicknesses and disease.

## B-4 Sanitation Worker

### Classifying Tools

Draw a circle around each tool used by sanitation workers at work.

Clockwise from bulldozer: garbage truck, puppet, trash cans, street sweeper, gloves, violin

COMMENTS:



What is the main tool used by sanitation workers on the job?



## B-4 Sanitation Worker

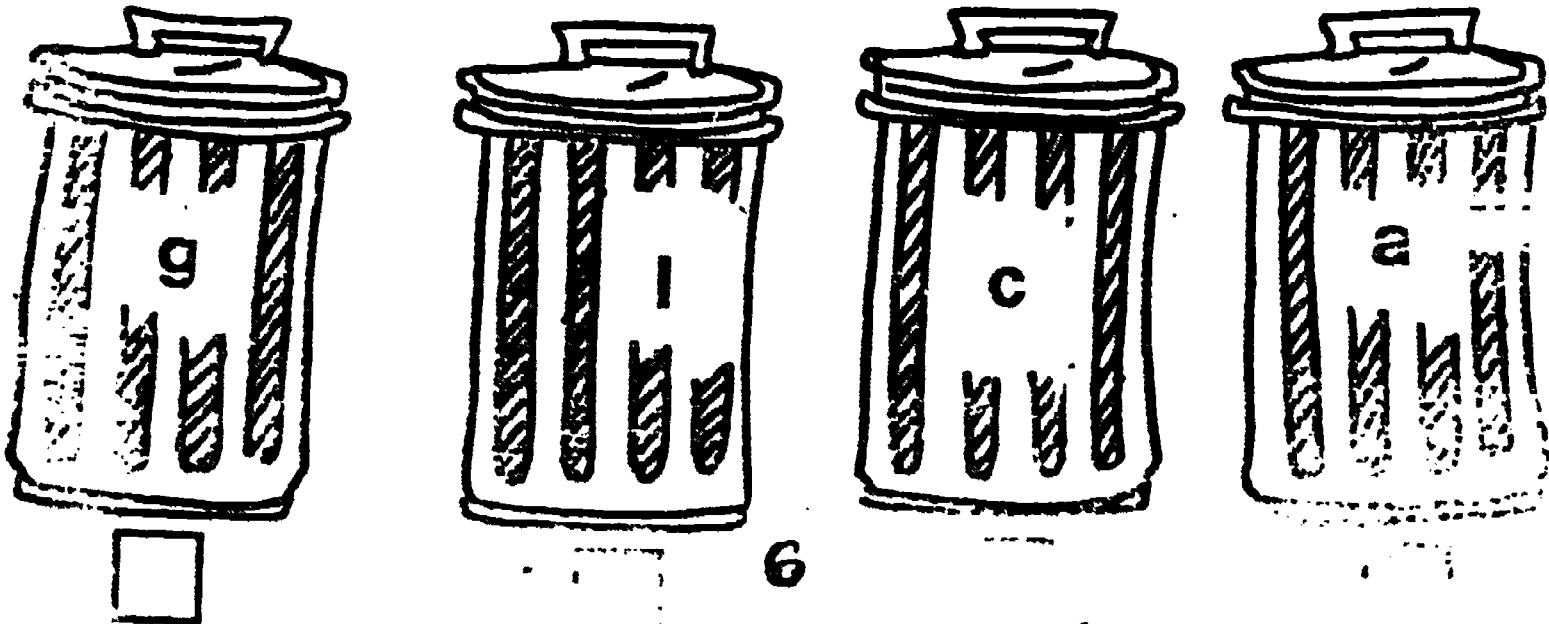
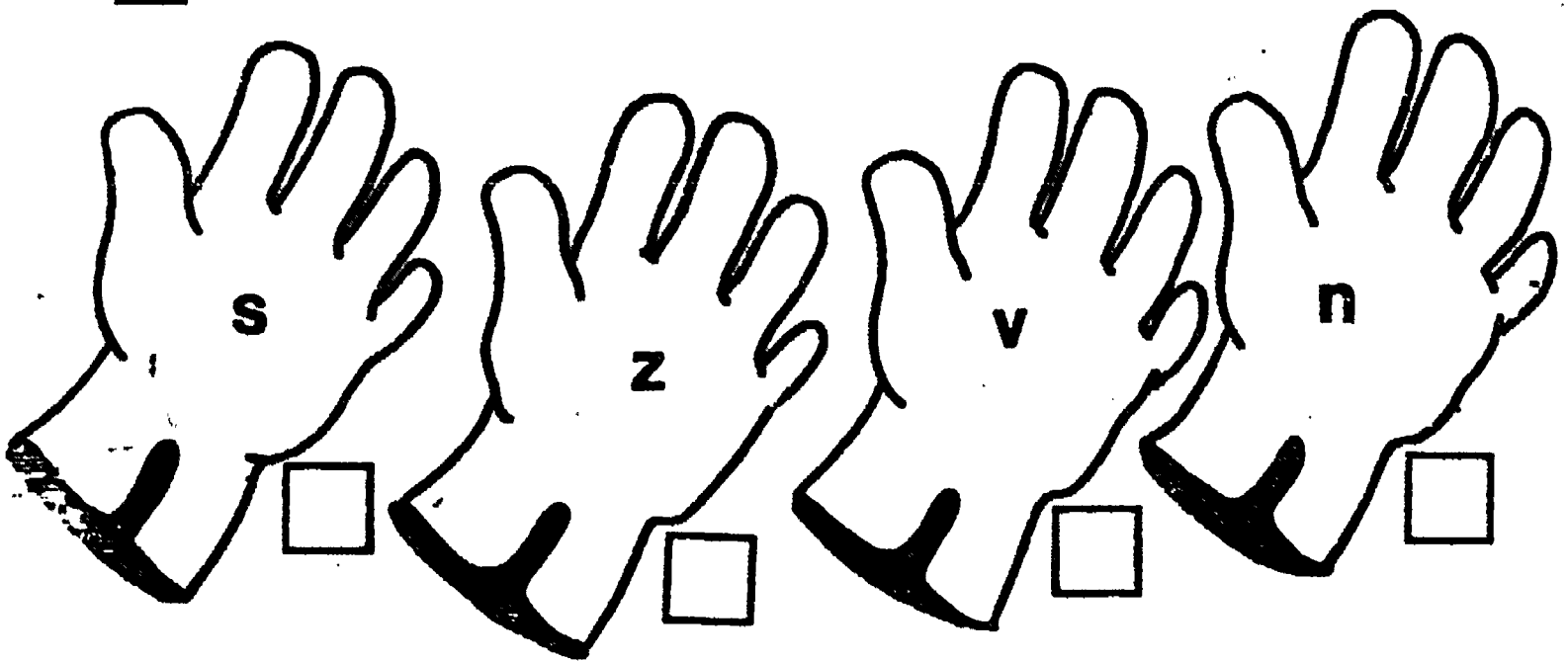
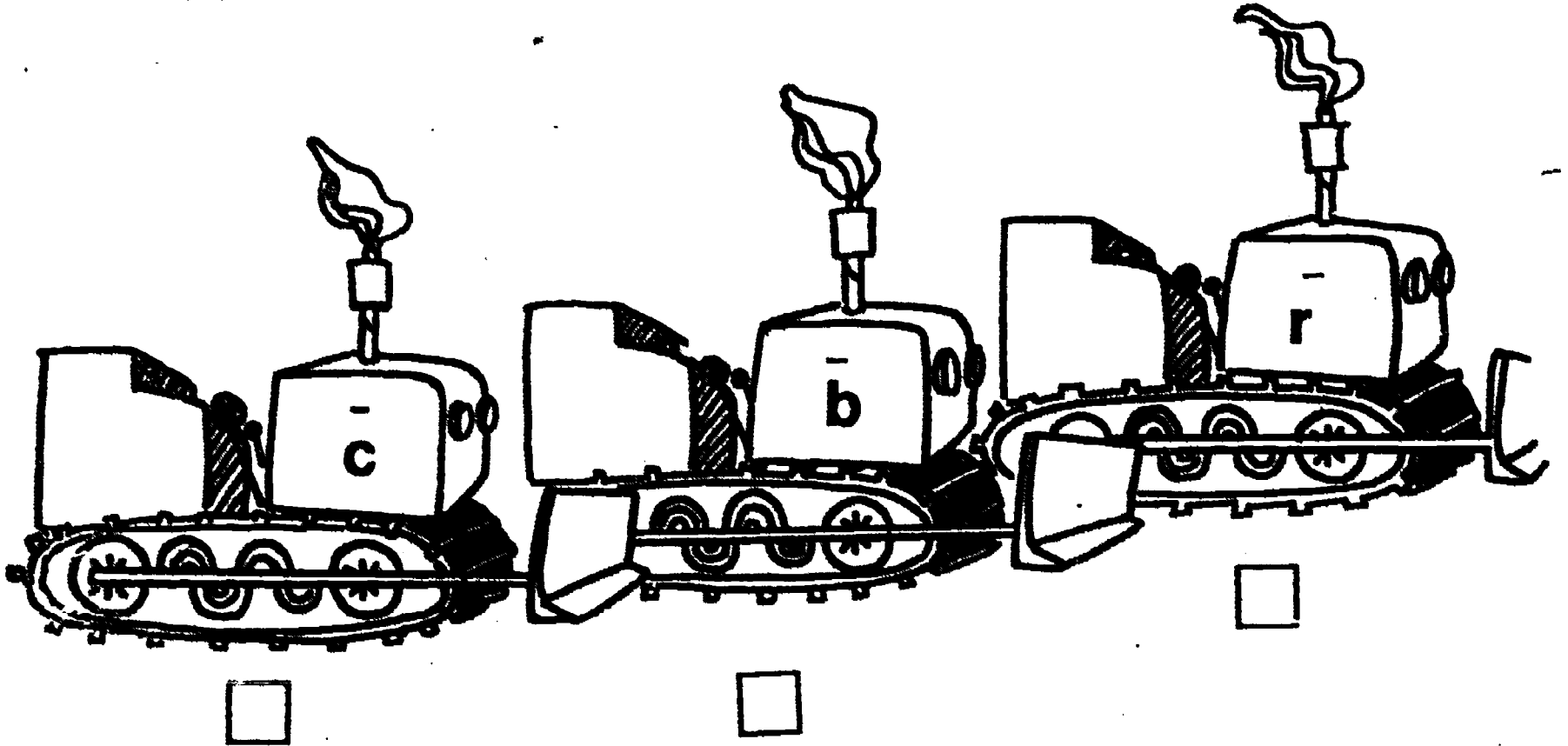
Put the sanitation tools in order. Look at the letters on the tools. When the letters are in ABC order, the tools will be in ABC order. In each row write 1, 2, 3 or 4 on the tools to show what order they should be in.

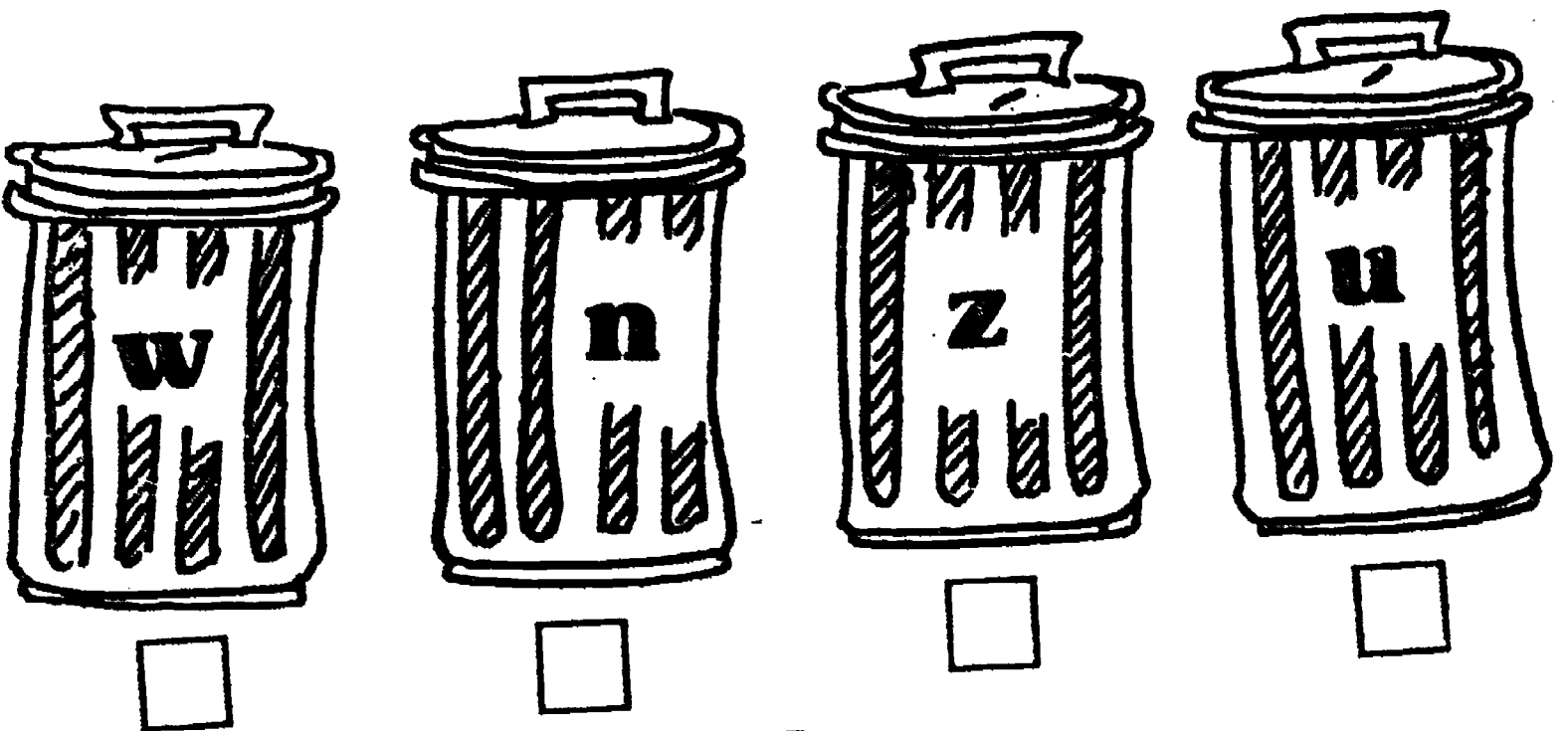
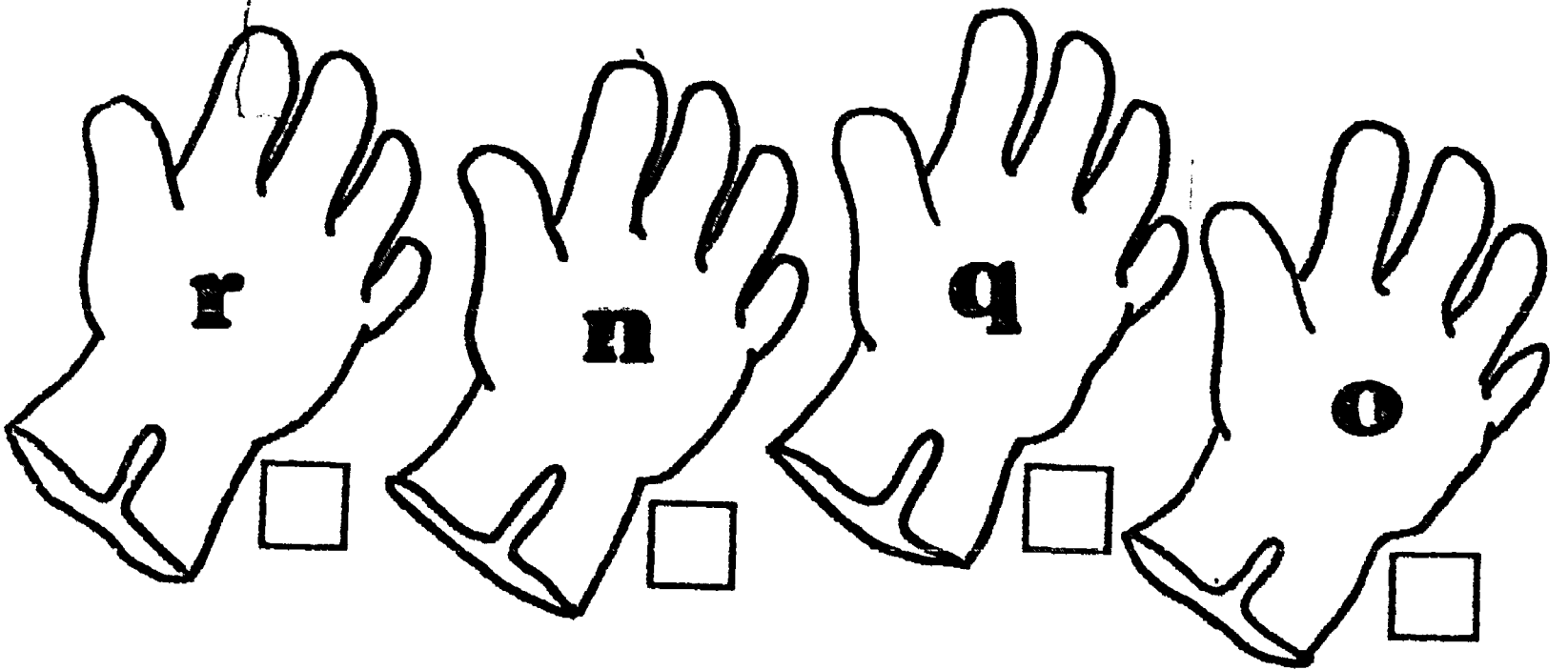
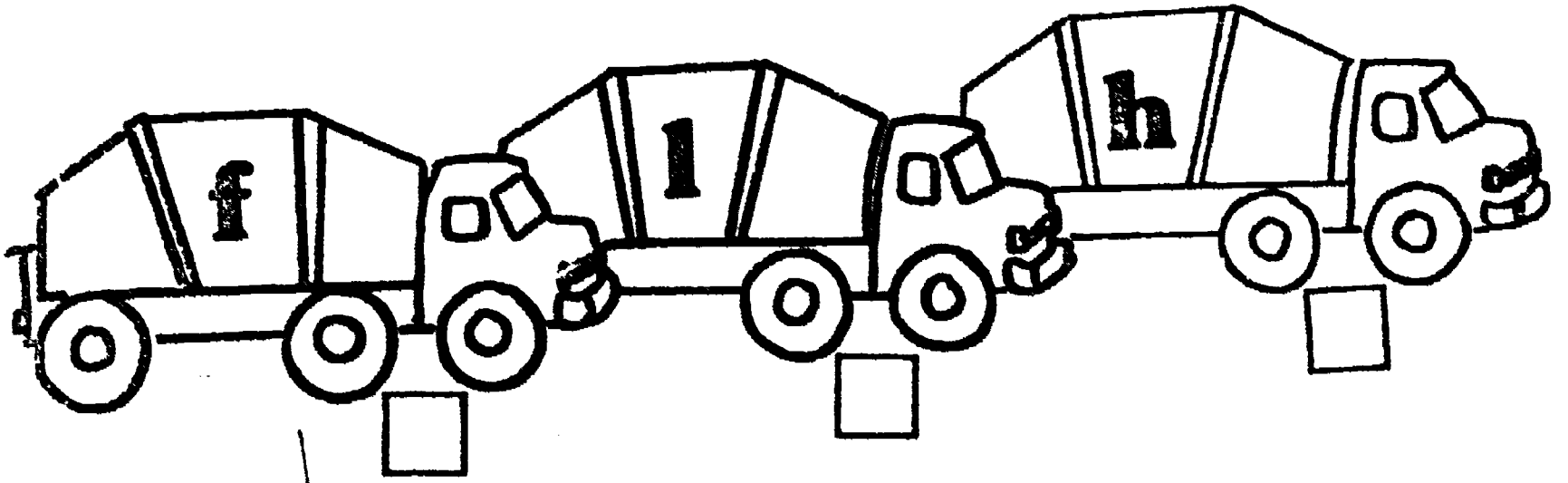
Look at the first row of bulldozers. What letters are written on the bulldozers? (c, b, r) Which letter comes first in ABC order? (b) Write the numeral 1 on the "b" bulldozer because b is the first letter in this series. Which of these letters comes next in ABC order? (c) What numeral will you write on this bulldozer? (2) Write "2" on the "c" bulldozer.

Continue in the same manner for the remaining tools.

COMMENTS:

Put the tools in each row in alphabetical order by numbering 1 through 4 in the boxes beneath the tools.





B-4 Sanitation Worker

The sanitation workers use different tools as they work. You see some of the tools on the bottom of your page. Each tool at the bottom of the page has its name written beneath it.

Each sentence at the top of the page is about sanitation workers. Each sentence has a blank space where one of the tools will fit. As I read the sentence to you, write the name of the correct tool in the blank space.

Now listen. The sanitation workers wear \_\_\_\_\_ to protect their hands. Which tool goes in the blank? (gloves)  
Write "gloves" on the blank line.

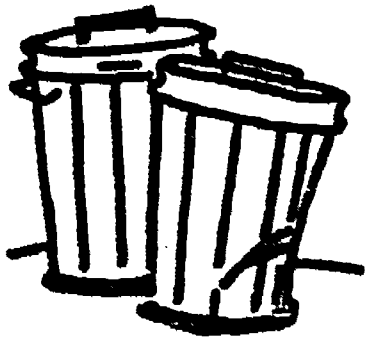
Continue in the same manner for the following sentences:

2. Sanitation workers empty (trash cans) left on the street.
3. Sanitation workers put trash in a (garbage truck).
4. The sanitation worker at the landfill uses a (bulldozer) to push gravel over the trash.

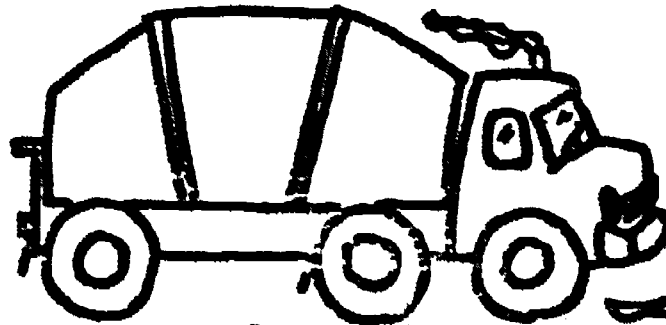
COMMENTS:

Write in the blank the name of the tool which correctly completes the sentence.

1. The sanitation workers wear \_\_\_\_\_ to protect their hands.
2. Sanitation workers empty \_\_\_\_\_ left on the street.
3. Sanitation workers put trash in a \_\_\_\_\_.
4. The sanitation worker uses a \_\_\_\_\_ to push gravel over trash at the landfill.



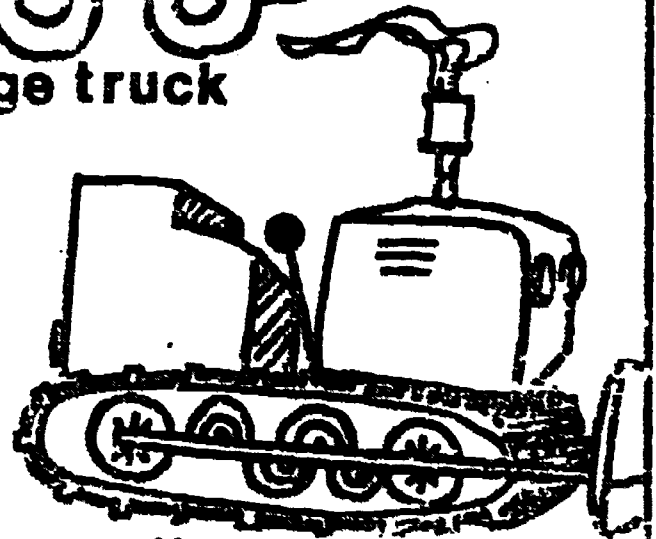
trash cans



garbage truck



gloves



bulldozer

## B-4 Nursing Aide/Sanitation Worker Review

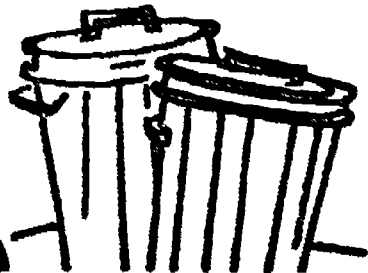
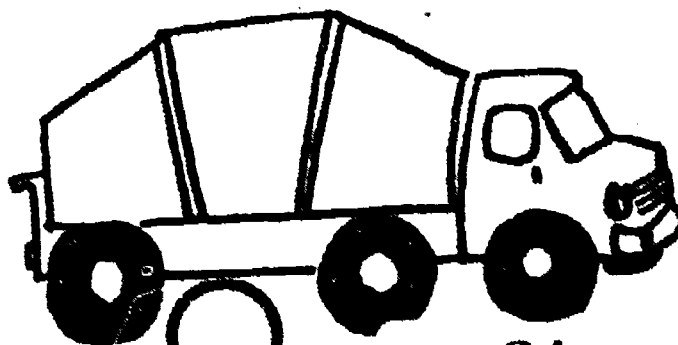
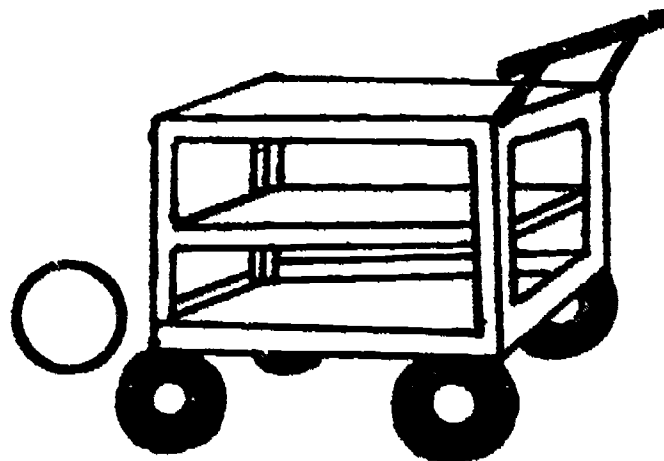
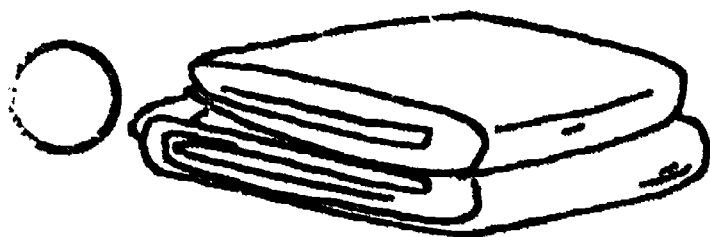
On your page are tools used by sanitation workers and nursing aides. Write "S" in the circle by each tool used by the sanitation worker. Write "N" in the circle near each tool used by the nursing aide.

COMMENTS:

9T

B-4 Nursing Aide/Sanitation Worker Review

Mark an S in the circle near each tool used by sanitation workers. Mark N in the circles near those tools used by nursing assistants.





## B-4 Mail Carrier

Mail carriers are workers who deliver mail to people at their homes or businesses. Some people rent mailboxes in the Post Office and go there to get their mail. Other people have mailboxes at their homes or businesses. Mail carriers take mail to these people every day.

Mail comes into the Post Office in large bags. Mail carriers help sort the mail into the different routes. Each mail carrier puts the mail for his route in a large leather bag. Mail carriers sometimes carry the bags on their shoulders. Mail carriers with very long routes put their bags on three-wheeled carts and push them down the street. Each mail carrier has the same route every day and takes mail to the same people. Mail carriers must make sure that everyone on their routes gets their own mail.

Some mail carriers work in the country where the distance between houses is too far to walk. These mail carriers put their mail bags in their cars and drive around their routes. Homes in the country have mailboxes on the side of the road. The mail carriers drive close to the mailboxes, open their car windows, then place the mail in the mailboxes without getting out of their cars.

Mail carriers also pick up mail and take it back to the Post Office. They stop at mailboxes which are placed on some corners in cities. The mail carriers who pick up mail from these mailboxes drive a special small truck or van. The steering wheel of the truck is on the right hand side so when the mail carriers leave the truck they step onto the sidewalk rather than into the street. After they empty all of the mailboxes they drive the mail in their trucks to the Post Office.

Mail carriers who work in the country also take mail to the Post Office. When someone on a country route needs to mail something, he puts the letter in his mailbox near the road. He raises a red flag on the side of the mailbox to let the mail carrier know there is something in the box.

Mail carriers work very hard to make sure that people get their mail as quickly as possible. They carry heavy bags of mail on their routes in all kinds of weather.

## B-4 Mail Carrier

## Classifying Tools

Draw a circle around each tool used by mail carriers at work.

Clockwise from mailbox: saw, delivery bag, mail bag, mail cart, mail box, mail truck, car, sponge.

Draw a circle around each tool used by mail carriers at work.



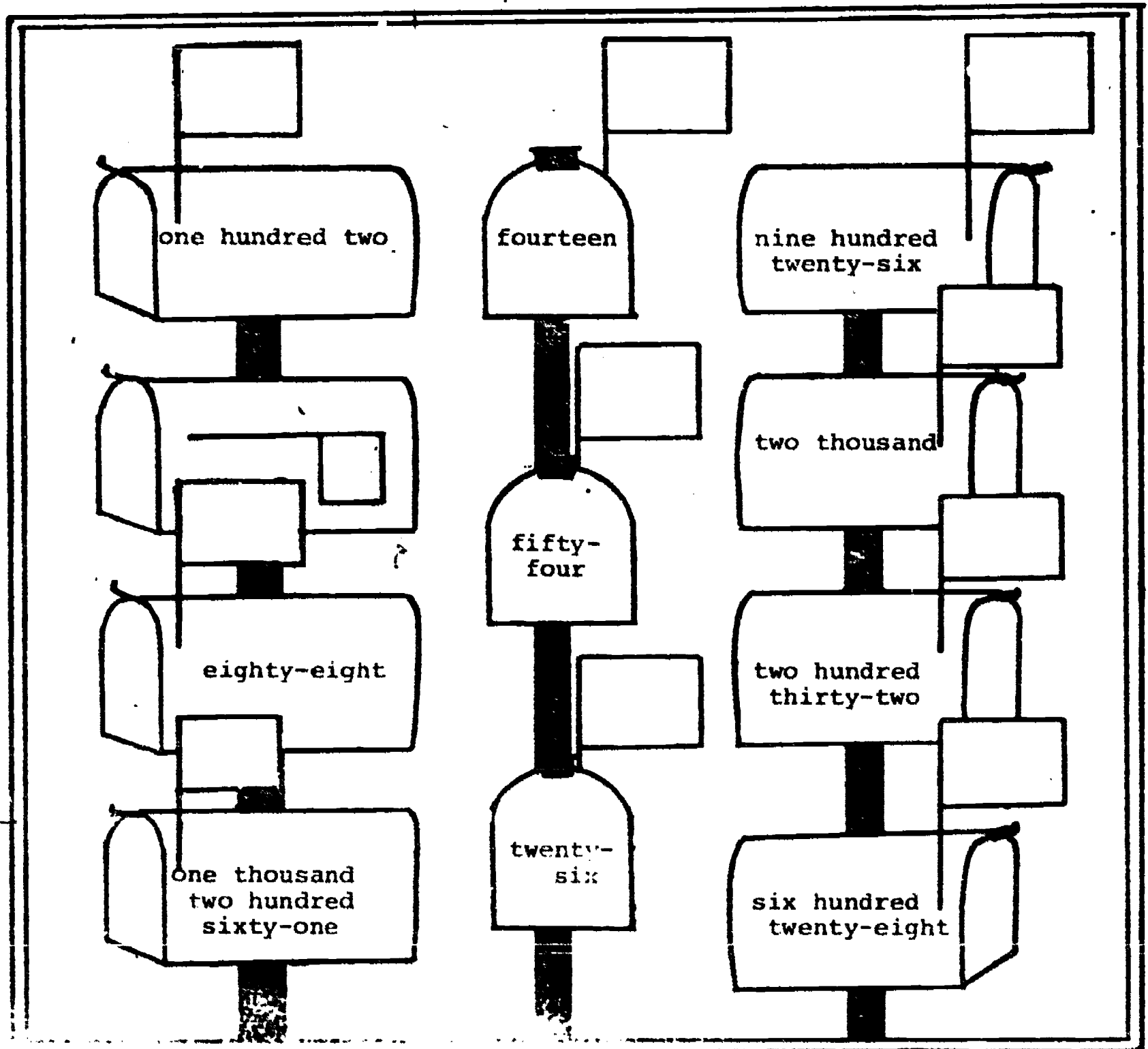
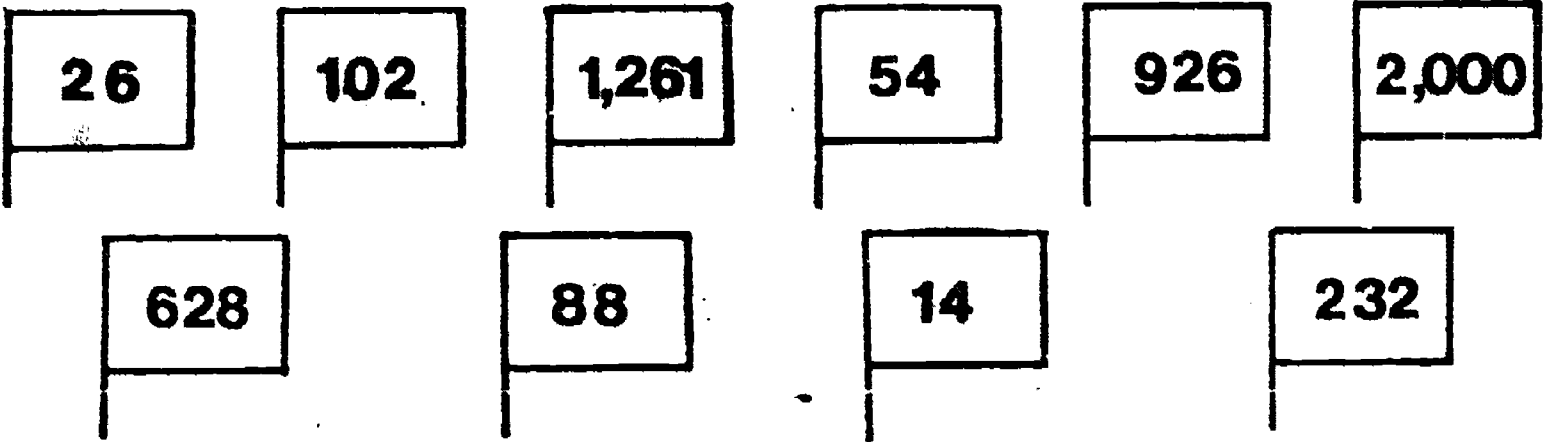
Mail carriers match addresses written on envelopes to addresses on houses. Most mail carriers learn to read numbers quickly and correctly. You are going to practice reading numbers written in numerals and in words.

On your page are several mailboxes with the flags raised. On each mailbox is a number written in words. At the top of the page are several flags with numbers written in numerals. Match the numerals to the number words by writing the correct numeral on the flag of each mailbox.

Look at the first flag. What number is written on it? (26)  
Find the mailbox which says twenty-six at the bottom of the page. Write the numeral 26 on the flag of the mailbox which says twenty-six.

COMMENTS:

Write each numeral on the flags at the top of the page on the flags of the mailboxes having the same number.



## Alphabetical Order

### B-4 Mail Carrier

Part of the mail carrier's job is to sort letters into categories. The mail carrier is going to sort these letters in ABC order. When the mail carrier sorts these letters, he will look at the first letter of each name. The name which begins with the letter closest to A goes first. Put the letters in each group in ABC order by writing 1, 2 or 3 in the stamp.

Look at the first row of envelopes. Which name begins with the letter closest to A? (Carlo) Put a 1 in the stamp of this letter because it comes first in ABC order. Which name begins with the letter which comes next in ABC order? (Hart) Put a 2 in the stamp of this letter because it comes second in ABC order.

Continue in the same manner for the remaining items.

COMMENTS:

Number the letters in each row in alphabetical order by writing the numerals 1, 2 or 3 in the stamps on the letters in each row.

Carlos

Matos

Hart

Ortiz

Sarda

Pitts

Kelly

Juarez

Ayala

Mitchell

Taylor

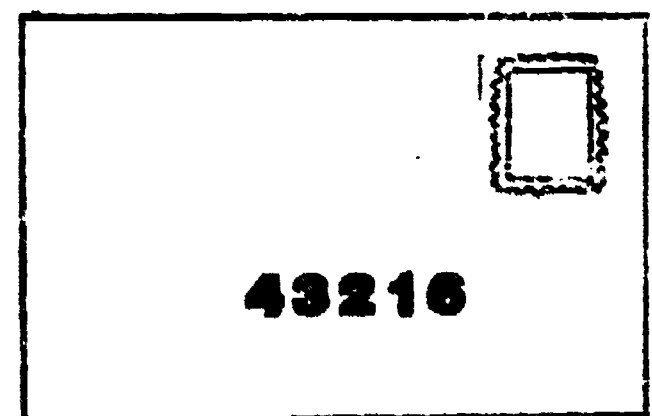
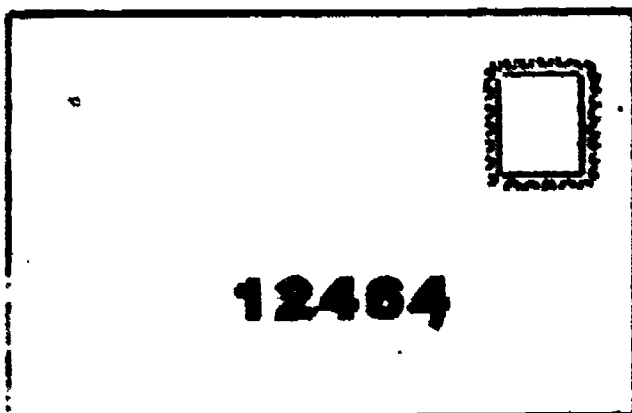
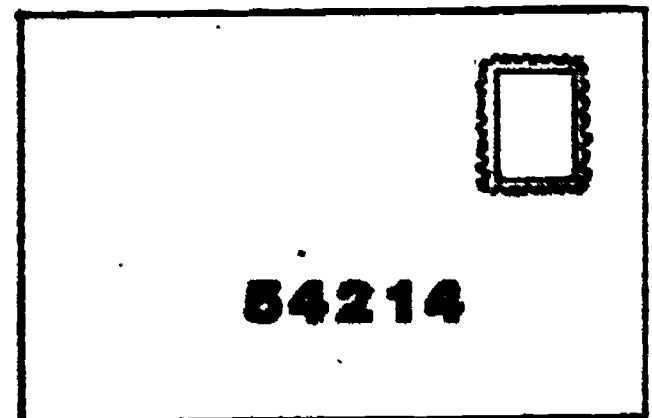
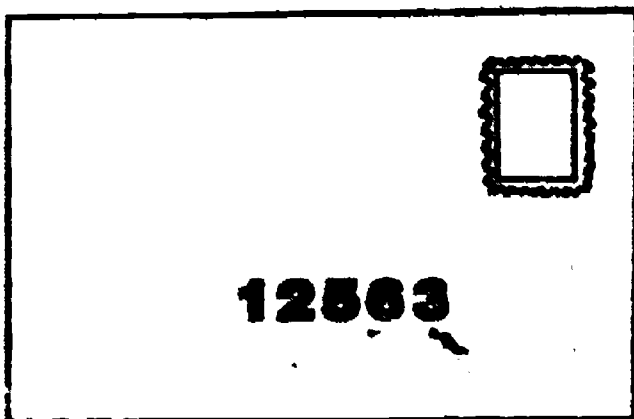
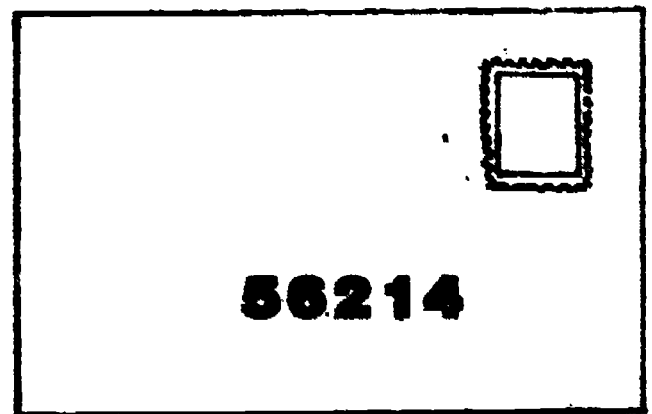
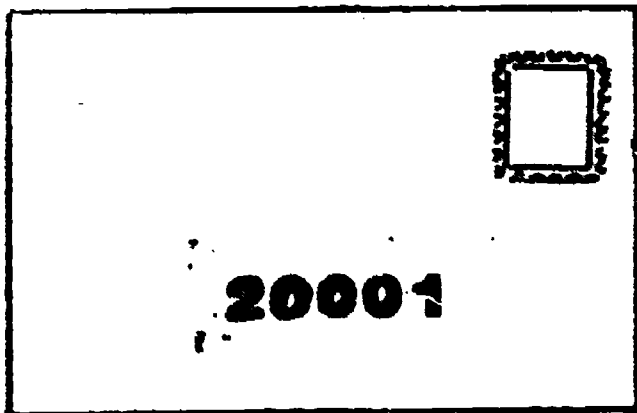
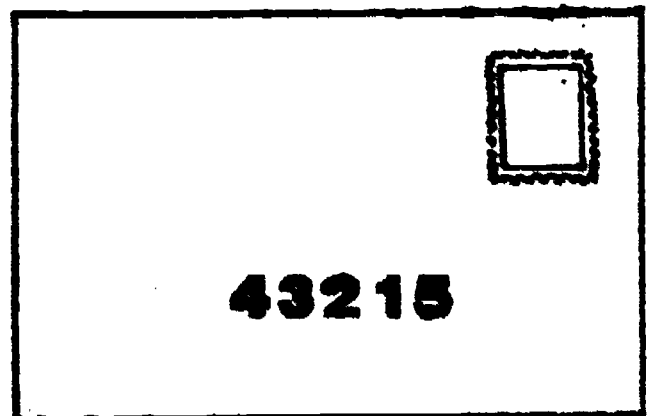
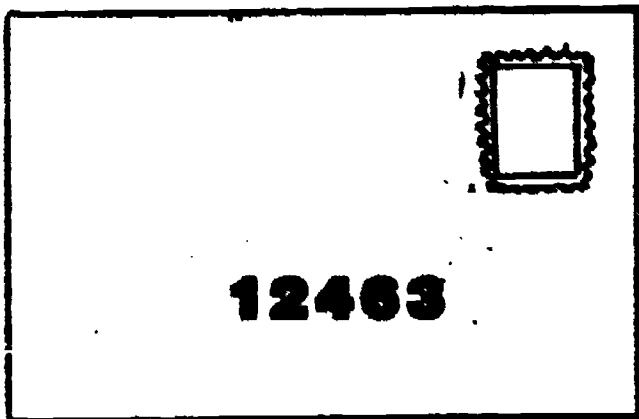
Lopez

When mail carriers sort the mail they use the zip codes on letters to tell where the letters will go. Zip codes are numbers with five digits. It takes five numerals to make a zip code. Each digit in the zip code tells something about where the letter should go.

On your page are two columns of letters. Each letter has a zip code written on it. In each column put the zip codes in order from smallest number to largest number. Write 1 on the stamp of the letter with the first zip code; 2 on the next largest zip code and so on.

**COMMENTS:**

Put the envelopes in each column in order by zip code. Write the numeral 1, 2, 3 or 4 in the stamps of the letters to arrange them in order of smallest to largest.





## B-4 Librarian

Librarians take care of the books and other materials kept in libraries. Librarians go to college to learn the best ways to manage a library.

Librarians see that everything in the library is in its proper place. They learn a special system for numbering books, so that books of the same kind are kept together. Librarians make sure that books are put back on their proper shelves. Librarians write all the book titles and their special numbers in a card catalog. When people come into the library to borrow books, they use the card catalog to see where the books are kept.

Librarians order new books and materials for their libraries. In order to know what materials to buy, the librarians must keep track of new books as they are published. The librarians must also know about the needs of the people who use their library. Knowing the kinds of materials the people like or need to use helps the librarians know what types of books to buy.

Librarians help people learn to use the library. They show the people where to find things and how to use the card catalogs. They tell people about the many things libraries have. Some libraries have records, tapes, and pictures that can be borrowed.

Some librarians work in bookmobiles. Bookmobiles are vans or buses that are set up as libraries. Bookmobiles take books to people who don't live near a library. Bookmobile librarians travel with the bookmobile to help people select books.

Some librarians work in special libraries that serve a specific group of people. For instance, some librarians work in hospitals. They organize medical libraries with books, films and magazines on subjects that doctors, nurses and other hospital workers would be interested in. Other librarians work in law offices and organize materials of interest to lawyers.

Librarians help us learn things. Because they keep libraries organized, people have all kinds of books, magazines, films and records to borrow and learn from. Some librarians have special reading hours for children, so they will enjoy learning to read.

## B-4 Librarian

## Classifying Tools

Draw a circle around each tool used by librarians at work.

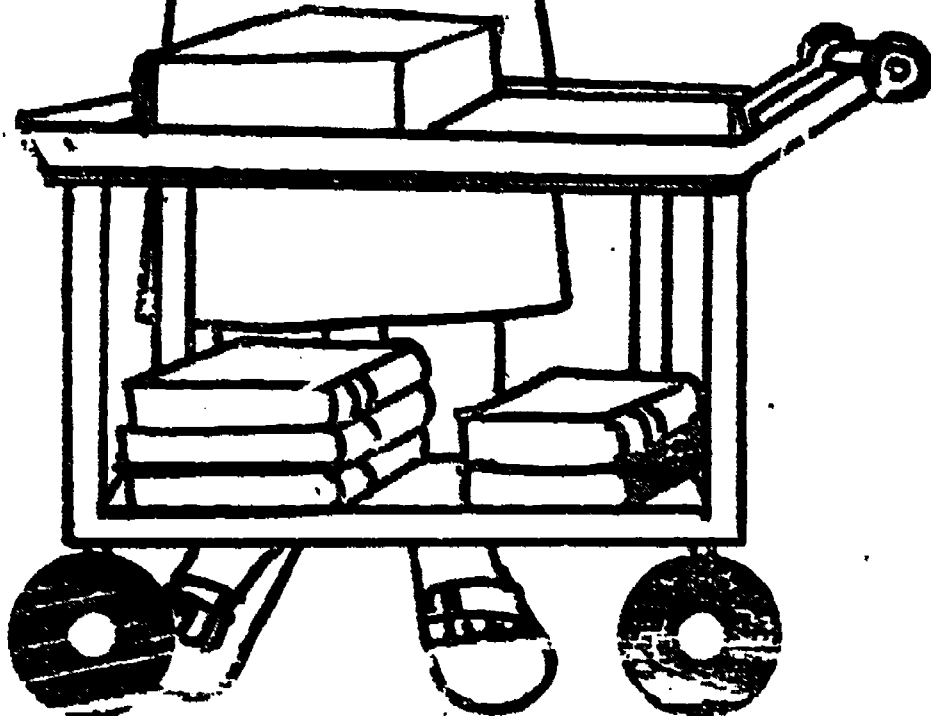
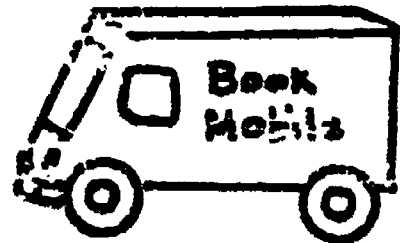
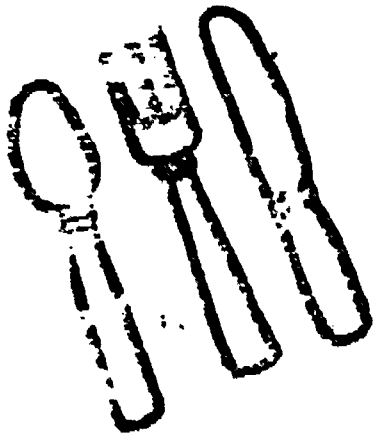
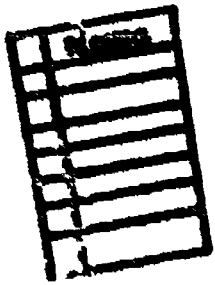
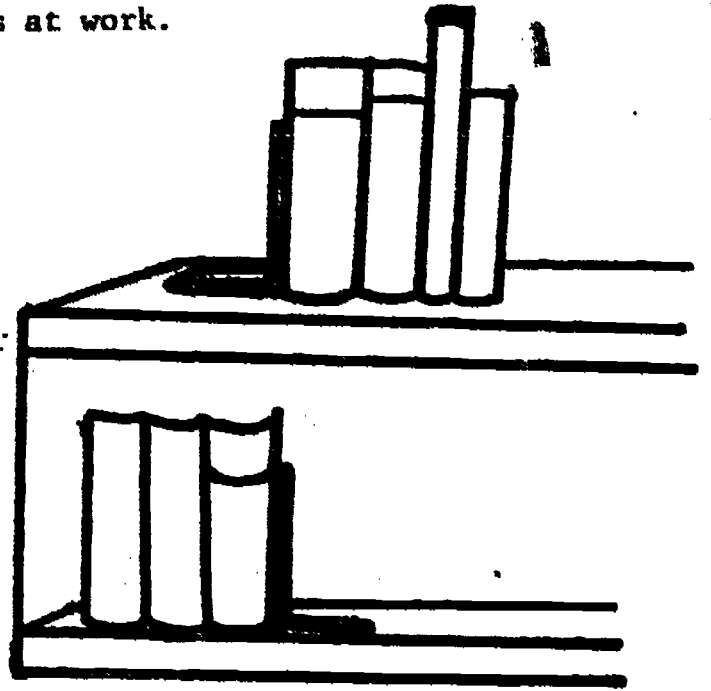
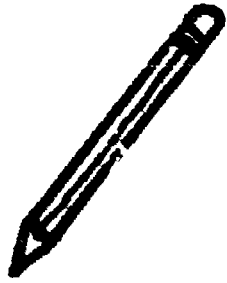
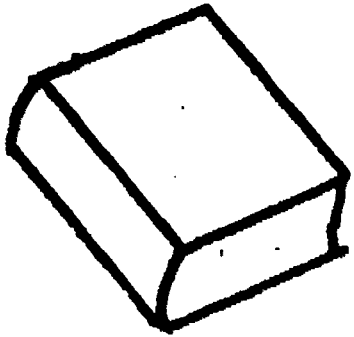
Clockwise from book: pencil, shelves, whistle, bookmobile, flatware, library card.

14T

COMMENTS:

33

Draw a circle around each tool used by librarians at work.



Librarians use ABC order when they put books on shelves. In many cases they use the authors' or writers' names. The books are on the shelves in ABC order of the authors' names. Librarians also put cards in the card catalog in the same order.

Sometimes two or more authors will have names beginning with the same letter. For instance, the names Barnes and Bell both begin with the letter B. When two names begin with the same letter, the librarian uses the second letter of the names to put them in alphabetical order. Put the books in each row of your page in ABC order by writing 1, 2, 3 or 4 on the books to show the order they should be in.

Look at the first row of books on your page. The authors' names are written on the books. All of the authors' names begin with the letter B. What will we have to look at before we can put these books in ABC order? (the second letter) Circle (or underline) the second letter in each author's name. Looking at the circled (or underlined) letters, which circled (or underlined) letter comes first in ABC order? (a). Put the numeral 1 in the square on that book, because Ba comes first in ABC order. Which circled (or underlined) letter comes next in ABC order? (e) Write the numeral 2 in the square on this book because Be comes second in this ABC order.

Continue in the same manner, directing students to circle or underline the second letter in each word before alphabetizing.

COMMENTS:

Circle the second letter in the words of each row. Put the words in ABC order using the second letter by writing the numerals 1, 2, 3 or 4 in the squares on the books in each row.

Black Barnes Bell Butcher

Noble Ness Nason Null

Kelly Klammer Klam Kahnia

Darcy Darcy Darcy Darcy

Librarians enter all new books in the card catalog. The card catalog is a chest with many small drawers. In each drawer are cards with book titles and authors written on them. The cards are arranged in the drawers in ABC order. Each drawer is labeled to show what cards are inside the drawer.

One catalog contains cards for different subjects. For instance, if someone were interested in dogs, he would look in the card catalog for d. When the person found the section about dogs, he would also find a card for each book about dogs that the library owns. The card would tell him the title, the author, and the location of each book.

In many cases more than one subject card begins with the same two letters. For instance, "cars", "cats", and "caps" all start with the letters "ca". In this case, the librarian must look at the third letter to put these words in ABC order. Arrange each row of cards on your page in ABC order by writing the numerals 1, 2 or 3 in the squares on the cards.

Look at the first row of cards. Circle (or underline) the third letter in the word on each card. Which of the circled (or underlined) letters should come first in ABC order? (n) Write the numeral 1 on this card because "can" comes first in ABC order.

Continue in the same manner, directing students to circle (or underline) the third letter before alphabetizing.

COMMENTS:

Circle the third letter in the words in each row. Put the words in ABC order by writing the numerals 1, 2 or 3 on the cards to show the correct ABC order.

**cap**

○

**candy**

○

**cats**

○

**green**

○

**grass**

○

**grow**

○

**tiger**

○

**time**

○

**tickle**

○

**file**

○

**fish**

○

**fire**

○

**B-4 Mail Carrier/Librarian Review**

In the circle near each tool print M if it is a tool used by mail carriers; L for tools used by librarians.

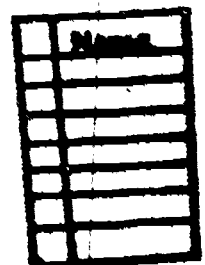
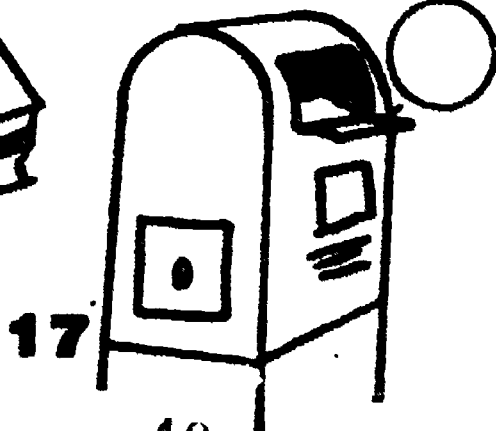
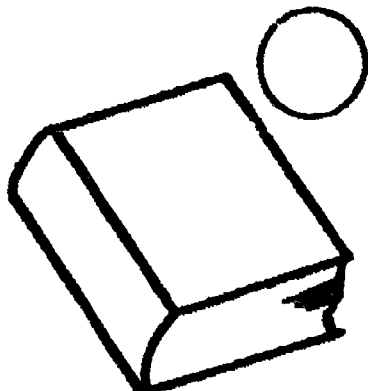
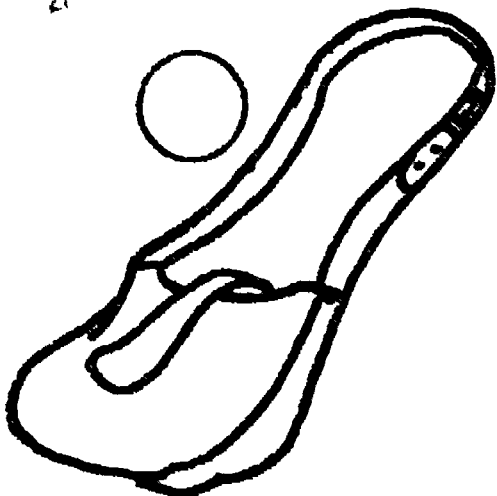
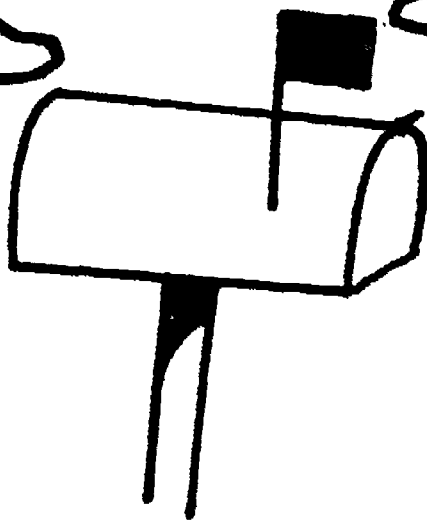
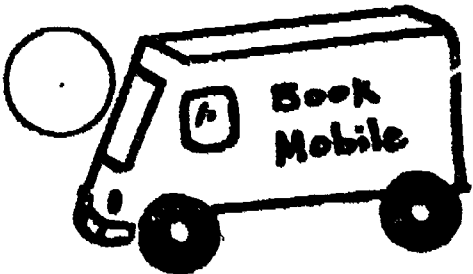
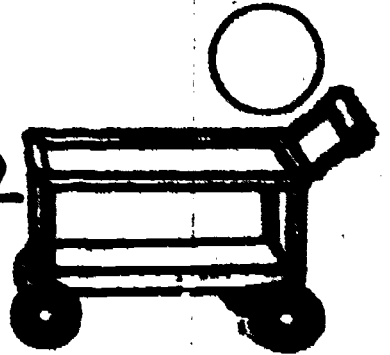
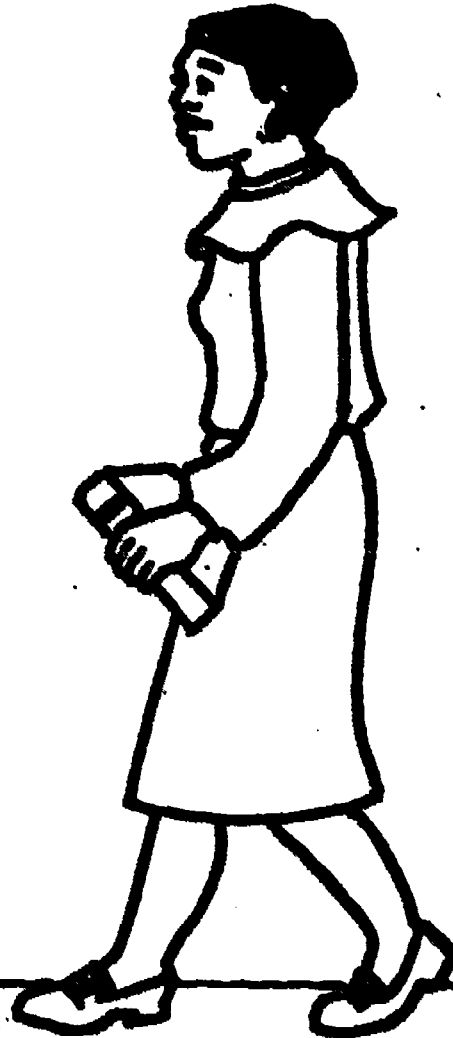
**COMMENTS:**



**17T**

B-4 Mail Carrier/Librarian Review

In the circle near each tool print M if the tool is used by mail carriers; L if the tool is used by librarians.



17

40



## B-4 Fire Fighter

Fire fighters use special equipment to put out fires. When a fire is reported, the fire fighters drive to the fire in a fire truck. They hook hoses to fire hydrants and use pumps on the fire truck to pump water through hoses to the fire. If the fire is in a tall building, the fire fighters use ladders to get to the upper stories. Sometimes they use axes to break down doors so they can get to a fire inside a building.

Fire fighters are trained to work in teams to do certain jobs quickly. When the fire truck gets to a fire, some fire fighters jump off and begin stretching the hoses from the truck to the hydrant. While some fire fighters are hooking the hoses to the hydrants, others are hooking hoses to the truck and spreading them toward the fire. These men will hold the hose when the water comes out. The fire fighter at the end of the hose adjusts the nozzle which controls how the water comes out. For some fires a big stream of water is used; for others a fine spray. At the same time other fire fighters are adjusting pumps on the truck so the water will be pushed to the end of the hose.

While the fire truck and hoses are being prepared, other firemen arrange ladders if they are needed. If people are inside the burning building, the first job is to get them to safety. Fire fighters are specially trained to help people get out of burning buildings. They are also trained in first aid so they can help people who are hurt. Since fire fighters are usually the first people at the scene of a fire, they must be able to help people until an ambulance and a medical team arrive.

Fire fighters wear special clothing and equipment to protect themselves. Most of their clothing is fire resistant and they wear long coats, rubber boots and hard hats so that they stay dry. Fire fighters who work inside a burning building wear protective suits to keep the heat away from their bodies. They also wear oxygen masks that allow them to breathe in the thickest smoke.

Some fire fighters are fire inspectors. They check businesses and public buildings to make sure that all of the fire safety laws and rules are followed. They check fire extinguishers to make sure the chemicals are not too old to work. Fire inspectors check fire alarm boxes to see that they work properly.

Fire fighters help people learn about fire prevention and safety. They go to schools and neighborhood centers to tell people how to make their homes fire safe. They show people how to use fire extinguishers. Fire fighters also show people what to do if they are in a burning building.

(continued on next page)

## B-4 Fire Fighter (continued)

In cities fire fighters live at the fire house. They work in shifts, so that one group will be on duty for a day or two. When this group goes off duty, another group comes on duty. At the fire house the fire fighters take turns doing the cooking and cleaning. There is a group of fire fighters at the firehouse at all times.

When fire fighters are at the firehouse, they take care of the equipment. They make sure that the hoses are in good repair, and are coiled properly after each use. They check the pumps and the trucks, so they will be ready the next time they are needed. Each fire fighter is responsible for keeping his personal equipment - uniform, boots and coat - in good condition.

Fire fighters do very dangerous work. There is always the danger of being hurt when working at a fire. People become fire fighters because they like helping people. They do a real service for the cities where they live.

### B-4 Fire Fighter

### Classifying Tools

Draw a circle around each tool used by fire fighters at work.

Clockwise from oxygen mask: ax, fan, hose, fire hat, alarm box, fire extinguisher, nozzle, uniform, paintbrush, ladder, hydrant.

COMMENTS:

Draw a circle around each tool used by fire fighters at work.



The sentences on your page are about fire fighters. Some of the sentences are true; some are not true. I will read the sentences to you. If a sentence is true, write "T" in the fire hydrant for that sentence. If the sentence is false or not true, write an "F" in the fire hydrant.

Follow along as I read sentence number one.

1. Fire fighters use ladders to reach fires in tall buildings.

Is this a true sentence? (yes) Put a T in the fire hydrant by sentence number one.

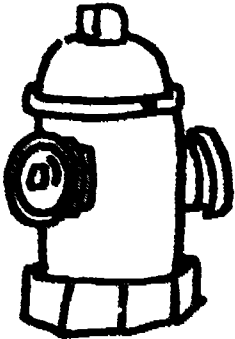
Continue in the same manner for the remaining sentences.

2. Fire fighters wear oxygen masks so people won't know who they are. (F)
3. Fire fighters use hoses to spray water on the fire. (T)
4. Some fire fighters check buildings to make sure they are fire safe. (T)
5. Fire fighters use a thermometer to see how hot the fire is. (F)
6. A fire fighter only works when there is a fire to put out. (F)
7. Fire fighters take care of equipment when they are not at a fire. (T)
8. Fire fighters help people learn about fire safety. (T)
9. Fire fighters wear oxygen masks when they enter smoke-filled buildings.
10. Fire fighters use fire extinguishers to put out small fires. (F)
11. Fire fighters use umbrellas to keep dry at a fire. (F)

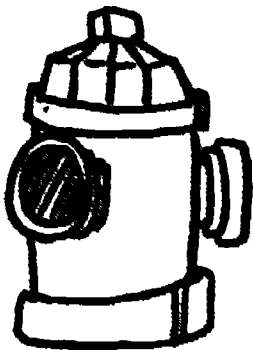
B-4 Fire Fighter

True/False

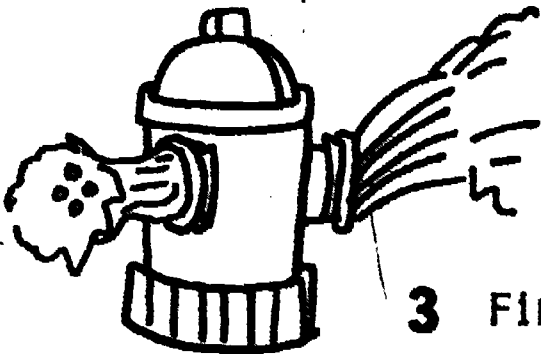
Read or listen to each sentence. Write T in the hydrant if the sentence is True; F in the hydrant if the sentence is False.



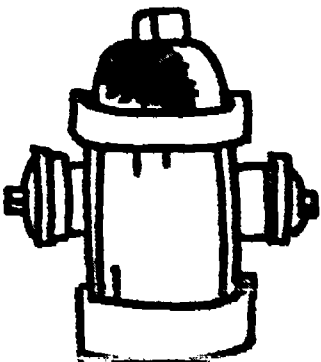
- 1** Fire fighters use ladders to reach fires in tall buildings.



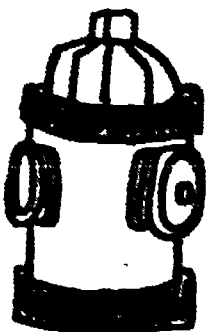
- 2** Fire fighters wear oxygen masks so people won't know who they are.



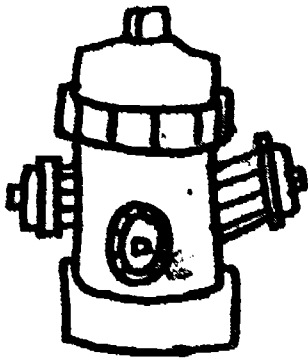
- 3** Fire fighters use hoses to spray water on the fire.



- 4** Some fire fighters check buildings to make sure they are fire safe.

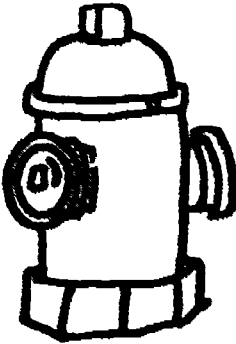


- 5** Fire fighters use a thermometer to see how hot the fire is.



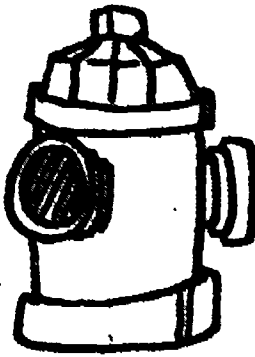
6

A fire fighter only works when there is a fire to put out.



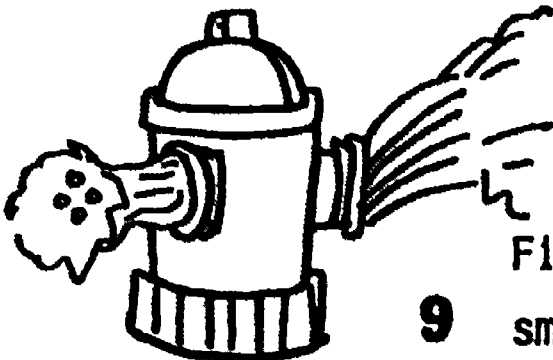
7

Fire fighters take care of equipment when they are not at a fire.



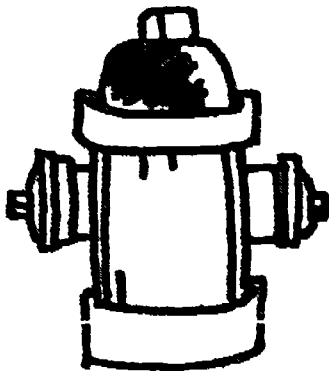
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Fire fighters help people learn about fire safety.



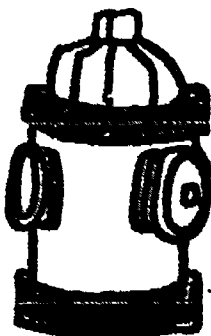
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Fire fighters wear oxygen masks when they enter smoke-filled buildings.



10

Fire fighters use fire extinguishers to put out small fires.



11

Fire fighters use umbrellas to keep dry at a fire.

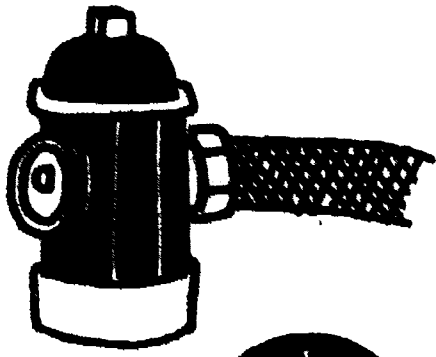
## B-4 Fire Fighter

Draw the route the fire fighter will use to string his hose from the fire hydrant to the burning building. Look at the two dots labeled number 1. Which word comes first in ABC order? (arson or the one on the right) Draw a line from the hose to the dot that comes first in ABC order. Now look at the dots labeled number 2. Which of these words comes first in ABC order? (fire or the one on the right) Draw a line from the first number 1 dot to the number 2 dot which comes first in ABC order.

Continue tracing the route by connecting the dots in each word pair that come first in ABC order.

COMMENTS:

Draw a line to connect the words in each series that come first in ABC order.



1  
fox

1  
person

3  
nose

3  
home

1  
truck

1  
cup

8  
water

8  
waste

2  
first

2  
fire

5  
ladder

7  
brush

7  
muzzle

7  
nozzle

9  
house

9  
hydrant

6  
mask

6  
mast





## B-4 Police Officer

Police officers are responsible for the protection of people's property and lives. They do many different jobs to look after the well-being of the people in their city or community.

Some police officers work as traffic officers. They stand at busy corners and keep the cars and trucks moving in an organized way. They blow a whistle to get the attention of drivers. Officers in patrol cars also keep track of traffic. Patrol officers stop cars whose drivers are speeding or are breaking some other traffic law. The officer writes a ticket for the driver, who will have to pay a fine or go to court. Police officers are frequently called to traffic accidents. They call for an ambulance if it is needed, write reports of how the accident happened and make sure that other traffic in the area moves evenly.

Police officers investigate or look into crimes. If a house is broken into, the police officers go to the house and talk to the people who own the house. They write a report about what happened and look for clues about who broke in. They may work on the case for several weeks. When the officers find the person they suspect of having broken in, they arrest the person.

When police officers work at the police station, they do office work. Some answer telephone calls from people who need help. Others file reports of crimes and investigations. A police officer called a dispatcher calls patrol officers on their car radios to tell them where they are needed.

Police officers are often called to help in emergencies like fires or floods. They help rescue people in dangerous situations. They are trained in first aid, so they can help people who are sick or injured. They help to keep crowds of on-lookers out of the way, so that fire fighters or rescue workers can do their jobs better. When police officers are on duty in these types of situations, they use walkie-talkies or two-way radios to talk to each other. In emergencies it is important that all the officers know where the others are and what they are doing.

Police officers wear special uniforms so that everyone knows who they are. They wear or carry badges with their names and identification numbers. Police officers carry handcuffs. When a person is arrested, the handcuffs keep him from using his hands. Police officers carry guns. There are very strict rules about when they are allowed to use the guns. Officers who are patrolling streets at night carry flashlights.

Police officers receive training in how to do their jobs. They all learn about laws, guns and other firearms, and how to handle an accident or a crime. Some officers work only at the police station; others work on the streets, watching for crimes or people needing help. Some officers ride in patrol cars, others on motorcycles. A few police officers ride on horses and patrol parks and other areas where patrol cars cannot go.

**B-4 Police Officer (continued)**

Policemen do lots of different jobs, but all must be ready to act quickly in an emergency. They must be alert to see some situations before they happen. Their work is very dangerous, because they have to deal with all kinds of people in different situations. Some of the people they see are very upset and may be very frightened. Police officers have to learn to handle all types of situations calmly.

**B-4 Police Officer**

**Classifying Tools**

Draw a circle around each tool used by police officers at work.

Clockwise from handcuffs: pot, patrol car, ticket pad, uniform, flashlight, gun, walkie-talkie, badge, hammer, clipboard, whistle

**COMMENTS:**

B-4 Police Officer

Classifying Tools

Draw a circle around each tool used by police officers at work.



Part of a police officer's job is to write reports of crimes and investigations he is working on. When the reports are written, the police officer files them in ABC order. He uses the last names of the cars' owners to file the reports in ABC order in large metal file cabinets.

The file cabinets in the upper left corner of your page hold the reports about stolen cars. Each of the drawers in the cabinets is labeled with the letters of the alphabet filed in that drawer. For instance, the first drawer is labeled A. All of the reports of cars stolen from people whose last names begin with A are stored in this drawer. Since there are so many B files, they are stored in two drawers. Those names beginning with letters Ba through Bo are in drawer number 2; the rest of the Bs in drawer 3. Since there are fewer names beginning with E, F, and G, all of the names beginning with those letters are in drawer number 5.

Each of the cars and trucks on your page has been found by the police officers. The name near each car or truck is the name of the owner. The officer must find the report for each car before he returns the car to its owner. Help the officer find the report for each car and truck. Write the number of the file drawer where he would find the report on the line beside each car.

COMMENTS:

B-4 Police Officer

Alphabetical Order

On the line beside each name print the number of the file drawer where the file with that name is kept.

1 A	4 Co-D	7 L	10 O-Q	13 T
2 Ba-Bo	5 E-G	8 M	11 R	14 U-W
3 Br-CI	6 H-K	9 N	12 S	15 X-Z



Police officers use many different ways to get around the city. Different kinds of vehicles are best for different kinds of police work. The pictures on your page show some of the ways police officers move around the city. I will read some stories to you. When you see the picture that shows the best kind of transportation for the police officers in the story, write the number of the story in the corner box of the picture.

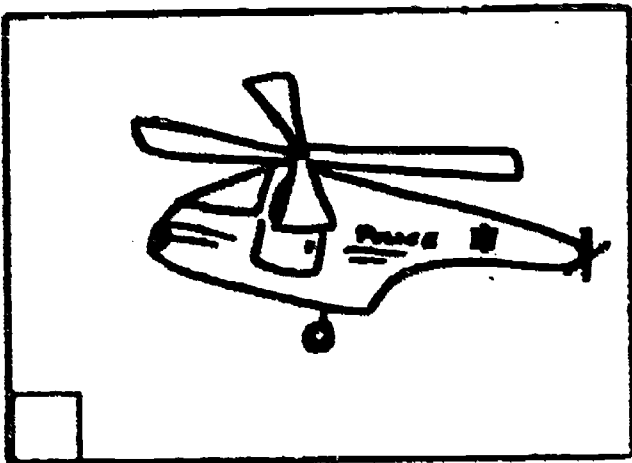
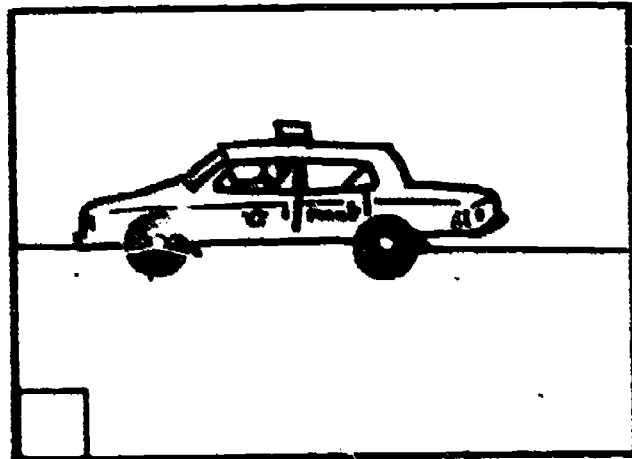
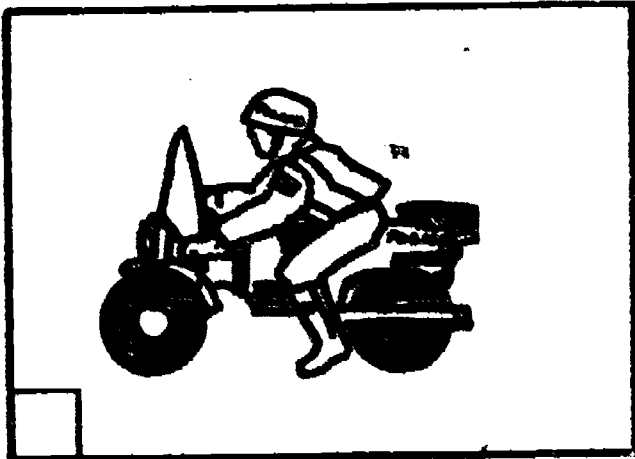
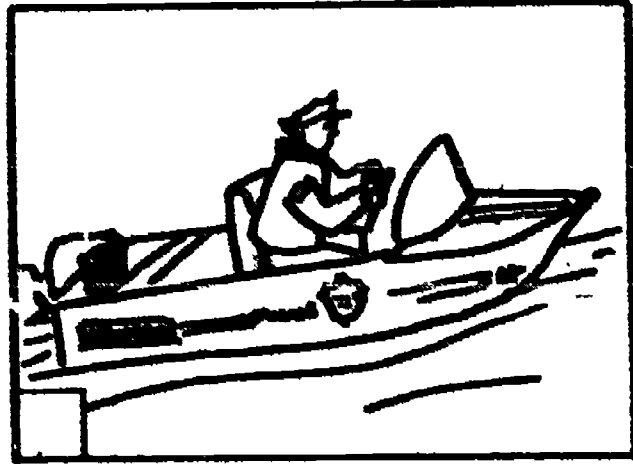
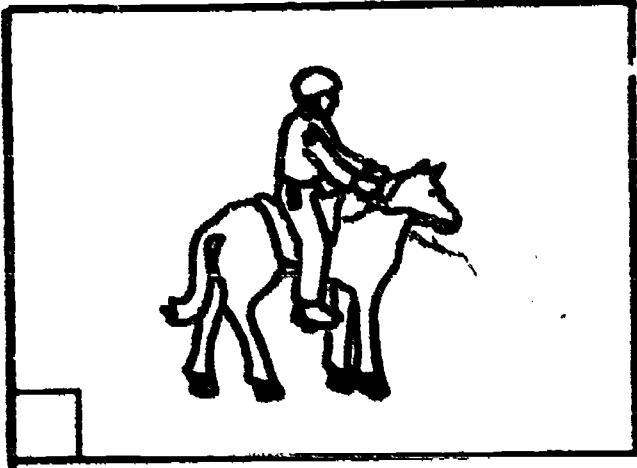
Now listen to the first story.

1. Police officers who patrol areas with heavy traffic need something that travels fast and is small enough to move in and out of traffic quickly.

Which picture shows the best type of transportation for these police officers? (motorcycle) Write the number 1 in the corner of the box which shows the motorcycle.

2. Sometimes police officers bring very sick people from one city to a hospital in another city. They have to move the people as quickly as possible. (helicopter)
3. Some police officers who live near large bodies of water must catch criminals who are escaping across the water. (police boat)
4. Police officers must stop cars whose drivers are speeding. They need passenger space to transport prisoners. (patrol car)
5. Some officers patrol neighborhoods. They keep track of traffic. They check business doors to see if they are locked when they should be. They look closely at what is going on in the neighborhood. (foot patrol)
6. Some police officers patrol parks and neighborhoods that are too large to walk through. They need transportation that can go places where patrol cars and motorcycles are not allowed. (mounted police)

Write the number of the story in the corner box of the picture which shows the best kind of transportation for that situation.



## B-4 Service Cluster Review

The workers in the service cluster help us in many ways. They do many jobs for us that we can't do alone.

On your pages are pictures of the service workers. Draw a line from each worker to the situation where that worker would help. Then draw a line from the situation to the tools the worker would use.

Look at the first worker. This is the nursing aide. What situation would she be of help in? (person in hospital bed) Draw a line from the aide to the sick person. What tools might the aide use? (thermometer, wheelchair, chart) Draw a line from the sick person to the nursing aide's tools.

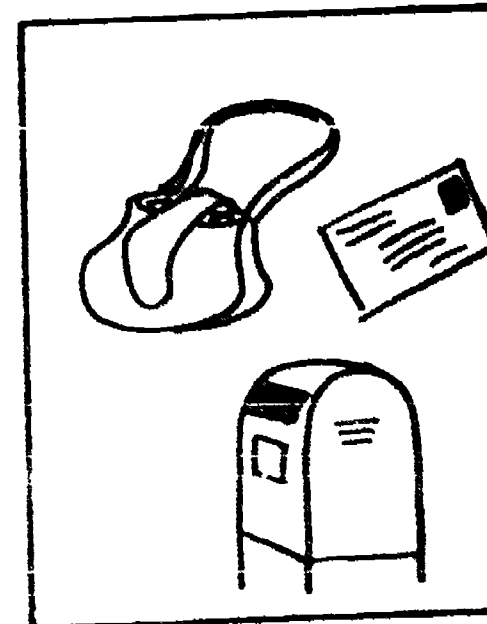
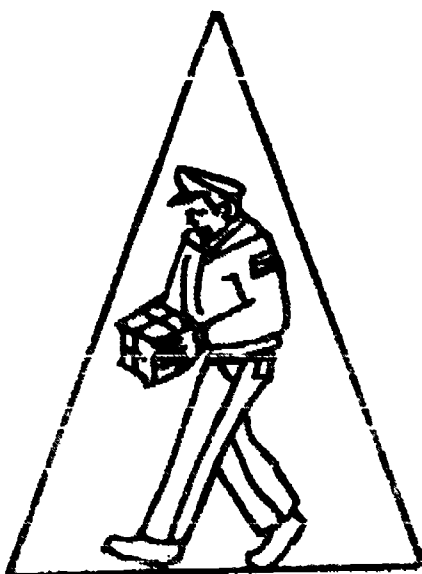
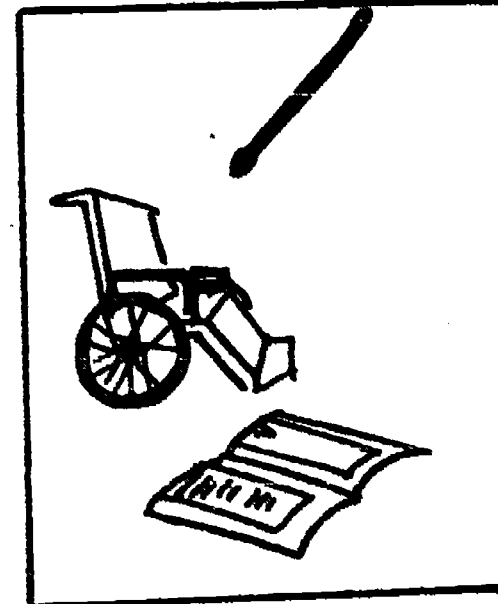
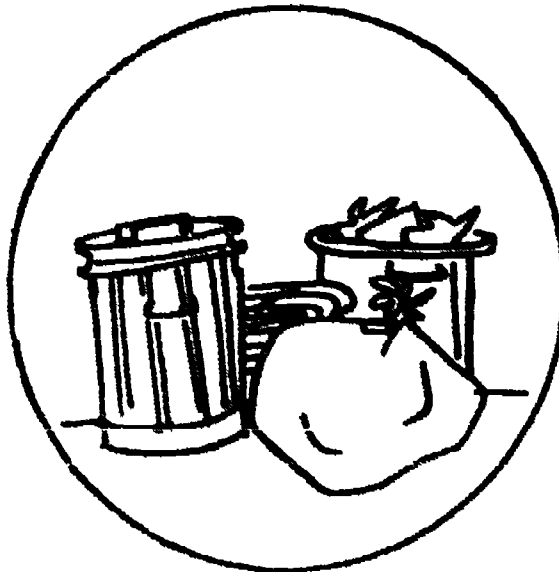
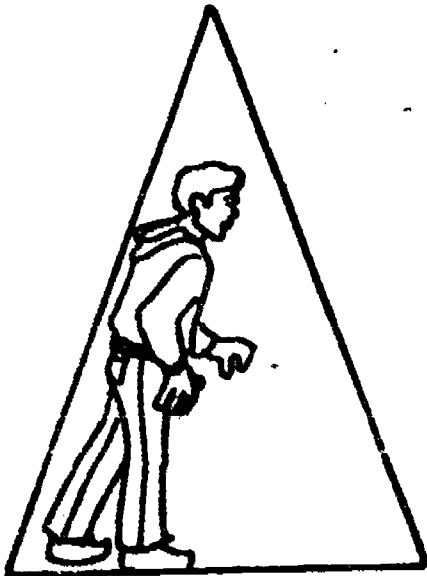
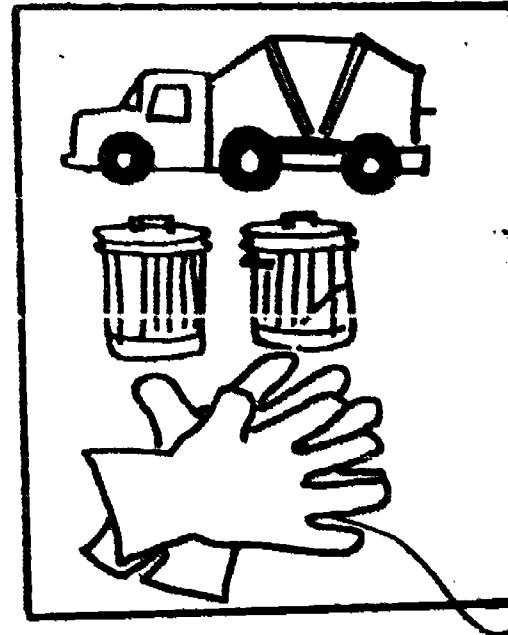
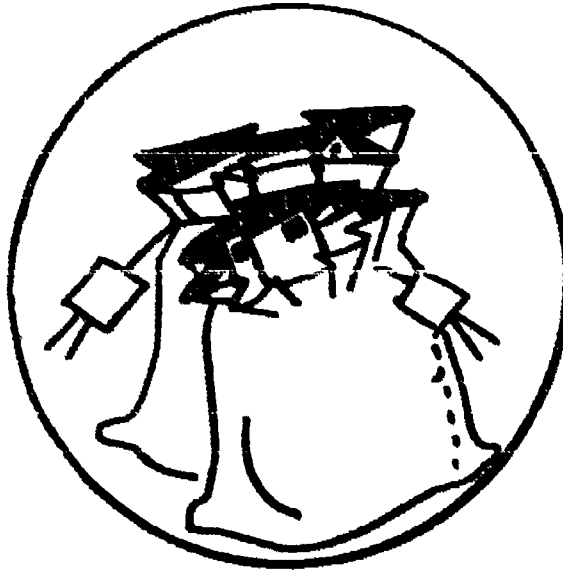
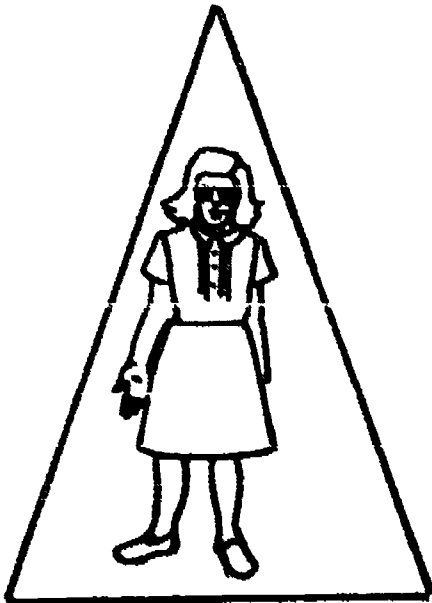
Continue in similar manner.

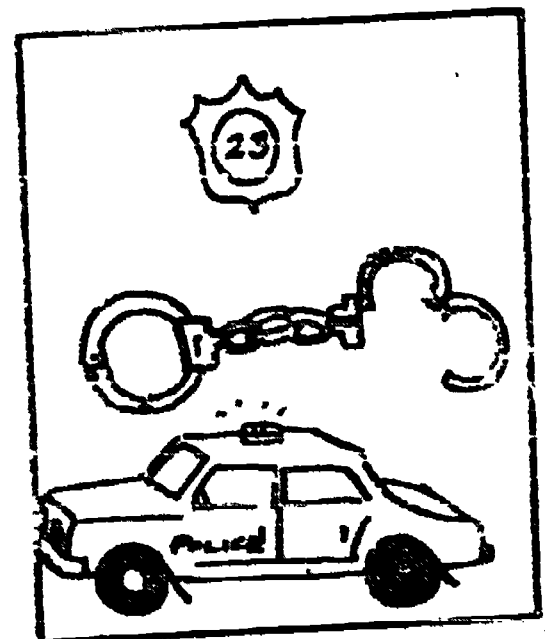
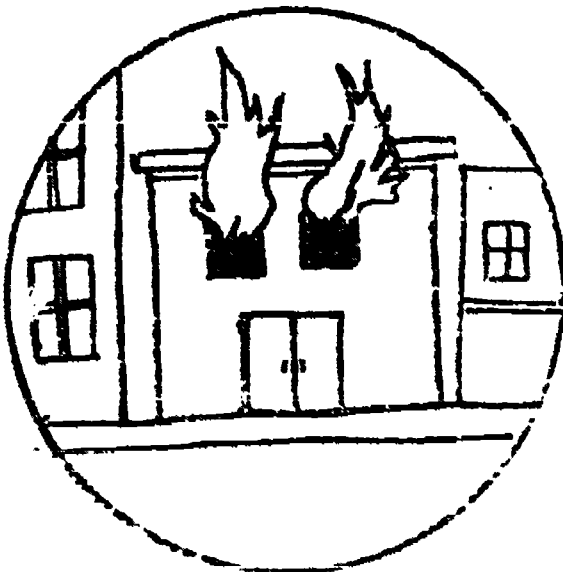
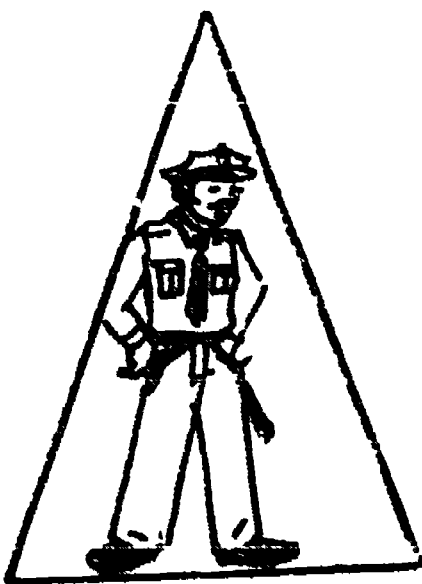
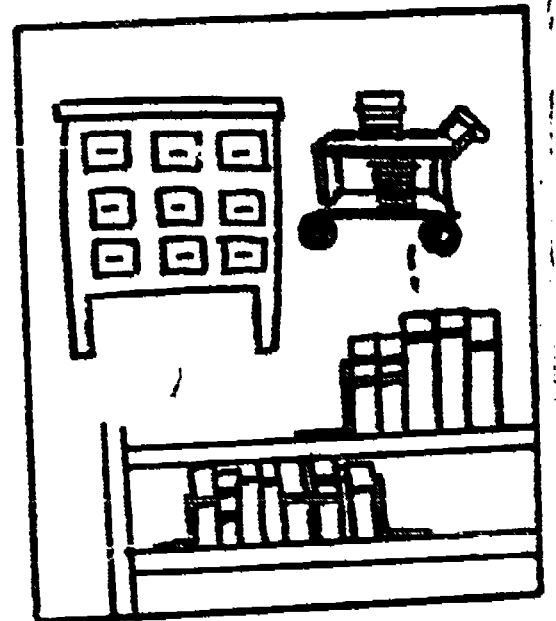
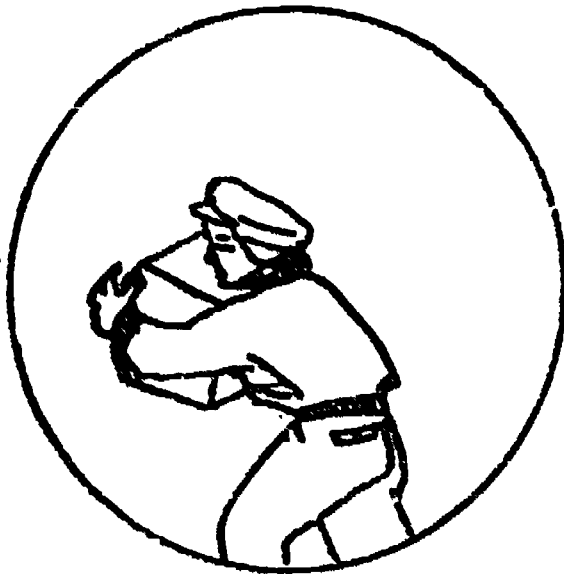
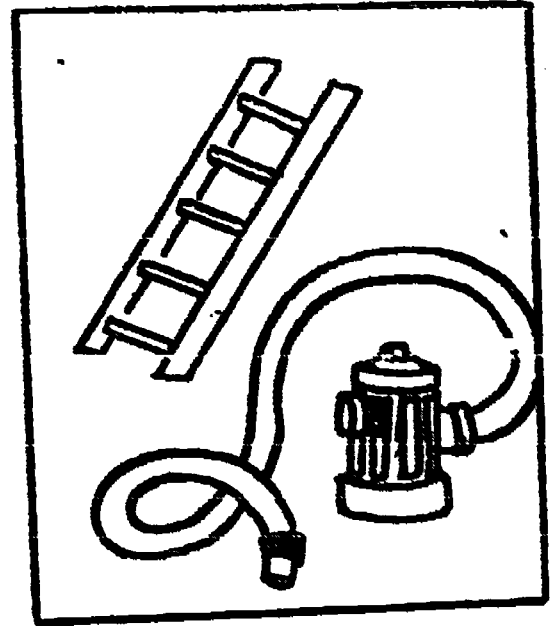
COMMENTS:



B-4 Service Cluster Review

Draw a line from each worker to the situation in which he/she works. Then draw a line from the situation to the tools that worker uses.





## B-4 Gardener

Gardeners are workers who grow plants. Some gardeners learn about plants and how to grow them by going to special agricultural colleges. Other gardeners learn by working with experienced gardeners.

Gardeners learn about different plants and how to grow them. They know which plants need sun and which need shade; which need lots of water and which grow in dry soil. They know which grow only inside. They know which plants grow from bulbs and which from seeds. Gardeners know which plants grow best in different parts of the country.

Some gardeners work in nurseries, growing flowers, shrubs and trees for other people to buy. They plant the seeds and bulbs in trays of soil called flats. When the plants, shrubs or trees are large enough, people buy them to plant at their homes. The gardeners will help their customers by telling them how to plant and take care of the plants.

Other gardeners work in parks and public gardens. They take care of the lawns, flowers, shrubs and trees. These gardeners test the soil to see which plants will grow best. They use spades and rakes to prepare the soil for planting. As the gardeners put the plants into the soil, they put fertilizer around the plants to help them grow. As the plants grow, weeds come up between them. Gardeners use hoes to cut off the weeds. Sometimes they cover the ground around the plants with wood chips or pebbles, so the weeds can't grow. While the plants are growing, they need a lot of care. The gardeners use hoses to water the plants. They spray the plants with insecticides to kill the bugs that try to eat the plants. The gardeners also take care of the lawns and trees. They use lawn mowers to keep the grass cut neatly. Gardeners use pruning shears to cut the dead limbs from trees and shrubs.

Gardeners spend a lot of time outdoors. They enjoy working with plants. Gardeners help make our world more pleasant by growing trees and flowers.

## Classifying Tools

### B-4 Gardener

Draw a circle around each tool that is used by gardeners at work.

Clockwise from spade: pruning shears, sign, fertilizer, bulbs & seeds, mask, hose, lawn mower, plants & trowel, rake & hoe.

COMMENTS:

27T

Draw a circle around each tool that is used by gardeners at work.



## B-4 Gardener

Just as plants grow, so do words. Often we add endings to words to make them mean something different. For instance, a garden is a place to grow flowers or vegetables. To garden means to tend or take care of the vegetables or flowers. A gardener is a person who tends or takes care of the vegetables.

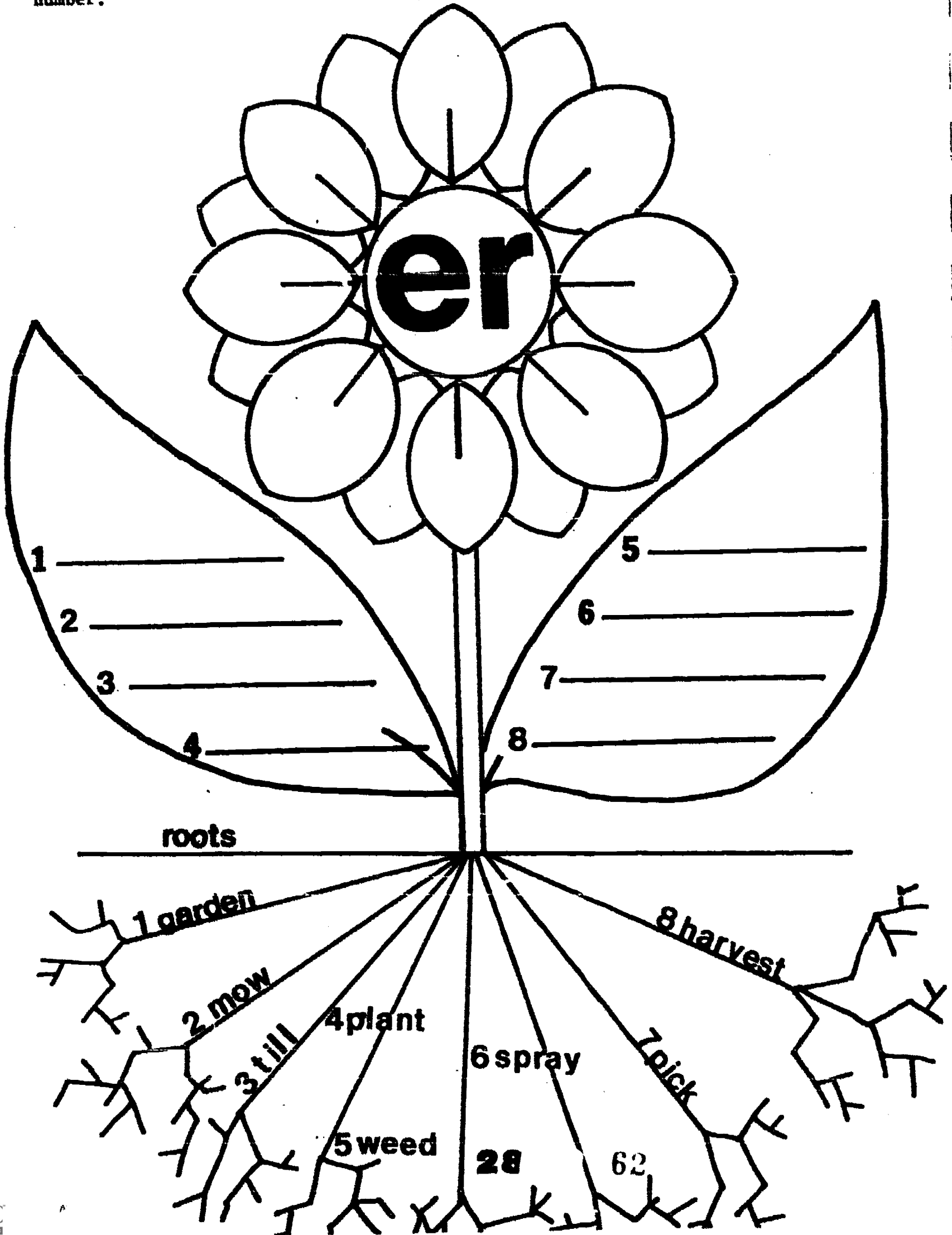
In the word "gardener", "garden" is the root word. The part that says 'er' is the ending which means person who. It is spelled "er". A gardener is a person who gardens. We add "er" to the ends of words to make them mean "a person who" does something.

"Er" is also added to words to make them mean a thing that does something. For instance, a mower is a thing that mows; a tiller is a thing that tills the soil.

The plant on your page is the ER Flower. It is special because it also grows words. Near the bottom of the page are the roots of the plants. On each root is written a root word. Add "er" to each root word, and write each new word on the leaf of the plant having the same number.

COMMENTS:

Add er to each root word and write each new word on the leaf having the same number.



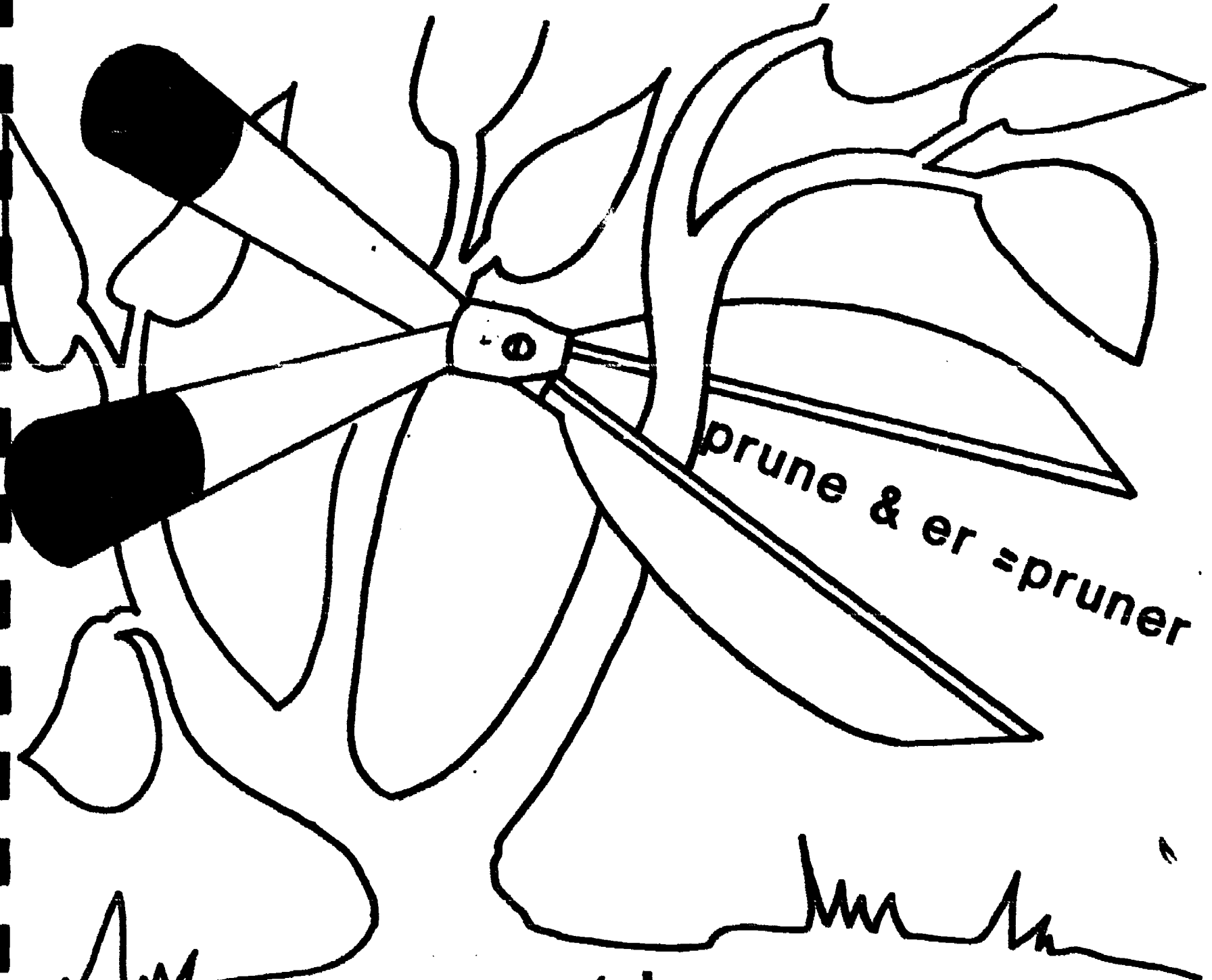
To make plants, especially fruit trees grow better, gardeners prune them. Pruning means cutting off some of the branches, so that the rest of the branches will grow in a certain way. Pruning is done at special times of the year, usually after the fruit has been harvested. Gardeners use pruning shears to cut back the limbs of trees.

Sometimes we have to "prune" words before we add endings to them. Usually, when a root word ends with e, we "prune" or drop the "e" before we add an ending.

All of the root words on your page end with e. In each word, cross off the final e, add er to the word, then write the new word on the line beside the root word. The first one is done for you as an example.

COMMENTS:

In each word cross out the final e, add er, and write the new word on the line.



1. rake + \_\_\_\_\_ = \_\_\_\_\_

6. erase + \_\_\_\_\_ = \_\_\_\_\_

2. spade + \_\_\_\_\_ = \_\_\_\_\_

7. race + \_\_\_\_\_ = \_\_\_\_\_

3. move + \_\_\_\_\_ = \_\_\_\_\_

8. drive + \_\_\_\_\_ = \_\_\_\_\_

4. fertilize + \_\_\_\_\_ = \_\_\_\_\_

9. file + \_\_\_\_\_ = \_\_\_\_\_

5. ride + \_\_\_\_\_ = \_\_\_\_\_

10. whistle + \_\_\_\_\_ = \_\_\_\_\_



Gardeners do their different jobs in a certain order to make plants grow well. The pictures on your page show some of the jobs a gardener does. Each picture has a title, telling about the picture. Put the pictures in order by writing the numbers 1, 2, 3, 4, 5 or 6 in the corner box of each picture.

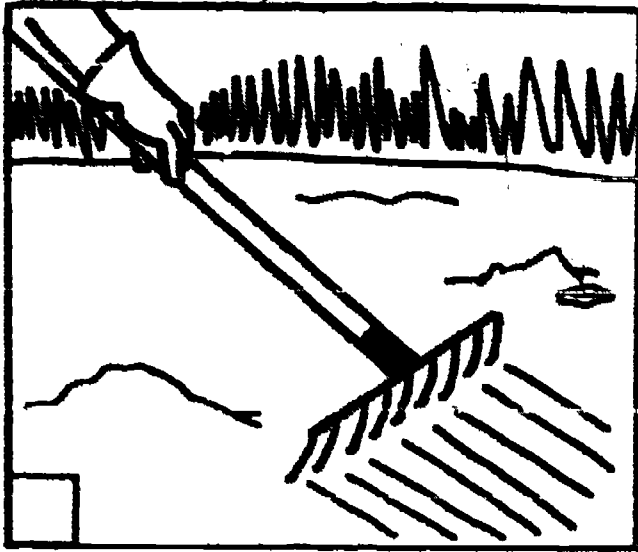
Which picture shows the gardener doing the first job? (Preparing the Soil) Write the number 1 in the corner box of this picture because it is the job which has to be done first.

Continue in the same manner for:

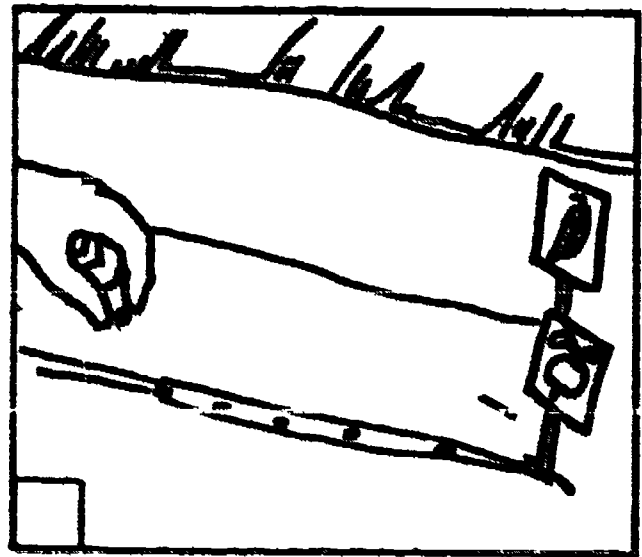
2. Planting the Seeds
3. Covering the Seeds with Soil
4. Watering the Soil
5. Hoeing the Weeds
6. Picking the Fruit

Put the pictures in order by writing the numbers 1,2,3,4,5 and 6 in the corner boxes.

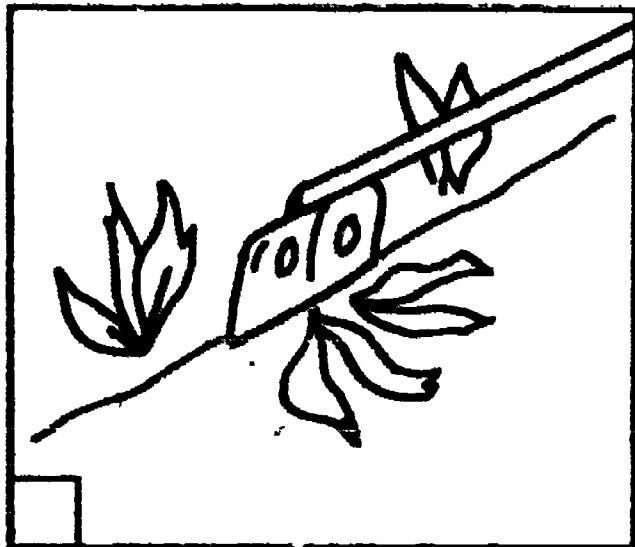
Preparing the Soil



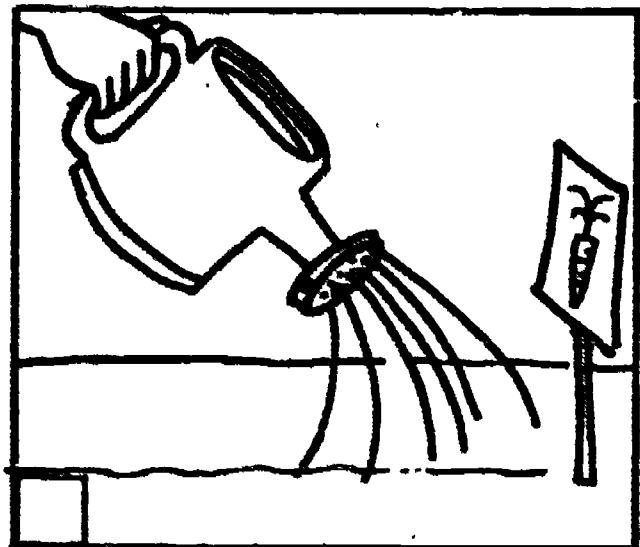
Planting the Seeds



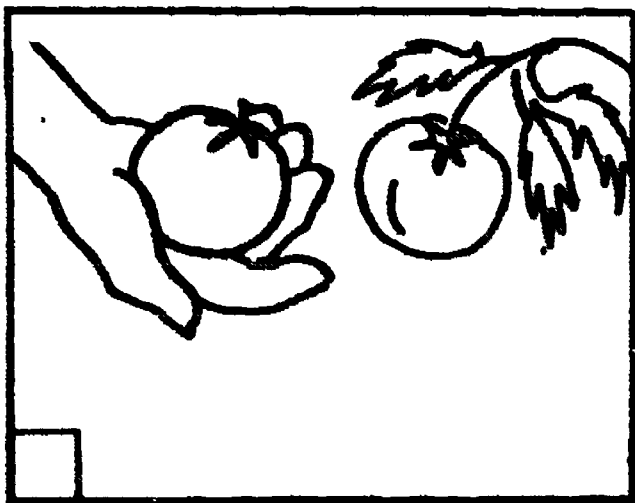
Hoeing the Weeds



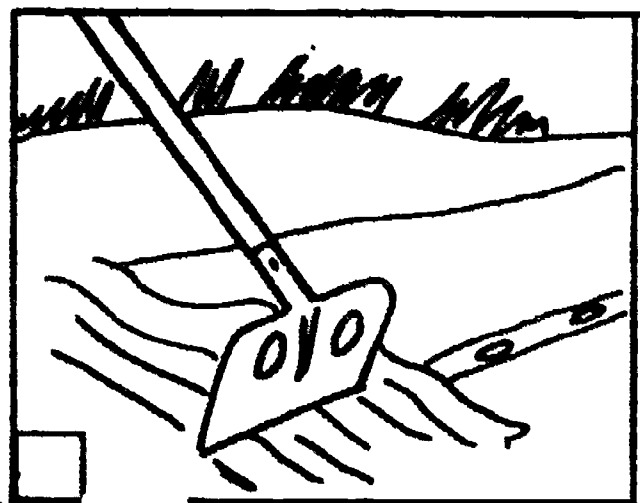
Watering the Soil



Picking the Fruit



Covering the Seeds with Soil



## B-4 Farmer

Although everyone needs food, not everyone has the room or the skills needed to grow their own food. Farmers grow food for those who cannot grow it for themselves. Some farmers go to agricultural colleges to learn the best way to farm. Other farmers learn from working on a farm or by growing up on a farm. Farmers work very long hours. They spend a lot of time out of doors. Most farmers enjoy the work because they are their own bosses.

Some farmers work on dairy farms. Dairy farmers raise cows that give us milk. Dairy farmers spend a lot of their time caring for the cows or livestock. They must feed the cows special grain in order to get good milk. Twice a day the farmers must bring the cows into the barn to be milked. The farmers hook milking machines to the cows. The milking machines pump the milk from the cows into a large tank. Every day a special truck comes to the farm. It takes the milk to a dairy where it is processed.

Dairy farmers also grow some of the food the cows eat. They grow hay in large fields. Each summer the farmers use a hay mower to cut the hay. When the hay is cut, it is raked by machine. A hay baler presses the hay into bales. The bales are stored in the hay mow of the barn. In the winter, the farmers feed the hay to the cows. Dairy farmers also grow corn which is chopped and stored in silos.

Other farmers raise other kinds of animals or livestock. Some farmers raise pigs; some chickens; and some sheep. All livestock farmers know about feeding and caring for their animals. They buy special feed that comes in burlap bags. Each type of animal has different needs, so feed is mixed for each kind of animal.

Some farmers grow vegetables on truck farms. The farms are called truck farms because the vegetables are trucked into cities. Most truck farms specialize in raising one or two kinds of vegetables, so they don't need to buy special equipment for each different vegetable. Vegetable farmers use tractors to pull plows and discs to break up the soil. As the vegetable plants grow, the farmers spray them with insecticides to kill the bugs that eat plants. When the vegetables are ripe, they are harvested or picked. Some of the vegetables are sold to supermarkets. Some vegetables are sold to freezing or canning factories.

Farmers work very hard to make sure that everyone has a variety of foods to eat.

Classifying Tools

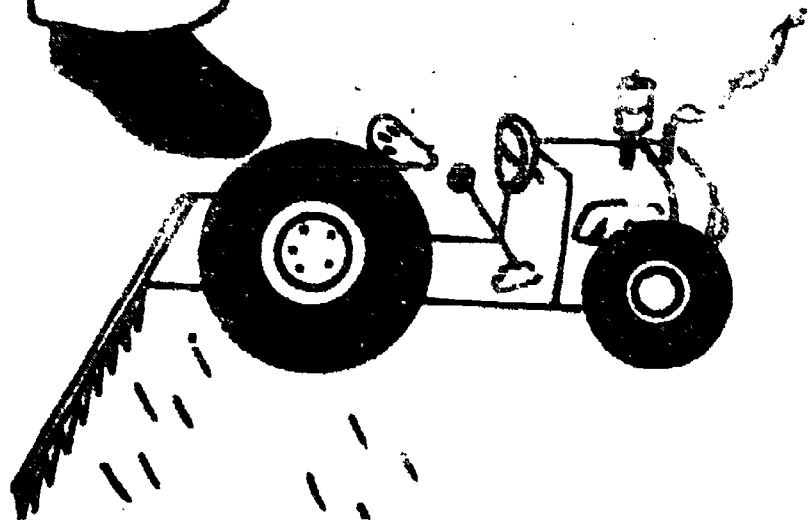
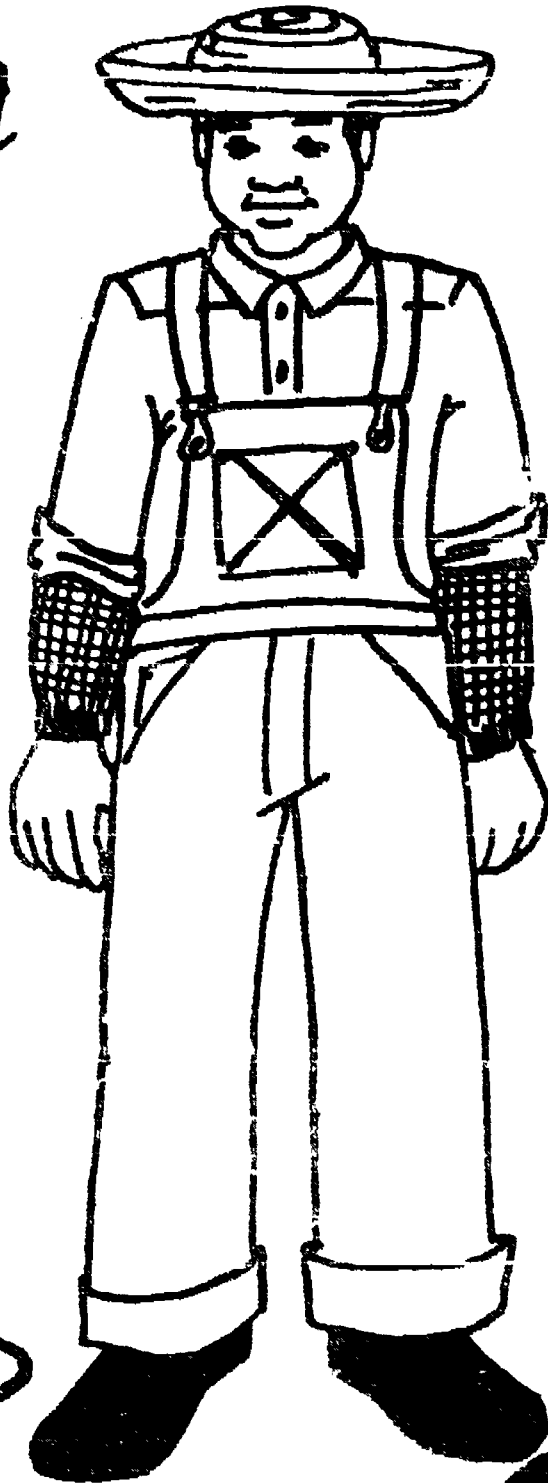
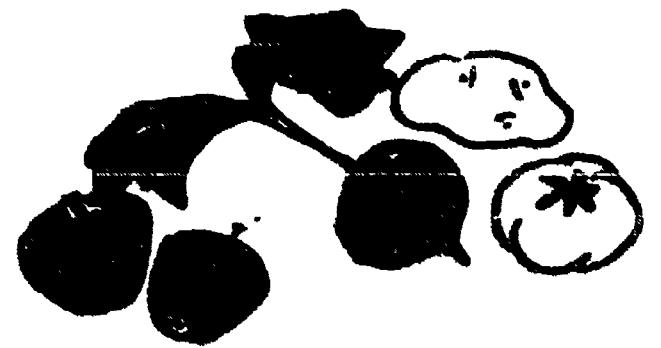
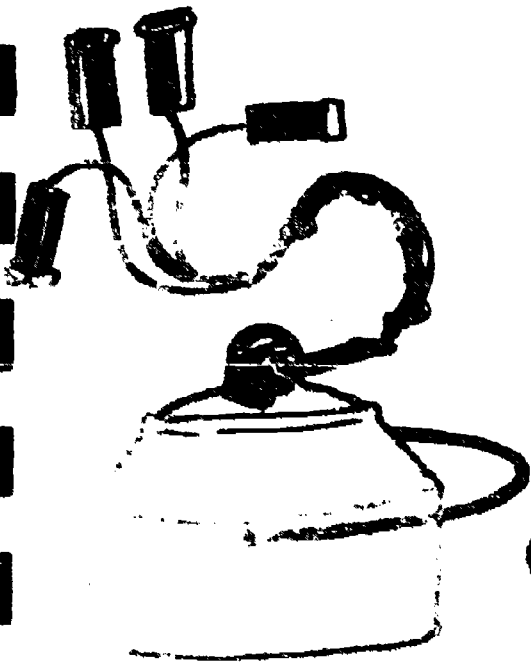
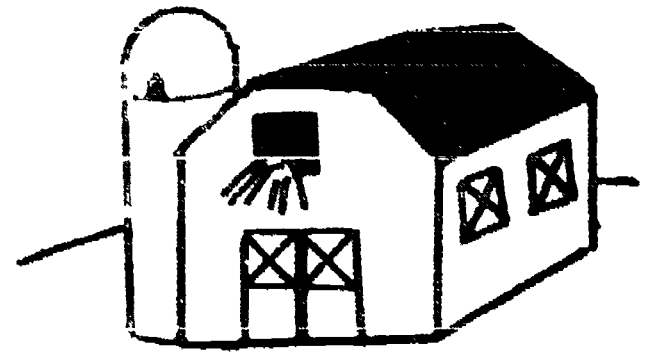
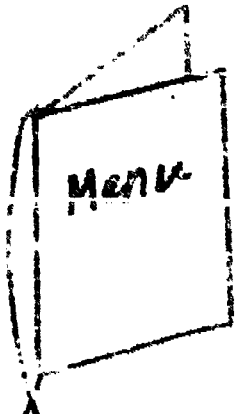
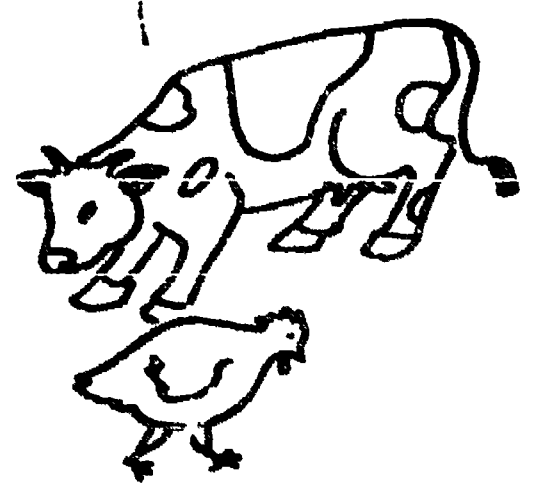
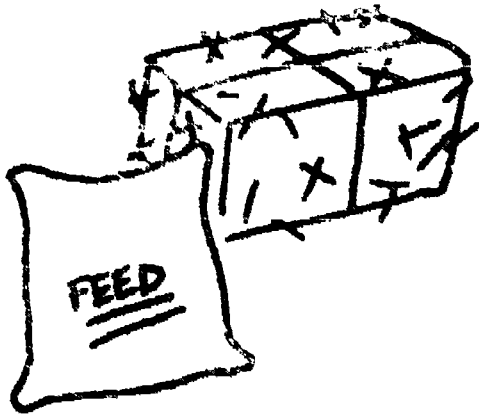
B-4 Farmer

Draw a circle around each tool used by farmers at work.

Clockwise from cow, chicken (poultry, livestock): barn, vegetables,  
tractor, helmet, milking machine, menu, feed, hay

COMMENTS:

Draw a circle around each tool used by farmers at work.



31

69

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Farmers use many pieces of heavy equipment to help them with their work. They use plows to turn over the soil, discs to break up the clods of dirt, planters to plant seeds, and harvesters to harvest the crop.

Many of these machines are pulled by a farm tractor. The farmer drives the tractor, which pulls the plow or disc through the fields.

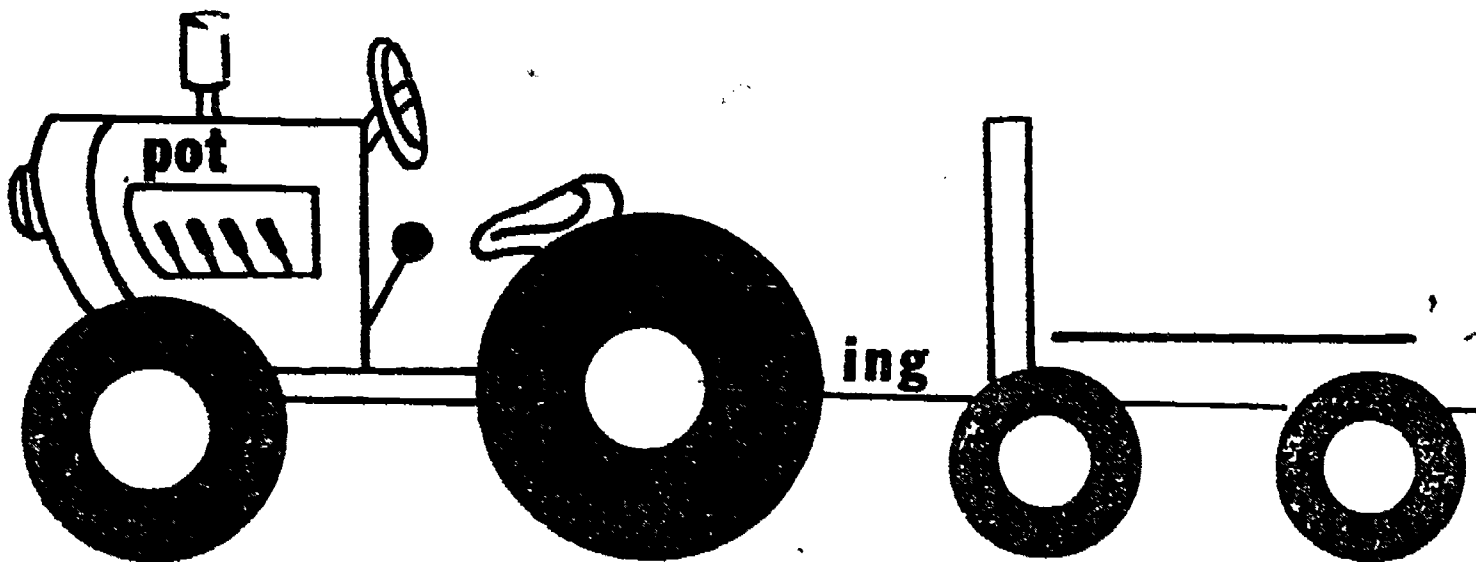
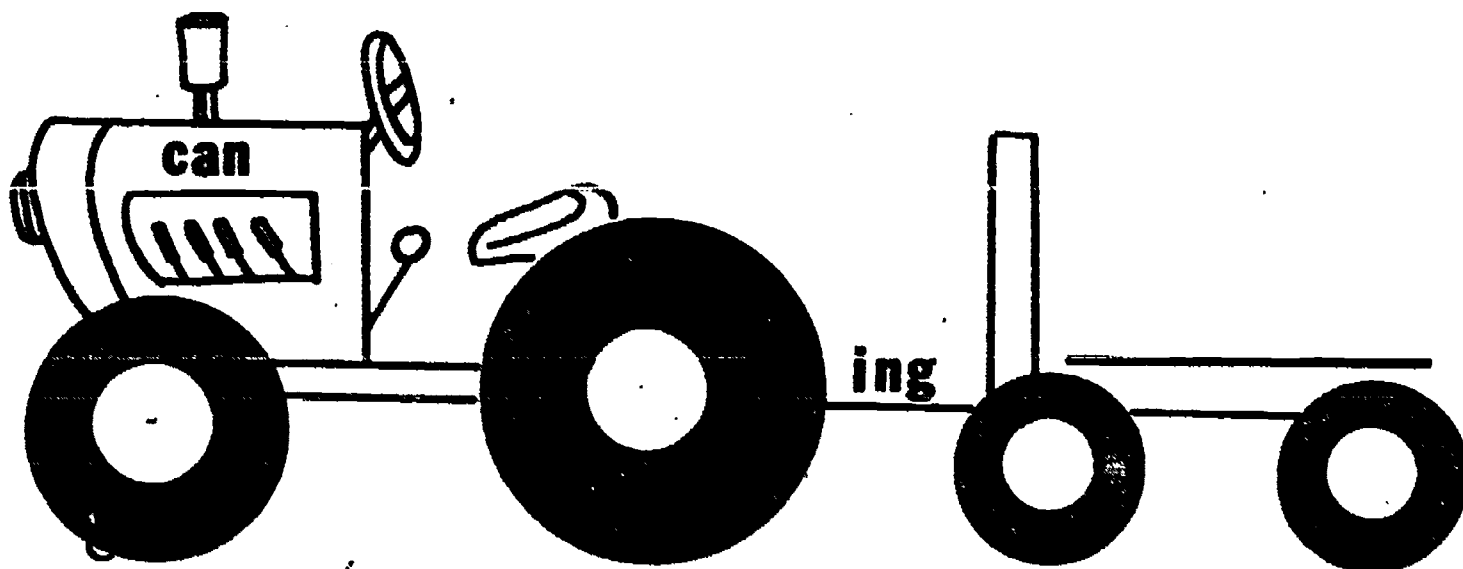
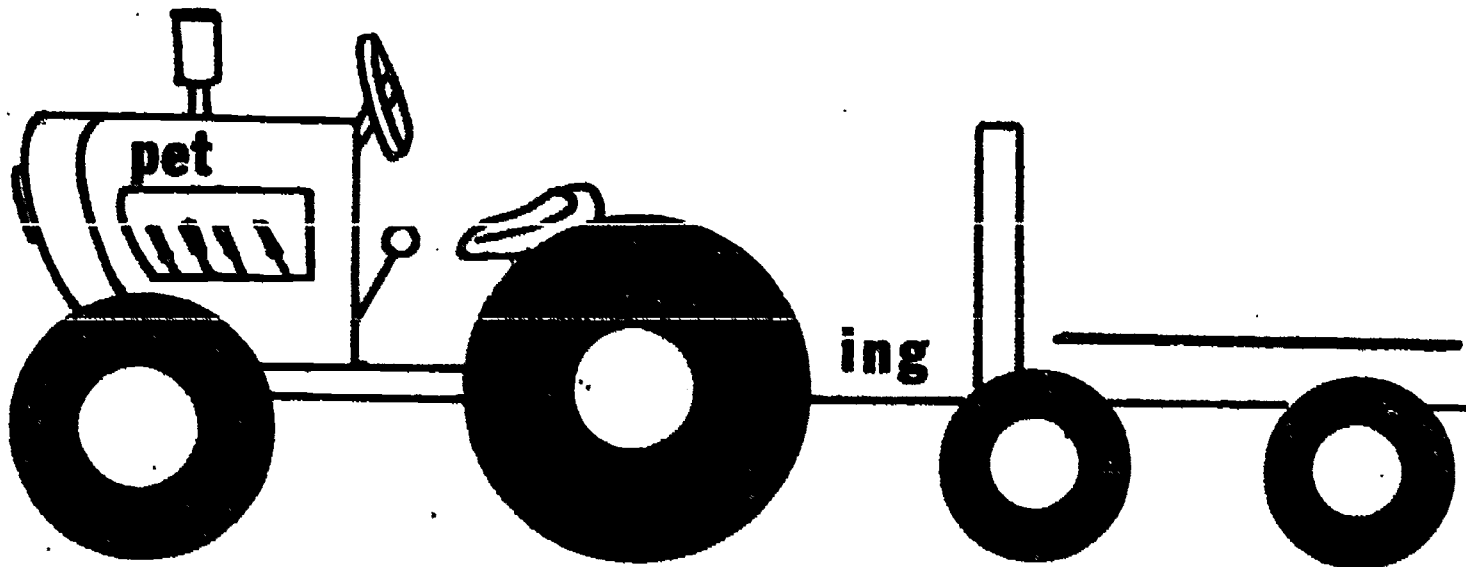
The tractors on your page each have a root word written on them. These root words are special because they have short vowels followed by single consonants. Before adding any ending you must double or repeat the final consonant.

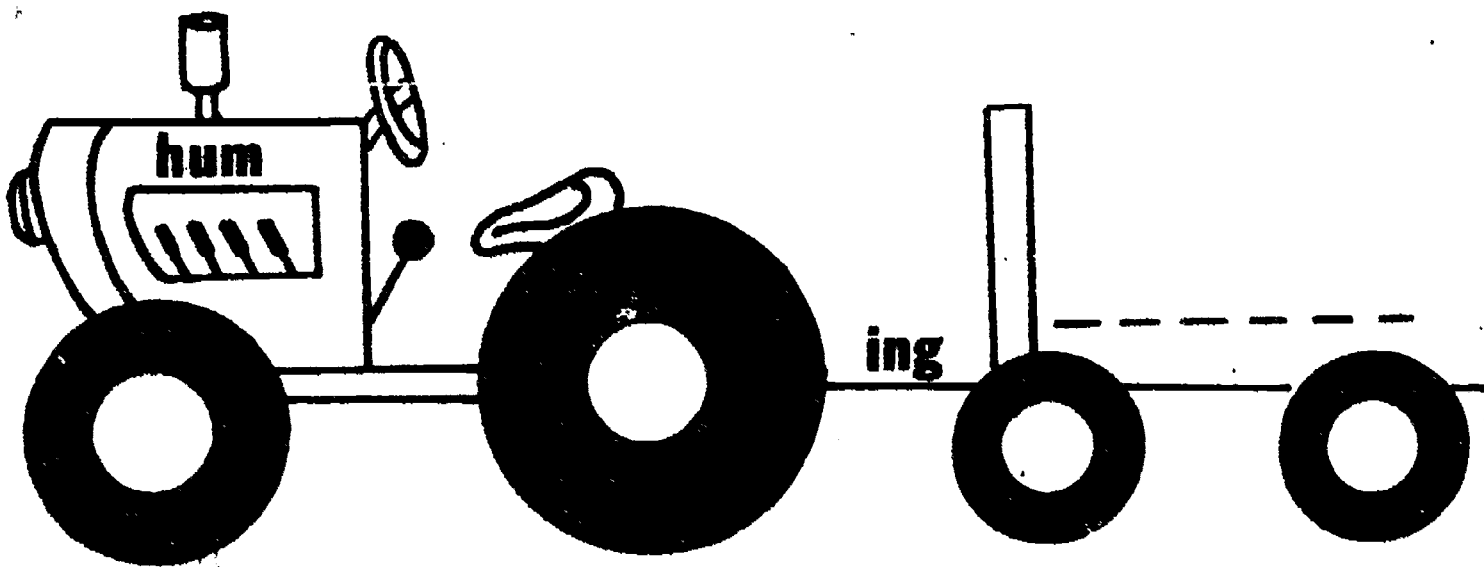
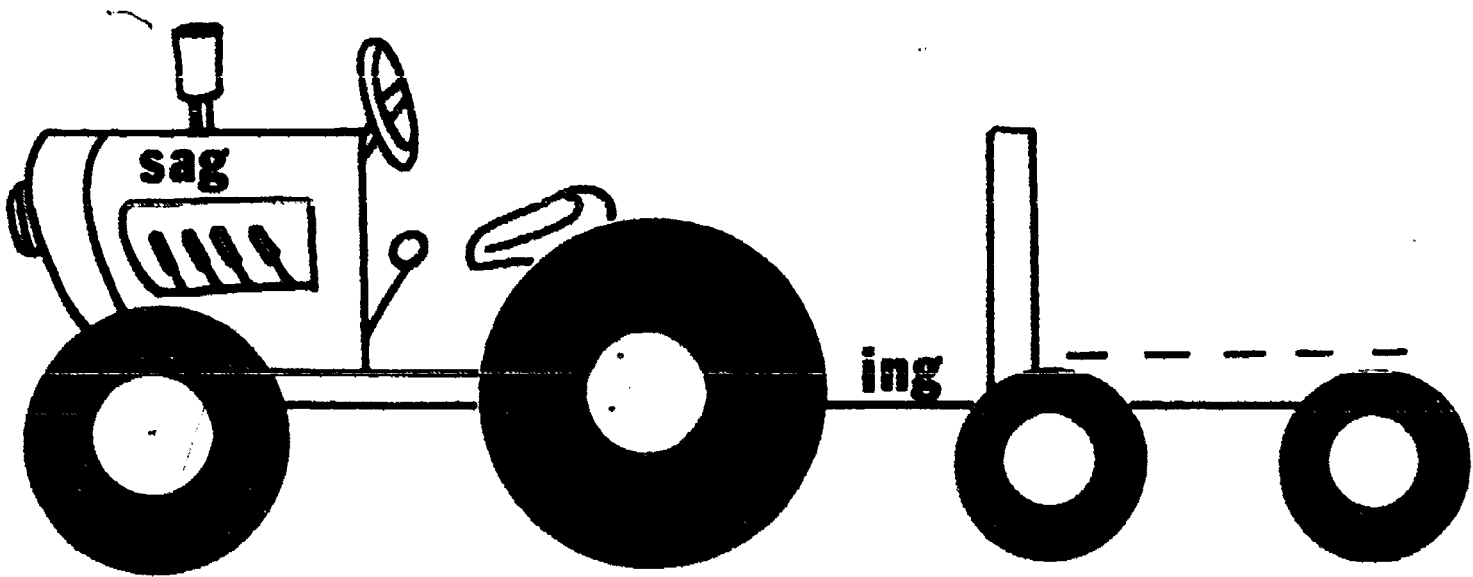
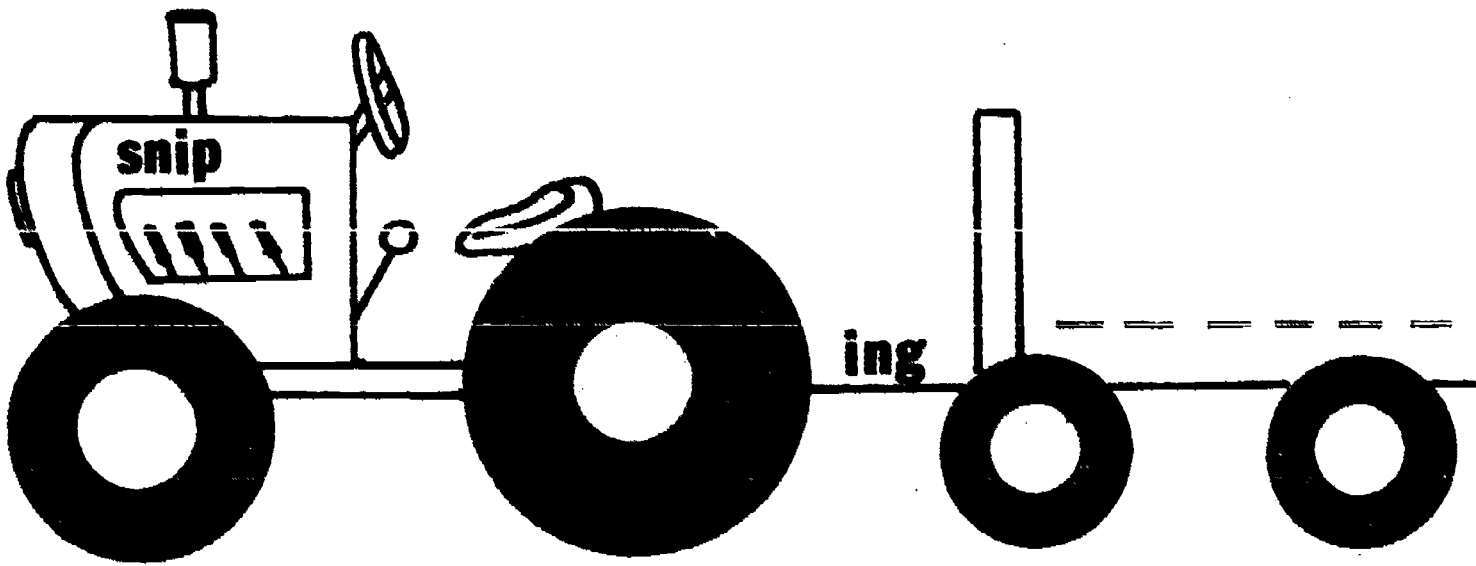
Look at the first root word on the tractor. It says "pet". We are going to add "ing" to pet. The "ing" is written on the trailer hitch between the tractor and the hay wagon. What is the final letter in pet? (t). What do we have to do to the "t" before we add the ending? (double or repeat it) Write "t" on the tractor wheel so you will remember to repeat it. Now write the whole word "petting" on the hay wagon.

Continue in a similar manner with the remaining items.

COMMENTS:

Add -ing to the words on each tractor. Write the letter which must be repeated, on the tractor wheel. Write the new word on the hay wagon.





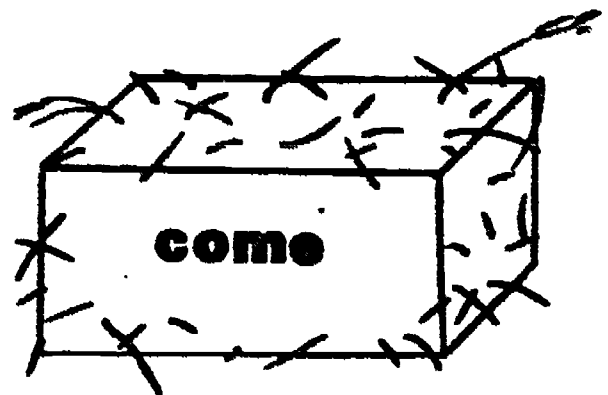
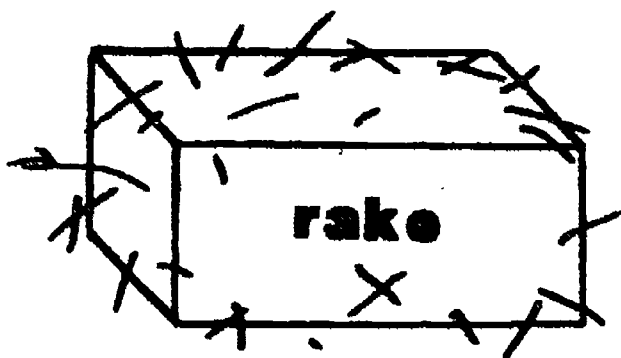
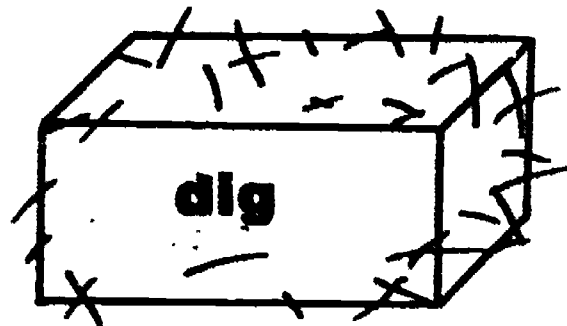
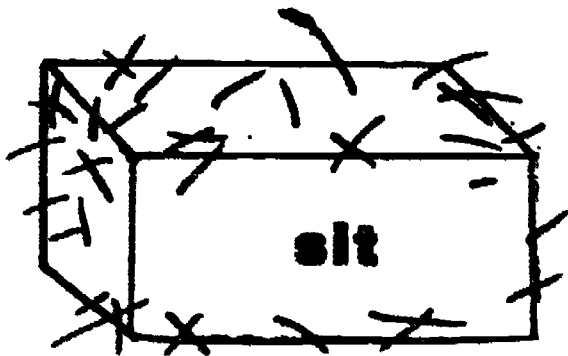
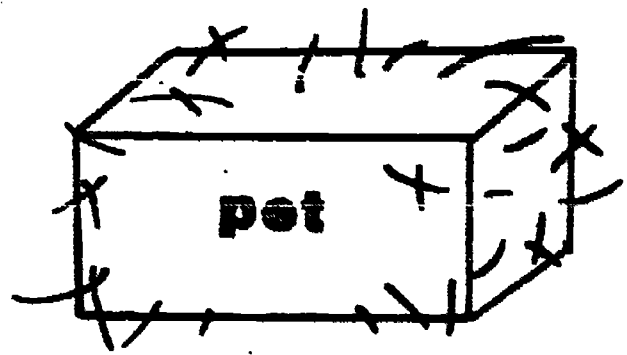
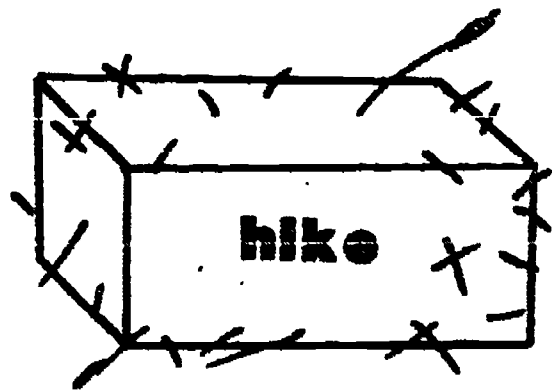
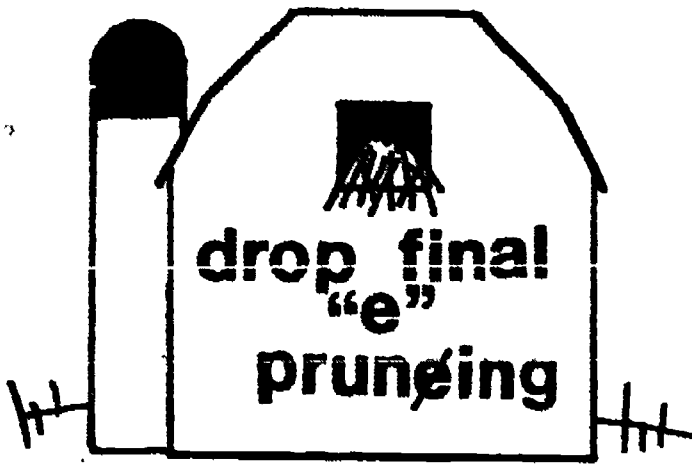


## B-4 Farmer

Draw a line from the word on each hay bale to the barn with the rule you would use for adding endings. If the word needs to have the final consonant repeated, draw a line to the barn that says "repeat final consonant". If the word needs to have the final e dropped, draw a line to the barn that says "drop final e".

COMMENTS:

Draw a line from the word on each hay bale to the barn with the correct rule.



**B-2 Farmer**

**Drawing/Self Expression**

**Draw a picture of your favorite farm animal.**

**COMMENTS:**

**35T**

**75**

Draw a picture of your favorite farm animal.

B-4 Farmer

The pictures on your page show some of the different jobs that farmers do. As I read the titles for the pictures, write the number of each title in the corner square of the picture it tells about.

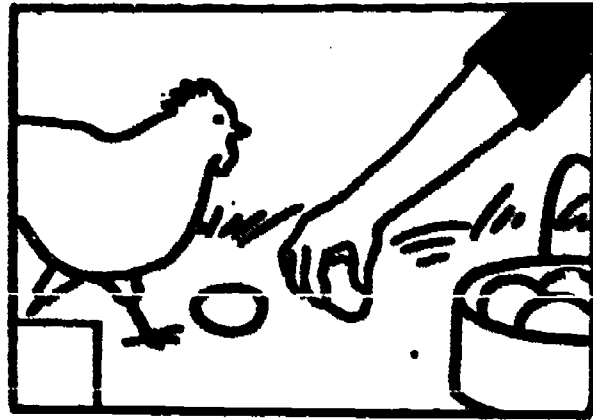
1. Plowing the Field
2. Feeding the Chickens
3. Collecting Eggs
4. Feeding the Cows
5. Cutting the Hay
6. Milking the Cows
7. Cleaning the Barn
8. Repairing the Tractor

Underline the root word in the first word of each title.

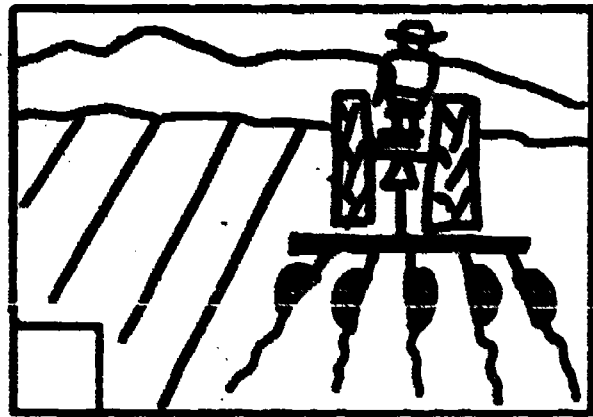
COMMENTS:

Print the number of each title in the corner square of the picture it tells about. Underline the root word in the first word of each title.

1. Plowing the Field



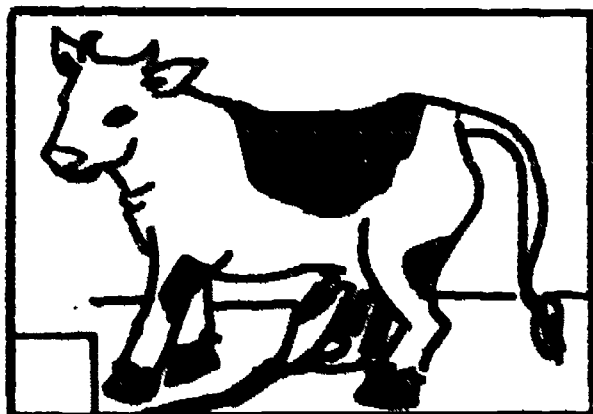
2. Feeding the Chickens



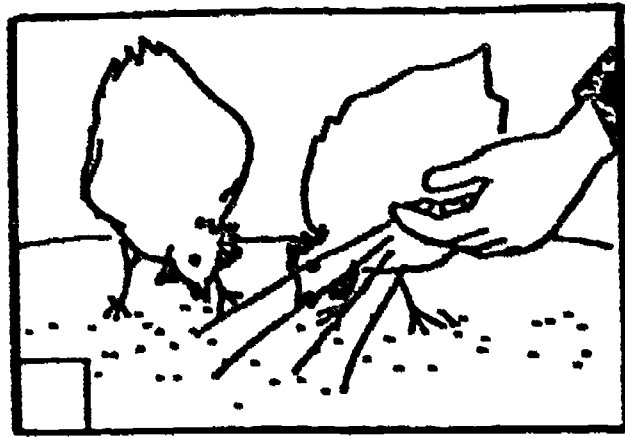
3. Collecting Eggs



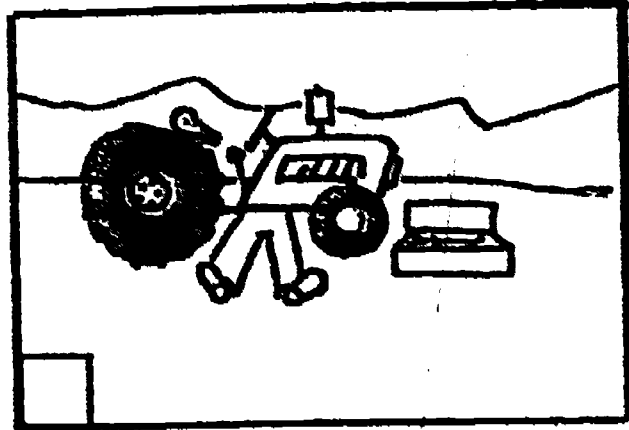
4. Feeding the Cows



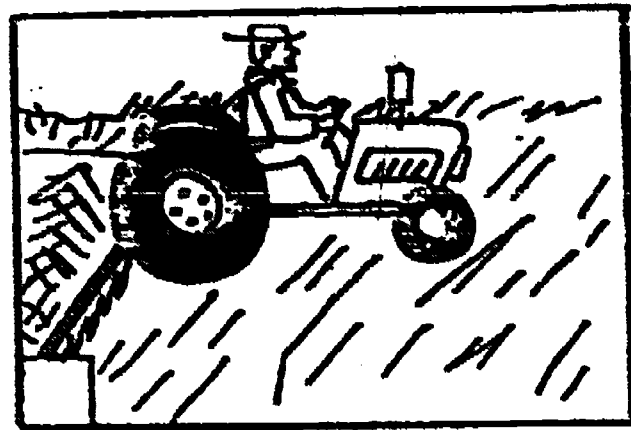
5. Cutting the Hay



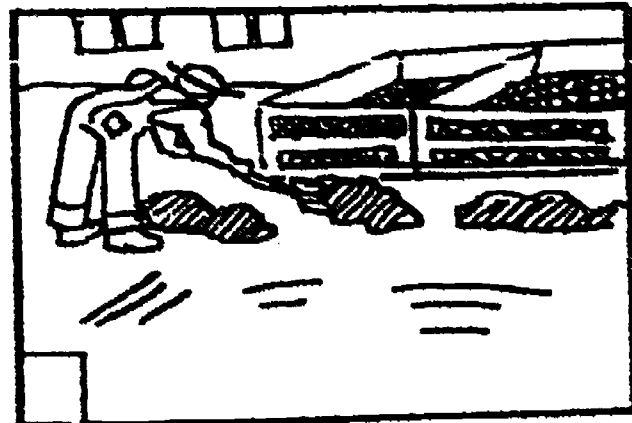
6. Milking the Cows



7. Cleaning the Barn



8. Repairing the Tractor



**B-4 Farmer/Gardener Review**

In the circle near each tool, print G for tools used by gardeners,  
F for tools used by farmers and FG for tools used by farmers and  
gardeners.

**COMMENTS:**

**38T**

80



In the circle near each tool print G if the tool is used by gardeners, F for tools used by farmers, and FG for tools used by farmers and gardeners.



## B-4 Loggers

Loggers are workers who cut trees. Lumber companies hire loggers to cut trees that are made into boards and other building materials. Paper companies hire loggers to cut trees that are made into paper and paper products. Lumber and paper companies own thousands of acres of forest, but they cut only a small portion each year. While loggers are working, they live in logging camps near the area of the forest where they are cutting.

Loggers use four wheel drive trucks or jeeps to move over the rough roads where they work. When they get to the area in which they are going to cut, the trees have already been marked. The marks tell the loggers which trees to cut. Usually, they cut only healthy trees that have reached a certain size.

Loggers use chain saws to cut trees and trim off branches. They cut notches in the base of the tree with the chain saw. By cutting notches in the tree trunk, the loggers can make the tree fall in any direction. Although loggers carry axes, they are not used often.

When the trees are on the ground, chains are hooked around them. A log skidder picks up the chain, lifting one end of the log and drags it clear of the cutting area. Loggers then cut the trees into eight foot lengths. A large hook is used to put the logs on lumber trucks, which haul the logs to sawmills where the logs are cut into lumber. Some logs are taken to pulp mills, where they are made into paper and cardboard.

Loggers wear hard hats to protect their heads from falling branches. They wear heavy leather boots with steel toes to protect their feet. Loggers use a special belt to help them climb trees. They loop the belt around the tree and around their waists. They slide the belt up the tree trunk as far as it will go. Then the loggers lean back against the tree and move their feet up the trunk. When they are nearly level with the belt on the tree, they flip it farther up the tree trunk. As long as the belt is kept tight, it won't slip down.

Logging is a difficult job. Loggers work outside in all kinds of weather. They climb to high places and there is always the danger of falling. They must learn to use chain saws carefully to avoid hurting themselves and others. They do dangerous work to provide lumber and paper products.

Classifying Tools

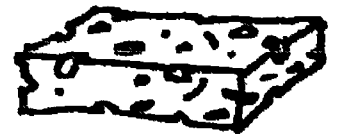
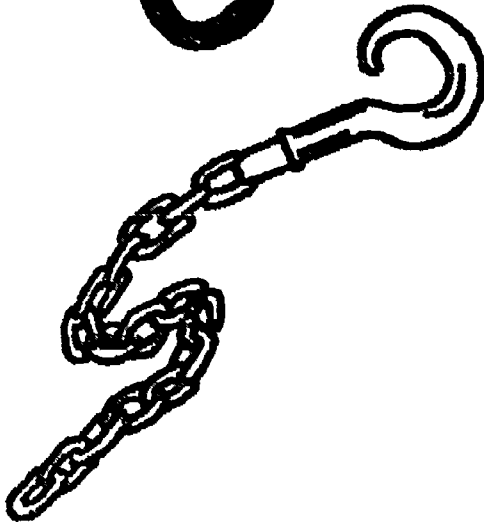
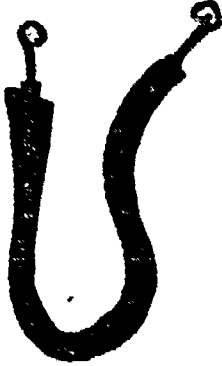
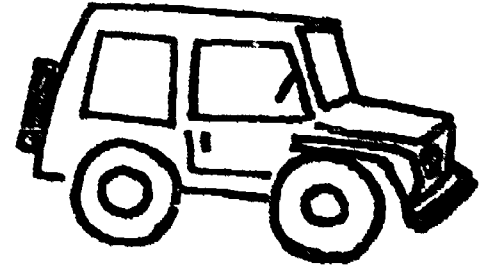
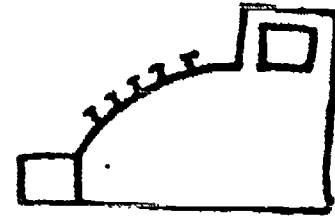
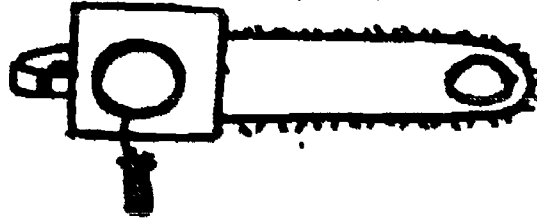
B-4 Loggers

Draw a circle around each tool used by loggers at work.

Clockwise from hard hat: chain saw, cash register, jeep,  
sponge, log skidder, ax, costume, log truck, steel toed boots,  
chain & hook, climbing belt.

COMMENTS:

Draw a circle around each tool used by loggers at work.



39



8.1

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## Root Words/Endings

### B-4 Logger

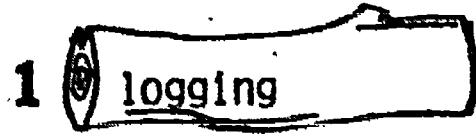
On each log on your page is a word made from a root and an ending. On the first blank following the word, write the root word. Remember, that some root words were changed before the endings were added. You may have to add the dropped e to write the root word or you may have to drop a final consonant for those root words that needed doubled final consonants. On the second line write the ending that was added to the root word.

COMMENTS: /

Look at the words written on the logs, Write the root word on the line following each log. Write the ending on the second line following the log.

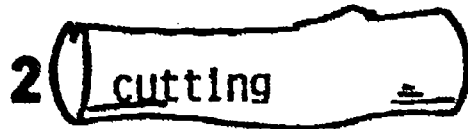
**ROOT WORD**

**ENDING**



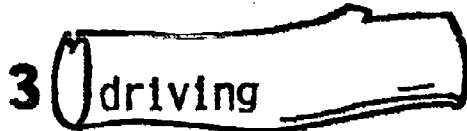
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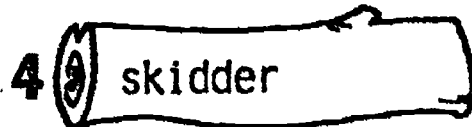
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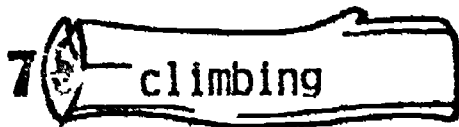
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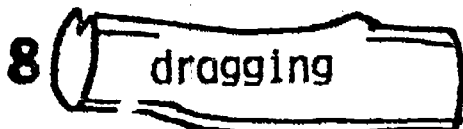
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**ROOT WORD**

**ENDING**

9 planter

\_\_\_\_\_

\_\_\_\_\_

10 loader

\_\_\_\_\_

\_\_\_\_\_

11 cutter

\_\_\_\_\_

\_\_\_\_\_

12 tester

\_\_\_\_\_

\_\_\_\_\_

13 fertilizer

\_\_\_\_\_

\_\_\_\_\_

14 sprayer

\_\_\_\_\_

\_\_\_\_\_

15 raising

\_\_\_\_\_

\_\_\_\_\_

16 tiller

\_\_\_\_\_

\_\_\_\_\_

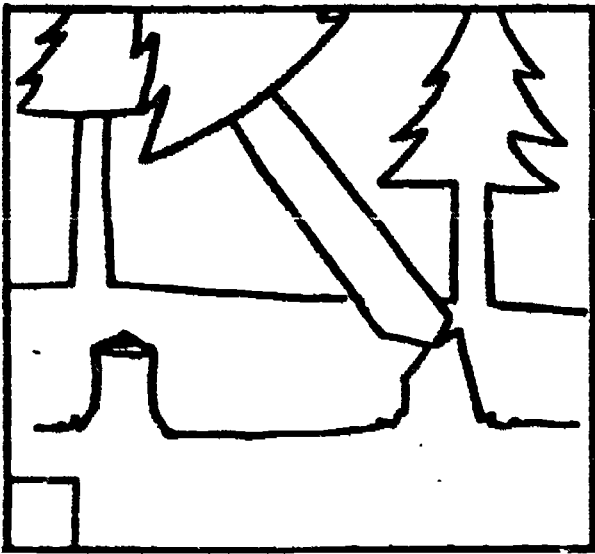
Put the pictures of loggers at work in the order they happen. The titles will tell you what each picture is about. Write 1 in the corner box of the picture which comes first; 2 in the second picture, and so on. (Read titles if necessary)

1. Trimming Large Branches
2. Cutting the Tree
3. Trimming Small Branches
4. Skidding the Logs
5. Cutting the Logs to Length
6. Loading the Logs.

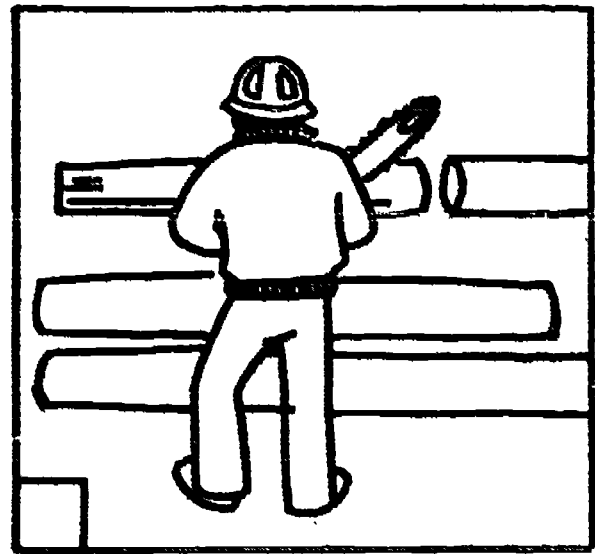
**COMMENTS:**



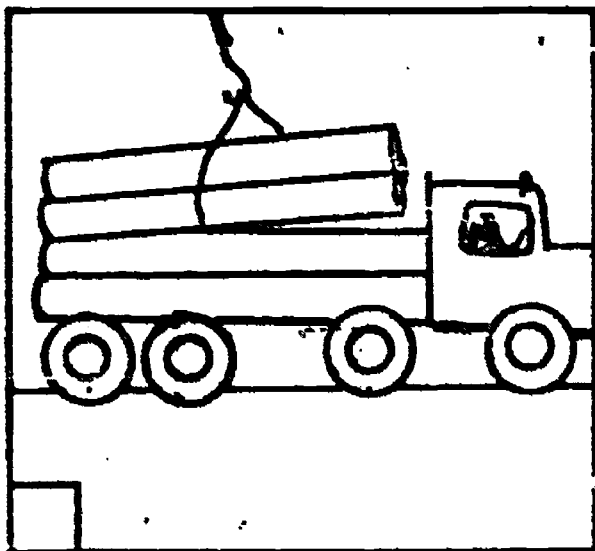
Put the pictures in order by writing the numbers 1,2,3,4,5, and 6 in the corner boxes of the pictures.



Cutting the Tree



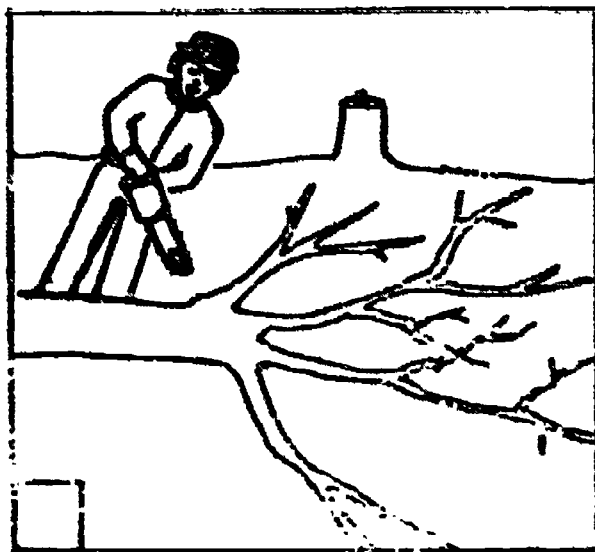
Cutting the Logs to Length



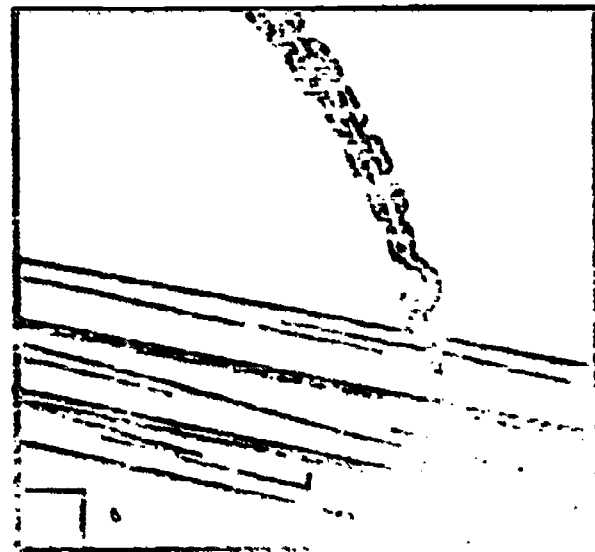
Loading the Logs



Trimming Large Branches



Trimming Small Branches



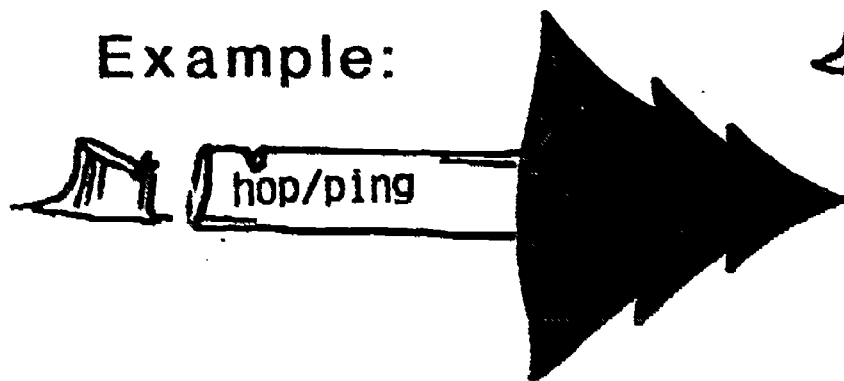
skidding the Logs

When words with endings are divided into syllables, they are divided between the root word and the ending. Divide the words on your page by "sawing" the logs between the syllables. Draw a line between the root word and the ending of each word. The first two have been done as examples.

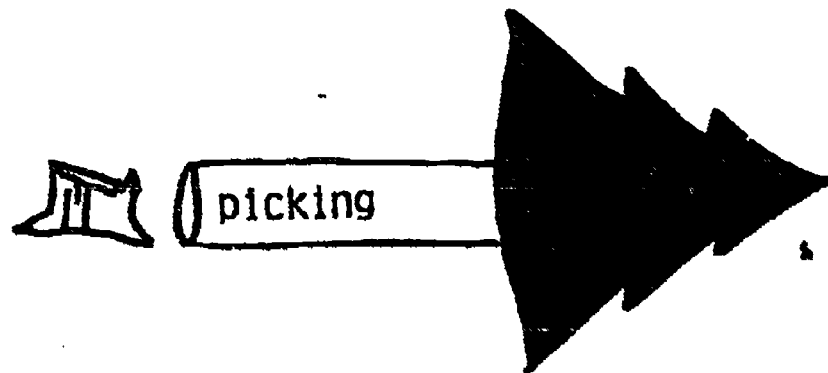
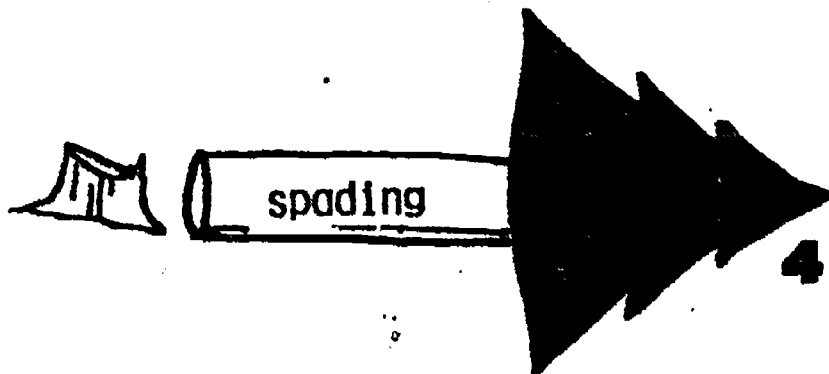
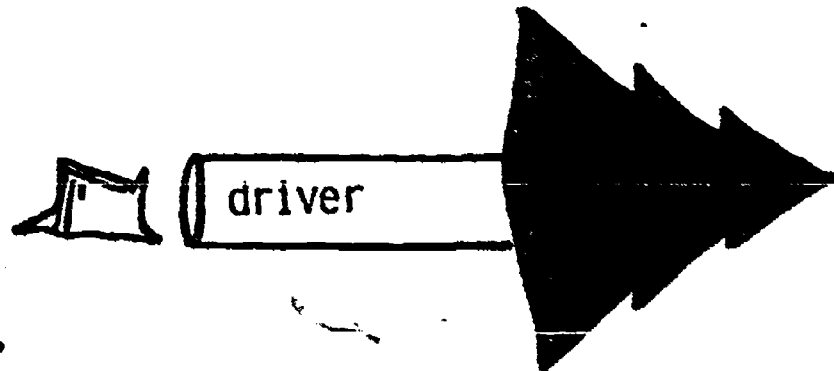
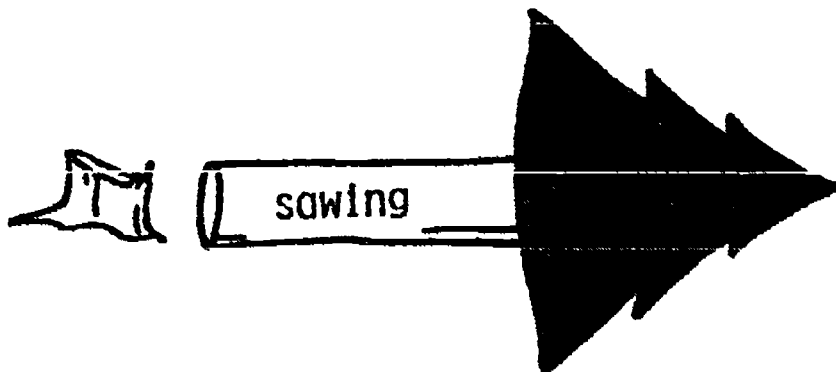
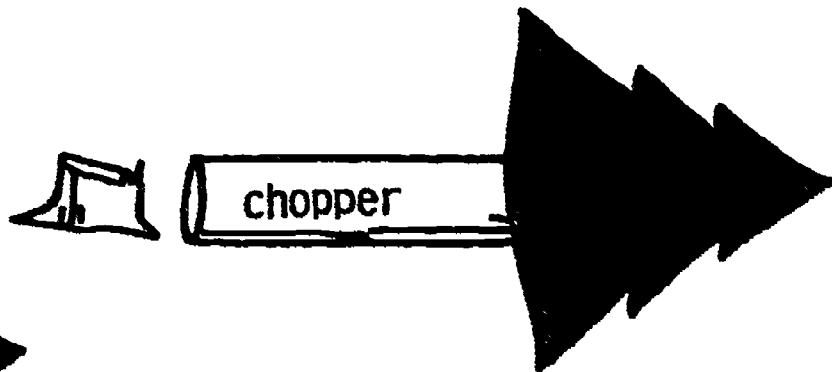
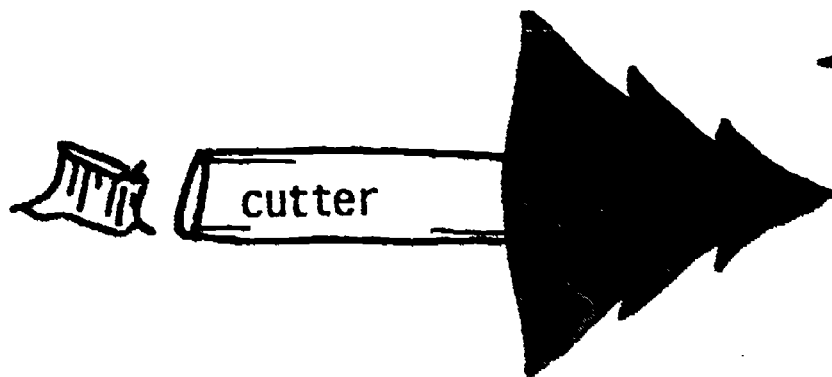
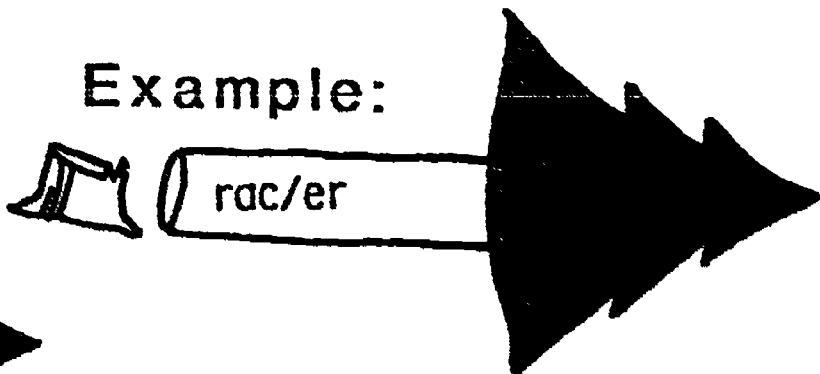
COMMENTS:

Draw a line between the root word and the ending of each word to divide the word into syllables.

Example:



Example:



## B-4 Miner

Miners are workers who remove minerals such as coal, iron, and copper from the ground. Once an underground deposit of minerals is found, miners begin separating the mineral from the rock around it.

Each day miners travel on an elevator down a shaft to the level where the work is going on. At the bottom of the shaft are tunnels running in many directions. In each tunnel miners are working to remove minerals from the surrounding rock.

Some miners use explosives like dynamite to break up the rock. A special drill is used to drill holes far into the rock. Dynamite is pushed into each hole. When the dynamite explodes, the rock is broken into smaller pieces. Miners may break these rocks into smaller pieces by using heavy hammers and chisels. The mineral ore is shoveled onto tram cars which move on tracks. The trams are like small railroad cars which move through the mine tunnels. They carry the ore to the surface of the mine. Once out of the ground, the ore is processed to remove the remaining bits of rock and other material.

Miners wear heavy clothing to protect their bodies. They wear hard hats to protect their heads from falling rock. The hard hats have special lights on the front of them. These lights allow the miners to see into the darkness without having to carry a lantern. They need both hands free in order to do their work properly. Many miners carry walkie-talkies so they can talk to other miners. It is important that everyone knows when and in what tunnel explosives will be used.

Sometimes water seeps into the tunnels from the surrounding rock. Miners use pumps to force the water from the tunnels. At the same time, other pumps force fresh air into the tunnels so the miners can breathe easily.

Since miners work underground, their work is dangerous. Sometimes explosives don't work properly and tunnels collapse. Often there are gases in the tunnels which can harm the miners. Miners are checked often by doctors to see that they are in good physical condition.

Mining is hard physical work. Miners work long days in underground tunnels. Their work is very important because it provides the raw materials needed to keep factories running.

B-4 Miner

Draw a circle around each tool used by miners at work.

Clockwise from tram: two way radio, hammer, pan, boots, miner's hat,  
dynamite, whistle.

Draw a circle around each tool used by miners at work.



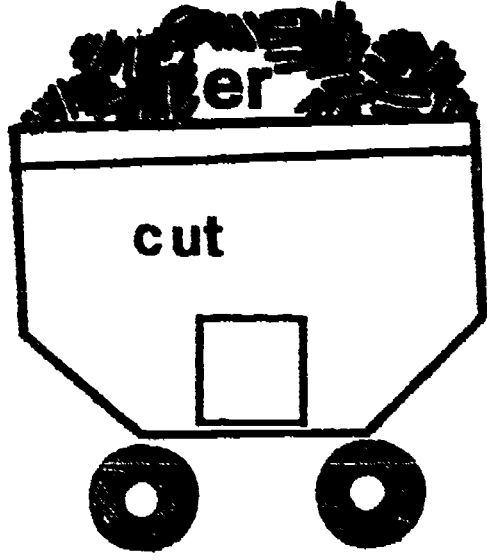
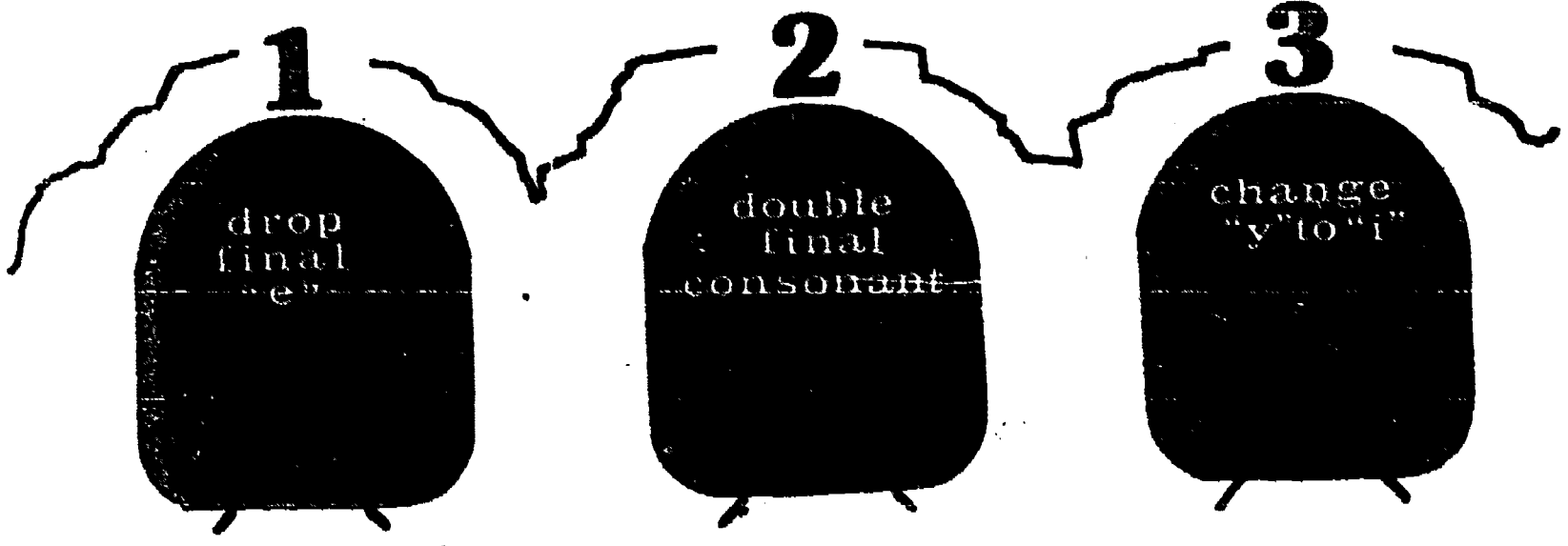
## B-4 Miner

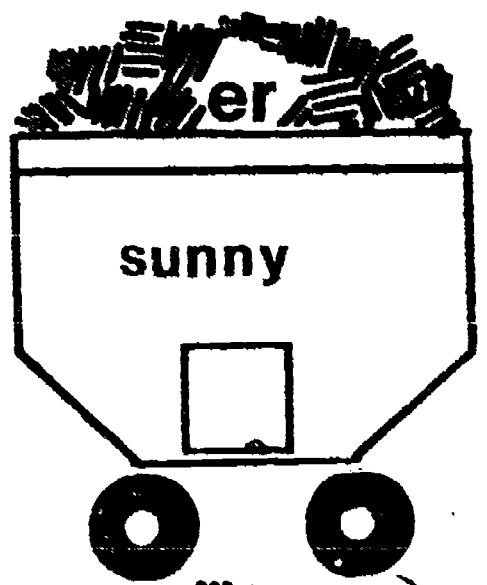
Miners use trams which travel on tracks to take ore from the mine. Each tunnel has a set of tracks similar to railroad tracks. Before mines became mechanized small ponies were used to pull the trams from the tunnels. The ponies were bred to be small enough to go into the tunnels, yet strong enough to pull the heavy trams. Now that mines are mechanized, ponies are no longer needed.

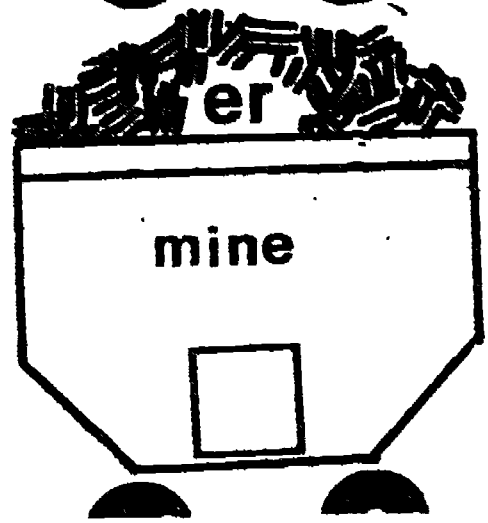
Each of the trams on your page has a root word on it. The tunnels at the top of your page show the rules for adding endings to the root words. On each tram write the number of the tunnel which has the rule you would use for adding an ending to that word. Use the rule to add the ending "er" to each word. Write the new word on the tram track beside each tram.

COMMENTS:

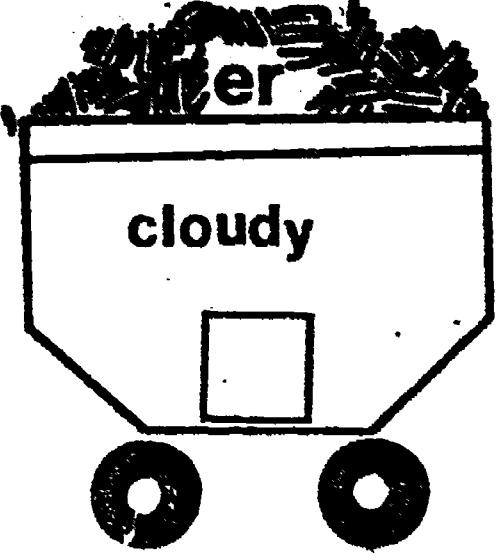
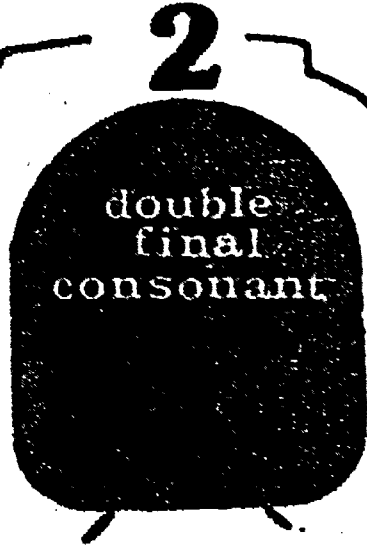
On each tram write the number of the rule used to add an ending to that root word. Add the ending and write the new word on the tram track.



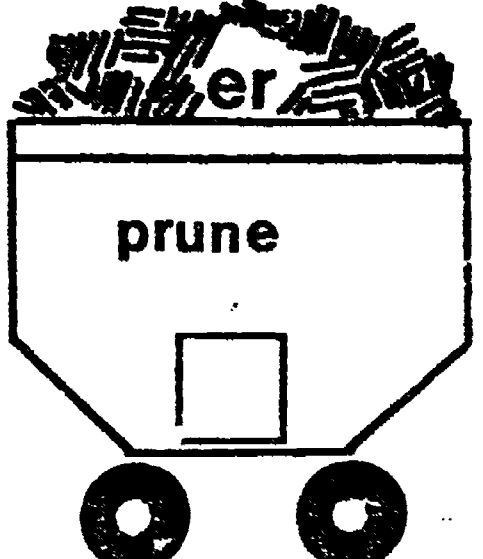





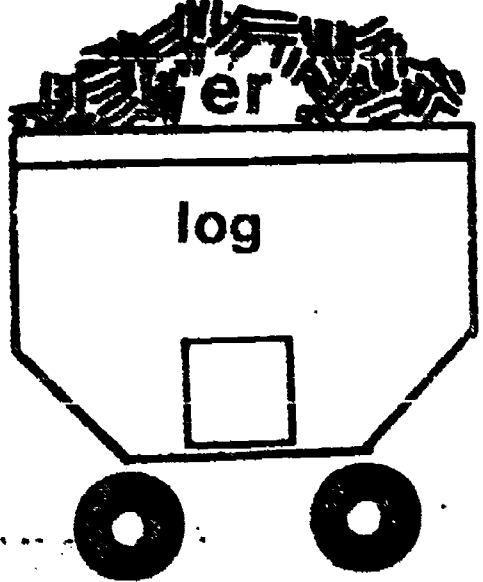
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46

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B-4 Miner

Mineral Jumble

Minerals are the substances taken from the ground by miners. Some minerals are metals like iron and gold. Other minerals are precious stones like diamonds and emeralds, which are used in making jewelry. The words written on the miners' hats are all mixed up. Rearrange the letters in each word to find things that are mined. Write each word on the line near each miner's hat.

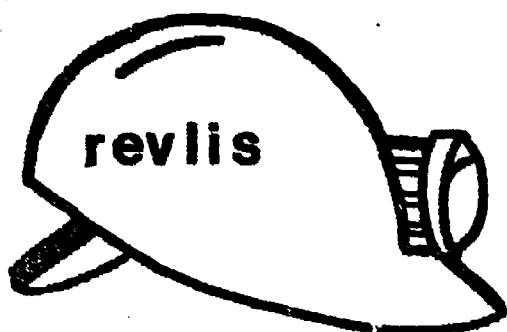
COMMENTS:

47T

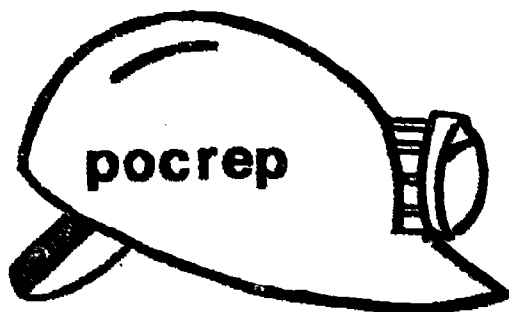
Unscramble the word on each miner's hat and write the name of the mineral on the line near the hat.



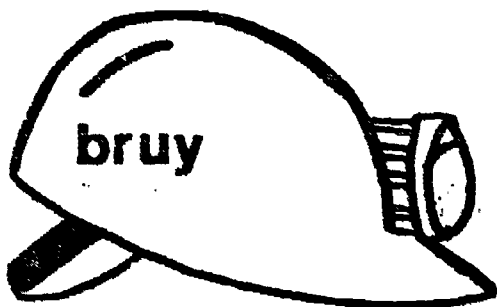
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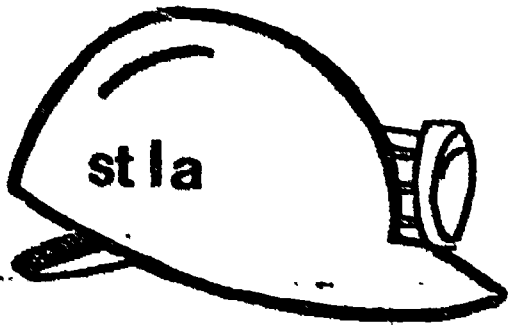
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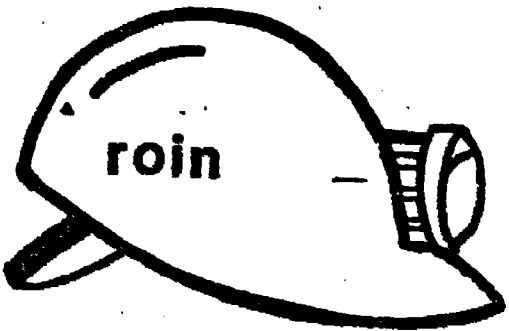
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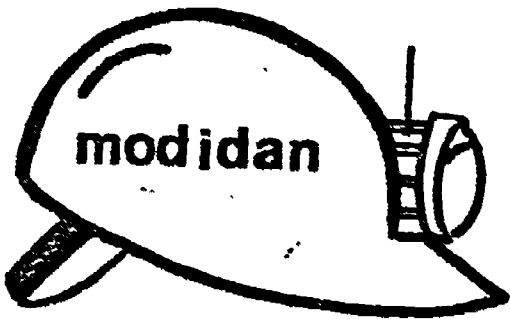
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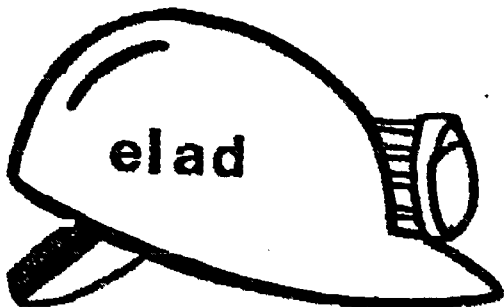
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## FOREST RANGERS

Forest rangers help protect forests on public lands. They are hired by governments to protect the trees in national and state parks and forest preserves. Since the forests are used by many people, the forest rangers make sure that the trees are protected.

Forest rangers help plan and take care of hiking trails in public forests. They decide what are the best routes to follow. They patrol hiking trails to make sure they are clear and safe. Forest rangers set up sign-in stations near the starting points of hiking trails. Hikers are asked to sign their names and write the date and time that they are hiking. If someone becomes lost or hurt, this helps the rangers locate the area in which the hiker entered the forest.

Forest rangers help locate and rescue hikers who are hurt or lost. They are trained in woodsmanship, survival, and mountain climbing, so they are capable of rescuing hikers in any kind of area. Often, they are called upon to help search for airplanes that have crashed in wooded areas or state and national parks. Forest rangers are trained in all kinds of first aid, so they know how to help people who are hurt.

Forest rangers try to protect forests from fires. Some work in towers built in the forest. The towers are built in high places, so the rangers can see in any direction. When they see smoke, they call in other rangers to help fight the fire. In very remote places, the rangers are brought to the fire by helicopter.

Forest rangers are taught the special ways to fight forest fires. They use chain saws and bulldozers to clear areas of the forest, so the fire won't spread. Fighting a forest fire is dangerous and hard work.

Forest rangers try to prevent forest fires by talking to school and community groups. They explain how forest fires start and what people can do to help prevent them. They keep track of weather conditions during the forest fire season, and close the forest to hikers and campers if the forest is very dry.

Forest rangers are officers of the law. Like policemen, they carry guns and can arrest people who are breaking laws. They arrest people who are littering or cutting down trees in forest preserves. Forest rangers enforce the laws so that everyone can enjoy the forests.

Forest rangers use a variety of tools for the different jobs they do. Most drive 4-wheel drive trucks to carry equipment used to fight forest fires. They carry chain saws, axes, rakes, shovels, and Indian back packs. Indian back packs are tanks the rangers wear on their backs. The tanks are filled with water, which drains through a small hose. The rangers use walkie-talkies to talk to each other. In the winter, rangers use snowmobiles to patrol the trails. They use binoculars to see smoke from great distances. Rangers use tree paint to spray tree trunks around the boundaries of the forest. This lets everyone know when they are moving onto public forest land.

**B-4 Forest Ranger (continued)**

Forest rangers do important work in protecting our forests and putting out forest fires. Perhaps one of the most important jobs is helping other people learn how not to start forest fires.

**B-4 Forest Ranger**

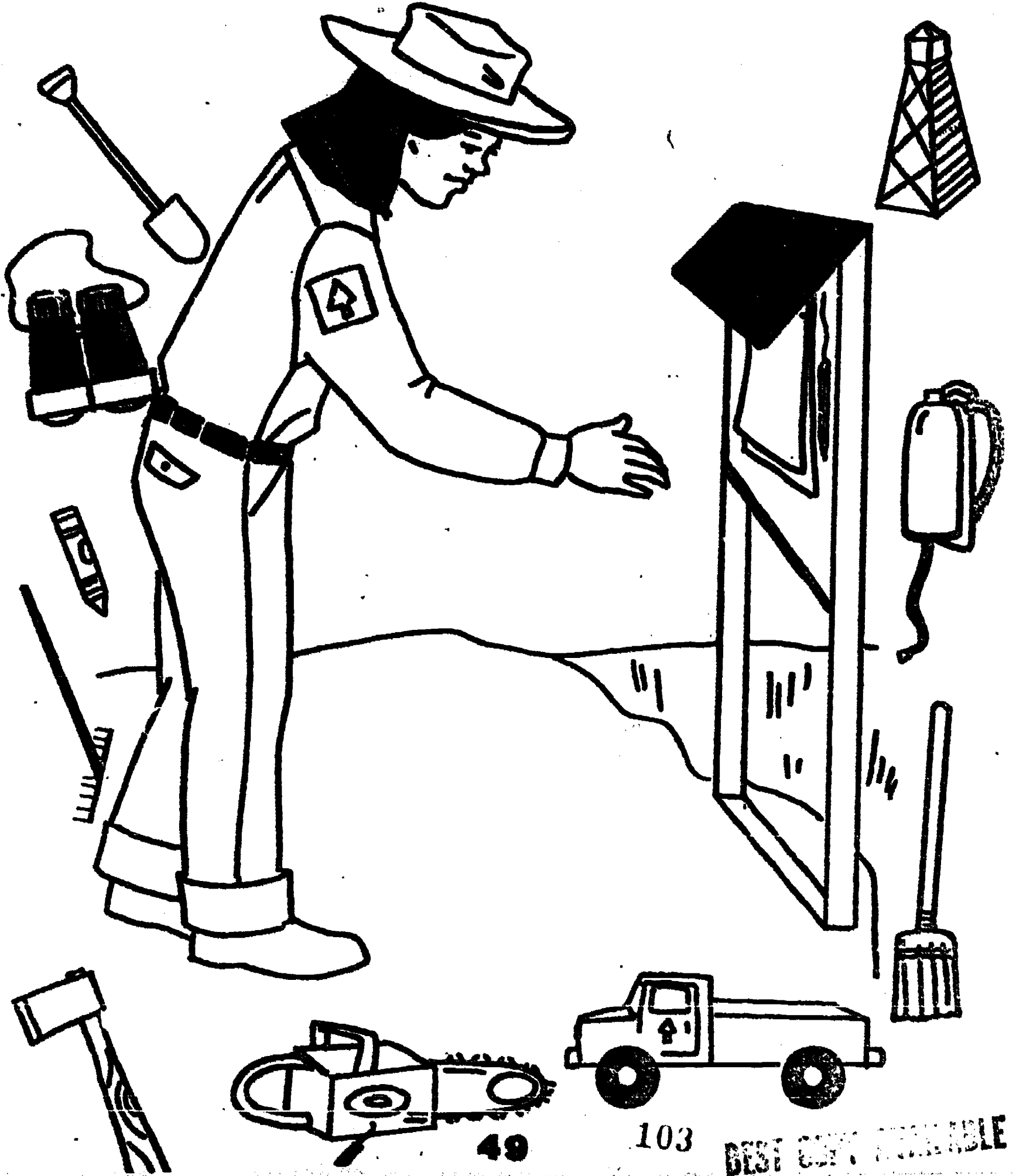
**Classifying Tools**

Draw a circle around each tool used by forest rangers at work.

Clockwise from fire tower: Indian back pack, broom, 4-wheel drive truck, chain saw, ax, rake, crayon, binoculars, shovel.

**COMMENTS:**

Draw a circle around each tool used by forest rangers at work.



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Forest rangers look at trees to compare them. One tree might be taller than another, one may be thinner than another. No two trees are exactly alike.

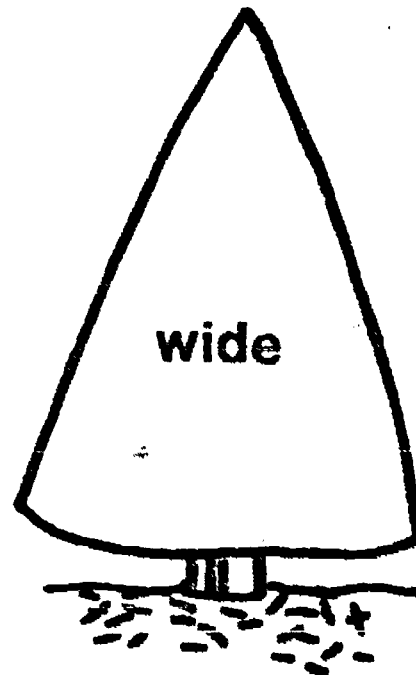
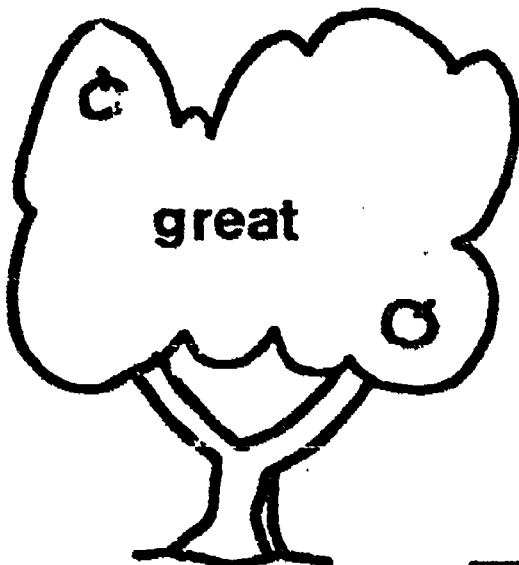
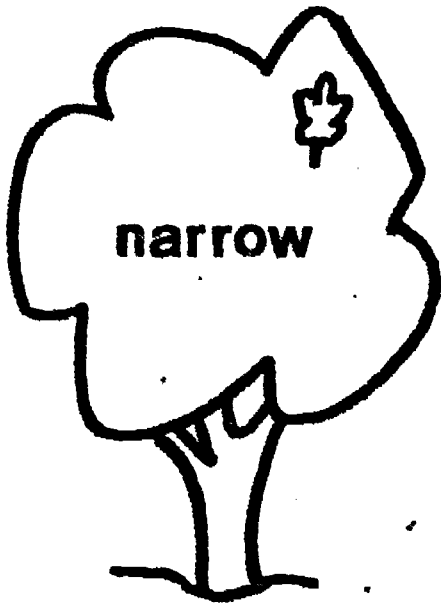
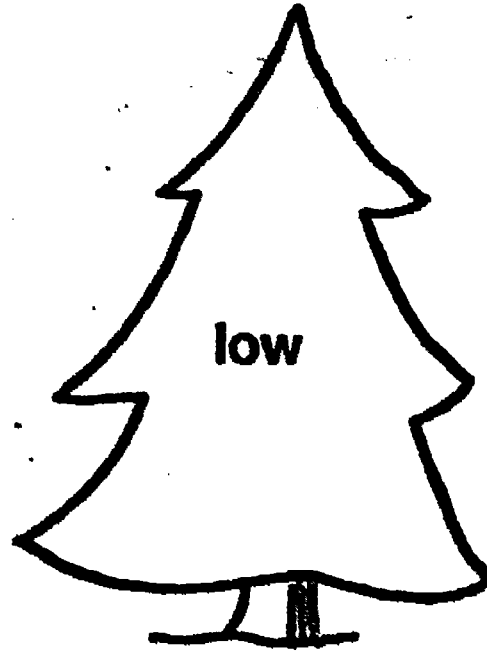
When we compare two things, we add "er" to the describing word to make words like smaller, taller and wider.

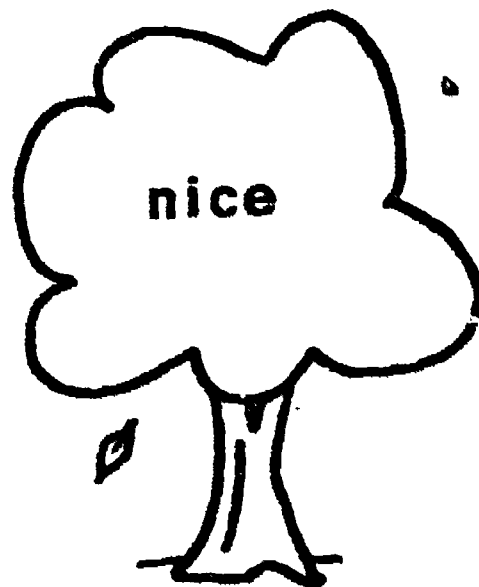
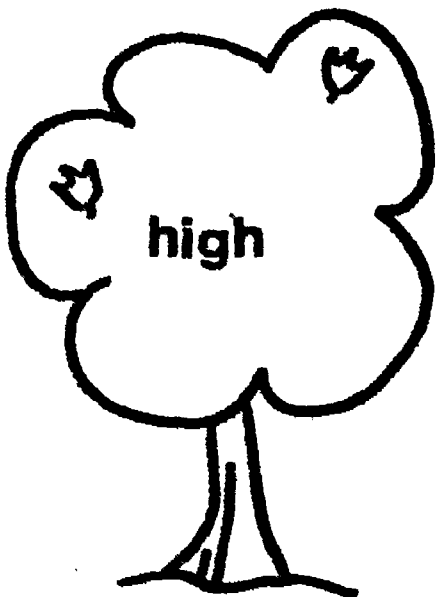
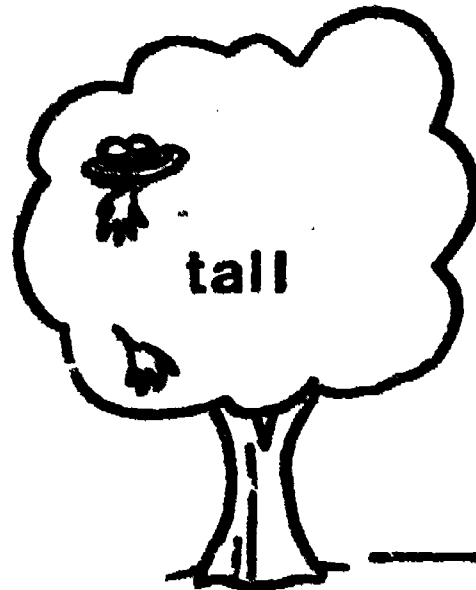
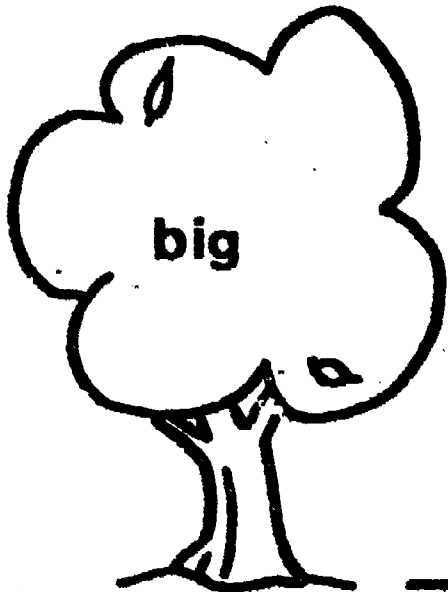
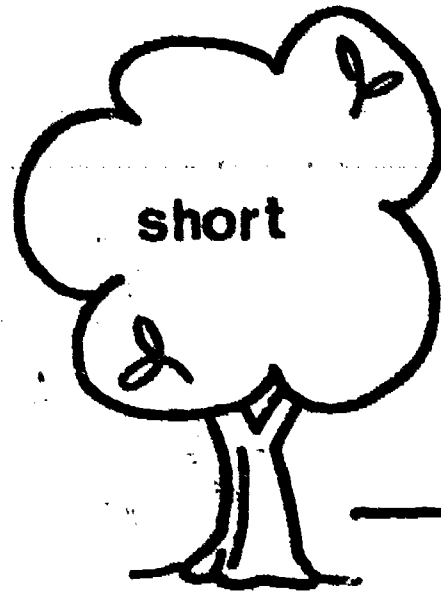
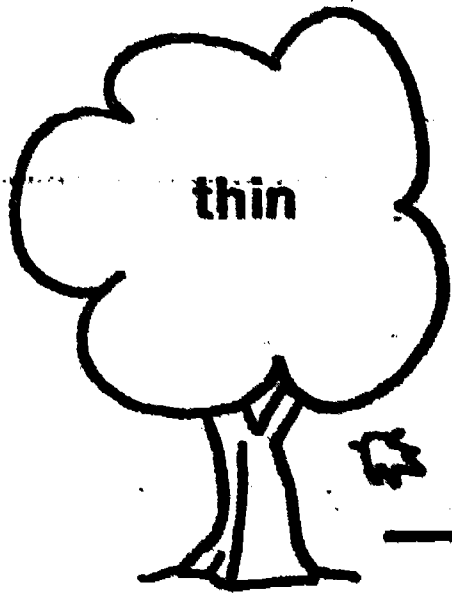
The trees on your page each have a describing word or adjective written on them. Add "er" to each word and write the new word on the line near that tree. Remember about dropping final "e"s and doubling some final consonants.

COMMENTS:



Add "er" to the word written on each tree and write the new word on the line beside that tree.





When we add "er" to words ending in a consonant +y, we must change the y to i before adding "er". On the campfires on your page are words ending in a consonant and y. Change the y to i and add "er". Write the new work on the line below the campfire.

COMMENTS:

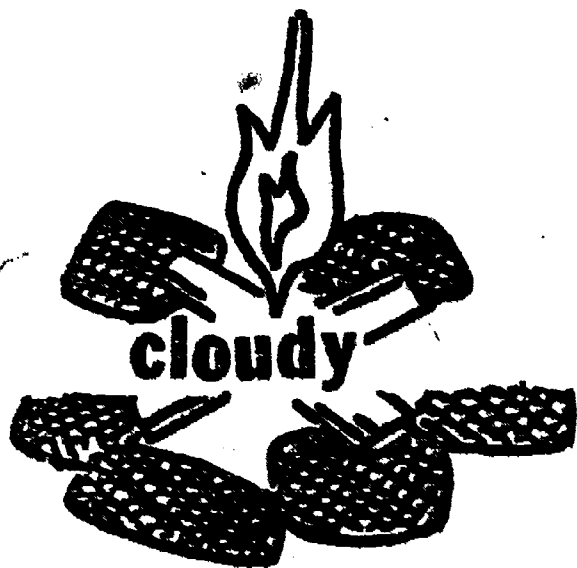
Add -er to the words written on the fires and write the new word on the lines. Don't forget to change the y to i before adding -er to the words.



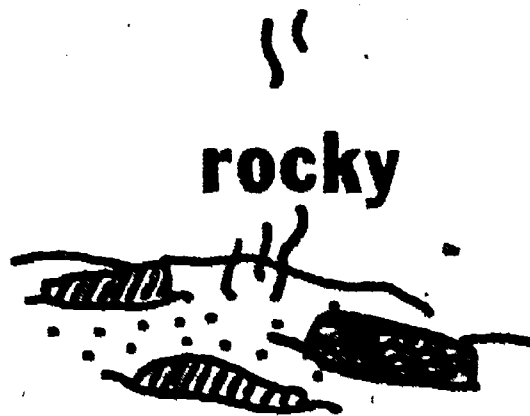
1. \_\_\_\_\_



4. \_\_\_\_\_



2. \_\_\_\_\_



5. \_\_\_\_\_



3. \_\_\_\_\_



6. \_\_\_\_\_

**B-4 Forest Ranger**

**Inference/Main Idea**

Forest rangers do many different jobs. Listen to each story and write the number of the story in the corner box of the picture it describes.

1. Forest rangers mark public trails for hikers.
2. Forest rangers watch for forest fires.
3. Forest rangers put out forest fires.
4. Forest rangers search for lost hikers.
5. Forest rangers use first aid for injured hikers.
6. Forest rangers show school and community groups how to prevent forest fires.

**COMMENTS:**

109

**53T**

Listen and write the number of each story in the corner box of (the picture it tells about.



## B-4 Logger/Forest Ranger Review

Listen to or read the sentence by each circle. If the sentence tells about loggers, write L in the circle near that sentence. If the sentence tells about forest rangers, write F in the circle. If the sentence tells about both workers, write LF in the circle.

1. This worker searches for lost hikers. (F)
2. This worker climbs trees and cuts off the large branches. (L)
3. This worker spends much of his time in the forest. (FL)
4. This worker uses a chain saw in his work. (FL)
5. This worker uses a log skidder at work. (L)
6. This worker helps injured hikers. (F)
7. This worker wears a special belt to help him climb trees. (L)
8. This worker is an officer of the law. (F)
9. This worker uses a four-wheel drive truck to get through the forest. (FL)

COMMENTS:

B-4 Logger/Forest Ranger Review

1.  This worker searches for lost hikers.
2.  This worker climbs trees and cuts off the large branches.
3.  This worker spends much of his time in the forest.
4.  This worker uses a chain saw in his work.
5.  This worker uses a log skidder at work.
6.  This worker helps injured hikers.
7.  This worker wears a special belt to help him climb trees.
8.  This worker is an officer of the law.
9.  This worker uses a four-wheel drive truck to get through the forest.



**B-4 Agribusiness Review**

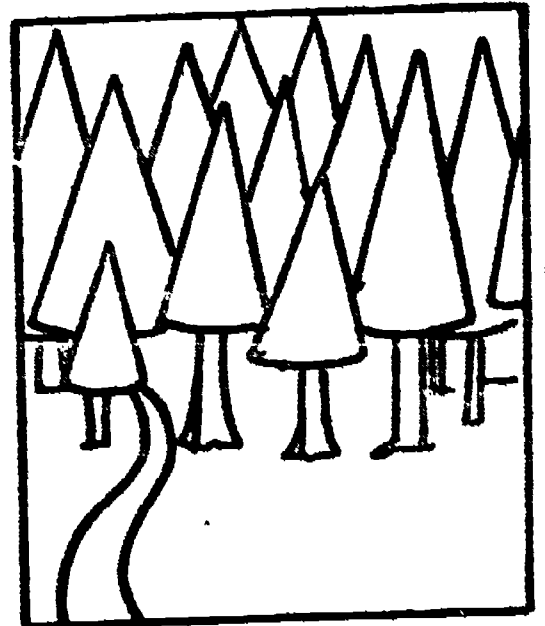
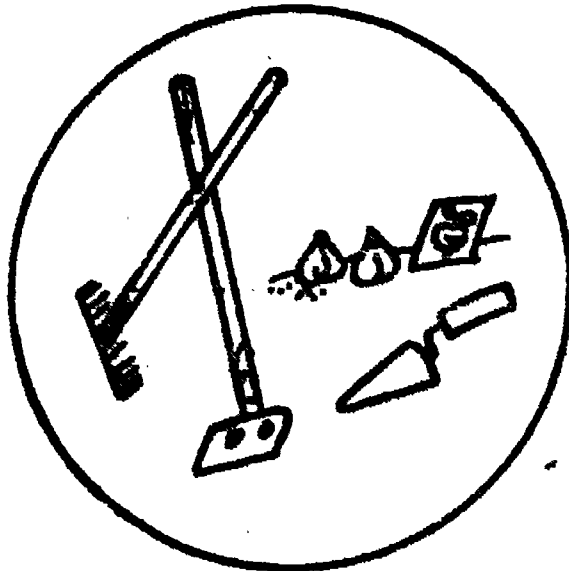
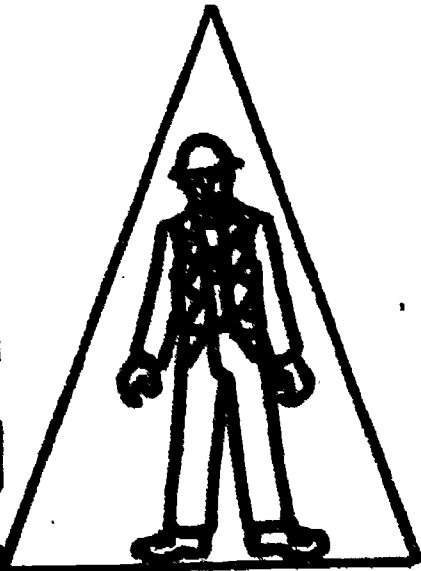
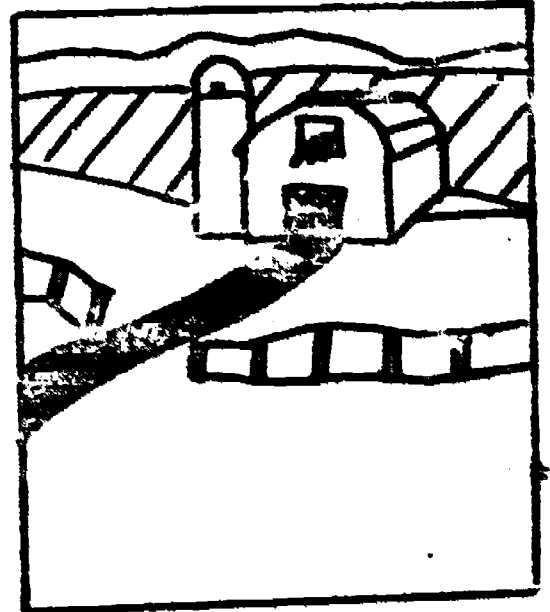
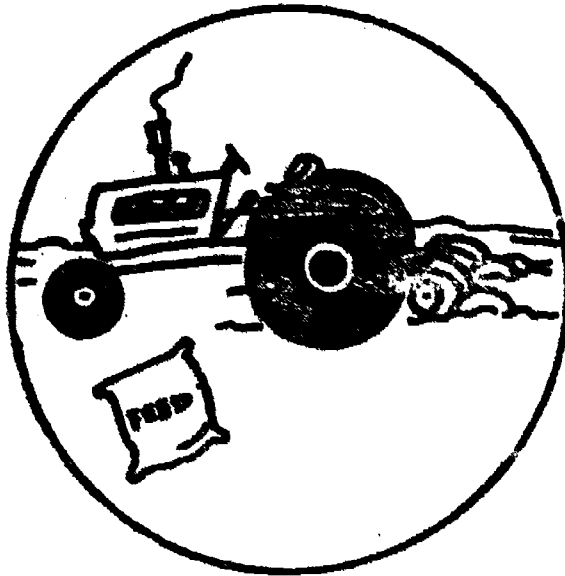
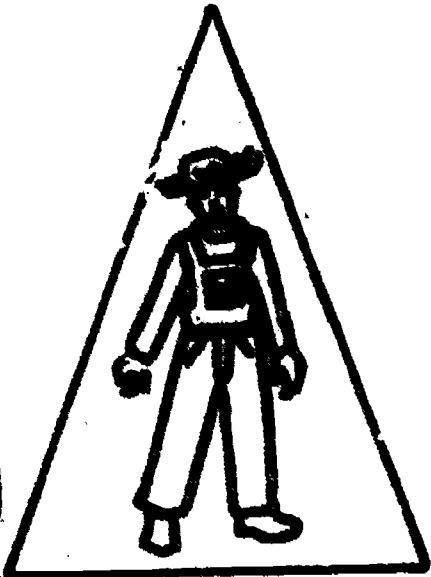
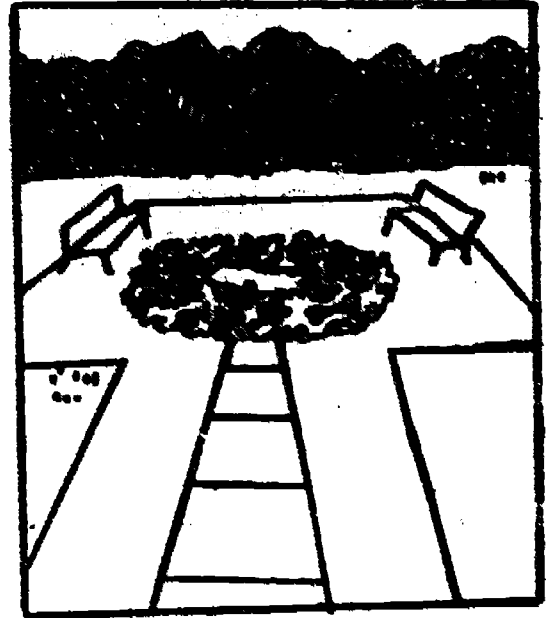
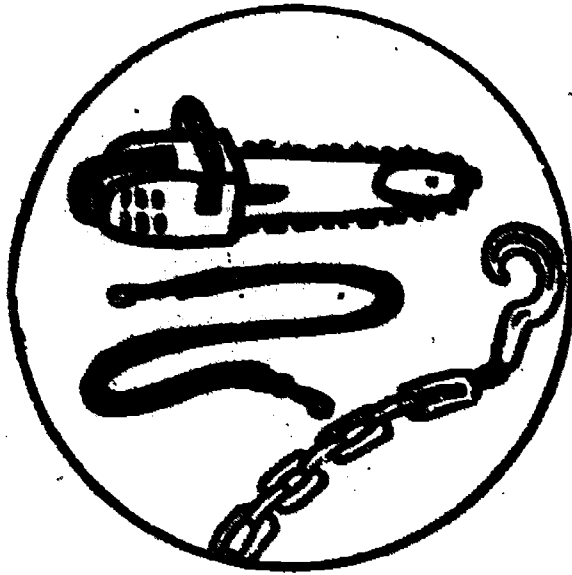
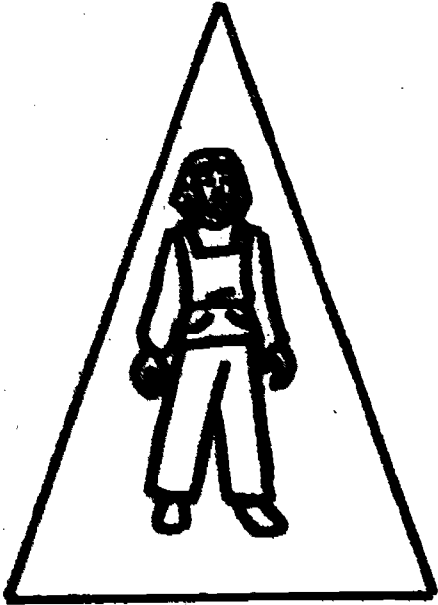
**Draw a line from each worker to the tools used by that worker.  
Then draw a line from the tools to the place where that worker  
works.**

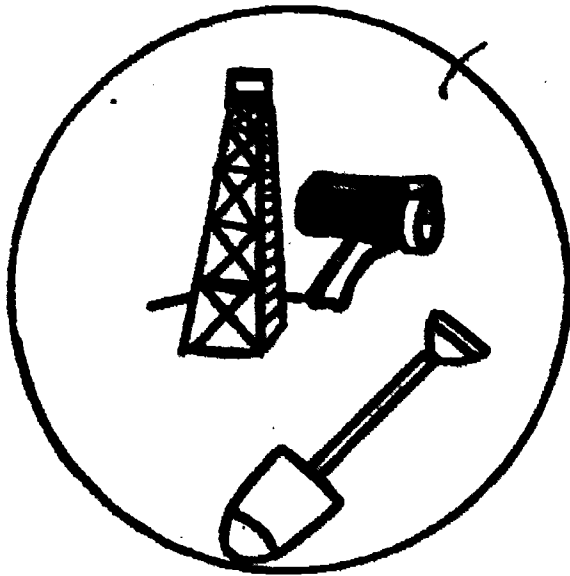
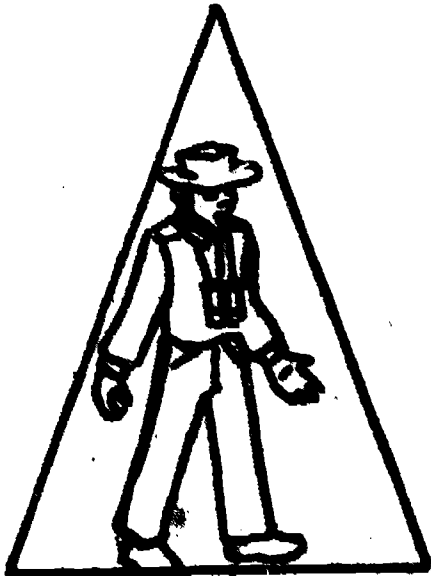
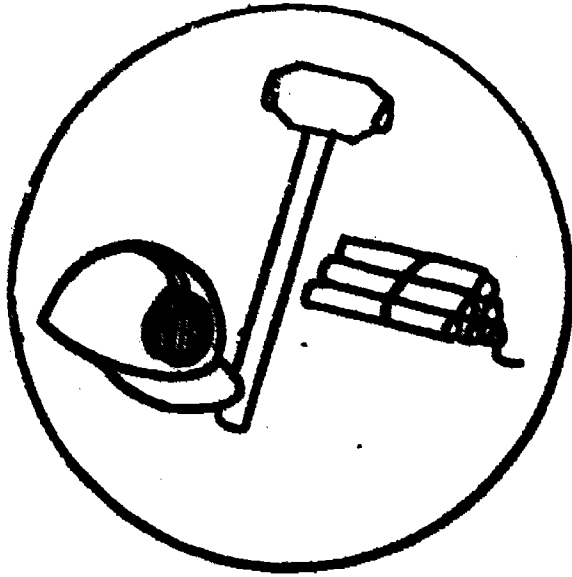
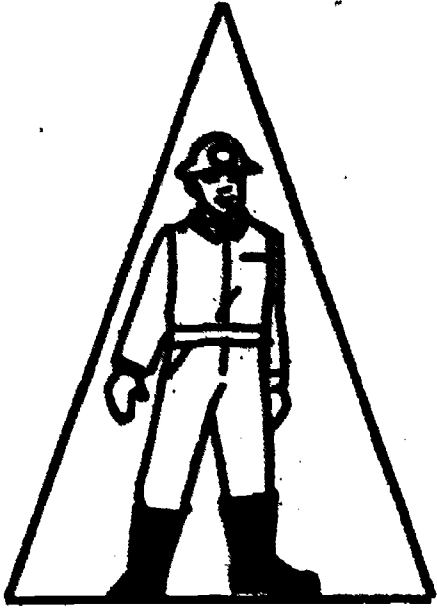
**COMMENTS:**

**55T**

B-4 Agribusiness Review

Draw a line from each worker to the tools used by that worker. Then draw a line from the tools to the place where that worker works.





B 4

Pre Post  
Treatment  
Control

Date \_\_\_\_\_

Please Print

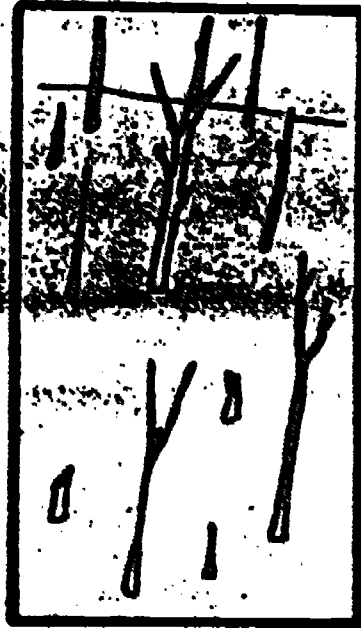
Name \_\_\_\_\_  
Last name First name Middle initial

School \_\_\_\_\_ Town \_\_\_\_\_

Age \_\_\_\_\_ Sex: Male \_\_\_\_\_ Female \_\_\_\_\_

Reading level \_\_\_\_\_ Instrument \_\_\_\_\_

20. This picture shows a forest that has been damaged by fire. People in a nearby community have the goal of replanting the burnt forest.

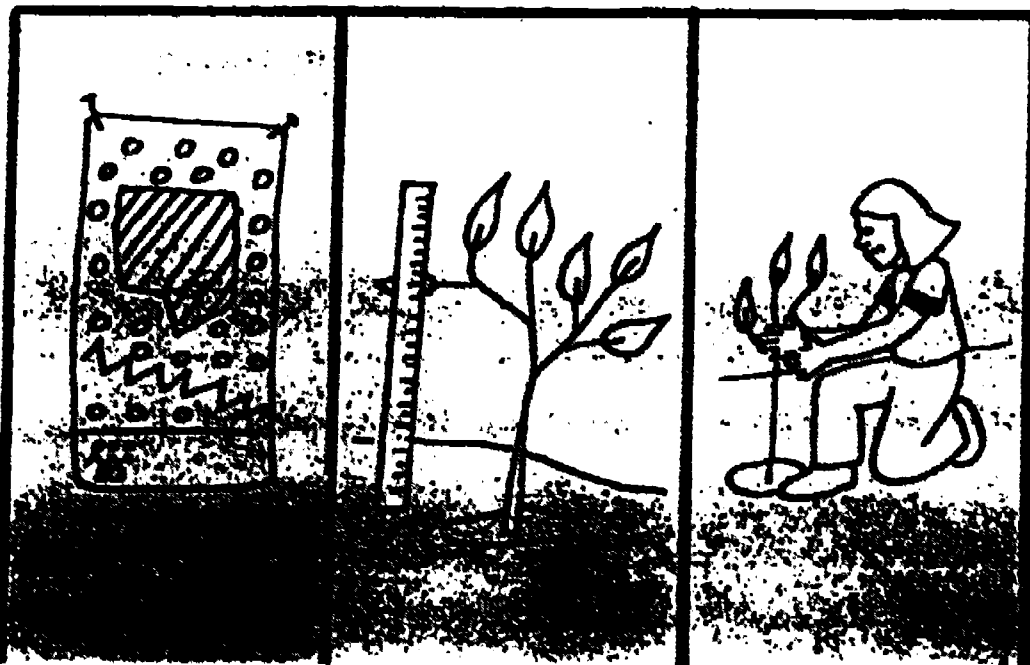


Which picture shows the best planning step for the people to take? Put a big X on the picture you choose.

a. mapping  
out area to  
be planted

b. measuring  
growth of  
new trees

c. planting



19. In this picture, a child has finished his homework 1 hour before bedtime. He values collecting rocks & looking at color pictures.

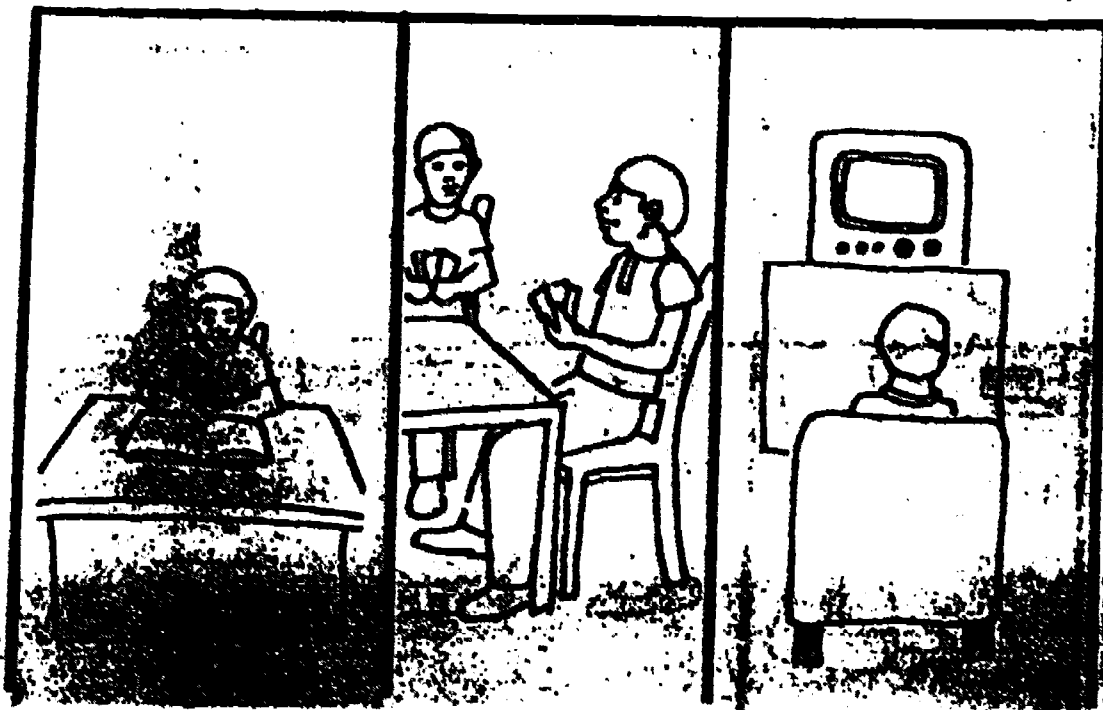


What will the child most likely choose to do in the time before he goes to bed? Put a big X on the picture you choose.

a. look at a book about rocks & minerals

b. play cards with his brother

c. watch a special Batman program on color TV



18. This picture shows a health clinic worker.

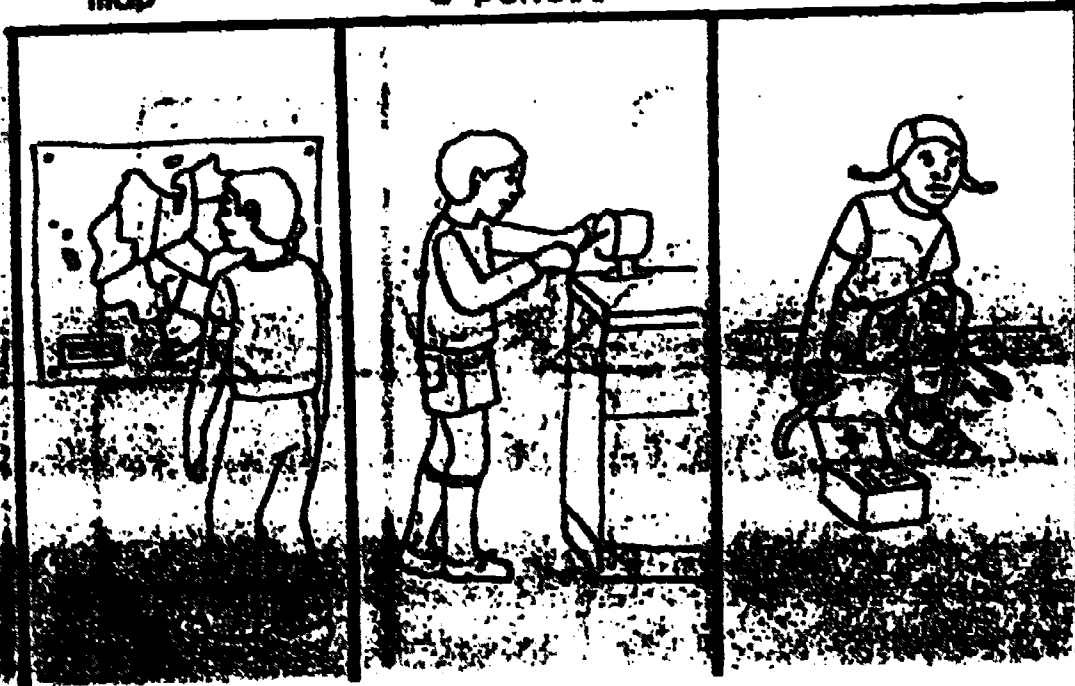


Which child is doing something a health clinic worker on the job most likely told the child to do? Put a big X on the picture of the child you choose.

a. reading a map

b. sharpening a pencil

c. using a first aid kit



17. The child in this picture is picking up trash.

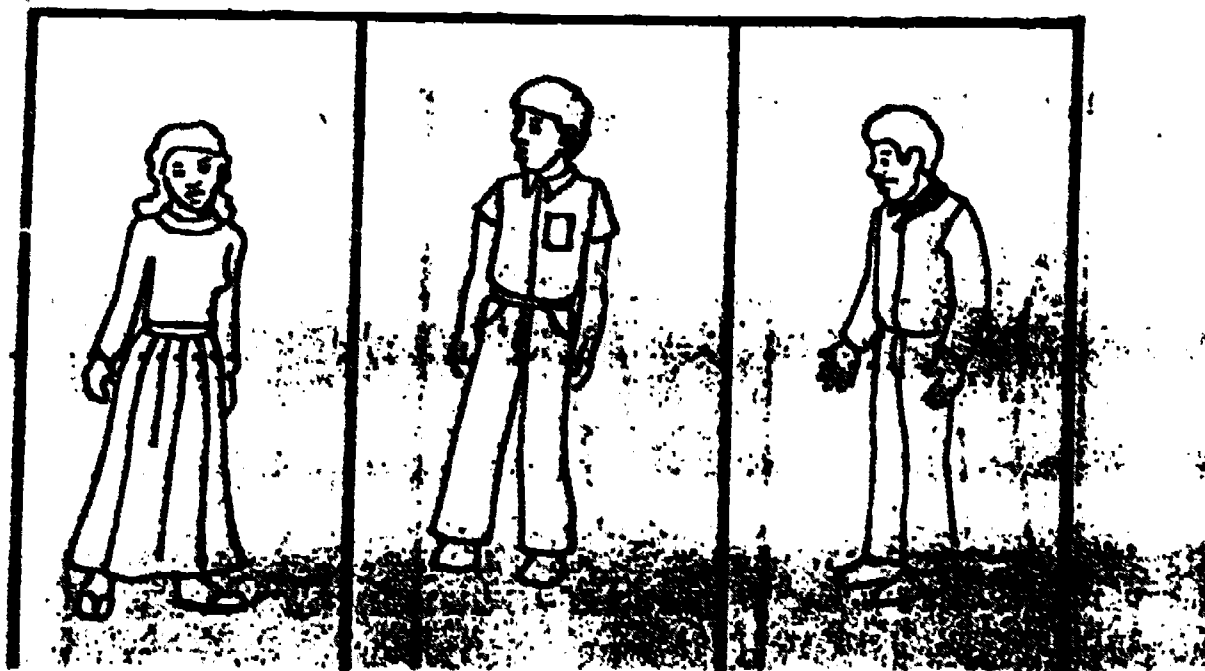


Which worker's job most likely includes the task of picking up trash? Put a big X on the picture of the worker you choose.

a. miner

b. police officer

c. sanitation worker





16. This picture shows some binoculars & trail maps.

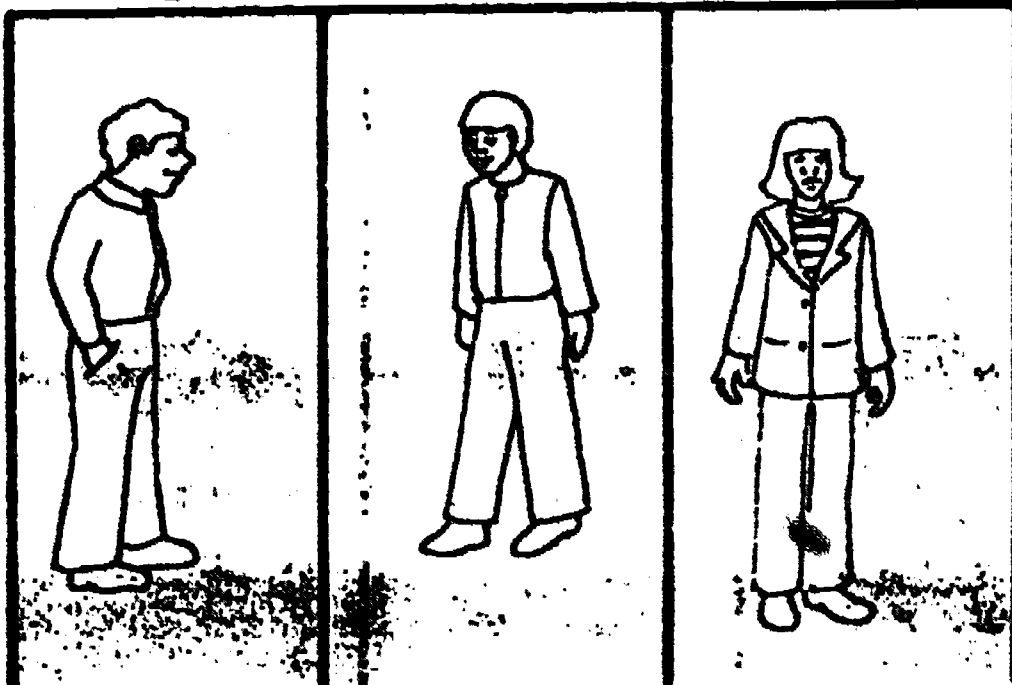


Which worker is most likely to use binoculars & trail maps on the job? Put a big X on the picture of the worker you choose.

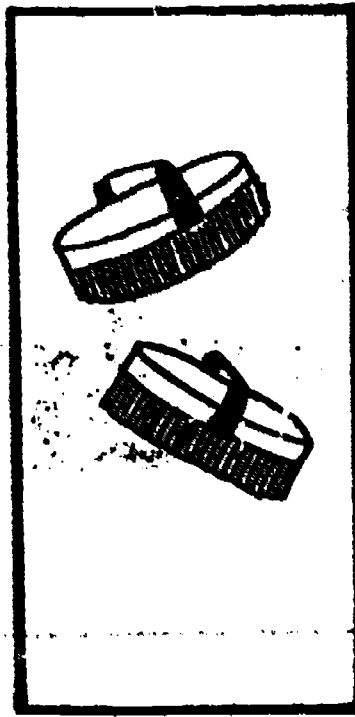
a. forest ranger

b. mail carrier

c. police officer



15. This is a picture of some grooming brushes.



Which worker is most likely to use grooming brushes on the job? Put a big X on the picture of the worker you choose.

a. health  
clinic worker

b. horse  
farmer

c. sanitation  
worker



14. The child in this picture is reading to her younger sister.

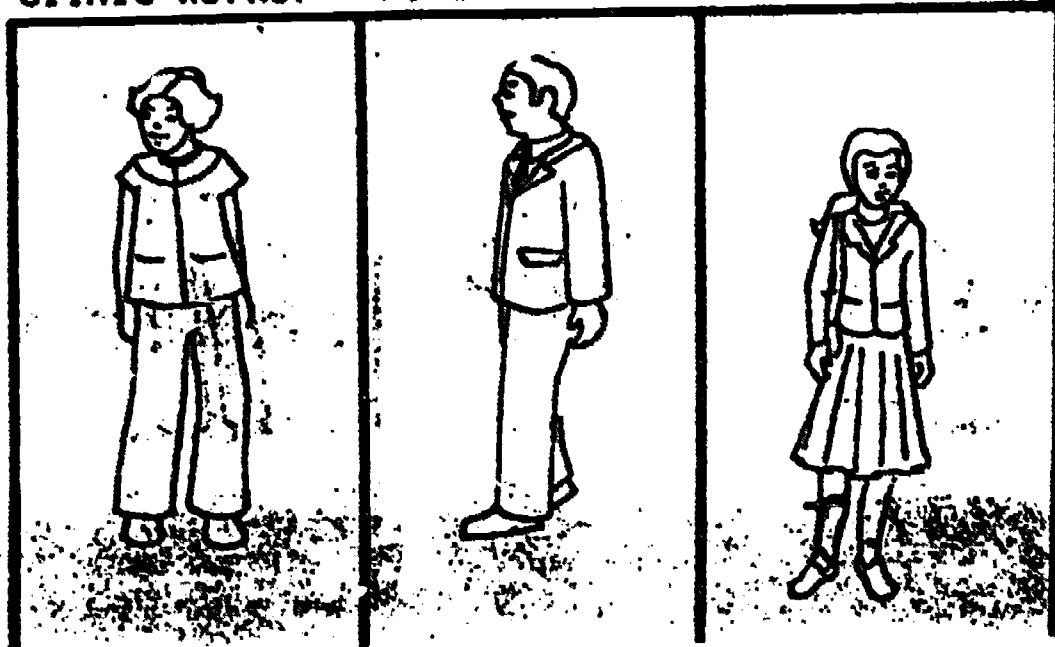


Which worker's job is most likely to include the task of reading to children? Put a big X on the picture of the worker you choose.

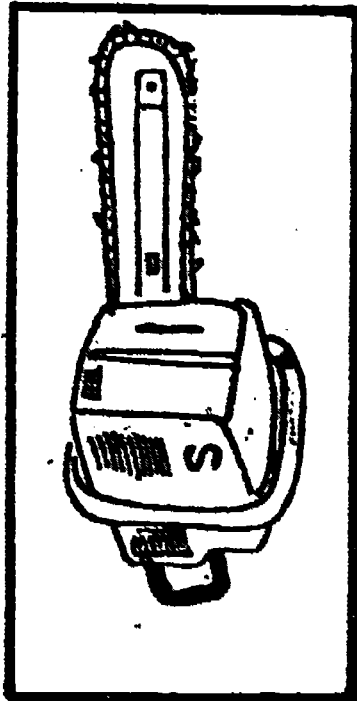
a. health clinic worker

b. librarian

c. mail carrier



13. This is a picture of a chain saw.



Which worker is most likely to use a chain saw on the job? Put a big X on the picture of the worker you choose.

a. fire fighter    b. logger    c. miner



12. The child in this picture is pulling weeds in an onion patch.

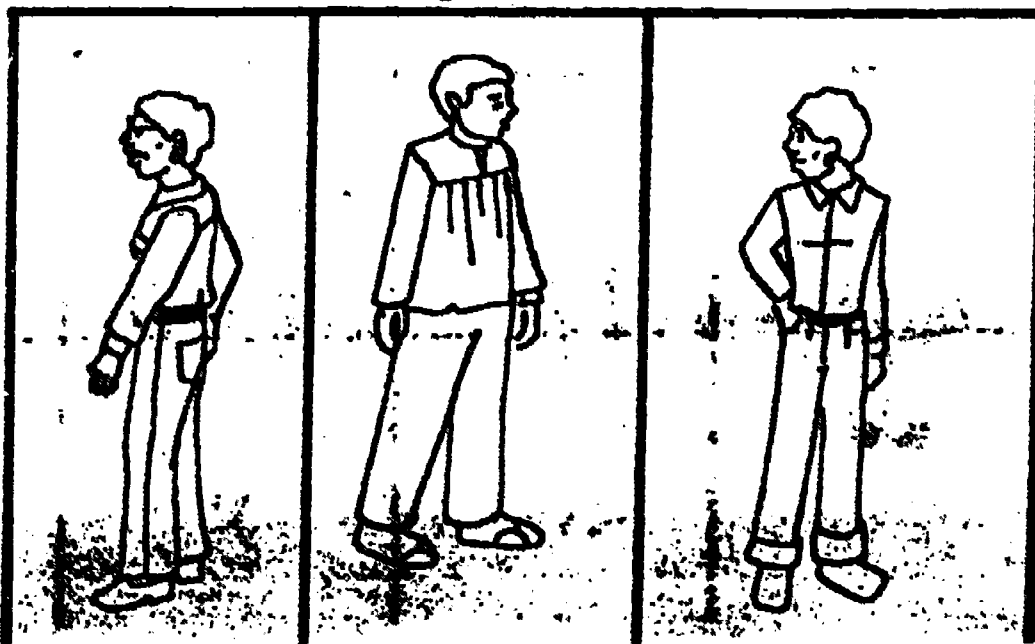


Which worker's job is most likely to include the task of pulling weeds in an onion patch? Put a big X on the picture of the worker you choose.

a. forest ranger

b. gardener

c. horse farmer



11. The worker in this picture is a fire fighter.

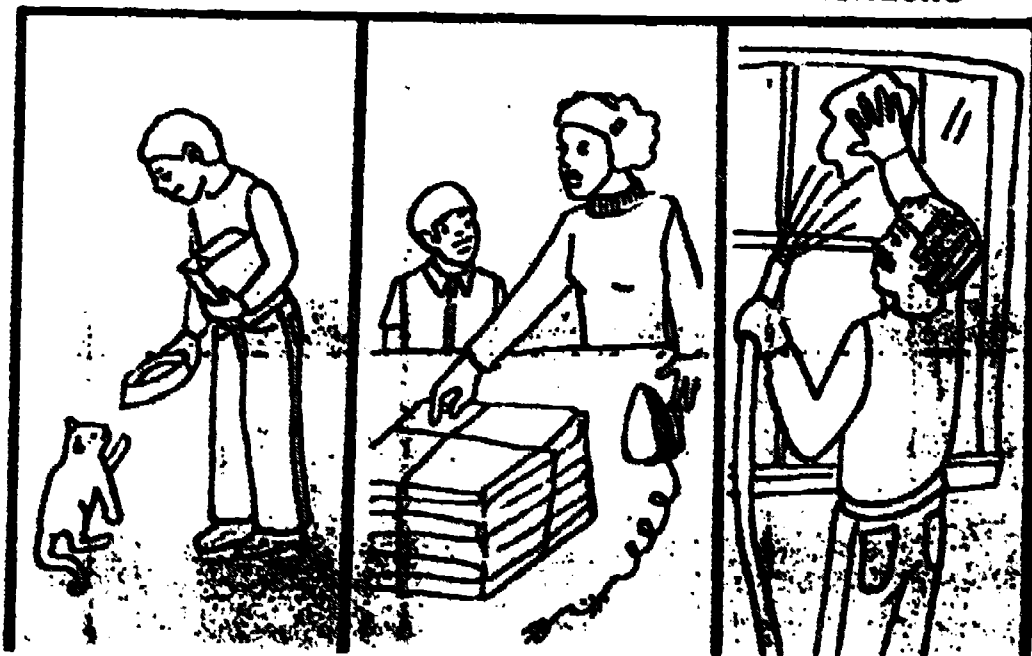


Which child is doing something a fire fighter is most likely to do on the job? Put a big X on the picture of the child you choose.

a. feeding a cat

b. telling people how to keep their homes safe.

c. washing windows



10. The child in this picture is identifying trees & flowers.

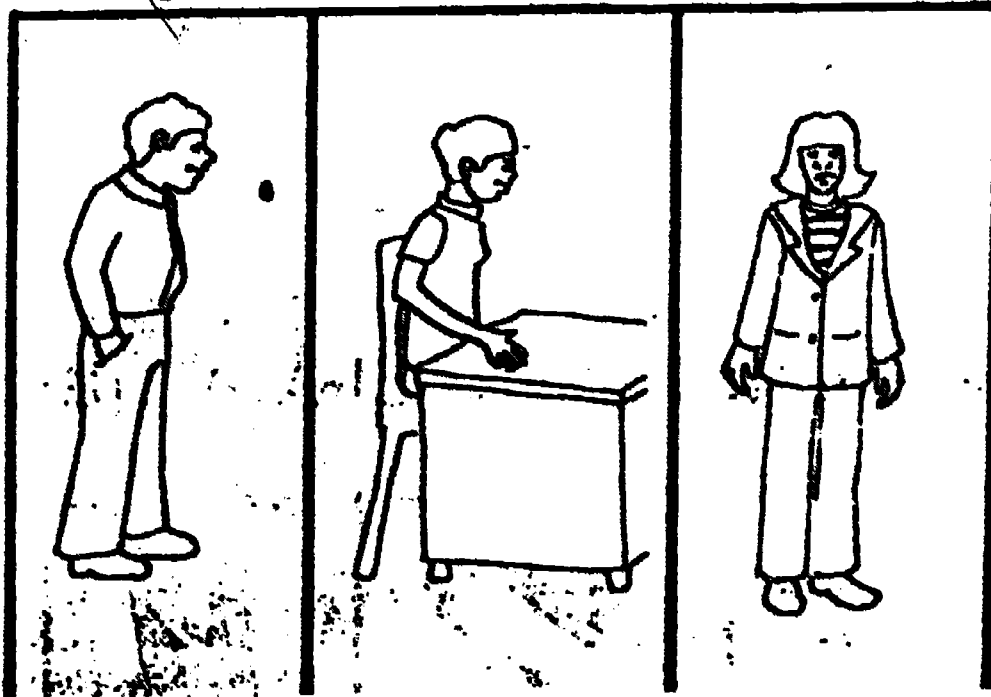


Which worker's job is most likely to include the task of identifying trees & flowers? Put a big X on the picture of the worker you choose.

a. forest ranger

b. librarian

c. police officer



9. The worker in this picture is a mail carrier.

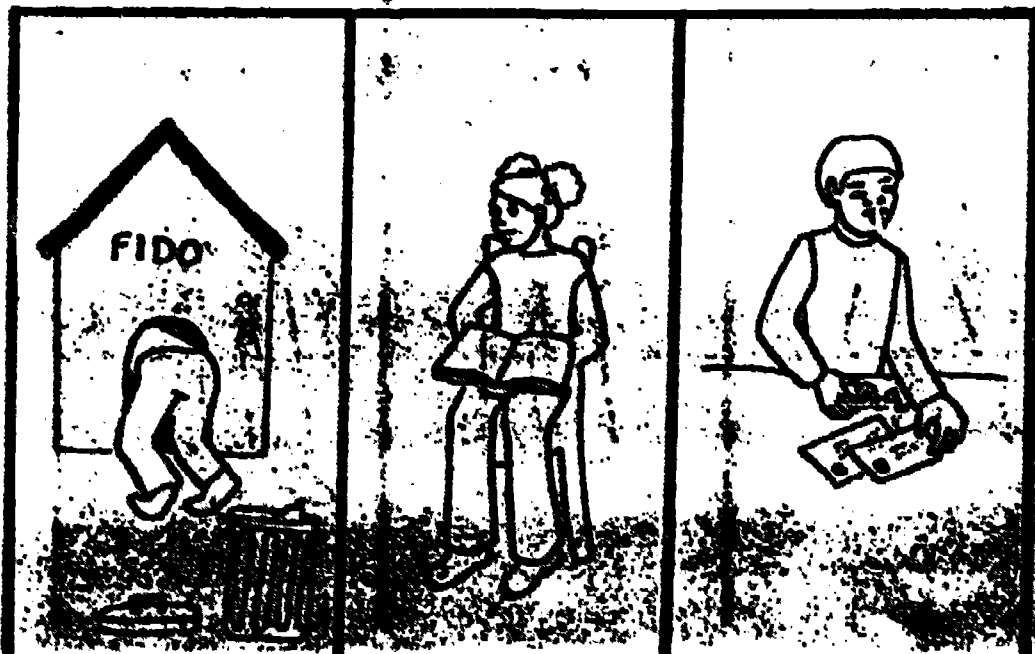


Which child is doing something a mail carrier most likely does on the job? Put a big X on the picture of the child you choose.

a. cleaning a dog house

b. reading well

c. stamping envelopes





8. The child in this picture is telling friends about nutrition.



Which worker's job is most likely to include the task of telling people about nutrition? Put a big X on the picture of the worker you choose.

a. fire fighter      b. health clinic worker      c. sanitation worker

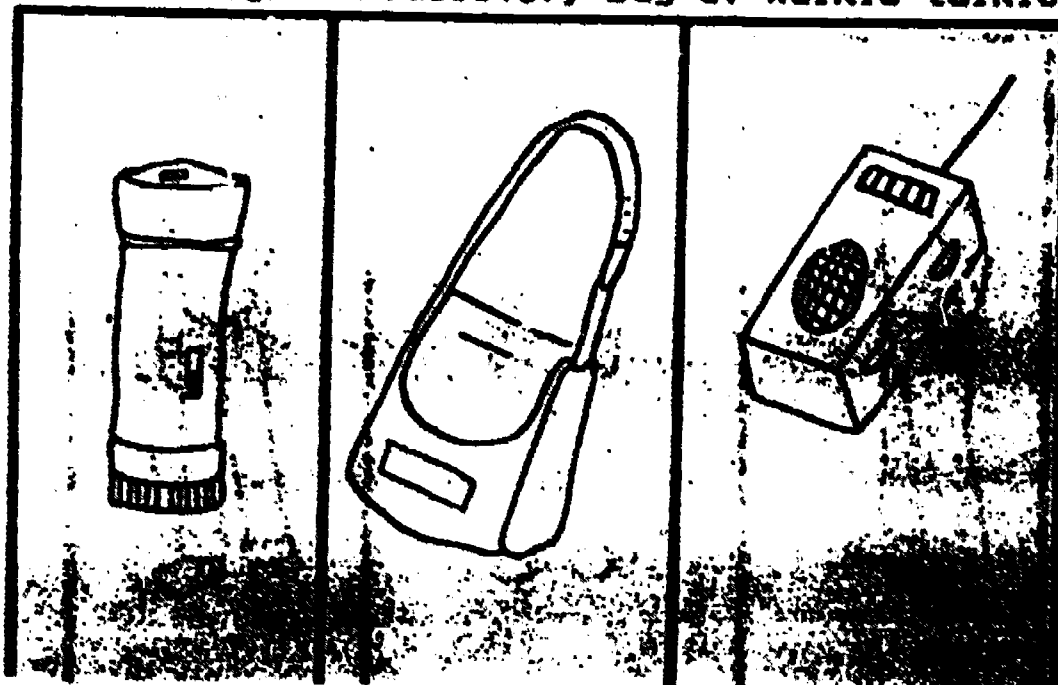


7. The worker in this picture is a miner.



Which tool or piece of equipment is a miner most likely to use on the job? Put a checkmark on the picture of the tool or equipment you choose.

a. flashlight b. delivery bag c. walkie-talkie



6. This picture shows some bags of feed.

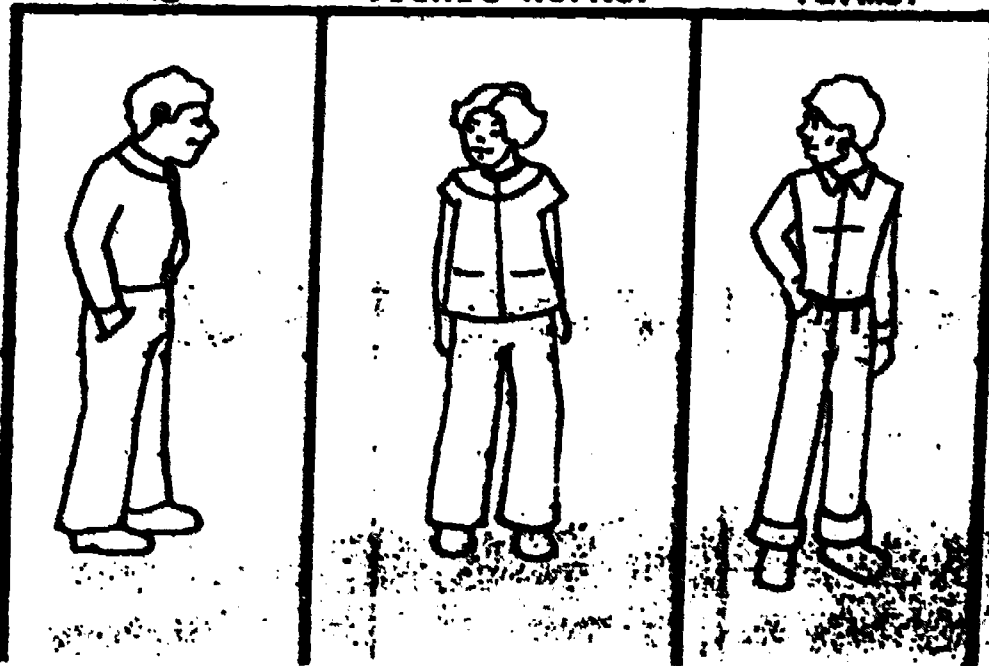


Which worker is most likely to use bags of feed on the job? Put a big X on the picture of the worker you choose.

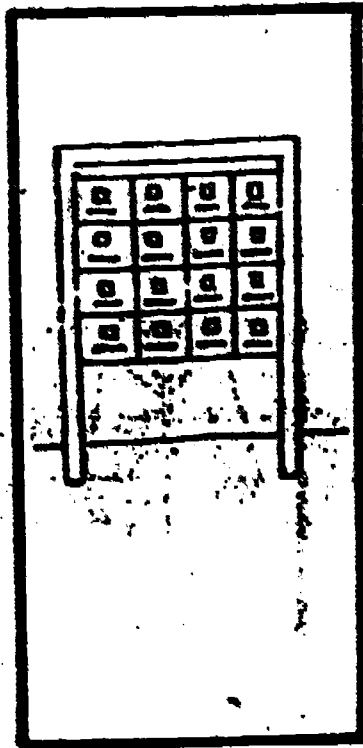
a. forest ranger

b. health clinic worker

c. horse farmer



4. This is a picture of a card catalog.



Which worker is most likely to use a card catalog on the job? Put a big X on the picture of the worker you choose.

a. forest ranger

b. librarian

c. logger



5. The worker in this picture is a police officer.



Which child is doing something a police officer is most likely to do on the job? Put a big X on the picture of the child you choose.

a. giving directions

b. picking up trash

c. putting books on shelves



2. This picture shows a sanitation worker.

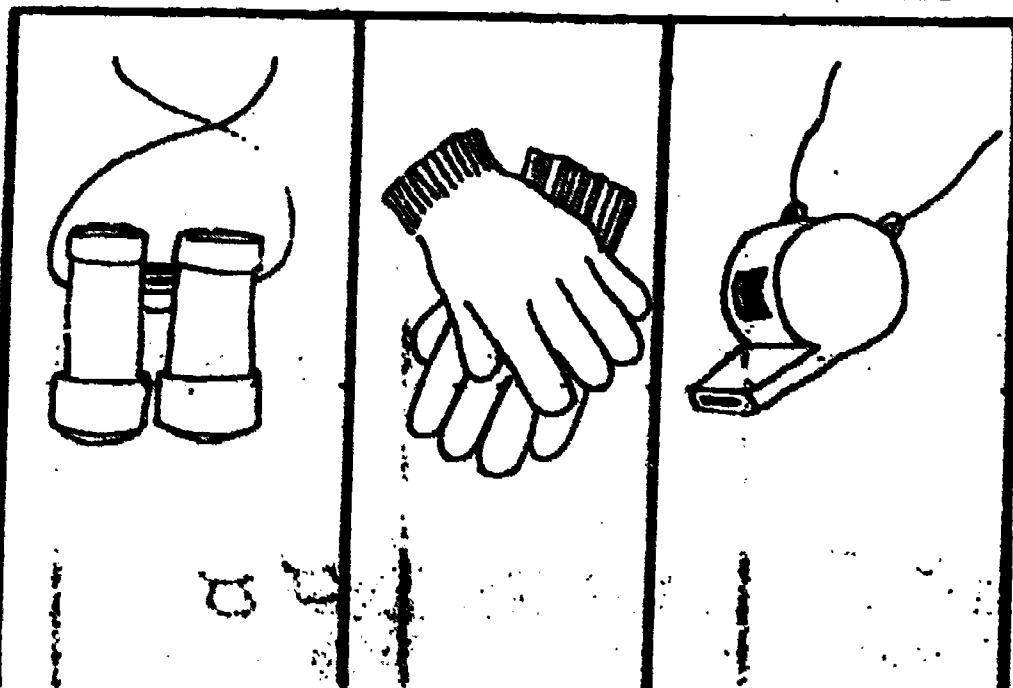


Which tool or piece of equipment is a sanitation worker most likely to use on the job? Put a big X on the picture of the tool or piece of equipment you choose.

a. binoculars

b. gloves

c. whistle



3. The child in this picture is pruning shrubs.



Which worker's job is most likely to include the task of pruning shrubs? Put a big X on the picture of the worker you choose.

a. gardener

b. horse farmer

c. police officer



1. The child in this picture is using math skills to read the numbers on a Doyle scale.

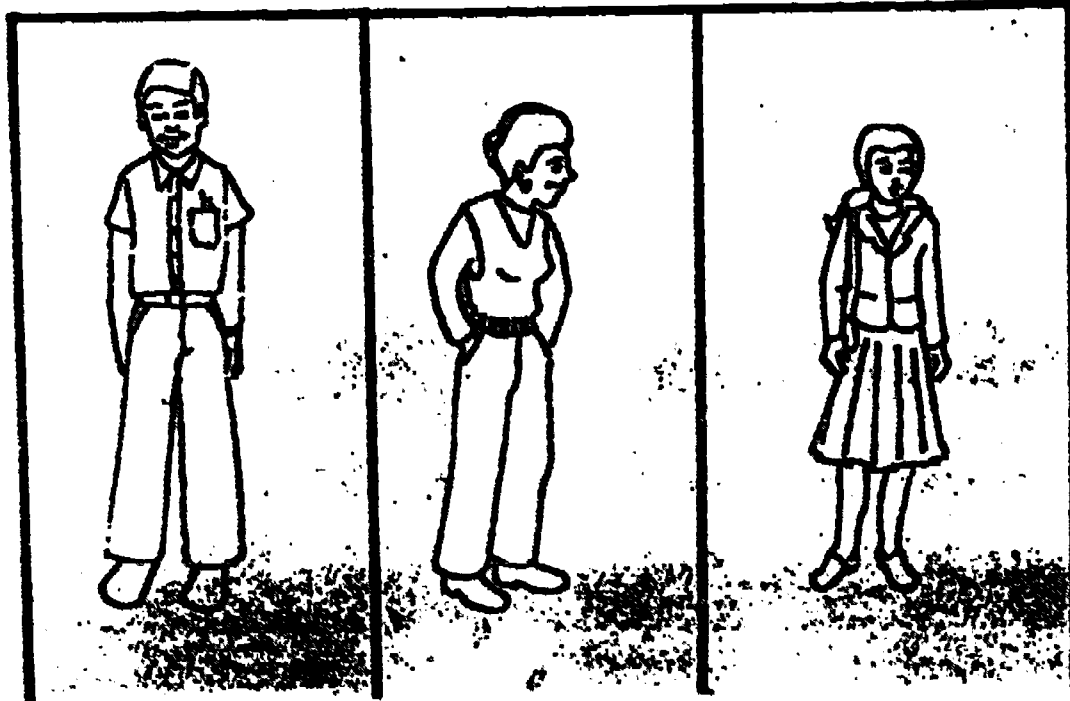


Which worker is most likely to use math skills to read a Doyle scale on the job? Put a big X on the picture of the worker you choose.

a. health clinic worker

b. logger

c. mail carrier





P

**Student Activities**

# The Little Red Hen



Directions  
Read story.

Materials  
Includes:  
Story  
Flannel  
[1987]

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# The Little

# Red Hen

Retold by  
Constance Gans

Illustrated by  
Elisa Ross



One day, the Little Red Hen was scratching around for food to give her three hungry chicks and found a grain of wheat.



"If we plant this, it will grow. We can harvest it and make bread from it. What a good idea!" thought the Little Red Hen. She called out to the rest of her barnyard community, "Who'll help plant this wheat?"



"Not I," said the Rat.  
"Not I," said the Cat.  
"Not I," said the Pig.

The three of them turned over to snooze some more in the warm sun.

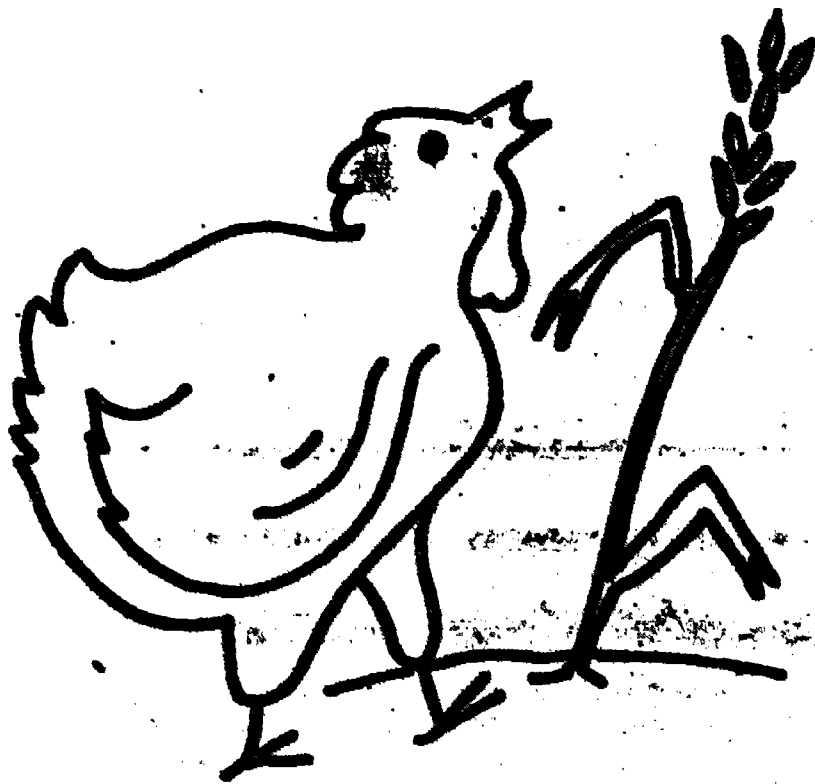
"Then I will," said the  
Little Red Hen. And she did.  
Then she fed her chicks and put  
them to bed.



The seed grew into a tall  
stalk of wheat.

"Who'll help cut the wheat?"  
called out the Little Red Hen.





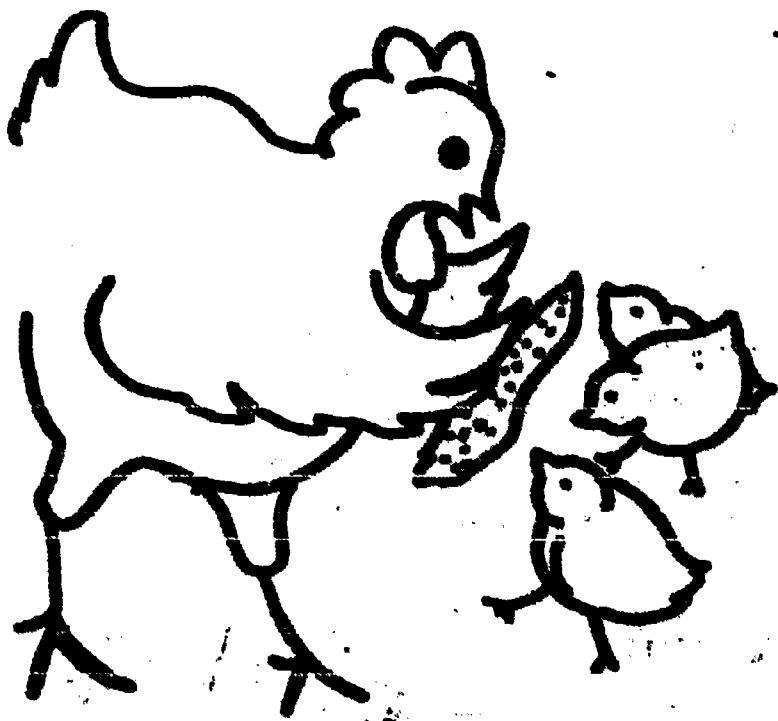
**"Not I," said the Rat.**

**"Not I," said the Cat.**

**"Not I," said the Pig.**

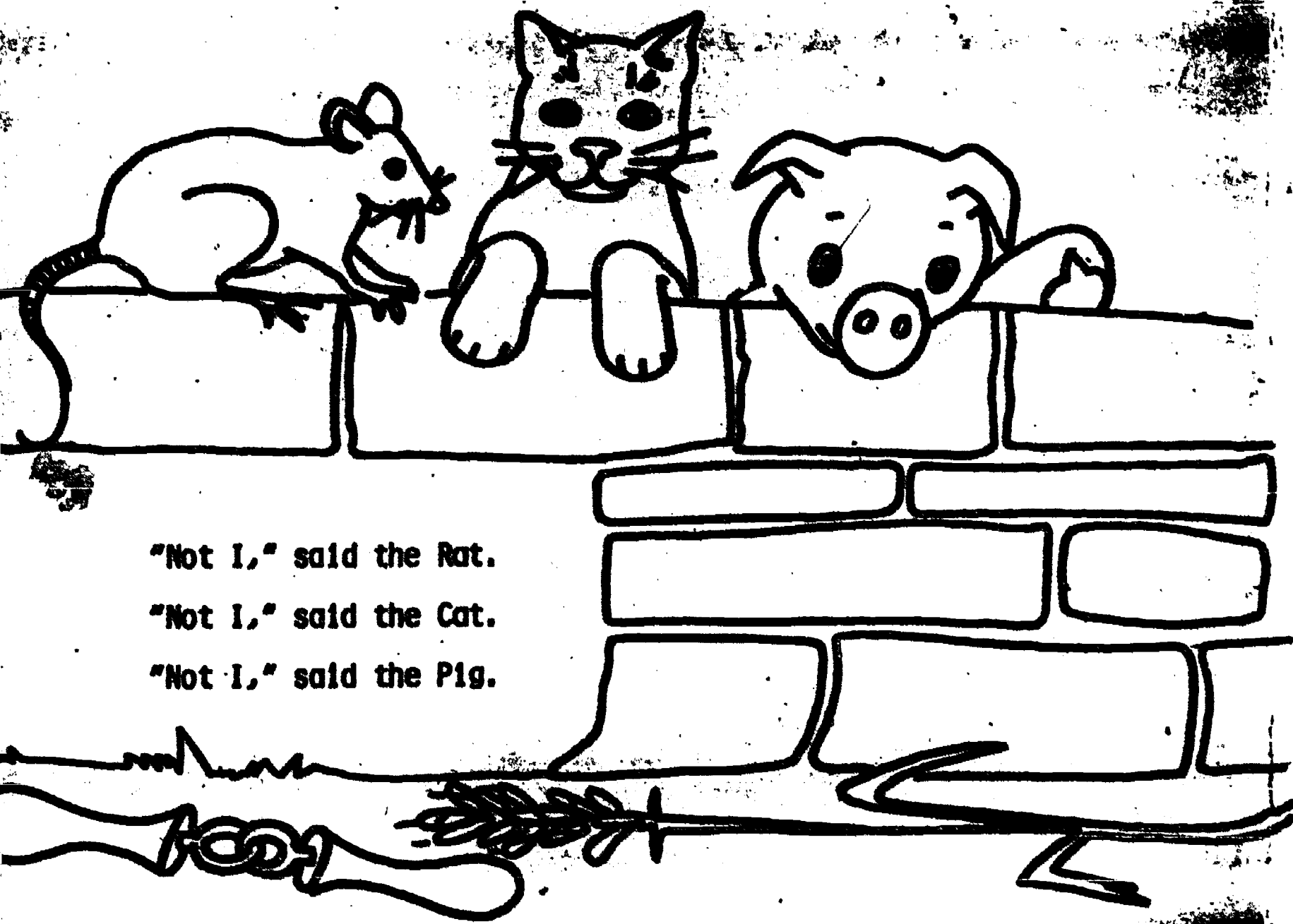


**"Then I will," said the Little Red Hen. And she did. Then she washed her chicks' faces and fed them.**



At the top of the wheat stalk was a large cluster of grain.

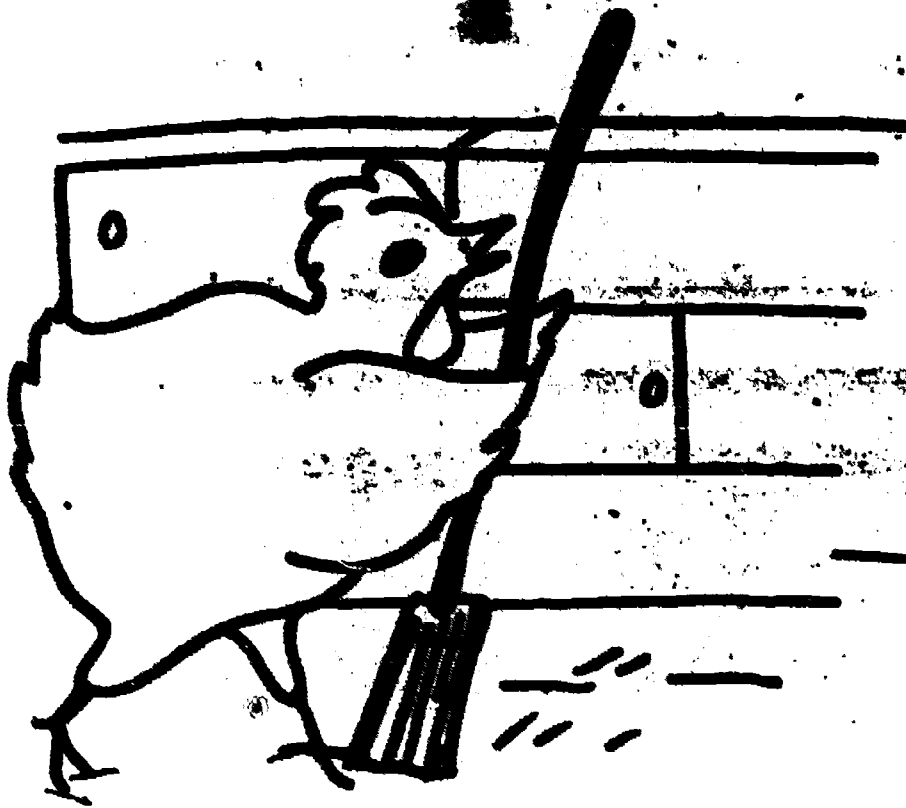
"Who'll help thresh the wheat?" called out the Little Red Hen.



"Not I," said the Rat.

"Not I," said the Cat.

"Not I," said the Pig.



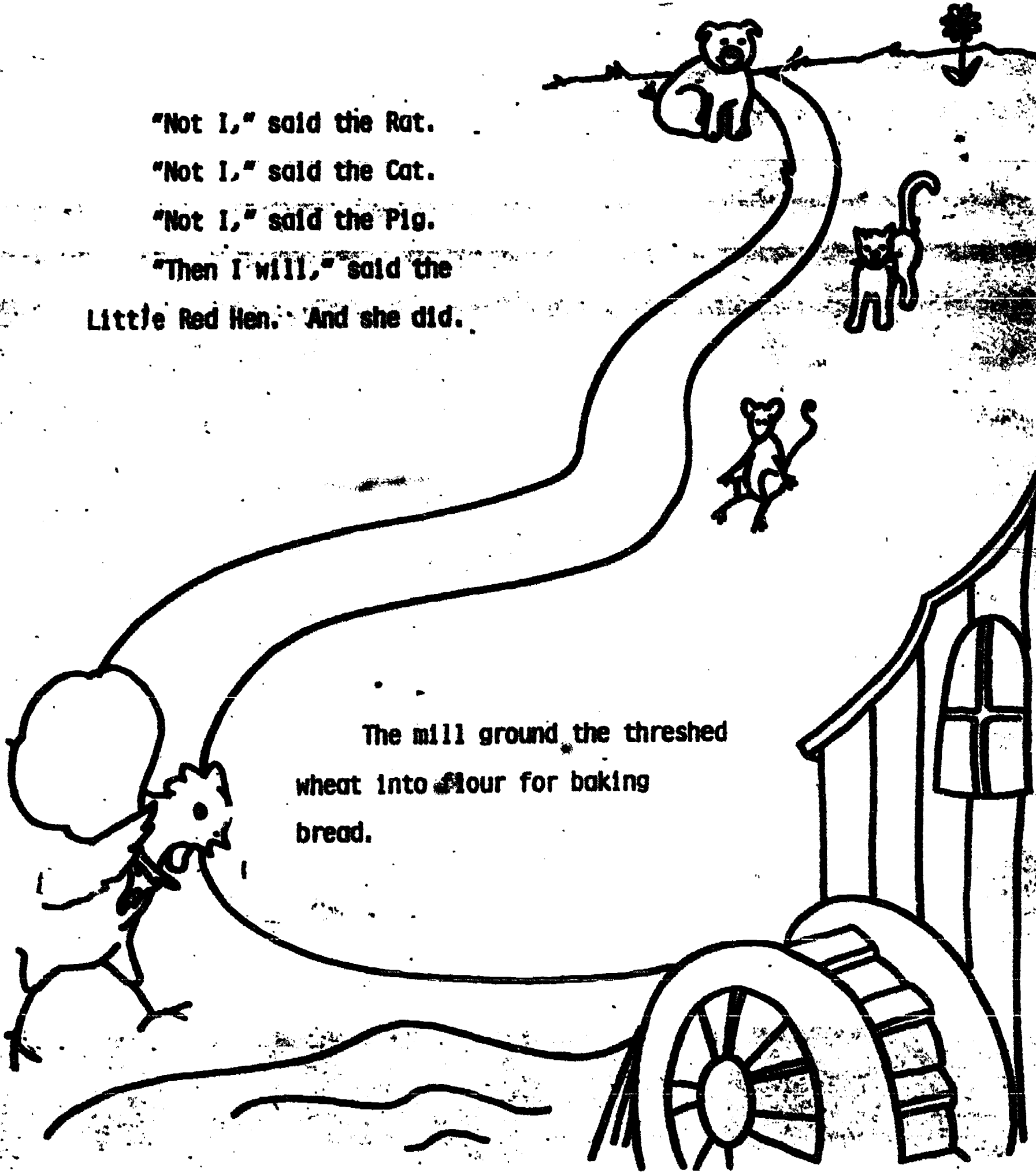
"Then I will," said the Little Red Hen. And she did. Then she tidied her coop.



She put all the grain into a sack and called out, "Who will take the wheat to the mill?"

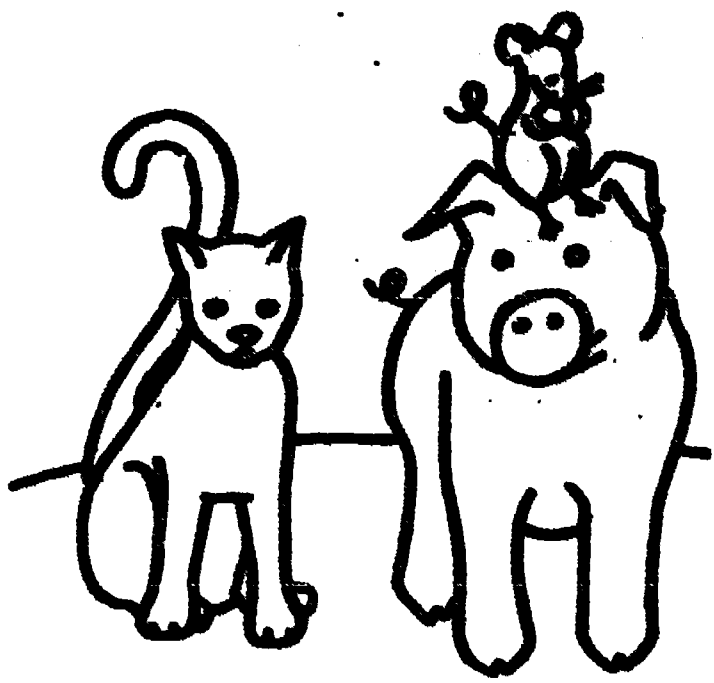
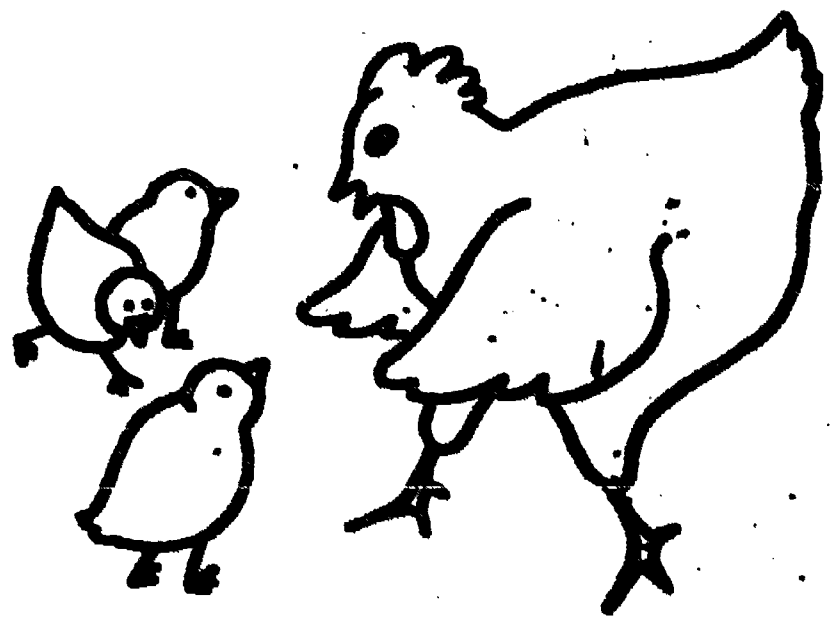


"Not I," said the Rat.  
"Not I," said the Cat.  
"Not I," said the Pig.  
"Then I will," said the  
Little Red Hen. And she did.

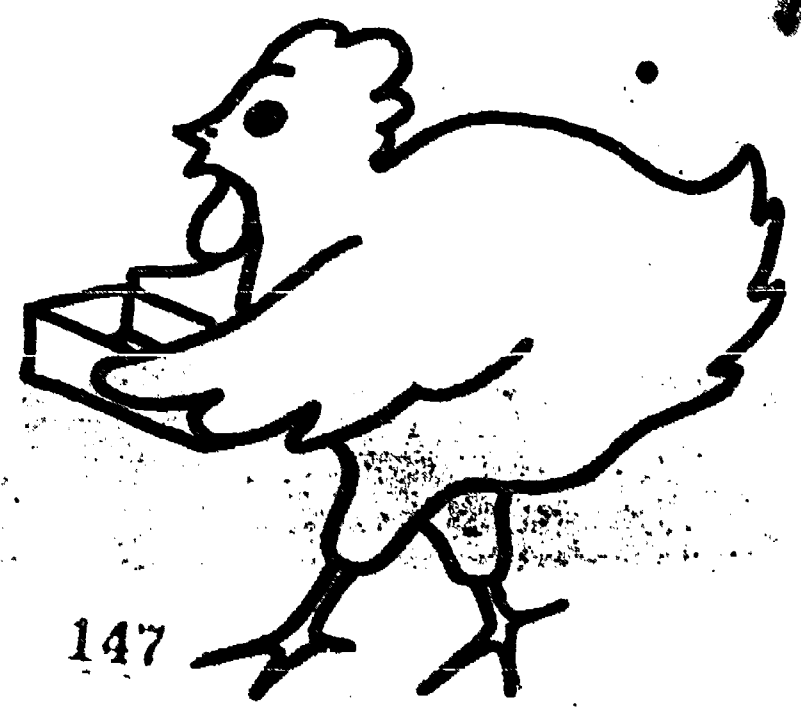
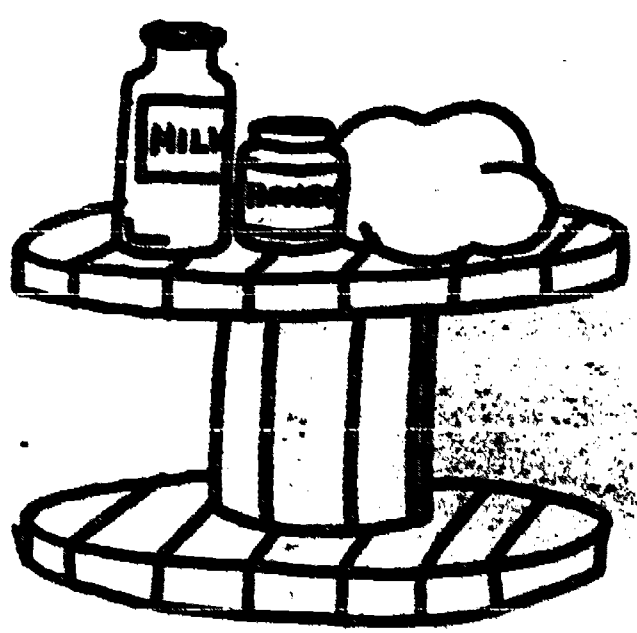


The mill ground the threshed  
wheat into flour for baking  
bread.

The Little Red Hen kissed and hugged her crying chicks, who had missed her while she was at the mill. Then she called out, "Who'll help bake the bread?"



"Not I," said the Rat.  
"Not I," said the Cat.  
"Not I," said the Pig.  
"Then I will," said the Little Red Hen. And she did.



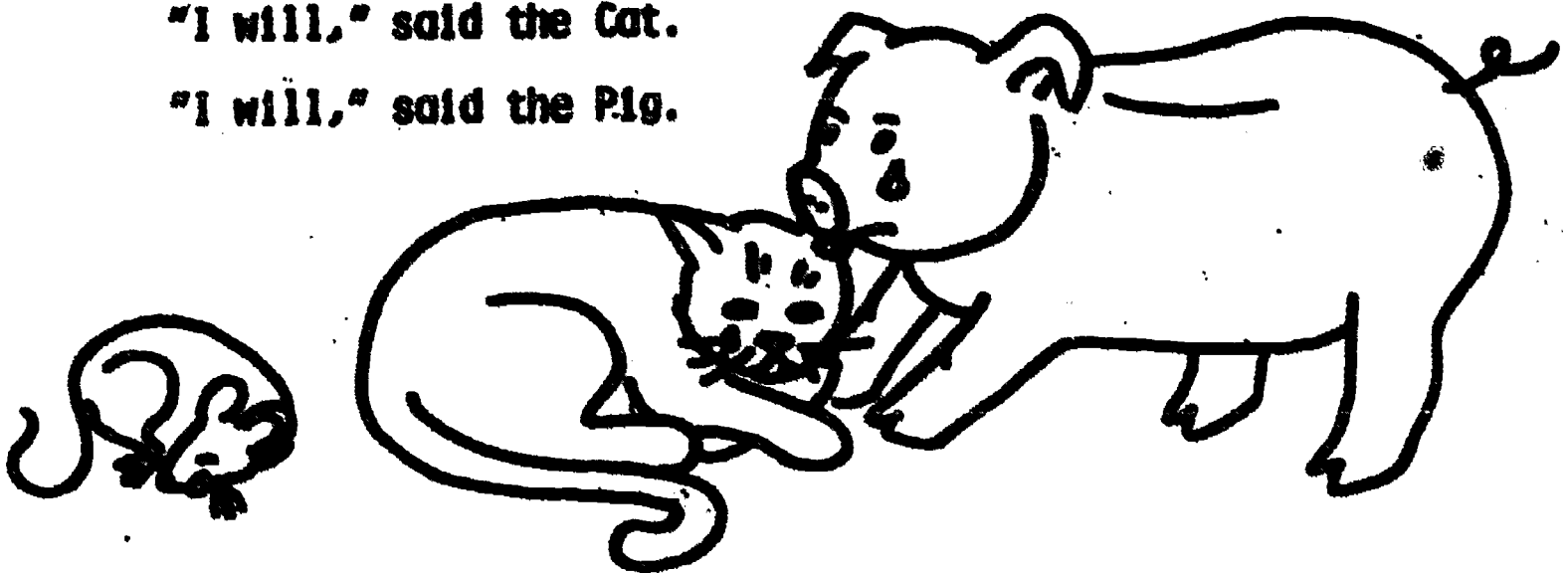
She kneaded the dough into a big loaf of bread and put it in the oven to bake. When it was nearly done, it began to smell delicious. The Rat's and Cat's whiskers began to twitch and the Pig began to grunt as the smell reached their noses. The Little Red Hen took the bread out of the oven, and it was done to perfection.

"Now, who'll help eat the bread?" asked the Little Red Hen.

"I will," said the Rat.

"I will," said the Cat.

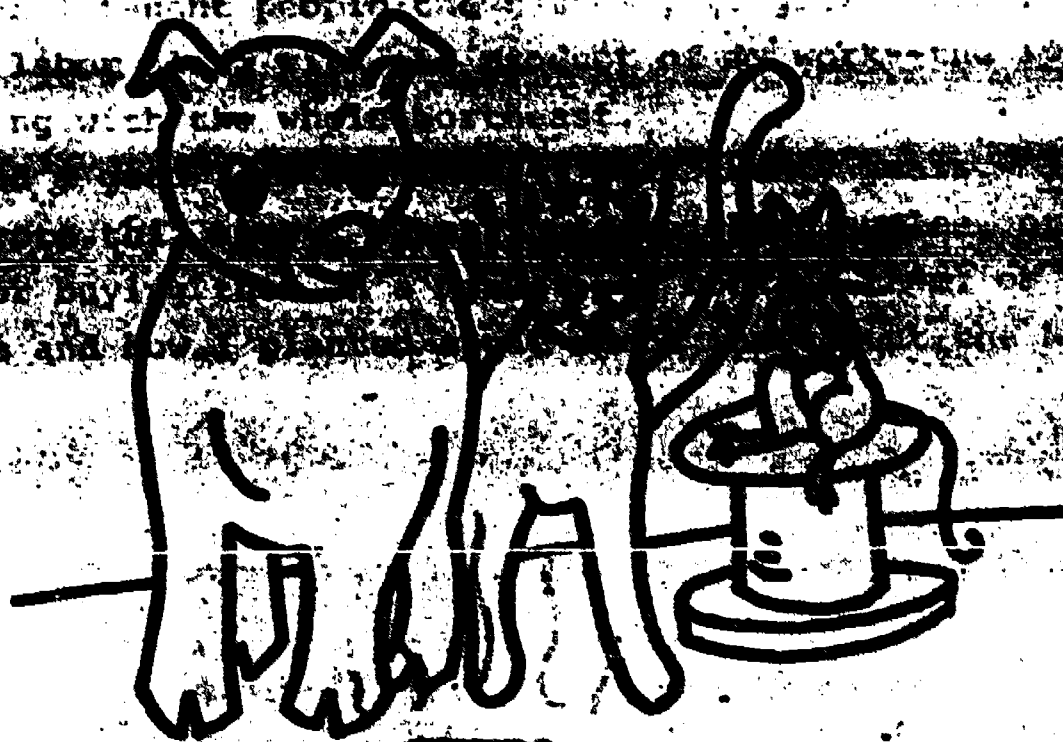
"I will," said the Pig.



"No, you won't," said the Little Red Hen. "I found it, planted it, threshed it, took it to the mill, baked it, and none of you would help me. I'll eat it all myself." And she did. It was delicious.



Rat, Cat, and Pig did not help the Little Red Hen with anything. They did not get any of the bread after all the work was done.



Can you think of something Rat could have done to help the Little Red Hen?

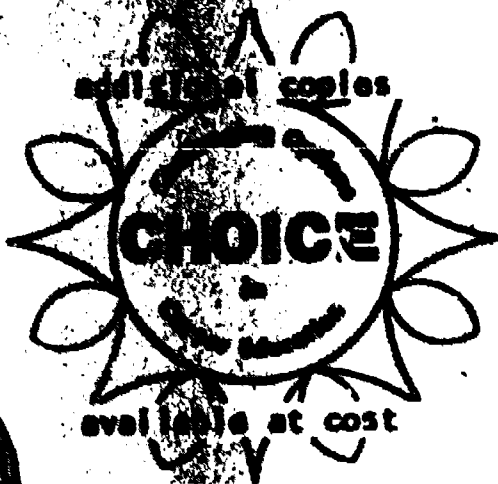
How about Cat?

Pig?

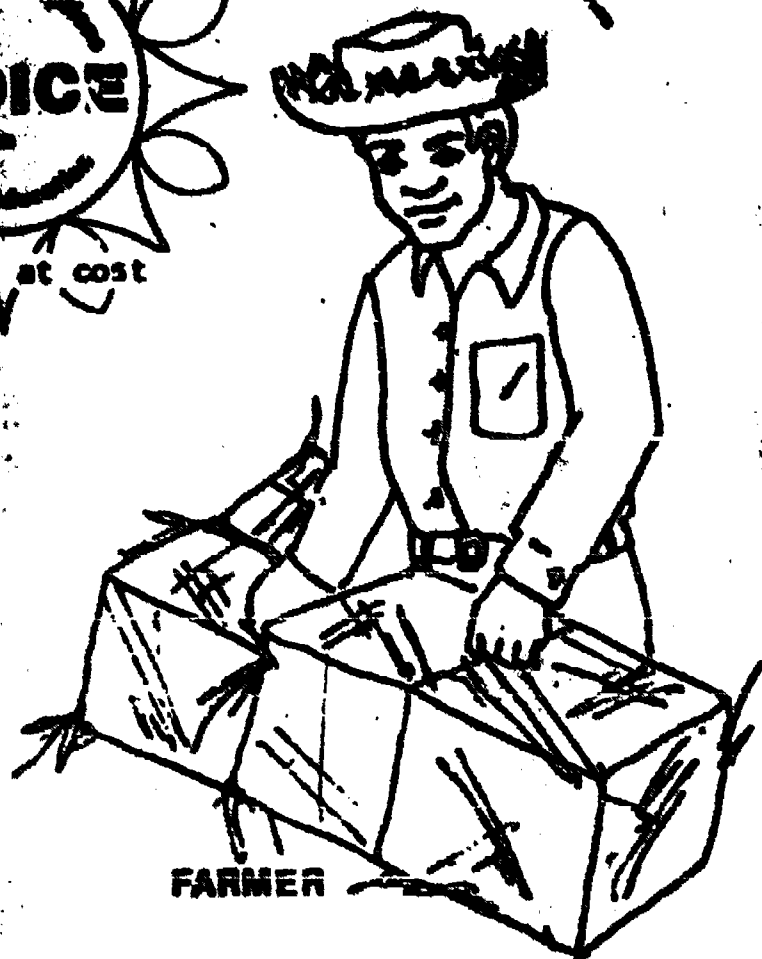
Can you think of something Rat, Cat and Pig could have done together to help the Little Red Hen?

Level 24

additional copies



# AGRIBUSINESS

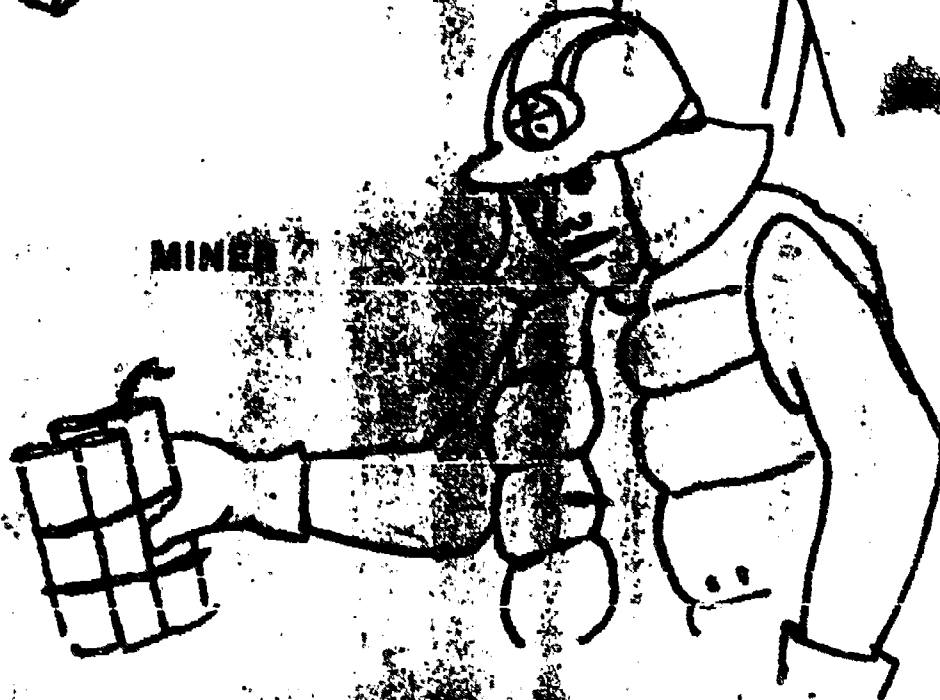


FARMER

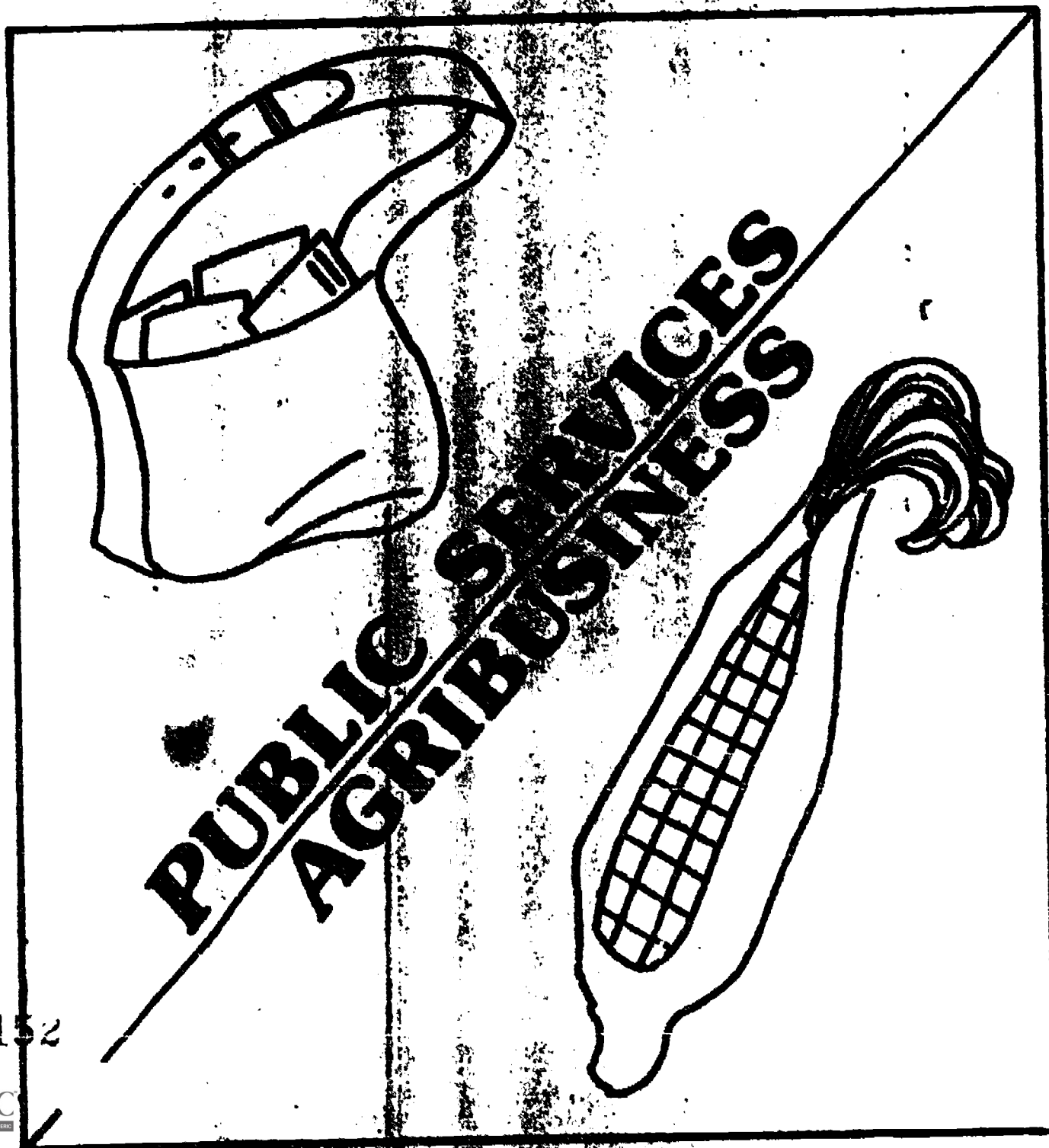
LOGGER



MINER



# Use 3 Sources



## Directions:

Use decision making/goal attaining activity.

## Materials:

Included:  
Directions  
Stories  
Pictures

Needed:  
None

Each of the children below did something for the first time.  
But each child didn't use one of these 3 sources: **EXPERIENCE, PEOPLE,**  
or **READING.** Read about what each child did and decide which source  
was not used.

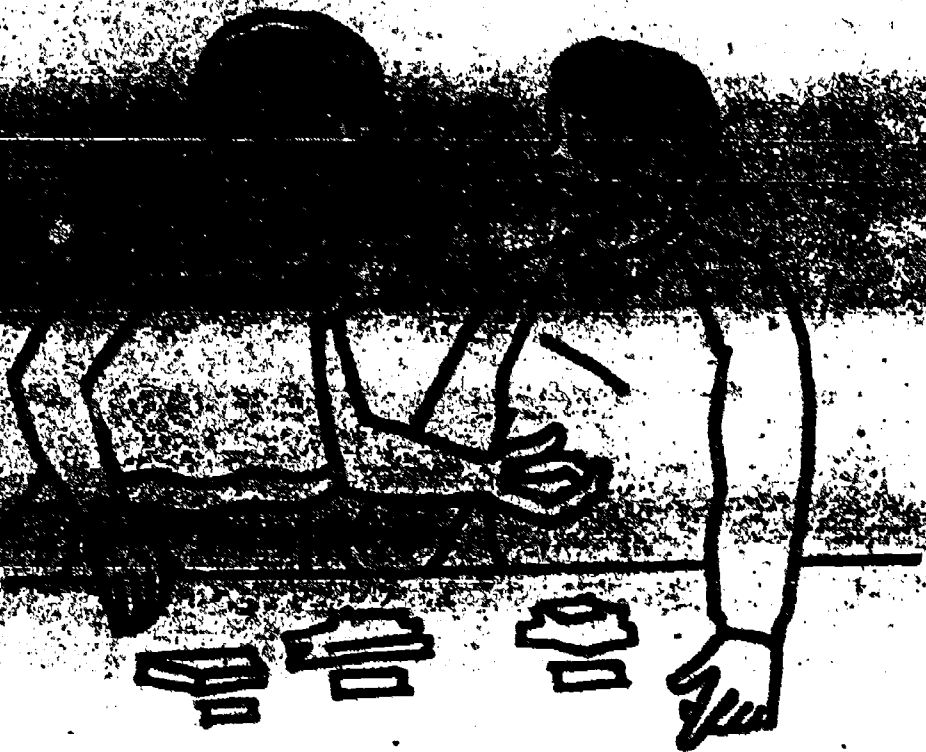
**Sam** was asked to make a bread  
for his class. He had never  
before.

**John** was asked to make a bread  
for his class. He had never  
before.

**Peter** was asked to make a bread  
for his class. He had never  
before.

**Reading:** He read in a cookbook  
how to make the bread.





but after a while he had to quit.

**EXPERIENCE:** He did not know he would get a rash on his hands from the soap and hot water.

**PEOPLE:** Another dishwasher showed him how to stack plates and glasses.

**READING:** He found out about the job by reading the help wanted ads in the newspaper.



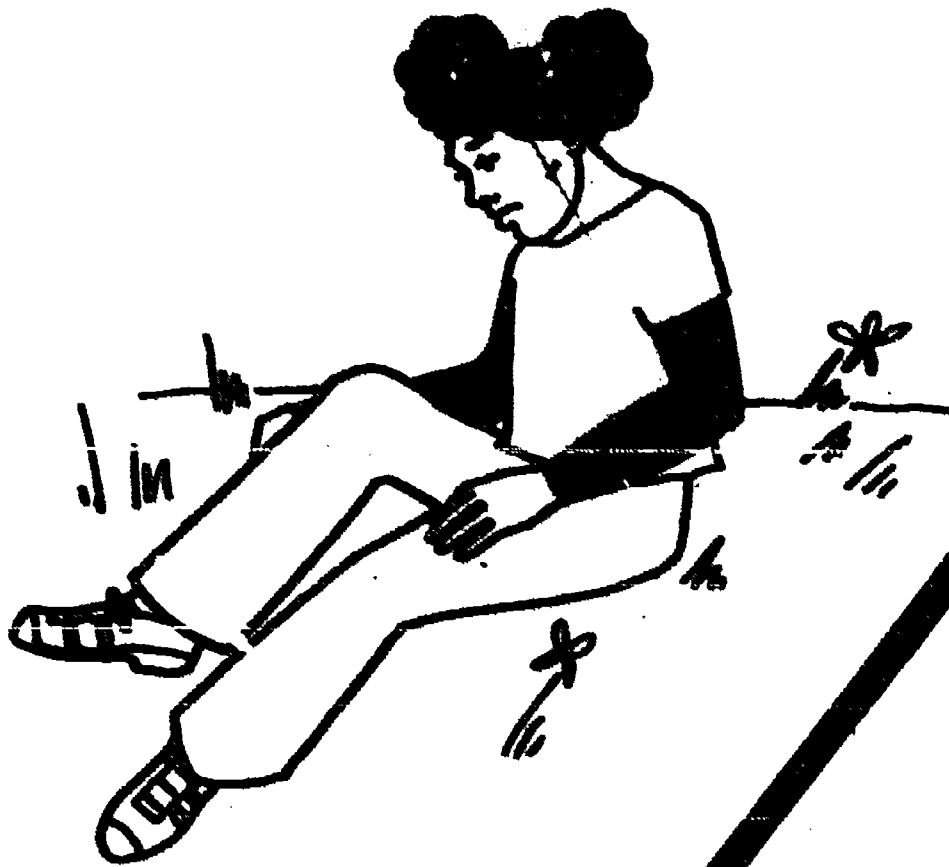
May and Artie have a rock collection, but it isn't as big as they want it to be.

**EXPERIENCE:** They know the best places to hunt for rocks because they've gone to all the quarries and caves near their home.

**PEOPLE:** They are too shy to ask their friends and neighbors to save special rocks for them.

**READING:** They know how to identify rocks by reading geology books.



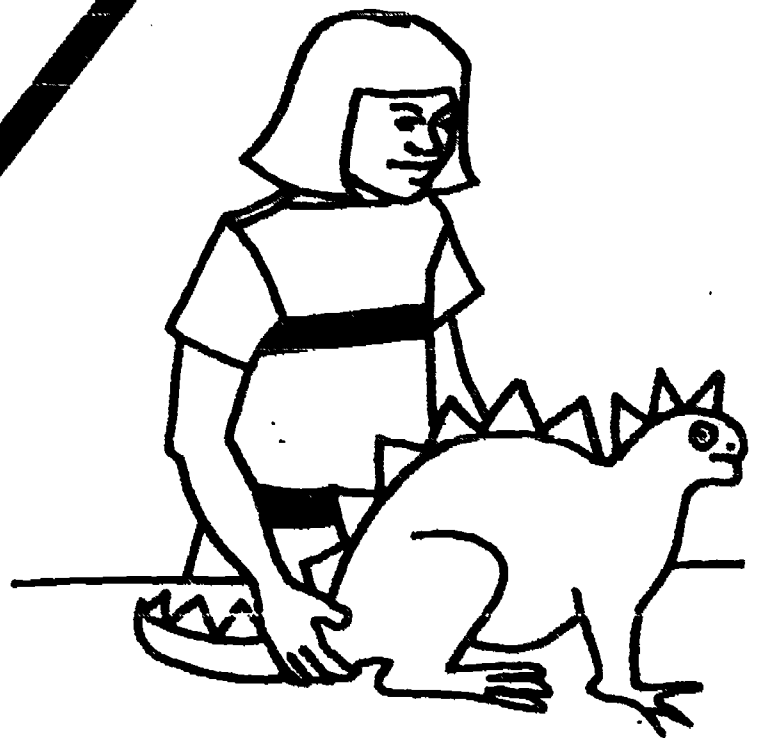


**Cheryl was not allowed to play soccer on the team.**

**EXPERIENCE:** Practice helped improve her skills.

**PEOPLE:** A friend told her when and where to sign up for the team.

**READING:** Cheryl had not read the soccer book of rules.



**Denise spent too much money on a dinosaur model.**

**EXPERIENCE:** She remembered what a good time she had had the last time she put together a model.

**PEOPLE:** She asked her mother to take her to the store to buy the model.

**READING:** She didn't read the sale advertisements in the newspaper.

# PUBLIC SERVICES

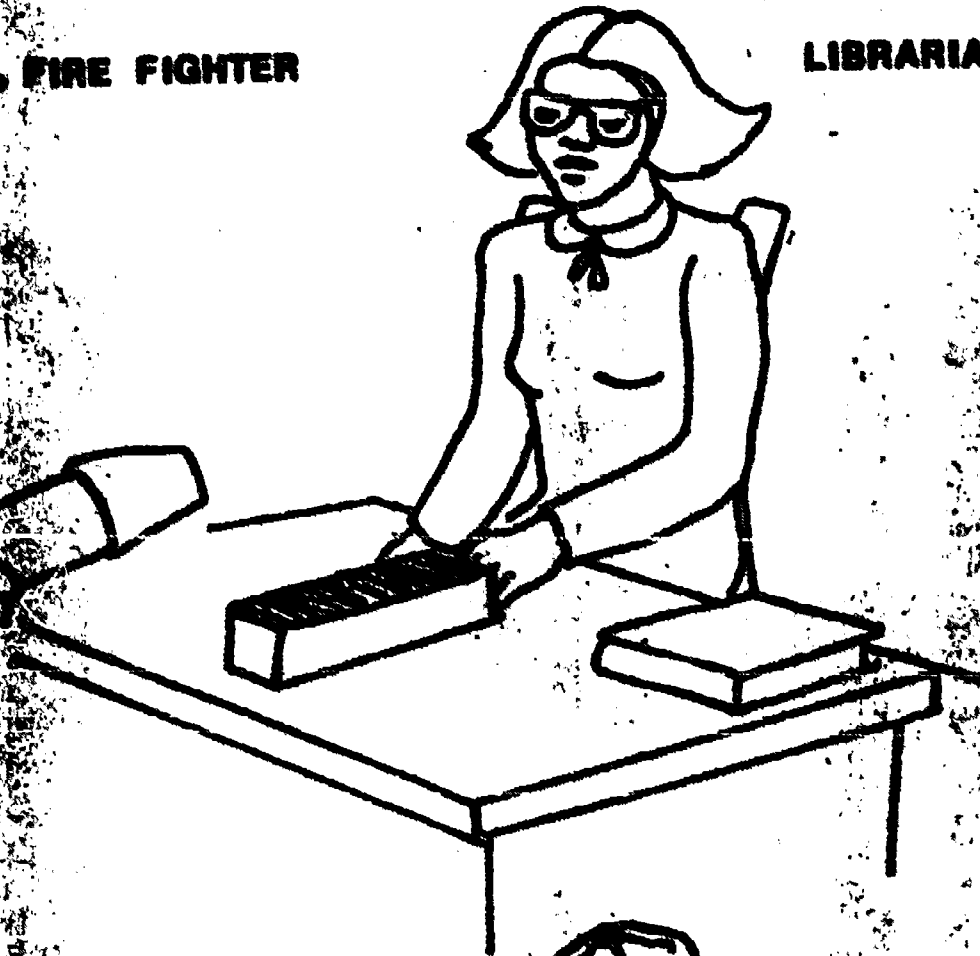
FIRE FIGHTER

LIBRARIAN

POLICE OFFICER

CHOCOLATE

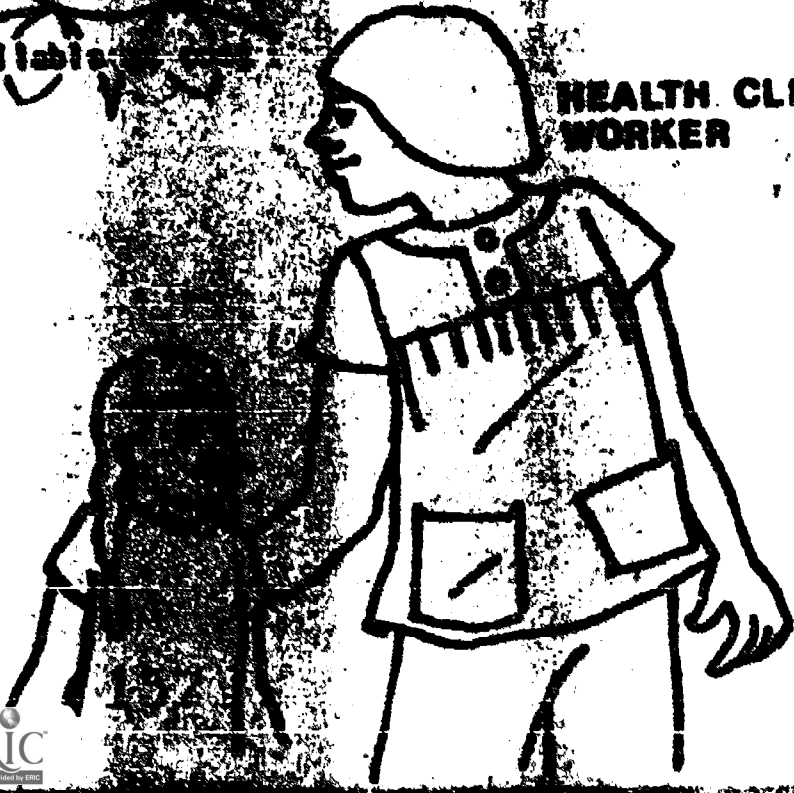
al labia



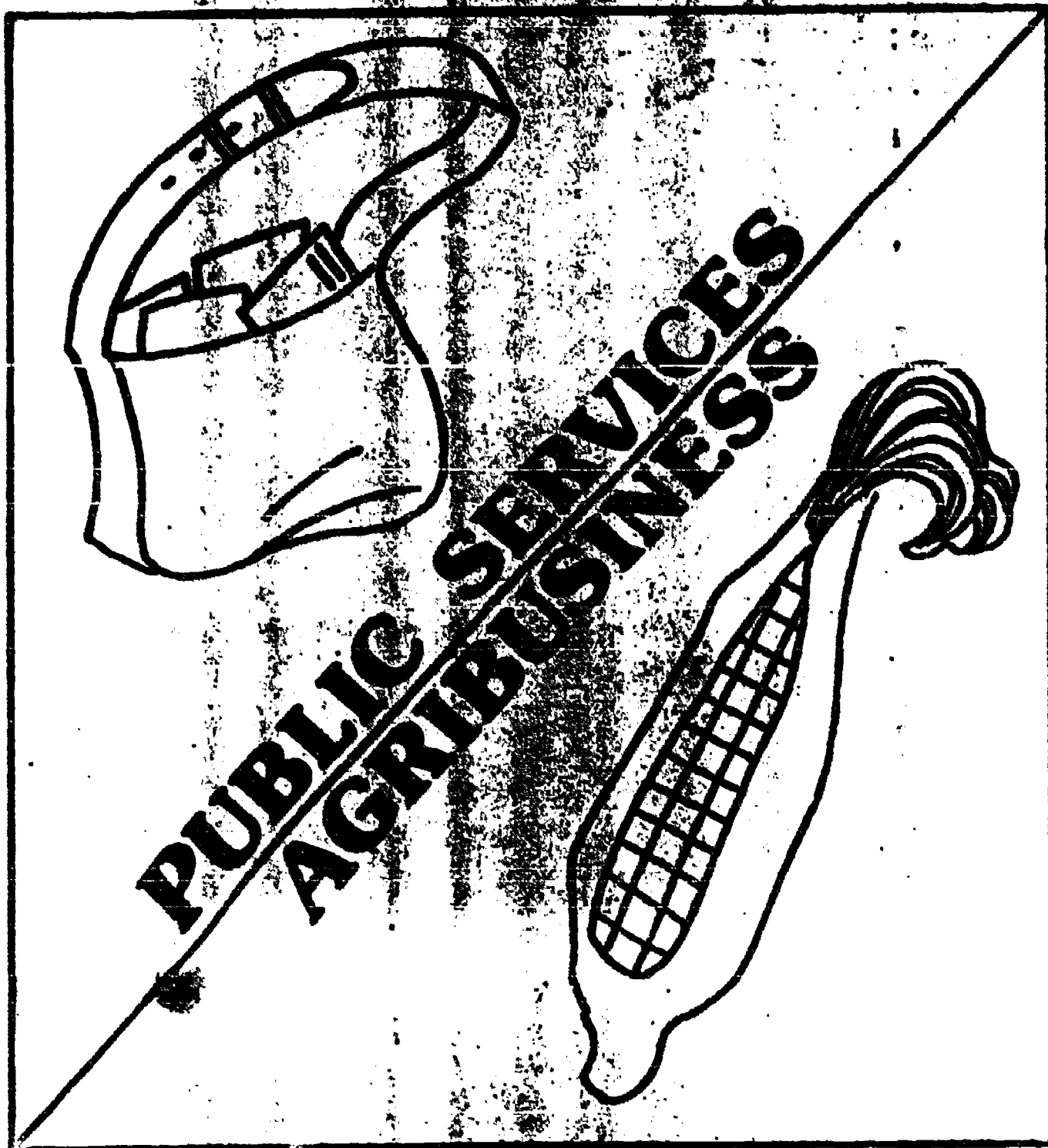
HEALTH CLINIC WORKER

SANITATION WORKER

MAIL CARRIER



# Either-or and Plenty More



**Directions:**

Use decision making in attaining activity.

**Materials:**

**Included:**

Game board

**Needed:**

Egg timer

Buttons for markers

Coin

2

I'd like to win a race...  
but I don't run very fast.

1

I'd like to go swimming...  
but I lost my bathing suit.

4

I like to bake a cake...  
but there aren't any eggs.

5

I'd like to go fishing  
but I don't have any bait.

**Directions:**

1. Flip a coin to move 1 or 2 spaces (heads-2, tails-1).
2. Read what's in the space you land on, and start the egg timer.
3. Move ahead the same number of spaces as the options you can think of and name in 5 minutes.
4. The teacher #10 first.

10

I'd like to play checkers...  
but I'm the only one at home.

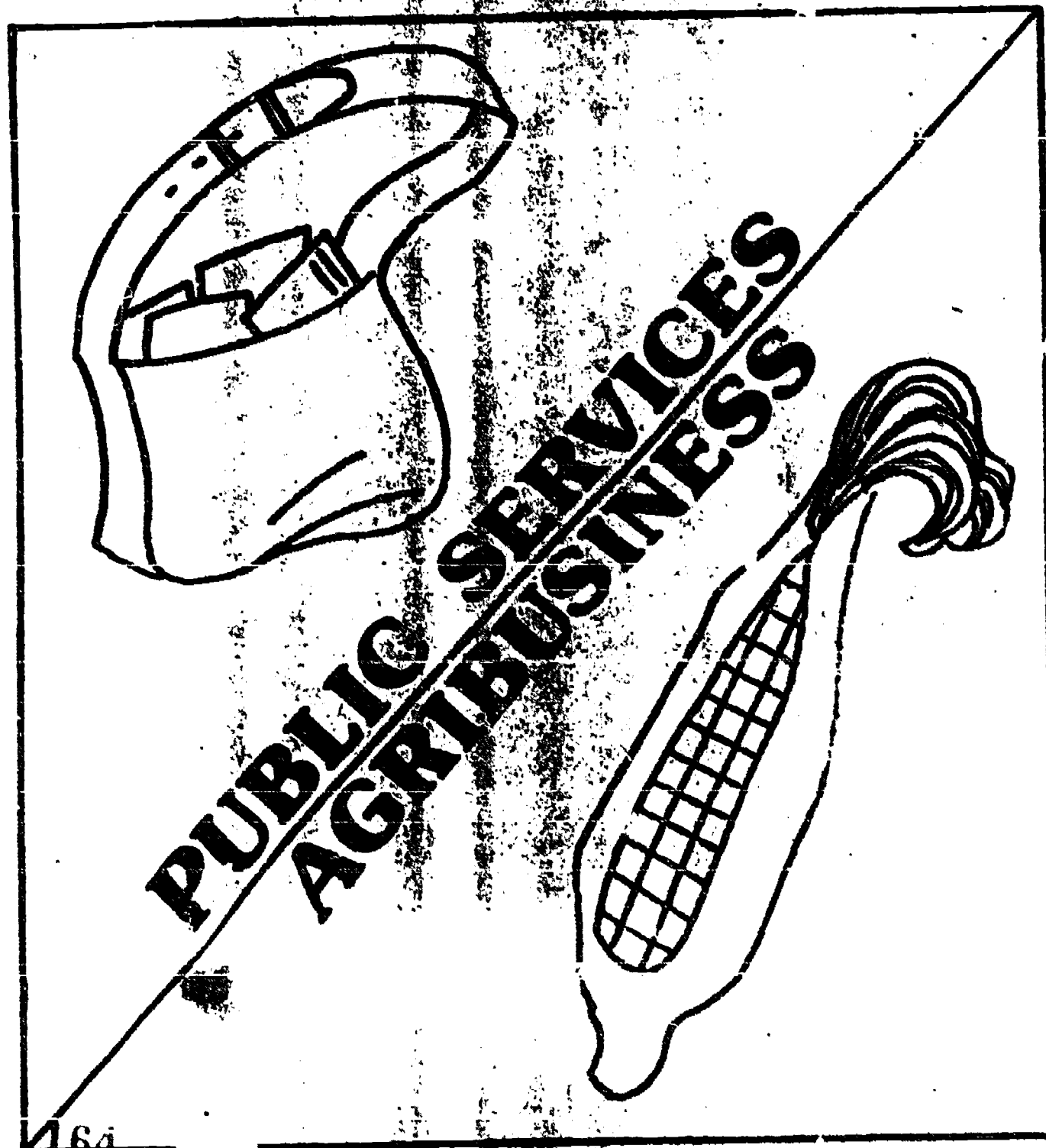
I'd like to read a long  
story...  
but I have a hard time  
with big words.

8

I'd like to go for a hike...  
but it's raining outside.

1

# Blue Valley Decides



**Directions:**

Read and complete the assignment  
making goal attainment

**Materials:**

**Included:**  
Story  
Pictures

**Needed:**  
Paper  
Pencil

# **Blue Valley Decides**



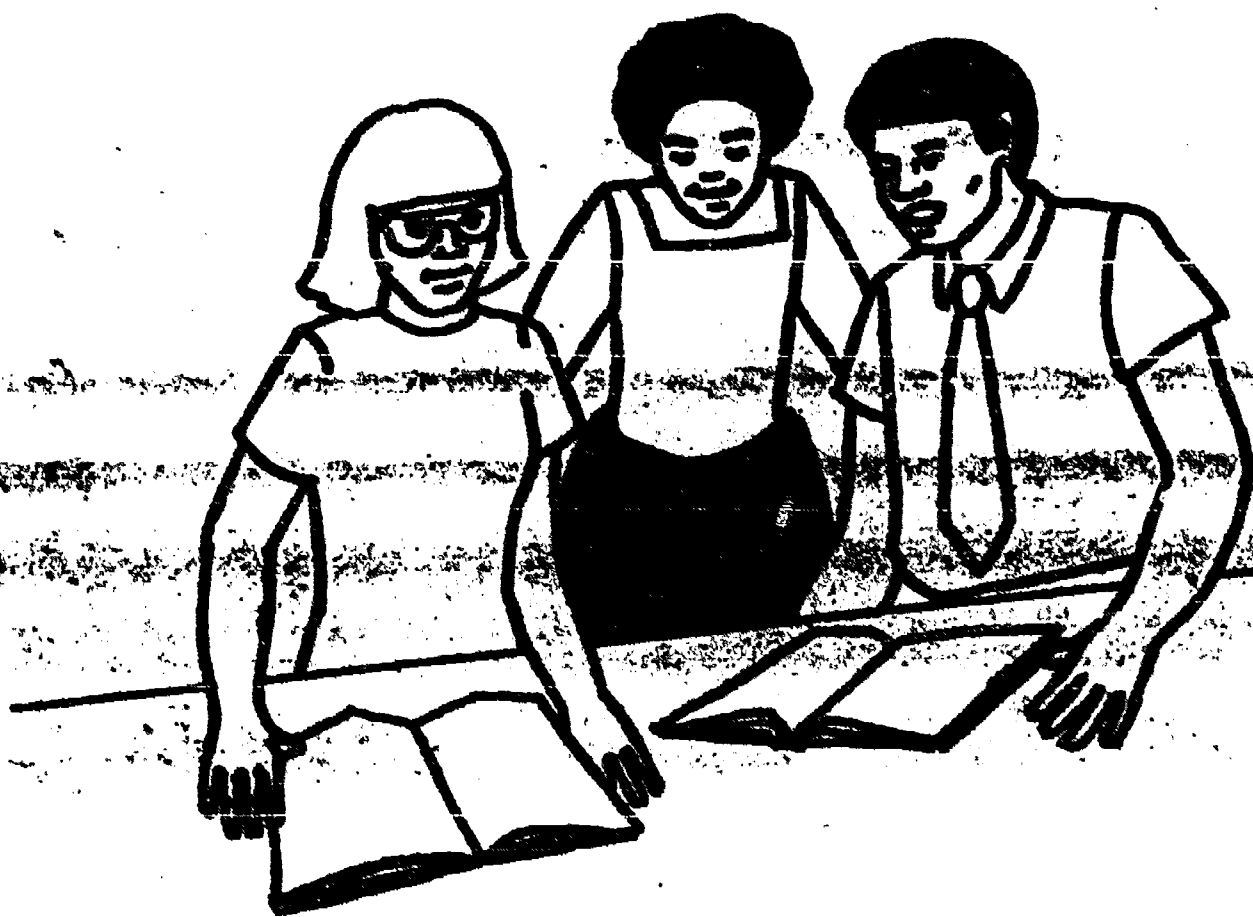
**WRITTEN BY: DOLORES HAJOSY**

**ILLUSTRATED BY: ELISA ROSS**



Once upon a time, long ago, there blew a northeast wind. This wind blew so wild and strong that it moved all the houses in Blue Valley up onto the nearest mountain. The Blue Valley folk were safe, but they were sad about the loss of their houses. They loved and valued the rich soil and the sheltering hills of their valley land. They also valued each other and the way they worked together as a community even during hard times.





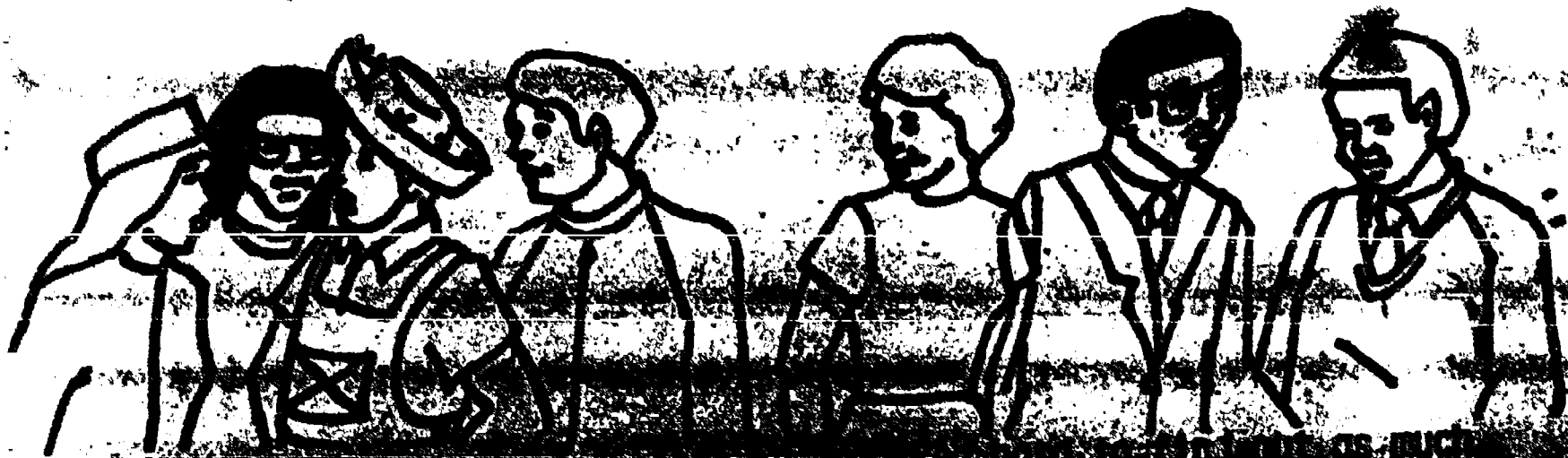
The Blue Valley folk knew that they could best decide what to do about their homes at a big village meeting. Since they would be starting all over again in so many ways, they wanted to find out the best ways to rebuild their community so that they could improve it and make it an even more wonderful place to live. They prepared for the meeting by finding out as much as they could. They read books and talked with people. They remembered their own experiences and thought some new thoughts.



Two groups of workers gathered the information they needed in very different ways. The loggers, miners, farmers, nursery workers, forest rangers, and all the others who worked directly with the land and its riches used their experience with the earth to find out facts. They tested the soil in many places, near and far, to see if they could improve their own land. They measured and compared the sizes of crops in many places. They hunted for signs of insects and diseases, and they talked with land workers in other villages and counties.



Police officers, firefighters, teachers, doctors, nurses, sanitation workers, and all the other people who worked to serve and protect the village folk read books about the health, safety, and education of people all over the world. They visited other communities to see different ways of doing things. They measured many houses and found out how much labor and equipment would be needed to rebuild their community in the best way.



The speakers tried to tell the community as much as they could, so that the community could make a good decision. They were putting some values into action as they did this. (Can you name the value they were putting into action? Look at page 1 again.)

Many facts had been discovered by reading and talking and watching and remembering, and thinking. At the meeting, each group chose a speaker.

The speakers told the village folk three things. First they reported the facts they had gathered. Then they announced what their group valued most.

Believe it or not, when the speakers of both groups, as different as they were, got up to announce their values, each group announced the same values.

1. Community sharing of work and play,
2. The rich soil and surrounding hills of their land, and
3. Using resources and good ideas to make improvements.

According to the values of the Blue Valley folk, what do you think they chose to do? Why?

Finish this story yourself by writing your own ending.

# Resource Bundles

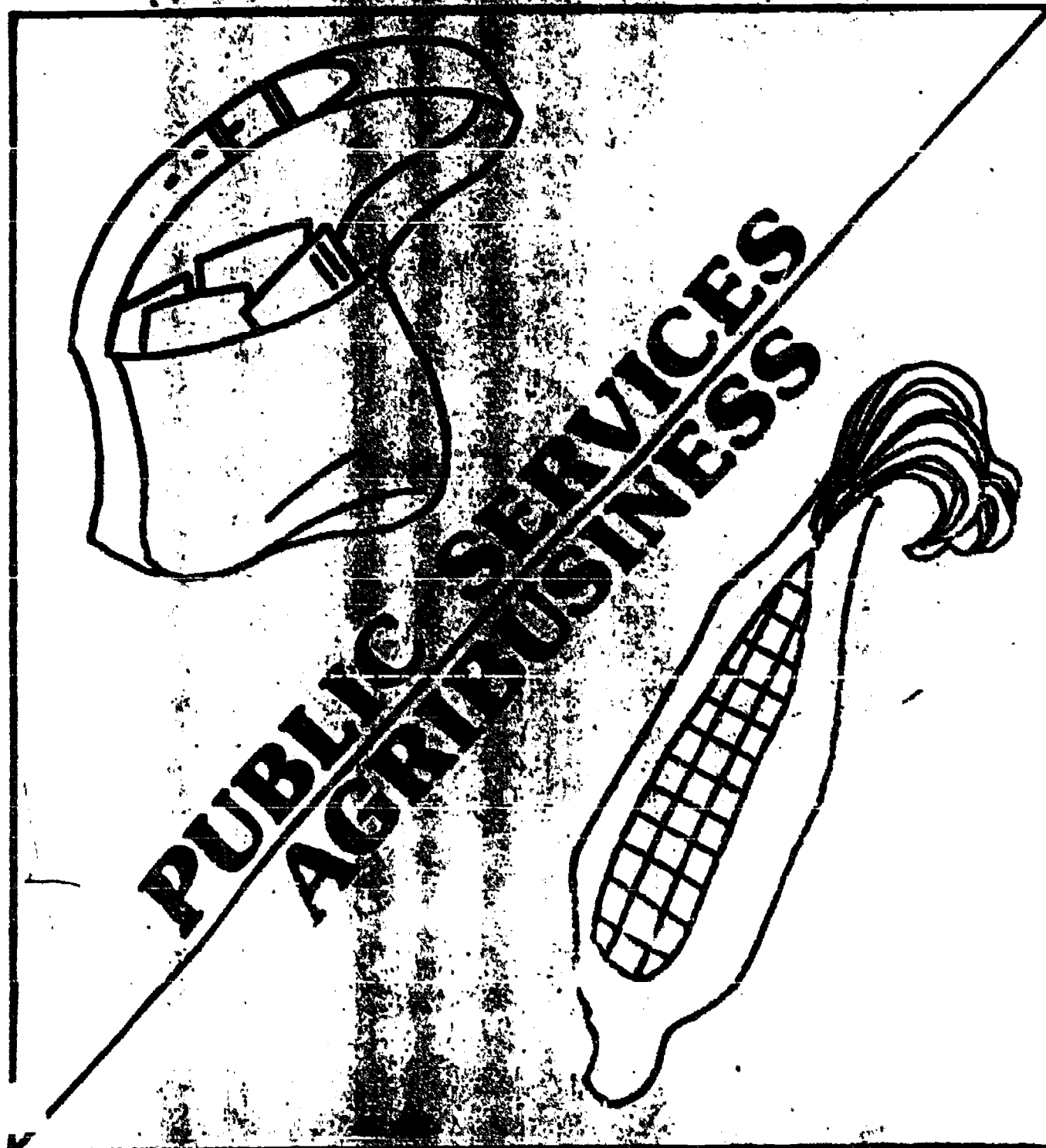
## Directions:

Use decision making  
attaining activities

## Materials:

Included:  
Pictures  
Directions  
20 Playing cards

Needed:  
None



# DIRECTIONS:

## RESOURCE BUNDLES: A CARD GAME

**RESOURCE:** something that can be useful.

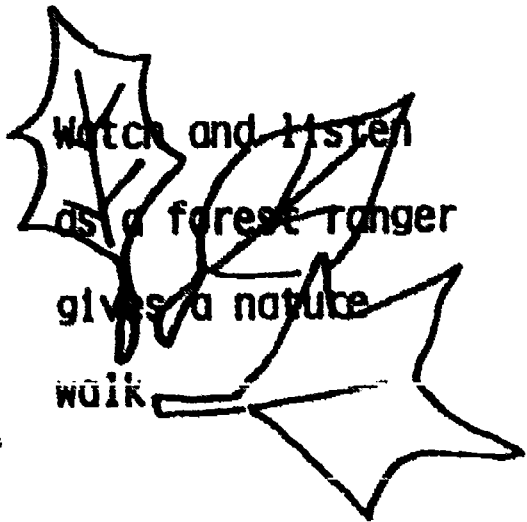
**GOALS:** 4 cards of the same suit.

**THE SUITS:**

- Identify Trees
- Learn to Use a Fire Extinguisher
- Decide What to Eat
- Take Care of Horses
- Stay Healthy and Strong

**TO WIN:** Have the most **BUNDLES** at the end of the game.

- TO PLAY:**
1. Spread all the cards face down on the table, and each player take 1 **GOAL** card. Shuffle and deal 3 more cards to each player. Put the rest of the cards in a deck in the middle of the table.
  2. Take Turns. Put a **GOAL** card face up in the middle of the table and play more cards on it according to suit. Draw enough cards from the deck to have 6 cards in your hand again.
  3. Take the **BUNDLE** when you play the 4th card in the suit.



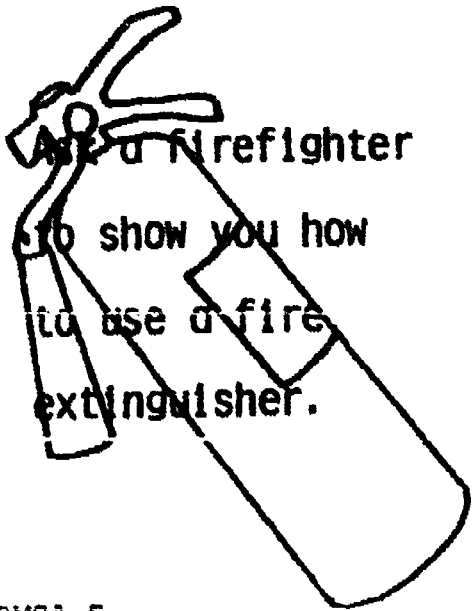
Watch and listen  
as a forest ranger  
gives a nature  
walk.

B4-DMGA-5



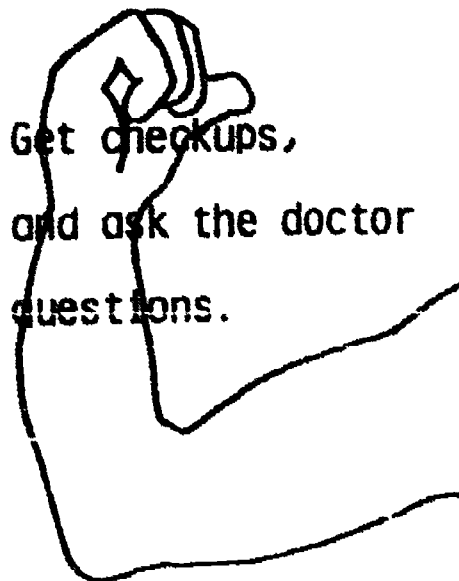
Ask a horse farmer  
how to take care  
of a horse.

B4-DMGA-5



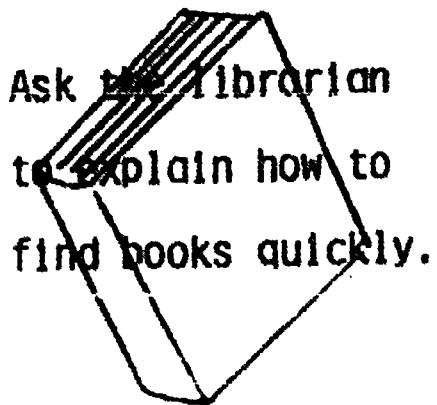
Ask a firefighter  
to show you how  
to use a fire  
extinguisher.

B4-DMGA-5



Get checkups,  
and ask the doctor  
questions.

B4-DMGA-5



Ask the librarian  
to explain how to  
find books quickly.

B4-DMGA-5



Cut out five cards on vertical and horizontal lines.

**People**

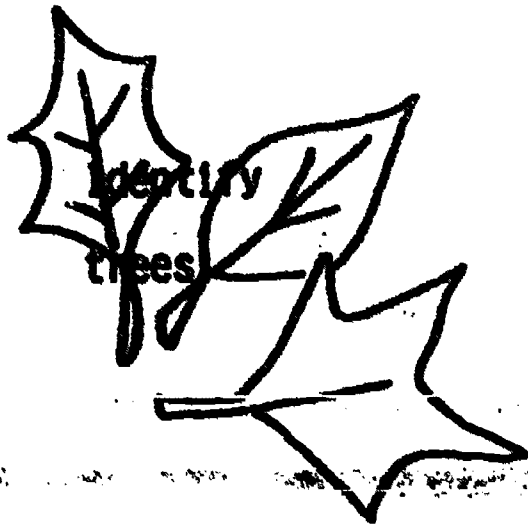
**People**

**People**

**People**

**People**





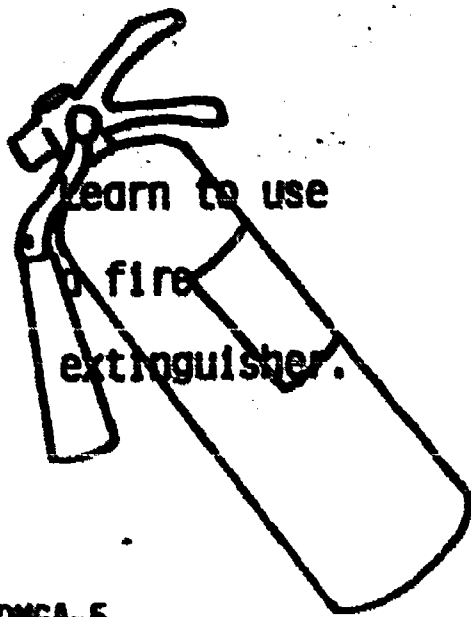
Identify  
trees.

B4-DNCA-5



Take care of  
horses.

B4-DNCA-5



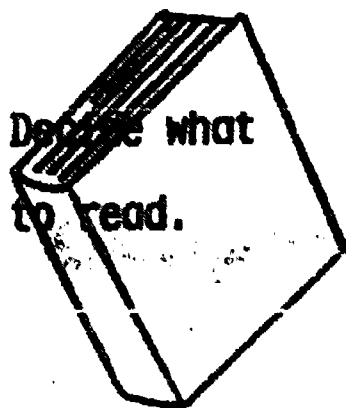
Learn to use  
a fire  
extinguisher.

B4-DNCA-5



Stay healthy  
and strong.

B4-DNCA-5



Decide what  
to read.

B4-DNCA-5

 Cut out five cards on vertical and horizontal lines.

**Goal**

**Goal**

**Goal**

**Goal**

**Goal**

Bring a book about  
trees with you  
into the woods.

B4-DMCA-5

Read about horse  
care in books and  
magazines.

B4-DMCA-5

Read instructions  
and caution label  
carefully.

B4-DMCA-5

Read about how  
your body works.

B4-DMCA-5

Use the card  
catalog.

B4-DMCA-5

✂ Cut out five cards on vertical and horizontal lines.

**Reading**

**Reading**

**Reading**

**Reading**

**Reading**

Watch the trees  
change through  
the seasons.

B4-DNCA-5

Groom and feed a  
horse while  
someone watches.

B4-DNCA-5

Practice using  
it once.

B4-DNCA-5

Eat good foods  
that you like,  
and exercise  
daily.

B4-DNCA-5

Remember what  
books you've read  
before.

B4-DNCA-5

Cut out five cards on vertical and horizontal lines.

**Experience**

**Experience**

**Experience**

**Experience**

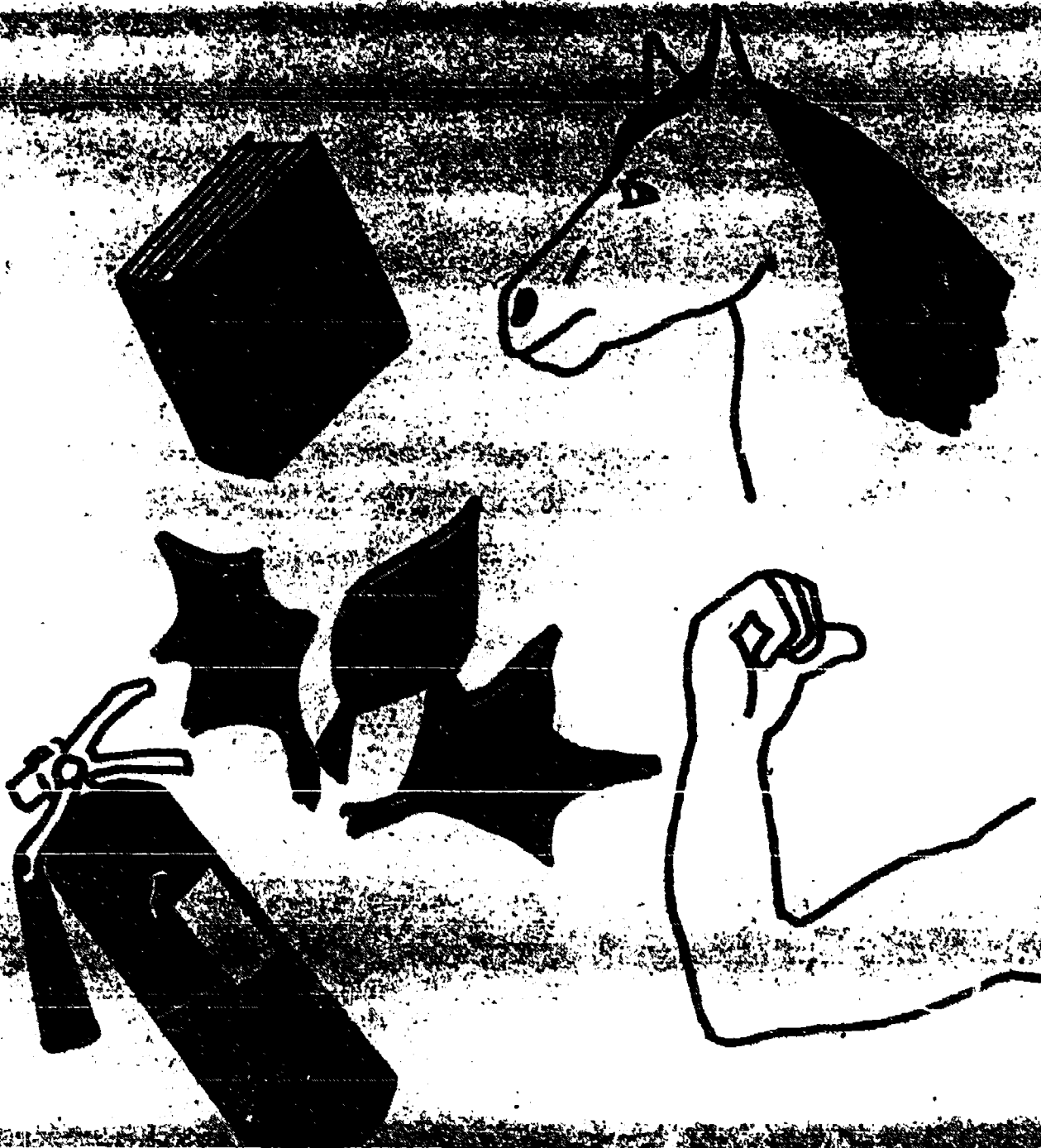
**Experience**

# RESOURCES:

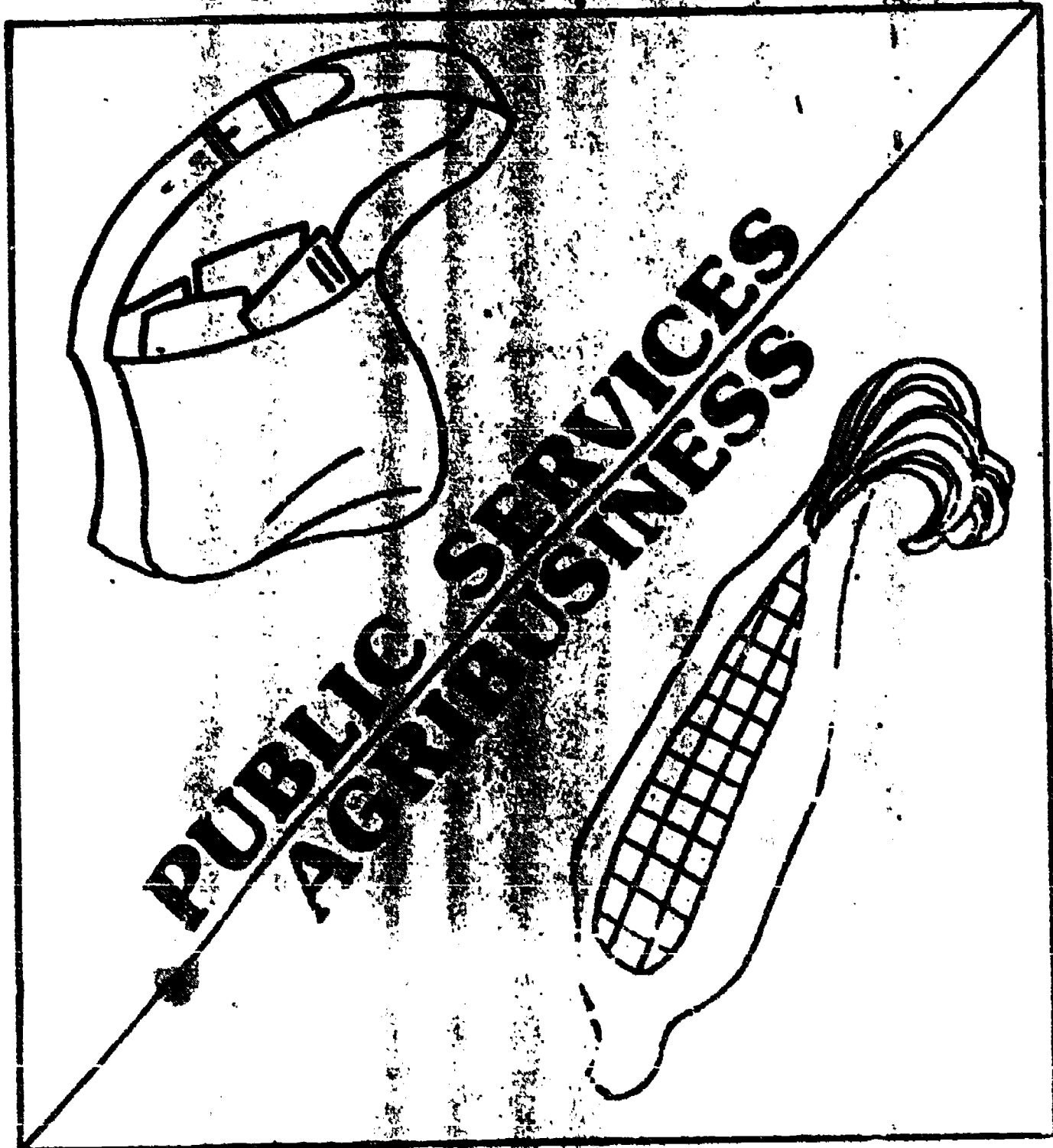
EXPERIENCE

PEOPLE

READING



# Johnny Appleseed



**Directions:**

Read along and listen for decision making/goal attaining story.

**Materials:**

**Included:**

- Story
- Pictures
- Audio tape

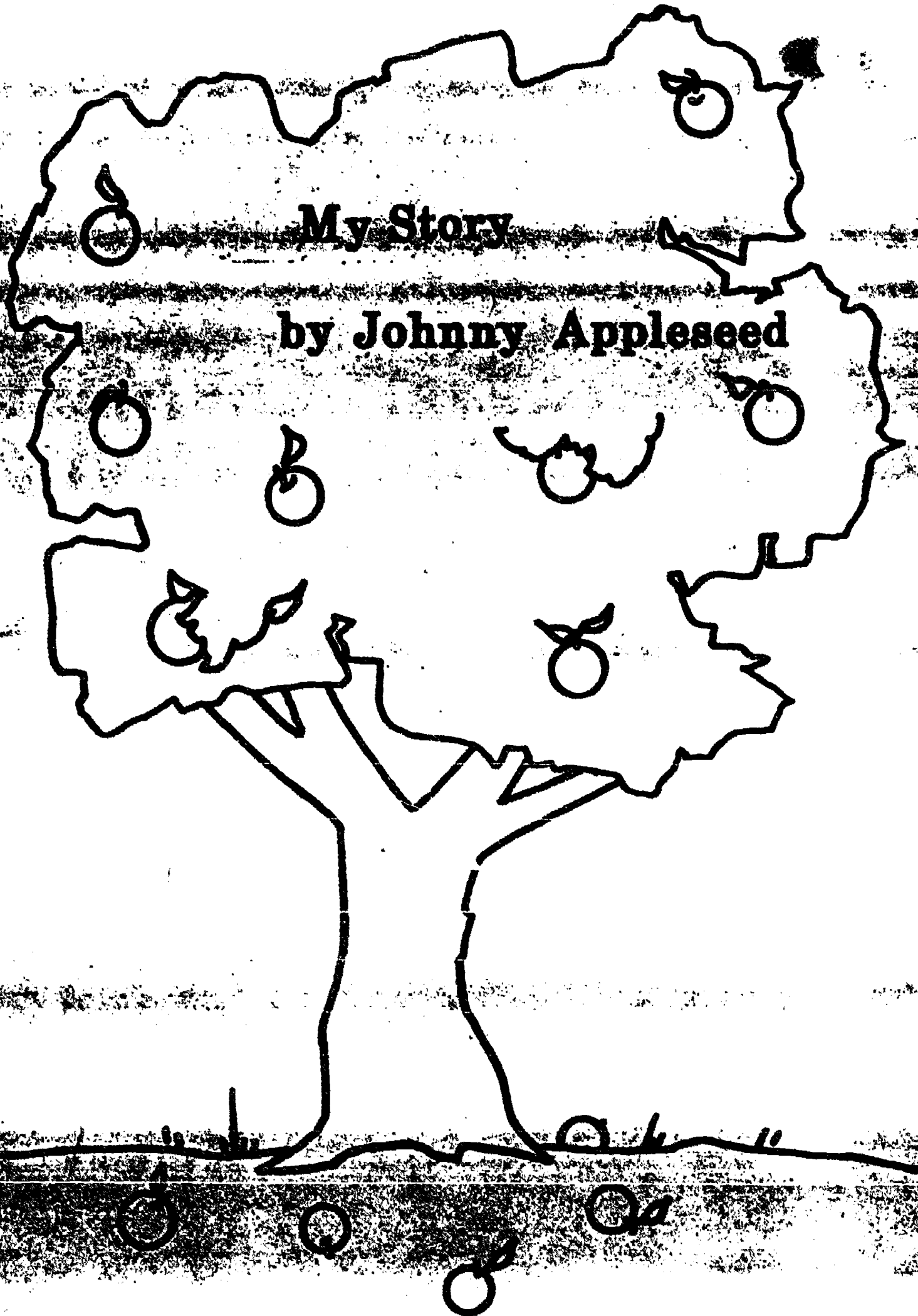
**Needed:**

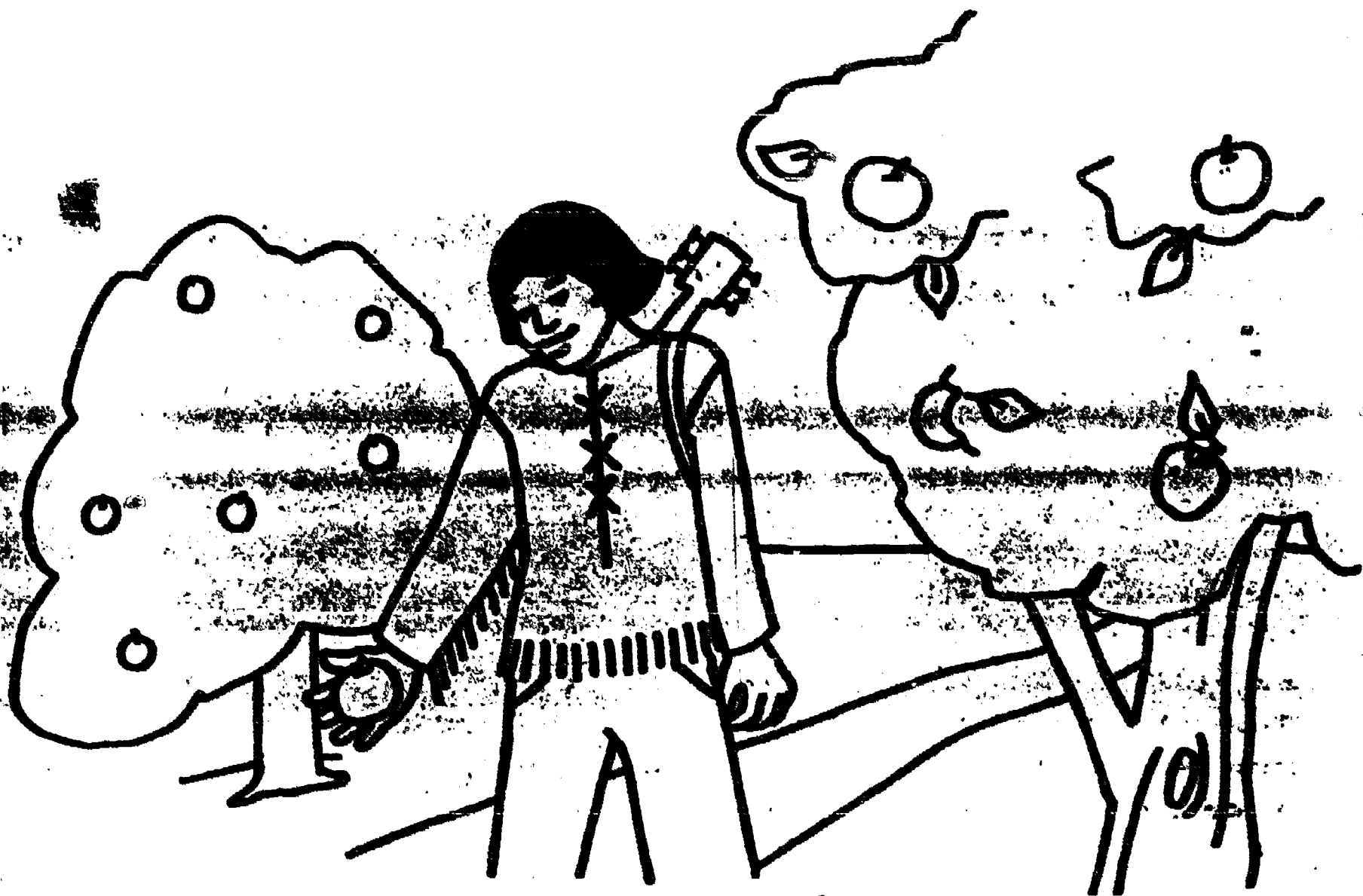
- Tape recorder



**My Story**

**by Johnny Appleseed**



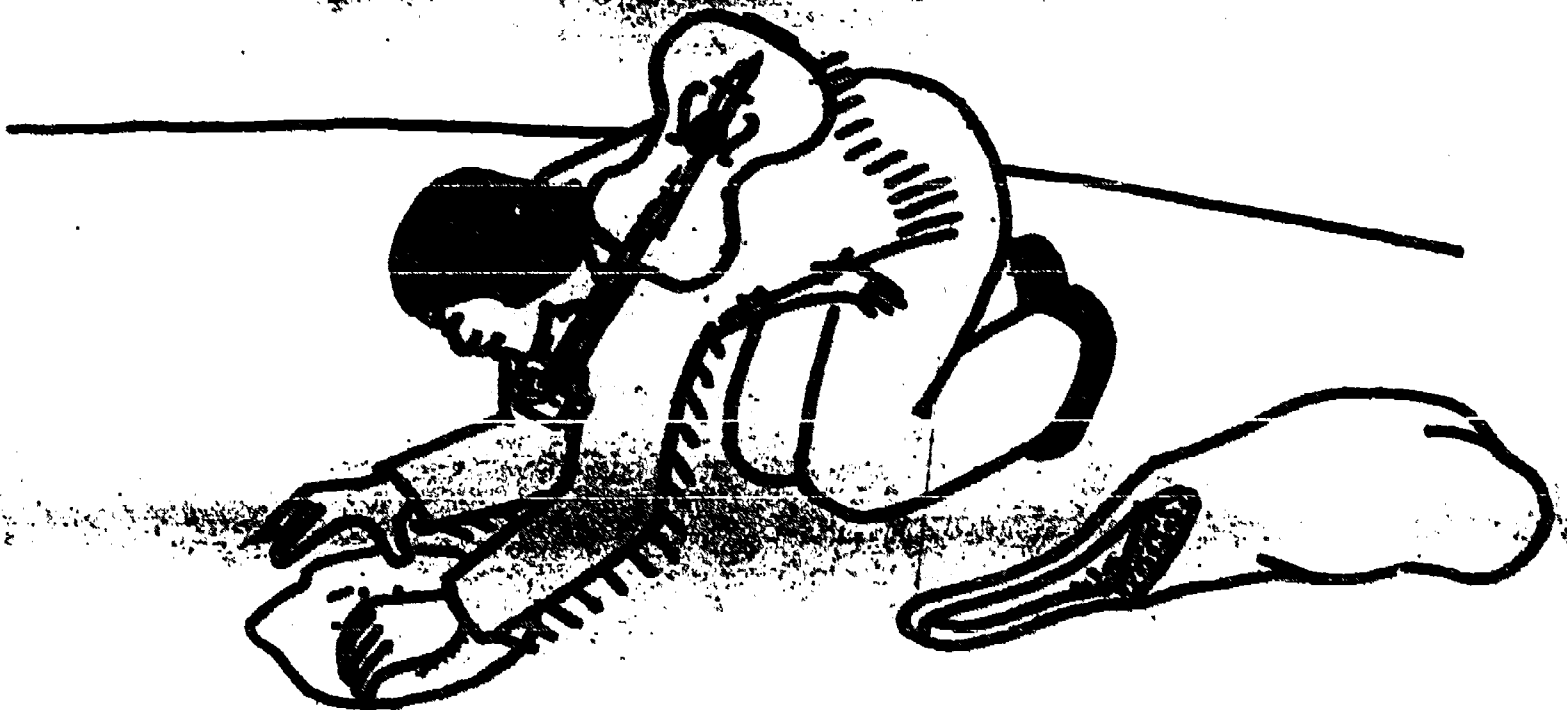


**My Story**  
by Johnny Appleseed

Folks have been talking about me for a long time--talking and even writing down the story of my life. Many of these tales are full of silly information--some of it wrong--making me out to be more colorful than I am. I'm writing down these words to tell you the story of my life in the Northeast.

First I'll tell you a little about myself. I'm part native American and part white. I like to roam, and I like to feel strong. The way to do these things is to live and work outdoors. I figured out some things that I wanted to do. Being outdoors and roaming the countryside were two of them. I also wanted to see the results of my work. I wanted to see that what I did made a difference in the Northeast.

Based on my values, I decided to be a rambler. One thing a rambler needs is an abundance of free food. Fruit is my favorite food. Apples growing on a tree are inviting; their taste is refreshing. I also know that apples are good for folks of all ages. I decided to set a goal of planting apple trees everywhere I walked in the Northeast. I figured that this would take me years to do. I figured twenty years. I also figured that there would be nasty weather, bears, all kinds of other animals, and other natural obstacles. There was one thing that would help me during these long years. I'd bring my fiddle along with my sack of apple seeds. With my fiddle I knew I could make people feel so good they would be glad to have me stay for a while. Then before you knew it these folks would be eating apples and be glad that I just happened to pass their way with my fiddle and seed. They would be glad that they fed me and helped me make the Northeast a better place to live in.





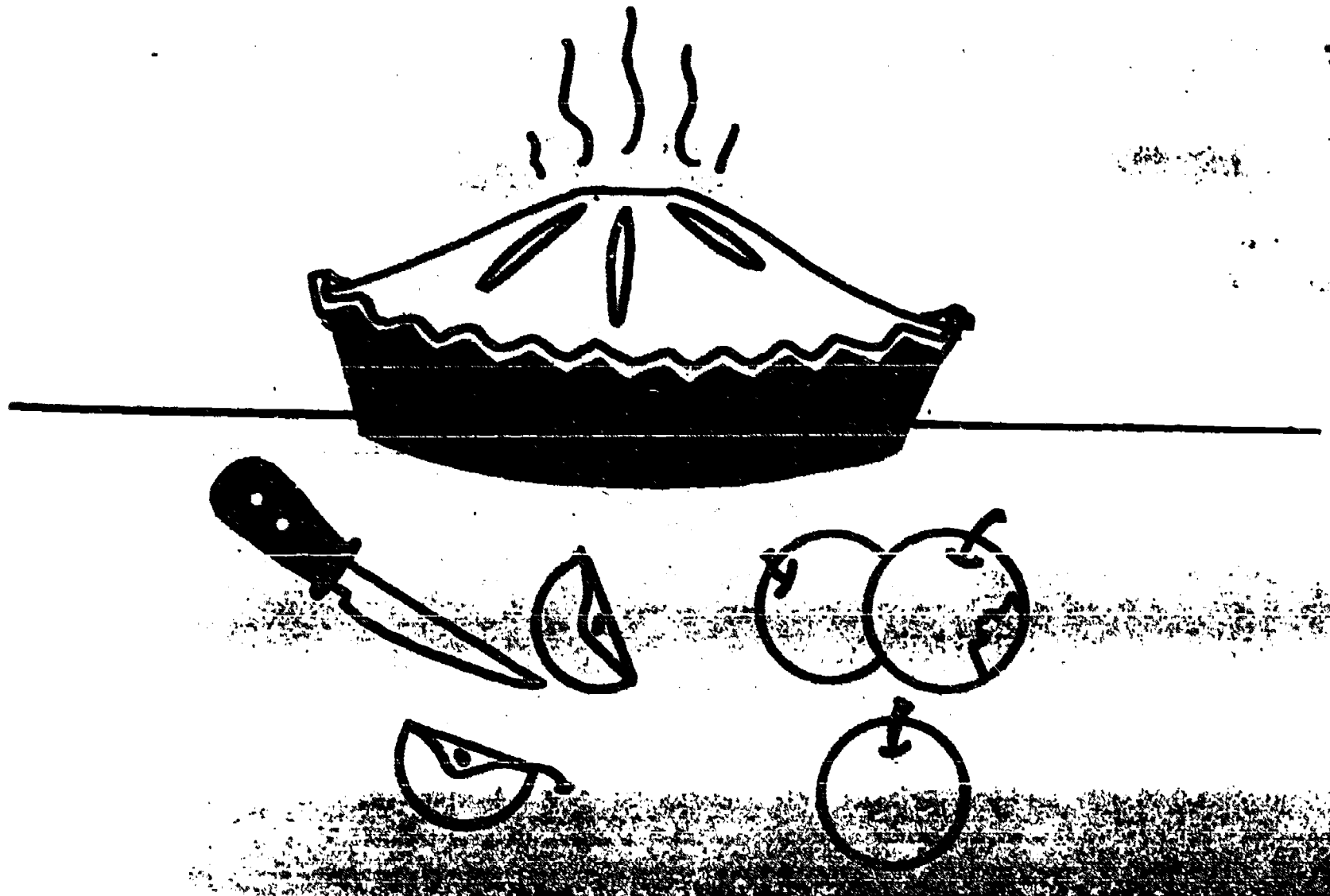
For years I planted, made maps, played my fiddle, and did odd jobs here and there. In the winter I'd work outdoors in exchange for shelter and food. As you know, winter is the time of year when most folks are inside a lot. What do they need then? They need singing and dancing. I provided the music for that. The fact is that in almost every town that I visited, I organized a weekly dance.



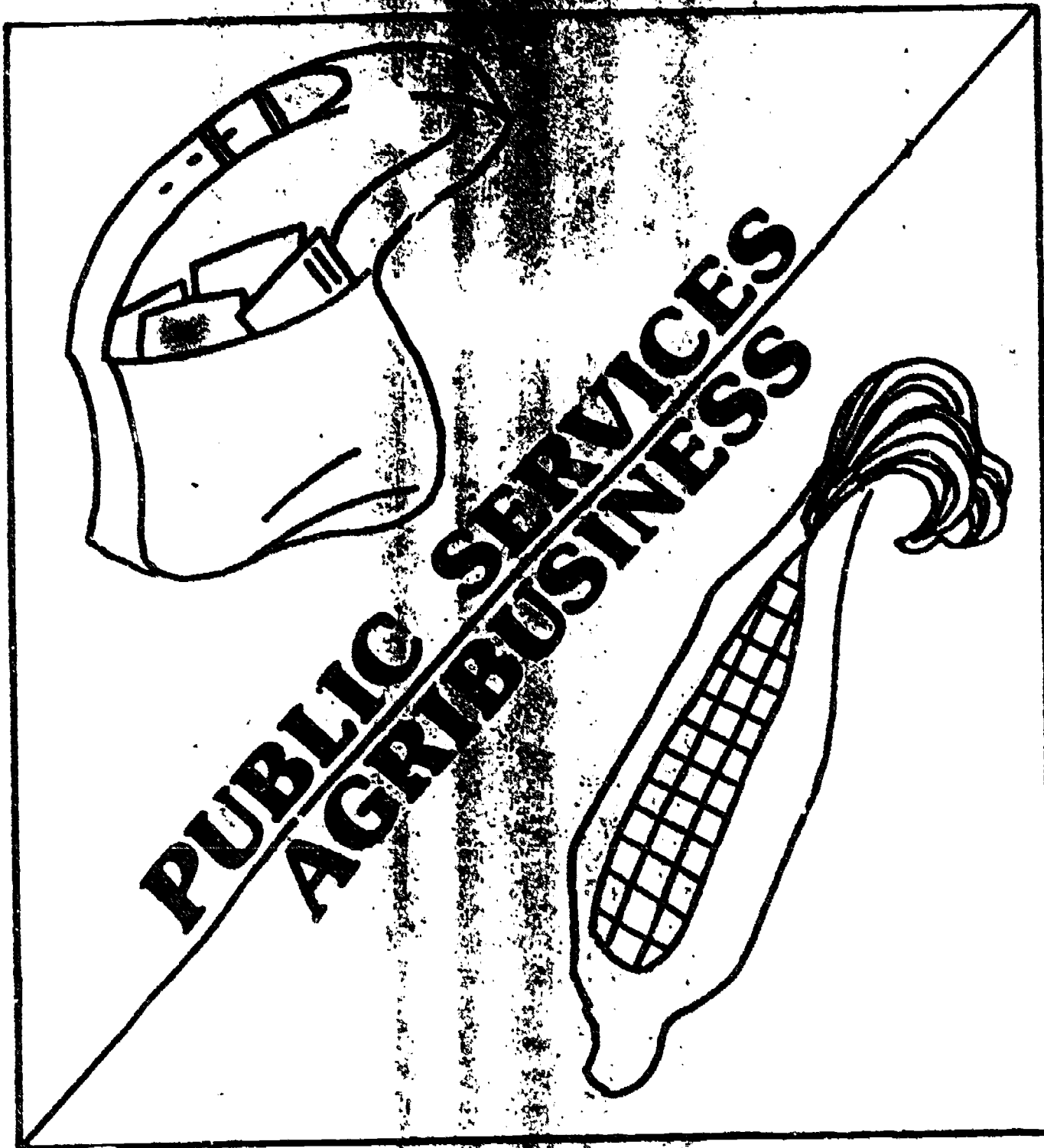
I helped children to read when I stayed in their homes. Every village wants educated people, and I was literate. Since I was being fed and sheltered, I wanted to share my learning with the children.

After I had planted apple seeds for five years, I began to check my progress. Then I taught people the best way to grow apples. I shared my knowledge and labor along with the product of my work--the apples. That was true sharing with the whole Northeast.

I have had a good fire roasting for over twenty years. I'm getting tired, so I wrote this story. When you're picking apples, or loading them onto trucks, or buying them in a market, or cooking them, or eating them, think about me and how I planted apple seeds throughout the Northeast.



# Growing a Plant



## Directions

Use the model inside to grow a plant and keep a record of your plant's progress.

## Materials:

Included:

Chart

Pictures

Needed:

Seeds or bulbs

Plant growing medium

Pencil and paper

# GROWING A PLANT



1. lentils

4. beans

2. white potato

5. onions

3. sweet potato

6. peas



# SAMPLE CHART

## Use Resources:

1. Experience: the family vegetable garden
2. People: my mom
3. Reading: Green Thumb plant book

Time? 6 weeks      Obstacles? none

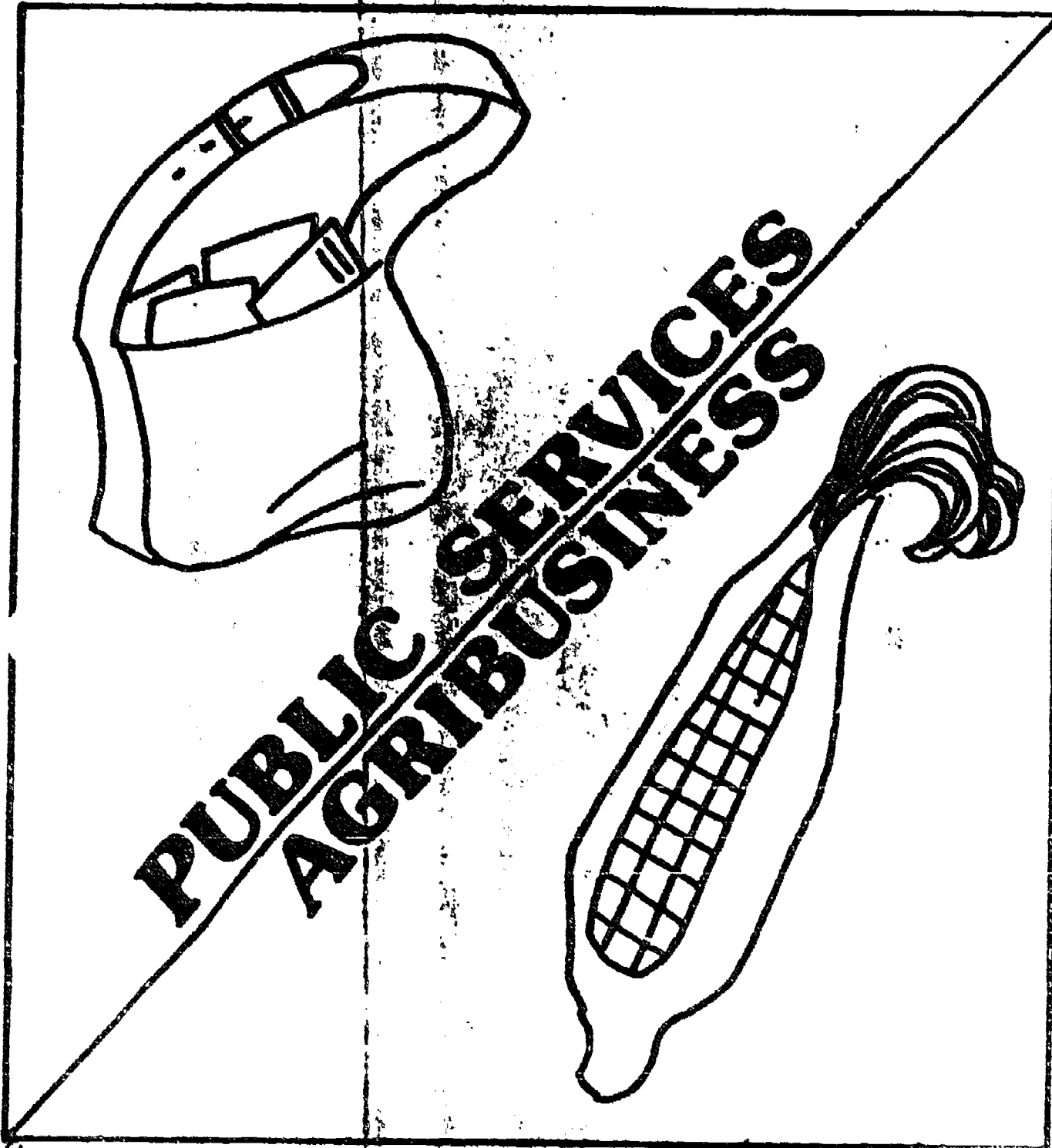
## Plan:

### PLANT CHART

Type of plant sweet potato  
Date planted Sept 9  
1st sign of growth: roots Sept. 15  
2nd sign of growth: stems from eyes Sept. 19  
Leaves appear Sept. 29  
How Tall?

1 week no growth  
2 weeks 1/2 inch  
3 weeks 5 inches  
4 weeks 6 inches  
5 weeks 8 inches  
6 weeks 12 inches

# Rainy Day Explorers



**Directions:**

Read story.

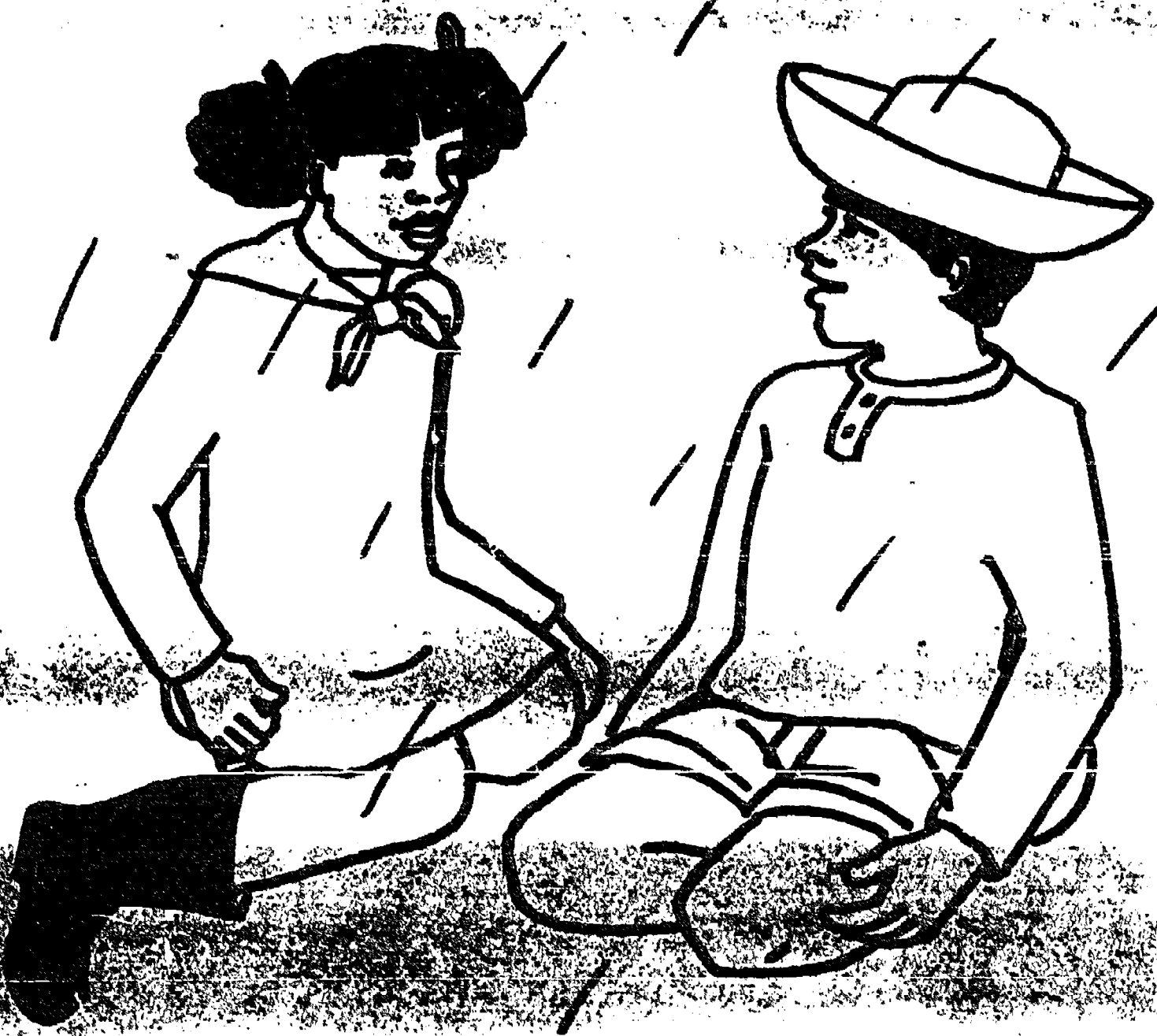
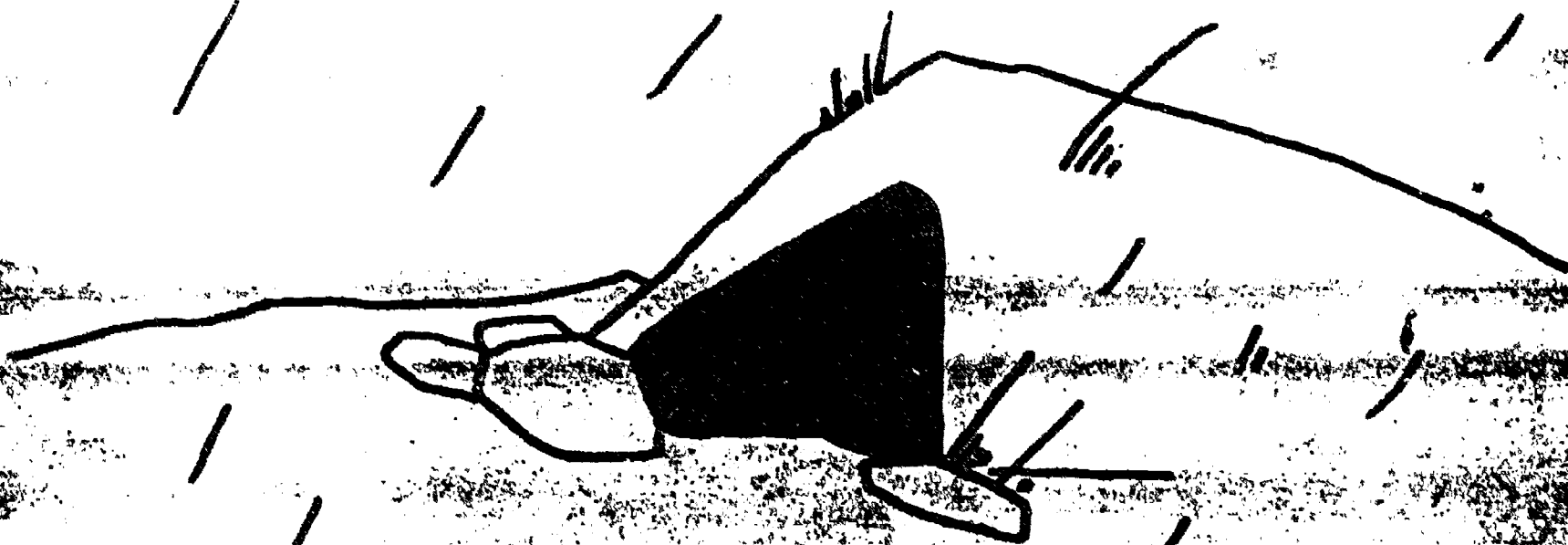
**Materials:**

**Included:**

Story and pictures

**Needed:**

None





**RAINY DAY**



**EXPLORERS**

Story written by

**Dolores Hajosy**

Can you always tell what kind of work people do by looking at them? Could you tell a miner and a doctor apart if they walked down the street together? You think so? Well, once upon a time two friends, Sergio and Genevieve, found some funny answers to these questions. And they learned a lesson, too.

It all started one rainy day in July. Sergio was very surprised to see Genevieve at his window. She was soaking wet and she was not wearing her rubbers.

"Genevieve, why are you out in this pouring rain?"

"Why not?" she answered. "Come on. It's cool out here and we can make believe we're brave explorers. Most everyone else is staying inside today."

Sergio thought, "It is hot. I am bored here in the house. Besides, if we pretend that we're explorers, we may have an adventure." He decided to join Genevieve. They walked and felt the good cool rain on their heads and on their backs. They noticed people, some driving by in cars, others walking quickly under umbrellas.

"They sure are in a hurry to get to work."

"Work," said Sergio. "Do you ever wonder what all their different jobs are like? Sometimes I wonder what it's like to be a librarian having so many good books around all the time, or a police officer keeping the peace. Sometimes I even think about being a doctor or a nurse in a clinic, helping a lot of sick people to get better."



"I think about working with animals or logging or being a farmer. I like to be outdoors and besides, my family always works on the land," said Genevieve proudly.

"Oh look," Sergio called to his friend. "I've never noticed that cave before, have you?"

"I don't think so. Let's go in and pretend we're miners exploring a new gallery."

The cave wasn't very big, and both children climbed out the other end before they even started pretending.

"Look! There's a police officer in uniform, but he is working in that garden pruning bushes," said Genevieve.

"And there's a doctor, but she's chopping down a tree!"

"Maybe they just don't have the right clothes to wear."

"Look," said Sergio. "Let's ask the man wearing overalls. He looks like a farmer, but he's directing traffic."

"Hey, farmer," called Genevieve.

"Me? I'm no farmer today. Today I'm Herb the traffic cop."

"You look like a farmer," said Sergio.

"Well, can you tell us where we are and why it's not raining?" asked Genevieve. "And why is everyone dressed so funny for work?"

And then, a miner wearing a hat with a lamp on it took a letter from mail sack she carried and gave it to the farmer-traffic cop. "Annual work-change ball coming up," she said, smiling. "You kids come, too. We have plenty of food. Let's all ride over on the truck. We're sure to have a good time."





Sergio and Genevieve looked at each other. They looked at the garbage truck that rattled noisily down the road. Behind it rose a cloud of dust. "Cattle! A cattle stampede!" yelled Genevieve.

"They must be awful hungry," said Sergio. The truck stopped at the first garbage cans and the cows just got closer and closer to the garbage collector, who hopped out of the cab, or front part of the truck.

"Lilly, Bess, Bones, Sassy, back, back! I'm collecting garbage today," she called loudly. "Go home! Louis the forest ranger will milk you."

"MOOOO! MAAAHI! MOOOO!" complained the cows.

"I'll bet she's a dairy farmer in disguise, Gen," said Sergio.

"Everybody hop in," said the mail carrier who wore miner's clothing, or was she a miner acting like a mail carrier? "Let's go to the Workers' Ball."

All the workers that Genevieve and Sergio had met that day piled into the cab. It was a little too crowded, but soon they arrived at the ballroom. Everyone there seemed to be busy and having a good time. The two friends stood at the back of the room and watched jugglers dressed like waiters drop balls onto the floor. They heard musicians dressed in farm overalls toot and groan frightfully.

"Oh, my," said Genevieve, "this is a noisy party."

Dancers fell to the ground, looking very clumsy. They were dressed like truck drivers. Sergio giggled a lot. Suddenly a big fire engine pulled up. Everyone gathered around.

"Here ye, here ye," cried the driver, unrolling a scroll.



"News report." The party stopped and all the people gathered closer to listen as he read.

The results are in; our experiment shows  
Many people made goofs at the jobs they chose.  
We've all been trained to do things well.  
But when we changed jobs, work quality fell.  
A lot of things went wrong today.  
The shrubs were pruned poorly, and the cows got no hay.  
The traffic light broke at a quarter to one,  
And no one seems to know how the mine buggies run.  
Finally, a fire blazed on for too long,  
And my ears are still ringing from an off-key song.

"The lesson," cried someone from way in the back,  
"Is that doing a job well takes practice and knack."  
Do be careful and beware;  
Before doing something, it's best to prepare.  
We all have talent and plenty of skill.  
Many of us can do many jobs well,  
But nothing takes the place of experience and training.

And then the voice stopped and it was raining.

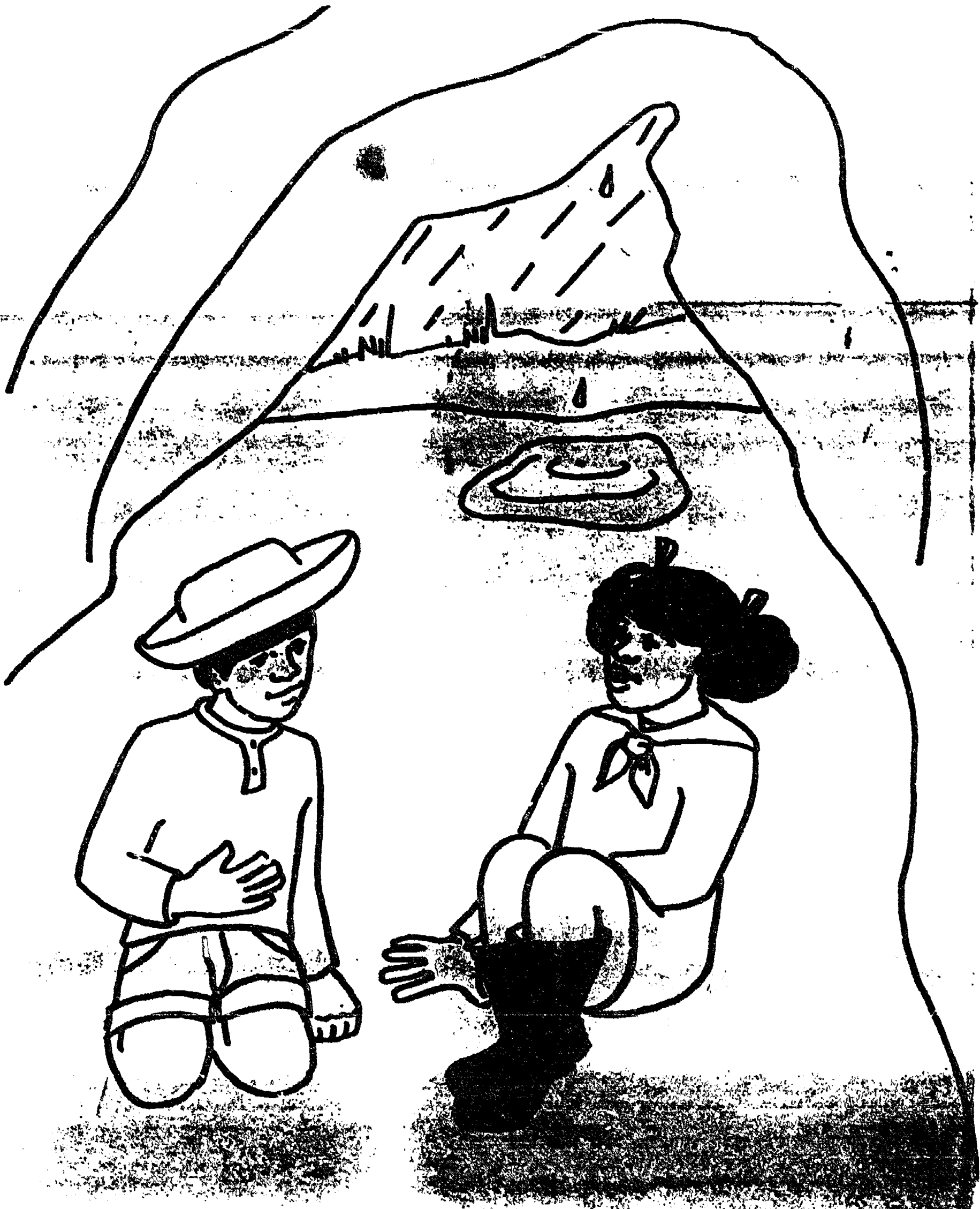
It sure was raining. Gen and Sergio sat up in the cave rubbing their heads, wondering where that town had disappeared to. The rain falling on the rocks above and around them made a soft sound.

"I guess for explorers we're not very well prepared," said Genevieve, looking at her wet clothing. "I'm cold, and we forgot to bring food."

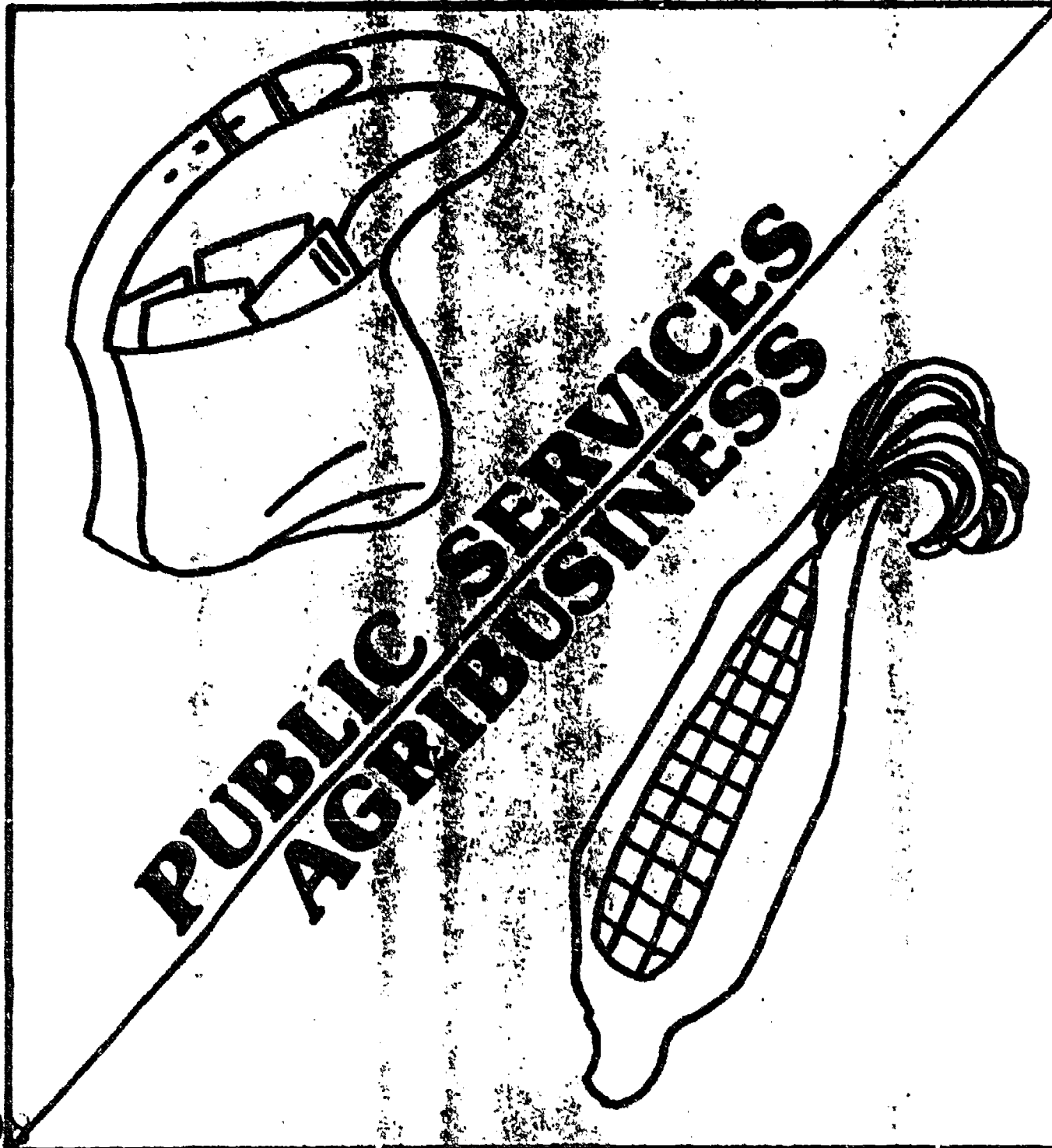
"We should remember what we learned today. It seems almost like magic or some kind of play."

"You're still rhyming," laughed Genevieve. "You should dress like a poet."

"You were a fire fighter," chuckled Sergio. The two friends walked back home together. It was time for lunch.



# Public Service Workers



**Directions:**

**Read story.**

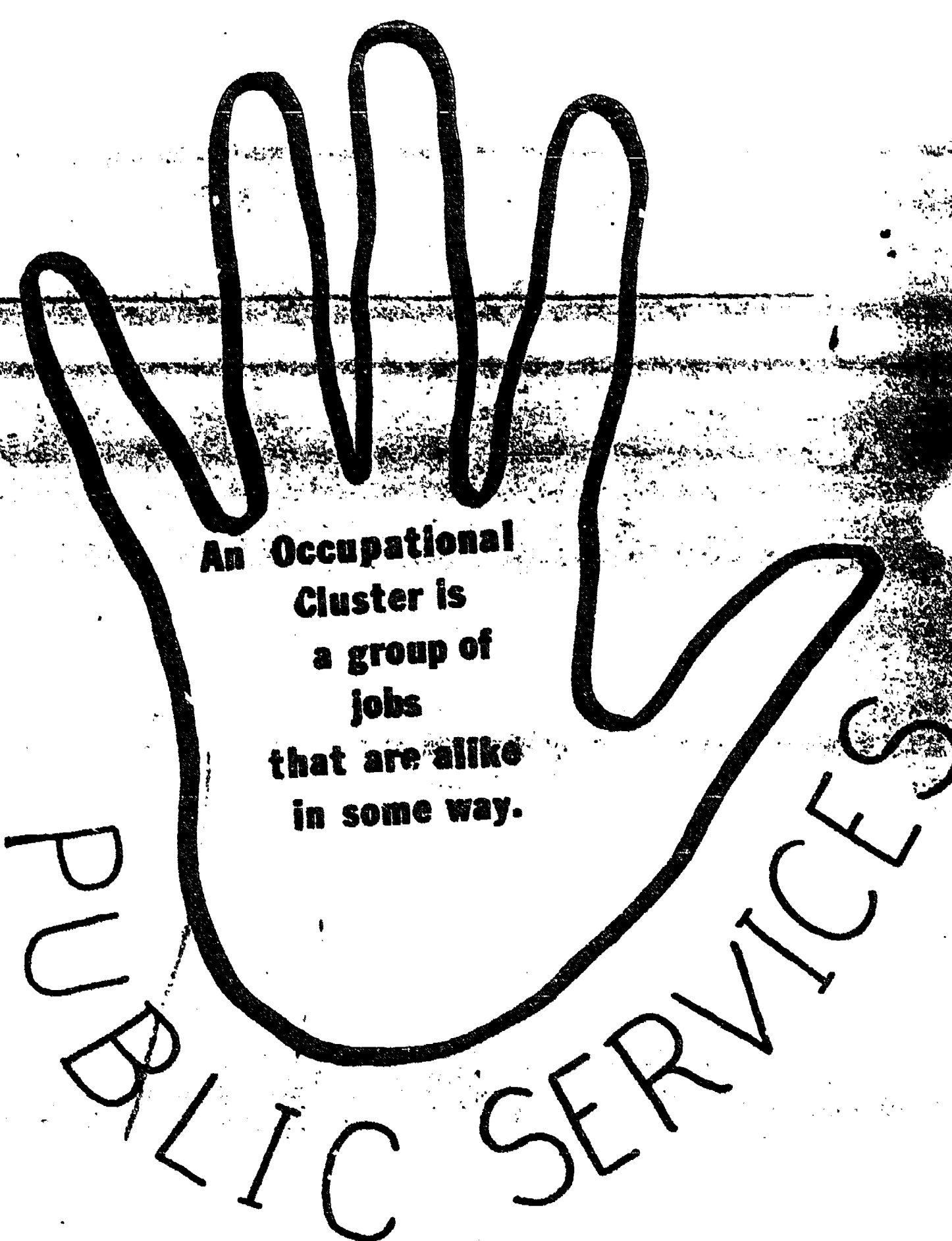
**Materials:**

**Included:**

**Story and pictures.**

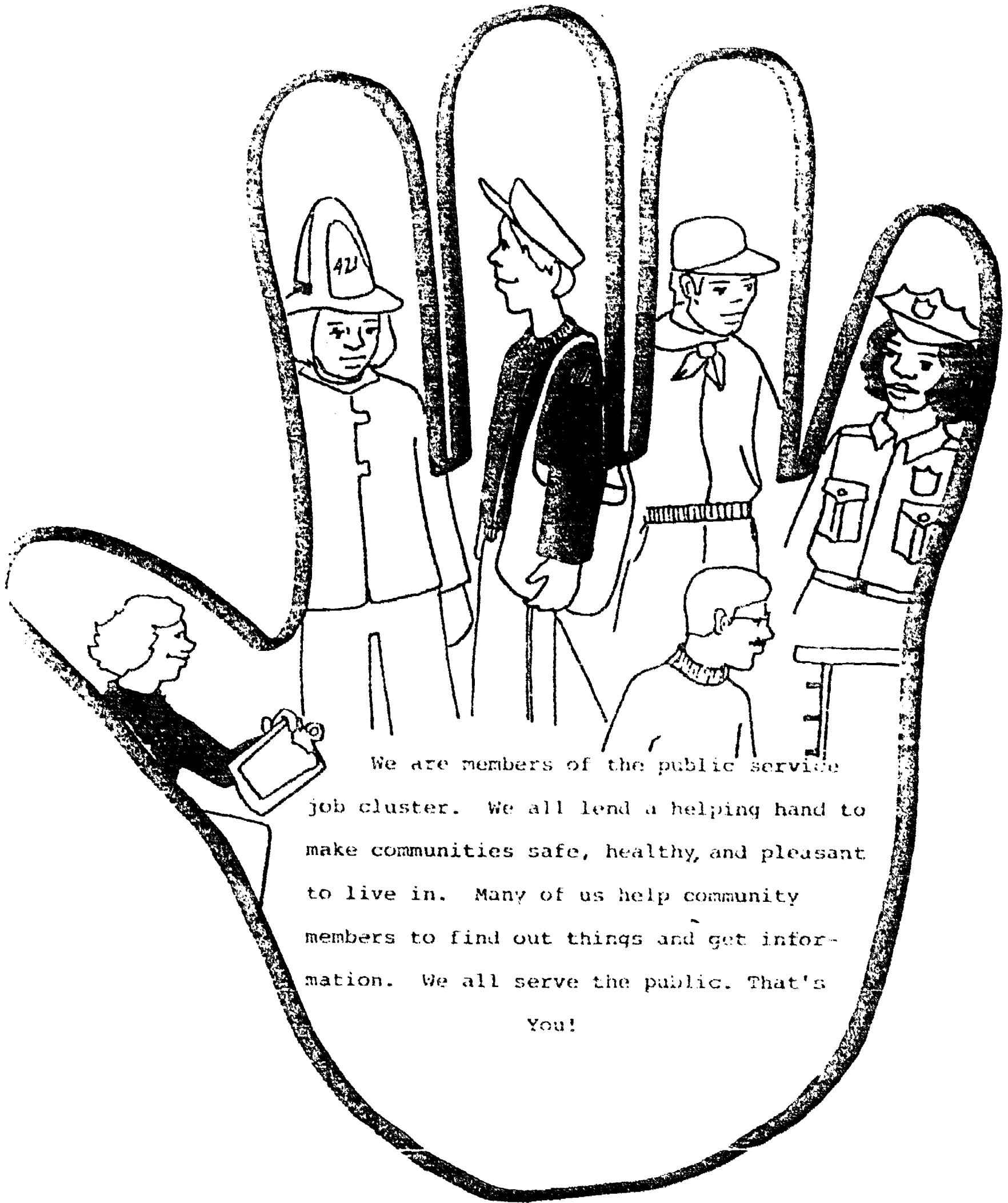
**Needed:**

**None**

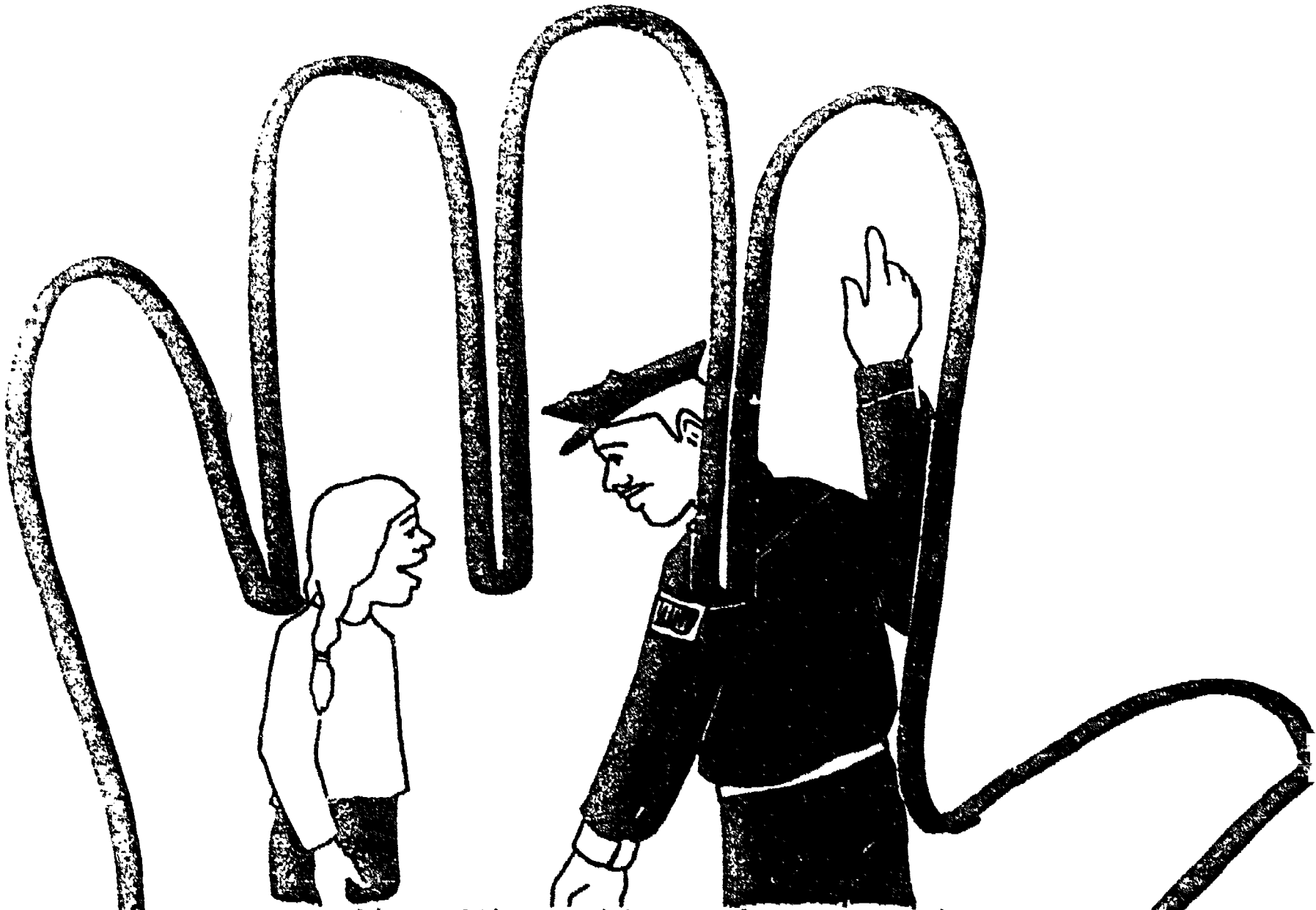


**An Occupational Cluster is a group of jobs that are alike in some way.**

PUBLIC SERVICES

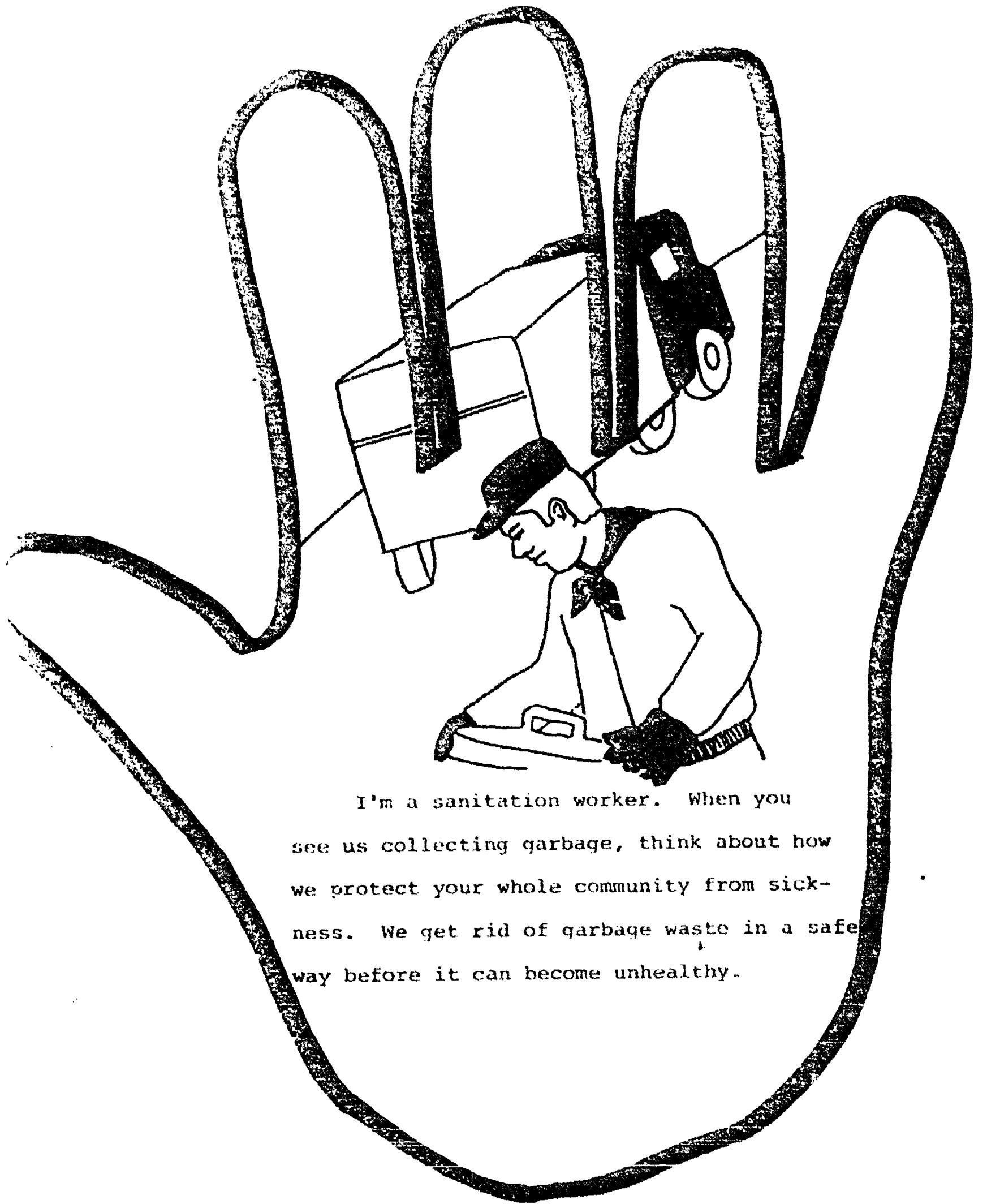


We are members of the public service  
job cluster. We all lend a helping hand to  
make communities safe, healthy, and pleasant  
to live in. Many of us help community  
members to find out things and get infor-  
mation. We all serve the public. That's  
You!

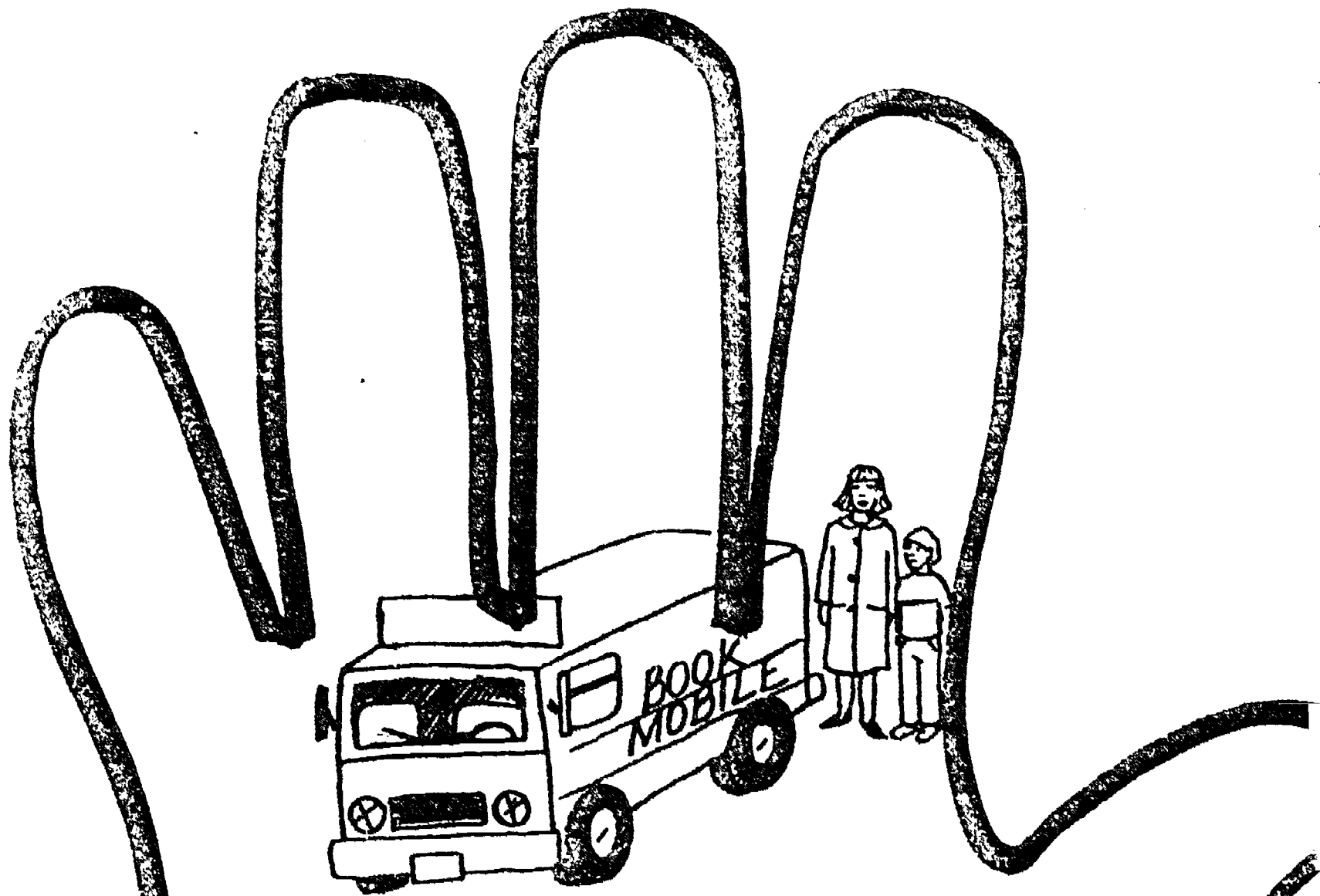


We police officers help people to obey the laws made by the communities we live in. This way we prevent crimes, stopping them before they happen. We also direct traffic, give directions to people who ask us, and work on special rescue missions. Our work is sometimes dangerous, but we help others to feel safe. We are always ready to lend a hand.

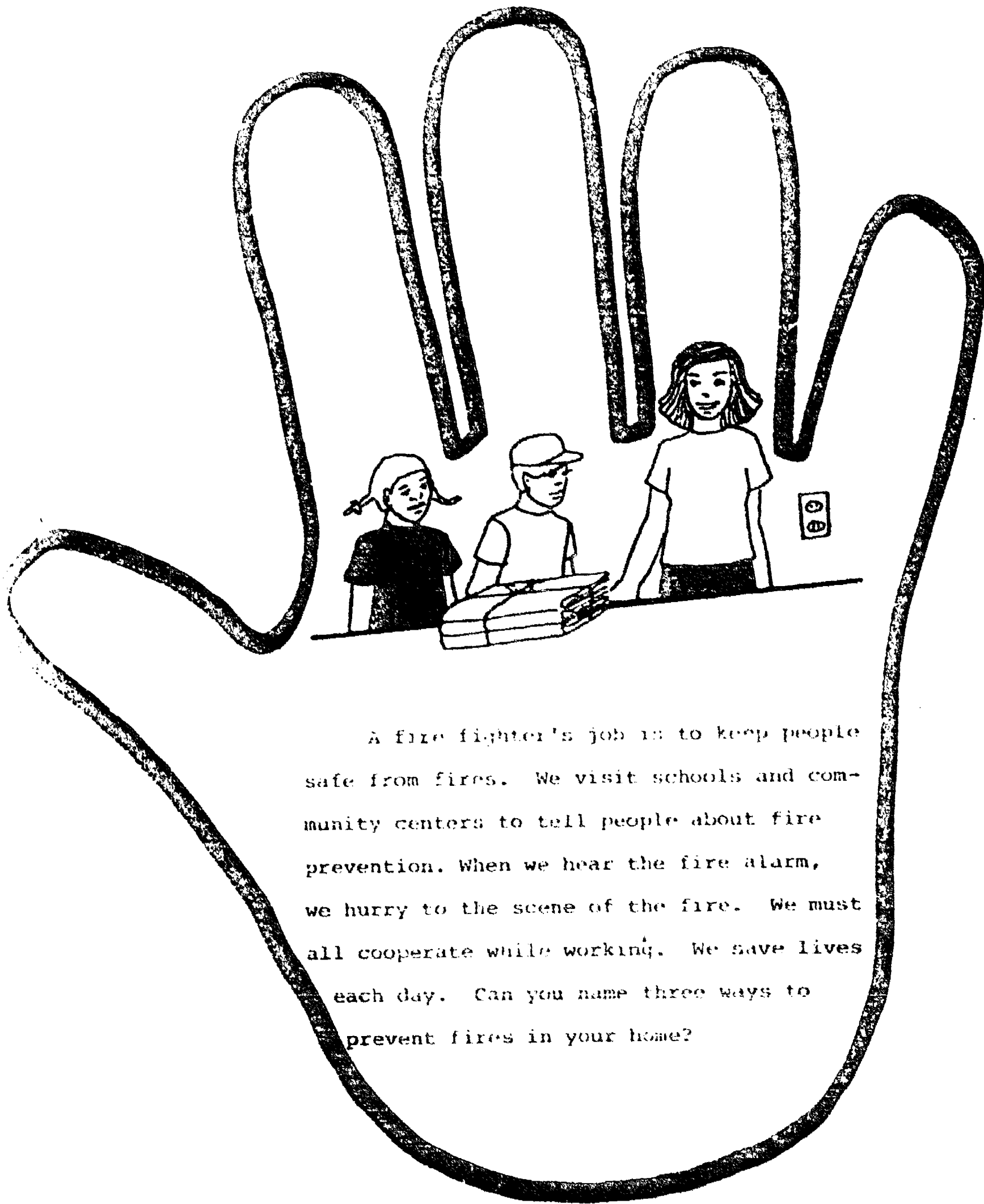




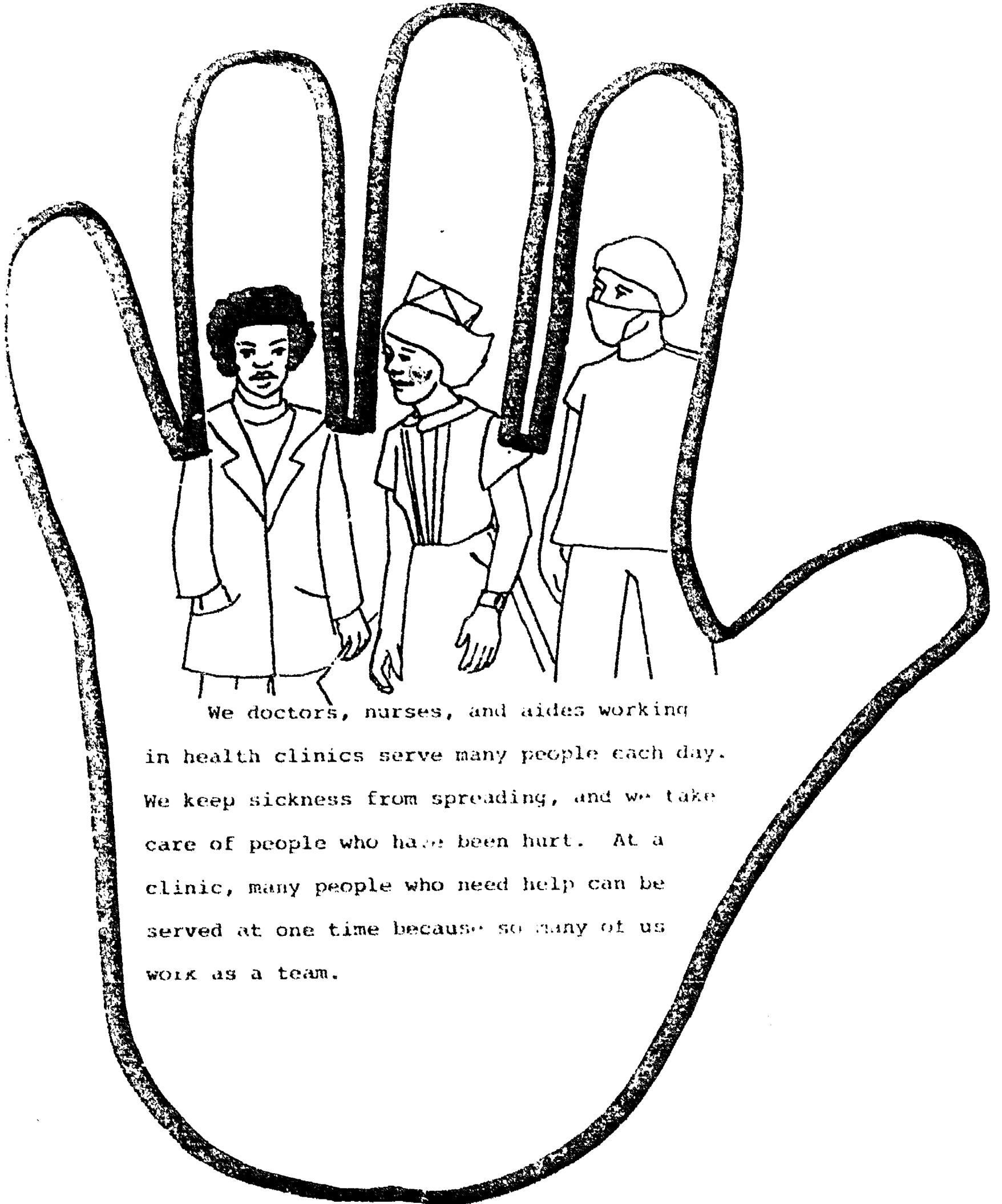
I'm a sanitation worker. When you see us collecting garbage, think about how we protect your whole community from sickness. We get rid of garbage waste in a safe way before it can become unhealthy.



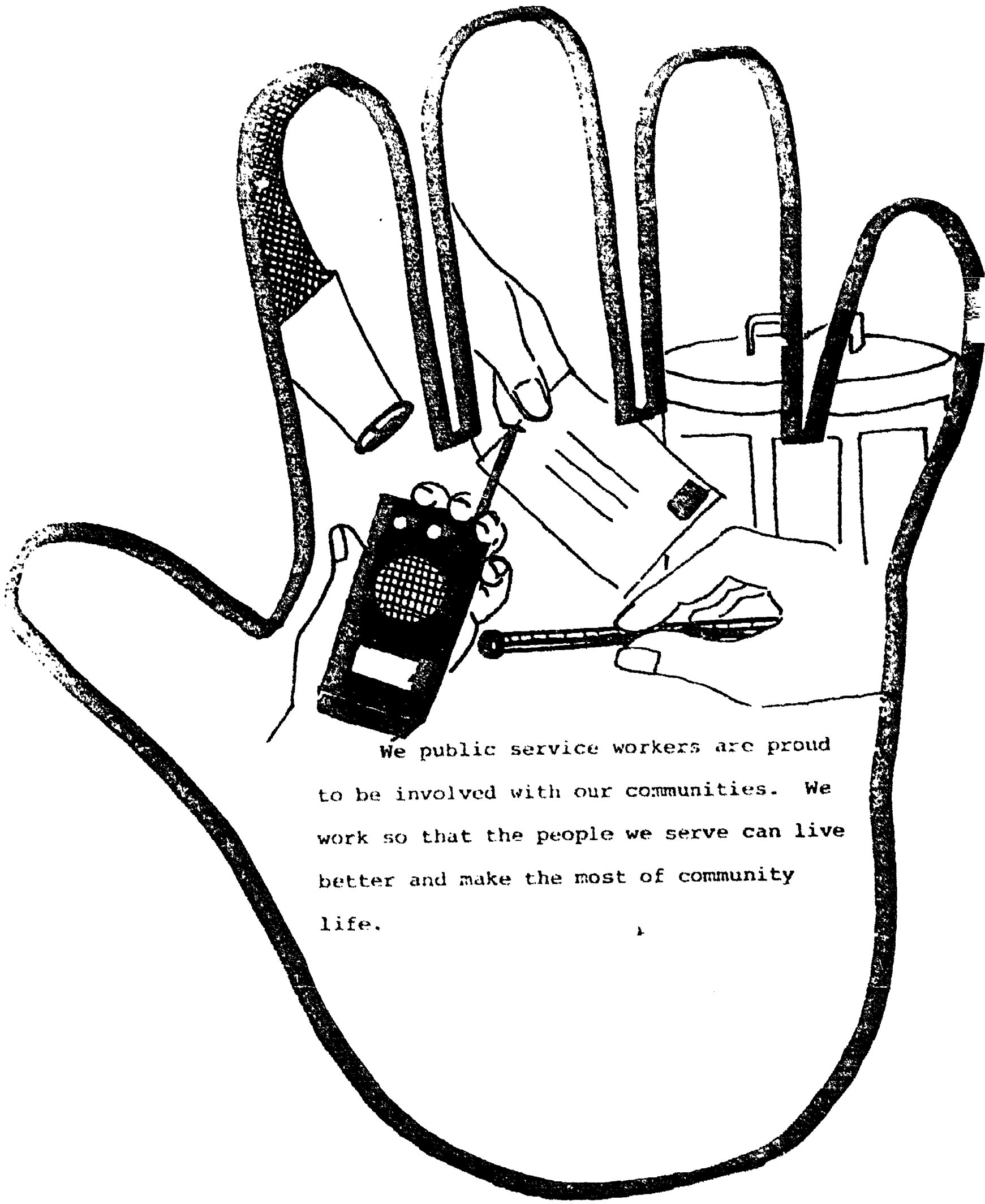
Everyone needs to find out things.  
We librarians help people get information  
from books, tapes, and films. Sometimes  
we leave the library and bring books to  
people in different communities in a van  
called a bookmobile. Sometimes we read to  
children. We think that it is important  
that people know how to use books to  
learn about things.



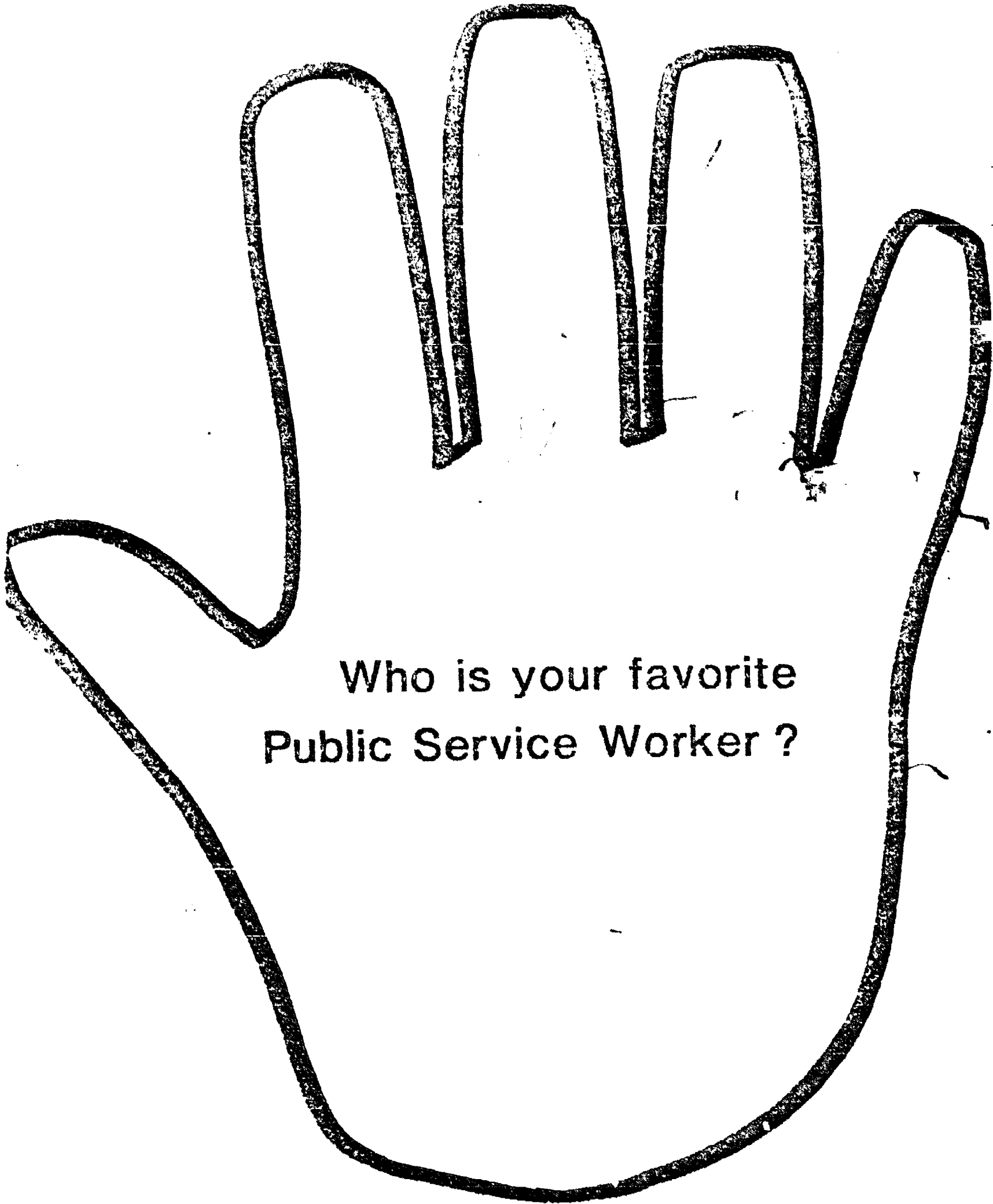
A fire fighter's job is to keep people safe from fires. We visit schools and community centers to tell people about fire prevention. When we hear the fire alarm, we hurry to the scene of the fire. We must all cooperate while working. We save lives each day. Can you name three ways to prevent fires in your home?



We doctors, nurses, and aides working in health clinics serve many people each day. We keep sickness from spreading, and we take care of people who have been hurt. At a clinic, many people who need help can be served at one time because so many of us work as a team.

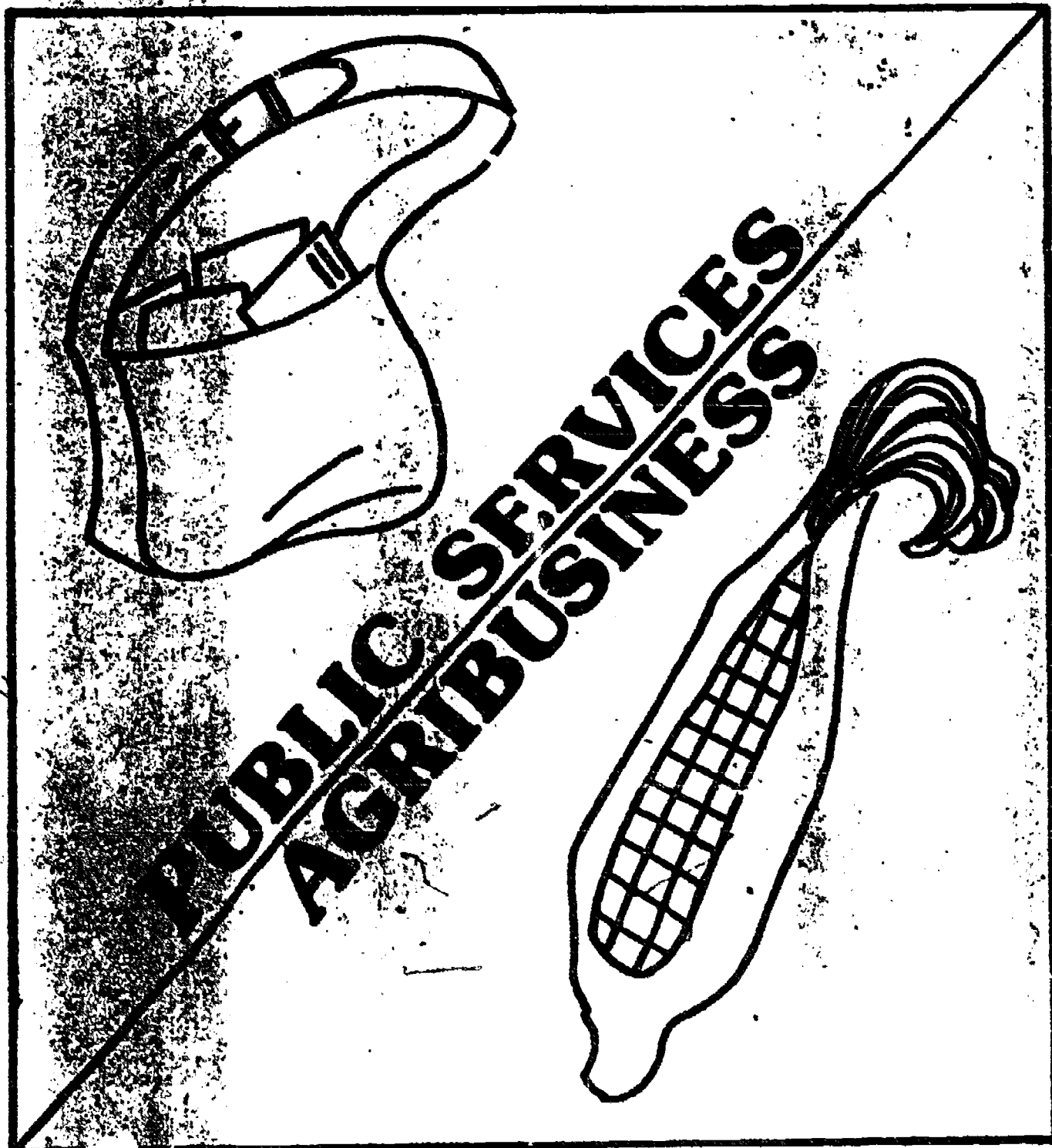


We public service workers are proud to be involved with our communities. We work so that the people we serve can live better and make the most of community life.



**Who is your favorite  
Public Service Worker ?**

# Dial and Mime



### Directions:

1. Match "problems," workers, tools, and work places.
2. Act out roles of workers solving problems.

### Materials:

#### Included:

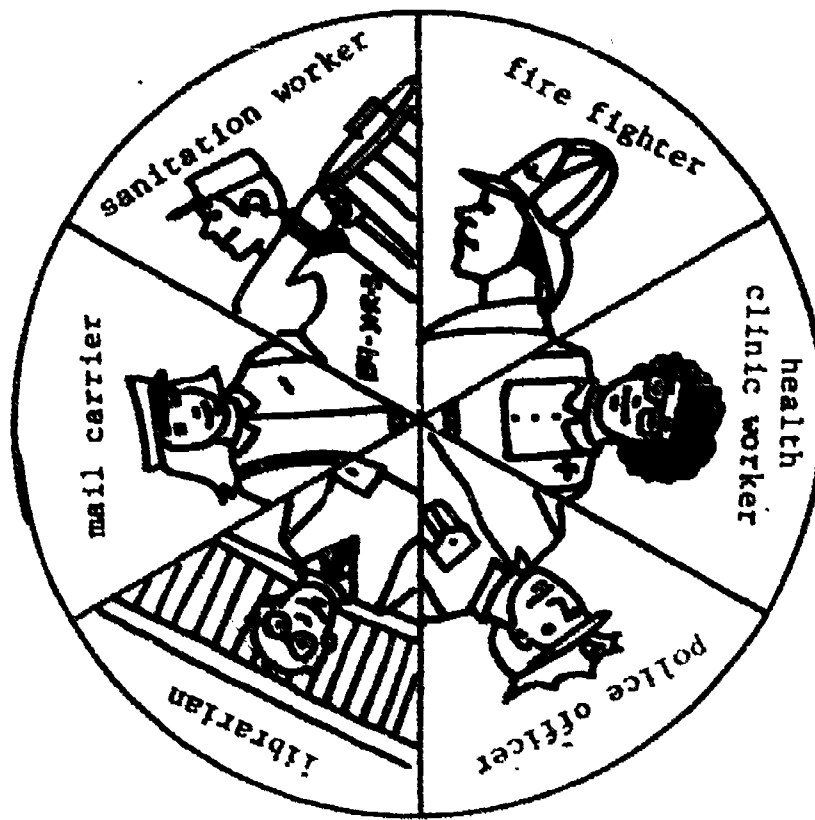
- Pictures
- Worker-tool dial

#### Needed:

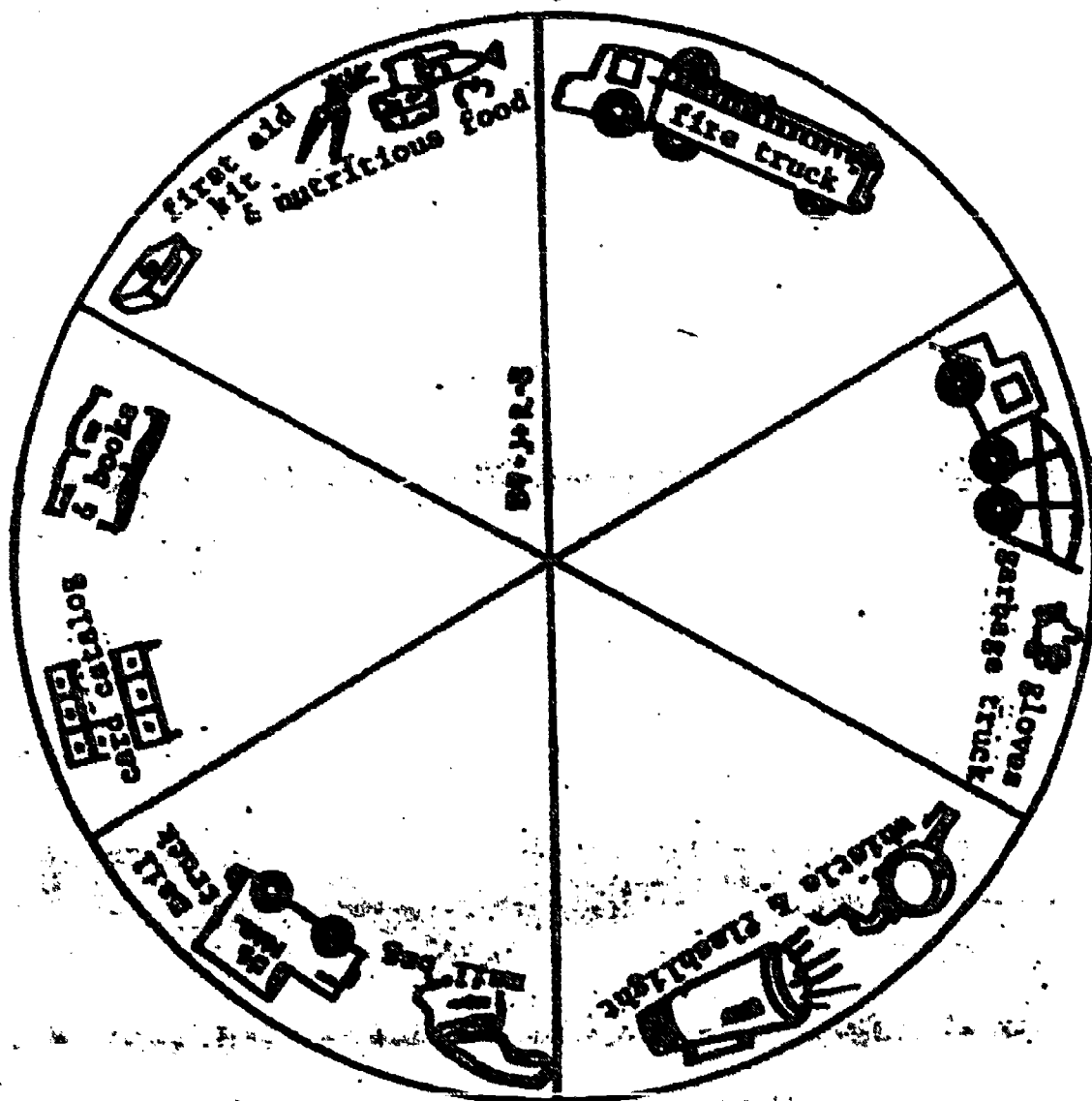
None

**What Where  
Problems**

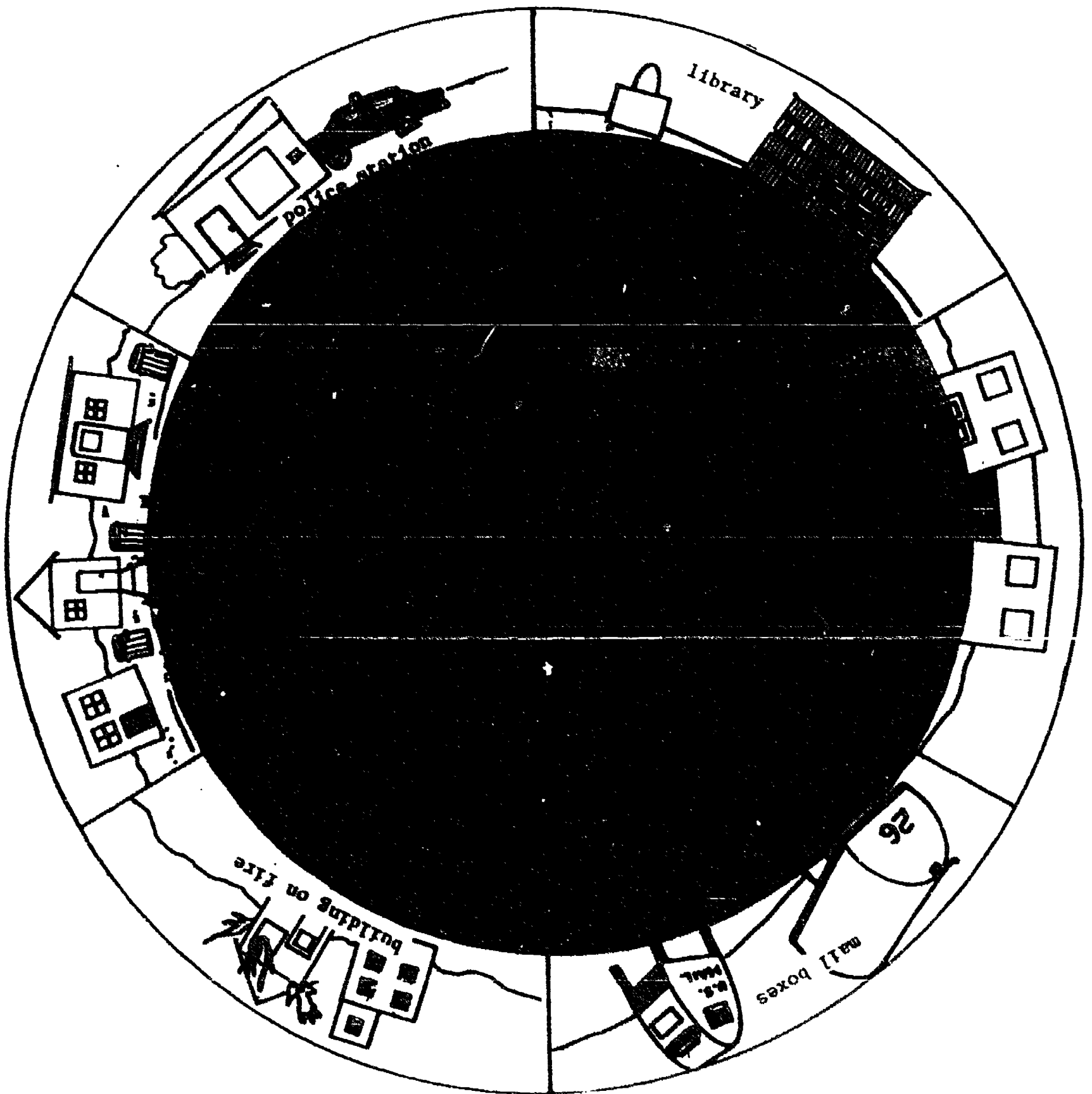




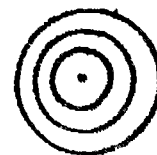
cut out circle



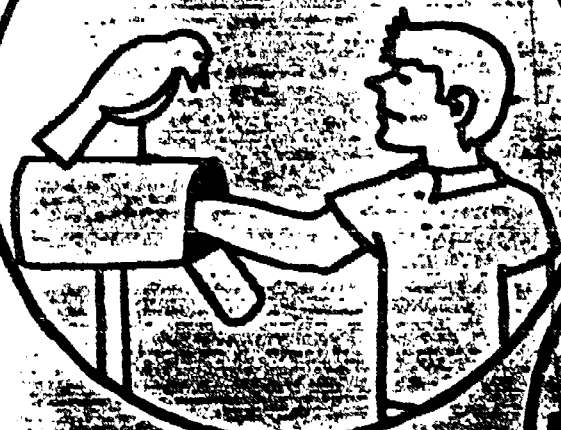
cut out circle



Assemble wheels (circles) so that largest is on bottom, middle size is second, and smallest is on top. Put brass paper fastener through centers of wheels.



empty mailbox



looking for a book  
in the library



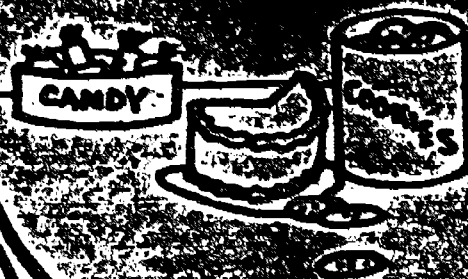
traffic jam



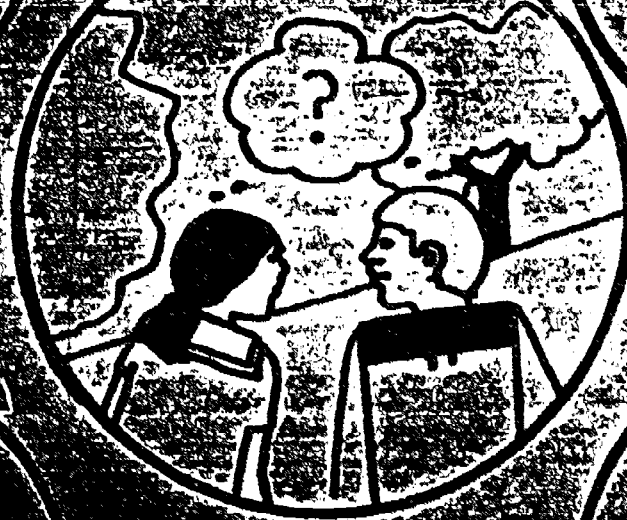
fire hazards



poor eating  
habit



lost children



sick family



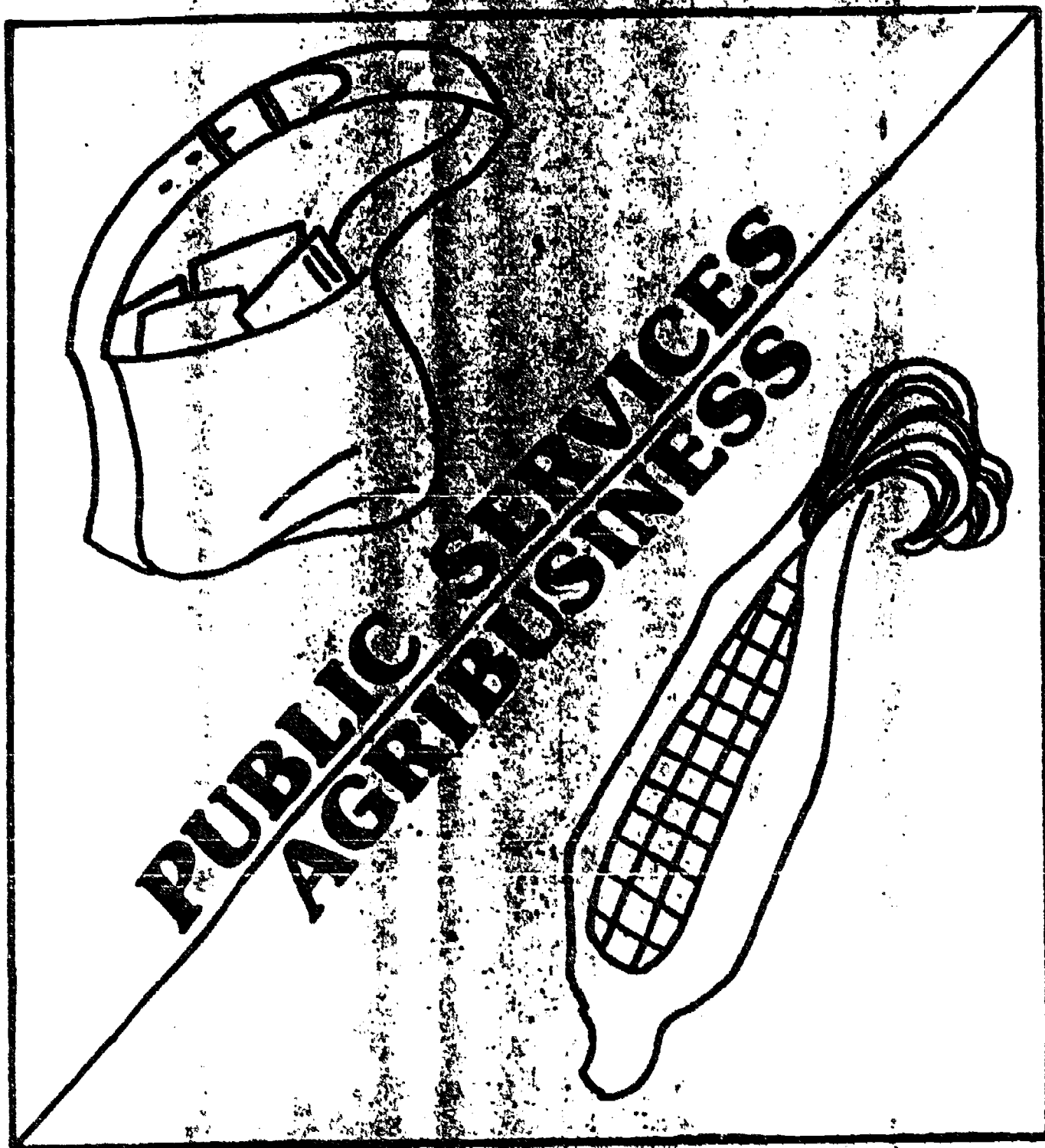
smelly garbage



needs first  
aid care



# Agribusiness Workers



## Directions:

Read story.

## Materials:

### Included:

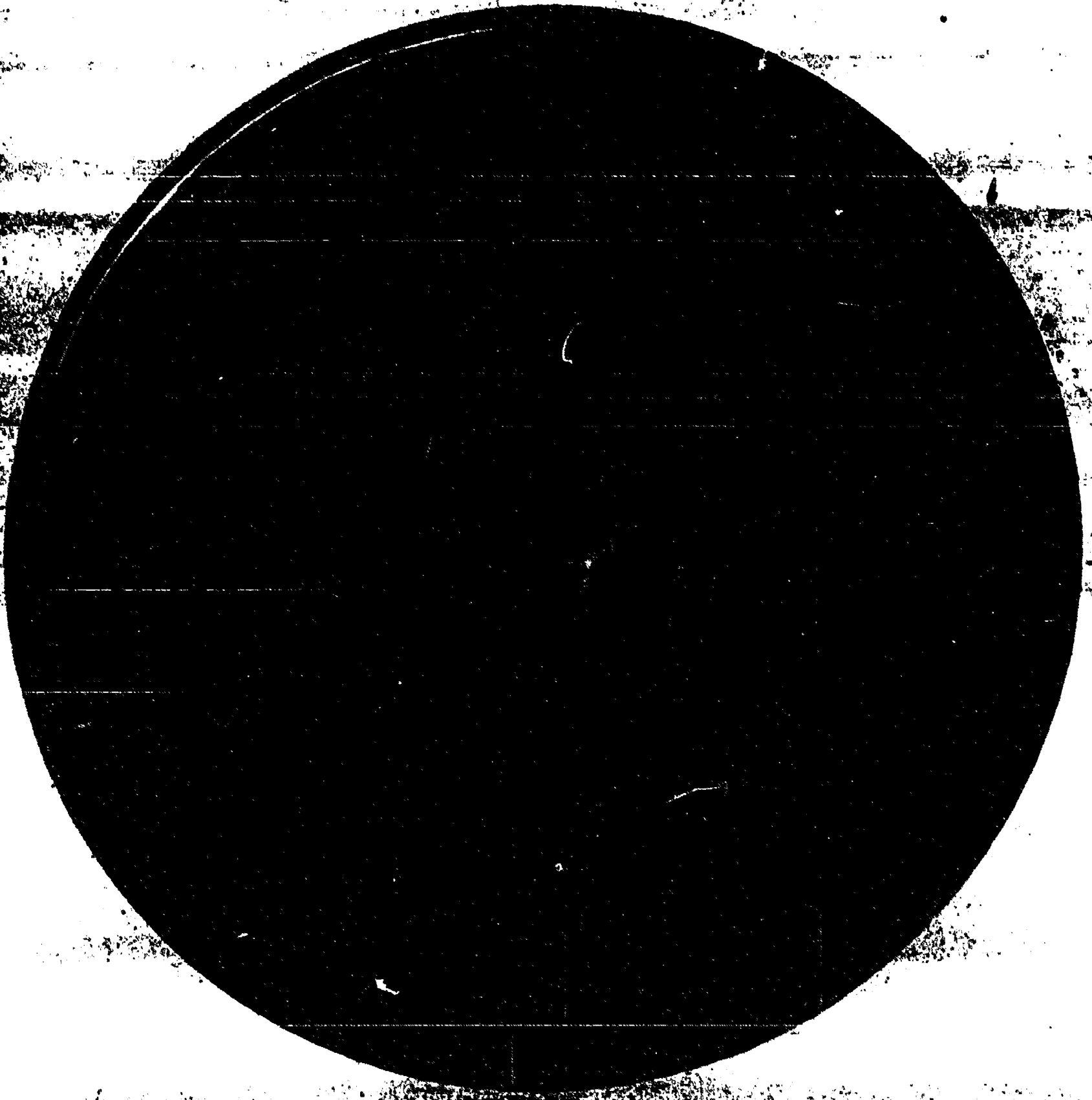
Story and pictures

### Needed:

None

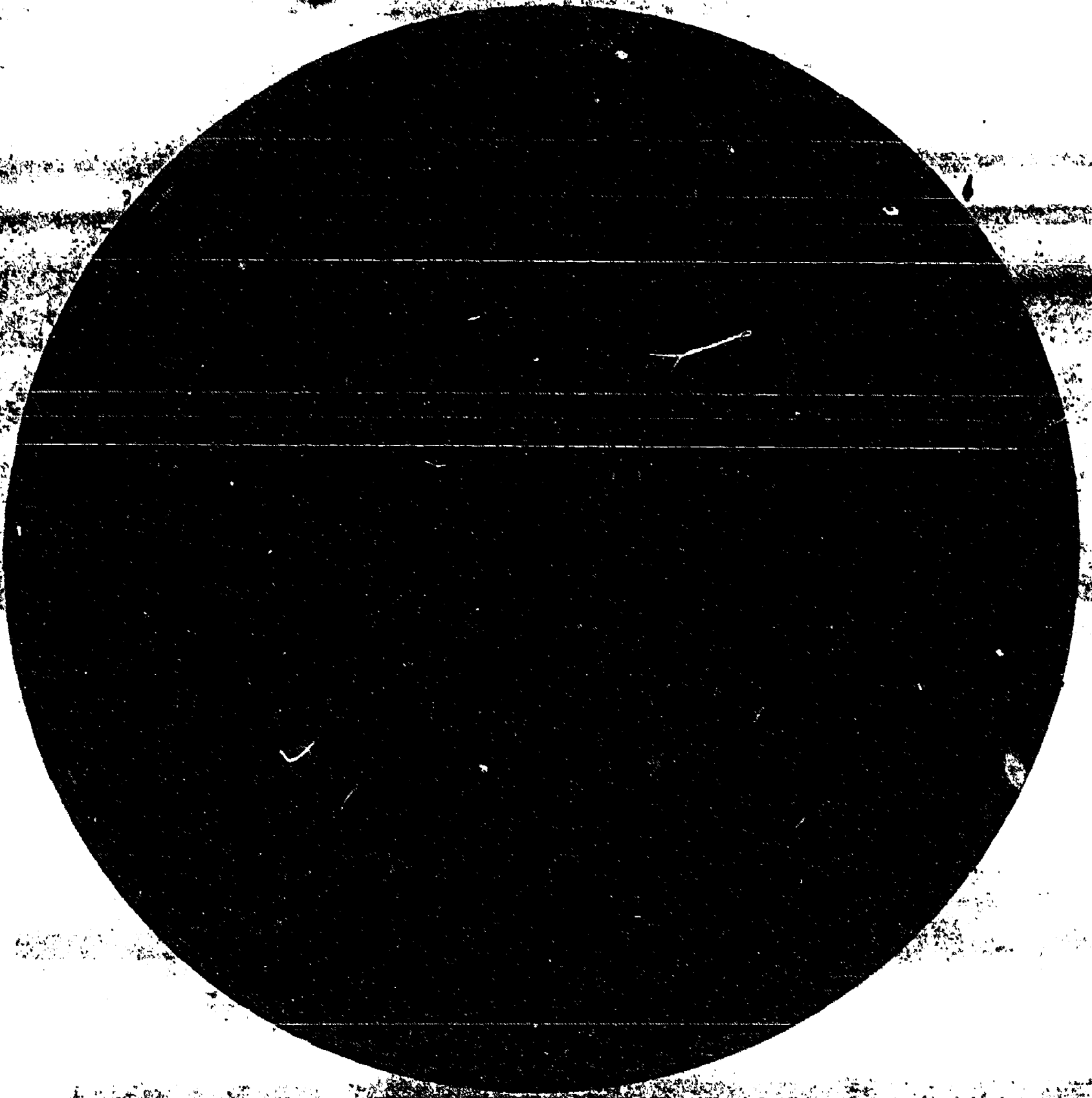
AGRICULTURE

WORKERS





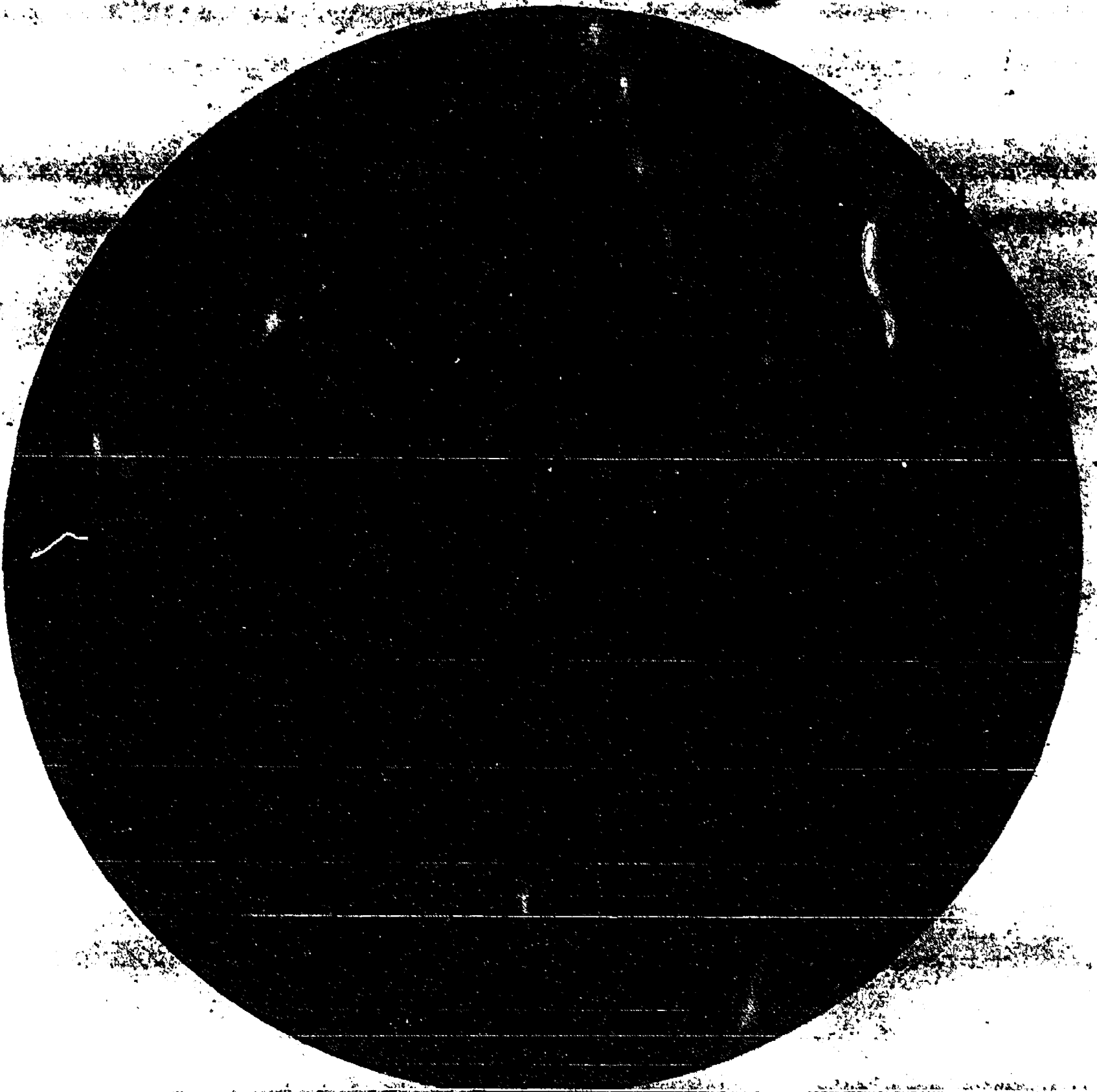






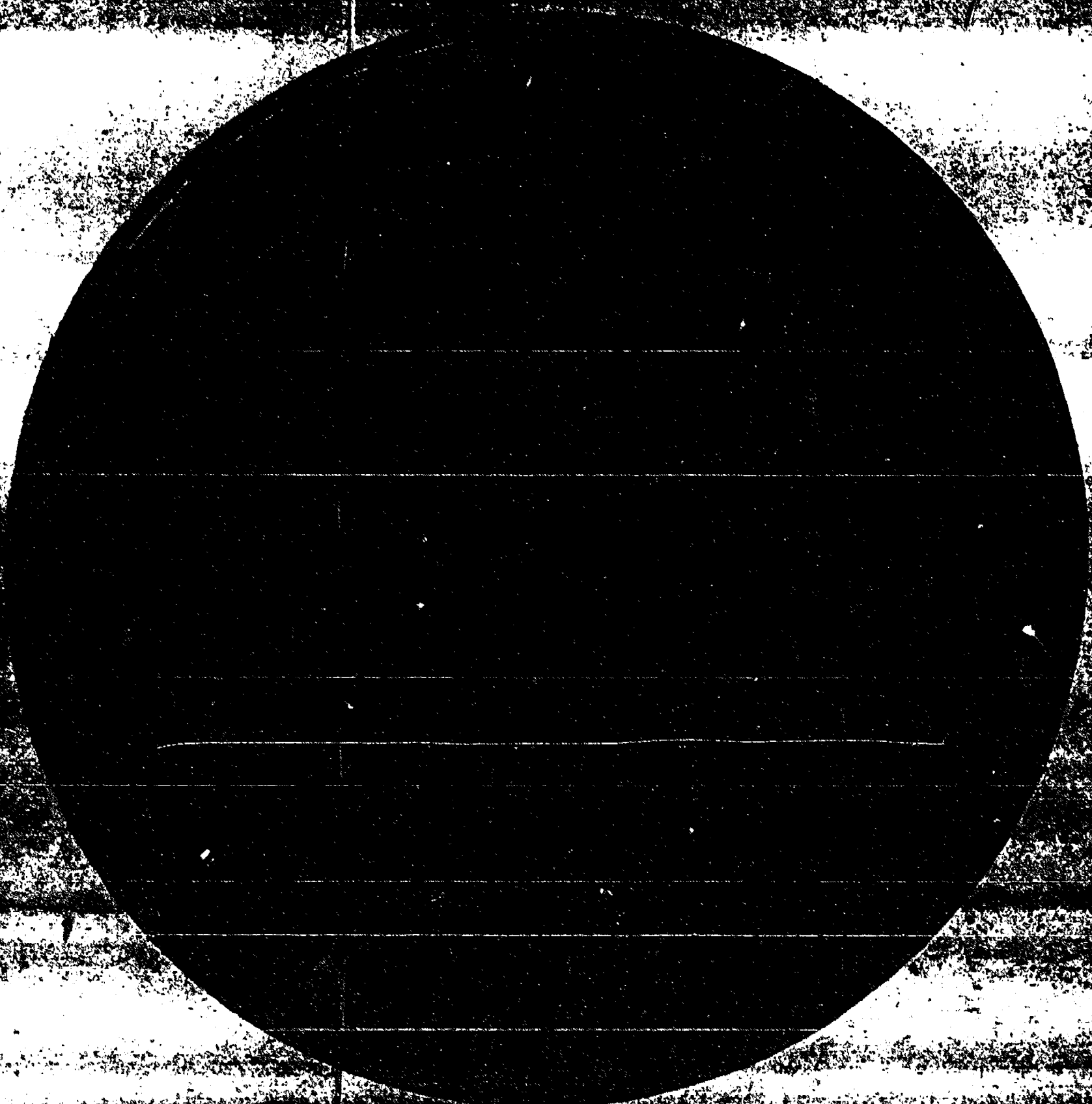






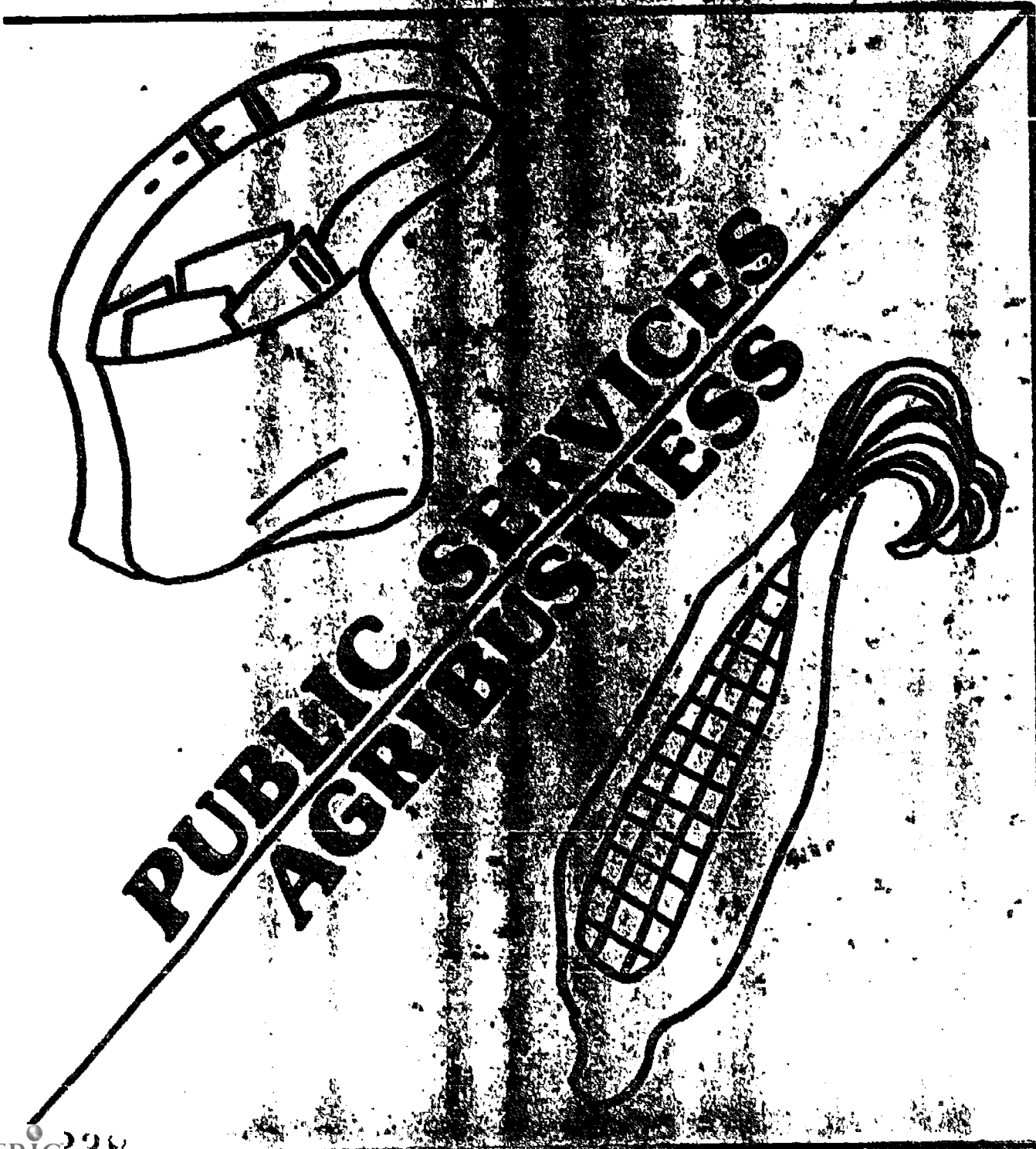


Cluster of Jobs



**that are alike in some way. Name one way that jobs in the agribusiness cluster are alike.**

# Workers Talkin' Out



**Directions:**

Listen to taped song  
at pictures and read

**Materials:**

**Included:**

- Taped song
- Pictures
- Lyrics

**Needed:**

- Tape recorder



# WORKERS TALKIN' OUT



Garbage  
Collector

Forest  
Ranger

Doctor  
in the  
Clinic

## Logger

We want to hear about the work you do.  
Logger, what's it like for you?

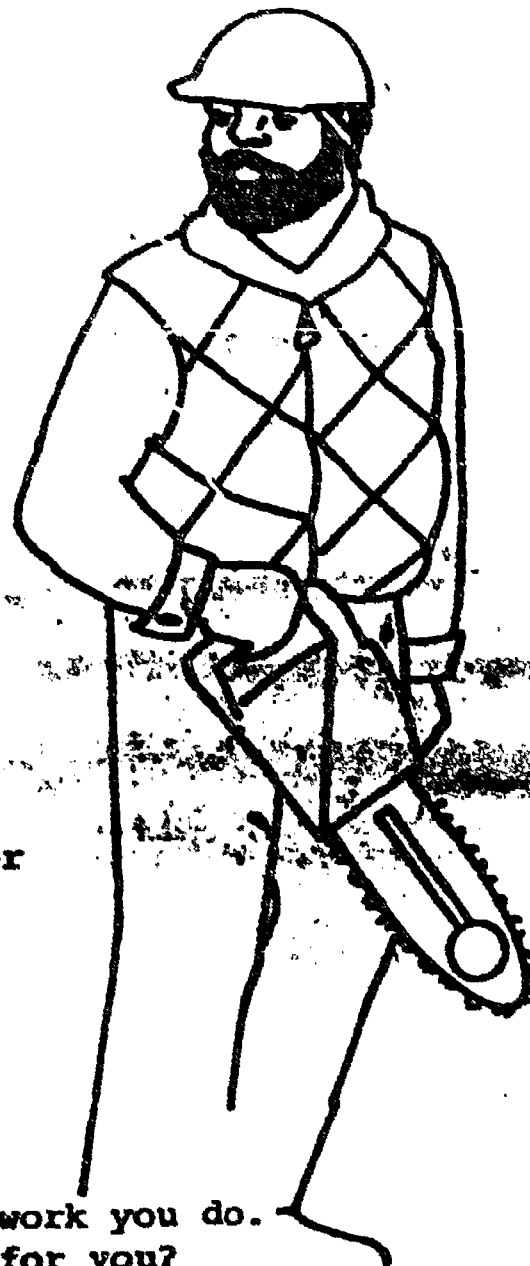
Well, some trees are good for books and boats,  
And some are good for lots more.  
I pick the trees that are best for our use  
And I cut them with a big chain saw.

But is it safe?

I always wear a hard hat, and steel-toed boots,  
And heavy gloves, and a jacket.  
Sometimes I even wear plugs in my ears  
To protect them from the racket.

The saw is loud!

Then I measure each log with a Doyle scale  
To see how many feet of board I took.  
Then my buddies and I drag them down to the river  
With a skidder and a hook.



## Librarian

We want to hear about the work you do.  
Librarian, what's it like for you?

Well, first I'll tell you, it's not how it looks.  
It's tapes and films, much more than books.

They're in the card catalog!

I know how these things are filed.  
I'll find anything you need.

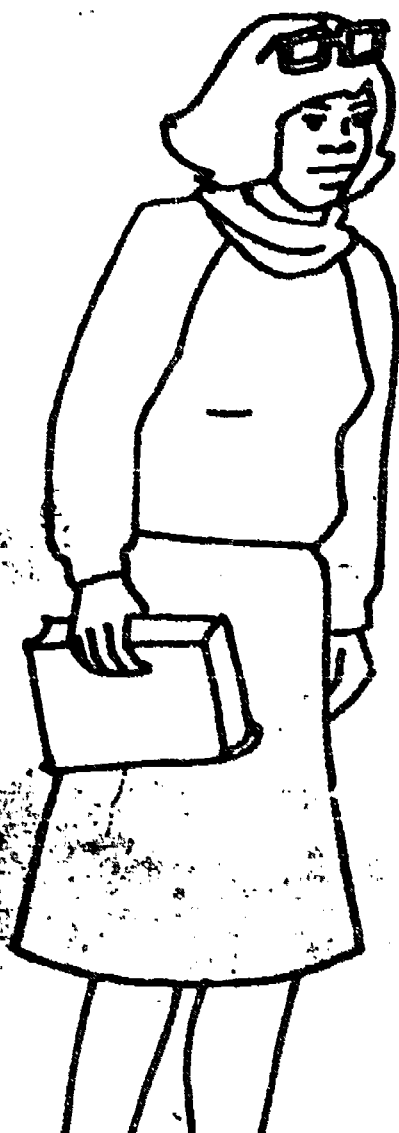
Anything?

Anything you want, and if we don't have it,  
Another library will send it, quick like a rabbit.  
I read stories to children every day at three.  
I bring books to people in this whole county  
On the bookmobile.

The bookmobile?

The bookmobile.  
Everyone can learn so much from reading.  
It's so important, that's why we're pleading.

READ!!!



## Horse Farmer



We want to hear about the work you do.  
Horse farmer, what's it like for you?

Horses like to eat at the same time each day,  
So I'm out every morning with their grain and hay.  
I check for worms, and I brush their coats.  
And when I'm finished grooming, I give 'em their oats.

What makes a horse real healthy?

Well, they like to be ridden by someone who knows.  
Because a horse, you know, can keep you on your toes.  
They need rest, and alfalfa, and a running stream,  
Because horses get real thirsty,  
And the water keeps them clean.

Do you keep the stables clean too?

That's mucking!  
They bring us good money when we take 'em to shows.  
You can always tell the best ones  
When you line them up in rows.

## Garbage Collector

We want to hear about the work you do.  
Garbage collector, what's it like for you?

Well, I ride in a truck, and I jump out too.  
I collect all the garbage that comes from you.

Ain't it dirty?

Well it's dirty enough, but I wear these gloves  
To protect my hands from dirt and cuts.

But is it healthy?

It's a good thing for you that I'm around.  
Without me, your trash might be all over the ground.  
It used to be that way, attracting plenty of fleas,  
But with modern sanitation, we've cut down on disease.



## Coal Miner

We want to hear about the work you do.  
Coal miner, what's it like for you?

Getting coal and ore can be quite a fight.  
The lamp on my hat is the only light.

What if you get lost?

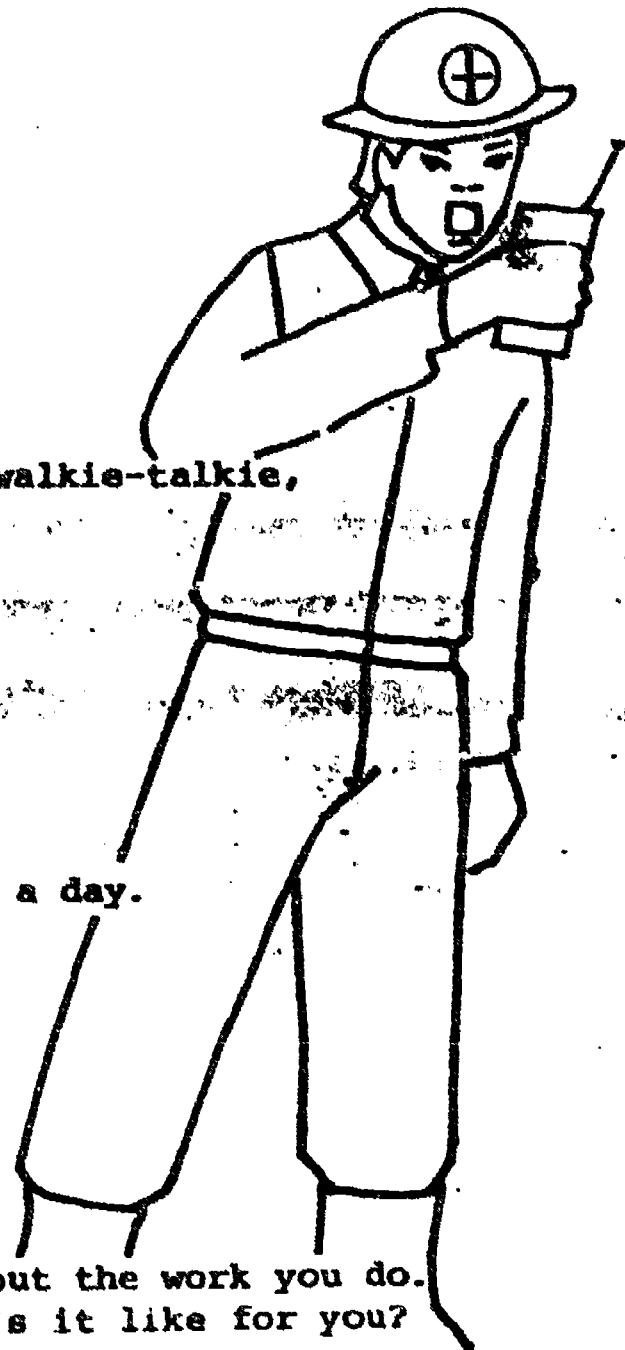
Once I've entered on the tram-car, I use a walkie-talkie,  
And I work with the bang in the gallery.

That's like a tunnel.

You've got it!  
And we cut and we drill around the coal seams  
Then someone else makes it explode.

KABOOM!!

We fill hundreds of buggies full of coal in a day.  
That's energy in your town right away.



## Fire Fighter

We want to hear about the work you do.  
Fire fighter, what's it like for you?

When I hear about a fire, I put on special clothes.  
I bring an oxygen mask, and a ladder, and a hose.  
I may have to use an axe or a saw.

Sometimes I break open a window or a door.  
We use our walkie-talkies when voices aren't  
enough.

We work as a team, and we sure are tough.

A team?

Oh, yeah!

We always work together. We never work alone.  
So if you have a fire, just call us on the phone.

On the phone?

Or a CB radio, or a fire alarm box.  
It doesn't matter, you can call us any time.  
And we'll come with our equipment to you.



## Forest Ranger



We want to hear about the work you do.  
Forest ranger, what's it like for you?

I protect the forest from fires and pollution.  
Planting trees is one good solution.  
I put out fires with water and dirt,  
And I paint any trees that have been hurt.

Tree paint?

Yeah! Works like a bandage.  
I build walls of rock to keep land in place.  
You know, the forest's biggest enemy is the human race.

Smokey the bear, Smokey the bear,  
Howlin' and a-growlin' and a-sniffin' the air.

Now I ask this question of me and of you:  
Tell me folks, what can we do?

Learn not to burn!

## Doctor in the Clinic

We want to hear about the work you do.  
Doctor in the clinic, what's it like for you?

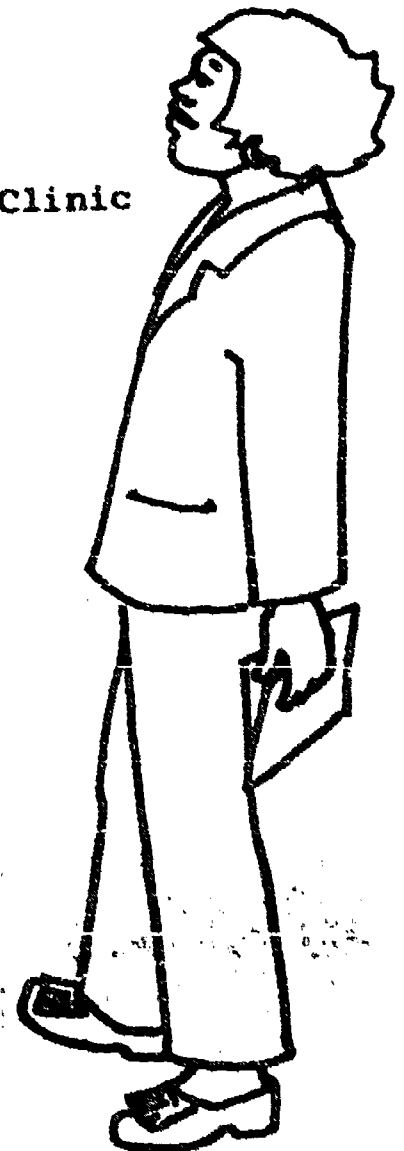
I work in a clinic. That means anyone can come,  
Whether they are rich or poor.  
I check babies and their parents, real old  
people, too.  
No one is shut out of the door.

All kinds of people! And lots of doctors and  
nurses, too!

We check hearts and lungs. I give first aid and  
shots.

It takes skill and training, lots and lots.  
We help people decide on the best things to eat.  
We help people stay healthy from their heads to  
their feet.

Now you've heard about the work we do.  
Tell us, young ones, what's right for you?



Coal Miner

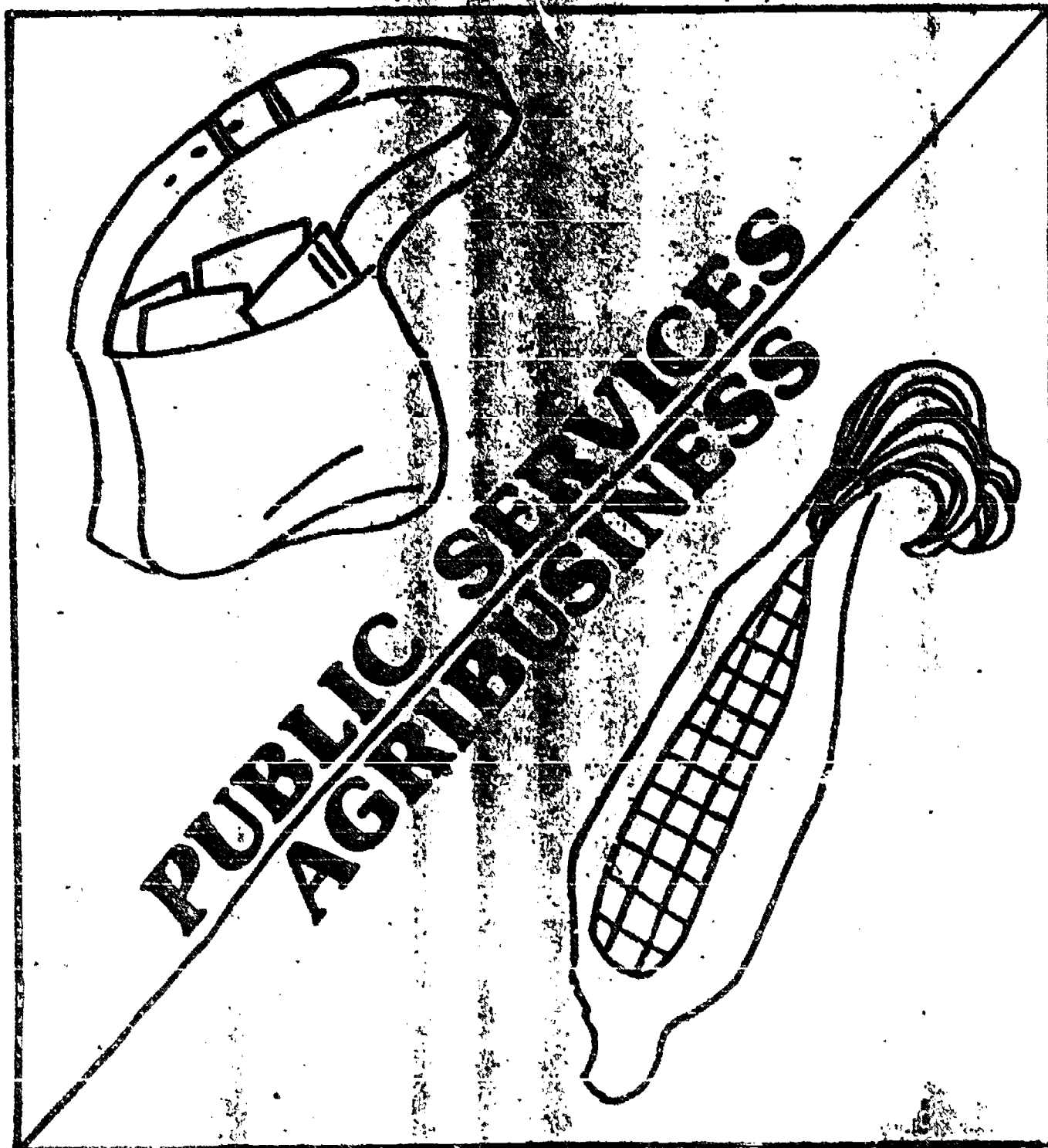
Fire Fighter



Horse Farmer

Logger

# Occupation Puppets



**Directions:**

1. Read text.
2. Use puppets and tools to role play workers.

**Materials:**

**Included:**

- Text
- 11 Puppets
- 20 Tool cards

**Needed:**

None

Gardeners take care of trees, plants, shrubs, and flowers. They use hoses to water plants and lawns before they set out plants or sow seeds. They also use hoses to water the soil around growing plants so that water and air can reach the roots more easily. With pruning shears, they cut away branches from some small trees and shrubs so they can grow better. With other tools like rakes, spades, hoses, soil testers, mowers, fertilizers, and insecticides, gardeners make the outdoor areas they work on as beautiful and as healthy as possible.

Horse farmers breed, raise, and take care of horses. They use pails, saddles, grooming brushes, and storage bins in their work. They make sure the horses get the right feed, medical care, exercise, and grooming. Because horses need a lot of space to run, horse farms usually cover many acres of land.

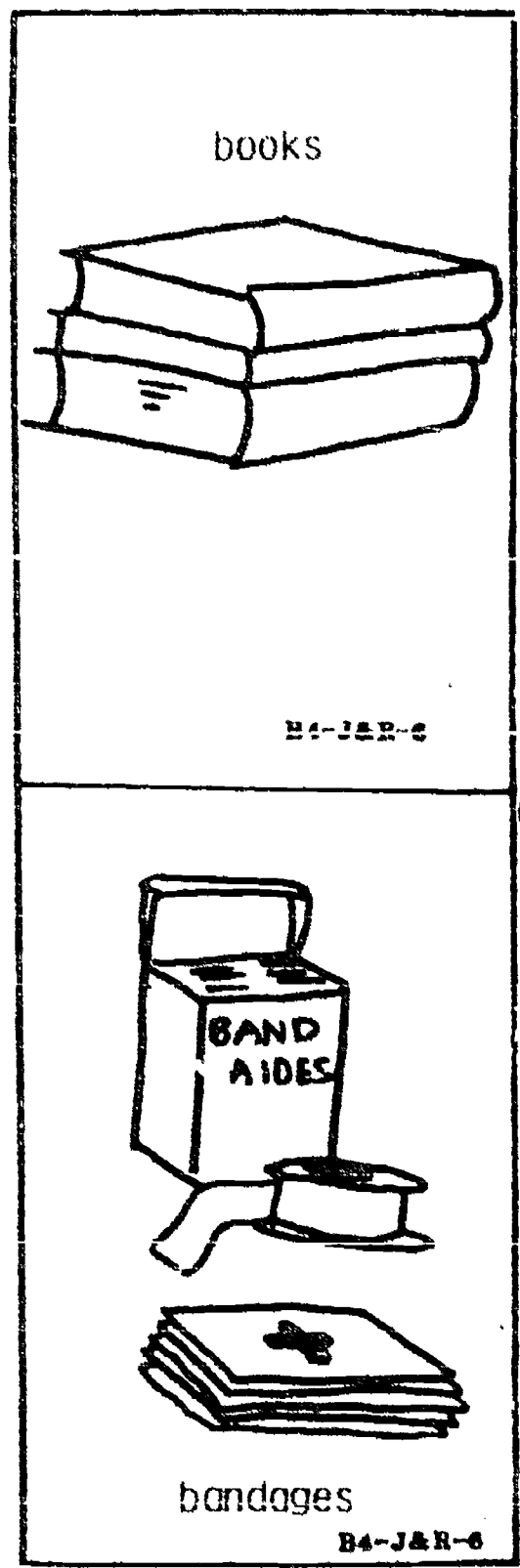
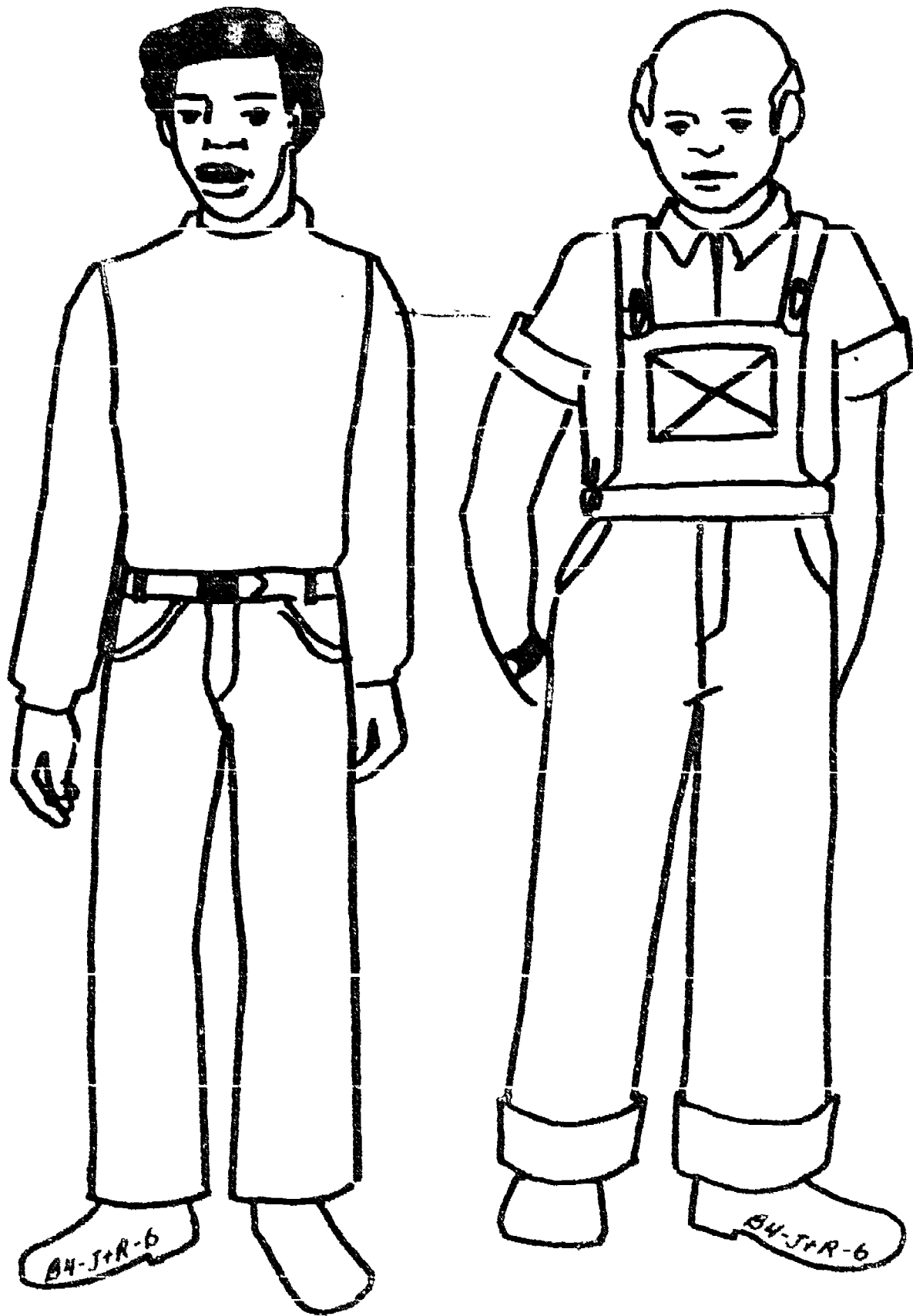
Fire fighters wear special uniforms that are fireproof. They use hoses to put out fires. They may also use axes when they are rescuing people from burning buildings. Fire fighters also help prevent fires by teaching people how to keep their homes and businesses safe from fires. At the fire station, they work at keeping their fire fighting equipment in good condition. Hoses, nozzles, axes, buckets, ladders, and fire trucks must be ready to use as soon as the fire alarm goes off.

Police officers usually wear uniforms and badges. They use whistles when they are directing traffic. Sometimes they use handcuffs when they arrest people and take them to the police station. Police officers also work in their cars, on motorcycles, and on the street to protect and help people. Some other tools and equipment police officers use are walkie-talkies, guns, and flashlights.

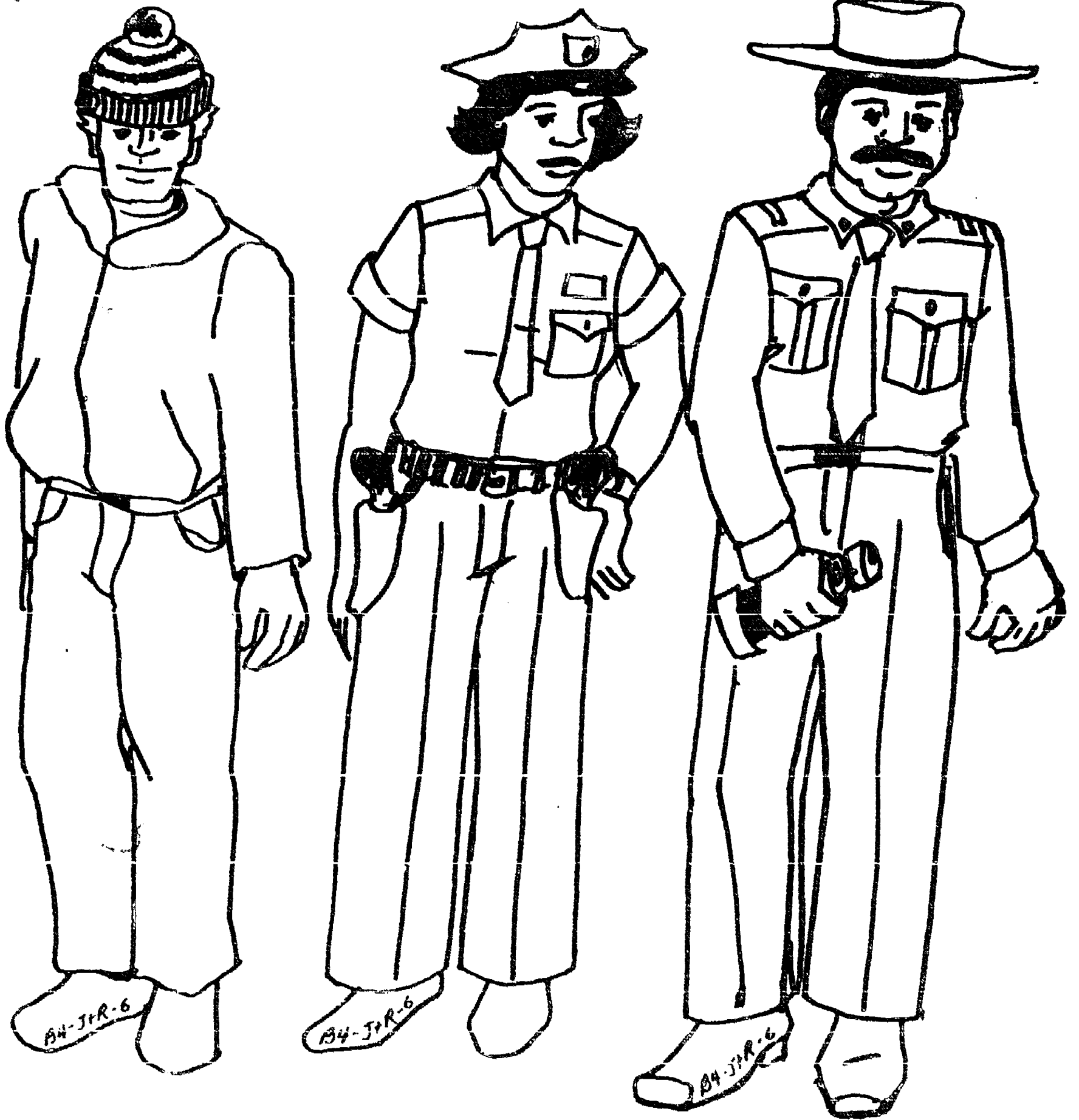
Mail carriers also wear uniforms. At the post office, they pick up their delivery bags. Then they either walk or drive cars or trucks to deliver the mail to people's homes and places of work. Mail carriers also pick up mail from people and take it to the post office for them.

Health clinic workers usually wear white coats while they help take care of people who come to the clinic. When they give checkups, they use stethoscopes to listen to sounds inside people's bodies. They use bandages on people who need them. They keep charts, or records, on every person who comes to the clinic. On the charts, health clinic workers write down the date the people come, why they come, and what medicine or advice the doctor gives them. Health clinic workers can tell people what foods and exercises can help them keep well.

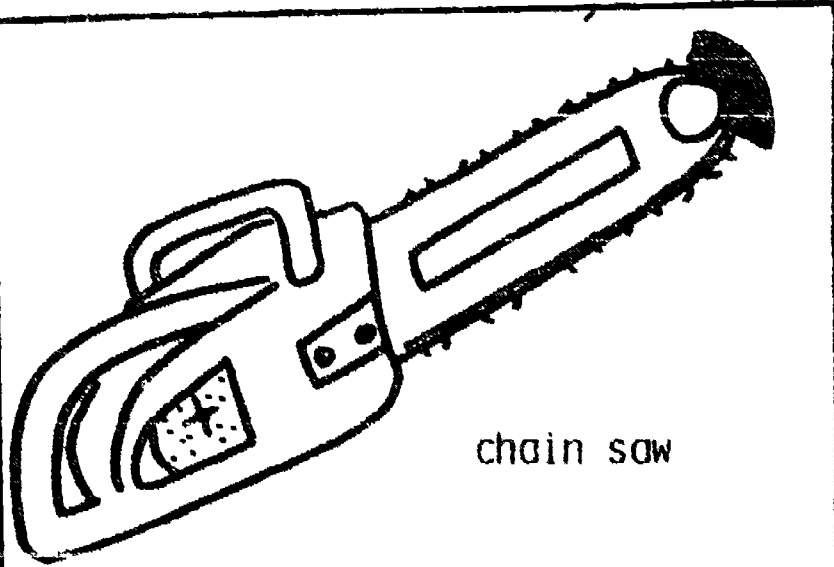




Use scissors to cut out two puppets, then cut out two cards on vertical and horizontal lines.

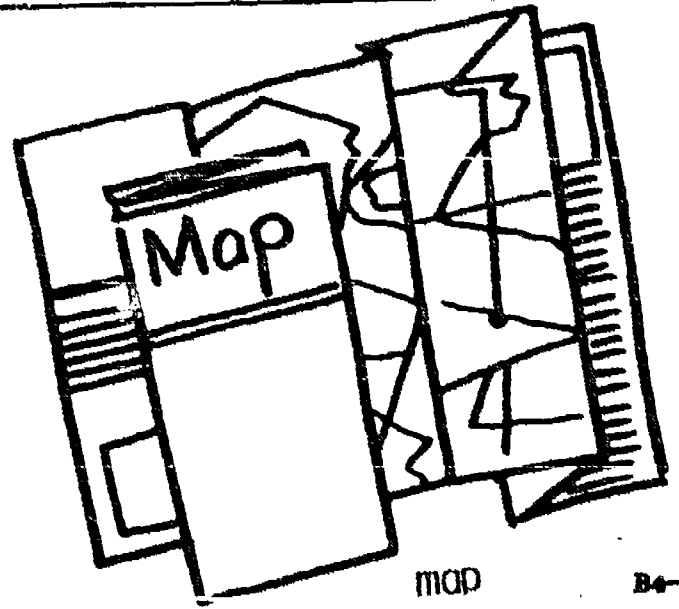


✂ Use scissors to cut out puppets.



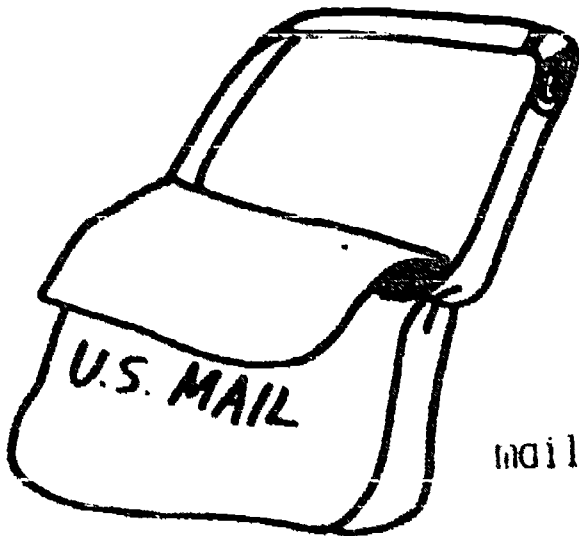
chain saw

B4-J&R-6



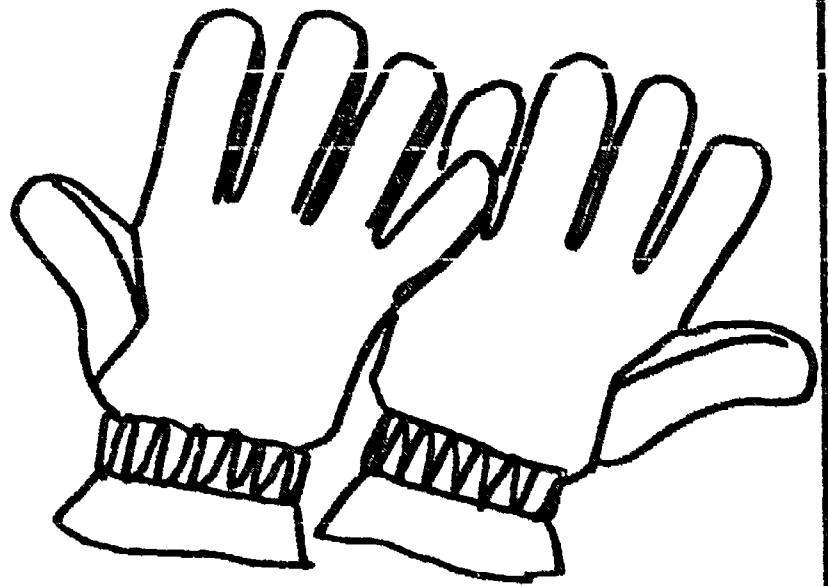
map

B4-J&R-6



mail bag

B4-J&R-6



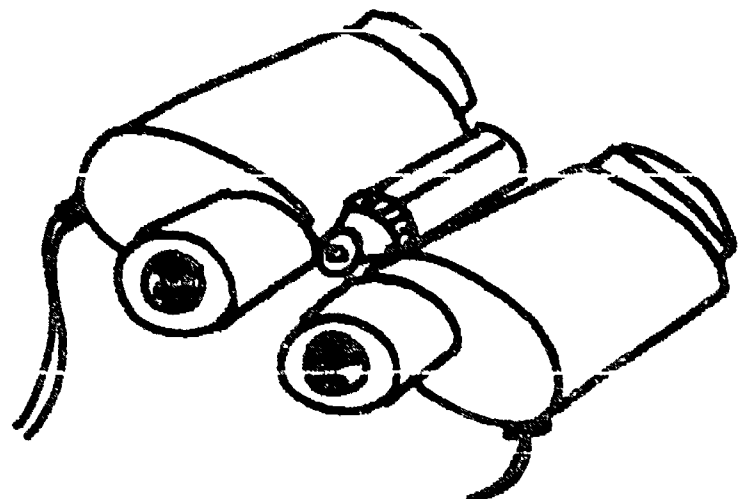
gloves

B4-J&R-6



garbage truck

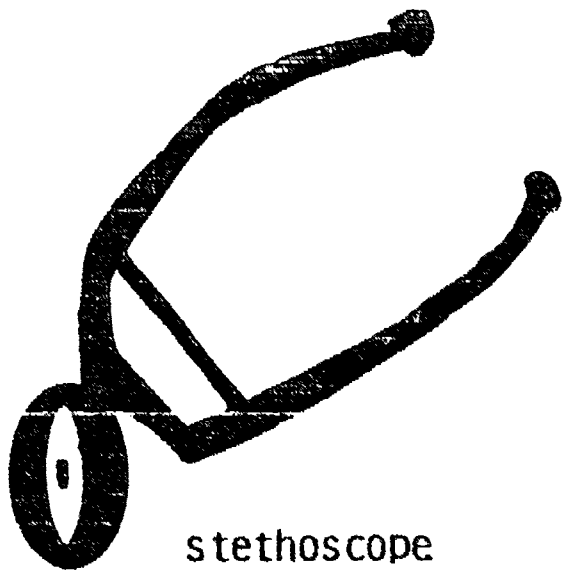
B4-J&R-6



binoculars

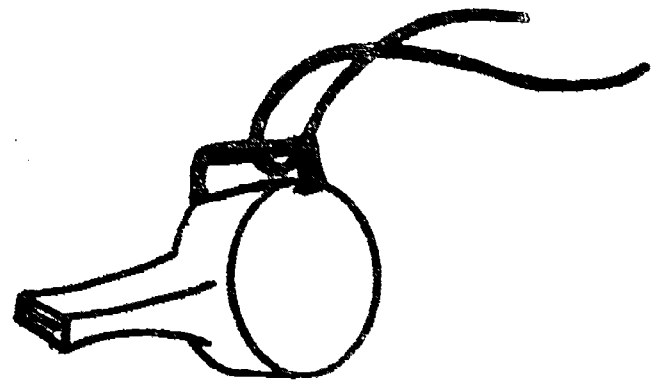
B4-J&R-6

✂ cut out six cards on vertical and horizontal lines



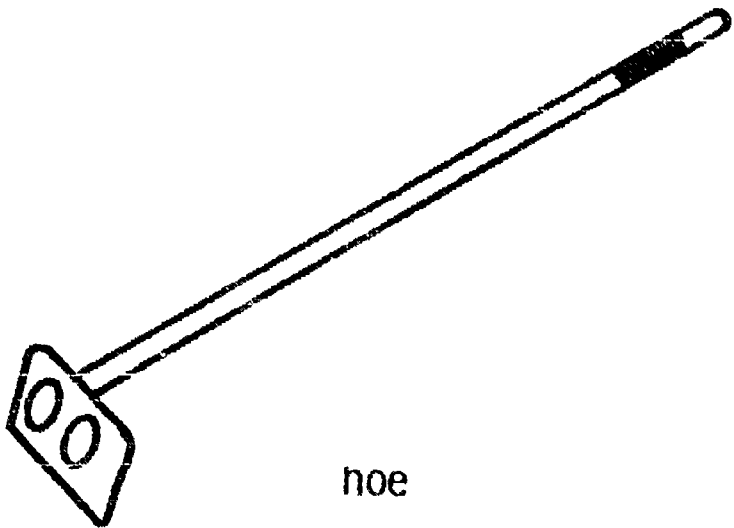
stethoscope

B4-J&R-6



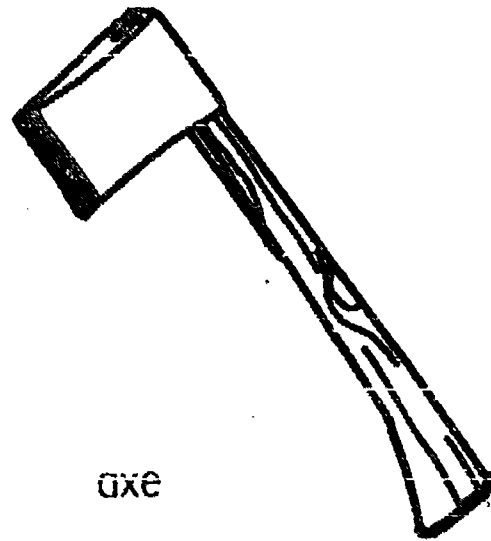
whistle

B4-J&R-6



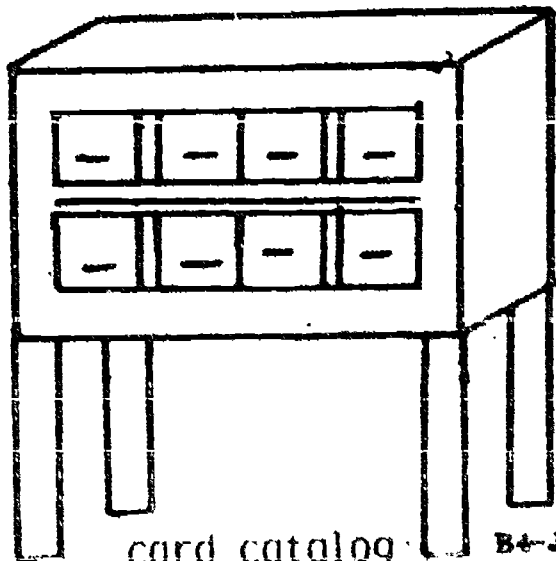
hoe

B4-J&R-6



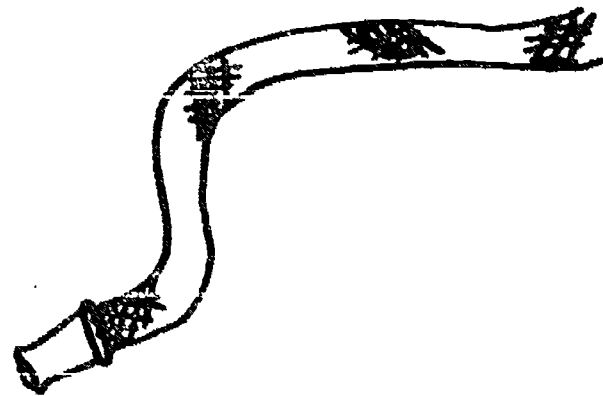
axe

B4-J&R-6



card catalog

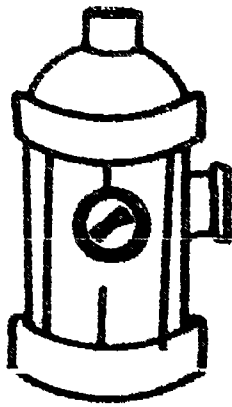
B4-J&R-6



fire hose

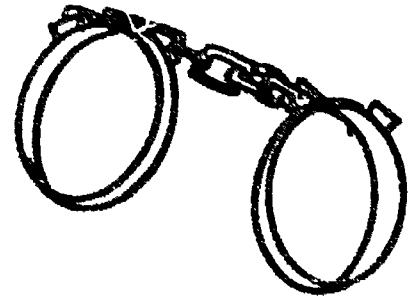
B4-J&R-6

Scissors cut out six cards on vertical and horizontal lines



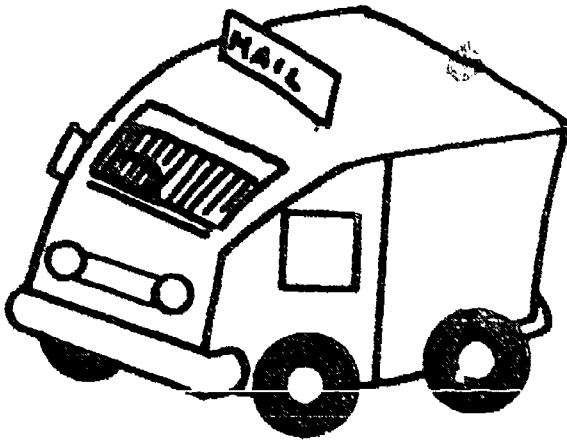
fire hydrant

B4-J&R-6



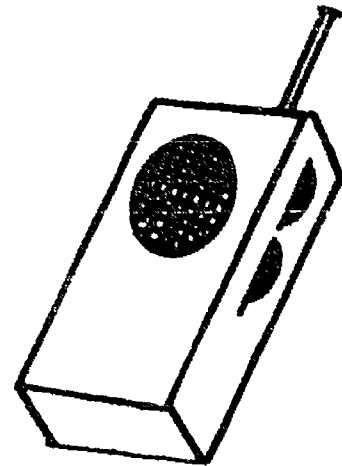
handcuffs

B4-J&R-6



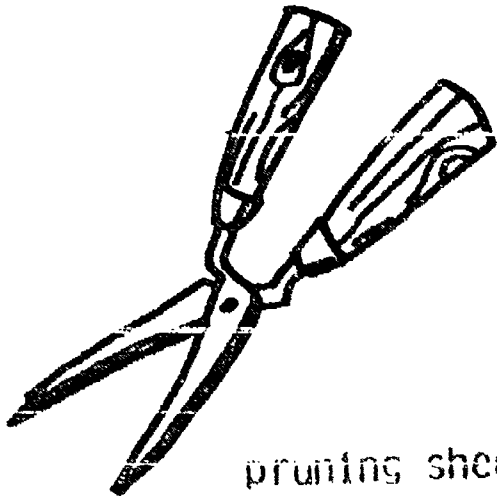
mail truck

B4-J&R-6



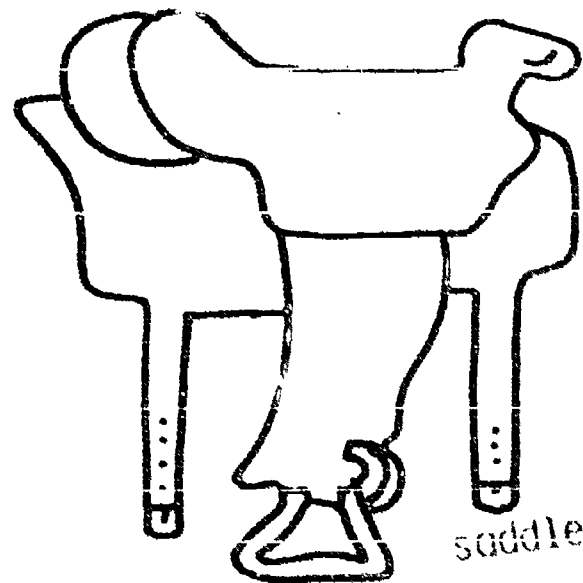
walkie talkie

B4-J&R-6



pruning shears

B4-J&R-6



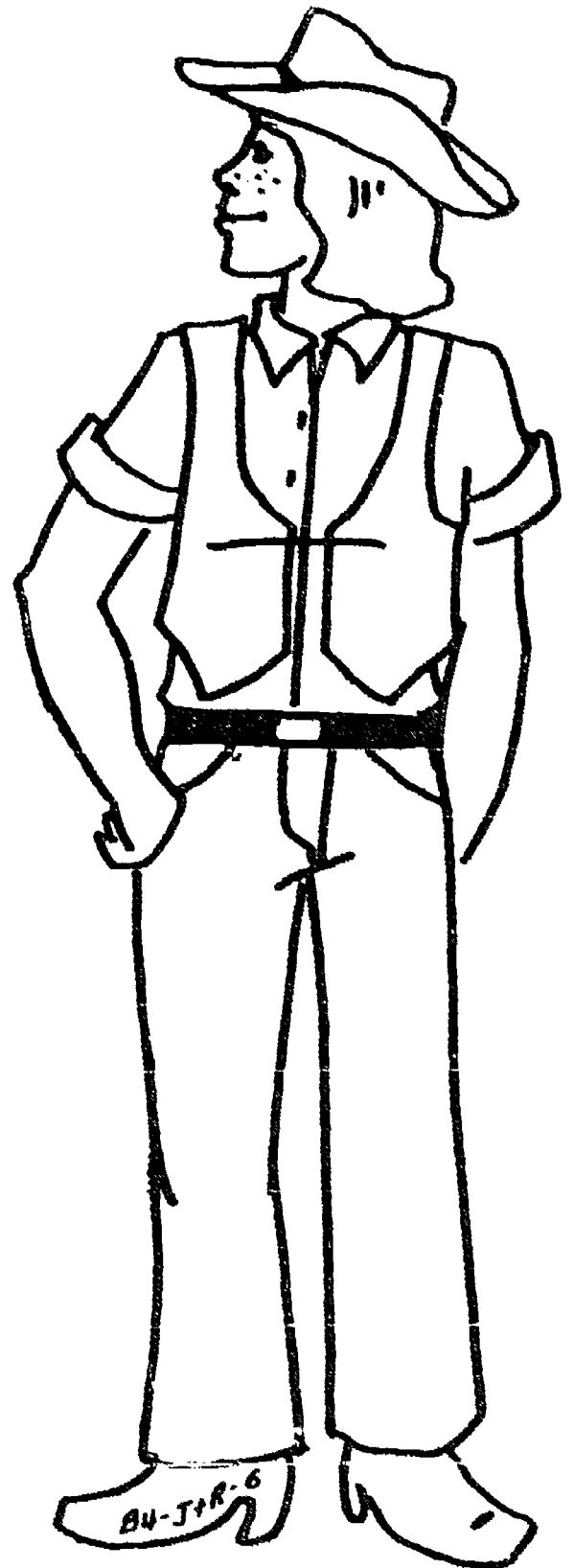
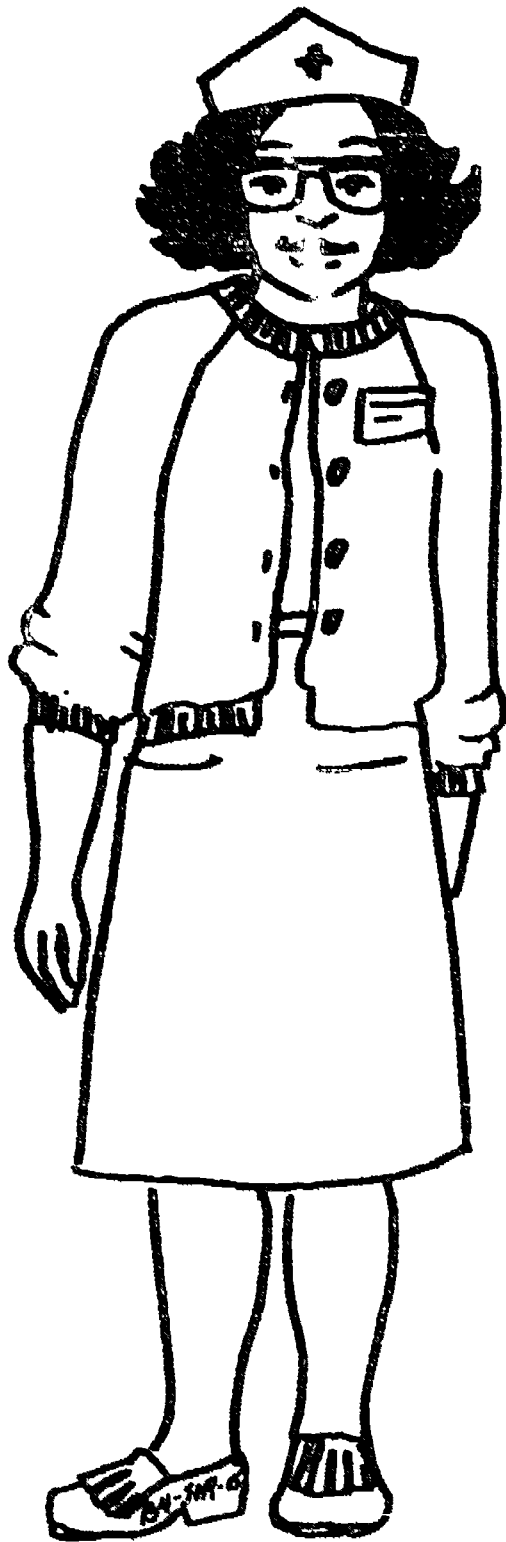
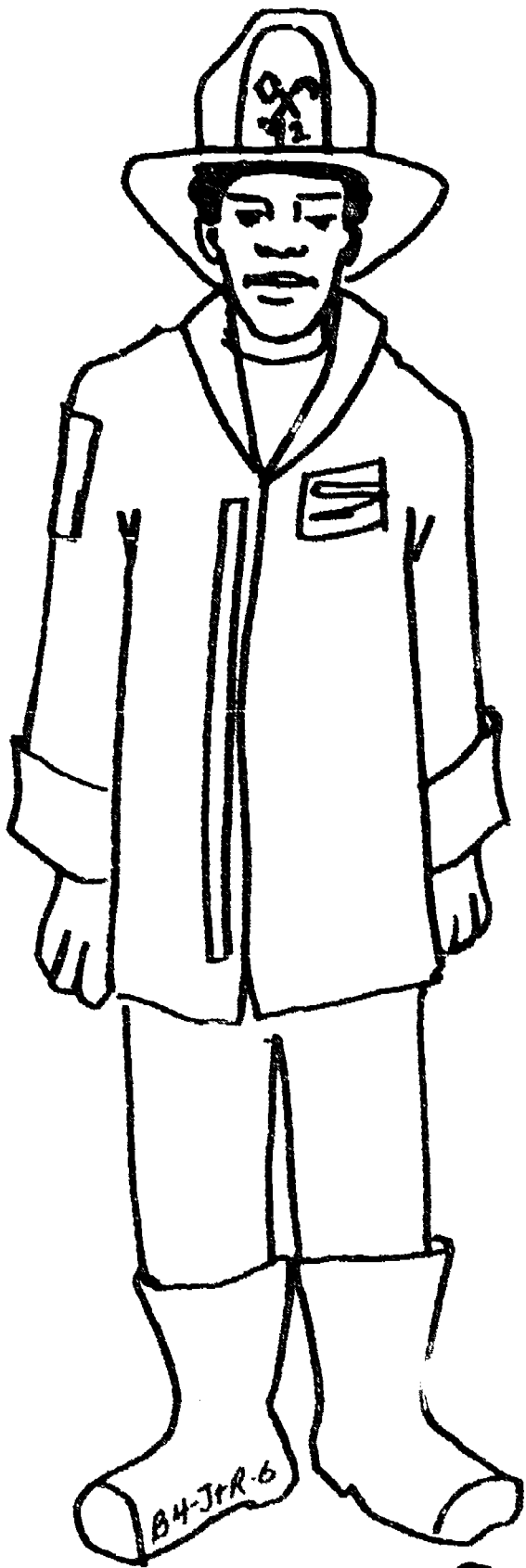
saddle

B4-J&R-6

cut out six cards on vertical and horizontal lines



Use scissors to cut out puppets.



Use scissors to cut out puppets.

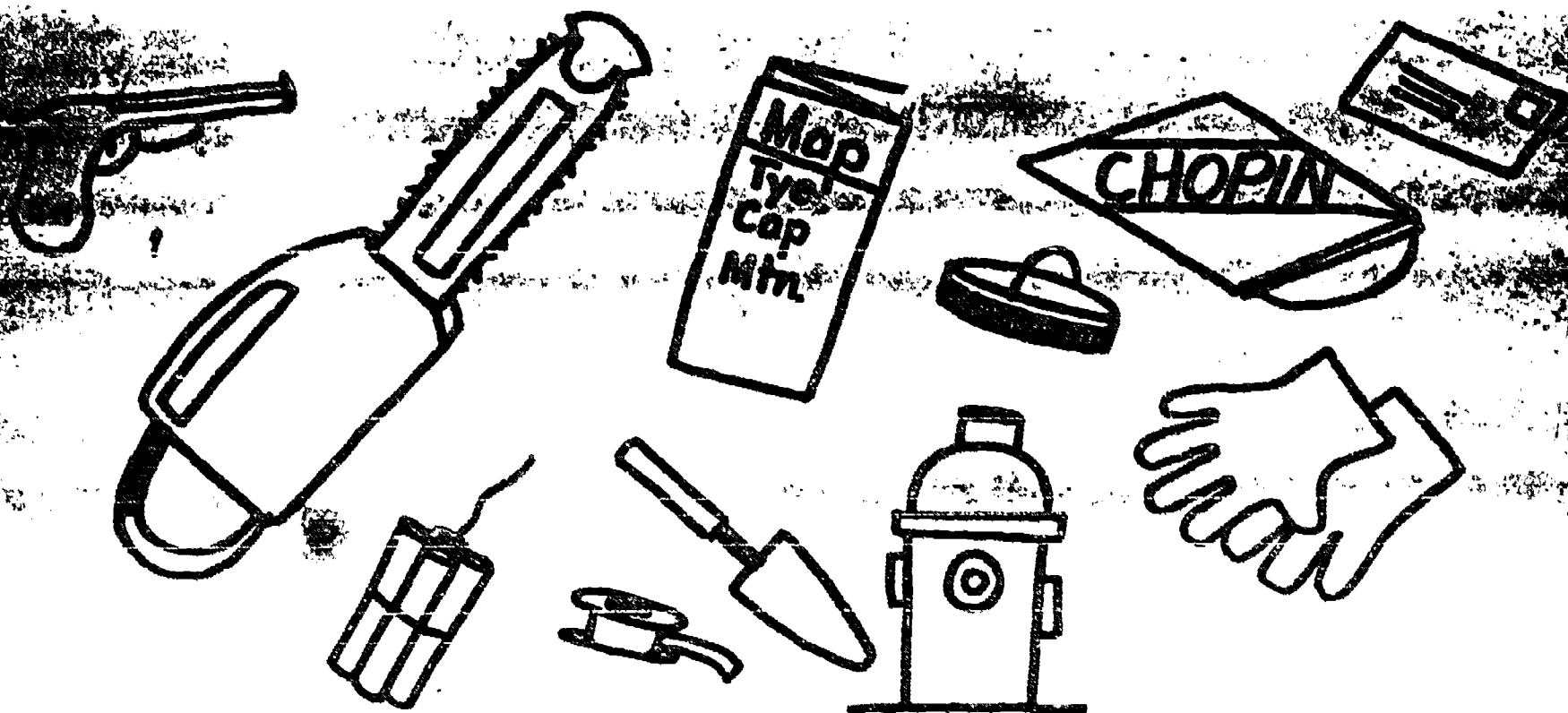
Loggers wear strong, steel-toed boots and hard hats for protection when they work in the forests. They use chain saws to cut down trees and then cut the trees into logs. They also use hooks and cables, called skidders, to move the cut logs from the forest to the mills.

Miners also wear steel-toed boots and hard hats for protection when they work. Because it is so dark inside mountains and underground where they work, their hats have lamps on them. They also use another kind of light, a safety lamp, to warn them of "blackdamp," air that does not have enough oxygen in it. Miners also use walkie-talkies to stay in touch with workers in other parts of the mine. Other tools miners use are special drills, dynamite, hammers, chisels, shovels, and buggies to get ore out of the mines and up to the earth's surface.

Librarians do more than check out books and remind people to return them. In the card catalogs, they keep up-to-date records of all the books, magazines, films, records, and tapes that are in the library. They teach people to use the card catalogs so they can find things quickly for themselves.

Forest rangers manage and protect wildlife and vegetation in state and national preserves. They also take care of campgrounds and recreation areas in state and national parks. From lookout towers, forest rangers can see long distances and, with binoculars, they can easily identify problems, especially fires, and take necessary steps to stop them. Maps and walkie-talkies are also important tools for forest rangers.

Sanitation workers usually wear gloves to protect their hands. They use garbage trucks to take trash away from streets and put it where it can be disposed of in a safe and healthy manner. In some cities, they also clean streets with special street sweeping machines.





# The Secret Club House



**Directions:**

**Read story.**

**Materials:**

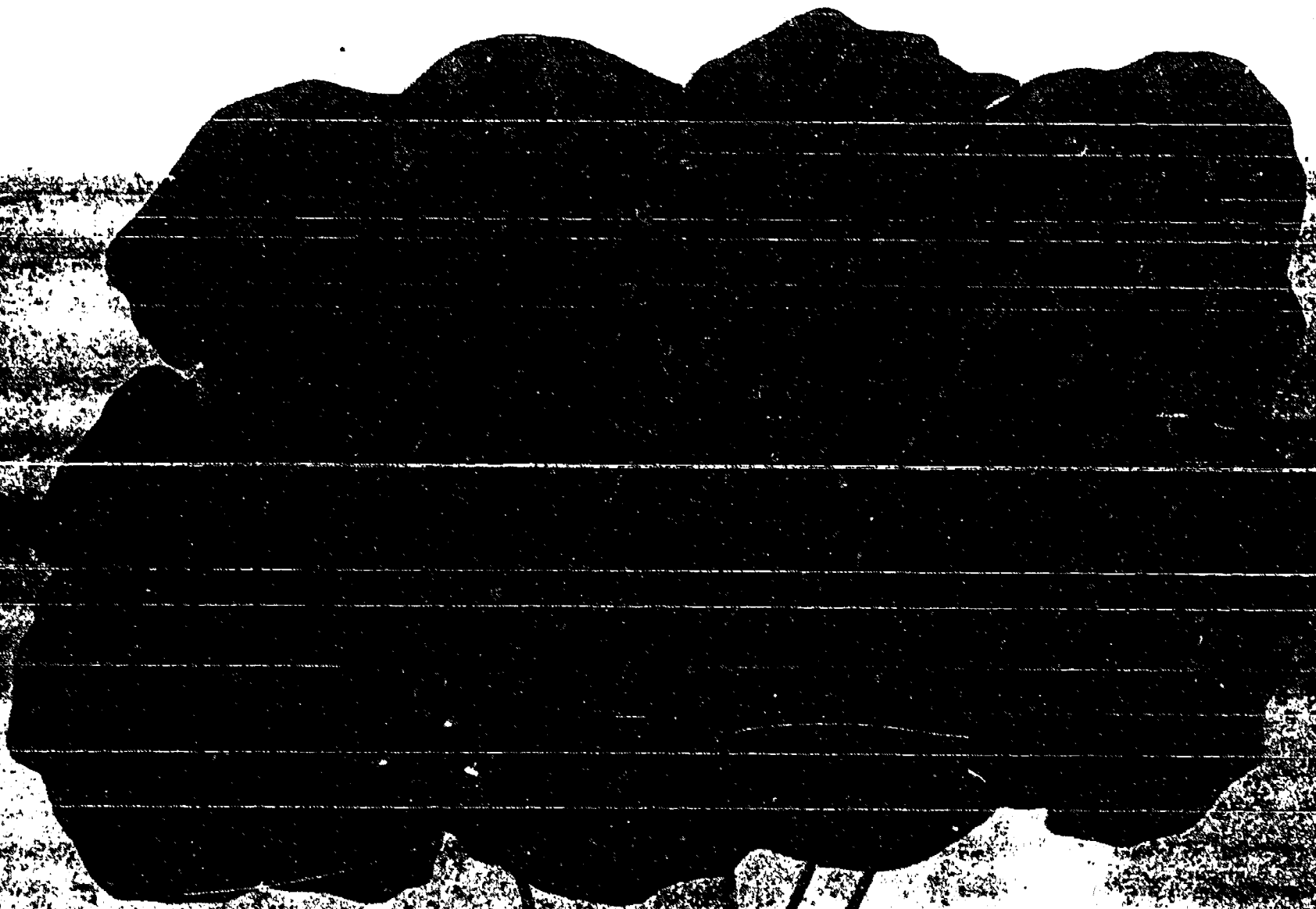
**Included:**

**Story**

**Pictures**

**Needed:**

**None**



Once there was a girl named Susie. She wasn't tall; she wasn't short. She wasn't fat; she wasn't thin. She was just in the middle.

Susie had many friends. But she thought all her friends were just like her. She didn't realize that people are different from each other. Some people are taller or shorter than others. Some people hear better than others, and some people see better than others. She thought everyone was just like her.

One day Susie said to herself, "I will build a secret club house that all my friends can play in." So she made the club house. It was just the right height and the right width for her to fit inside.

She drew maps for each of her friends, so they could find the club house. "I'll use my own two feet to measure the distance from my house to the club house," said Susie. So when she made her maps, she counted the number of steps it took her to get to the club house.

When Susie finished making her maps, along came her best friend. Now Steve was the same size as Susie, but Steve didn't see very well, even with the special glasses he wore. "Take this map," said Susie. "It will

show you the way to the club house." Steve took the map and tried very hard to read it as he walked into the woods.

Next came Jane. Now Jane was a very tiny girl. She couldn't take long steps because she had very short legs. "Just follow this map," said Susie. "It will take you to the secret club house." Jane counted the number of footsteps on Susie's map and started off. "I'll see you soon," said Susie. "I'm going to wait for Sandy and Bob."

Next came Sandy. Sandy was very tall; her legs were much longer than Susie's. Susie gave Sandy a map just like the ones she had given Jane and Steve. "Now you follow this map. I'll meet you later, after Bob comes." Sandy took the map and went off into the woods.

Finally Bob's mom dropped him off in front of Susie's house. Bob used a wheelchair to get around, since he had lost the use of his legs when he was a small child. When Susie ran over to give Bob a map and tell him about the club house, she realized that he would never be able to use the map. "I know," she thought, "we'll go together to the club house."

Bob read the map as Susie pushed the wheelchair along the path through the woods. "You know," said Bob, "if you used your footsteps to make this map, Jane and

Sandy may never find the club house. Jane's steps are smaller than yours, and Sandy's steps are larger."

Susie was silent. Bob was right. Jane's and Sandy's footsteps would not be the same as hers. How could they find the club house? And could Steve see well enough to count the footsteps on the map?

Before long, Susie and Bob found Steve standing near a tree looking lost. "I couldn't read your map," he said. "The writing is too small for me."

A little further up the path stood Jane. "Susie," she said, "I walked the number of steps that your map says to walk, but I don't see the club house." Jane and Steve followed Susie and Bob to the club house.

Sandy was standing outside the club house door. "Not only is your map wrong, Susie! I can't fit inside the doorway of your club house! It's much too short for me."

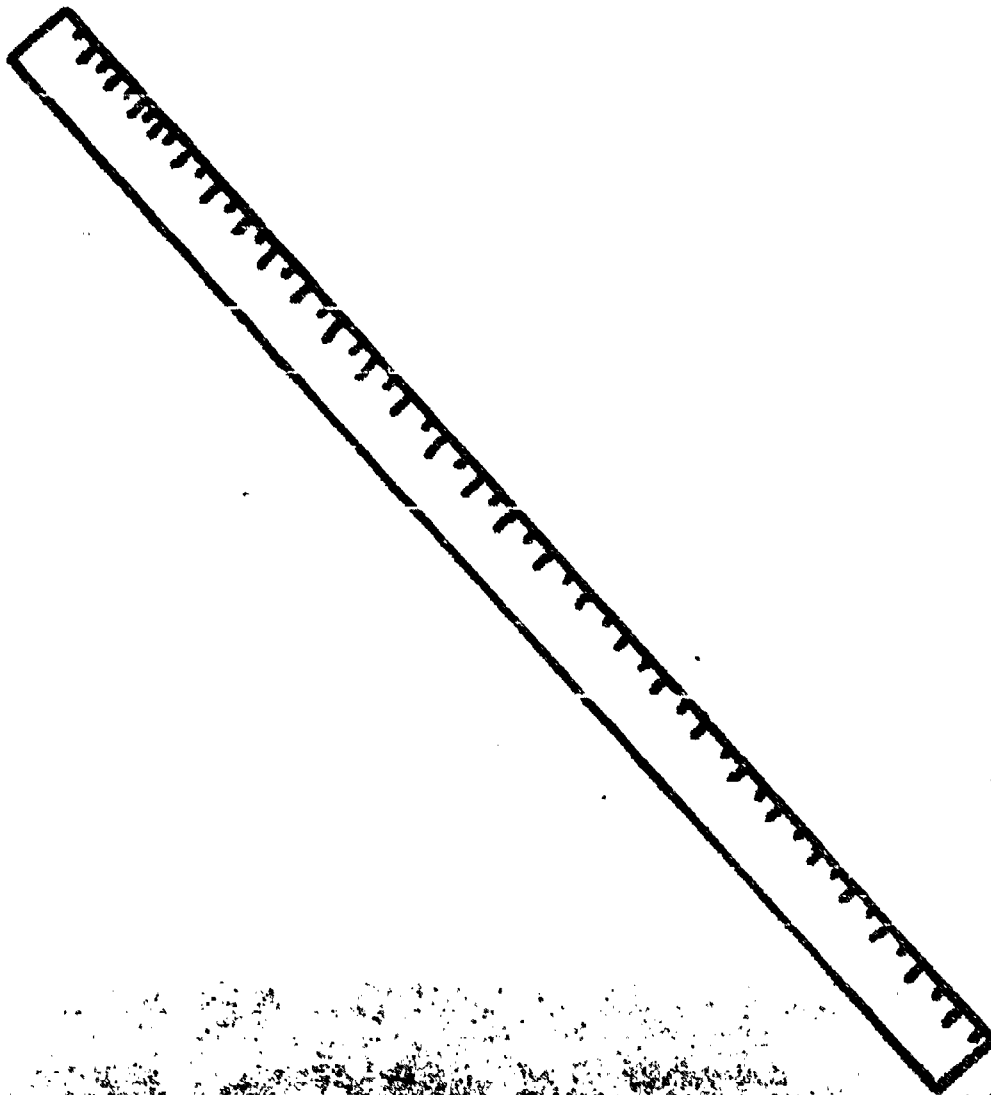
"And I'll never get this wheelchair through there," said Bob.

"There are no windows," said Steve. "I won't be able to see a thing."

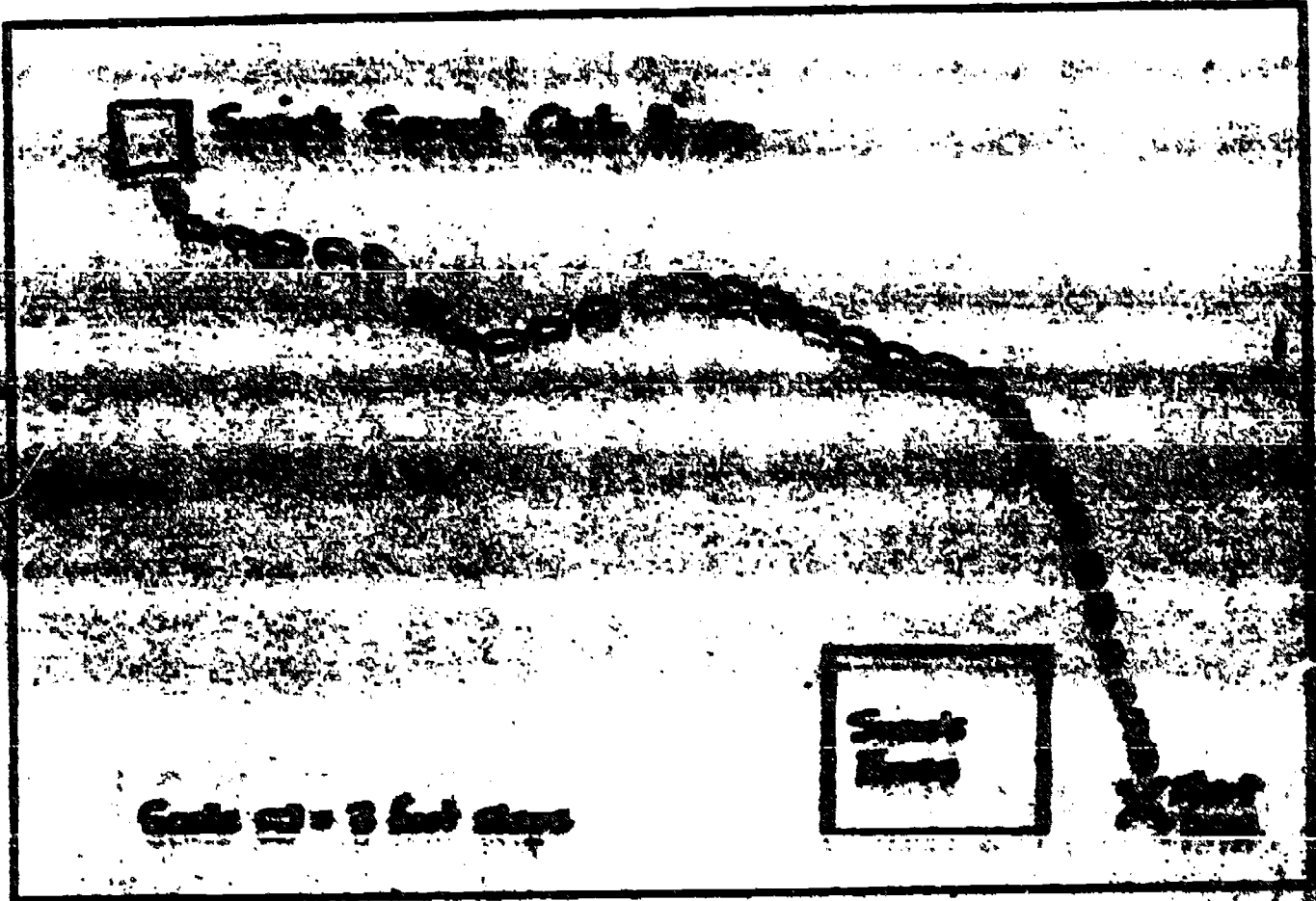
"I think you'd better make some changes on your map, and in your club house," said Jane.

All Susie's friends went home. Susie felt bad, but she knew how to correct her mistake. Since everyone was not just like her, she would have to take everyone's differences into account before she made a new club house and a new map.

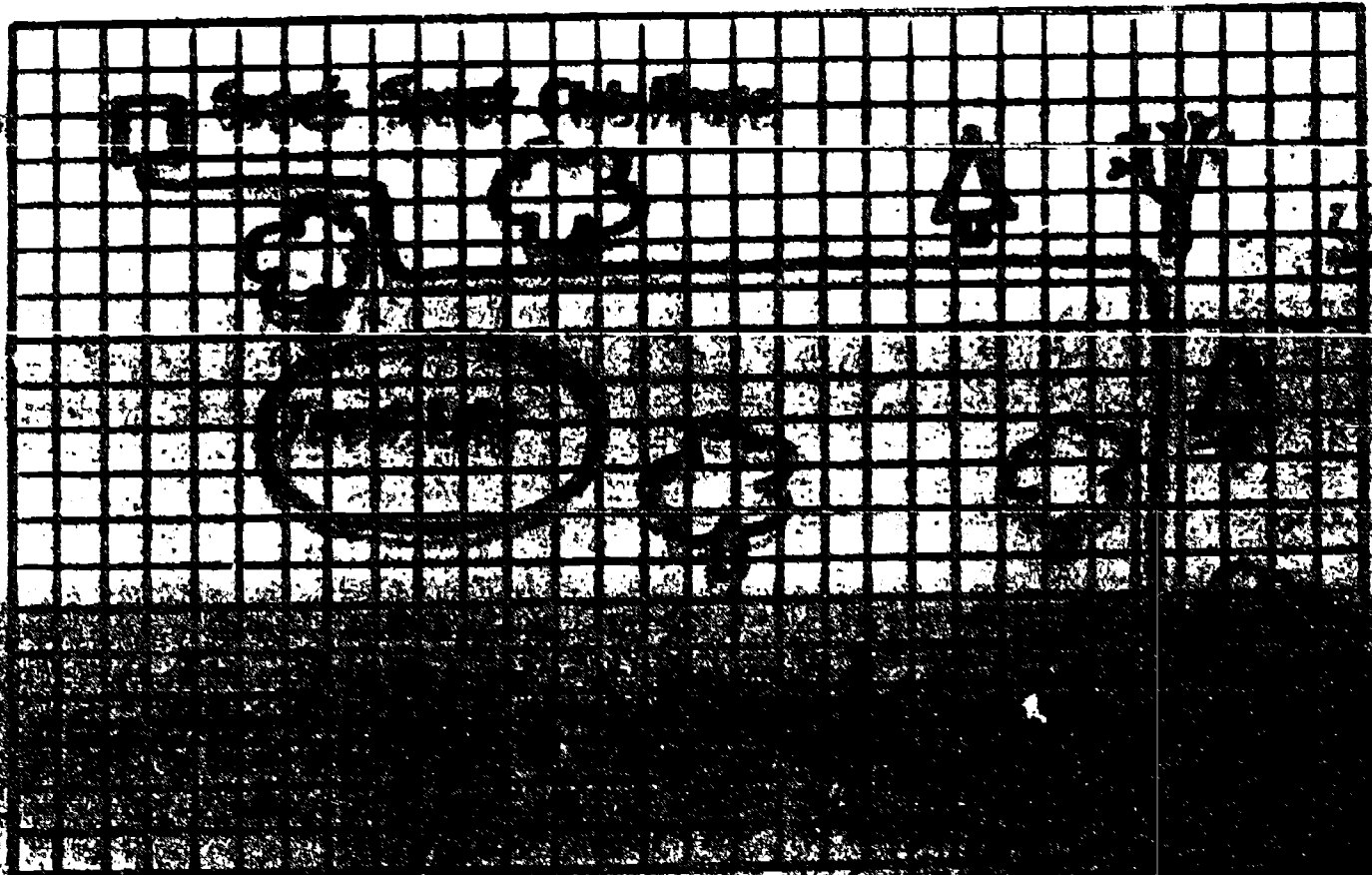
"For starts," she said, "I'll use a meter stick to measure the distance from my house to the club house."



## SUSIE'S FIRST MAP



## SUSIE'S SECOND MAP



# My I. D.



## Directions:

1. Read cards, front and back, and put them where they go on the map inside.
2. Make your own I.D. card.

## Materials:

### Included:

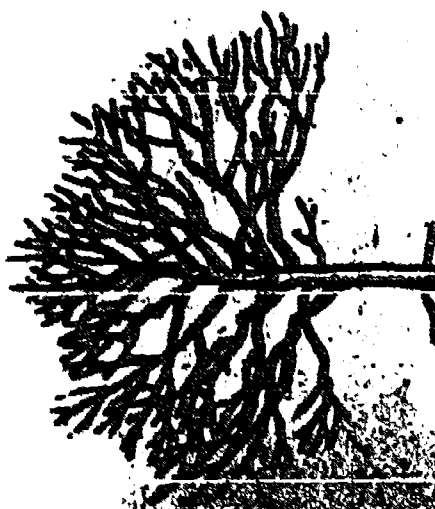
- Map
- 5 I.D. cards

### Needed:

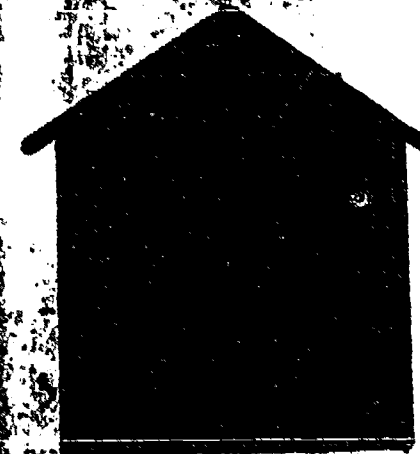
- Oak tag
- Scissors
- Pen



267



268





<p>NAME <u>JIMMY RAY</u></p> <p>ADDRESS <u>7 PINE HILL ROAD</u></p> <p>TOWN/CITY <u>ELMONT</u></p> <p>TELEPHONE <u>321-3345</u></p> <p>AGE <u>10</u></p> <p>SCHOOL BUS <u>23</u></p>	<p>NAME <u>SUE WEISS</u></p> <p>ADDRESS <u>1 ELM STREET</u></p> <p>TOWN/CITY <u>ELMONT</u></p> <p>TELEPHONE <u>321-7282</u></p> <p>AGE <u>10</u></p> <p>SCHOOL BUS <u>23</u></p>
<p>NAME <u>CINDY WOODS</u></p> <p>ADDRESS <u>4 OAK STREET</u></p> <p>TOWN/CITY <u>ELMONT</u></p> <p>TELEPHONE <u>321-6578</u></p> <p>AGE <u>11</u></p> <p>SCHOOL BUS <u>21</u></p>	<p>NAME <u>JANE DODD</u></p> <p>ADDRESS <u>6 OAK STREET</u></p> <p>TOWN/CITY <u>ELMONT</u></p> <p>TELEPHONE <u>321-8922</u></p> <p>AGE <u>12</u></p> <p>SCHOOL BUS <u>21</u></p>
<p>NAME <u>HENRY SMITH</u></p> <p>ADDRESS <u>9 MAPLE LANE</u></p> <p>TOWN/CITY <u>ELMONT</u></p> <p>TELEPHONE <u>321-0291</u></p> <p>AGE <u>9</u></p> <p>SCHOOL BUS <u>23</u></p>	

Cut out five cards on vertical and horizontal lines.

My I.D. tag helps me feel safe. It's easy to get help when I wear it.

B4-SA-2

Once I got lost in a department store. A sales clerk helped me find my mother.

B4-SA-2

I got lost in the city and a police officer helped me by calling my home.

B4-SA-2

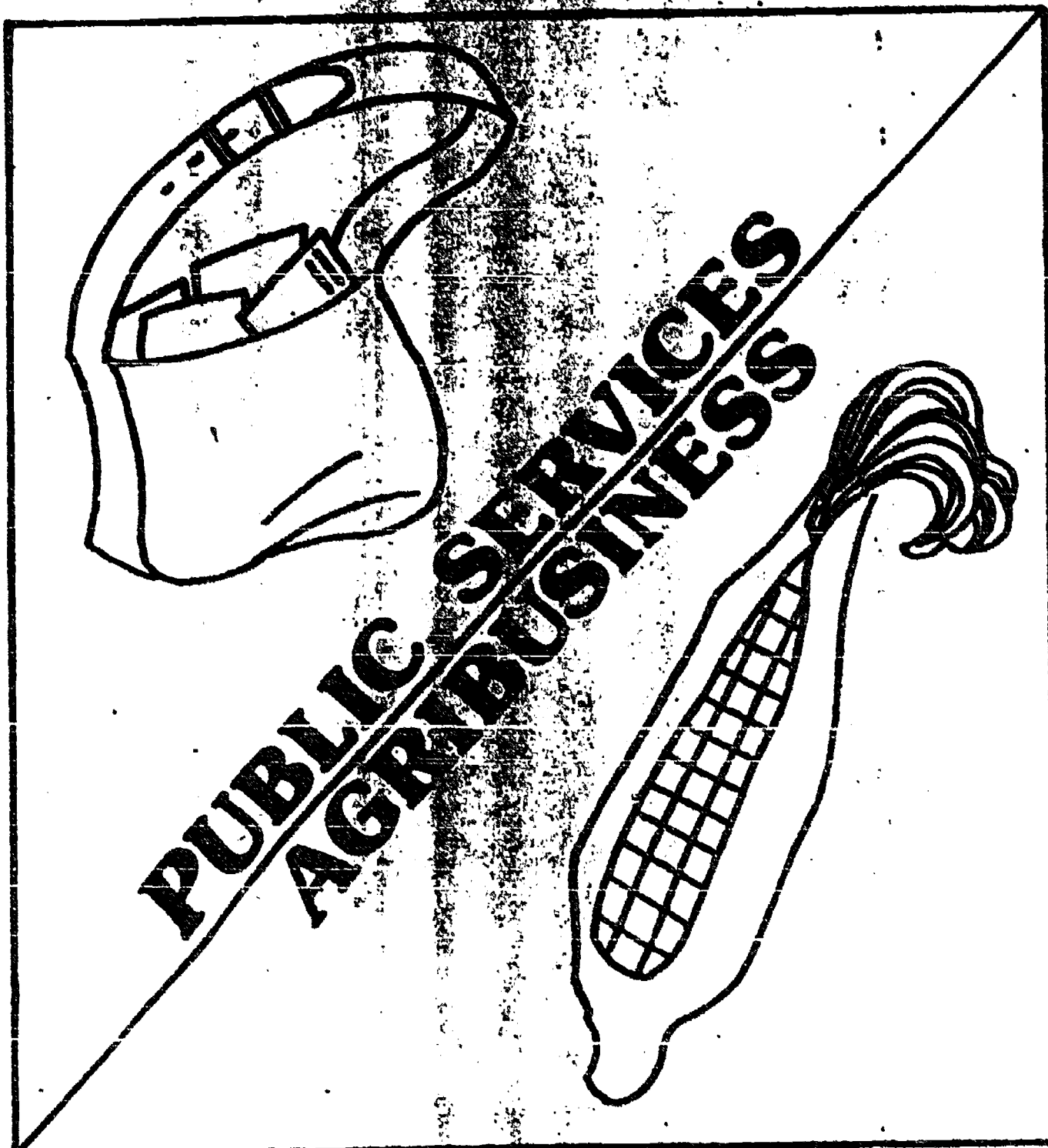
When I went exploring in the woods and got lost, an old woman showed me the way home.

B4-SA-2

One day I rode the bus into town all by myself. I got off at the wrong stop.

B4-SA-2

# Blood and Bones



### Directions:

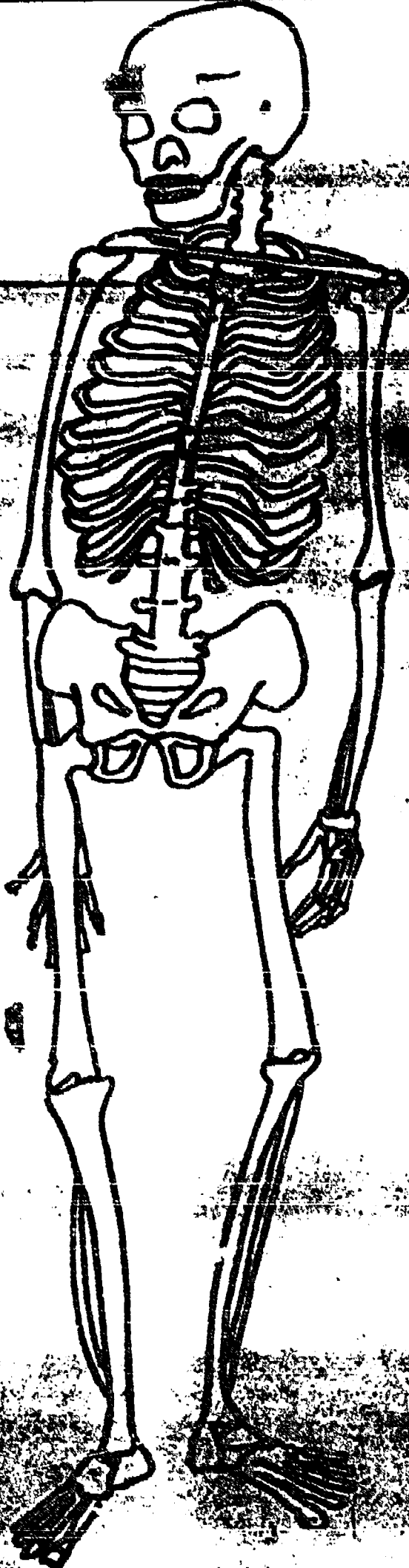
1. Read story.
2. Use a flashlight to peer red inside your hand.
3. Use pipe cleaners to make a model of the bones in your hand or foot.

### Materials:

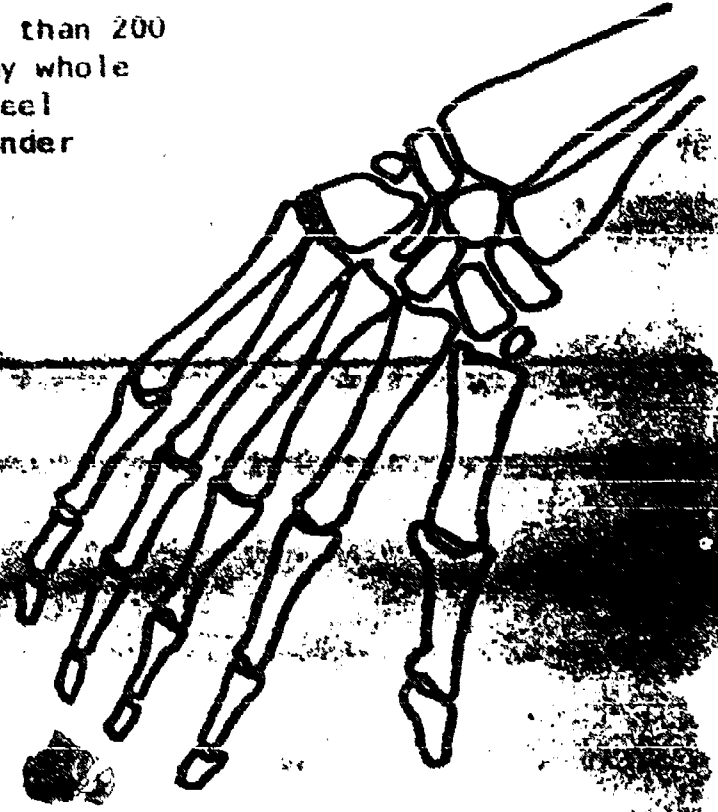
Included:  
Story  
Pictures

Needed:  
Flashlight  
Pipe cleaners

# BONES

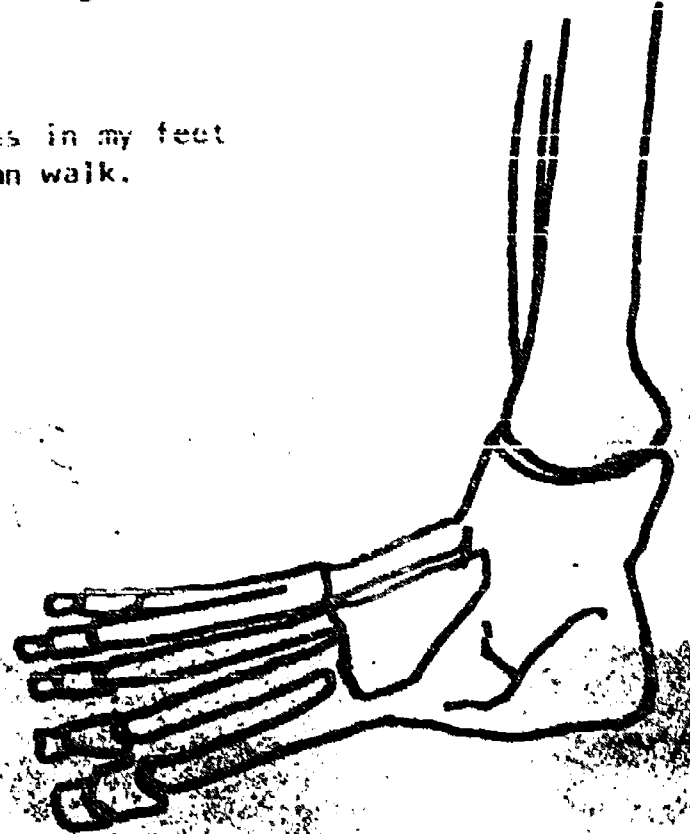


There are more than 200 bones inside my whole body. I can feel some of them under my skin. They support my body and are connected by joints that work like hinges. Without bones, I can't move like a jellyfish.

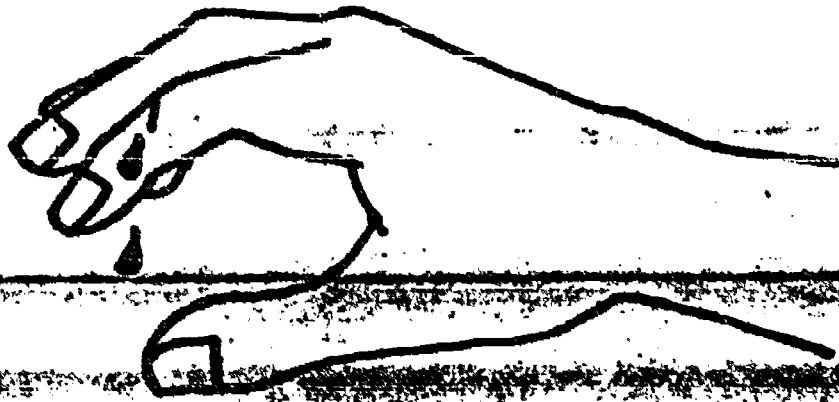


Using the bones in my hand, I can pick up things with my fingers, scratch my head, make a fist, and do lots of other things.

Using the bones in my feet and legs, I can walk.



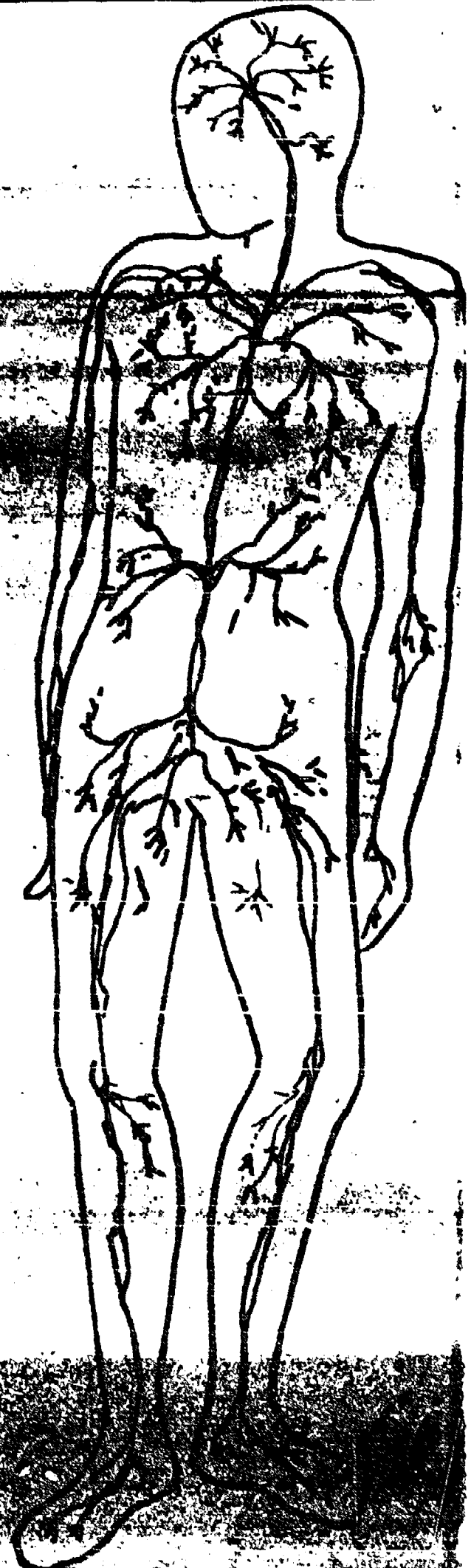
# BLOOD



My  
blood  
goes  
through  
little  
tubes  
from  
my body.

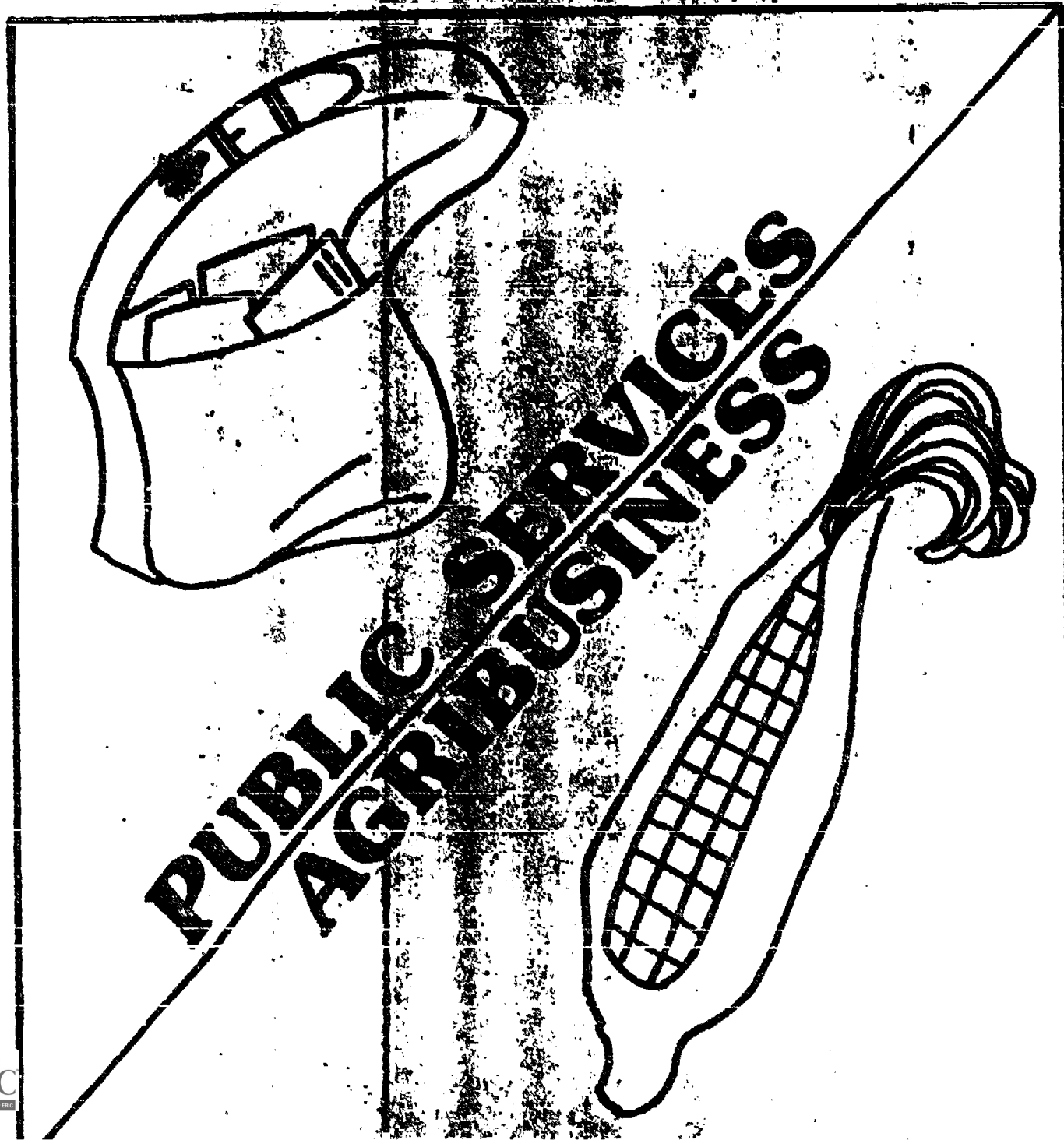
These tubes are called "veins" and "arteries,"  
and they go from my head to my toes,  
my fingers, and everywhere.

With a flashlight, I can see  
a little of the red inside  
my hand.



B4-SA-4

# Make your Monster



## Directions:

Use body awareness activity.

## Materials:

### Included:

- Game board
- 36 Picture cards
- Directions card

### Needed:

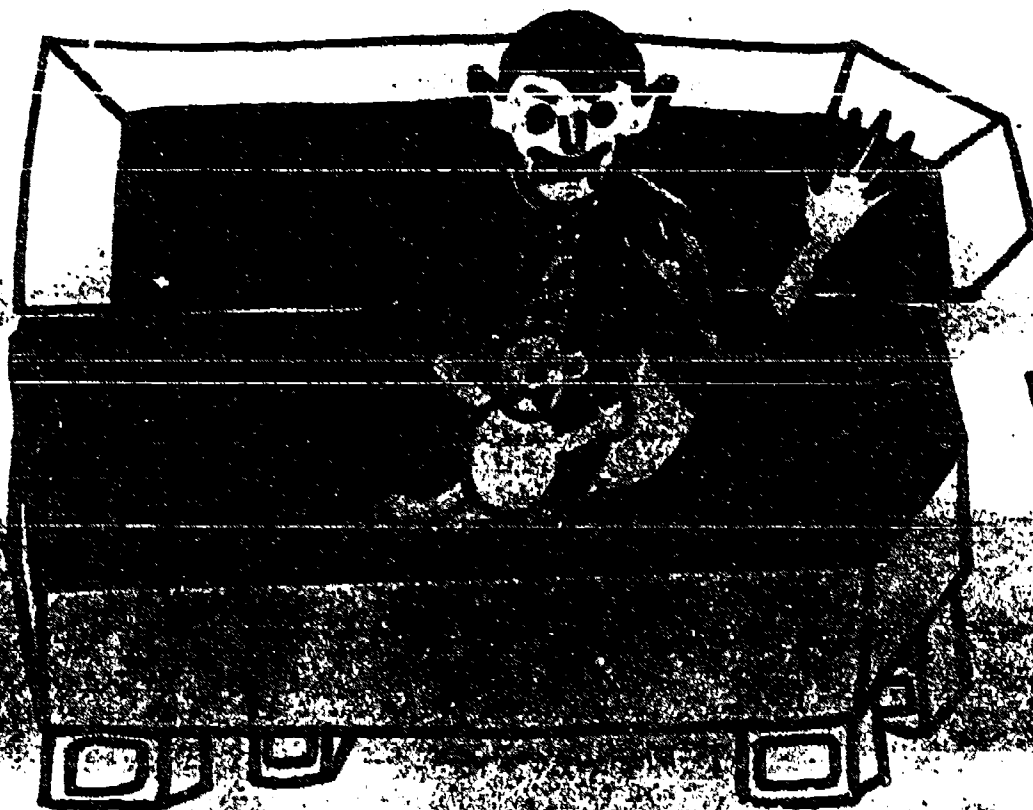
- Scrap paper
- Pencil
- Die





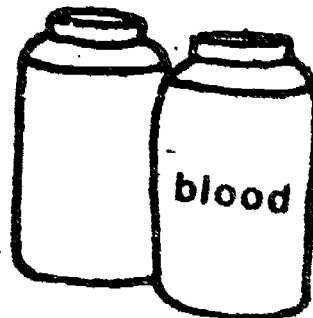
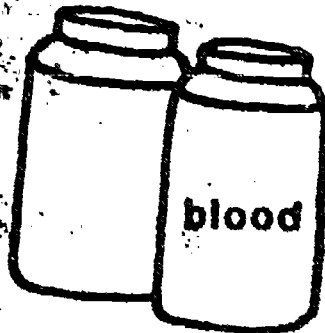
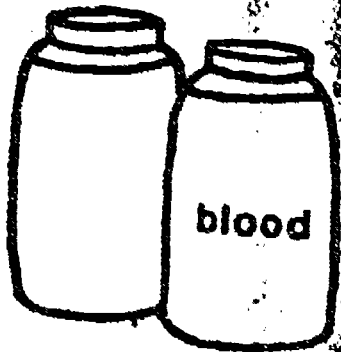
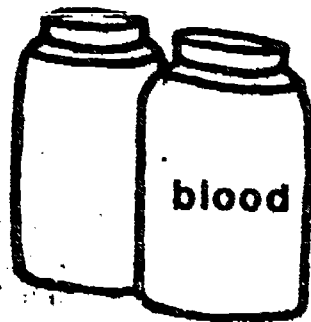
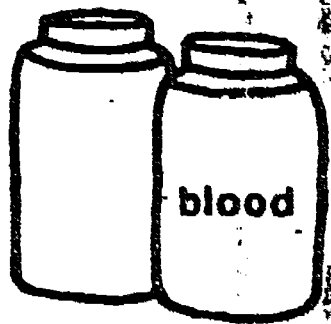
#1 CARDS GO HERE

HAUNTED HOUSE 1

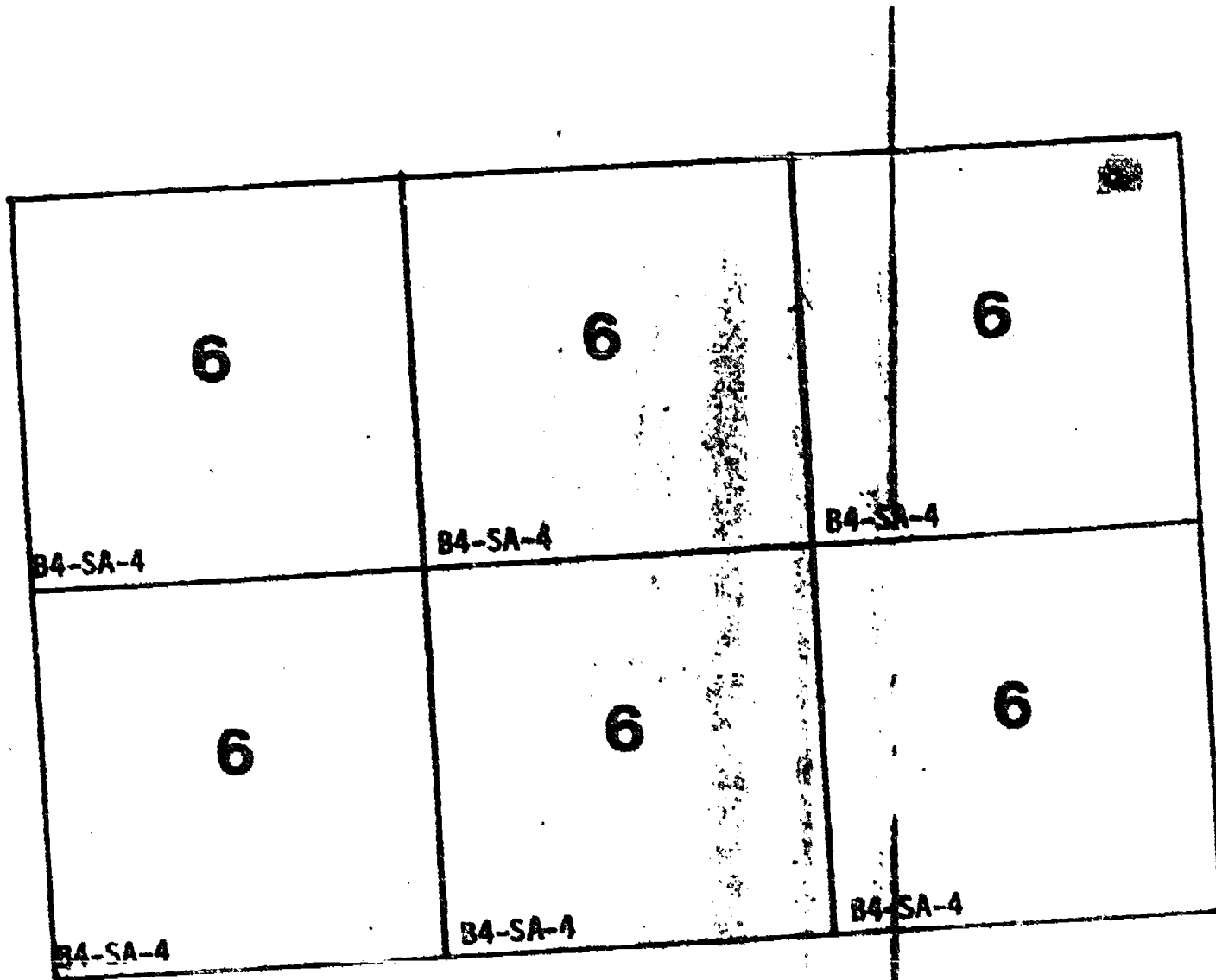


#2 CARDS GO HERE

VAMPIRE 2

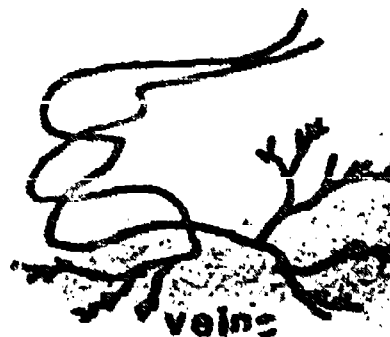
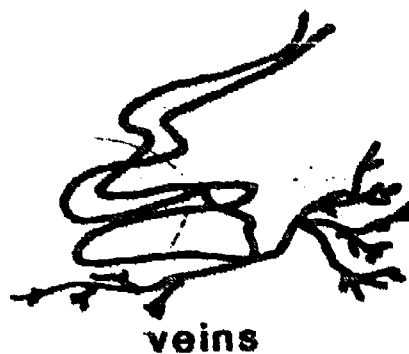
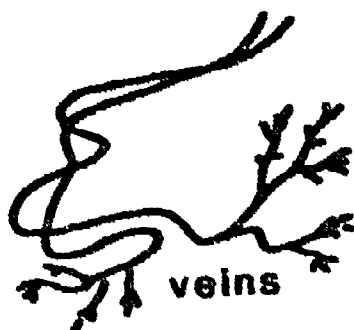
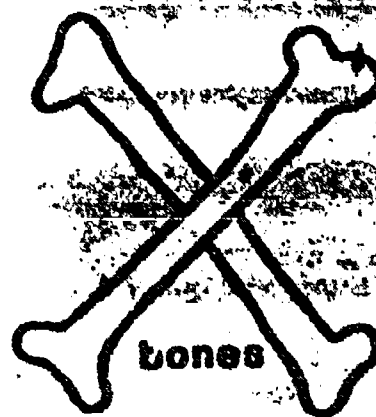
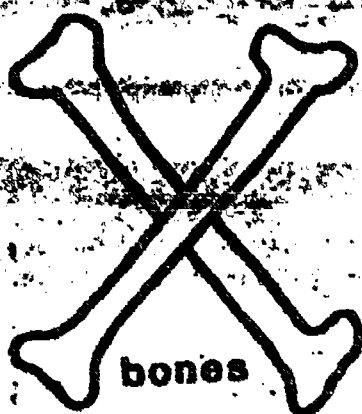
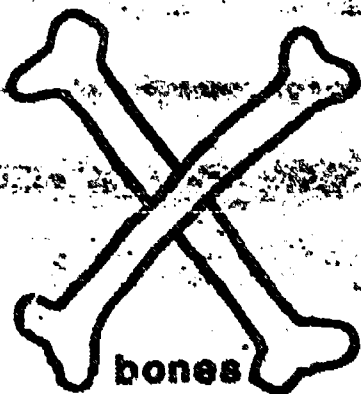
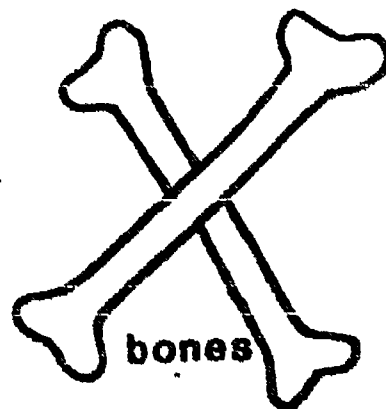
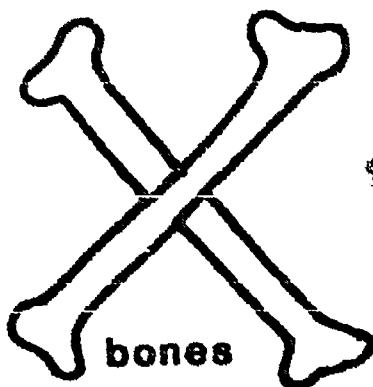
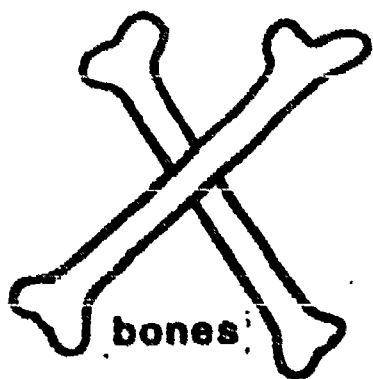


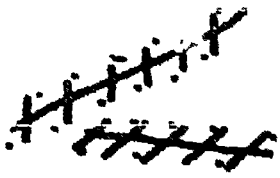
CUT OUT 15 CARDS ALONG  
VERTICAL AND HORIZONTAL LINES.



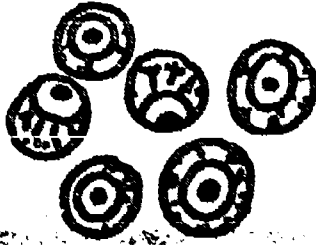
1	1	1
B4-SA-4	B4-SA-4	B4-SA-4
1	1	1
B4-SA-4	B4-SA-4	B4-SA-4
2	2	2
B4-SA-4	B4-SA-4	B4-SA-4
2	2	2
B4-SA-4	B4-SA-4	B4-SA-4
3	3	3
B4-SA-4	B4-SA-4	B4-SA-4

CUT OUT 15 CARDS ALONG VERTICAL AND HORIZONTAL LINES.

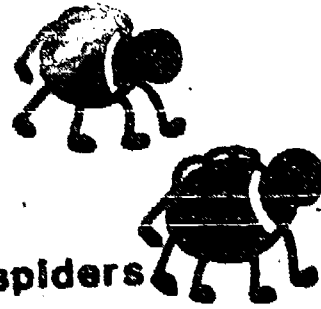




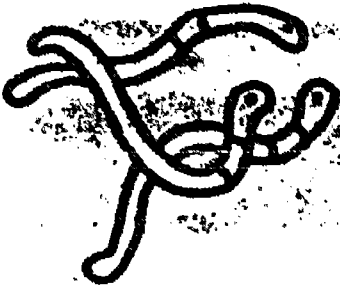
scars



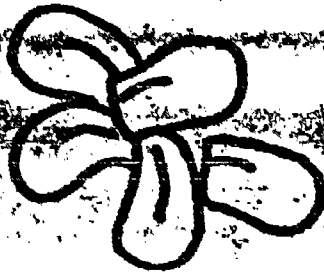
eye balls



spiders



worms



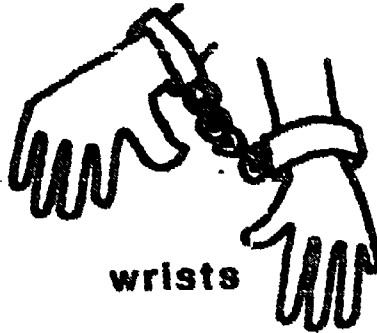
tongues



fangs



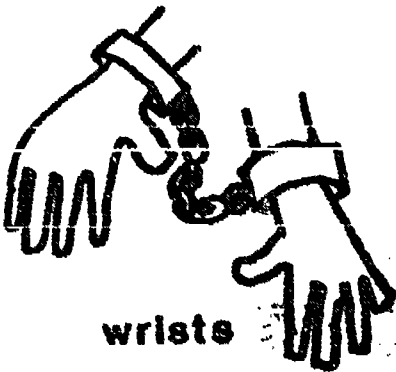
wrists



wrists



wrists



wrists



wrists



wrists



skull



skull

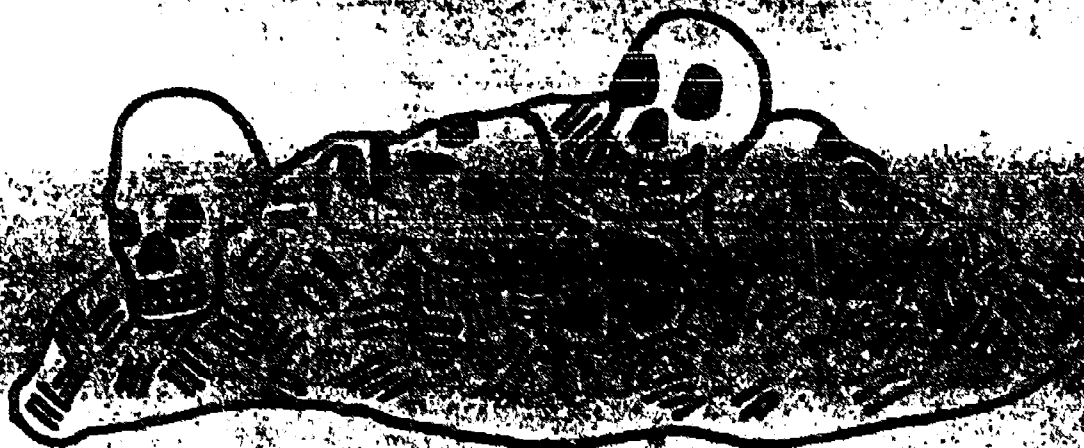
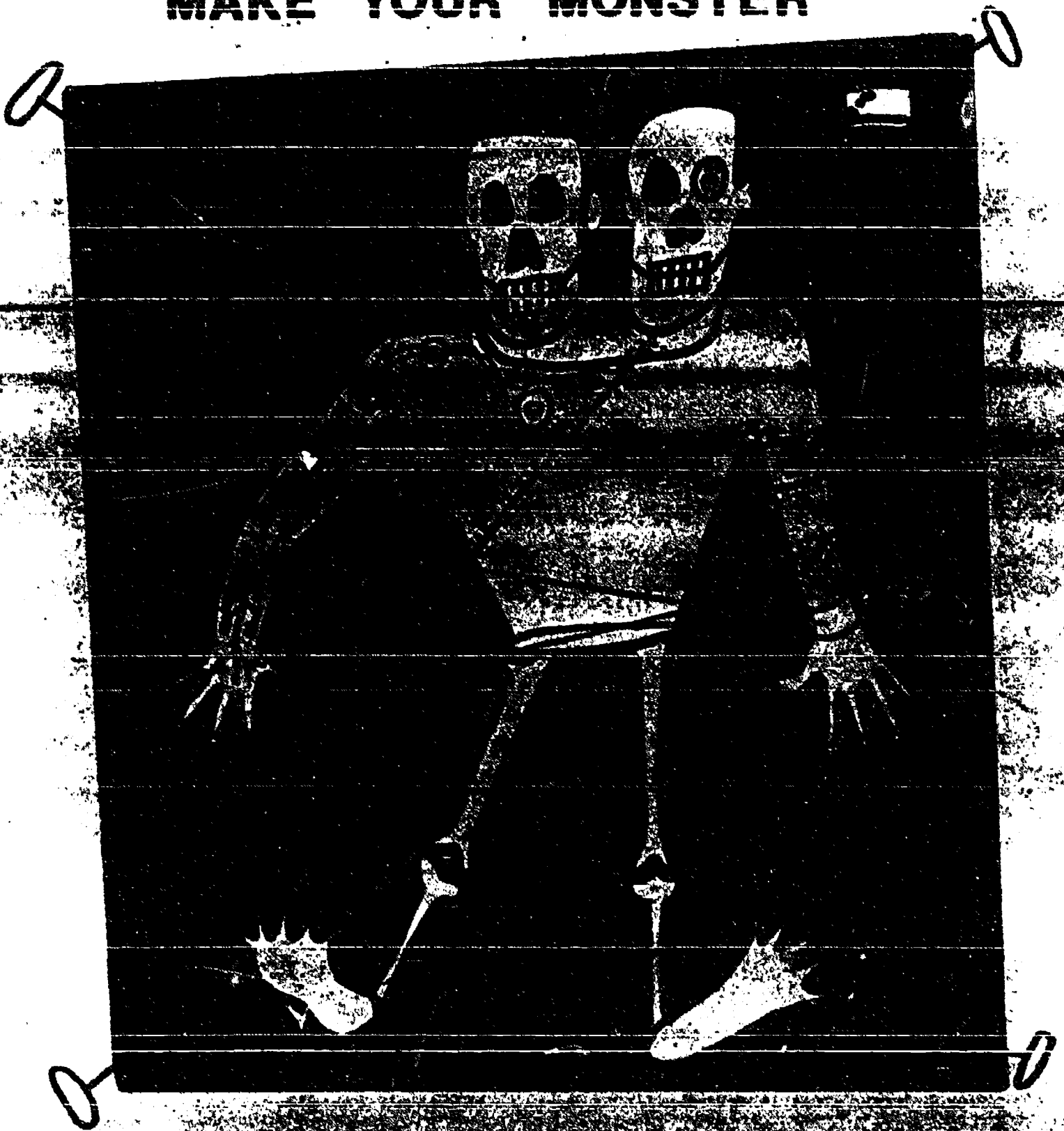


skull

CUT OUT 15 CARDS ALONG VERTICAL AND HORIZONTAL LINES.

4	4	4
B4-SA-4	B4-SA-4	B4-SA-4
4	4	4
B4-SA-4	B4-SA-4	B4-SA-4
5	5	5
B4-SA-4	B4-SA-4	B4-SA-4
5	5	5
B4-SA-4	B4-SA-4	B4-SA-4
3	3	3
B4-SA-4	B4-SA-4	B4-SA-4

# MAKE YOUR MONSTER





**GRAVE YARD 4**

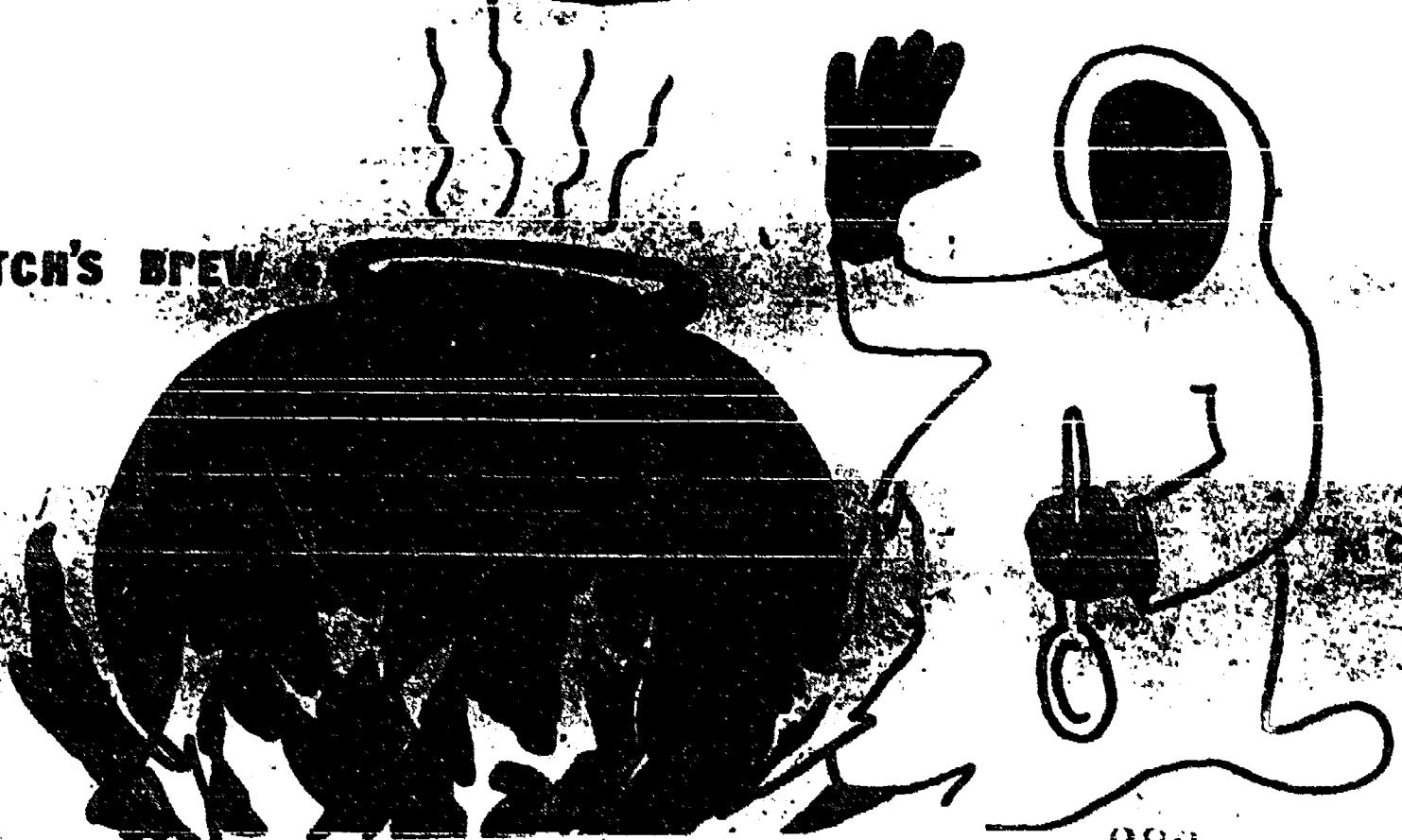


**BAT CAVE 5**



**5 CARDS GO HERE**

**WITCH'S BREW 6**

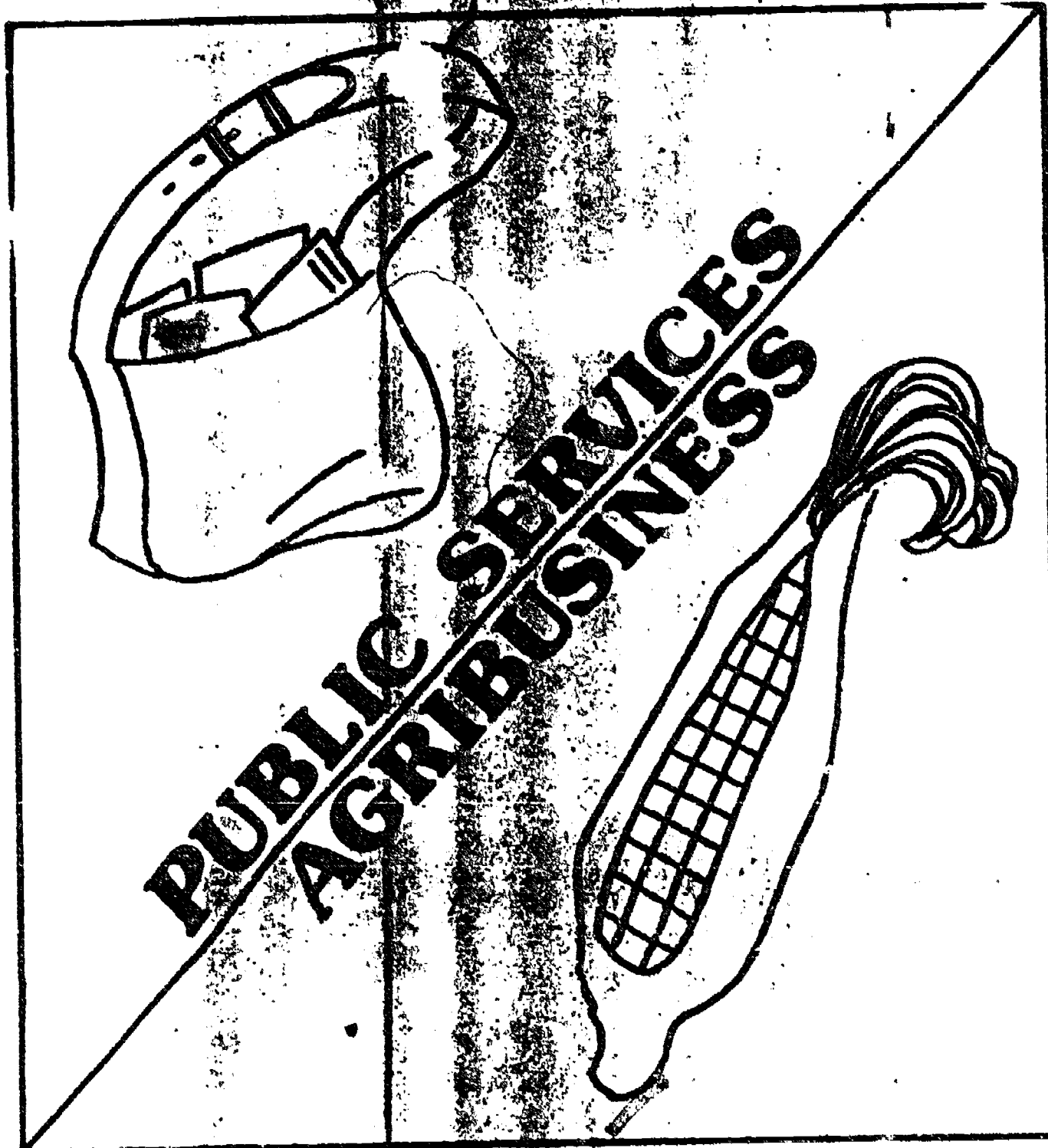


**5 CARDS GO HERE**

**DIRECTIONS**

1. Place picture cards face down in their piles.
2. Outline your own monster on a piece of scrap paper.
3. Roll the die to pick up a picture card, and draw the body part on your monster.
4. Keep all the #4 cards you get.
5. Keep only 1 of every other card; put extras in the #4 pile.
6. The winner is the first one to have a completed monster.

# Continental Concentration



## Directions:

1. Shuffle cards and put them face down on board.
2. Each turn, look at 2 cards.
3. Keep pairs; unlike cards stay face down on the board.

## Materials:

### Included:

- Game board
- 12 Concentration cards

### Needed:

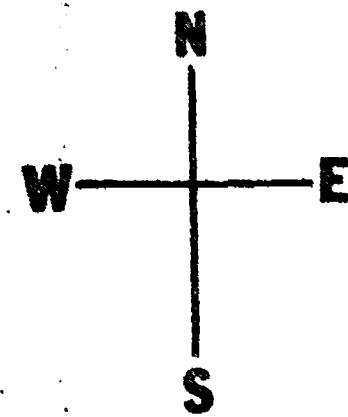
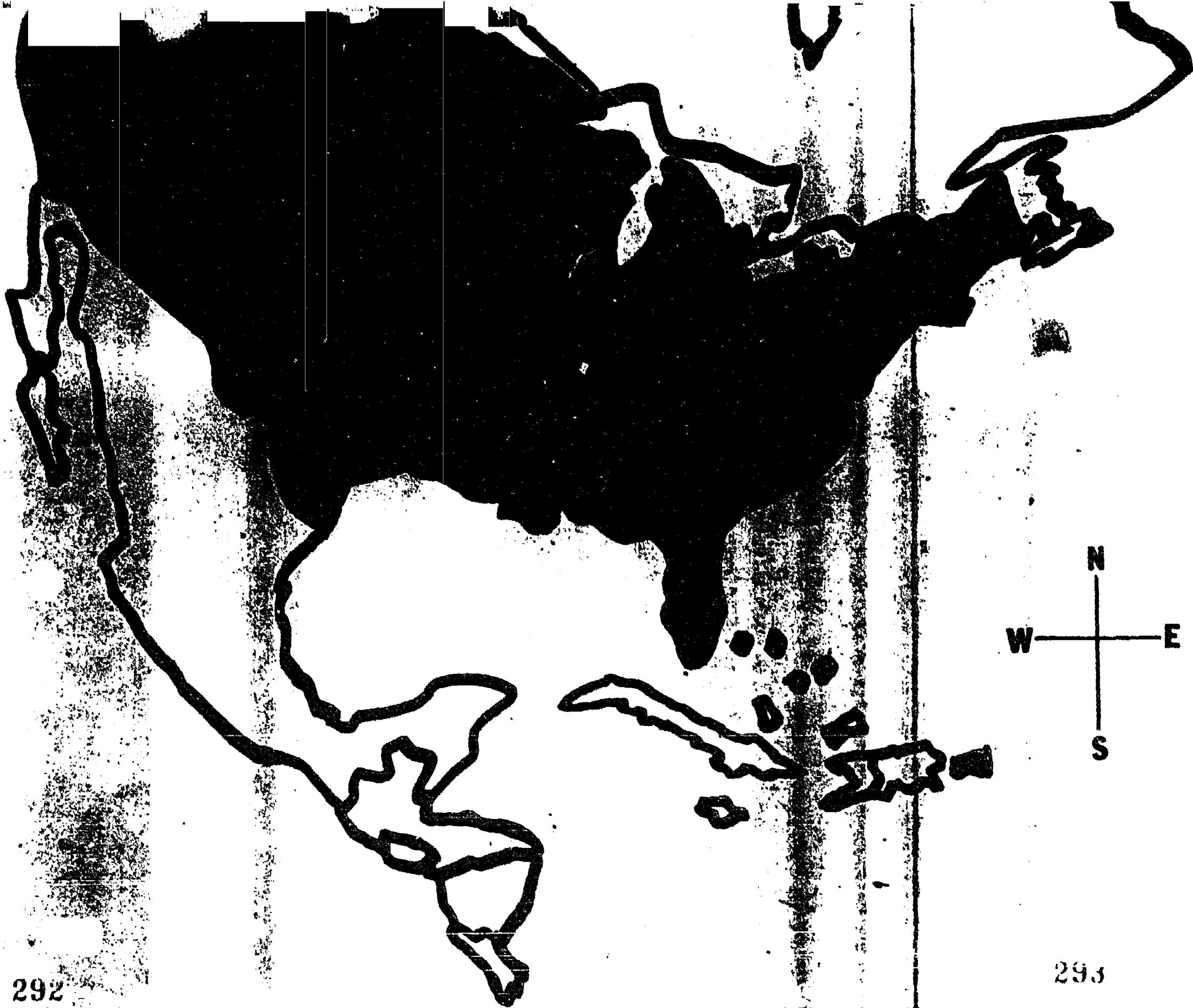
None

# CONTINENTAL CONCENTRATION

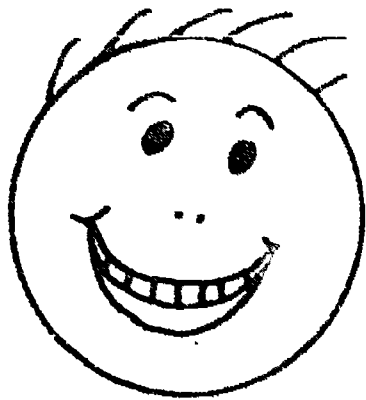
There are many things that make people different from each other: their sizes and shapes, sexes, ages, races, nationalities, countries, and jobs.

In many ways, people are alike too. Everyone knows how it is to feel. Brave, scared, very sad, very happy, bored, and lonely are some feelings everyone knows.

Of course, not everyone feels the same way at the same time. But feelings are one of the things all people have in common, no matter what their differences may be.



B4-SA-5



very happy

B4-SA-5



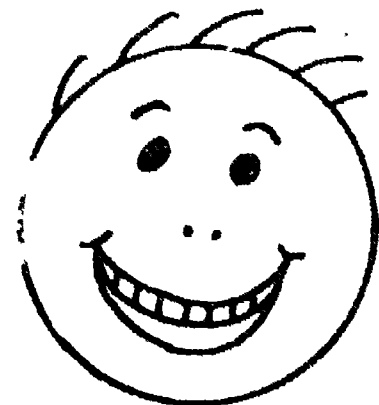
scared

B4-SA-5



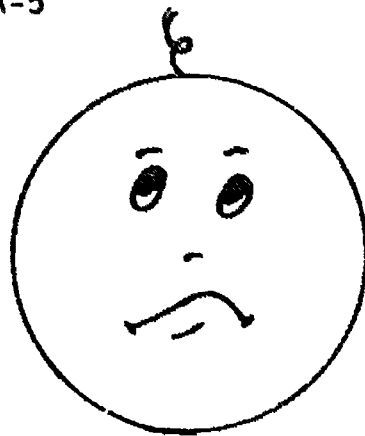
scared

B4-SA-5



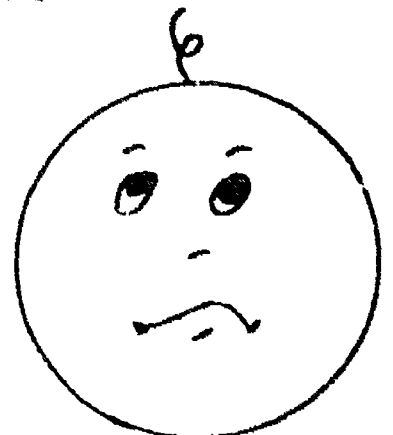
very happy

B4-SA-5



bored

B4-SA-5



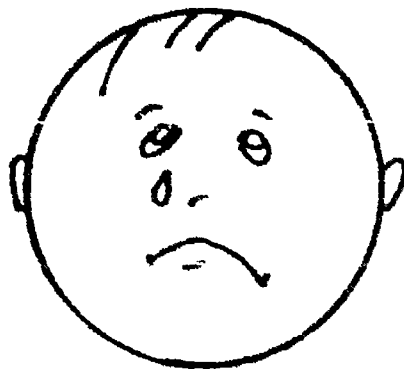
bored

B4-SA-5



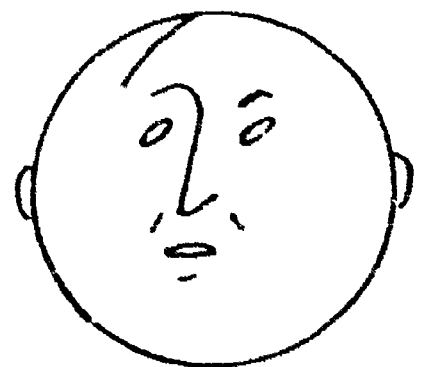
very sad

B4-SA-5



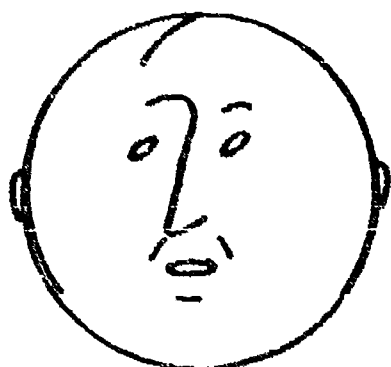
very sad

B4-SA-5



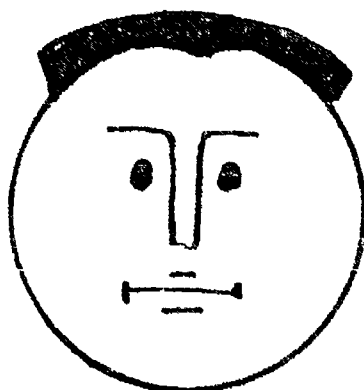
lonely

B4-SA-5



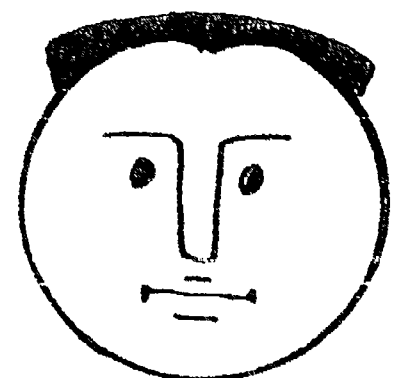
lonely

B4-SA-5



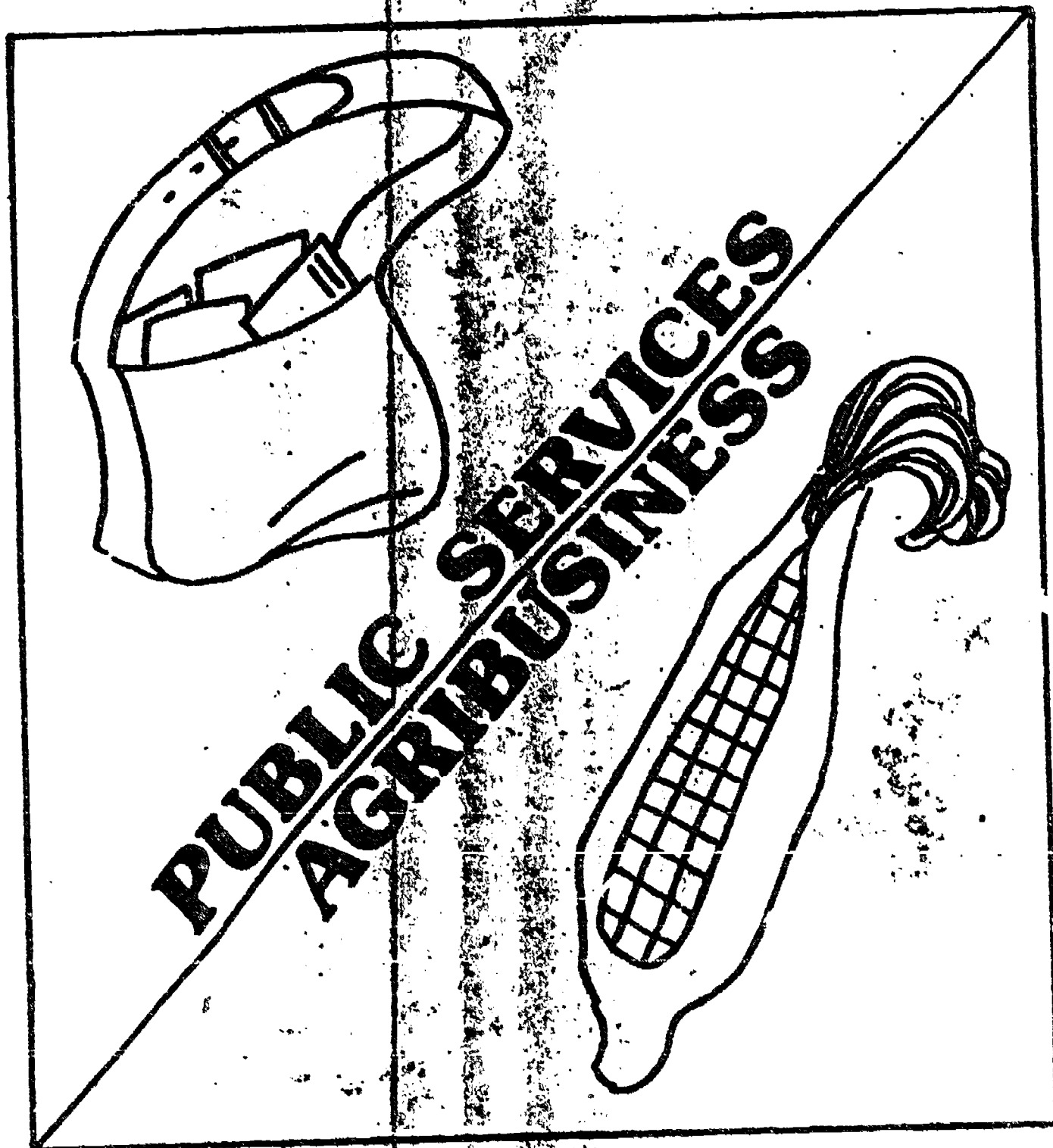
brave

B4-SA-5



brave

# Fire Feelings



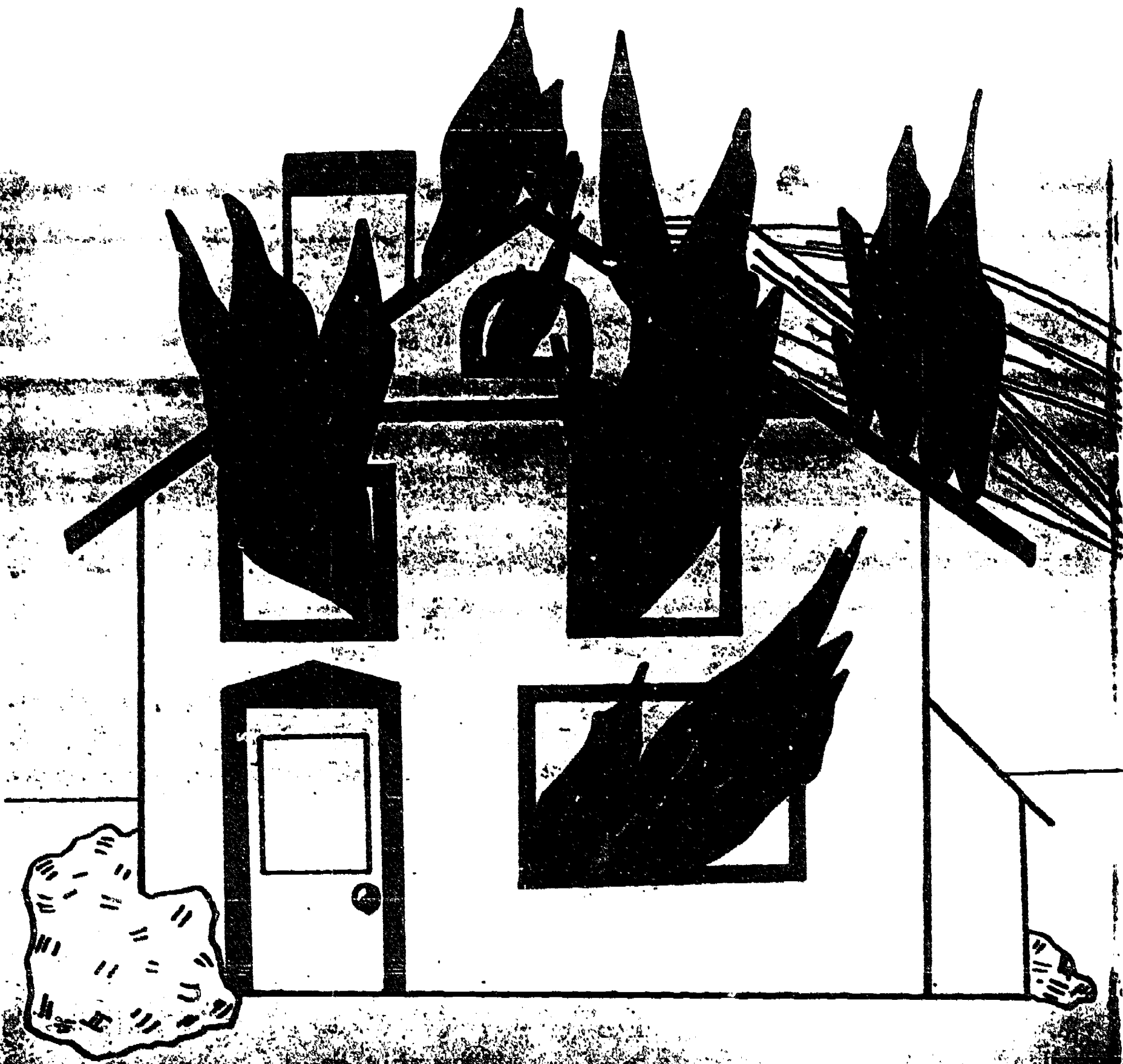
**Directions:**

Read story.

**Materials:**

**Included:**  
Story  
Pictures

**Needed:**  
None



Fire is beautiful, but it can be awful. Fire fighters work to put out fires. They also work to save lives. Their job is dangerous. When fire fighters save lives, there is always a chance that they may be hurt, or even lose their own lives.

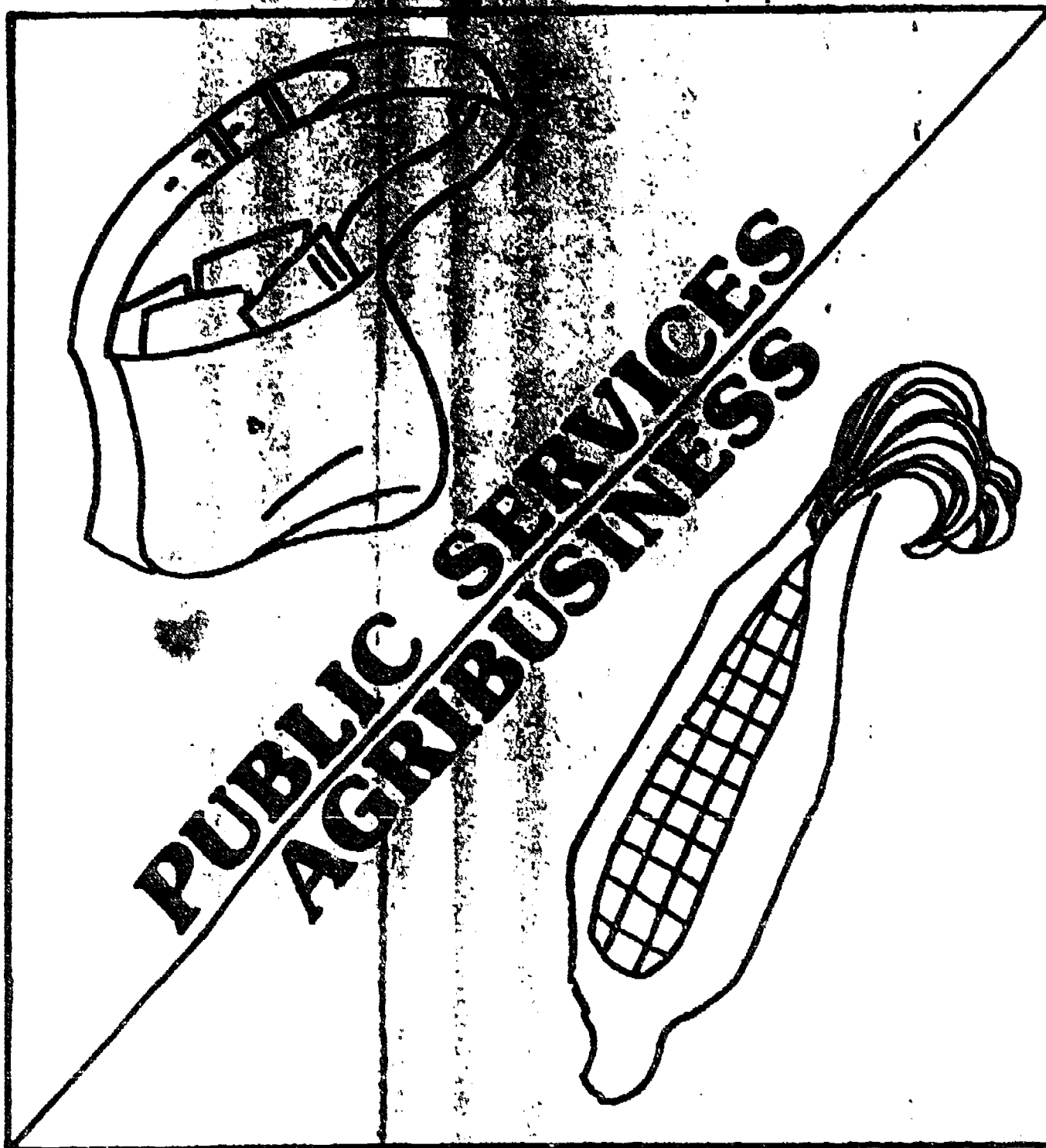




Fire fighters are brave. It takes bravery to go into a burning building to look for people or animals that might be trapped inside. It takes bravery to go to work every day knowing that the job is dangerous.

Fire fighters know their work is important. Every city and town needs fire fighters to keep their communities safe. All cities and towns need brave people to fight fires.

# The Nature Parade



**Directions:**

**Read story.**

**Materials:**

**Included:**  
**Story**  
**Pictures**

**Needed:**  
**None**

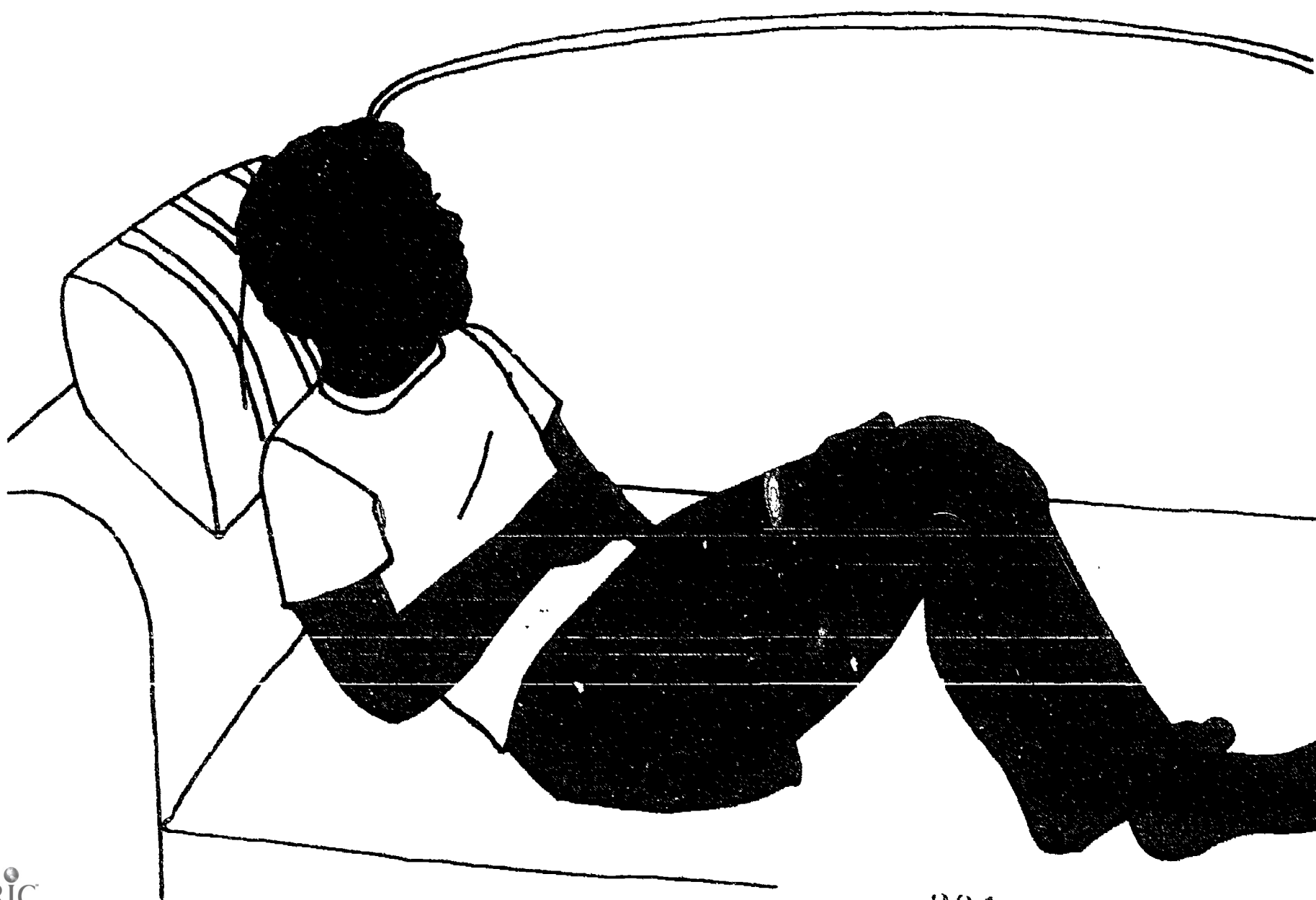
# The Nature Parade



## The Nature Parade

It was a hot summer day, and I felt bored. There was nothing to do at home except get and hotter and more bored. I didn't want to be just sitting, watching ants and birds, but I was lonely, so I didn't want to do anything if I had to do it by myself. I sure did feel lonely, and being bored made me feel lazy.

I got so bored and lazy, I fell asleep. I had a good dream. I dreamed I was in a parade. I like to watch ants and birds sometimes, but I like watching a parade even more. I like the sound marching to a steady beat, the music that people play as they march, and the colorful costumes they wear. Dreaming about being part of a being part of a parade made me feel very happy.



When I woke up, I said to myself, "There can be a nature parade right here, and I can help make it."

First I decided to round up all the younger kids. They were eager to gather things that we would need to make ourselves look like birds or trees or animal or flowers, or whatever we wanted. Soon we had collected feathers from the chicken coop and branches and leaves from the orchards.

Molly and James brought paper. We colored it by the pond, using pokeberry juice and the clay mud of the bank. We even painted our faces. We looked funny and wild. We were having a good time, and I wasn't feeling lonely.

We had made our costumes. All we needed then was some music. Molly found some bottles and spoons at the old dump, and we collected all sorts of good sounding things--like old animal jawbones that sounded neat when we dragged sticks across the teeth.



We had a real band. We were laughing and singing, pretending to be all sorts of animals, with our paper disguises and our branches and leaves and our painted faces.

We marched past the orchards to the crossroad by Jeb's fruit and vegetable stand. When cars came by, they stopped to watch us, and they bought food at the stand. When a car had young children in it, the children joined our parade. That made me feel really special, knowing that we were so important that cars were stopping for us.

After we finished our parade, we were hungry. So let us eat some fruit. I felt very happy and good, and not bored any more. I think the secret is to do something fun.

I made a good idea really happen. When I did that, I went from feeling bored and lonely to feeling special and very happy--all in one day.

