

DOCUMENT RESUME

ED 110 625

CE 004 399

TITLE Idea Book for Career Education: Grades 2-3.  
INSTITUTION weatherford Independent School District, Tex.  
NOTE 158p.; For related documents, see CE 004 398 and CE 004 400

EDRS PRICE MF-\$0.76 HC-\$8.24 Plus Postage  
DESCRIPTORS Career Awareness; \*Career Education; Elementary Education; \*Grade 2; \*Grade 3; Guides; \*Instructional Materials; Learning Activities; \*Primary Education; Work Sheets

IDENTIFIERS \*World of Work

ABSTRACT

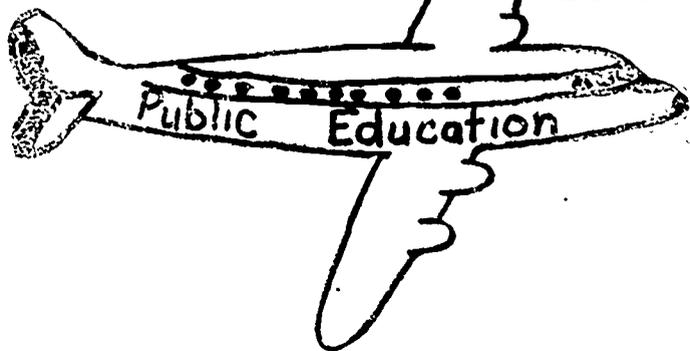
The heavily illustrated handbook provides a collection of informally organized career education instructional materials for grades two and three. Some of the topics stressed include: self-concept, nutrition, measurement, weather, how clothes are made, money management, career awareness, community helpers, our environment, dinosaurs, and insects. The instructional materials are varied and include worksheets, learning activities, games, experiments, transparency masters, and teaching outlines. (BP)

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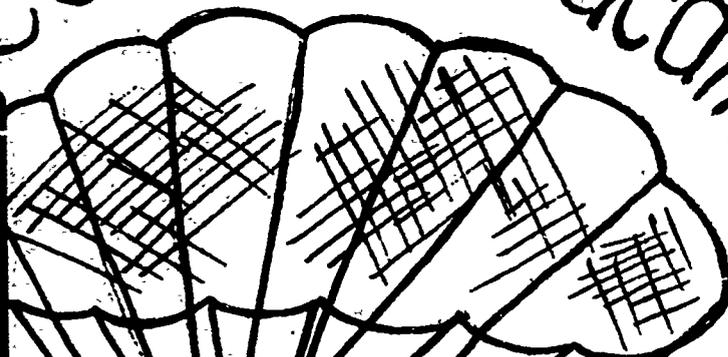
APR 22 1975

2-3

Idea Book  
for



Career Education



U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

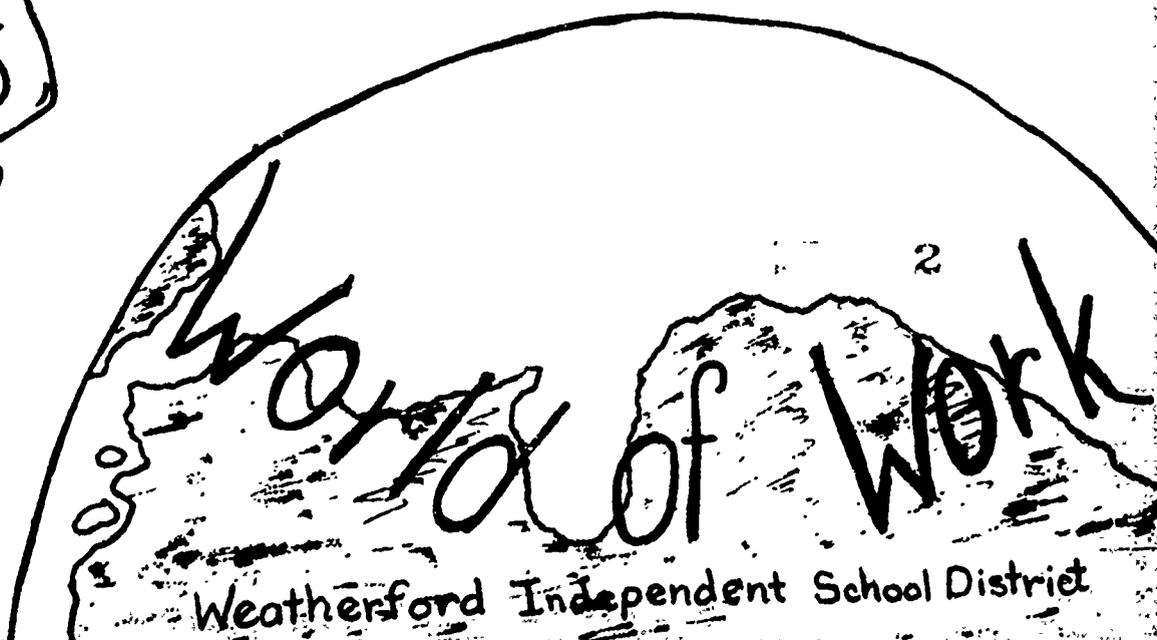
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Weatherford Independent School District



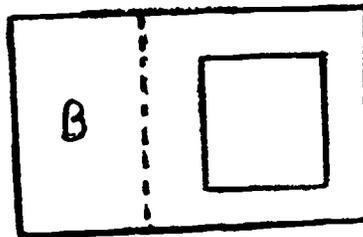
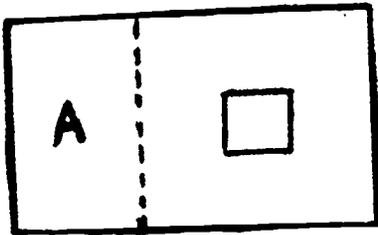
## HOLD THAT POSE!

### Play Camera:

Find or make an oblong box about six inches long. Paint the box or cover on all sides with paper. In the center of one end of the box, cut a one inch hole. This is your lens.

Next trace the a and b patterns below, and cut out of heavy paper. Paste them at the top of the box for view finders, the wide window at the lens end.

Put a rubber band around camera about an inch from the end you look into. Snap the rubber band to take pictures. To make real pictures come out of your camera, cut a narrow slot on each side of the box. Cut pictures from magazines and paste them on thin cards. Slip these into slots and after snapping, pull thru.



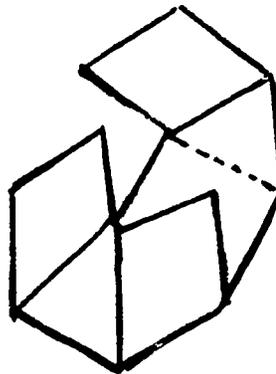
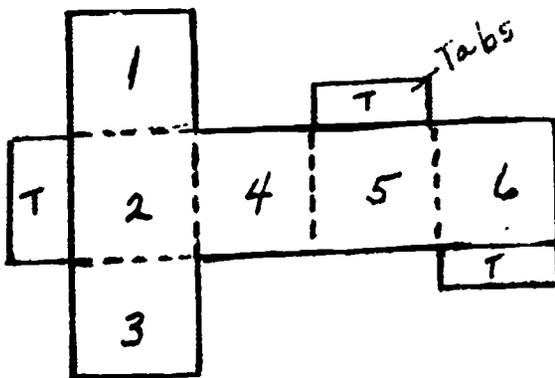
### Photo Cube:

Glue photos around five sides of a square box.

To make a square box use heavy paper and note illustrations.

The box has six square regions to it.

These may be made and used later for the students school pictures.

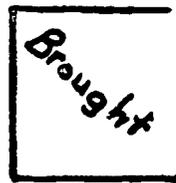
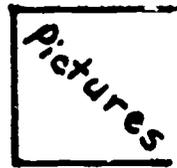
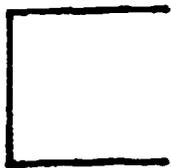
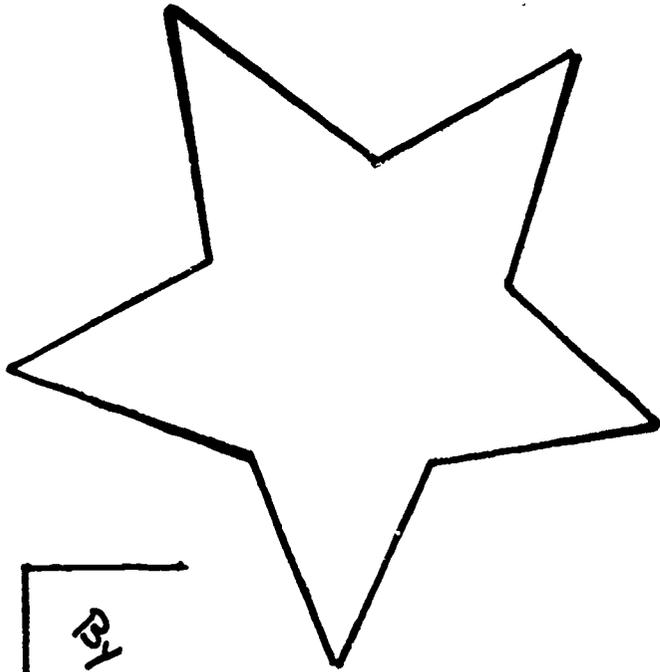
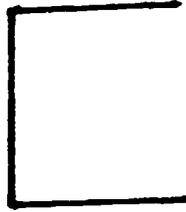
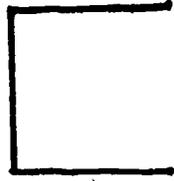


Fold 1 and 3 up.

Fold 4-5-6 up and over.

Hold That Pose!

REACH A

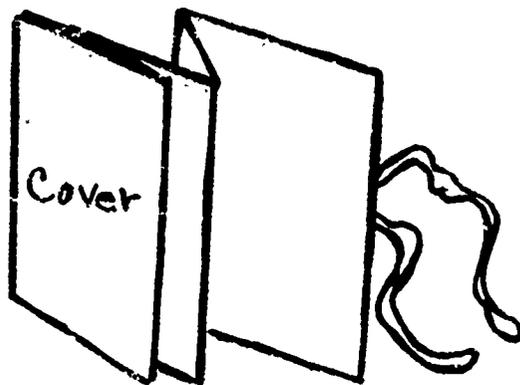


IN PHOTOGRAPHY

"Quiet, Please!"

**Accordian-folded booklet:**

To make this booklet, fold a large sheet of paper into wide accordian folds. Use each fold as a seperate page, using the first one as a cover. Fasten a ribbon or fancy string to the back fold so that the ends can be brought across the cover and tied.



.....Cover: Give the book a name (A Study of the Library) or let each child name their own.

.....Inside pages: Include poems, pictures they draw, stories, reports, rhymes, etc. about what they learned about the Library and the Librarian.

"Quiet, Please!"

Books

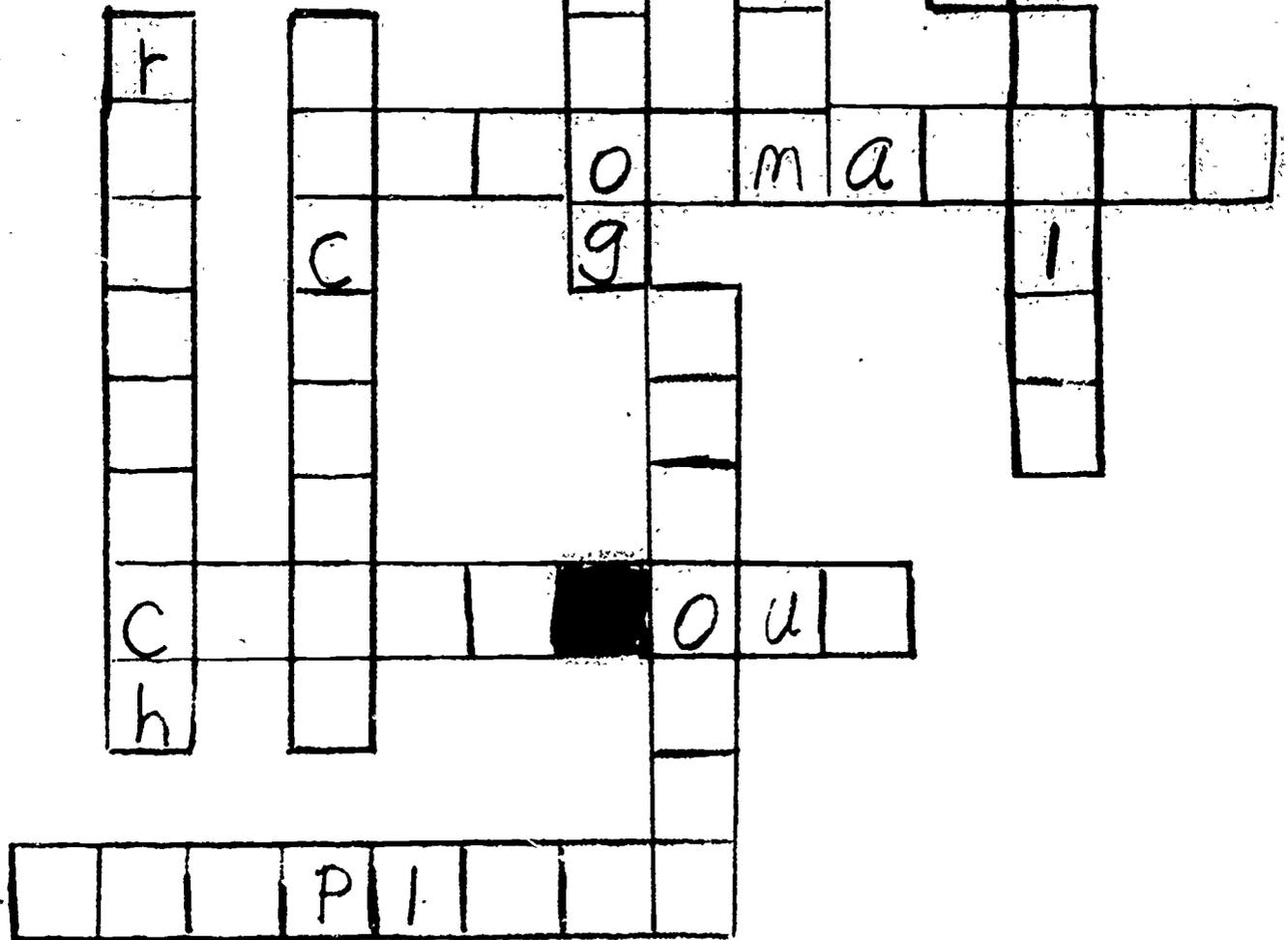
catalog

check out

displays

films

files



information

pictures

records

research

shelves

system

QUIET, PLEASE!

Suggested rhymes:

"Quiet, please!" is the rule  
In the Library at our \_\_\_\_\_.

Our Library is spic and span  
Keep it that way? Yes we \_\_\_\_\_.

The Librarian greets us with a "Hi"  
And then always says \_\_\_\_\_.

If you play the Library game  
\_\_\_\_\_ is our Librarian's name.

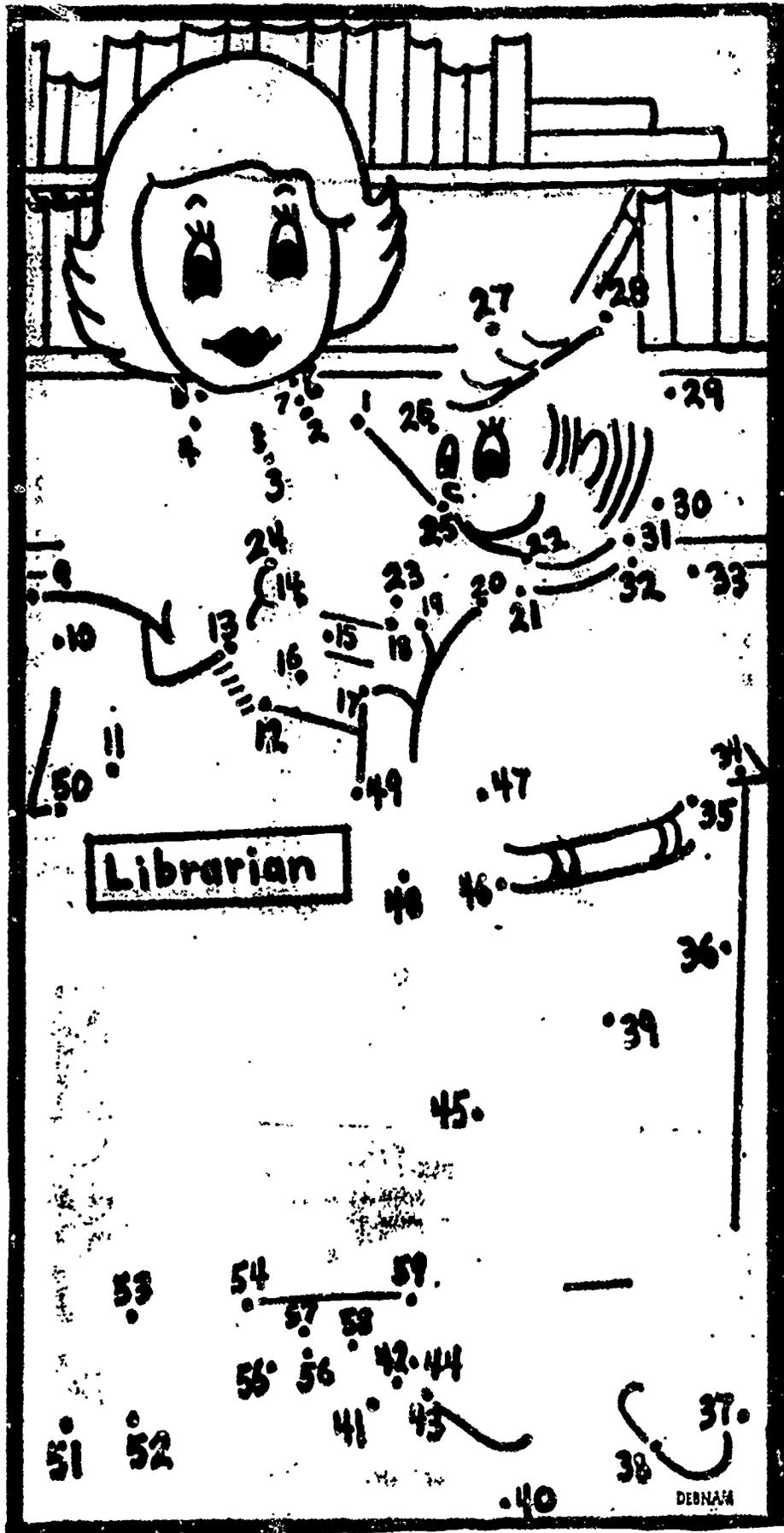
In the Library I always look  
For my favorite Library \_\_\_\_\_.

Library manners are a thing  
We should never, ever \_\_\_\_\_.

A place is kept for every book  
If it's not there, it's been \_\_\_\_\_.

If you like to read about snakes  
or about cakes  
Just look around to see  
Where a book like that could \_\_\_\_\_.

QUIET, PLEASE



## ANCHORS AWAY!

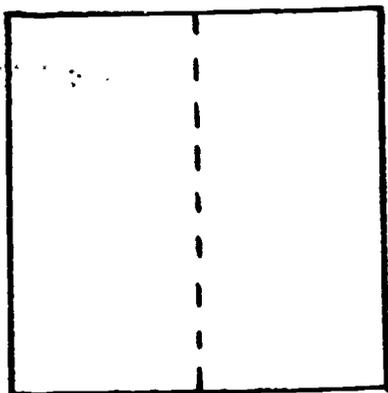
### BOATS

The steamboat is a slow poke,  
You simply cannot rush him.  
The sailboat will not move at all  
Without a wind to push him;

But the speed boat, with his sharp red nose,  
Is quite a different kind;  
He tosses high the spray, and leaves  
The other boats behind.

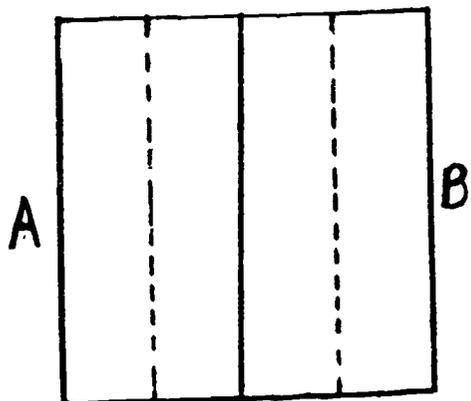
Rowena Bastin Bennett

# Origami- Paper Boat

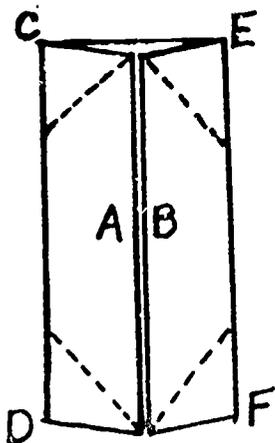


Fold a square in half and crease.

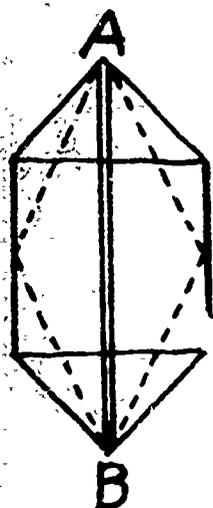
Unfold.



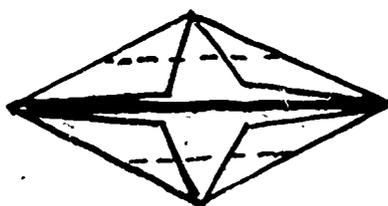
Bring lines A and B to center fold and crease.



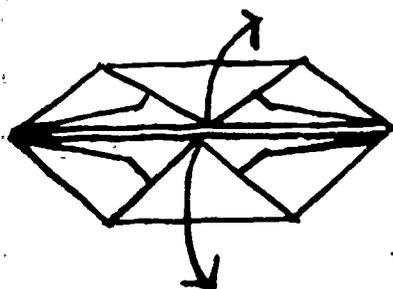
Folded on diagonal dotted lines, bringing points C, D, E and F to the center line and crease.



Fold on dotted lines.



Fold again on dotted lines.

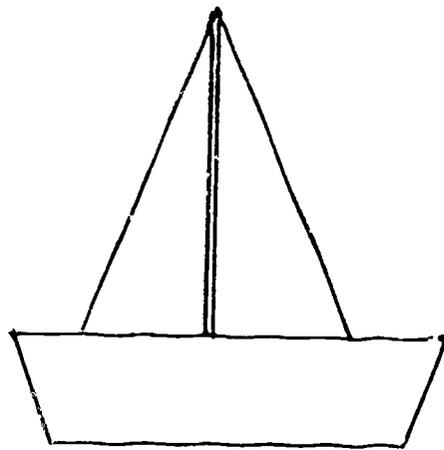
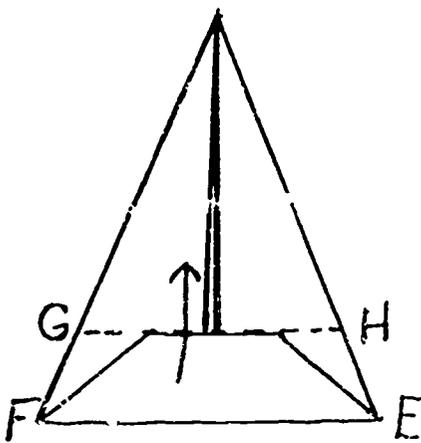
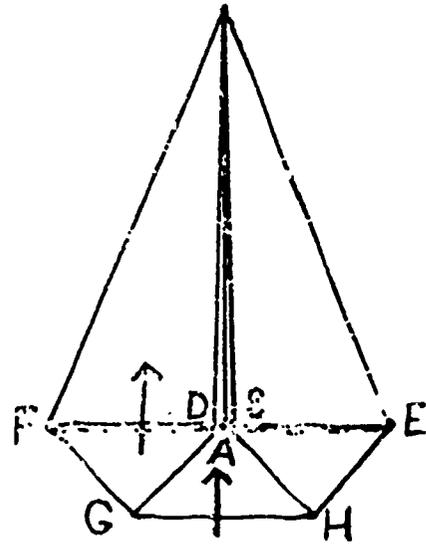
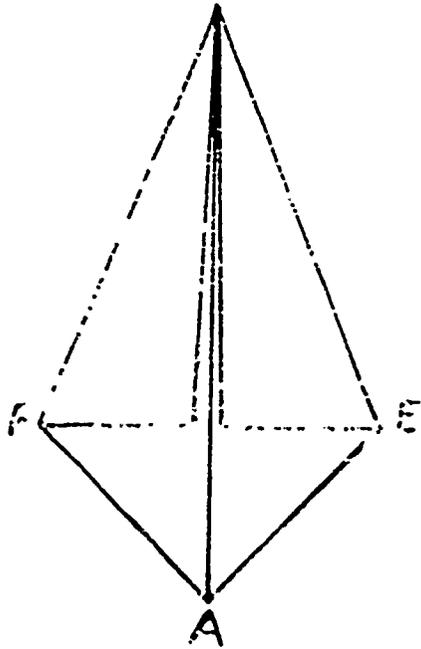


Turn boat inside out, holding folds carefully to prevent tearing.



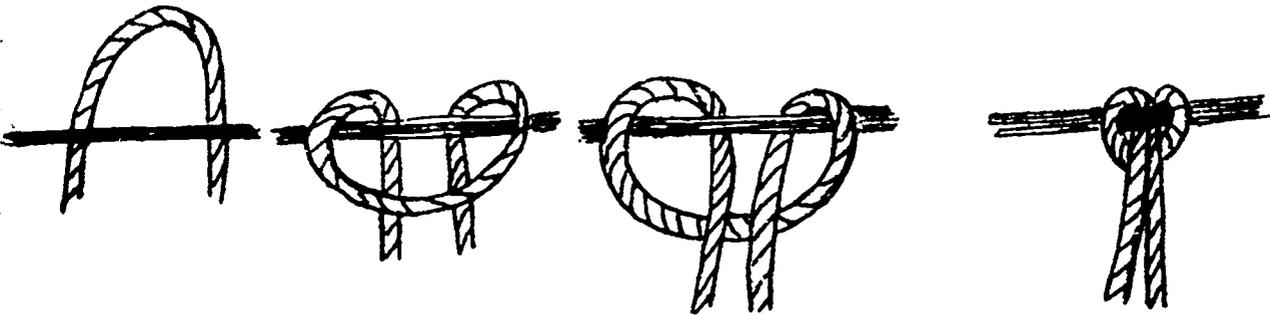
Finished boat.

# Sail Boat

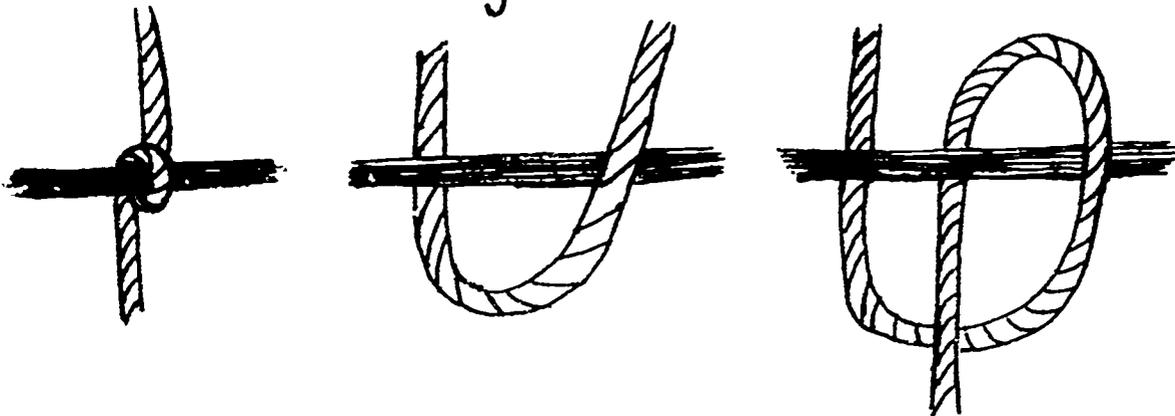


Anchors Away!

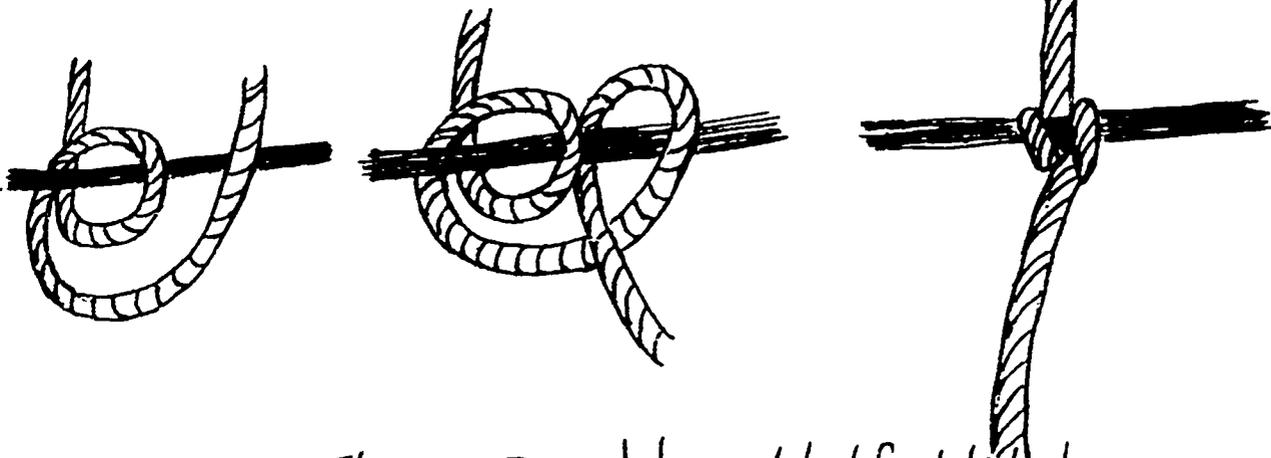
# Basic Macrame Knots



## Mounting the Cords

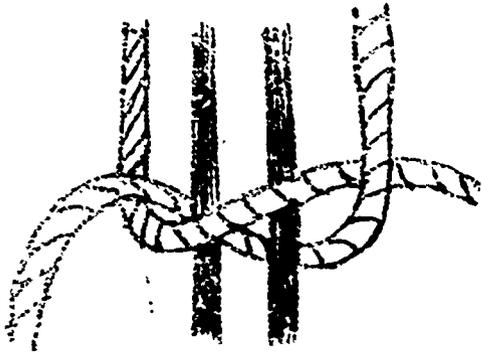


## The Half-Hitch Knot



## The Double Half Hitch

Anchors Away!

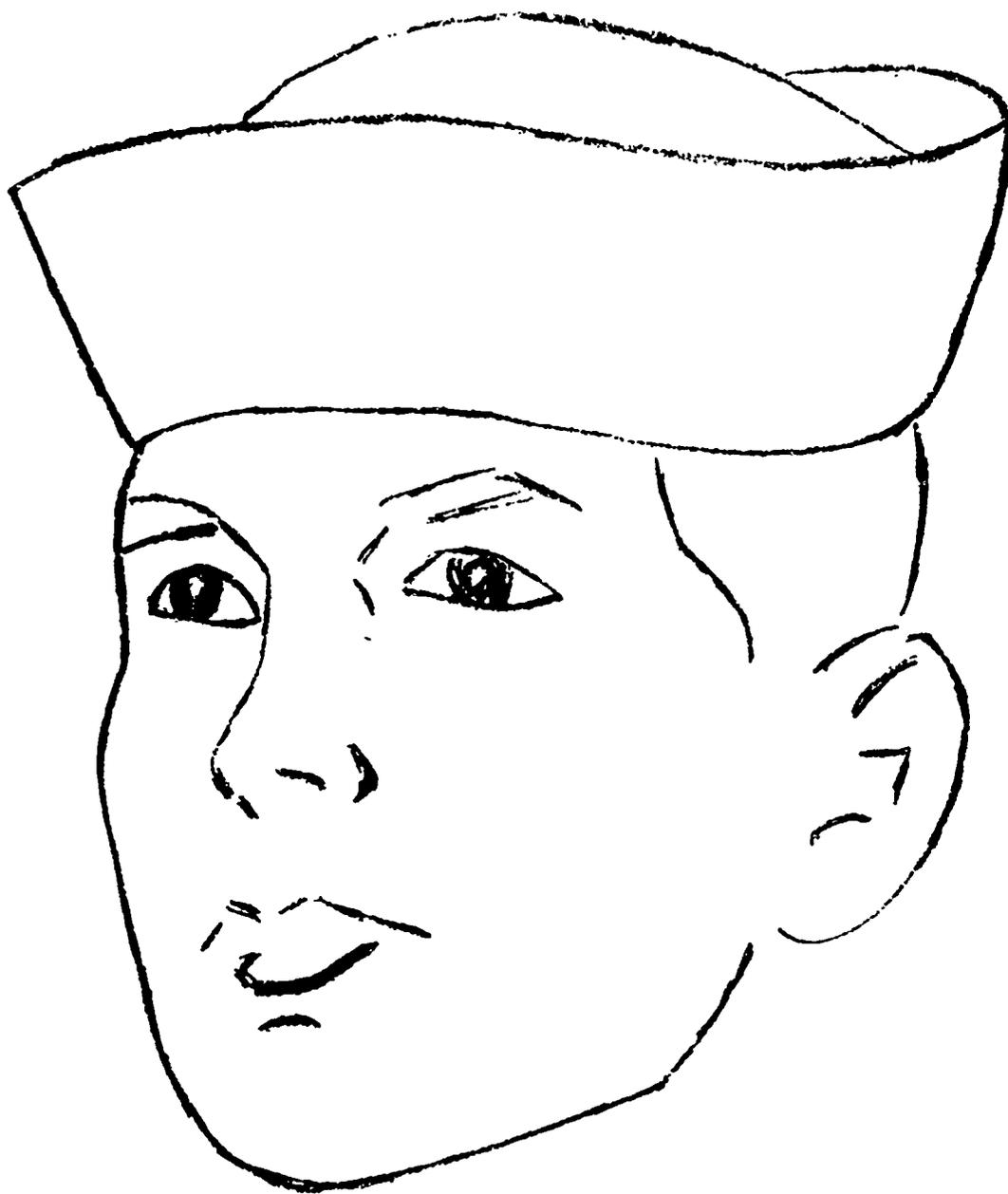


The Half Knot



The Square Knot

Anchors Away!



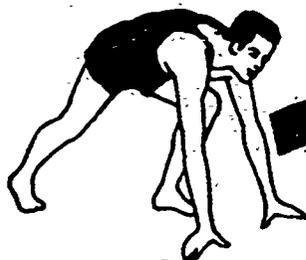
# Physical fitness



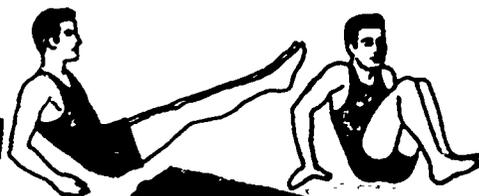
**Jumping Jack**  
Time: 40 sec.  
Execute: 40-50



**Toe-touch**  
Time: 40 sec.  
Execute: 32-38



**Mountain Climb**  
Time: 35 sec.  
Execute: 5-10



**Sit-up**  
Time: 35 sec.  
Execute: 17-22

## Go Navy



**Tuck**  
Time: 25 sec.  
Execute: 26-30



**Leg-raise**  
Time: 40 sec. (each)  
Execute: 35-45 (each)



**Push-ups**  
Time: 15 sec.  
Execute: 13-15



**Low Back**  
Time: 30 sec.  
Execute: 20-24



**Run-in-place**  
Time: 2 mins.  
Execute: nominal

We can't all set records. But all of us can compete. Against ourselves, other individuals, or on a team—good physical condition can make the difference between winning or losing. And, achieving good physical condition can be fun!

Here are a few exercises performed daily by Midshipmen at the U. S. Naval Academy, Annapolis, Maryland. These calisthenics are designed primarily to loosen your muscles and establish good muscle tone.

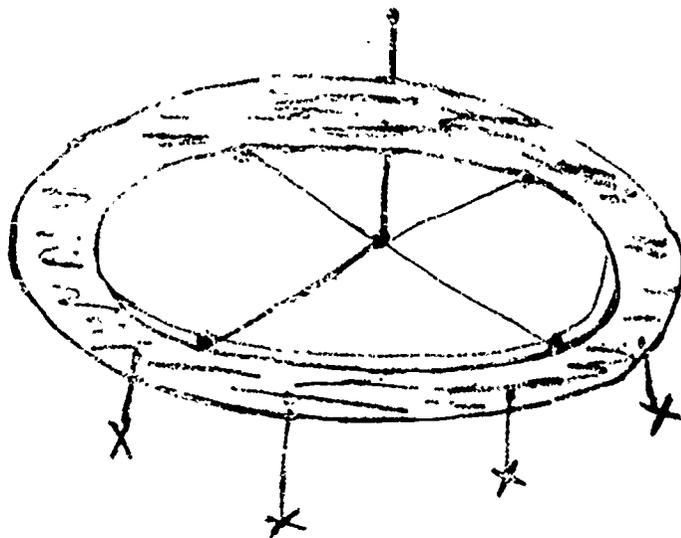
Performed daily and in moderation, calisthenics are good for practically everybody. Those whose condition would be aggravated by light-to-moderate physical activity should not start a program of physical fitness without first asking their physician.

Anchors Away!



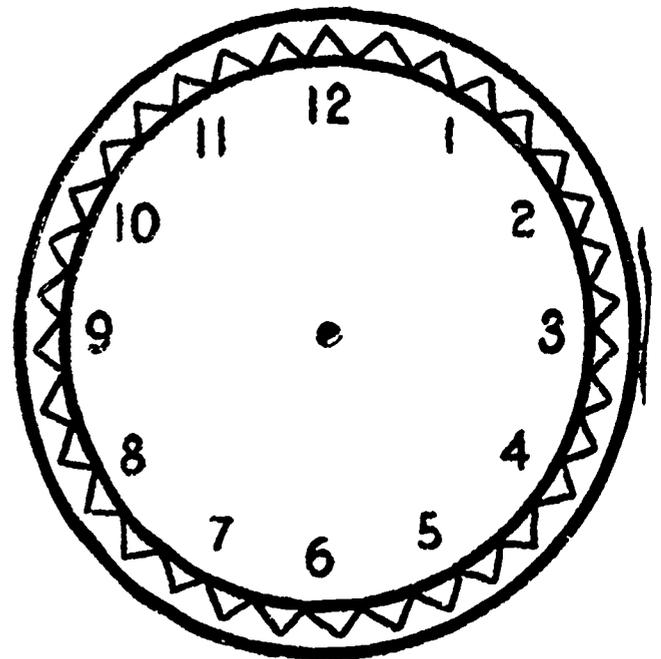
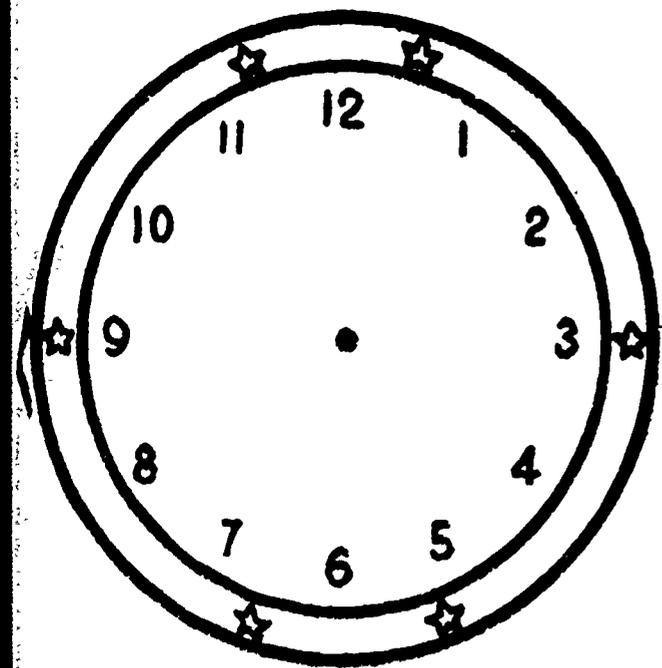
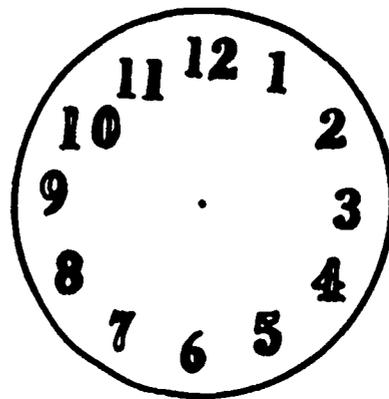
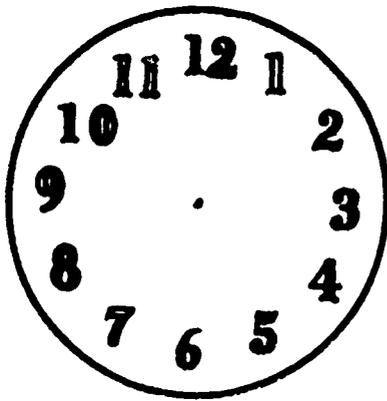
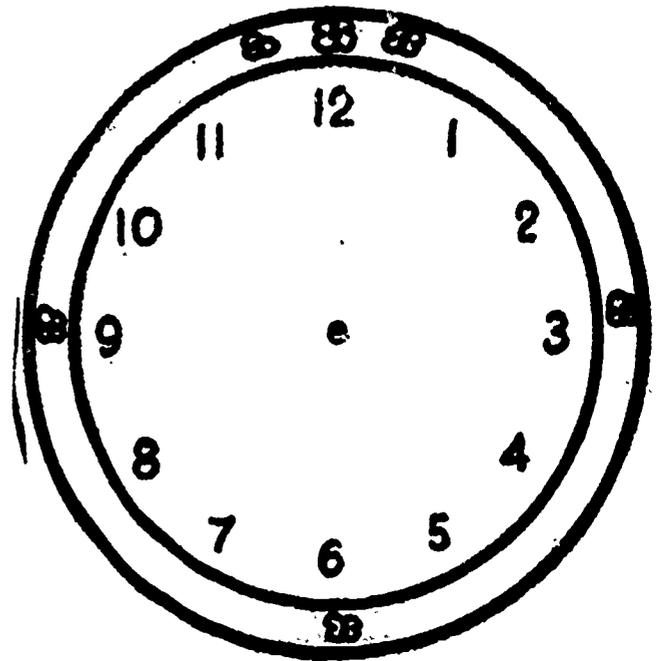
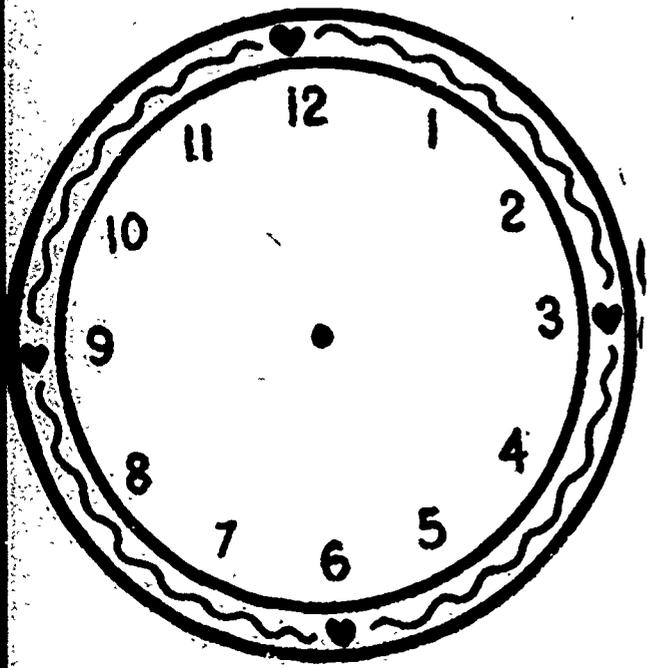
## SHORT STOPS

### TRUCK MOBILE:

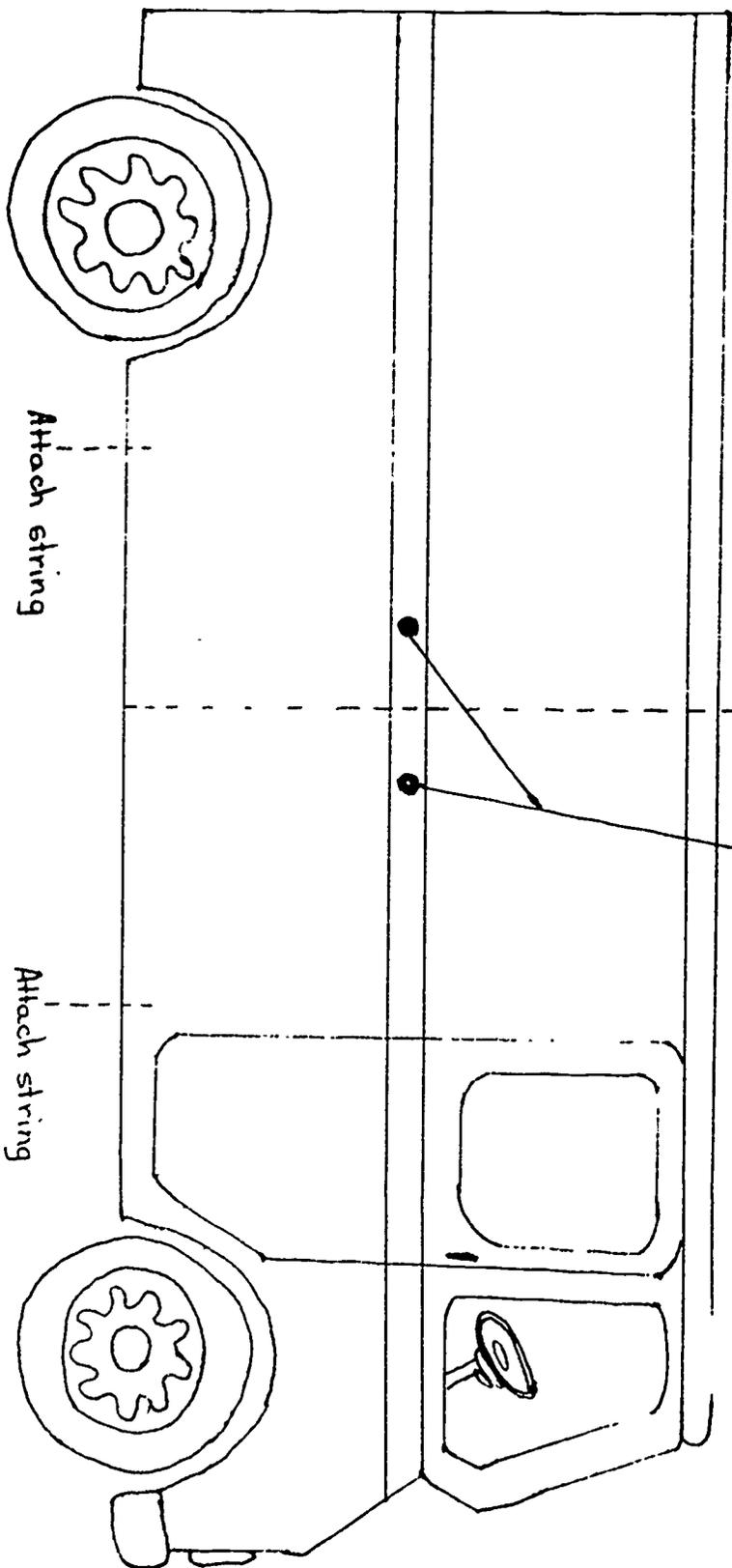


- .. Dots are the string that will hang the mobile.
- .. The circle is decorated cardboard.
- .. The children will cut trucks of construction paper to hang around the ring.

SHORT STOP!



# Short Stop



- Lap one side over the other
- Brad together at dots
- Pull strings to move truck
- Attach to Bulletin Board by brad

- Delivery Truck Driver : A child will go to the board.  
As the strings are pulled, the child will tell what is being delivered.  
The class will guess who the delivery person is.

## CAREFUL! WET PAINT

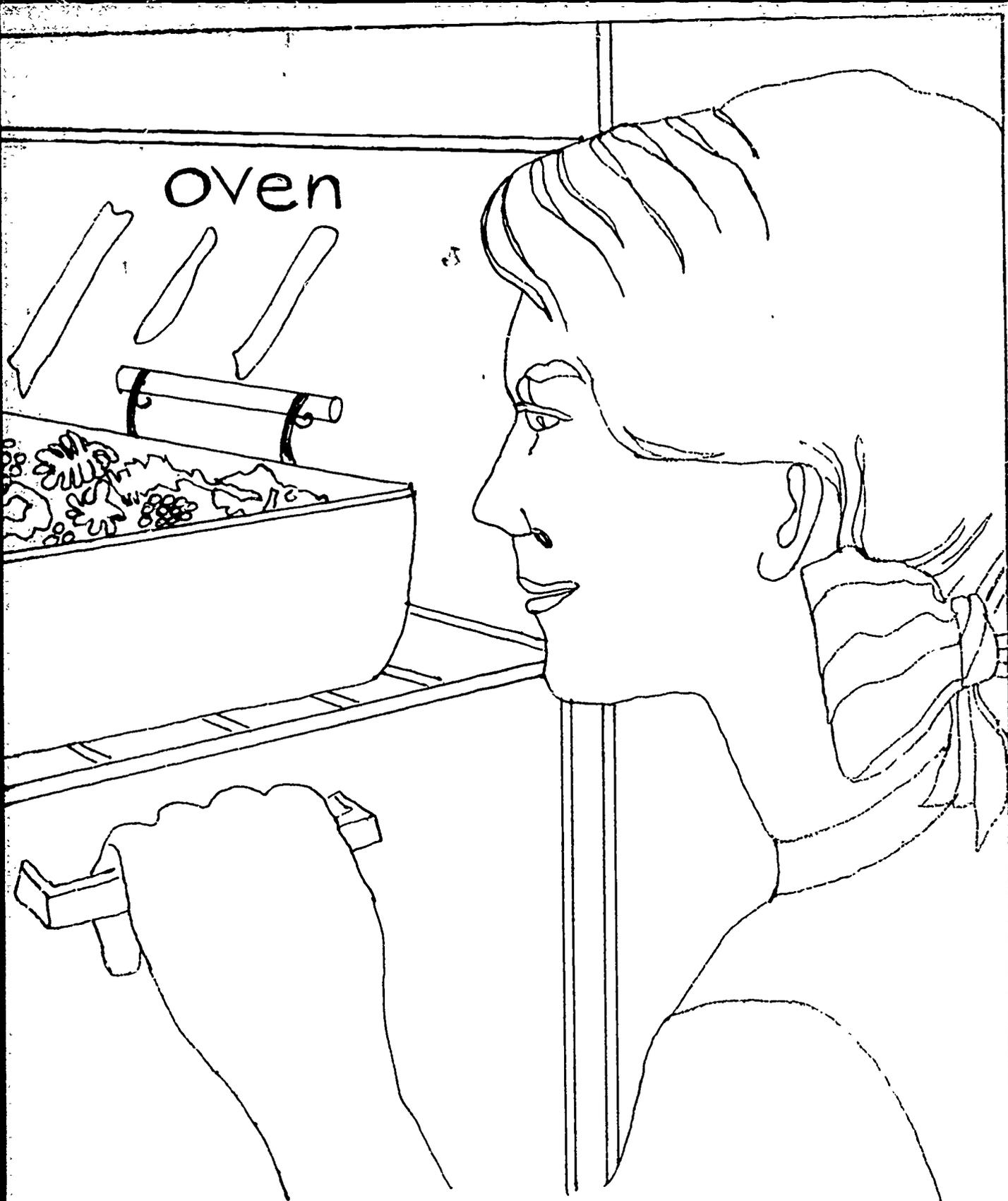
### What a Painter Should be Like

1. Be able to stand for long periods, climb, bend and work with arms overhead.
2. Have a good sense of balance and no fear of height.
3. Have no allergies to paint or paint fumes.
4. Not be color blind.
5. Be able to follow instructions.
6. Enjoy working with their hands, and use them well.
7. Be on time to work every day.
8. Work steadily to be able to finish.
9. Be able to work hard.
10. Be careful and neat when working.
11. Be able to get along with people.
12. Be able to take orders and follow directions.
13. Be able to obey safety rules.
14. Take pride in their work.
15. Have a good memory.

CAREFUL! WET PAINT

Getting to Know Myself

Do I like to...		Am I learning...	
...play many games and take part in physical fitness activities.	Yes No	...to use my hands well in many kinds of work.	Yes No
...ride a bicycle.	Yes No	...to save my money.	Yes No
...look down to the ground from tall buildings and high ladders.	Yes No	...to keep my mind on my work for long periods of time.	Yes No
...work both indoors and outdoors.	Yes No	...that I do not have allergies to paint or paint fumes.	Yes No
...work closely with other people on projects.	Yes No	...to follow instructions.	Yes No
...be on time when I go somewhere.	Yes No	...to obey safety rules at play and work.	Yes No
...take pride in doing my work well.	Yes No	...to be neat and careful in my work.	Yes No
...mix paints and colors in art lessons.	Yes No	...not to waste time.	Yes No



I work in a hospital. I cook good food so that sick people can get well again.

NAME \_\_\_\_\_ ROOM \_\_\_\_\_  
 REGULAR DIET SUNDAY

**BREAKFAST**

Orange Juice or Hot Sweet Roll  
 Cream of Wheat or Dry Cereal  
 Scrambled Eggs  
 or  
 Fried Eggs  
 Crisp Bacon

Toast                      Biscuit  
 Butter                      Jelly  
 Coffee (w/Cream)    Tea    Milk  
 Sugar                      Salt

PLEASE CIRCLE ITEMS DESIRED

200

NAME \_\_\_\_\_ ROOM \_\_\_\_\_  
 REGULAR DIET SUNDAY

**NOON**

Fried Chicken w/Gravy  
 or  
 Swedish Meatballs w/Gravy  
 Whipped Potatoes  
 Asparagus Polonaise      Yellow Squash  
 Mixed Green Salad w/Russian Dressing  
 Apple Pie or Bk. Custard  
 Hot Rolls                      Butter  
 Coffee (w/Cream)    Tea    Milk  
 Sugar                      Salt

PLEASE CIRCLE ITEMS DESIRED

200

CAMPBELL MEMORIAL HOSPITAL

NAME \_\_\_\_\_ ROOM \_\_\_\_\_  
 REGULAR DIET SUNDAY

**EVENING**

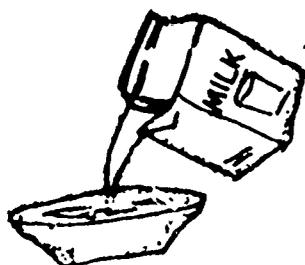
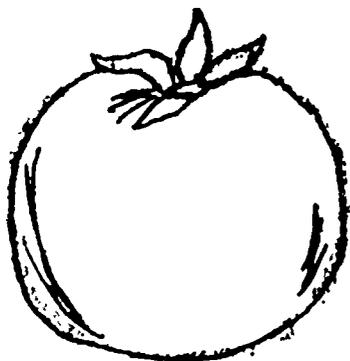
Cream of Mushroom Soup  
 Beef Stew w/Fresh Vegetables  
 or  
 Fried Fillet of Fish w/Tartar Sauce  
 Parslied Bu. Potatoes    Garden Green Spinach  
 Green Beans w/Pimento  
 Fresh Lettuce & Tomato Salad  
 Butterscotch Pudding or Pound Cake  
 Coffee (w/Cream)    Tea    Milk  
 Sugar                      Salt

PLEASE CIRCLE ITEMS DESIRED

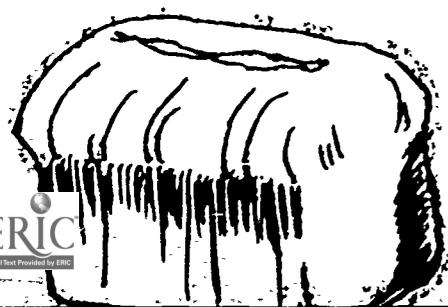
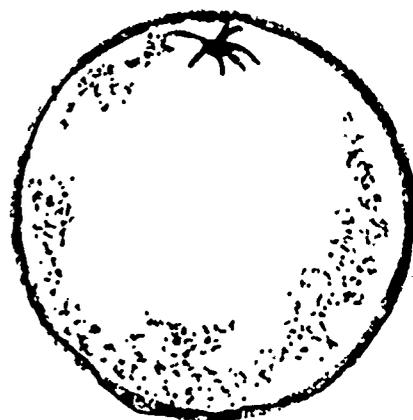
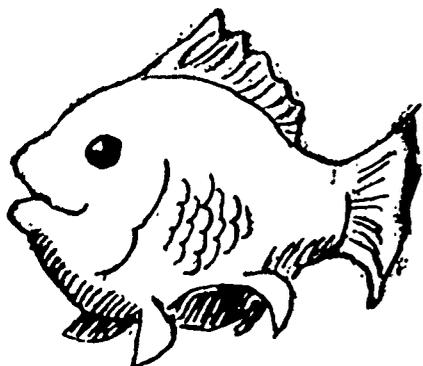
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YOU ARE WHAT YOU EAT

Match words to foods:

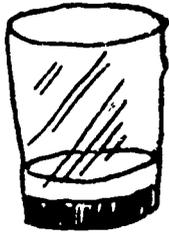


bread  
potatoes  
green beans  
fish  
oranges  
milk  
pork chops  
tomatoes



YOU ARE WHAT YOU EAT

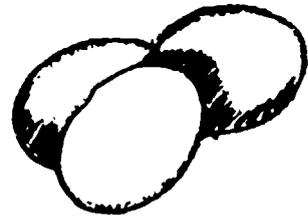
BREAKFAST :



juice



grapefruit



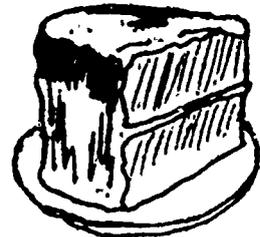
eggs



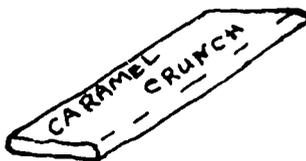
cereal



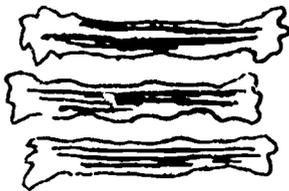
popcorn



cake



candy bar



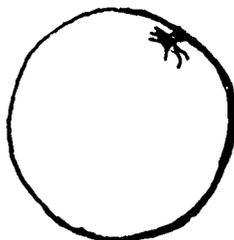
bacon



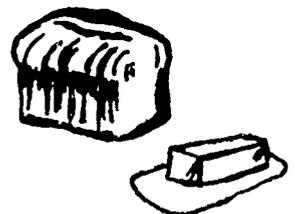
milk



pie



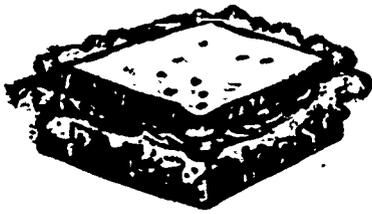
orange



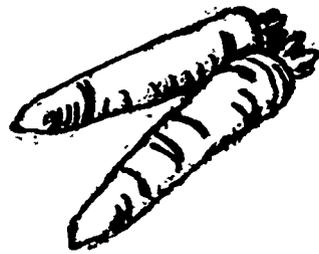
bread and butter

YOU ARE WHAT YOU EAT

LUNCH:



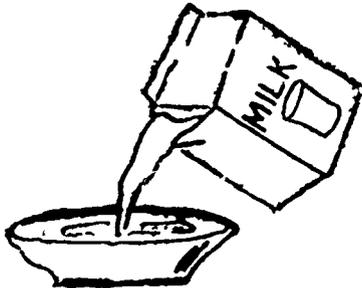
sandwich



vegetables



fruit



milk



dessert



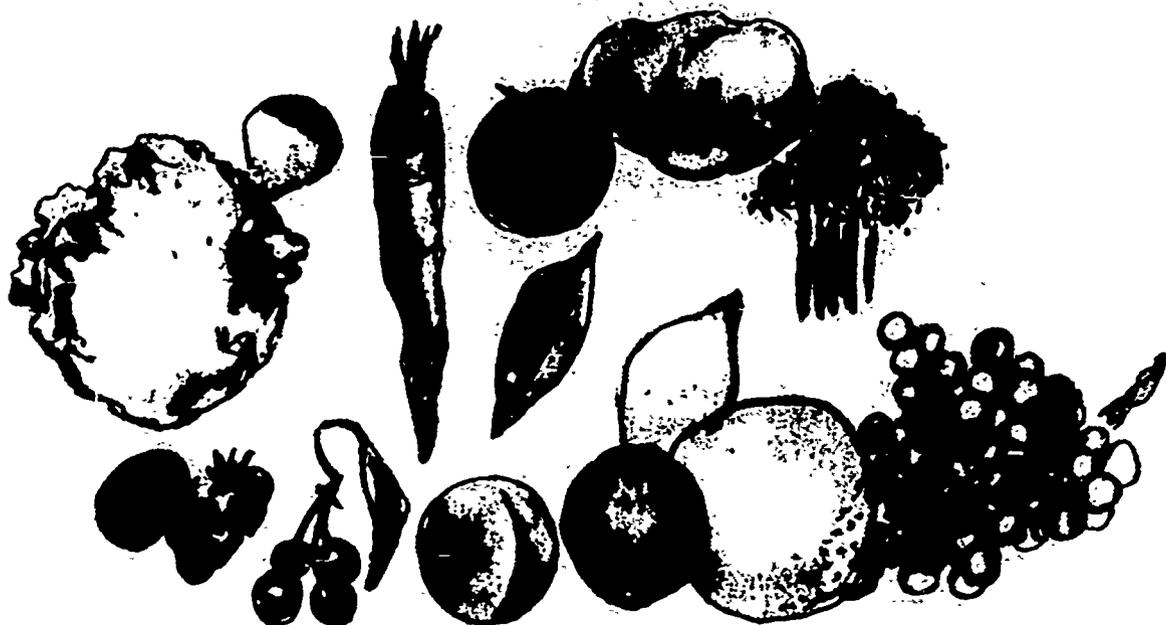
**1. Choose 2 or 3 to 4 items from the list below.**  
**Milk, Cheese, Ice Cream, Foods Made With Milk**

Circle the foods you would eat for a good meal (2 Pages)



**2 MEAT GROUP 2 or more servings**

**Meat, Fish, Poultry, Eggs, Dry Beans and Peas, Nuts**



**3 VEGETABLE-FRUIT GROUP** *4 or more servings*

Include a dark-green or deep-yellow vegetable for Vitamin A at least every other day; a citrus fruit or other fruit or vegetable for Vitamin C daily (oranges, grapefruit, cantaloupe, raw strawberries, broccoli, green pepper); other fruits and vegetables, including potatoes.

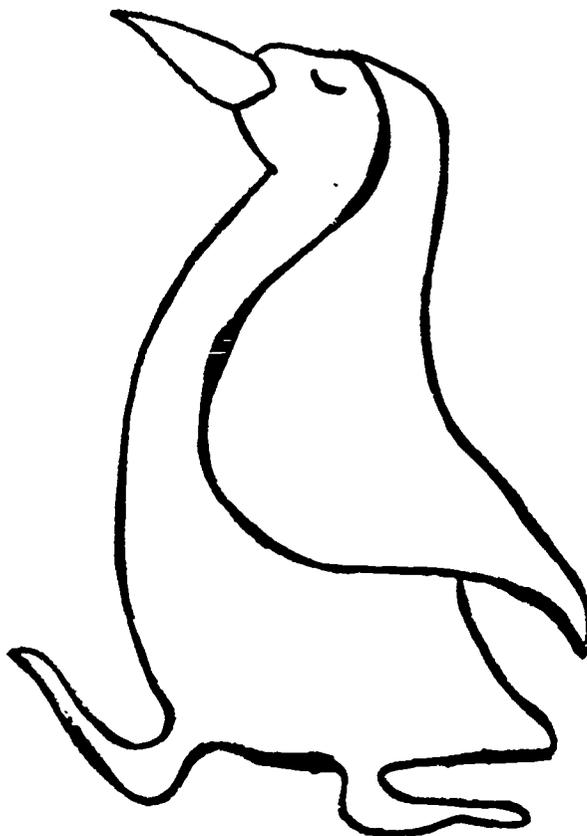


**4 BREAD-CEREALS GROUP** *4 or more servings*

Bread or Cereals—Whole Grain, Enriched, Restored; Macaroni, Spaghetti, Noodles, Rice

## UNDER THE BIG TOP

Bulletin Board: Use any large Animal. Suggested here is a penguin that could be enlarged. Use the question "What Would You Be?" on the figure or on the board. The children will draw pictures to answer the question and these will be placed around the figure.



UNDER THE BIG TOP



- .....Cut out elephant and fold on line.
- Place over stick or ruler.
- ..... Lion is same as elephant.
- .....Giraffe will be pasted on ruler or stick.

## UNDER THE BIG TOP

### Song: "The Circus Parade"

Some children may be lions, some a band, some elephants, some giraffes, etc. and act out their parts as others sing.

Stick puppets may be used for the parts mentioned in the song.

### Song: "Circus Clowns"

Divide class into 6 clowns, five clowns, etc. and have each group portray their lines.

Clowns can be held by the hats and they will dance.

The masquerade clowns can act out the song as others sing.

### Song: "The Lost Balloon"

Provide some balloons for the children so they can role play to the words of the song.

### Song: "The Man on the Flying Trapeze"

Children can imitate actions of Trapeze Artists.

# The Circus Parade

35

INTRODUCTION



Hur - rah! \_\_\_\_\_ Hur - rah! \_\_\_\_\_

*Like a march*



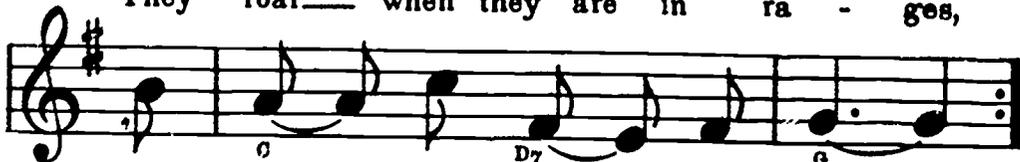
- ♦ 1. The cir - cus is com - ing to our \_\_\_\_\_ town,
- 2. The cir - cus band is a - play - ing,
- 3. The li - ons ride in their ca - ges,



- To our \_\_\_\_\_ town, to our \_\_\_\_\_ town,
- Is play - ing, is play - ing,
- In ca - ges, in ca - ges,

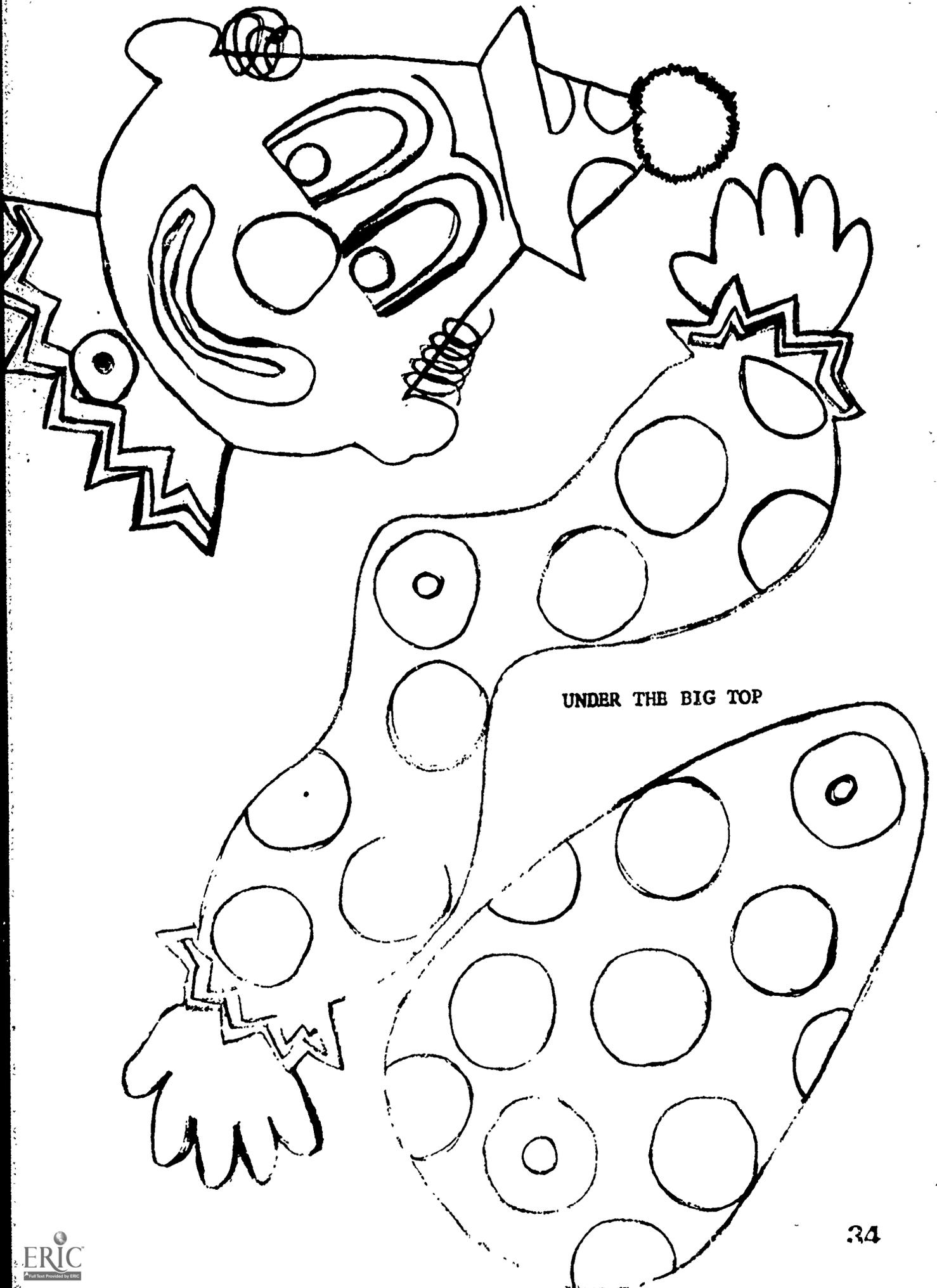


- ♦ The cir - cus is com - ing to our \_\_\_\_\_ town.
- And all \_\_\_\_\_ the folks are a - say - ing,
- They roar \_\_\_\_\_ when they are in ra - ges,

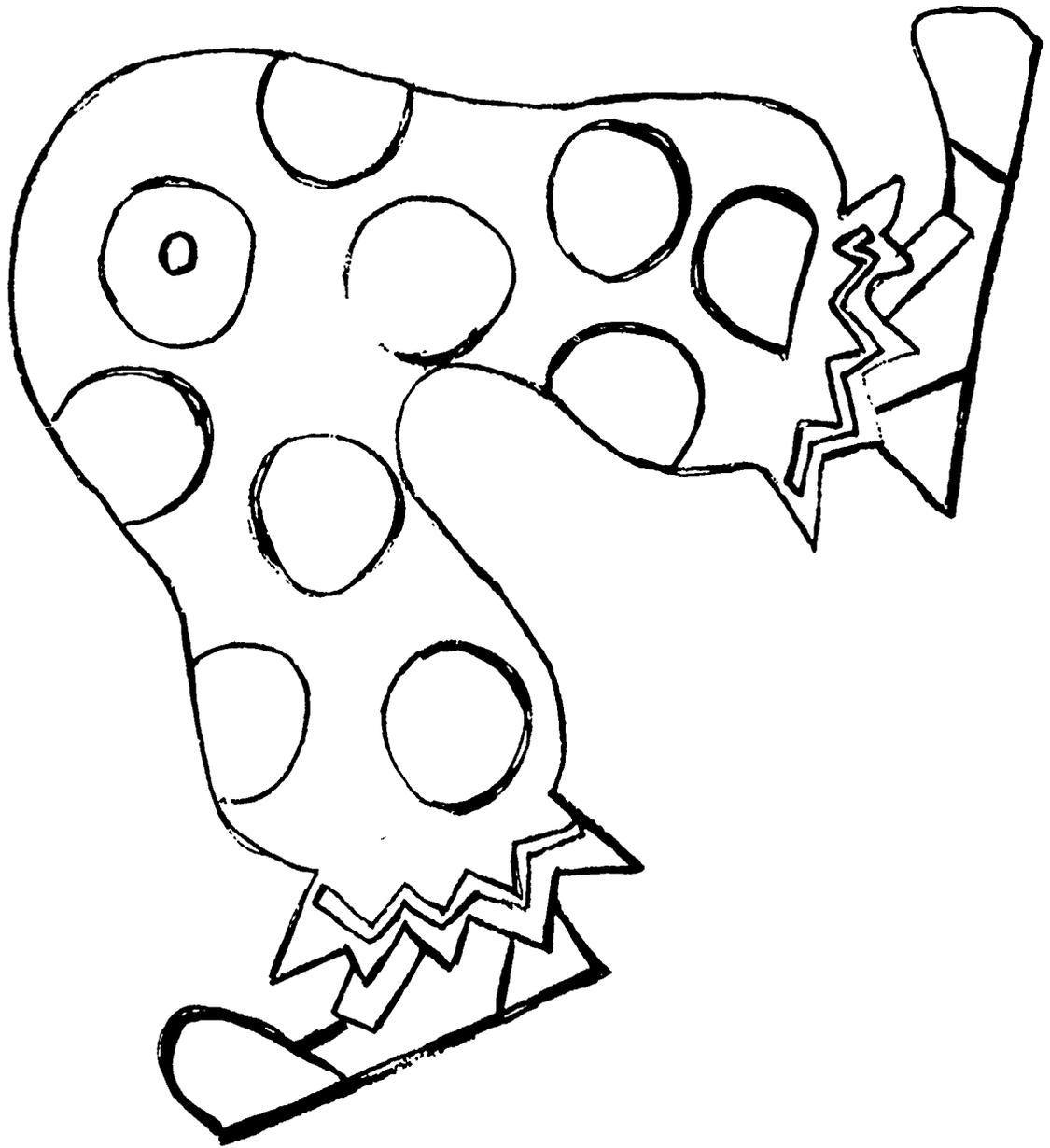


- Jump up \_\_\_\_\_ and down \_\_\_\_\_ for joy! \_\_\_\_\_
- They want \_\_\_\_\_ to see \_\_\_\_\_ the show \_\_\_\_\_
- And swish \_\_\_\_\_ their tails \_\_\_\_\_ at me! \_\_\_\_\_

1. The elephant carries his own trunk,  
His own trunk, his own trunk,  
A driver rides upon it,  
I wish that it were I!
2. The stately giraffe is so tall and thin,  
So tall and thin, so tall and thin,  
He makes the people look up at him,  
Especially short little me!
3. The Bearded Lady is smiling,  
Is smiling, is smiling,  
She nods her head to the people,  
And waves her hand to me.
4. The steam calliope plays a tune,  
It plays a tune, it plays a tune,  
To announce the show this afternoon.  
Let's go along and see!



UNDER THE BIG TOP



- Join neck to body with a brad.
- Join body and legs with a second brad.
- Hold clown by hat, this will make clown dance.

# Circus Clowns

*Gaily*  
*mf*

1. Six clowns pa - rad - ing,      One took a dive,  
2. Five clowns a - pranc - ing      On saw - dust floor;  
3. Four clowns a - walk - ing      Mer-ry as could be;

• Lay down a - rest - ing,      Then there were five.  
One went up a wire, And      then there were four.  
One fell in a bar - rel,      Then there were three.

4. Three clowns a-skiping,  
One lost a shoe,  
Couldn't go on skiping,  
Then there were two.

5. Two clowns a-fighting,  
Boxing in fun;  
One tripped the other,  
Then there was one

6. Big clown policeman  
Came on the run;  
Hauled off the winner,  
Then there was none.

## UNDER THE BIG TOP

Have the class select two or three children to be the clowns. The remainder of the class will have fun watching the chosen ones become clowns.

Collect water-soluble masquerade makeup in white, red, and black, a bathing cap to protect hair and some old hats and old clothes.

Moisten fingertips with water and spread white makeup over face and under chin. Use black for eyebrows, red for nose and mouth.

The clowns can tell the group how it feels as the makeup is applied.

## UNDER THE BIG TOP

### Monkey See, Monkey Do

The image shows two staves of musical notation in treble clef. The first staff begins with a C chord symbol above the first measure. The melody consists of quarter and eighth notes. Below the staff, the lyrics are: "If you clap, clap, clap, your hands, The mon-key claps, claps, claps his hands." The second staff begins with an F chord symbol above the first measure, followed by C, A7, G7, and C chord symbols above subsequent measures. The melody continues with quarter and eighth notes. Below the staff, the lyrics are: "Mon-key see, and mon-key do. The mon-key does the same as you!"

If you clap, clap, clap, your hands, The mon-key claps, claps, claps his hands.

Mon-key see, and mon-key do. The mon-key does the same as you!

Children form a circle. Everyone sings the first verse and claps hands on the word "clap." For succeeding verses, children take turns being the leader. The leader sings the first phrase of his verse and does appropriate motions. Everyone else imitates.

Sing these verses or make up new ones:

If you tap, tap, tap your head...

If you stamp, stamp, stamp your feet...

If you bend, bend, bend your knees...

If you turn, turn, turn around...

If you hop, hop, hop in place...

If you sing this very loud... (*sing loudly*)

If you sing this very soft... (*sing softly*)

If you sing this very short... (*sing staccato*)

If you sing this very slow... (*sing slowly*)

If you sing this very fast... (*sing fast*)

# UNDER THE BIG TOP

## *The Balloon Man*

Our balloon man has balloons,  
He holds them on a string.  
He blows his horn and walks about  
Through puddles, in the spring.

He stands on corners while they bob  
And tug above his head—  
Green balloons and blue balloons  
And yellow ones, and red.

He takes our pennies and 'unties  
The two we choose; and then  
He turns around and waves his hand,  
And blows his horn again.

DOROTHY ALDRIN

# The Lost Balloon

35

*Slowly and sadly*

♦ 1. Oh, bal-loon, my pret-ty bal-loon,  
2. Oh, bal-loon, my pret-ty bal-loon,

Why did I let you go?  
Bub - ble of rose and blue,

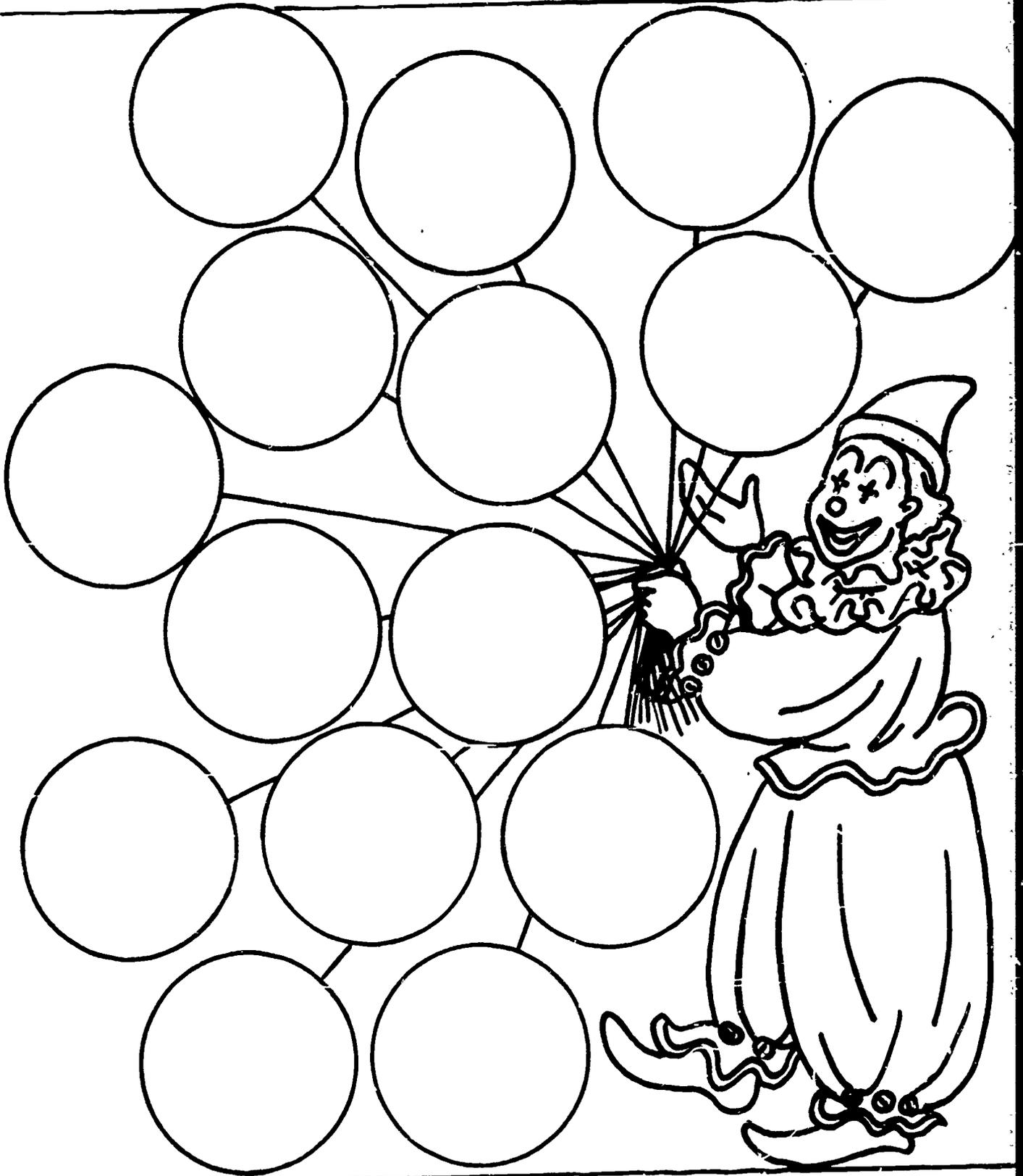
• Why did you fly so far a - hove,  
Will you come down a - gain to me,

And leave me down here be - low?  
And take me a - way with you?

Marian A. Moore

*Polish Tune*

UNDER THE BIG TOP



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# The Man

## on the Flying Trapeze

INTRODUCTION FOR BELLS (contin. throughout song)



*With a good swinging motion*

He floats through the air with the great-est of ease,

That dar- ing young man on the fly- ing tra- peze;

His ac- tions are grace-ful, all girls doth he please;

He has sto- len my true love a- way. —

CHORDS: I = G Maj.; IV = C Maj.; V<sub>7</sub> = D<sub>7</sub>.

*American Circus Song*

## UNDER THE BIG TOP

Match first and second parts and make sentences:

- |                            |                        |
|----------------------------|------------------------|
| 1. A circus parade         | "The Circus Parade".   |
| 2. We                      | the giraffe.           |
| 3. An ape                  | the penguin.           |
| 4. People                  | at the people.         |
| 5. The ape                 | did somersaults.       |
| 6. The clowns wore         | holding a baby monkey. |
| 7. An elephant stood       | in the air.            |
| 8. Many balloons were      | passed by.             |
| 9. A big monkey was        | laughed.               |
| 10. The trapeze artists    | very fat.              |
| 11. The police clown was   | watched it.            |
| 12. The lion roared        | laughed too.           |
| 13. The band was playing   | screamed.              |
| 14. The tallest animal was | funny suits.           |
| 15. We wanted to touch     | on his front feet.     |

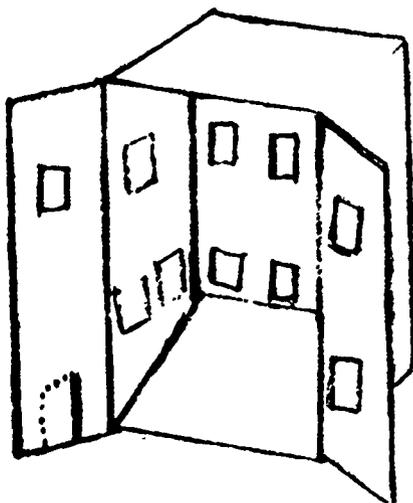
WHAT'S YOUR BY-LINE?

"My Friendship Guide"

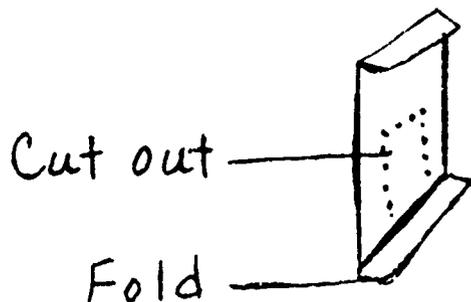
Oh, making friends is lots of fun,  
and I'll remember how its done.  
I'll try to look for good in others,  
My friends and neighbors, sisters, brothers.  
And tell them of the good I find,  
So they will like me and be kind.  
And I will wear a cheerful smile,  
Though troubles come once in a while.  
Then when the others look at me,  
A happy girl or boy they'll see.

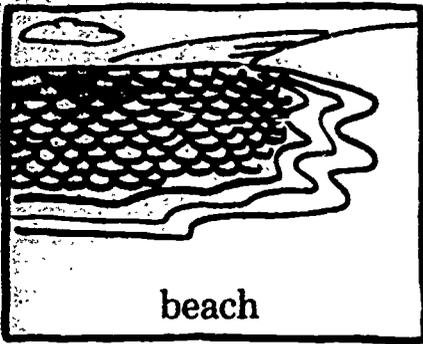
SUGGESTED QUESTIONS FOR SCHOOL BUILDING OBSERVATION:

- 1) How many steps lead to the front door?
- 2) How many doors are at the front of the building?
- 3) What materials are used in the building?
- 4) How many windows are on the east side of the building?
- 5) How many windows are on the south side of the building?
- 6) How many steps are on the east side of the building?
- 7) How many doors are on the east side of the building?
- 8) How many steps are on the east side of the building?
- 9) What shape is the roof on the building?
- 10) How many large trees are around the building?
- 11) Are there any other plants around the building?
- 12) What materials are used in the steps?
- 13) How many outside doors are in the building?
- 14) How does the water get off the roof?
- 15) What is the shape of the building?



- Any size carton
- Leave flaps on carton
- Cut out door as shown
- Cut openings for windows or make paper windows to glue on.
- Roof: Use construction paper or cardboard folded in half. Fold ends to form flaps to place on box top. A chimney may be added.
- Walls and a second floor can be added as shown below.

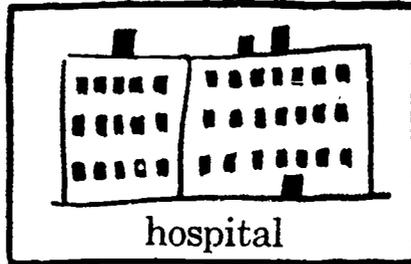




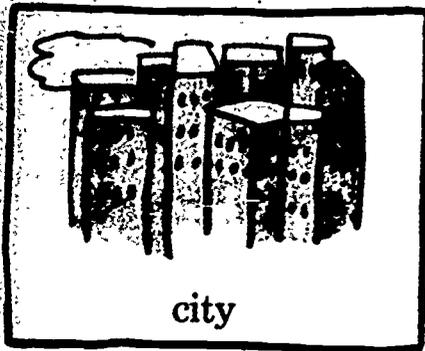
beach



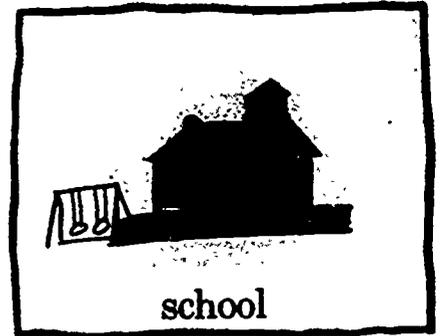
home (house)



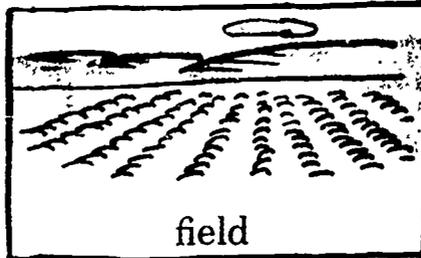
hospital



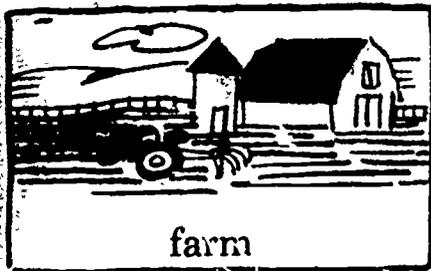
city



school



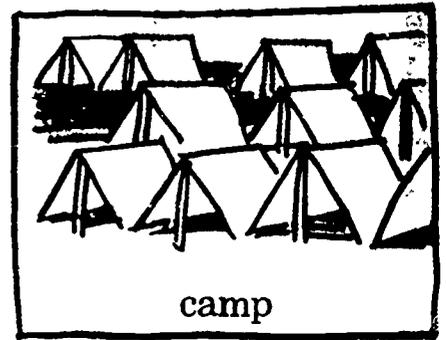
field



farm



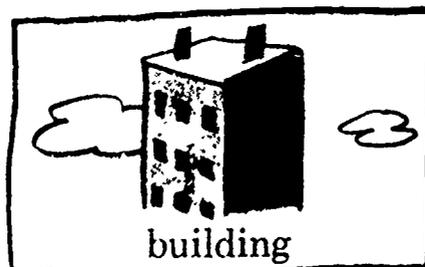
post office



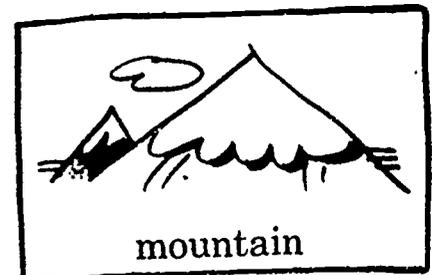
camp



shopping center



building



mountain

## THE INCH WORM

### HOUSES

The homes of our  
Earliest ancestors  
Were lower than low.  
They had no windows,  
They had no doors.  
If you wished to go in  
You went on all fours--  
The dirt or the dust  
Or the snow was the floor.  
It was hundreds and hundreds  
Of years before  
Men lived in houses  
With windows and doors  
Or lay down in beds  
Or sat up in chairs  
Or sat down at tables  
Or walked upstairs:  
Then, as time goes,  
It was no time at all  
Before houses were built  
So exceedingly tall,  
They had hundreds of windows  
And only one door  
And you had to go up  
In an elevator.  
And now they have grown  
So gigantically high  
They nudge the new moon  
And scrape the blue sky;  
And today we live  
Like bees in a hive  
In the tallest cities  
That Mister Man  
Has built on this earth  
Since the world began.

Mary Britton Miller

# Builders at Work

35

*Inquiringly*



- ♦ 1. Would you know how a home is made?
- ♦ 2. Would you know how a win-dow's made?
- ♦ 3. Would you like to pre-serve the wood?



- ♦ See the ma-son ply his trade!
- ♦ See the gla-zier ply his trade!
- ♦ Paint, we know, is ver-y good.



- ♦ Stone on stone, stone on stone,
- ♦ Glass must fit win-dow-pane,
- ♦ With brush and paint And tur-pen-tine.



- ♦ Build - ing them a fine new home.
- ♦ Pane must fit the win - dow frame.
- ♦ Paint - ers col - or walls so fine.

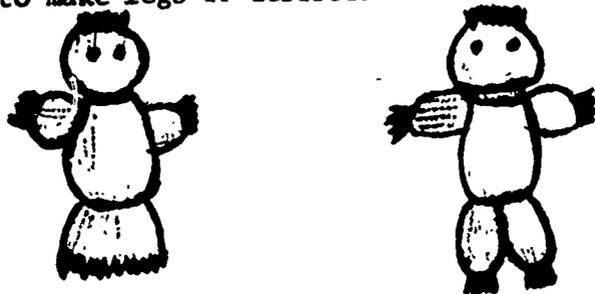
CHORDS: I = F Maj.; V<sub>7</sub> = C<sub>7</sub>.

B.P.K.,  
from the German

*German Folksong*

## HOLIDAY HELPERS

**YARN DOLLS:** Cut a four inch long section of cardboard. Loop yarn around the cardboard at least fourteen times. Remove from cardboard. Cut loops at the bottom. Tie a piece of yarn at the top and clip for the hair. Tie a second piece of yarn to make the head. Divide the yarn in half. Divide one-half in two parts to make arms. Tie at the ends. Tie the other half to form body and then divide and tie again to make legs if desired.



### TOYS:

**Watch It Snow:** Materials needed - Glass jar with screw top  
Moth flakes or moth balls crushed  
Waterproof cement  
Figure

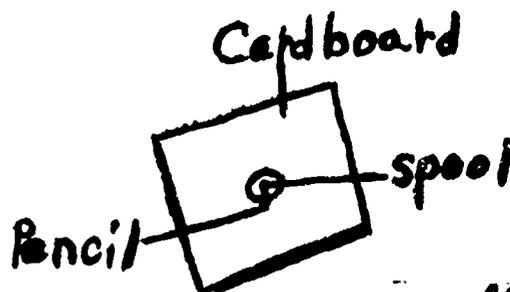
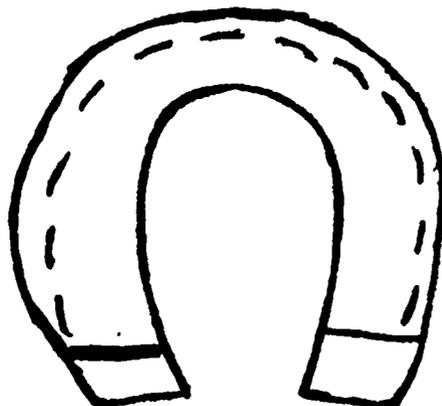
Cement a figure to inside jar lid and let dry overnight. Fill jar with water almost to the top. Put moth flakes inside. Cement on lid where it screws. Let dry for a day.

**Peas in Bags:** Use gravel in any design. Materials can be glued or stitched together.

**Containers:** Glue yarn around the outside of a can of any size.

**Sewing Cards:** Outline a design on cardboard. Punch holes at various places. Use a large needle and yarn to complete the design.

**Horseshoes:** Cut three thicknesses of cardboard in a horseshoe design. Glue these together for strength. Tape the edges. To make the goals, repeat horseshoe procedure in a square shape. Glue a spool in the middle with a pencil or dowel thru the center of the spool.



## HOLIDAY HELPERS

**Christmas tree on the floor:**

Use colored tape to form a large tree on the classroom floor. Keep this tree on the floor for a gathering place for holiday activities.

**Holiday bags:**

Cut a Christmas tree from green construction paper and staple another sheet to half of the front to form a pocket. Hang this somewhere in the room as a picture file.

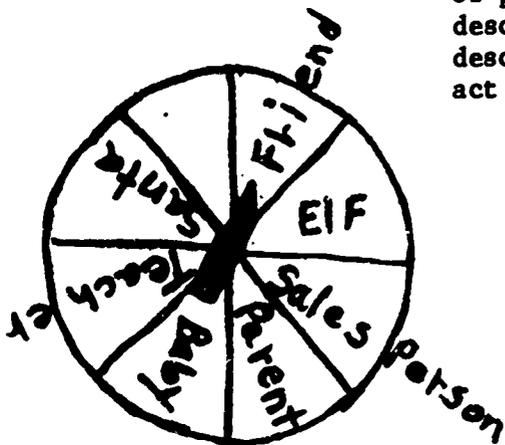
**Santa or elf caps:**

Make tracers for Santa or elf caps that will fit the children's heads. Have them trace this on two sheets of paper. Cut out, paste around edges and decorate.



**Spin-a-story:**

Make two large circles with spinners in the center. Divide one circle and label each part of the circle with the labels of people. Divide the other circle using descriptive words. The first spin will describe how they feel. The student will act out the person and how they feel.

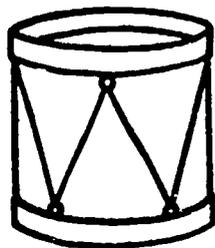


**Toy Chart:**

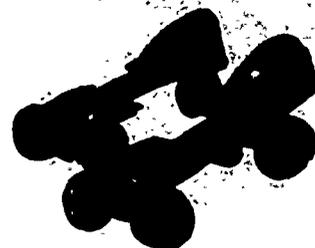
Cut off a long sheet of brown kraft paper. Divide the paper so each child in the class can have a square. After putting their names in the squares, the children will illustrate a Christmas dream toy they would like to receive. Display the chart in the classroom.

# HOLIDAY HELPERS

Match picture names to pictures

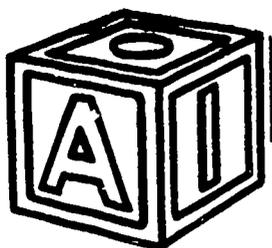


balloon



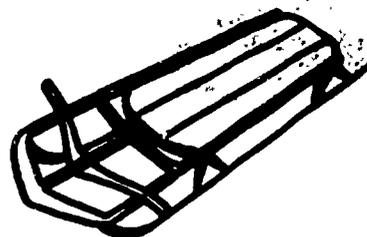
kite

block



doll

sled



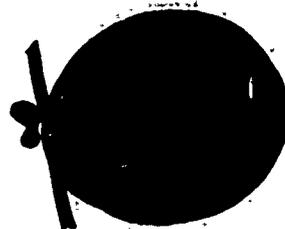
bicycle

top

checkers



skates

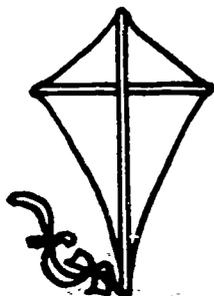


drum

marbles

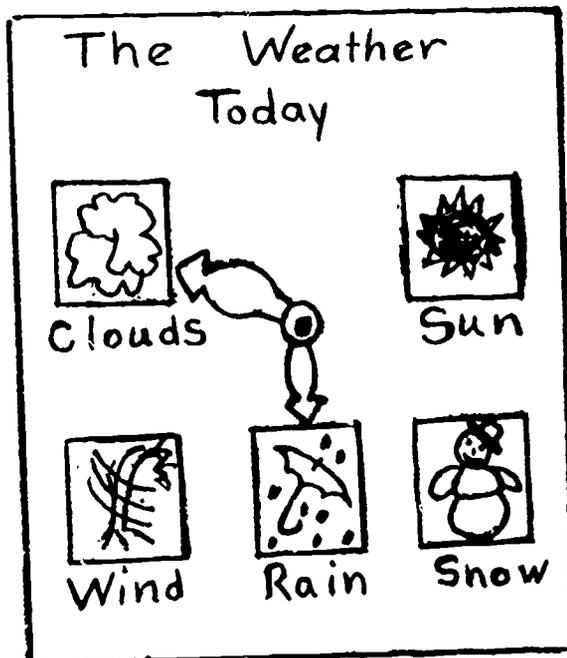


ball



THE WEATHER FORECAST IS-----

BULLETIN BOARD:



SURVEY:

My name:-----

My occupation:-----

I watch the Weather Forecast: (Yes--No)

The Weather Forecast helps me in my occupation: (Yes--No)

If yes, how?

My favorite Weather Forecaster is:-----

THE WEATHER FORECAST IS-----

So Long As There's Weather

Whether it's cold  
or  
Whether it's hot  
I'd rather  
have weather  
whether or not  
it's just what I'd choose.

Summer  
or  
Spring  
or  
Winter  
or  
Fall--  
any  
weather  
is better  
than  
no weather  
at all  
I really like weather.

I never feel  
whiney  
when weather is  
rainy.  
And when it's  
sunshiny  
I don't feel  
complainy.  
Weather sends me.

So--  
Rain?  
Let it splash!  
Thunder?  
CRRRASH!  
Hail?  
Clitter-clatter!  
What does it matter--  
So long as there's weather!

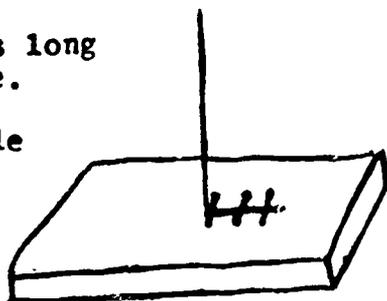
Tamara Kitt

## THE WEATHER FORECAST IS-----

### WIND VANE

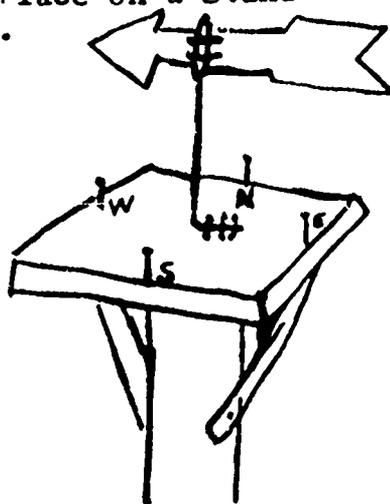
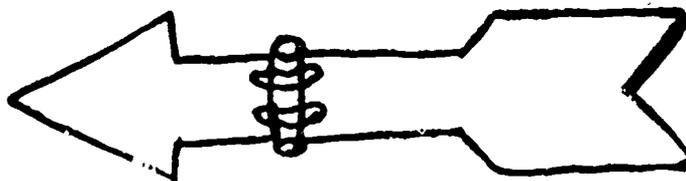
#### Materials

Cardboard 6 inches long  
and 2 inches wide.  
Wire coat hanger  
narrow pill bottle  
wooden block



Cut a piece from the coat hanger. Nail the coat hanger to the block of wood. Bend hanger up.

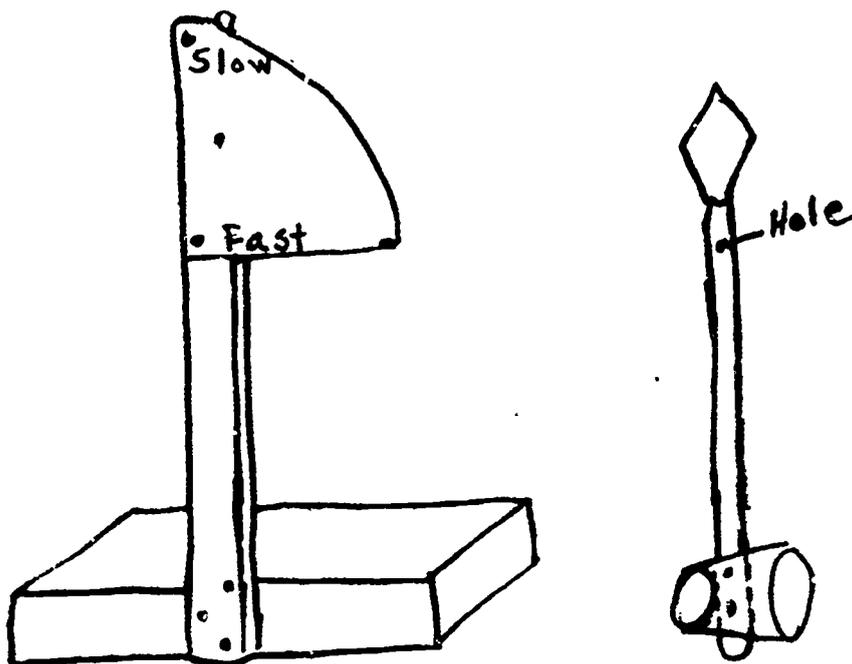
Cut arrow. Fasten the pill bottle upside down on the arrow with tape. Place the arrow a little closer to the point than to the end. Put the bottle on the end of the wire. Place on a stand in the open.



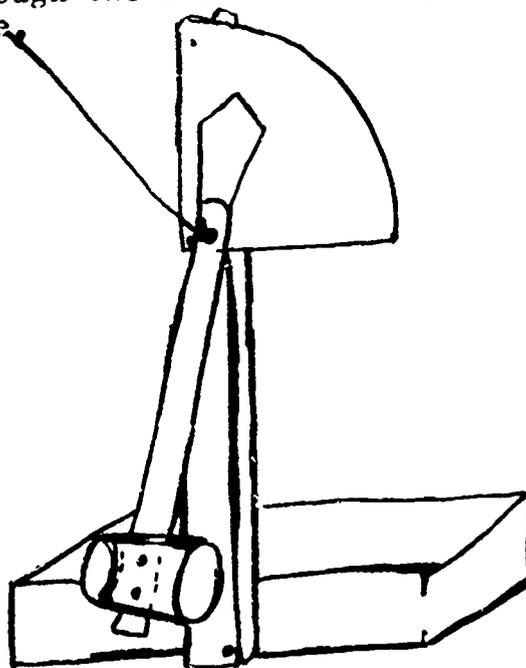
Mark the directions with nails.

# The Weather Forecast is-----

## ANEMOMETER



- ....Use a block base
- ....Nail on piece of wood
- ....Cut out a big cardboard slice and mark fast and slow on it. Place at top with nails.
- ....Punch a hole in a thin strip of wood about 2 inches from the end.. Make a red arrow and glue it above the hole. Fasten a paper cup to the other end with 2 thumbtacks.
- ....Hang the stick with arrow and paper cup to the post by driving a nail through the hole near the point of the cardboard pie slice.



- ....Take to an open place
- ....Place so the wind blows into the paper cup.
- ....The faster the wind blows, the higher the cup will swing

## THE WEATHER FORECAST IS-----

**Thermometer:** Use a bottle about 6 inches high; a glass tube or plastic straw; a rubber stopper with a hole in it or a lid to fit the bottle with a hole punched for the tube.. (If the lid is used seal around the tube with wax).  
Fill the bottle half full of water. Add coloring. Place stopper in or lid on. Be sure the tube is in the water. Place in the sun or warm place to see the water rise.

**Rain Gauge:** Use a drinking glass with straight sides. Tape a 6 inch ruler to the outside of the glass. Put the empty rain gauge away from trees or buildings.

**Barometer:** Use an olive jar. Cut a balloon so it can be stretched over the mouth of the jar. Secure the balloon with a rubber band. Place a drop of glue in the center of the balloon and place one end of a straw on the glue. Hold in place until it dries. Place a white card behind the straw . Up is high, down is low.

THE WEATHER FORECAST IS-----



Cold Front



Warm Front



Stationary Front



○ clear

Ⓡ Rain

S Hurricane

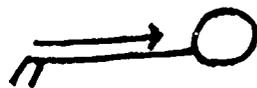
◐ Partly Cloudy

Ⓢ Snow

◑ Cloudy

ⓕ Fog

Direction of Wind



West Wind



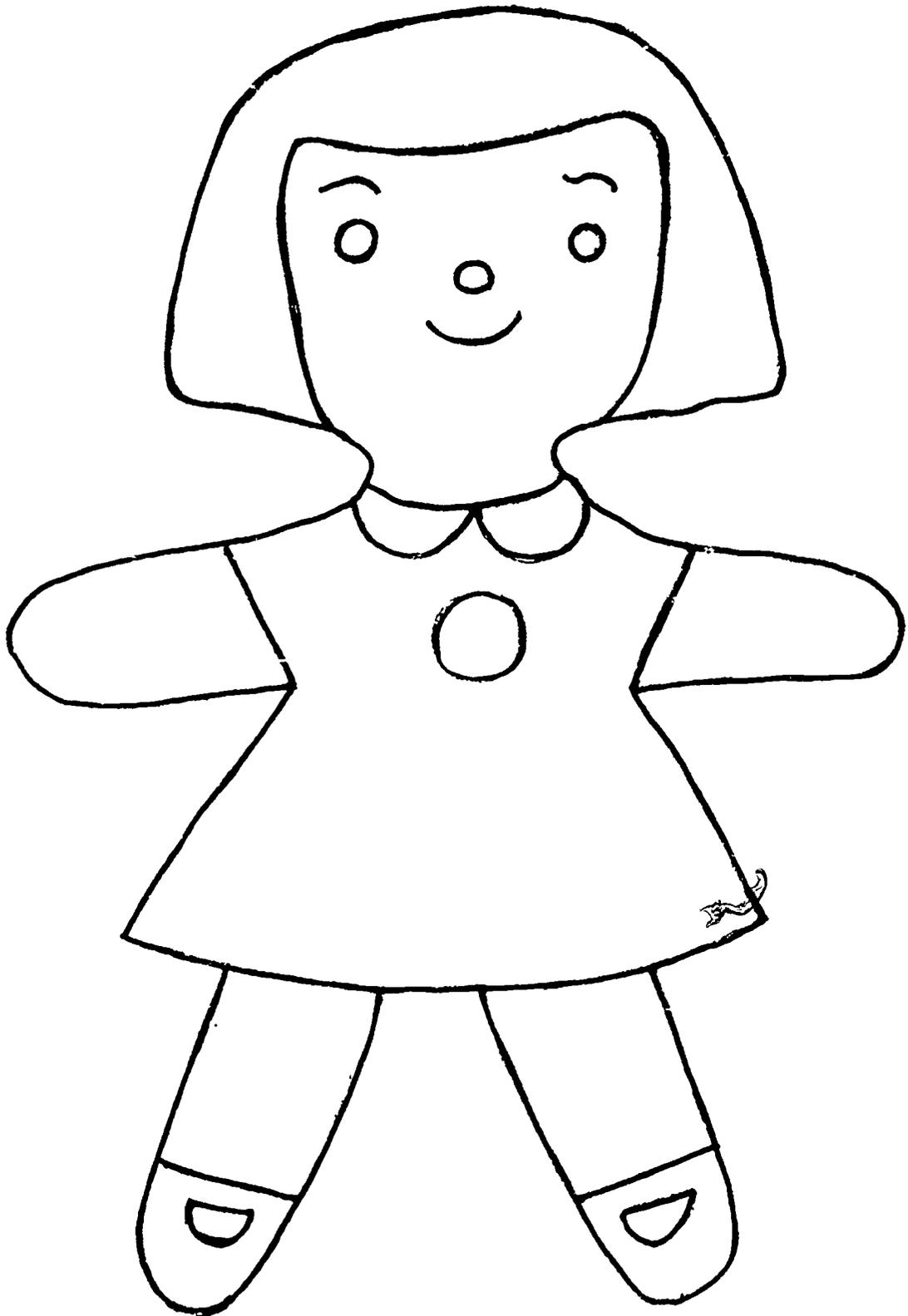
East Wind

THE WEATHER FORECAST IS-----

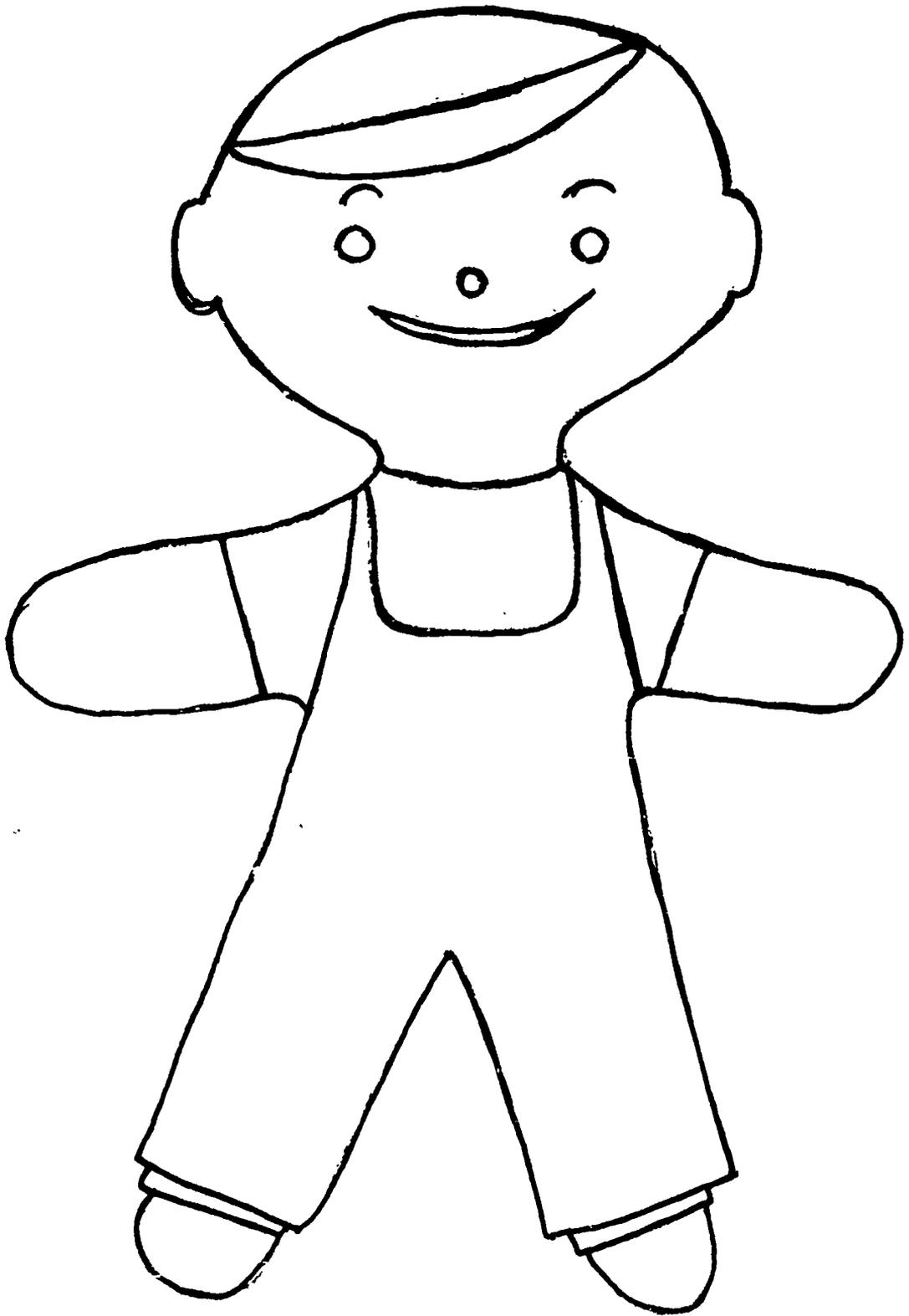
- 1) Rain gauges when the sun shines.
- 2) A barometer measures show the wind direction.
- 3) Weather reports show on a weather map.
- 4) A thermometer measures the temperature.
- 5) (R) shows help many people.
- 6) A dark cloud may the air pressure.
- 7) Wind vanes measure the rain fall.
- 8) An anemometer shows rain on a weather map.
- 9) (S) shows Mean it will rain.
- 10) We like to play the speed of the wind.

"BAA, BAA BLACK SHEEP"

- .. Enlarge dolls for the Bulletin Board.
- .. Cut clothes for them from cloth scraps.



"BAA, BAA BLACK SHBEP"



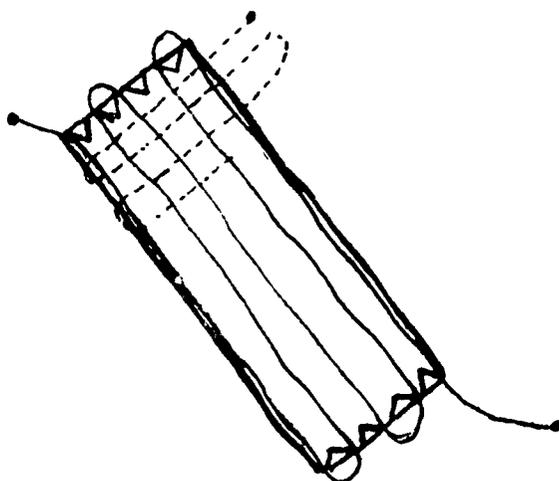
## "BAA, BAA BLACK SHEEP"

### I HELD A LAMB

One day when I went visiting,  
A little lamb was there,  
I picked it up and held it tight,  
It didn't seem to care.

Its wool was soft and felt so warm  
Like sunlight on the sand,  
And when I gently put it down  
It licked me on the hand.

**Weaving:** Cut cardboard the length and width of desired article. Notch the ends of the cardboard to wind the yarn. Tie the ends of the yarn after winding around the cardboard. Weave in the usual fashion. You can make book marks, bracelets, belts, place mats, etc., depending on the size of the cardboard loom.



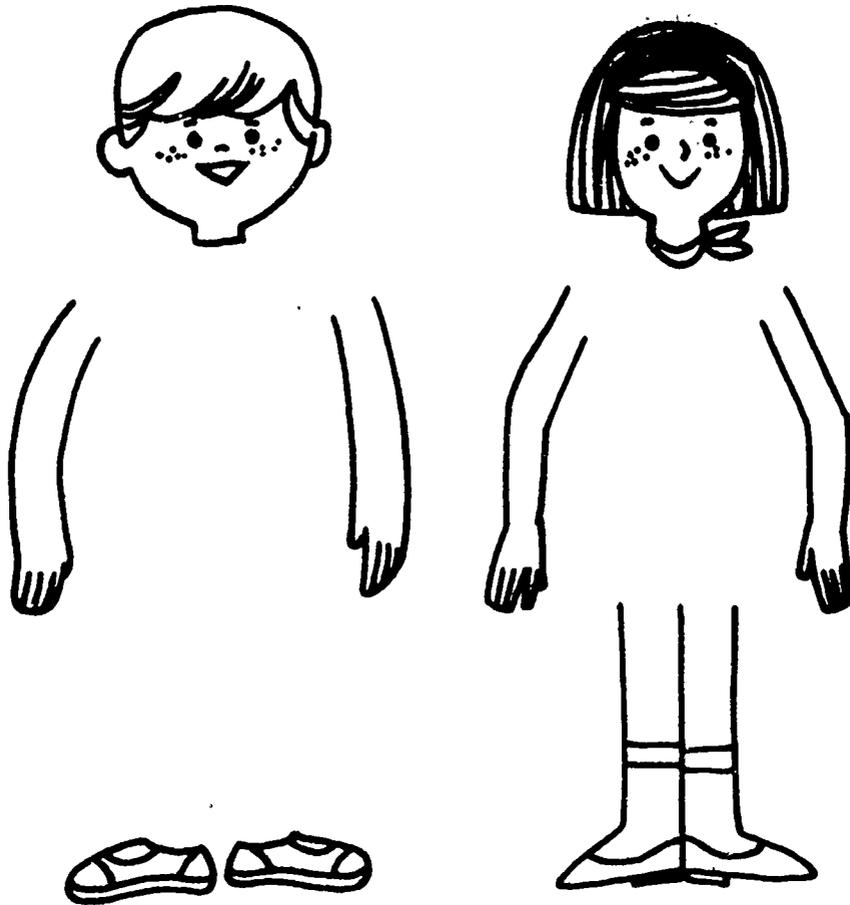
"BAA, BAA FLACK SHEEP"

SENTENCE COMPLETION: Cut words from magazines or newspapers to complete the following sentences.

1. Have you ever worn-----?
2. Bob wore a blue-----.
3. Jan's shoes are-----.
4. Dresses are usually-----.
5. Baseball players wear-----.
6. Our clothes come from-----.
7. Where did you buy-----?
8. What will you wear-----?
9. Is your bathing suit-----?
10. How much did-----?

"BAA, BAA FLACK SHEEP"

From a scrap box of materials have the children cut clothes for the figures below.



## "BAA, BAA BLACK SHEEP"

### Mystery box or can:

Cut a sleeve from an old shirt. Tape or glue the cut end of the sleeve to the box or can.

Place pieces of the articles studied in this unit inside the box or can.

Let the children reach inside and try to identify the objects by their feel.



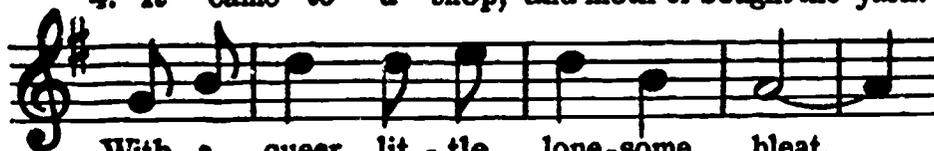
Box or can decorated.

"BAA, BAA BLACK SHEEP"

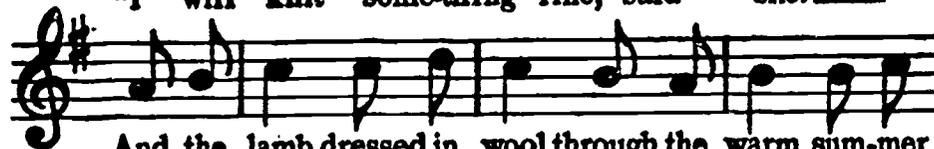
FROM SHEEP TO SWEATER



1. There once was a lamb, a frisk-y lit-tle lamb,
2. He soon was a sheep, but still he wore the coat,
3. Then men bought the wool, to use it in a mill,
4. It came to a shop, and moth-er bought the yarn.



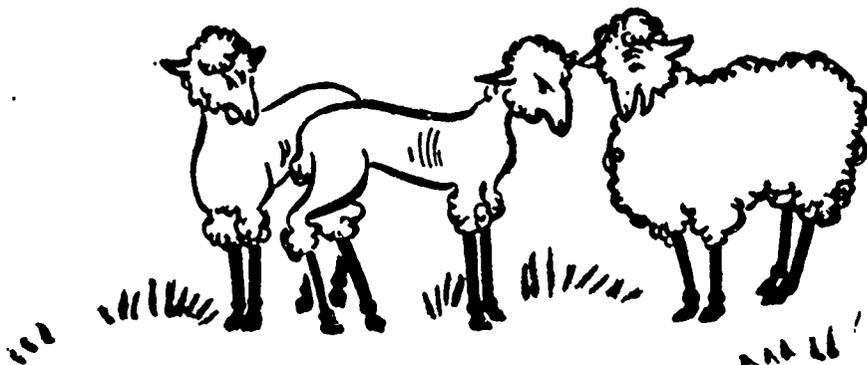
With a queer lit-tle lone-some bleat.\_\_\_\_  
And it grew ver-y thick each day.\_\_\_\_  
Far a-way from the farm-er's barn.\_\_\_\_  
"I will knit some-thing fine," said she.\_\_\_\_



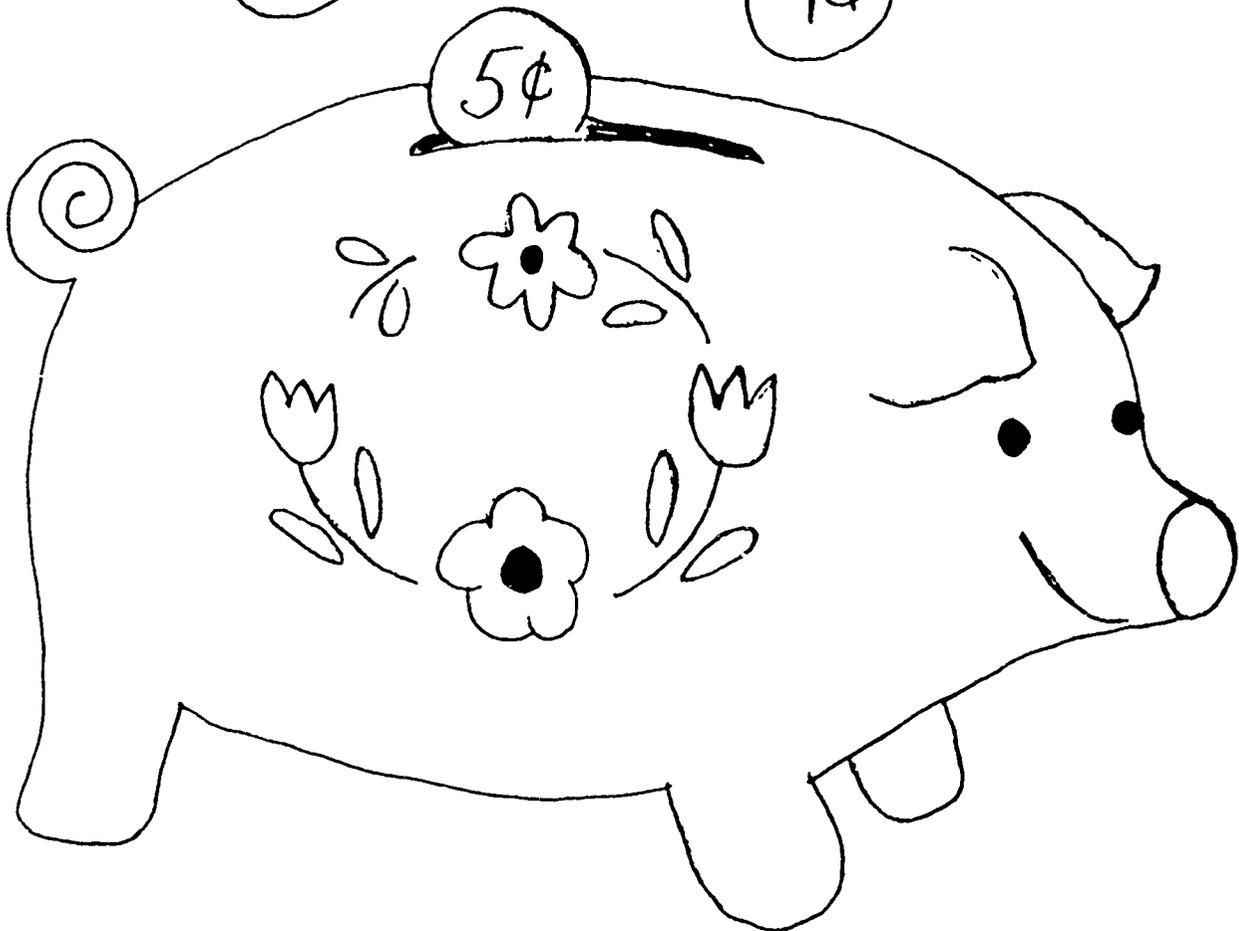
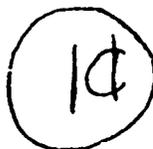
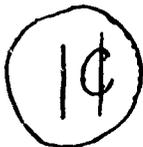
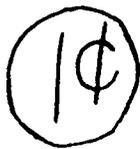
And the lamb dressed in wool through the warm sum-mer  
Then the sheep shear-ers came with their sharp shin-ing  
There ma-chines took the wool and they washed and they  
Now the lamb's fleec-y coat is a warm win-ter



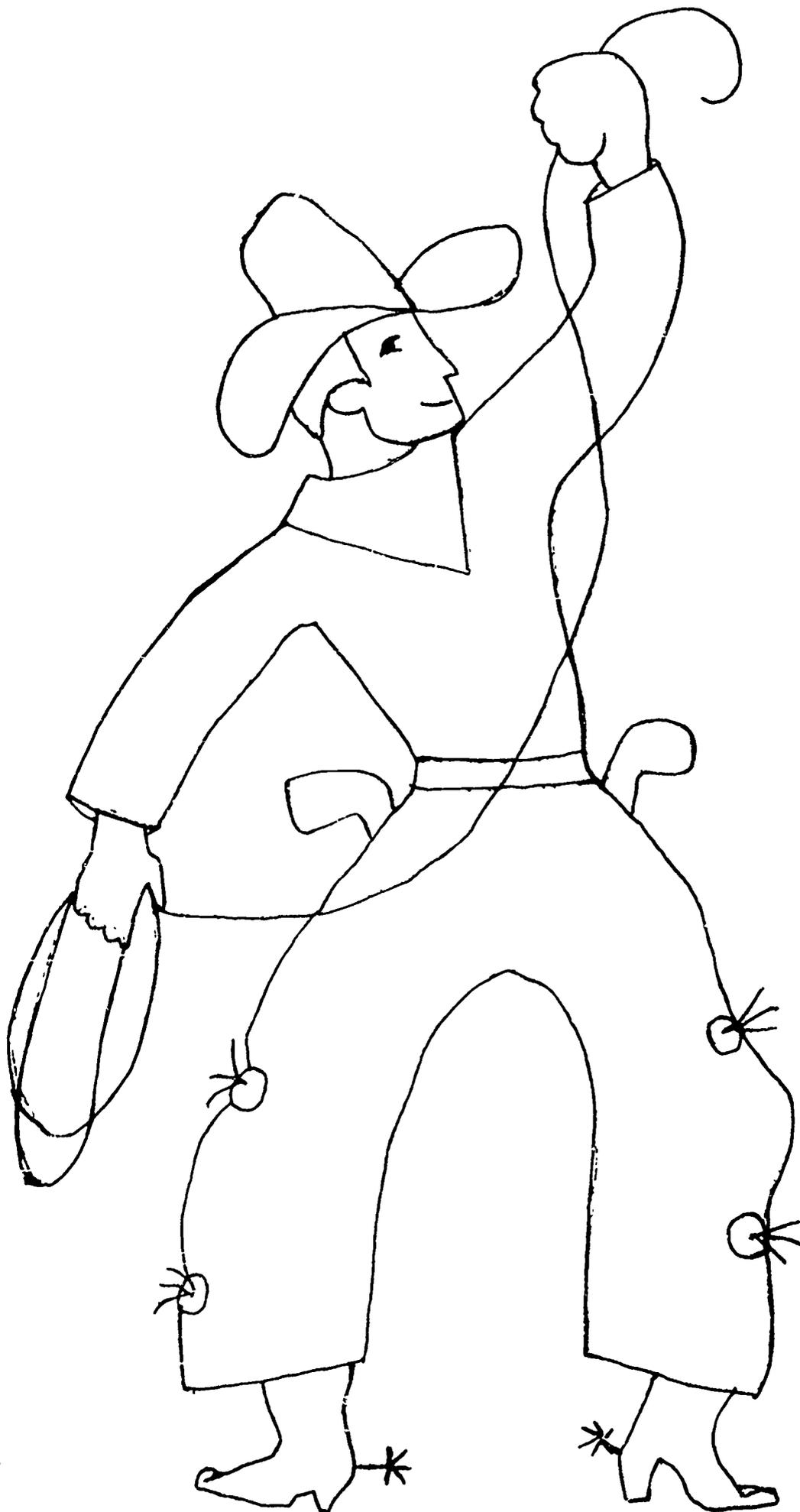
weath-er, From his head to his four black feet.\_\_\_\_  
clip-pers, And they clipped all his wool a-way.\_\_\_\_  
spun it In-to skeins of the soft-est yarn.\_\_\_\_  
sweat-er, That was made from the wool for me.\_\_\_\_

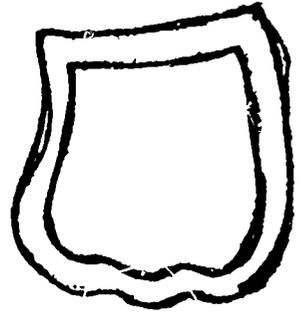
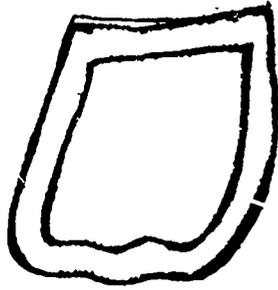
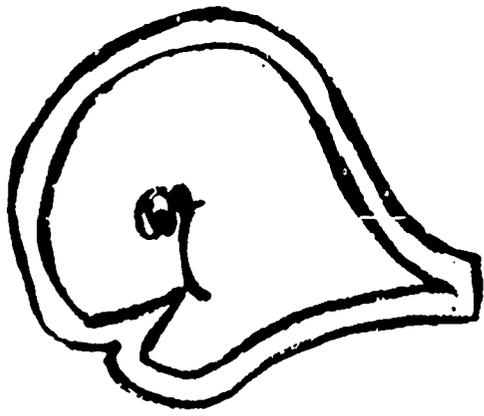


Count the Money  
Going Into the  
Bank.

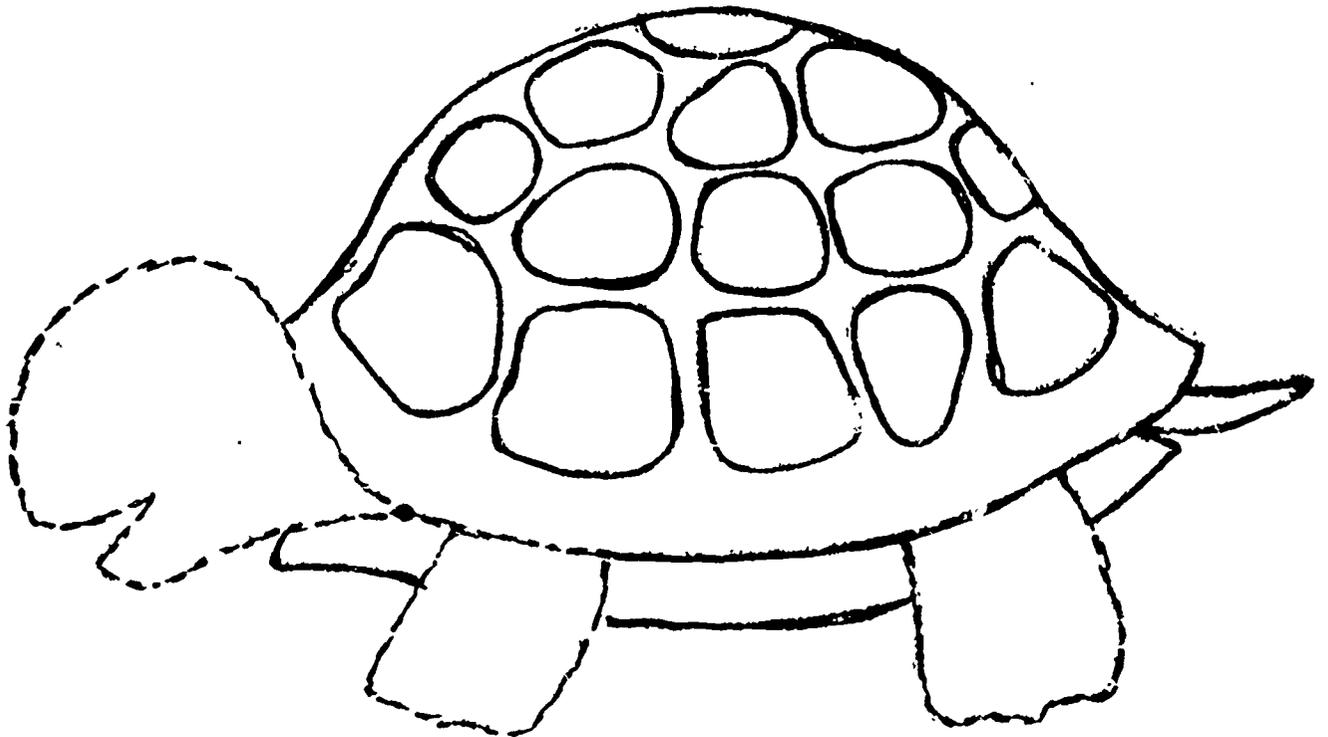


___ ¢	(1¢)
___ ¢	(5¢)
___ ¢	(10¢)
___ ¢	Total

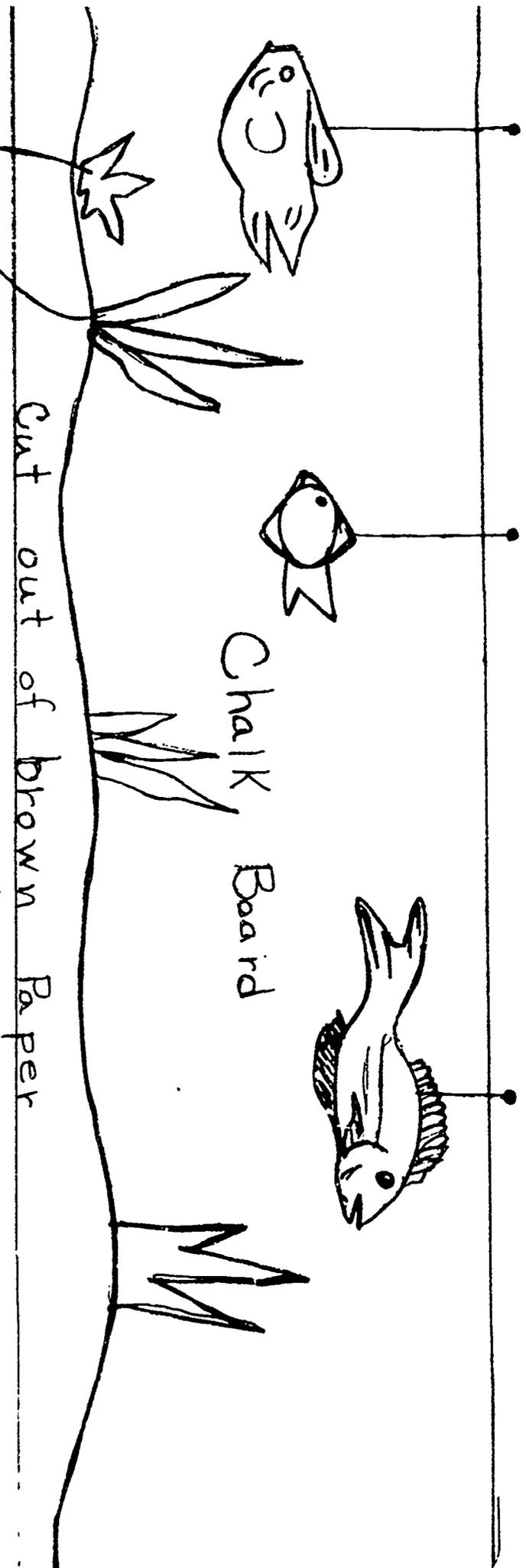




cut



# Chalk Board Aquarium (Catch A Career)



• Cut out green plants.

• Children draw freehand fish. Cut out 2 sides and paste edges together leaving top open. Hang by color fish. stuff with tissue. Hang by

Yarn.

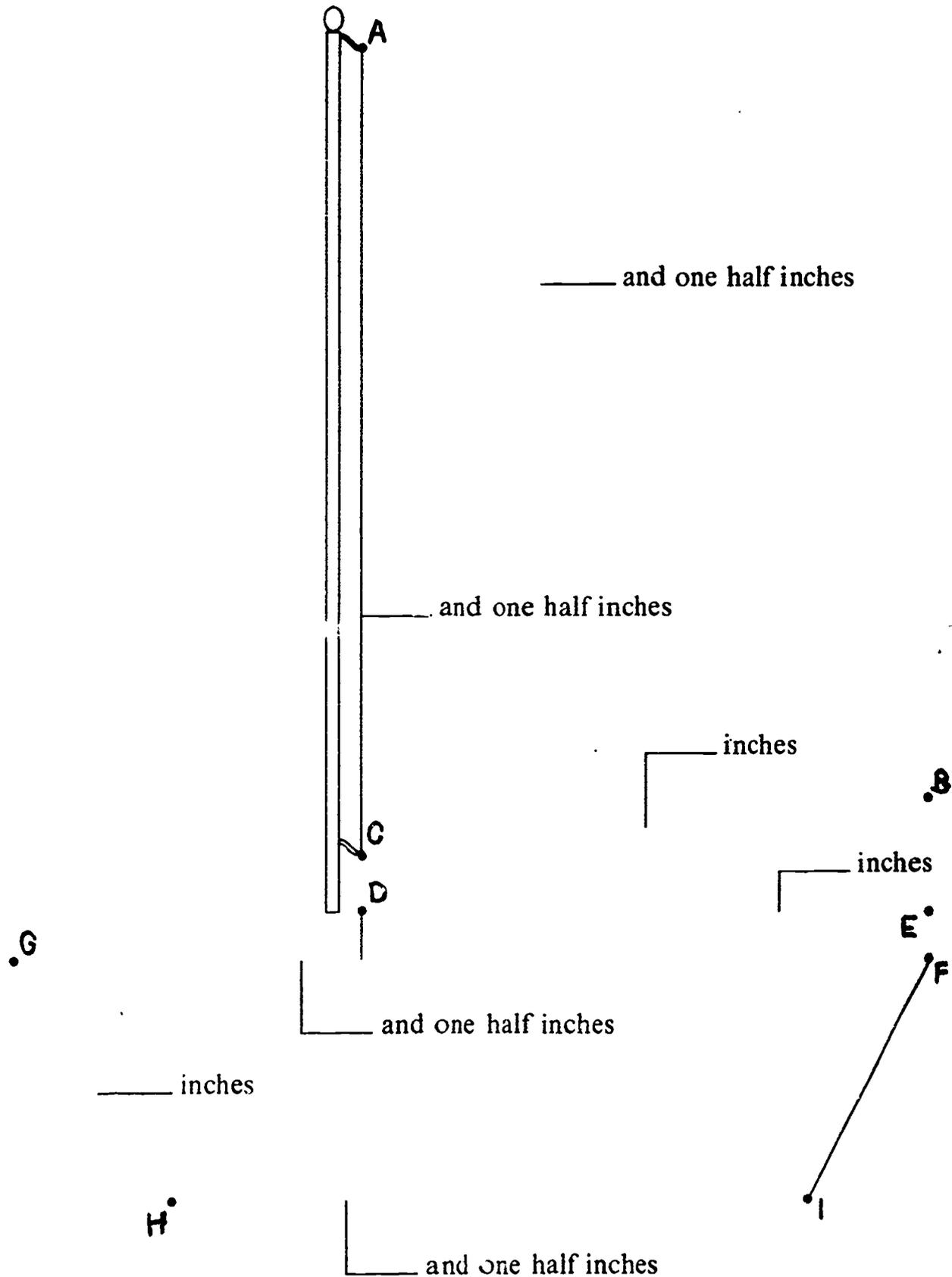
Cut a single paper starfish, Sand dollar, shell or other aquatic life and paste on with

masking tape.

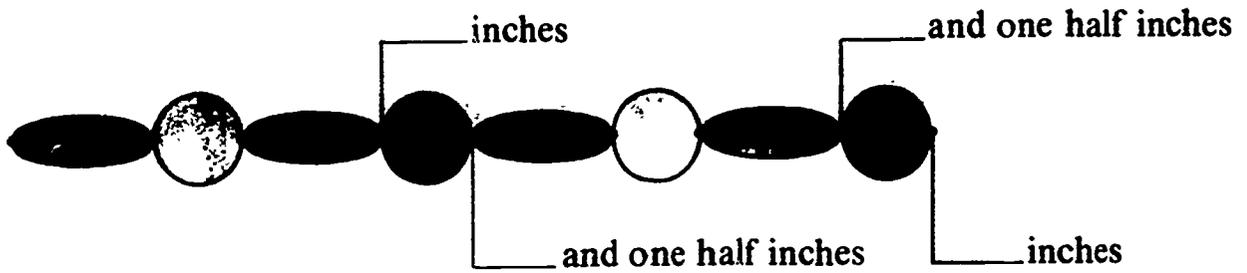
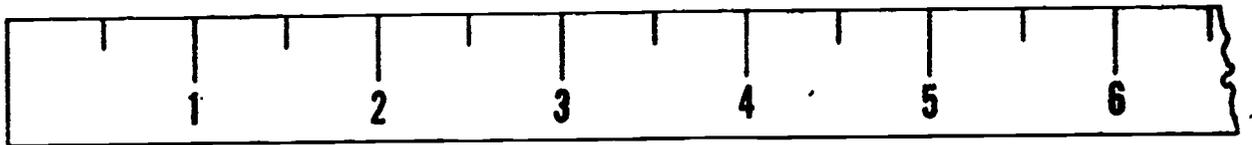
NAME \_\_\_\_\_

Draw lines to connect the dots in order.

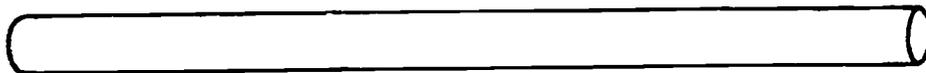
Write the numerals that tell how long the line segments are.



NAME \_\_\_\_\_



Write the numeral that tells how long each picture is.



\_\_\_\_\_ inches



\_\_\_\_\_ and one half inches



\_\_\_\_\_ inches



\_\_\_\_\_ and one half inches

How tall are the girl dolls and the boy dolls?  
Write the numerals that tell.



\_\_\_\_\_ and  
one half inches



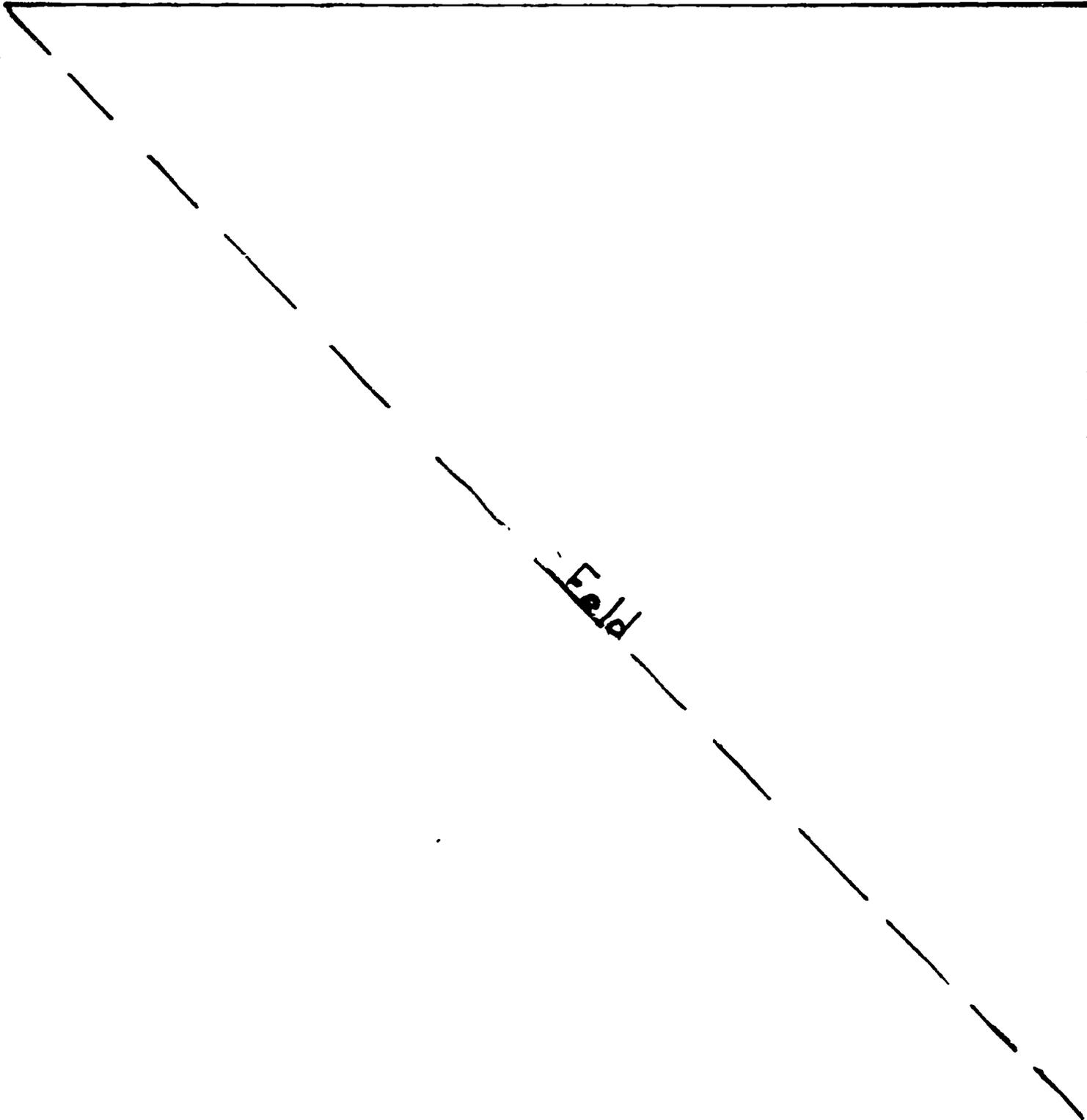
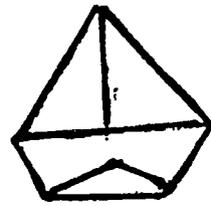
\_\_\_\_\_ inches



\_\_\_\_\_ and  
one half inches

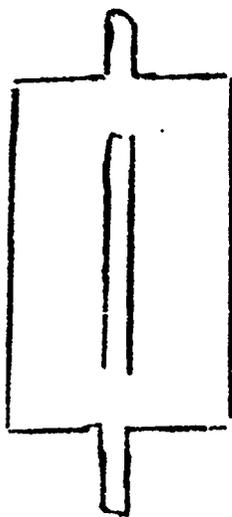


\_\_\_\_\_ inches

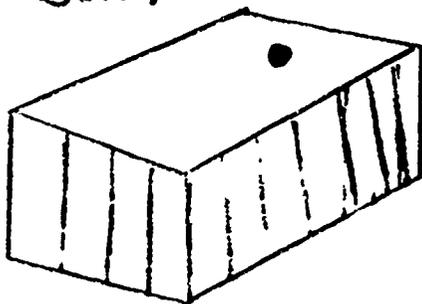


Fold middle dotted line to make a triangle.  
Pull side corners to top to make a square.  
Solid side folds down Bottom point folds up.

# Sailboat



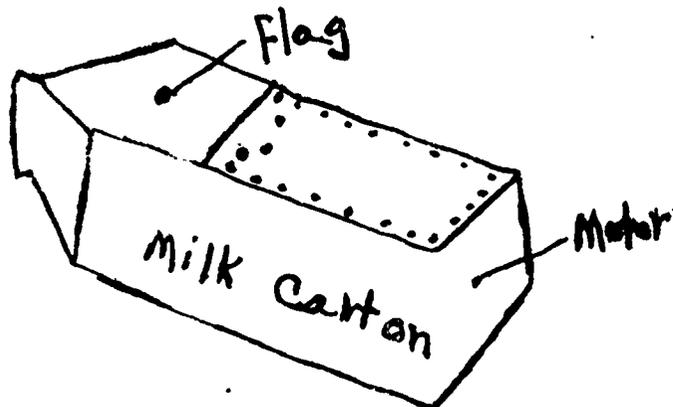
Insert drinking straw through paper for mast and sail.



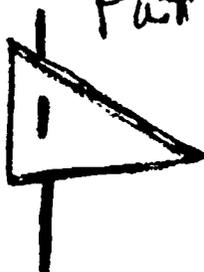
- Make hole in box and insert straw.
- Cut rudder out of paper.
- Glue flap of rudder to box

# Motorboat

- Cut out side of carton.
- Fold down flap for dashboard.
- Glue button or cut out to gash for steering wheel



- Fold cardboard for seats. Glue in place.
- Glue small box or cut out to back for motor.
- Flag: insert toothpick through cut out and put on front.



## THE FOUR LEGGED BOAT

### Vocabulary

Captain	trolling
poles	rod
sails	line
net	plug
school of fish	surf casting
crow's nest	fly casting
board	conservation
ship to shore telephone	artificial lures
open sea.	trap fishing
sinker	seining
float	beach
reel	Gulf
casting	Bay
	Market

# Over in the Meadow

- ♦ 1. O - ver in the mea - dow,
- 2. O - ver in the mea - dow,

in the sand, in the sun,  
where the stream runs so blue,

- Lived an old moth-er toad—
- Lived an old moth-er fish—

and her lit - tle toad - ie one.  
and her lit - tle fish - ies two.

♦ "Wink!" said the moth - er,  
"Swim!" said the moth - er,

• "I wink," said the one;  
"We swim," said the two;

♦ So she winked and she blinked  
So they swam and they leaped

in the sand, in the sun.  
where the stream runs so blue.

3. Over in the meadow.

in a hole in a tree.

Lived an old mother bluebird  
and her little birdies three.

"Sing!" said the mother;

"We sing," said the three;

So they sang and were glad  
in the hole in the tree.

4. Over in the meadow.

in the reeds on the shore.

Lived an old mother muskrat  
and her little muskies four.

"Dive!" said the mother;

"We dive," said the four;

So they dived and they burrowed  
in the reeds on the shore.

Oliver A. Wainwright

Appalachian Folk Song

If others are used, please list Titles

**THE SEA PRINCESS**

**In a garden of shining sea-weed,  
Set round with twisted shells,  
Under the deeps of the ocean,  
The little sea princess dwells.**

**Sometimes she sees the shadow  
Of a great whale passing by,  
Or a white-winged vessel sailing  
Between the sea and sky.**

**Without the palace, her sea-horse  
Feeds in his crystal stall,  
And fishes, with scales that glisten,  
Come leaping forth at her call.**

**And when the day has faded  
From over the lonesome deep,  
In a shell as smooth as satin  
The princess is rocked to sleep.**

*Katharine Pyle*

POEM

If I could be a fisherman  
I'd catch a big fish for a pan  
The whole world I would see  
And be as happy as could be.

- One line could be put on the board and have the children complete it.
- A word or words could be left out in each line.

STORY To Finish:

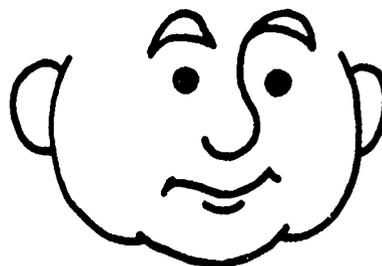
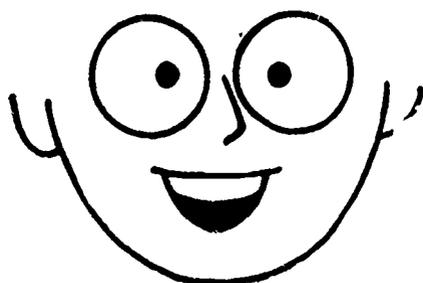
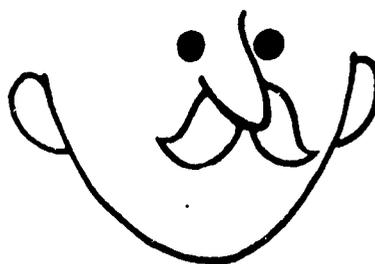
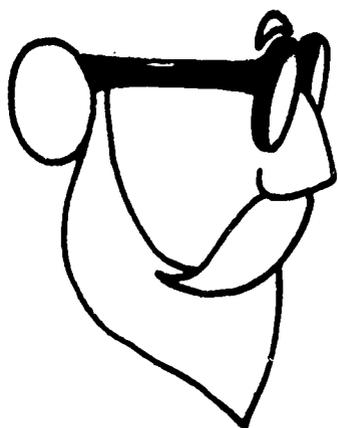
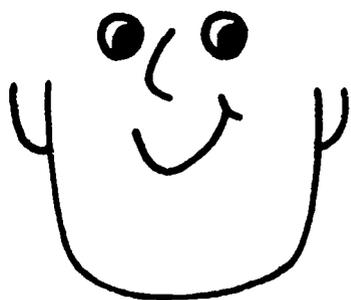
I would like to catch a

MIRROR, MIRROR ON THE WALL

Yes No

- \_\_\_ \_\_\_ 1. Do you think a smile gives you a pleasant look?
- \_\_\_ \_\_\_ 2. Do you get enough sleep to make eyes bright?
- \_\_\_ \_\_\_ 3. do you exercise regularly?
- \_\_\_ \_\_\_ 4. Do you try to look neat?
- \_\_\_ \_\_\_ 5. Do you bathe regularly?
- \_\_\_ \_\_\_ 6. Do you brush your hair regularly?
- \_\_\_ \_\_\_ 7. Do you brush your teeth regularly?
- \_\_\_ \_\_\_ 8. Do you eat fruits and vegetables to make clear skin?
- \_\_\_ \_\_\_ 9. Do you drink 8 glasses of water daily?
- \_\_\_ \_\_\_ 10. Do you wash your hands before eating?
- \_\_\_ \_\_\_ 11. Do you keep your shoes tied?
12. DRAW THE SHAPE OF YOUR FACE.
- 
- \_\_\_ \_\_\_ 13. Do you like the size of your ears?
- \_\_\_ \_\_\_ 14. What shape are your eyes?
- \_\_\_ \_\_\_ 15. What size is your mouth?
- \_\_\_ \_\_\_ 16. Would you like to be taller?
- \_\_\_ \_\_\_ 17. Would you like to be shorter?
- \_\_\_ \_\_\_ 18. Do you want to be fat or thin?

"MIRROR, MIRROR ON THE WALL"



## "MIRROR, MIRROR ON THE WALL"

### CREATING HAIR STYLES FOR A NEW LOOK:

Basic materials: 12 by 18 inch oaktag, scissors, crayons.

#### Procedure:

- Draw an oval toward the center of the oaktag which is approximately the size of a face.
- Cut the oval, but leave the frame intact.
- Now create a hair styling with light crayon.
- When it is pleasing, color it heavily with crayon, the color of your choice.
- Fill in the remaining area of oaktag with the side of a crayon.

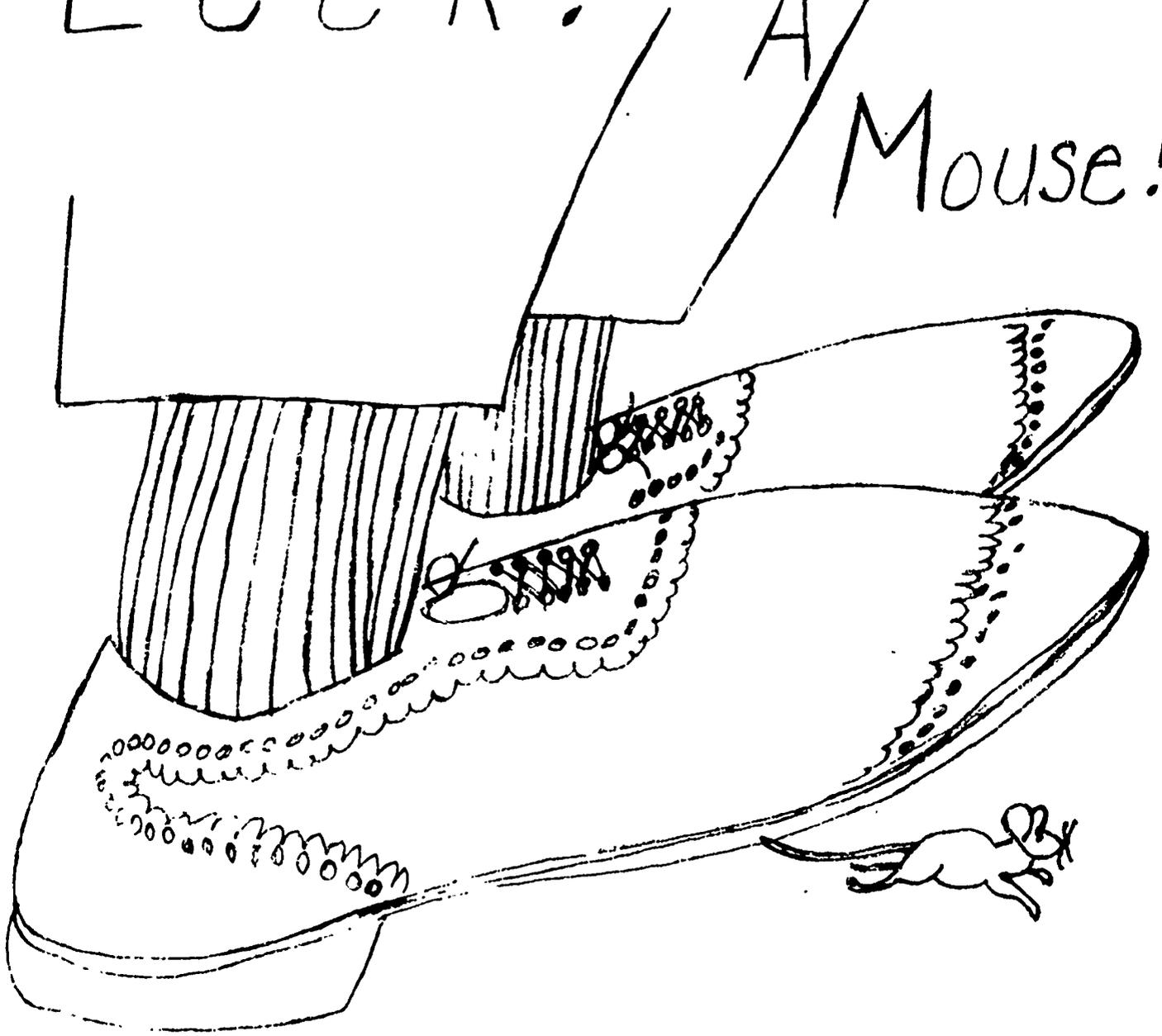


Let the children trade their "New Look" with each other. Make sure mirrors are available.

E-e-e-k!

A

Mouse!



## LONG, LONG AGO

**Bulletin Board:** Arrange scenes on the bulletin boards showing prehistoric creatures. Let the children cut the animals and plants from construction paper, inner tubes, or other media.

**Class Museum:** Collect relics, rocks, and shells with evidence of plant or animal life. Display these with the dinosaurs the children bring.

**Directions for making a fossil:** Sea shells, acorns, snail shells, leaves, bones fern fronds, etc. may be used. These should be coated with oil so that they will come loose easily. Damp sand, soft clay, or plaster of Paris may be used. A fossil imprint of each child's hand made in clay or plaster of Paris and painted becomes an attractive wall plaque or paperweight.

**Poem:**

### SABERTOOTH

How I wish that I had been  
A little cave boy living when  
Old Sabertooth was snoozing round,  
Frightening everything he found.

With my rough stone spear I know,  
I could have dealt a mighty blow,  
I would have brought him to the ground,  
And when he fell -- oh, what a sound!

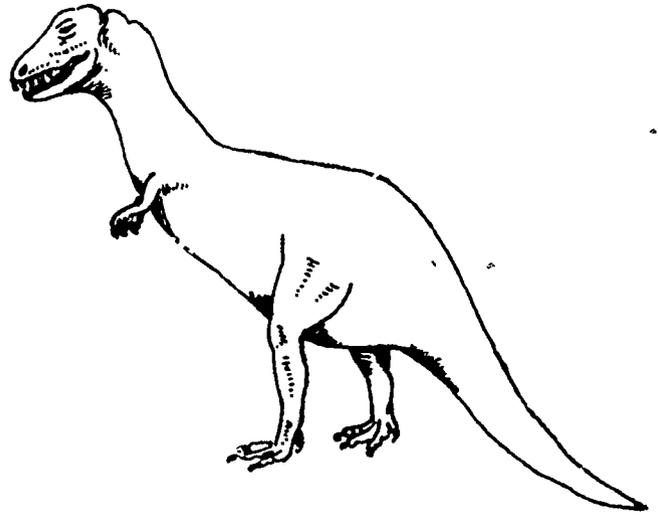
**Poem:**

### MAMMOTH

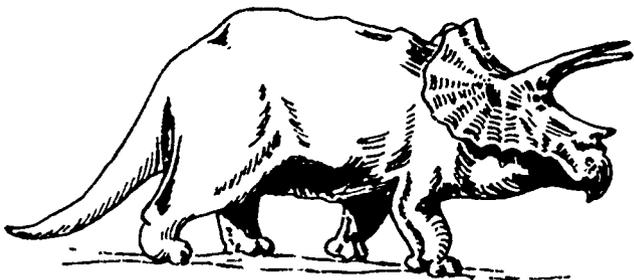
What a frightful thing to see,  
A mammoth taller than a tree,  
With his tusks so sharp and long,  
He treated everybody wrong.  
Now he has become extinct.  
(That's a big word, don't you think?)  
But he is gone. There is no worry  
About climbing trees in such a hurry.



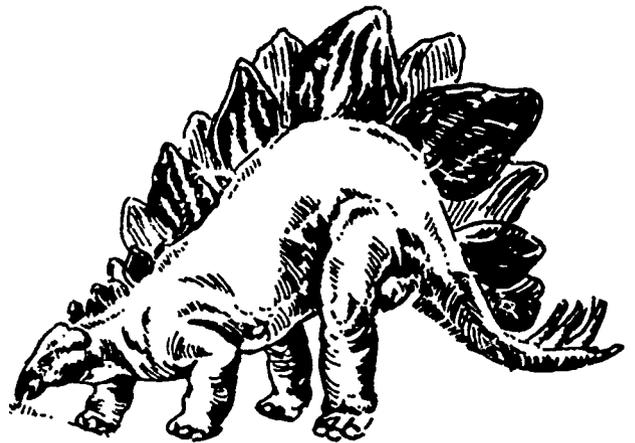
1.



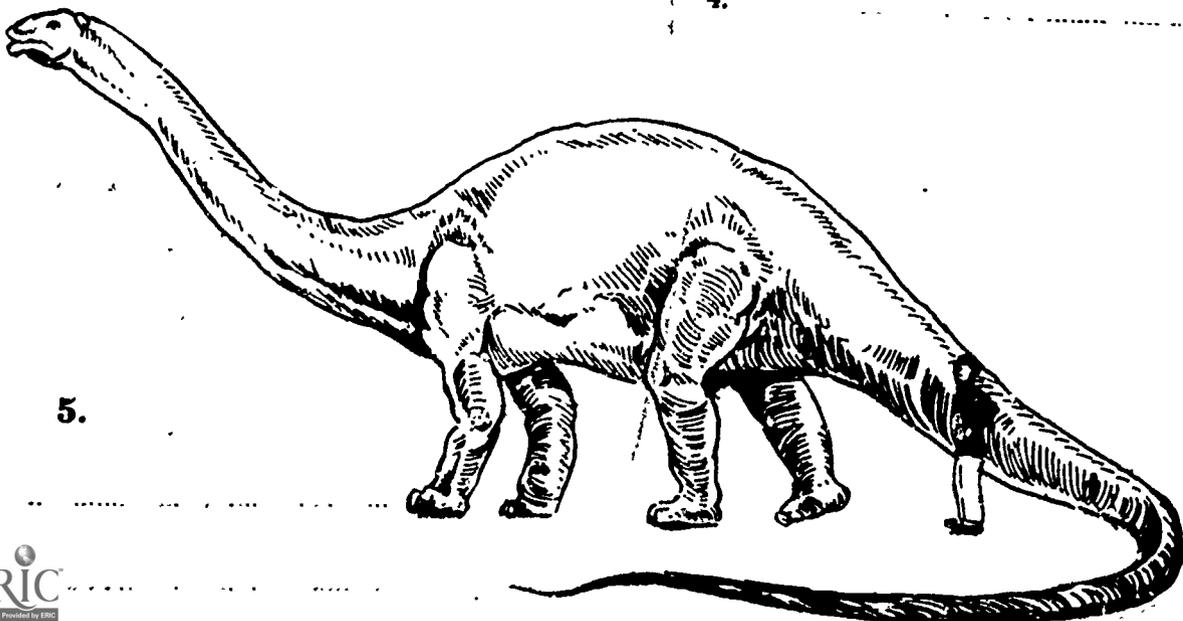
2.



3.



4.



5.

Fill each blank with the number of one or several of the dinosaurs

- 1) Dinosaur number . . . . . was probably the fiercest of all the dinosaurs.
- 2) Dinosaurs numbered . . . . . ate grass and the leaves of trees but no meat.
- 3) Dinosaur number . . . . . liked to wade in swamps and eat plants that grew there.
- 4) Dinosaur number . . . . . had horns on its face, and its head was covered with bone.
- 5) Dinosaur number . . . . . was the largest kind of dinosaur that ever lived.
- 6) Dinosaur number . . . . . had strong skin between its body and its arms, and it could fly.
- 7) Dinosaur number . . . . . fought other dinosaurs and ate them.
- 8) Dinosaur number . . . . . had horns on its tail and fought by swinging its tail at animals.
- 9) Dinosaur number . . . . . had many sharp teeth and used them to kill other dinosaurs.
- 10) Dinosaurs numbered . . . . . moved very slowly.

## LONG, LONG AGO

**Peep Show:** Line the top and sides of a shoe box with light blue paper to represent the sky. Arrange trees in the background and place in the foreground small animals made from clay, aluminum foil, or brought from home. Cut a small opening in the front of the box and cover this with cellophane. View the picture through this opening.

**Bone Chant:** Collect small bones or large bones. The small ones may be placed in a container to shake. The larger ones may be tied together to shake. The class will start the chant "Long, Long Ago", "Did You Know", "Long, Long Ago", "Did You Know", to the rattle of the bones. The teacher can add a fact after the second "Did You Know" about a dinosaur. The teacher will then point to a child to keep the chant going by giving a fact.

TAKE A LETTER, PLEASE

Secretary Work List

boss	files	polite
carbon	machines	shorthand
copy	neat	spells
desk	notebook	telephone
dictation	notes	typewriter
eraser	office	type
		voice

## ROCK HOUNDS

### "CLASSIFICATION OF ROCKS ACCORDING TO HARDNESS"

Hold a piece of talc or chalk and scratch it with your fingernail. Any rock that can be scratched by a fingernail is a very soft rock. Take the penny and a piece of calcite or flourite. Can the penny be scratched by the fingernail? (No) Can the penny scratch the calcite? (Yes) But not the fingernail.

Try to scratch the penny with the knife. Ask the children which is the hardest. Scratch some rocks with the knife and with the penny to demonstrate which rocks are harder than the penny but softer than the knife. Flourite and hornblende may be used.

Explain that rocks that are harder than the knife will scratch the knife. Such rocks would also scratch the glass. Demonstrate this using some quartz or feldspar.

Ask the children why it would be important to know the hardness of rocks. Ask them to research what the hardest rock is (diamond). Ask them how they could tell. (It could scratch all the other rocks.)

very hard	Scratches glass
hard	knife scratches rock - not copper penny
medium	copper penny scratches rock - not fingernail
soft	fingernail scratches rock

Have the children follow this activity with a treasure hunt for the next few days to see who can find the hardest rock. Let the winner prove that his rock is the hardest. Record all the rocks they find with the following classification of hardness:

- a. fingernail
- b. penny
- c. knife
- d. glass

## HOW BUGGY ARE YOU?

### GIANT INSECTS:

Basic Materials: 18" by 24" manila paper, crayons, scissors, felt-tip pen markers.

- ... Fold manila paper in half the long way.
- ... Draw half an insect on the paper using the fold as the center of the insect's body.
- ... Cut the insect out and open it flat for the complete insect body.
- ... Outline each section with felt-tip marker.
- ... Color in the shape, adding insect marking with crayons.
- ... Add 2 thin cut out antennae.
- ... Fold the legs inward and fold on the original crease.
- ... Attach paper springs to the under portion and tape to bulletin board and other places around the room.

### INSECT TRAP:

- ... Select a can. Dig a hole to fit the can. Place the can in the hole. Put food in the can. Cover with wire.

### INSECT CAGES:

- ... Place a lamp chimney over a growing plant in a flower pot. Cover the top of the chimney with rubber-band held gauze or screen. A fish bowl or large jar can be used. Provide a cap or sponge of water.

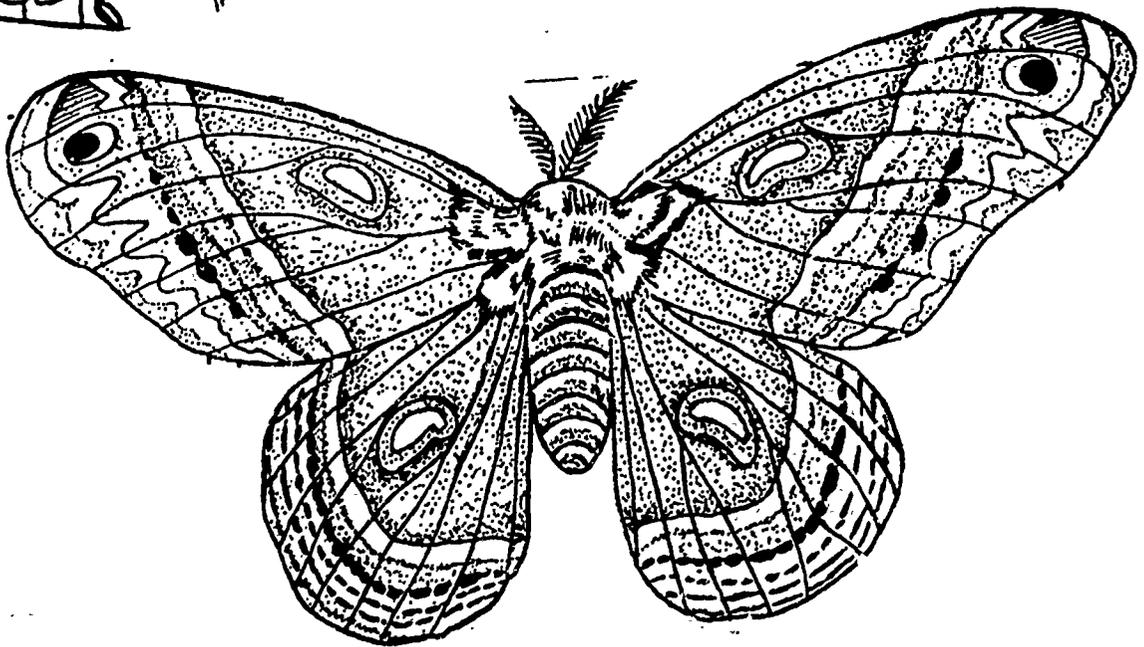
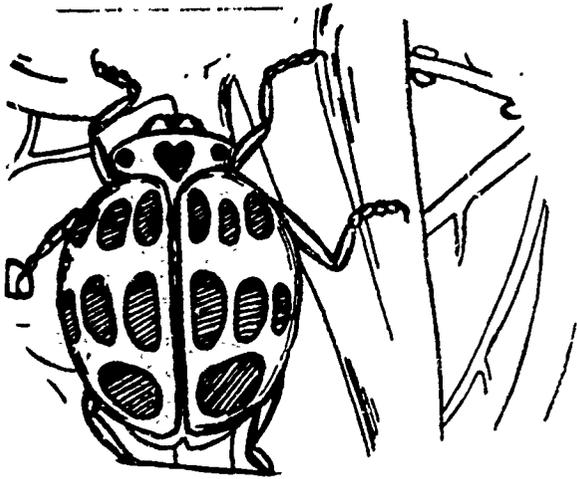
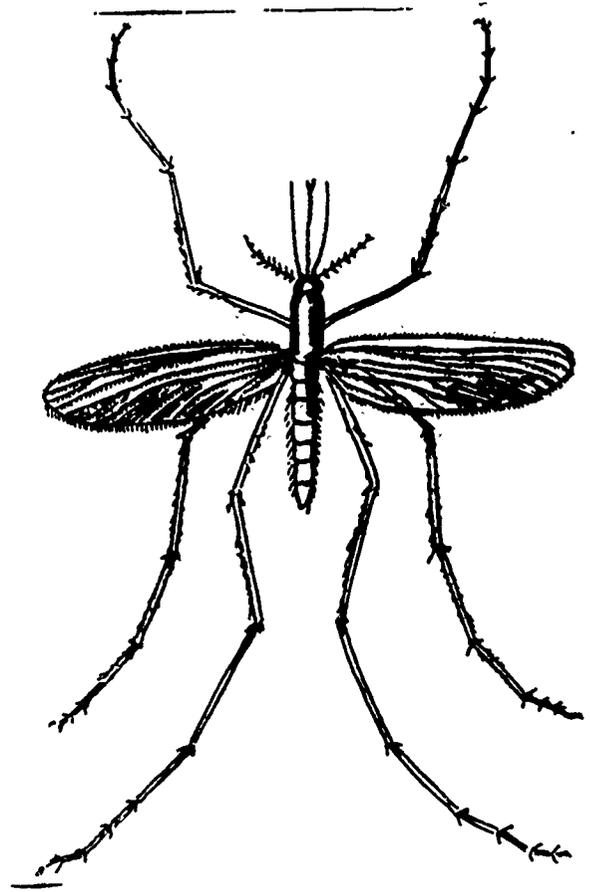
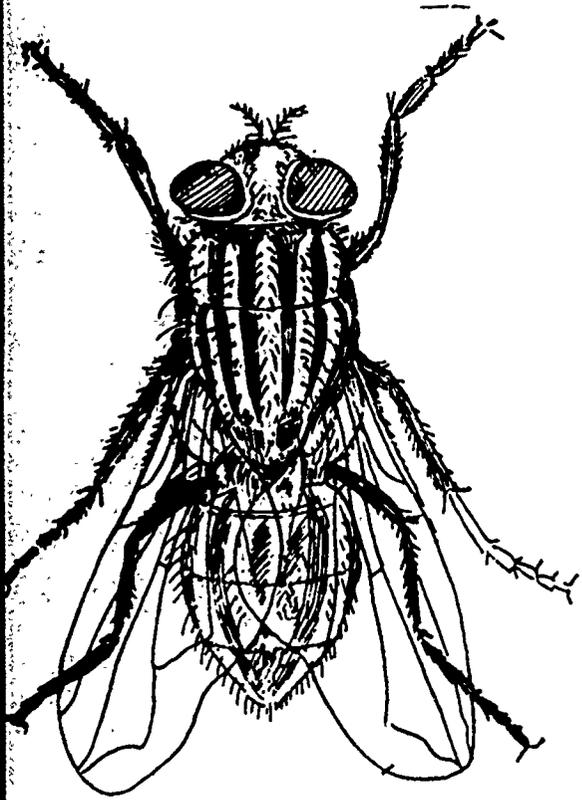
### VIVARIUM:

- ... Terrariums can be converted into vivariums if insects are added. Crickets, grasshoppers, beetles, and cockroaches do well in these. Place a jar lid inside for water. Bits of food can be placed in the opposite corner. Use natural surroundings for insects. Wire screening should be the covering.

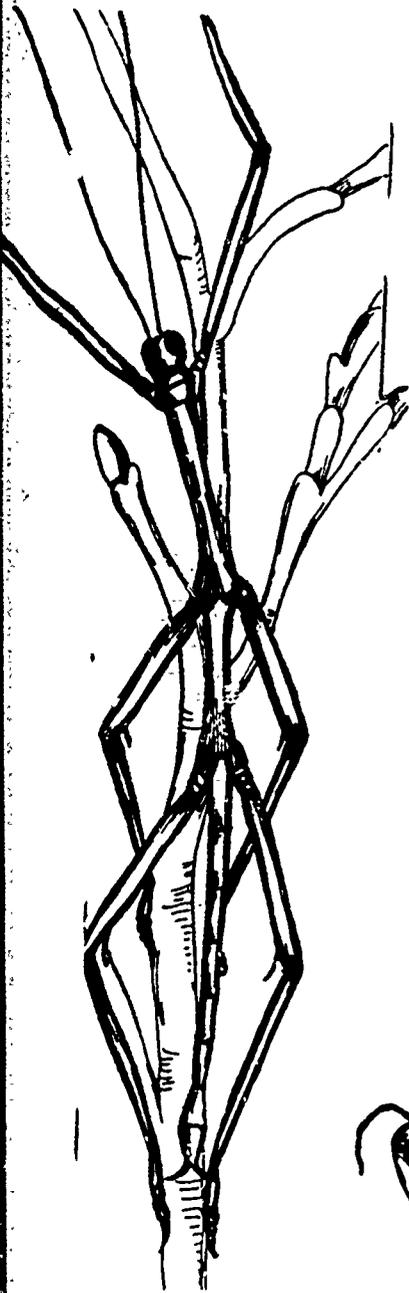
### INSECT BOX PUPPET:

- ... Tape the ends of two small cereal boxes together.
- ... Paint the puppet to resemble an imaginary insect.
- ... Add cut out decorations.
- ... Cut toes off an old sock and cement it to the outside of the insect head for the body of the puppet.

HOW BUGGY ARE YOU?



HOW BUGGY ARE YOU?



HOW BUGGY ARE YOU?

HOW BUGGY ARE YOU?

1. All insects are .....

animals

butterflies

2. An insect has .. legs.

six

eight

3. Many insects have .....

hands

wings

4. An insect has ..... feelers.

two

four

5. An insect has ..... parts to its body.

two

three

6. These are



legs

feelers

7. These are



legs

feelers

8. A  ..... an insect.

is

is not

9. A  ..... an insect.

is

is not

10. A  ..... an insect.

is

is not

11. A  ..... a helpful insect.

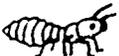
is

is not

12. A  ..... a helpful insect.

is

is not

13. A  lives in .....

wood

brick

14. A  lives .....

in trees

in water

TO THE LADYBIRD

Lady-bird! Lady-bird! fly away home;  
The field-mouse is gone to her nest,  
The daisies have shut up their sweet sleepy eyes,  
And the bees and the birds are at rest.

Lady-bird! Lady-bird! fly away home;  
The glow-worm is lighting her lamp,  
The dew's falling fast, and your fine speckled  
wings  
Will be wet with the close-clinging damp.

Lady-bird! Lady-bird! fly away home;  
The fairy-bells tinkle afar;  
Make haste, or they'll catch you, and harness you  
fast,  
With a cobweb, to Oberon's car.

*Old English Song*

FIREFLIES

Little lamps of the dusk.  
You fly low and gold  
When the summer evening  
Starts to unfold,  
So that all the insects,  
Now, before you pass,  
Will have light to see by  
Undressing in the grass.  
But when night has flowered  
Little lamps a-gleam,  
You fly over tree-tops  
Following a dream.  
Men wonder from their windows  
That a firefly goes so far—  
They do not know your longing  
To be a shooting star.

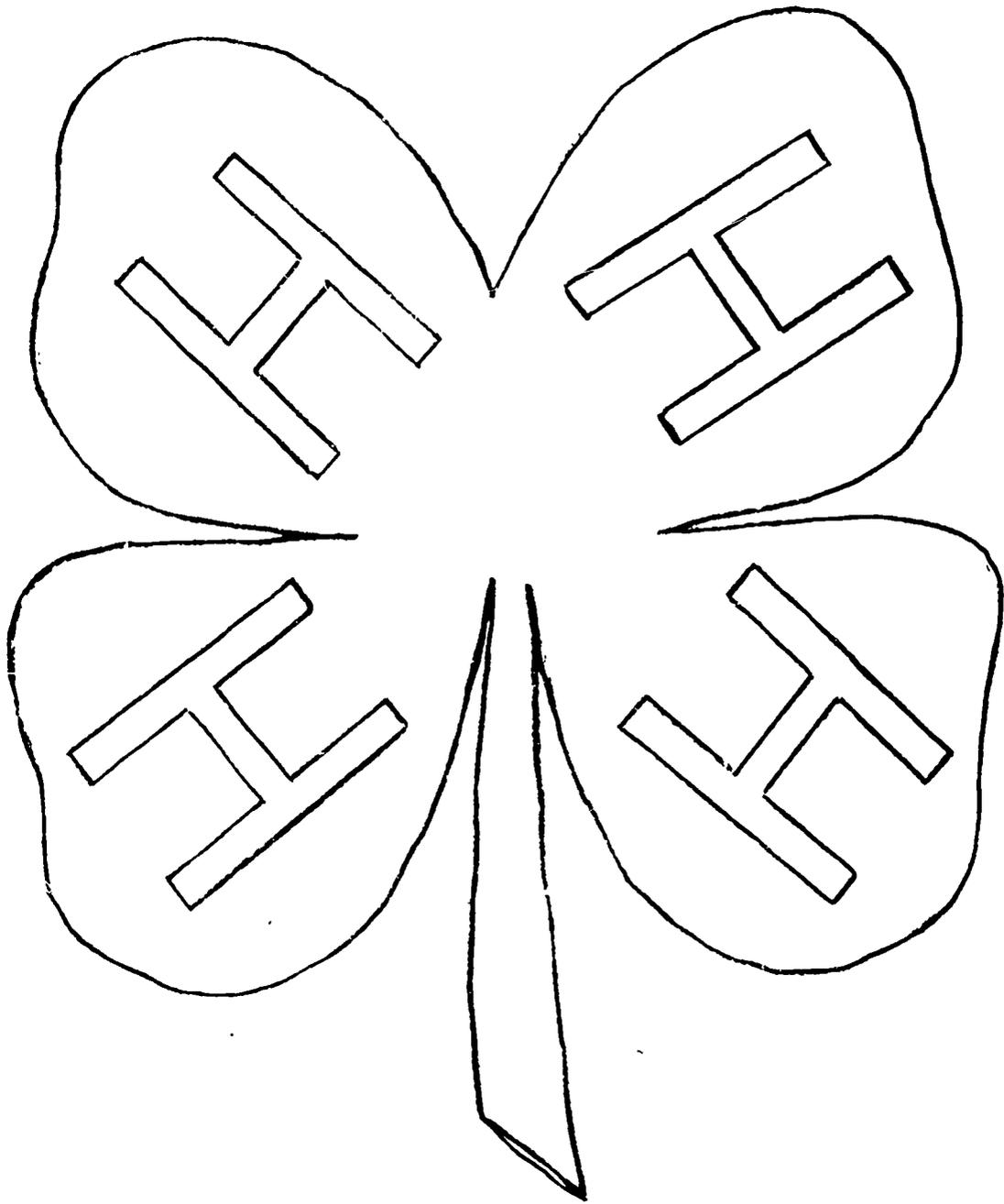
*Carolyn Hall*

LITTLE BLACK BUG

Margaret Wise Brown

Little black bug,  
Little black bug,  
Where have you been?  
I've been under the rug,  
Said the little black bug.  
Bug-ug-ug-ug.

Little green fly,  
Little green fly,  
Where have you been?  
I've been way up high,  
Said little green fly.  
Bzzzzzzzzz.  
Little old mouse,  
Little old mouse,  
Where have you been?  
I've been all through the house,  
Said little old mouse.  
Squeak-eak-eak--eak-eak.



The 4-H Emblem. The four H's stand for head, heart, hands, and health.

## GOOD MORNING SUNSHINE

- 1) I like to talk to my Teacher. (yes-----no)
- 2) I like to talk to my Mother. (yes-----no)
- 3) I like to talk to my Father. (yes-----no)
- 4) I like to talk to the Principal. (yes-----no)
- 5) I like to talk to the School Nurse. (yes-----no)
- 6) I like to talk loud. (yes-----no)
- 7) I like to watch TV. (yes-----no)
- 8) I like to read. (yes-----no)
- 9) I like to talk on the telephone. (yes-----no)
- 10) I like to listen to the radio. (yes-----no)
- 11) I like to read the newspaper. (yes-----no)
- 12) I like to write letters. (yes-----no)
- 13) I like to get letters. (yes-----no)
- 14) I like to talk to my friends. (yes-----no)
- 15) I like to talk to the class. (yes-----no)
- 16) I like to listen while others are talking. (yes-----no)
- 17) I would like to be on TV. (yes-----no)
- 18) I like to have my picture and name in the newspaper. (yes-----no)
- 19) I would like to talk on the radio. (yes-----no)
- 20) I try to use correct English. (yes-----no)

## GOOD MORNING SUNSHINE

Use any classroom situation to emphasize communication to the students.

### Example:

Teacher: (Ted comes in the door) Good morning. How are you today, Ted?  
Ted : Fine.  
Judy : I have a headache.  
Steve : We went to Six Flags.  
Teacher: The bell has rung. Fix your spelling papers.  
Sam : I don't have a pencil.  
Sue : May I go to the rest room?  
Teacher: Yes, Sue go the rest room. Sam, here's a pencil. Now back to the spelling.

### Newspage Suggestions:

Select an editor, reporters, printers, etc. Include stories about things happening in the class, poems, pictures, and things which pupils are capable of doing. Let the children who print well be the printers. The articles may be glued to a sheet or sheets of newsprint.

### How to Make a Microphone:

Use a broomstick, small can, and a base of wood. Use the microphone for radio programs, such as songs, stories read from basal or supplementary readers, plays from readers, storytelling, poetry.

### Telephone Usage:

Teach telephone manners.  
Teach the children certain numbers such as police, fire station.  
Teach courtesy on a party line.  
Stress replacing the receiver in its place.  
Stress unnecessary use of the telephone.

### Letter Writing:

This should be a way of showing the child that any note or letter from school is a way of communication. Compose a short letter about a school activity for the child to take home. In return, the child will write and bring a response from home.

11 104

Worker Interview Questions

I. Job title \_\_\_\_\_

A. What do you do on this job? \_\_\_\_\_  
\_\_\_\_\_

II. Future employment prospects

A. What demand is there for this job? \_\_\_\_\_  
\_\_\_\_\_

B. What training do you need for this job? \_\_\_\_\_  
\_\_\_\_\_

III. What qualifications must you have for this job?

A. Age \_\_\_\_\_

B. Skills required \_\_\_\_\_

C. Other physical requirements \_\_\_\_\_  
\_\_\_\_\_

IV. What are your feelings about this job?

A. What do you like about it? \_\_\_\_\_  
\_\_\_\_\_

B. What do you dislike about it? \_\_\_\_\_  
\_\_\_\_\_

V. How is the work environment?

A. Is it clean? Noisy? \_\_\_\_\_

B. Do you work alone or with others? \_\_\_\_\_  
\_\_\_\_\_

C. Is your job dangerous? \_\_\_\_\_  
\_\_\_\_\_

## KEEP THOSE WHEELS ROLLI NG

### Worker Interview Questions

Asking good questions will enlarge your knowledge of the work world. You should learn the following questions and use them when you talk to workers on the job or in the classroom.

1. What is the name of your job?
2. What do you do on the job?
3. What do you find interesting about your job?
4. What education or special training is needed for your job?
5. What tools or special equipment do you use on your job?
6. Does your job require a lot of extra time? Do you work nights or weekends?
7. Does your work setting appeal to you?
8. Are people with your skill generally in demand?
9. What are some qualities needed for job success?
10. What other careers have you considered?

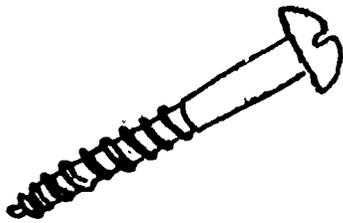
### Questions for Class Discussion

1. What is your job?  
What do you like about it?  
What is your work day like?  
Do you work at night? Days only?  
Do your job duties change from day to day?
2. Would you like to change jobs?  
What else would you like to do?
3. What training or preparation is needed for your job?  
Are there age, weight, or height requirements?  
What specific skills do you need?  
What aptitudes do you need?
4. What school subjects would be valuable on this job?
5. What else can you tell us about your work that would help us make future plans?

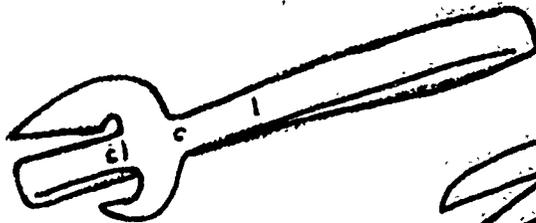
Name \_\_\_\_\_

### HERE ARE MANY MACHINES

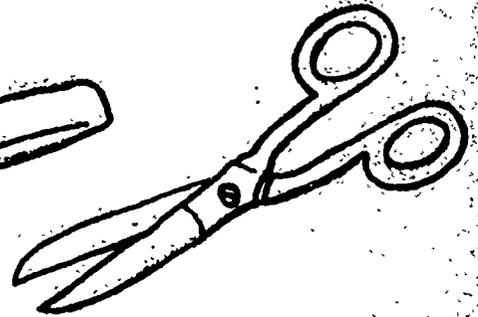
Can you name them?



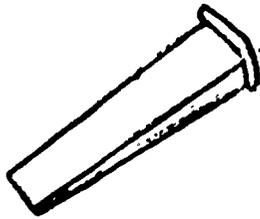
1. \_\_\_\_\_



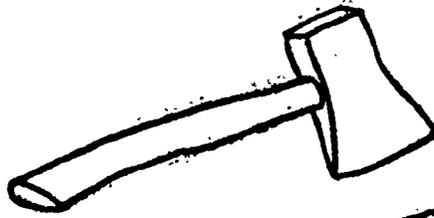
2. \_\_\_\_\_



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



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



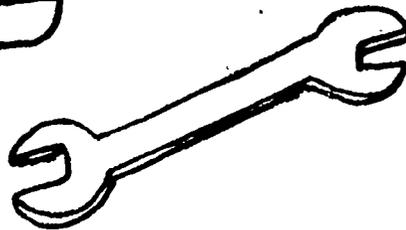
5. \_\_\_\_\_



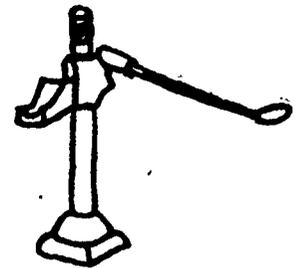
6. \_\_\_\_\_



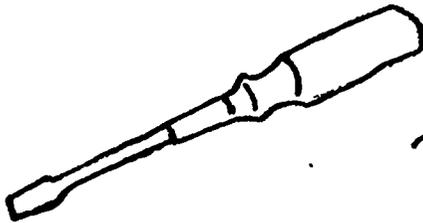
7. \_\_\_\_\_



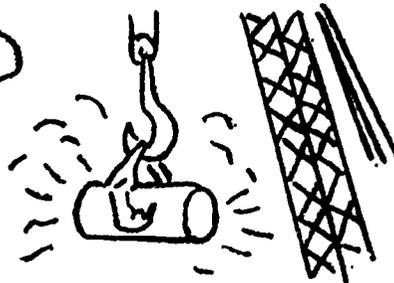
8. \_\_\_\_\_



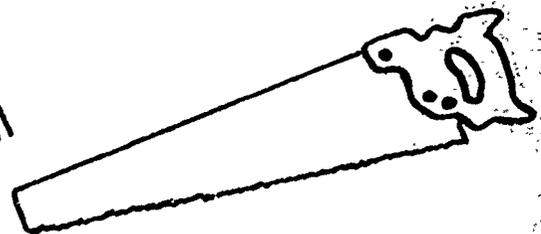
9. \_\_\_\_\_



10. \_\_\_\_\_



11. \_\_\_\_\_



12. \_\_\_\_\_

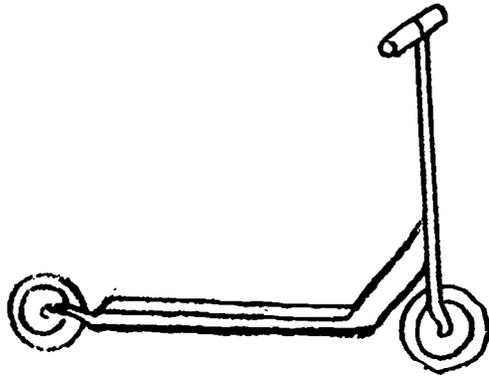
Fill in the blanks with: pick, hatchet, saw, axe, screw, can opener, screw driver, wrench, scissors, wedge, crane, car jack

Name \_\_\_\_\_

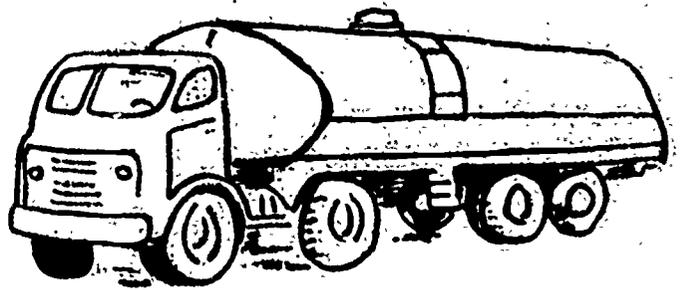
10

## THESE MACHINES HAVE WHEELS

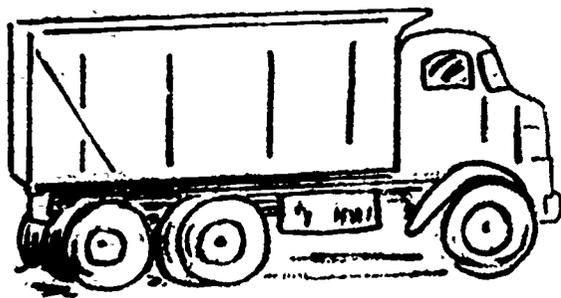
Name the machines. Count the number of wheels on each.



1. A \_\_\_\_\_ has \_\_\_\_\_ wheels.



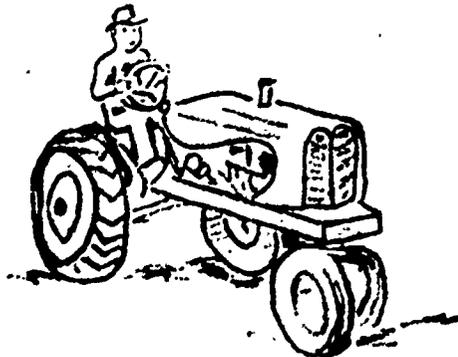
2. A \_\_\_\_\_ has \_\_\_\_\_ wheels.



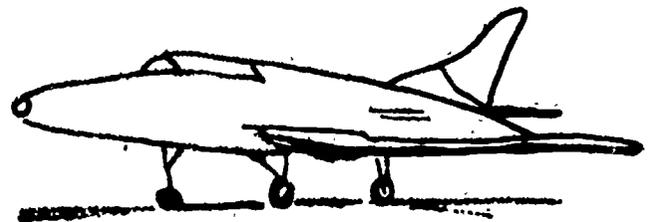
3. A \_\_\_\_\_ has \_\_\_\_\_ wheels to carry a heavy load.



4. A \_\_\_\_\_ has \_\_\_\_\_ wheels.



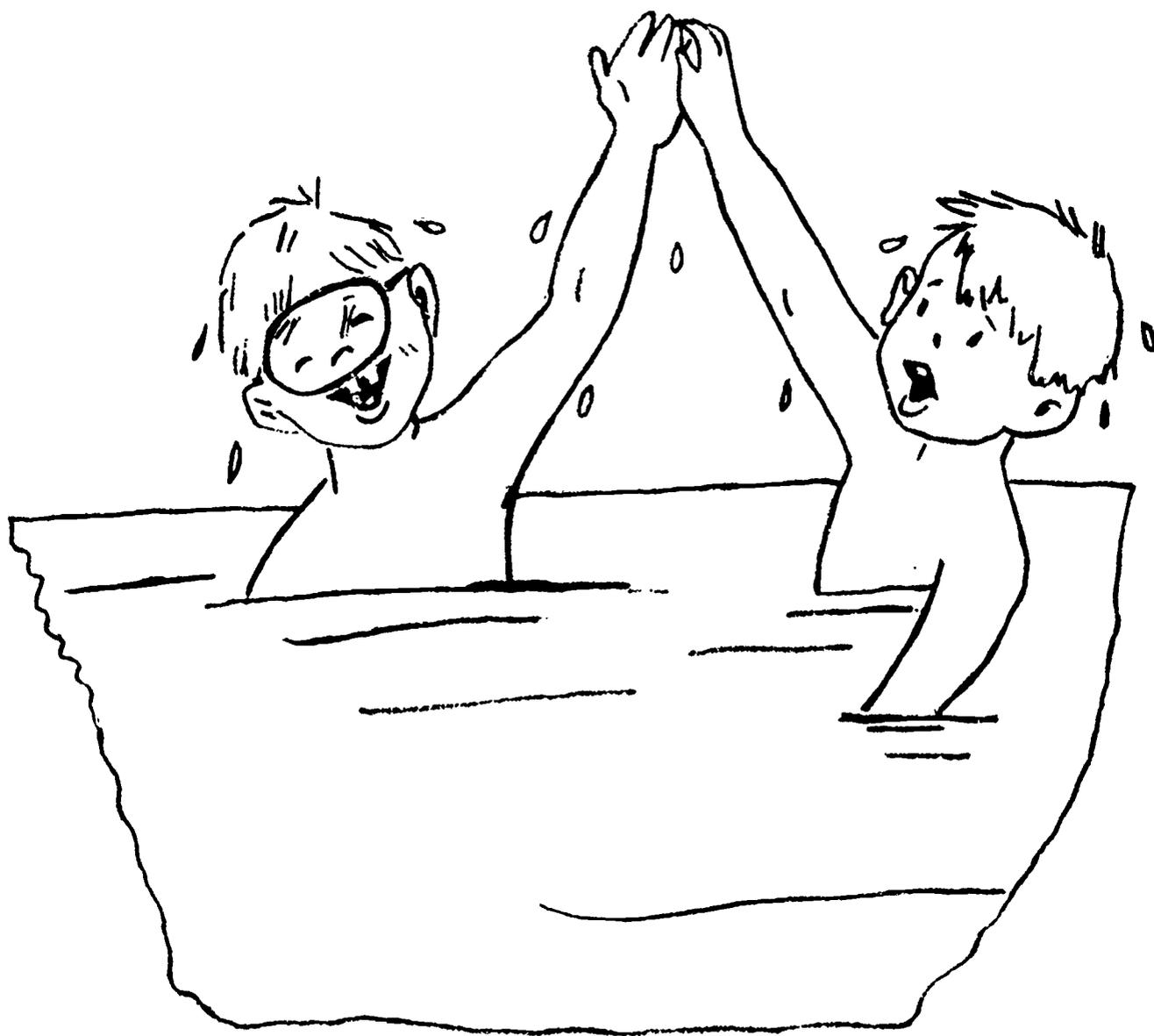
5. A \_\_\_\_\_ has \_\_\_\_\_ small wheels and \_\_\_\_\_ large wheels.



6. An \_\_\_\_\_ may have \_\_\_\_\_ wheels. Some have more.

Fill the blanks in with: baby go-cart, airplane, scooter, tank truck, dump truck, tractor; numbers 2, 3, 4, 8, 10.

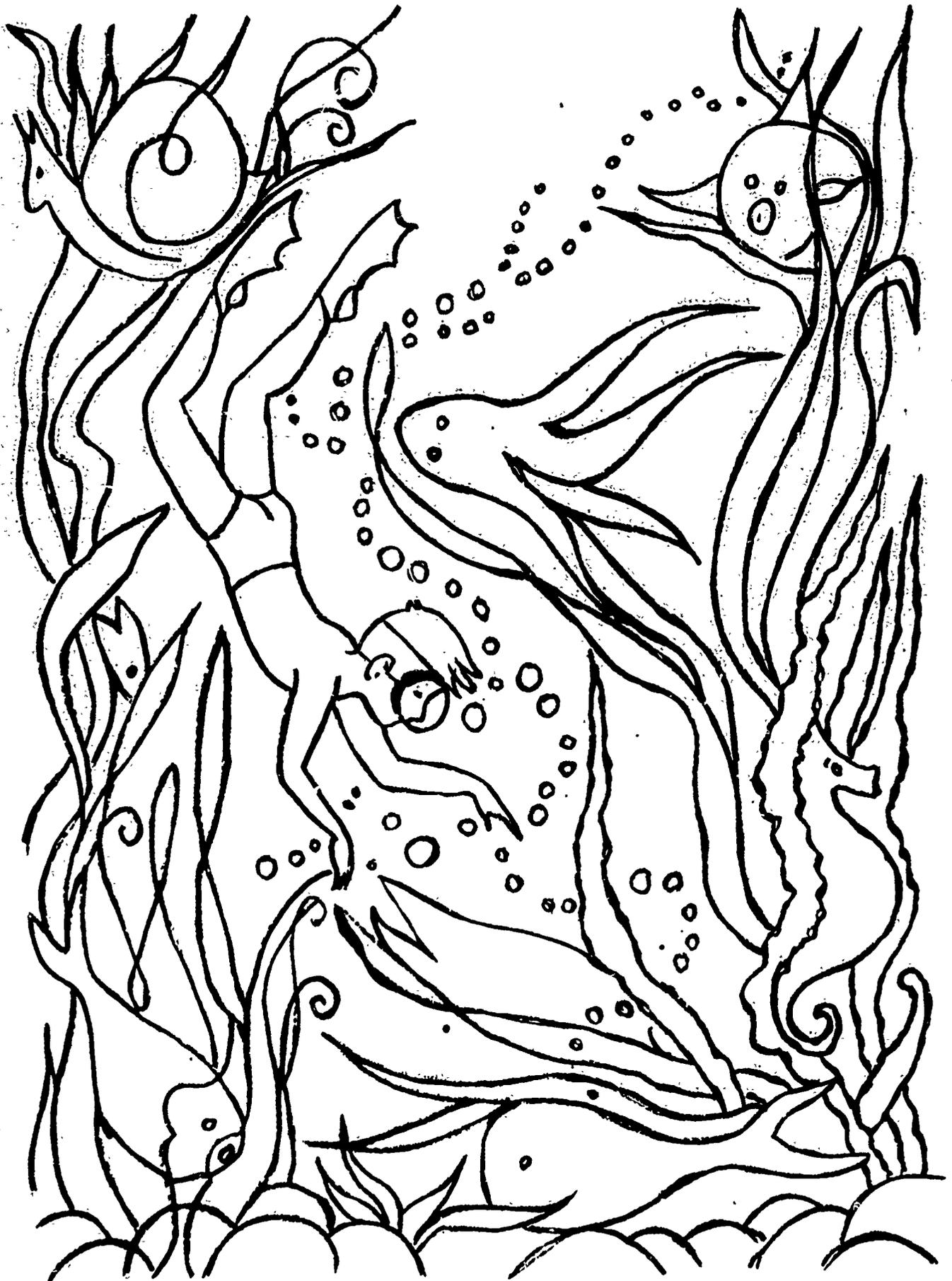
ALWAYS SWIM  
WITH A 'BUDDY'



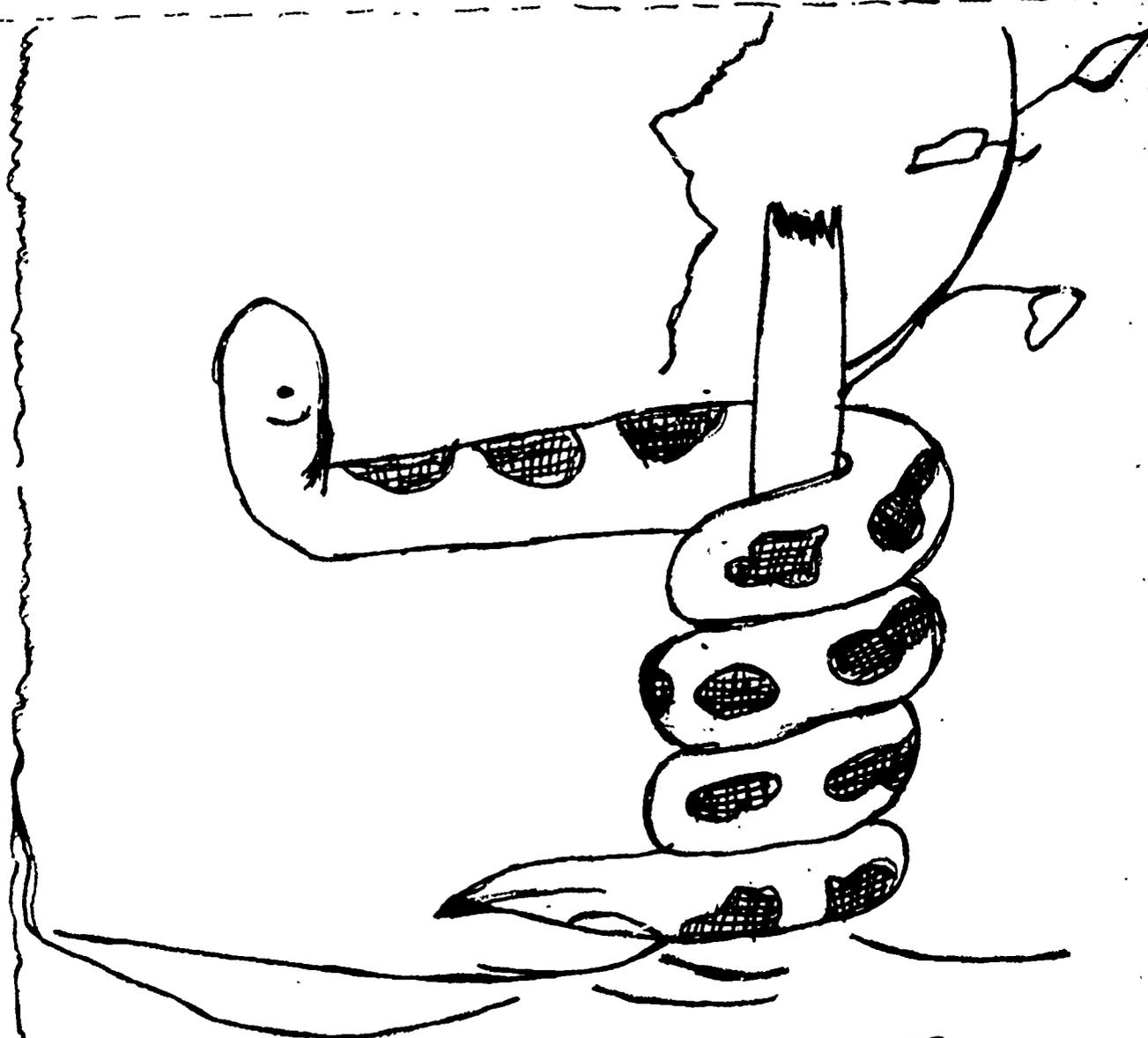
## BE MY BUDDY!

### Rules of Water Safety

1. Always swim with a "Buddy", whether in a public pool or elsewhere.
2. No "horseplay" at a pool.
3. Swim only where there's a life guard, which could be some older member of your own family who can swim.
4. Never wade into a river or pool unknown to your parents or without supervision. It could take your life.
5. Avoid swimming for one to two hours after eating.
6. If at all possible, take swimming lessons from a competent teacher just as soon as possible -- the younger you start the better.
7. Water wings and inflated car tubes are not always safe, but they add some measure of safety to the non-swimmer. Keep to shallow water or be sure that an adult who can swim is watching you carefully when you are using these floatation devises.

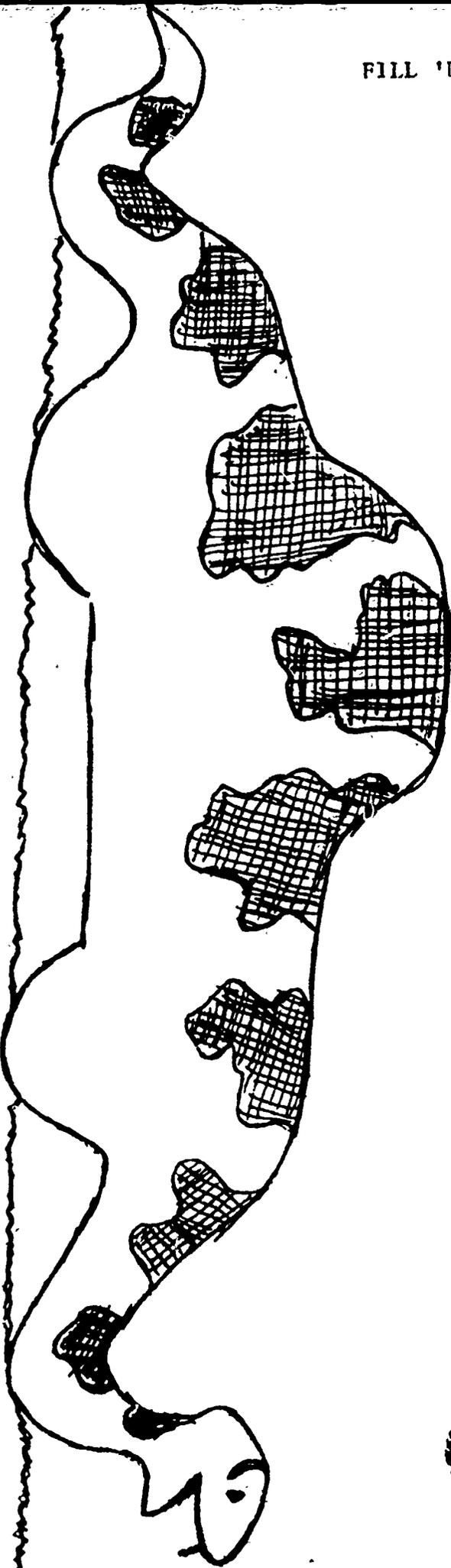


FILL 'ER UP !

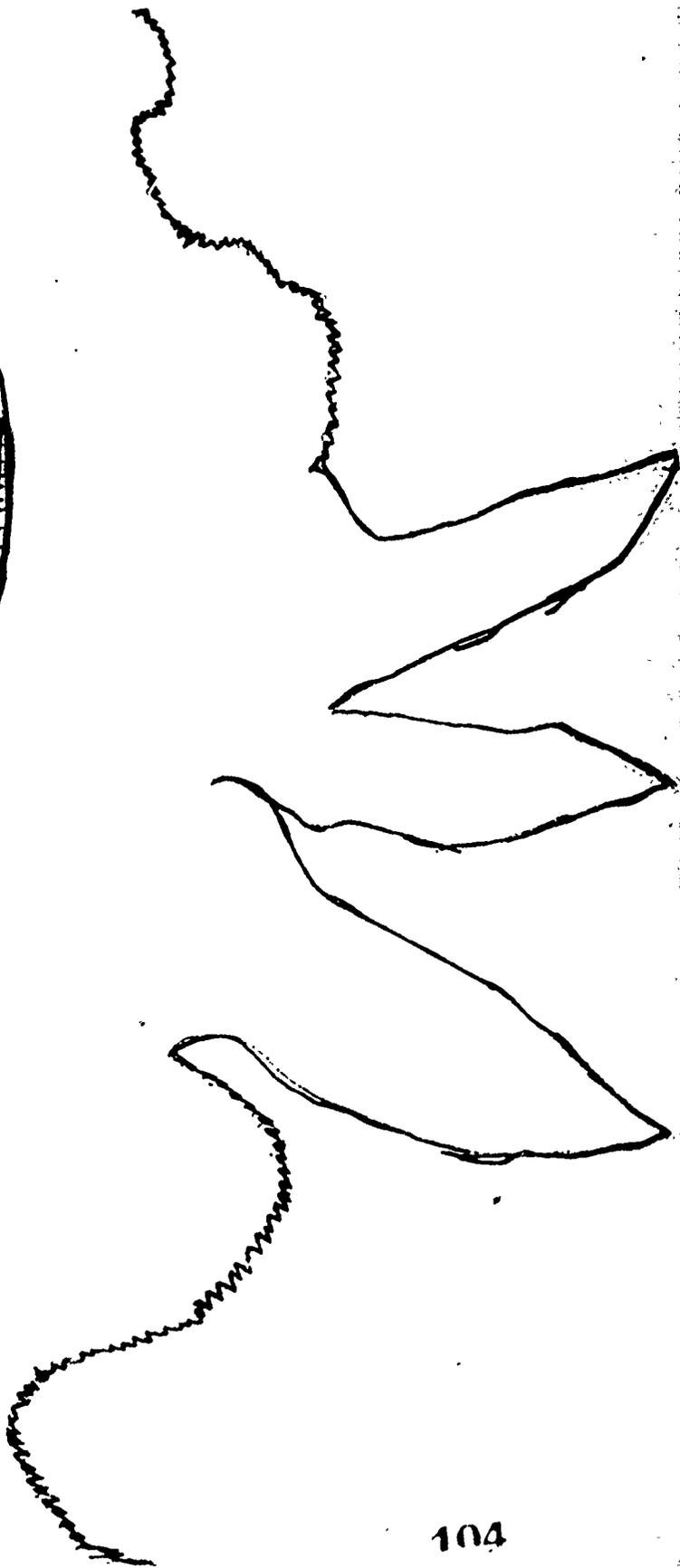


FILL 'ER UP!

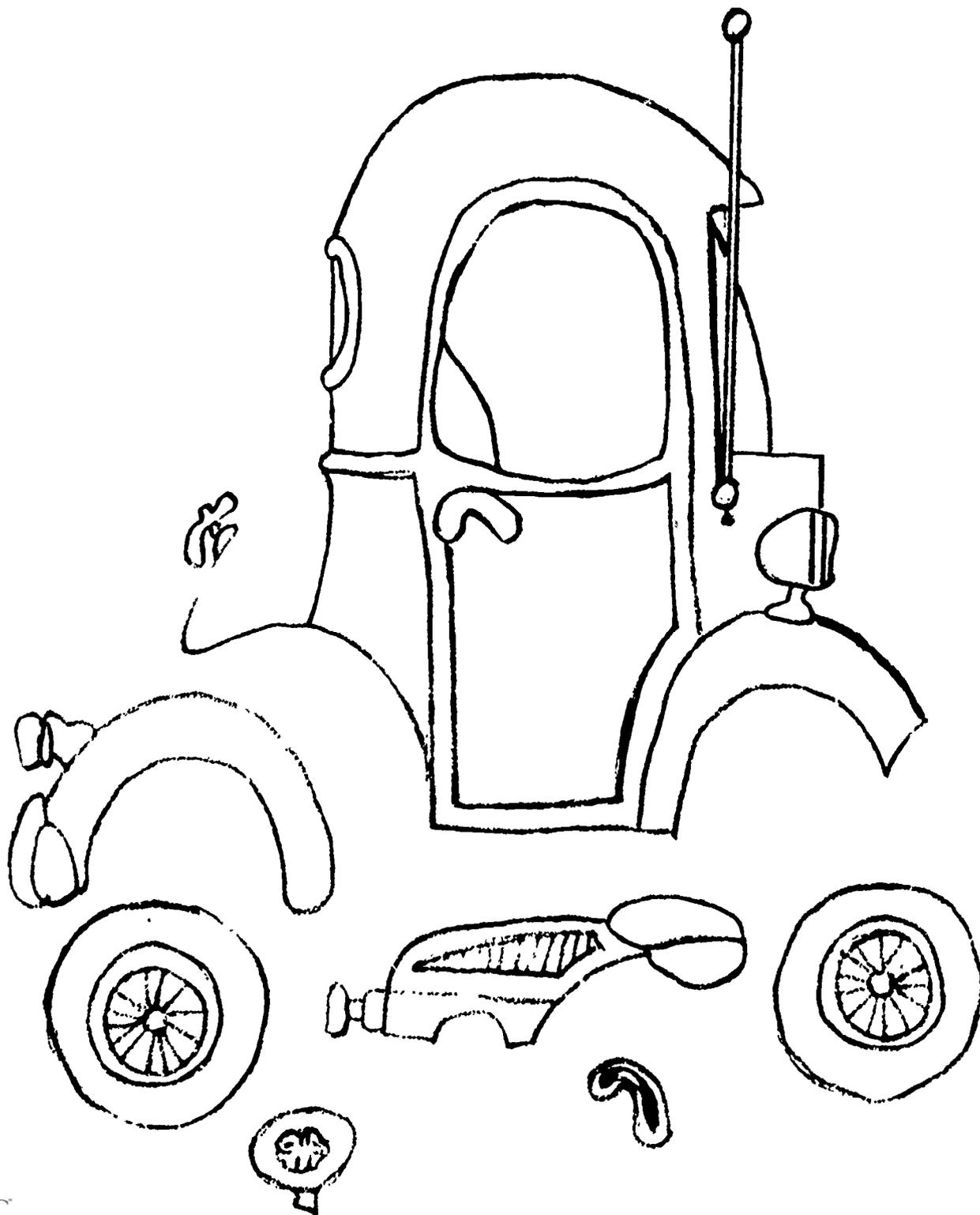
(Suggested  
Captions)



(Fill 'ER UP!)



FILL 'ER UP!



FILL 'ER UP!

Pictures on following page:

- 1) Count the wheels on the pick-up. -----
- 2) Count the wheels on the bicycle. -----
- 3) Count the wheels on the tank truck. -----
- 4) Count the wheels on the car. -----
- 5) Count the wheels on the wheelbarrow. -----
- 6) Count the wheels on the jeep. -----
- 7) Count the wheels on the boat. -----
- 8) Count the wheels on the wagon. -----
- 9) Count the wheels on the bus. -----
- 10) Count the wheels on the train engine. -----
- 11) How many of these vehicles have you ridden in? -----
- 12) How many vehicles are on the picture page? -----
- 13) How fast will a car run? -----
- 14) How fast will a bicycle run? -----
- 15) How fast will a bus run? -----
- 16) How fast will a wheelbarrow run? -----
- 17) How fast will a boat run? -----
- 18) How fast does a jet fly? -----
- 19) Which is faster? A jeep or a jet. -----
- 20) Which is faster? A bicycle or a pick-up. -----

4 Jeep wheels  
+ 6 Bus wheels  
     Wheels

2 Bicycle Wheels  
+ 6 Tank Truck Wheels  
     Wheels

1 Wheelbarrow Wheels  
3 Helicopters Wheels  
+ 0 Monorail Wheels  
    

4 Car Wheels  
4 Jeep Wheels  
+ 2 Wagon Wheels  
     Wheels

The train has 44 wheels. The bus and tank truck have 12 wheels.  
How many more wheels does the train have than the tank truck and bus?

## FILL 'ER UP!

### AUTOMOBILE RELAY RACE

Playing Area--Playground, Playroom

Equipment--None

Number of Players--Any Number

Kind of game--Relay

Two or more short files of children line up, side by side behind a starting line which is from thirty-five to forty feet from its own goal. Each file or team chooses the name of an automobile. At a signal, the first one of each line runs forward, around the goal and back, and touches the right hand of the next player on his team, this one moving up to, but not over the starting line. The first runner then runs to the foot of the line while the second player repeats his play, and so on until every one on his team has played and the first player is back again at the starting line.

# The Gas Station Man



- ◆ Honk honk! 1. Oh, fill it up, please, Then wash it and grease it,  
2. He cleans the wind-shield And checks all the tires -  
3. The gas sta-tion man Will help when he can; -



- Please do it as fast as you can! \_\_\_\_\_  
And says that they look pret - ty good! \_\_\_\_\_  
He's such a good per - son to know. \_\_\_\_\_



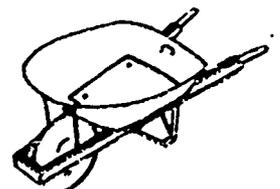
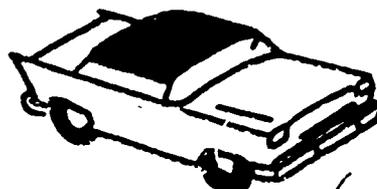
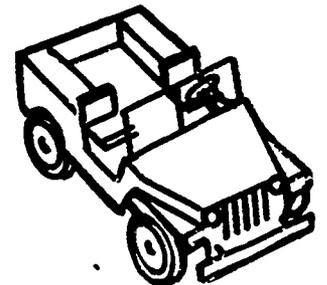
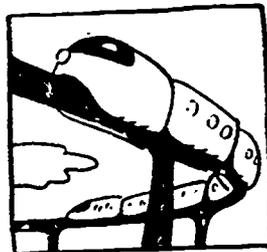
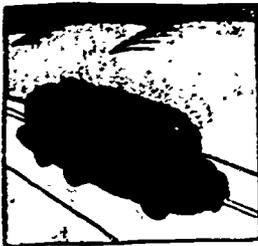
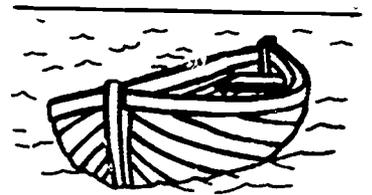
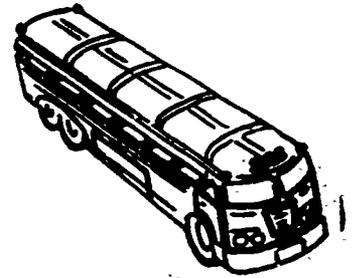
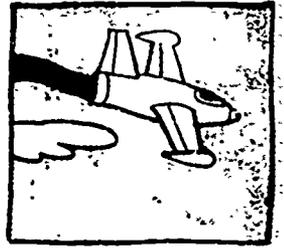
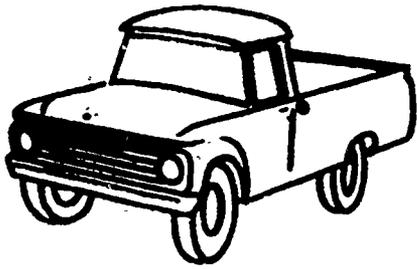
- ◆ We could - n't get far with truck or with car  
Then just to make sure that ev - 'ry - thing's right,  
When tak - ing a trip, he gives you a tip,



- Were it not for the gas sta-tion man! \_\_\_\_\_  
He \_\_\_\_\_ takes a look un - der the hood! \_\_\_\_\_  
And \_\_\_\_\_ tells you which way you should go! \_\_\_\_\_

Words and music by Charlc F. Bryan

FILL 'ER UP !



## FILL 'ER UP!

### CLASSROOM SERVICE STATION:

**Gas Pumps:** Use a cardboard box, (any size). Cut end flap so it will stand up. Write on this flap Gas Pump. On the solid side of the box make slits and write above the slits (number of gallons, price per gallon, total). Make 3 rolls of paper with the numbers for the above to pull thru the slits.

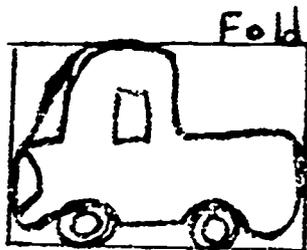
**Dress:** Secure ties, caps, etc. for the children to wear.

**Props:** Any hoses, wrenches, sponges, toy money, toy cash registers, etc. can be provided.

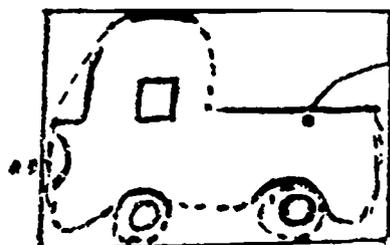
Gas Pump		
Gals.	Per	Total
2	25	50

### FREE HAND TRUCKS:

- Take a heavy sheet of paper and fold it the short way, making a tent fold.
- Draw a picture of the truck on one side of the folded paper.
- Cut away the part not to be used.
- Sketch in features and color.



Draw



Cut on dotted line

- Fold this part to the inside and paste to make solid.
- staple the front to hold together.

### Mileage Meter:

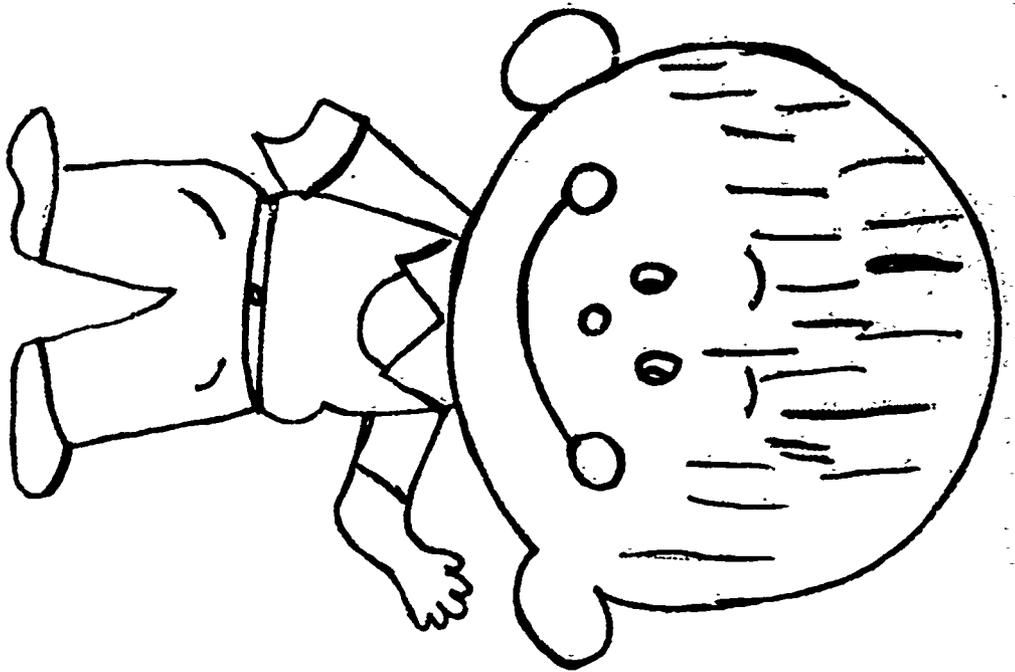
This is a can with paper around it in 3 strips, just loose enough so that it will turn easily. Each strip has numbers around it. Turn the strips to change the numbers.

Ding! Dong!

Cover Caricature

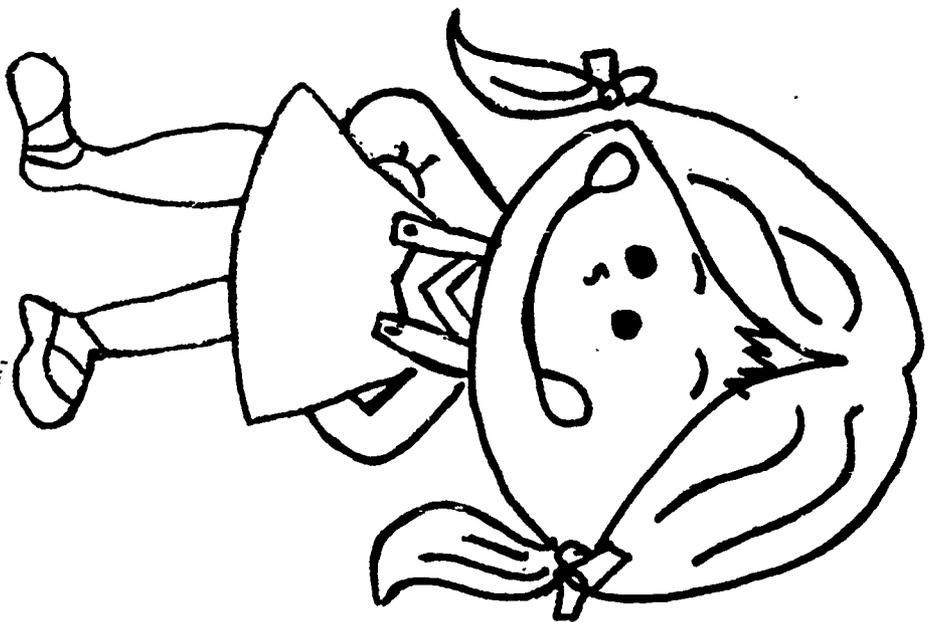
Willie Wiggle

Student



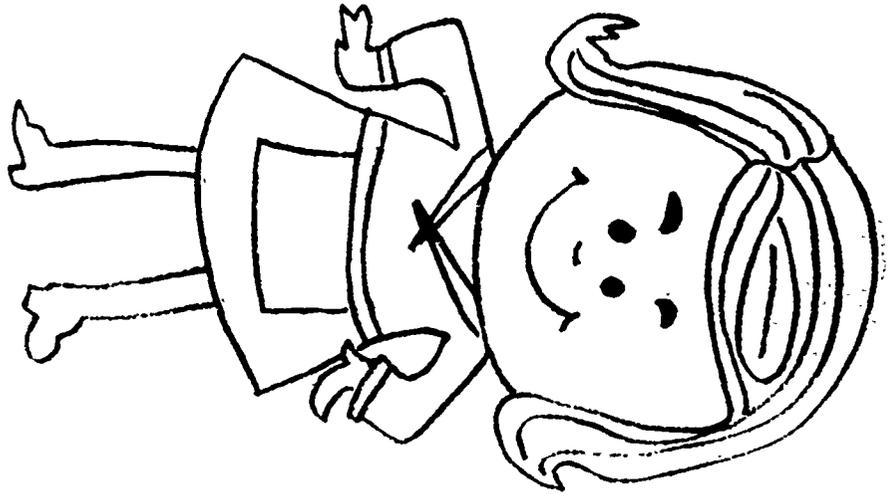
Wanda Wiggle

Student



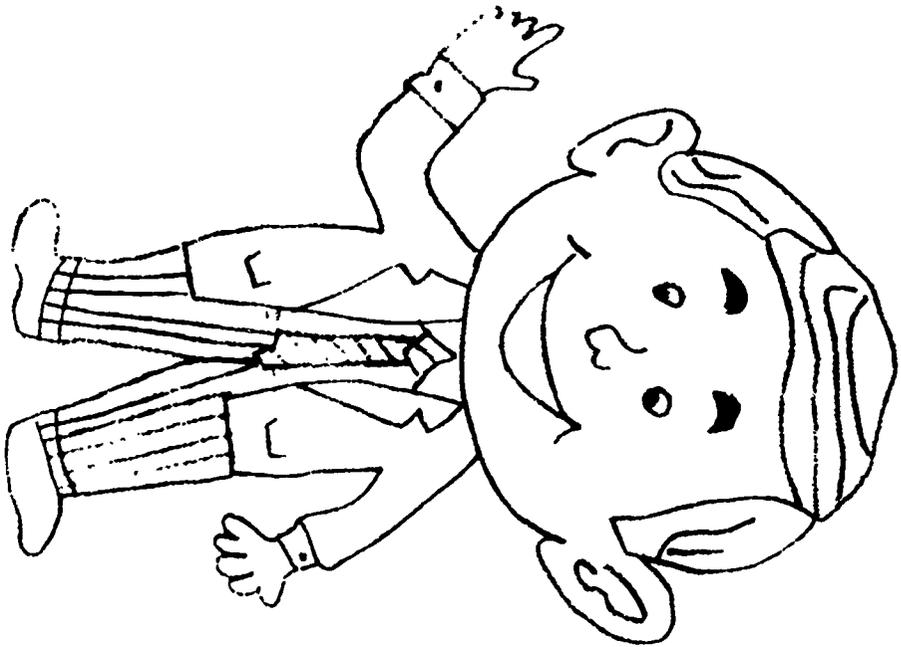
Ding! Dong!

# Worker Caricatures



Cafeteria Helper

Mrs. Yum Yum

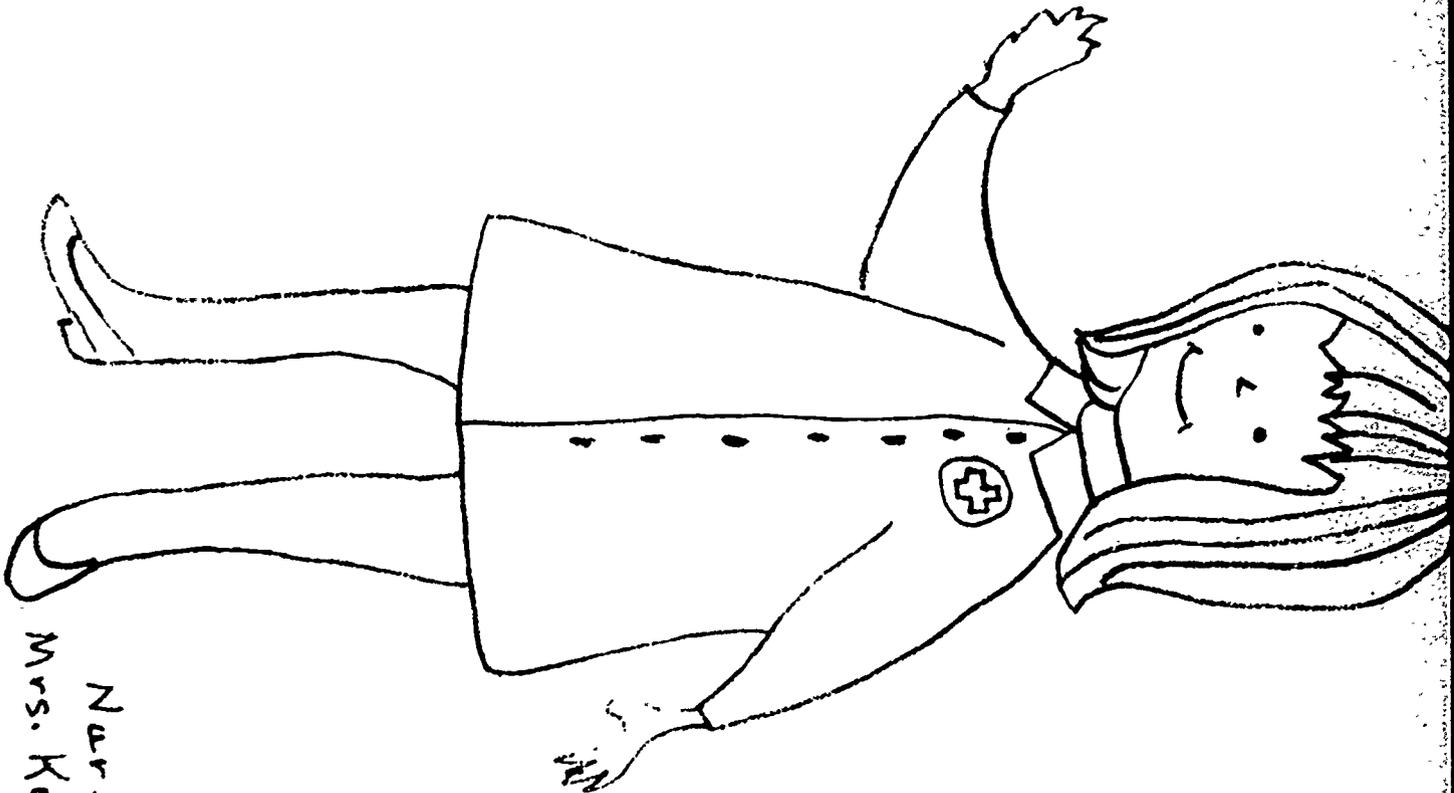
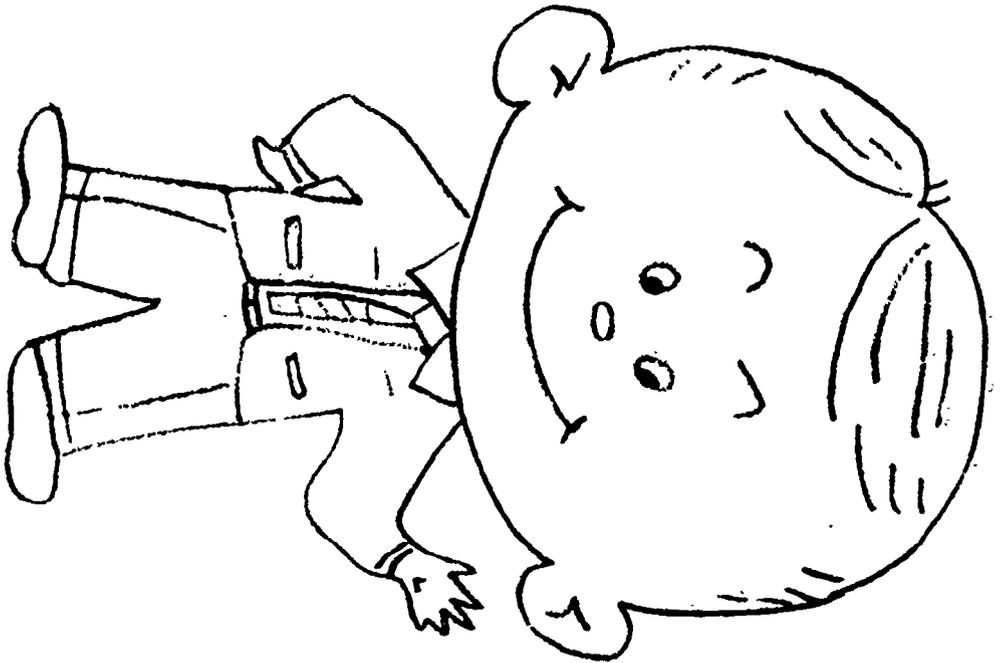


Superintendent

Mr. Loves 'Em All

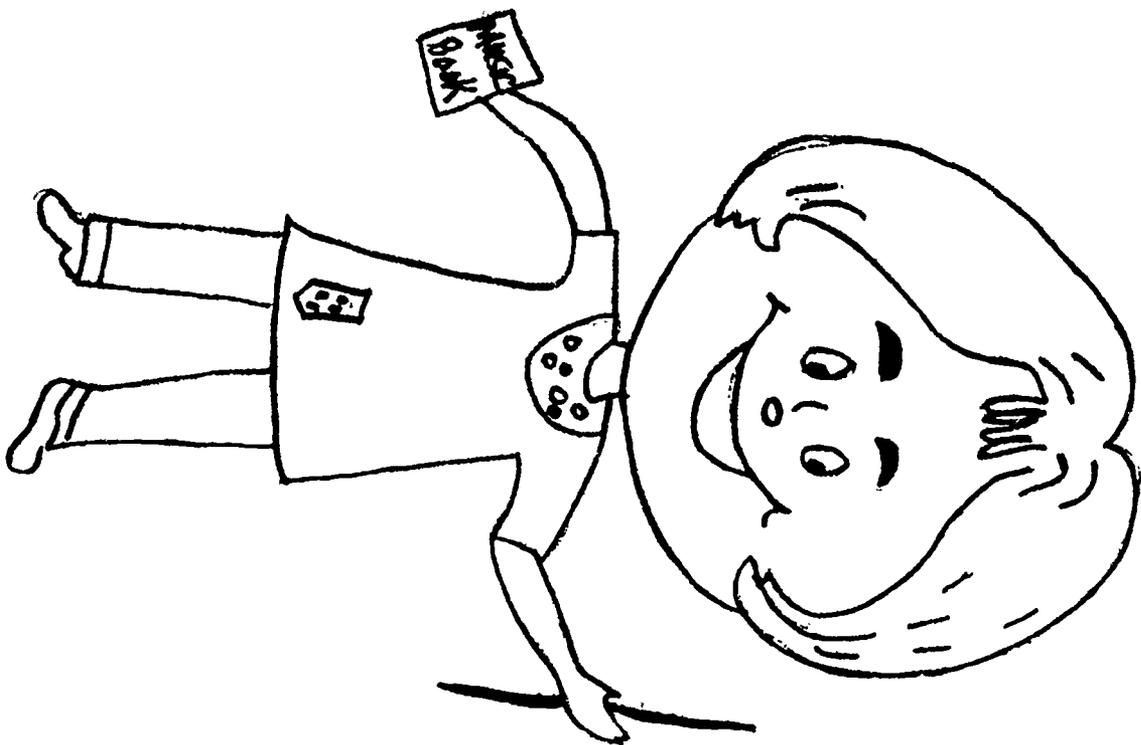
Ding! Ding!

the Principal  
Mr. Does A. Lot

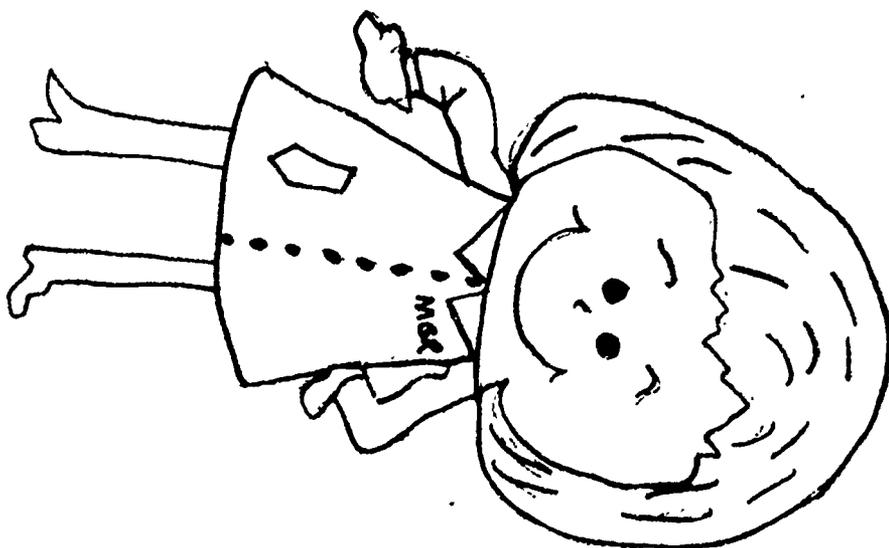


Nurse  
Mrs. Keppwell

Ding! Dong!

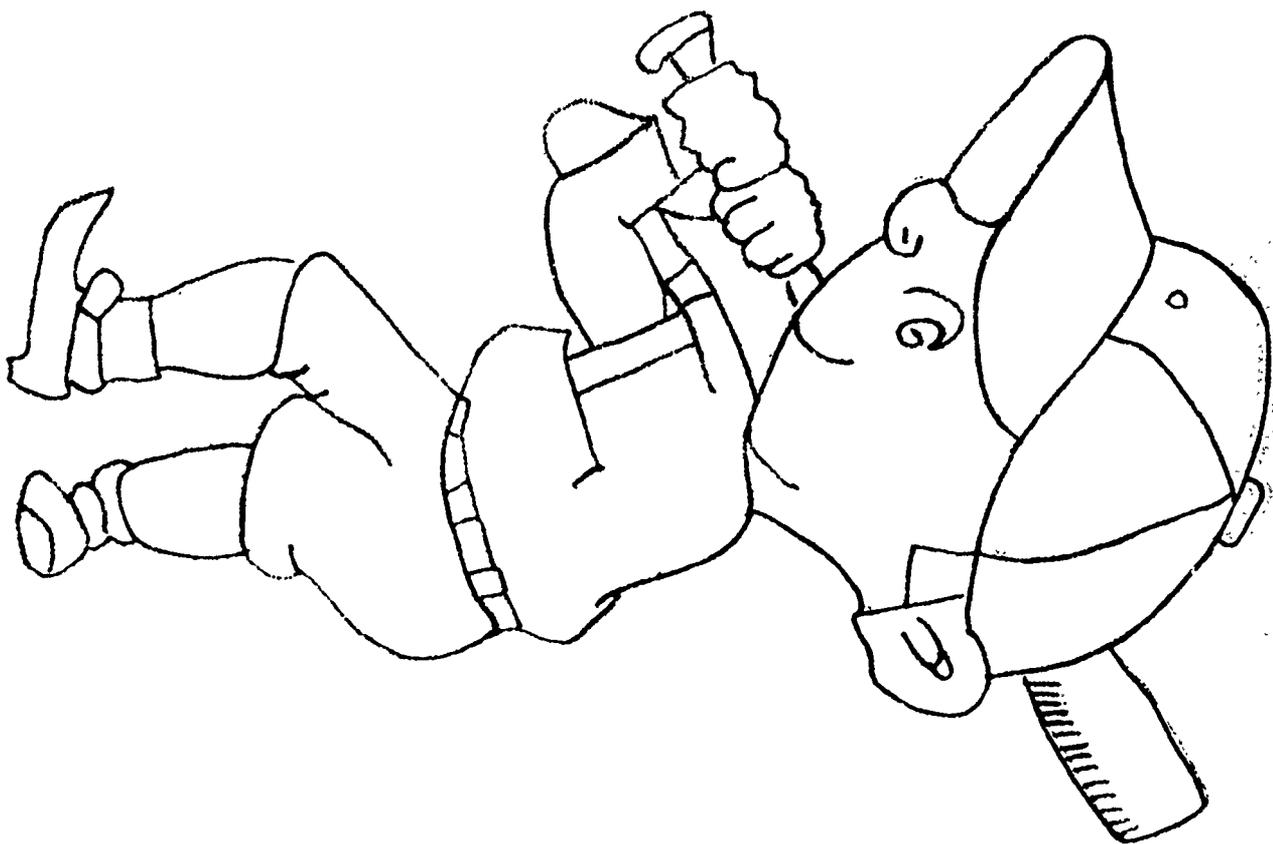


Music Teacher  
Mrs. Latido



Lunch room Manager  
Mrs. Planner

Ding! Dong!



P.E. Coach FLIP



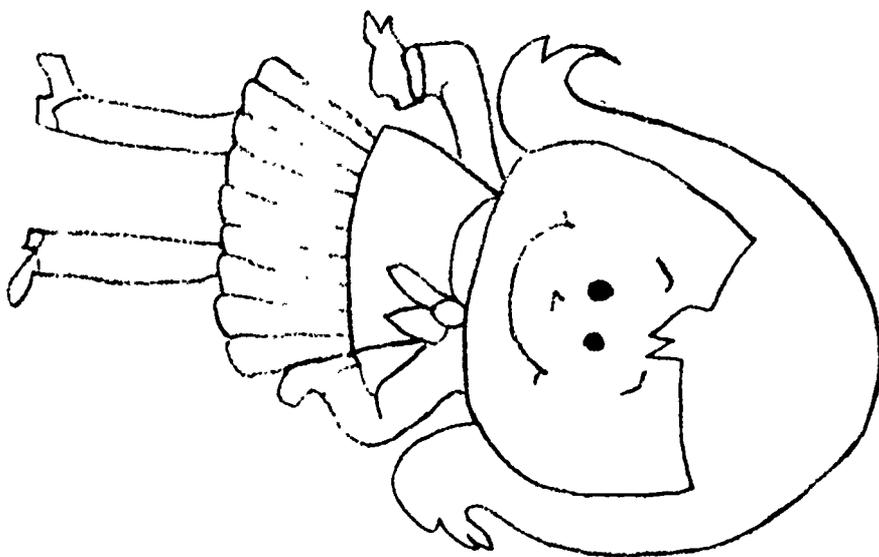
Librarian  
Mrs. Friendton

Ding! Dong!



Custodian

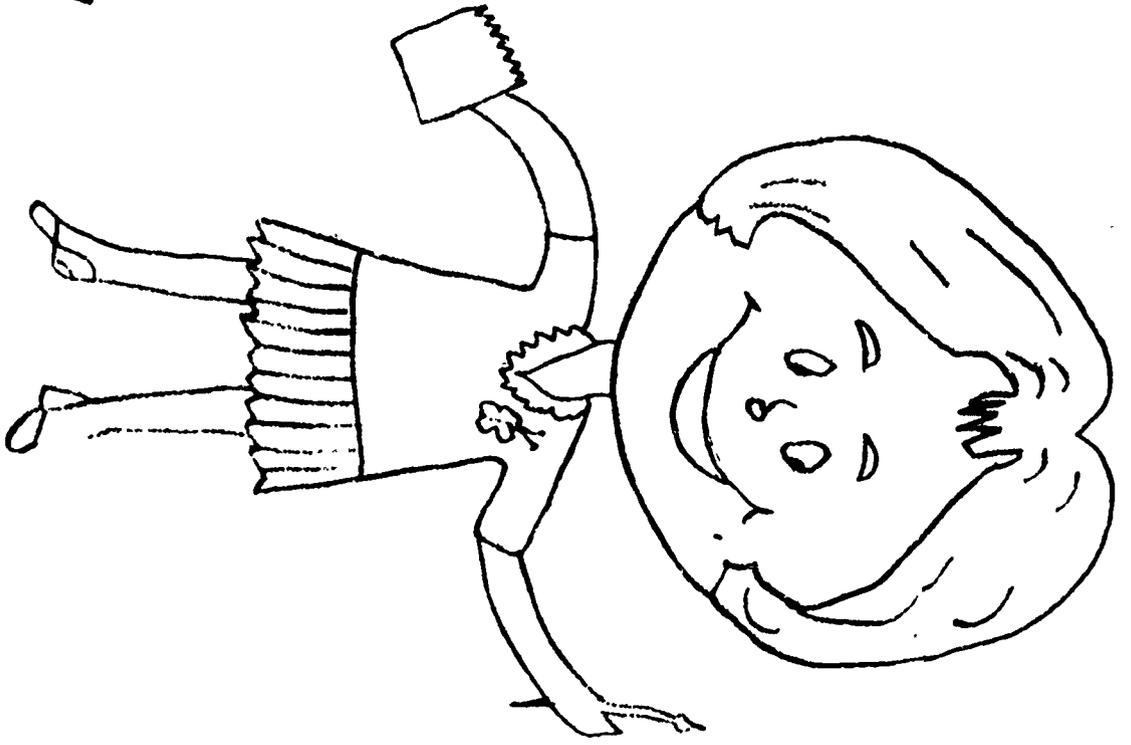
Mrs. Tidy



Counselor

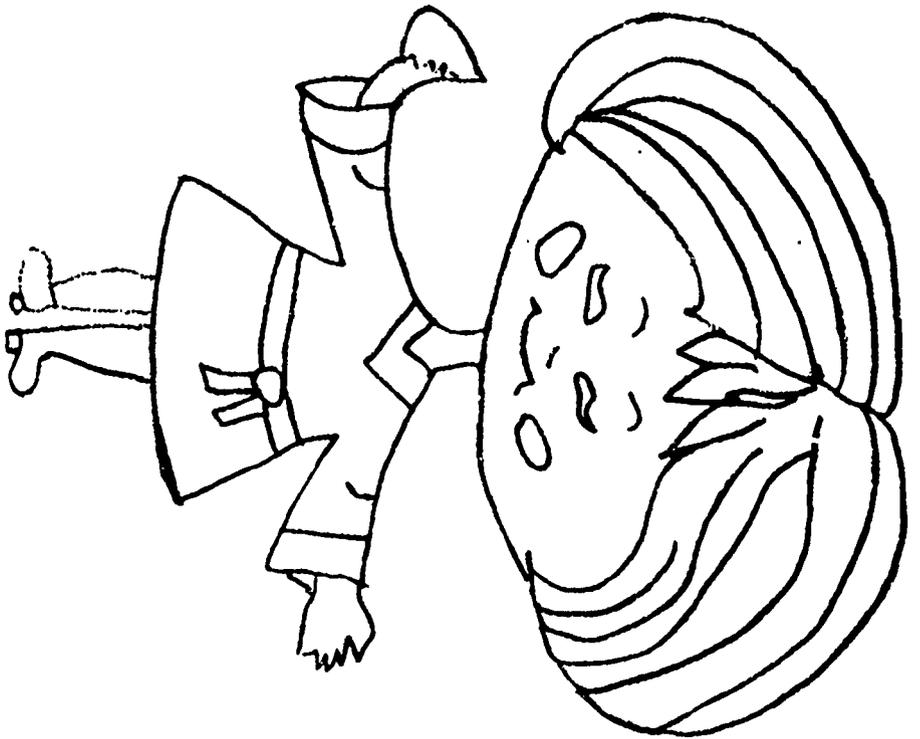
Mrs. Me Help You

Ding! Dong!



Secretary

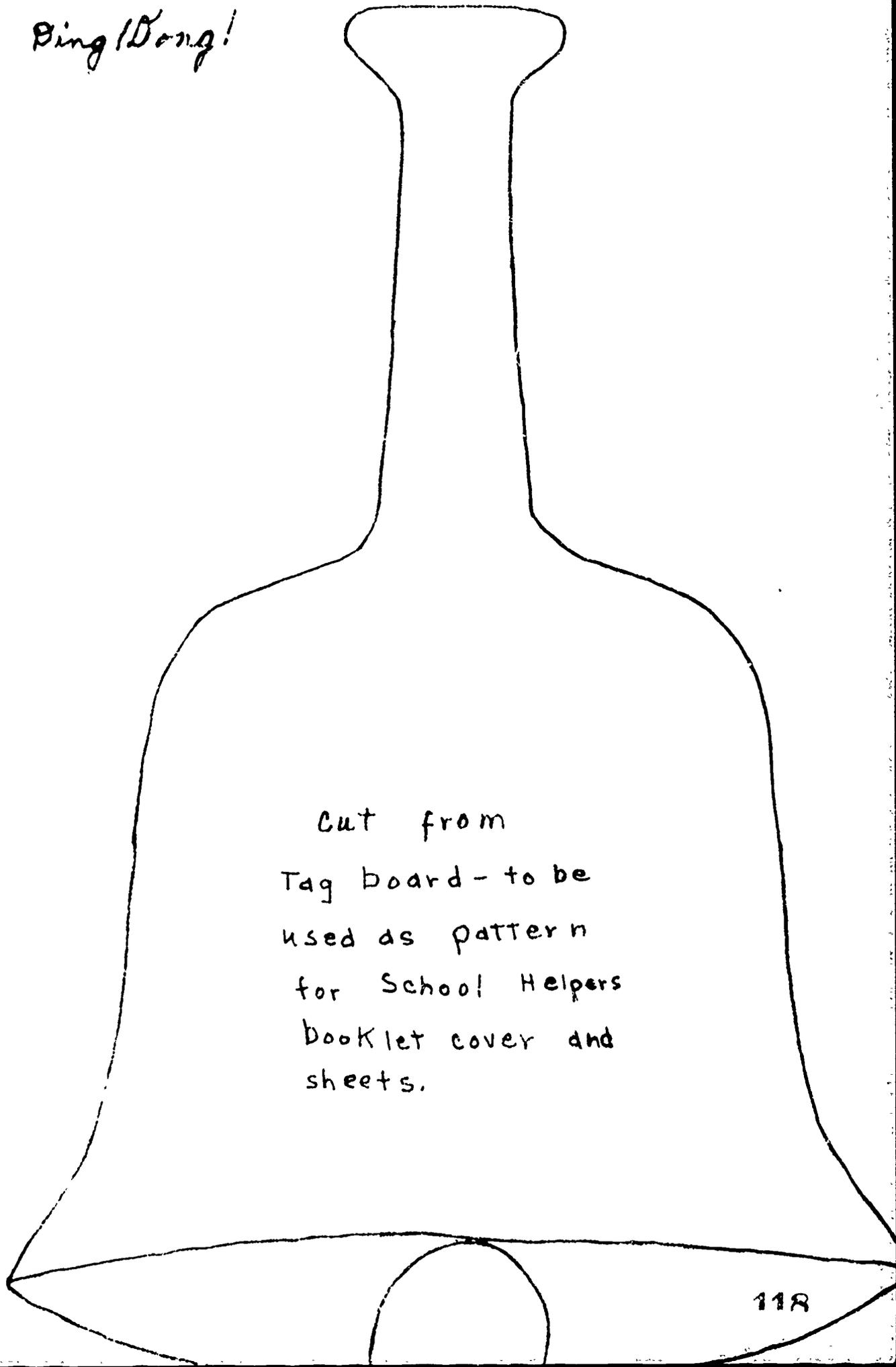
Miss Do All



Teacher

Miss Lovlee

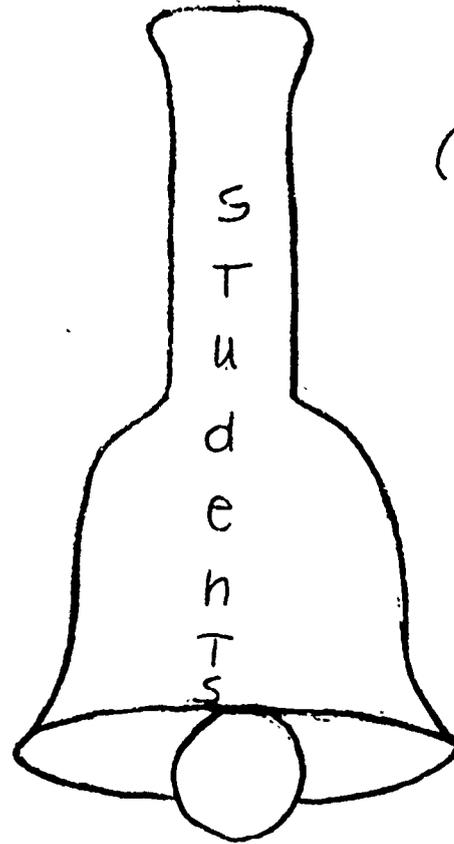
Bing Dong!



Cut from  
Tag board - to be  
used as pattern  
for School Helpers  
Booklet cover and  
sheets.

# Who Rings the Bell at My School?

(Large Bulletin Board Idea)



LET'S GO TO PRINT!

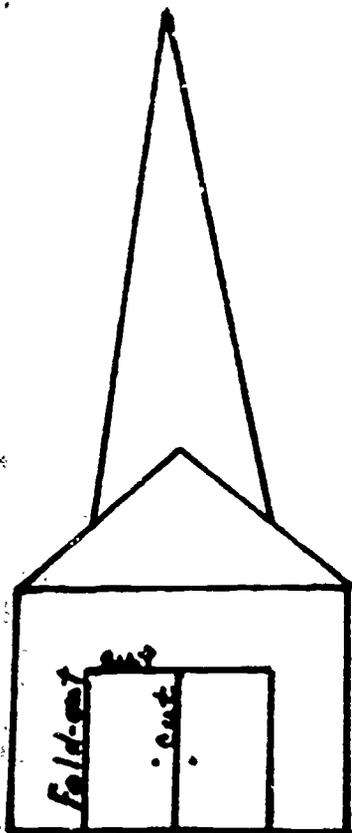
Unscramble the following words:

1. t r s i d t -
2. p o y c -
3. p n p t e i a r c e -
4. n k i -
5. h e m i c n a -
6. p e r d w e n s p -
7. t p d e l -
8. r f o d r a p o e -
9. p t y e -
10. e l l i p n i g s -

ONE, TWO, THREE

1. What is your name?
  2. What is your age?
  3. How tall are you?
  4. Do you walk to school?
  5. Do you ride the bus to school?
  6. How far from school do you live?
  7. Do you live with your parents?
  8. Does a grandparent live with you?
  9. Do you like school?
  10. What do you like to do most?
  11. What do you not like to do most?
  12. What do you do best?
  13. What do you fear most?
  14. What does responsibility mean to you?
  15. Do you like people?
  16. Do you like to be alone?
  17. Do your classmates like you?
  18. Do you think you have the same rights as your classmates?
  19. Are you a good winner?
  20. Are you a good loser?
- 

## Hitch Your Wagon to a Star

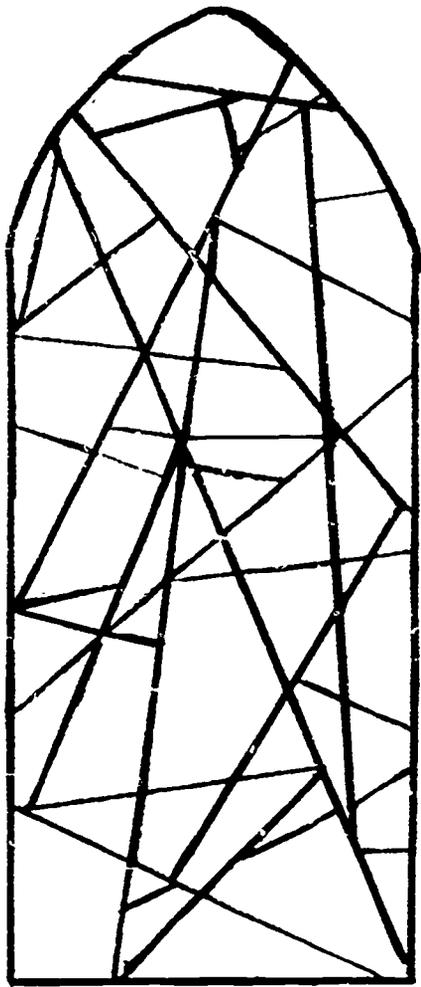


Church

- milk carton  
½ pint size

Construct church from ½ pint size milk carton cutting double door in one end for the church entrance. Cut window on each side. Make cone-shaped steeple and glue it to top front of carton. Paint entire carton with tempera -

Sketch Your Hagon to a Star



Stained-Glass  
Church window

Trace church window on heavy white paper.  
Fill in stained-glass patterns with  
crayons, paint, or bits of colored paper  
(or tissue collage). Outline color with heavy  
black color.



*Hit Your Nails to a Star*

## FUTURE MISSIONARIES

# Youths Learning Building Trades

MELBOURNE, Fla. (AP)—“Get dirty for God—lay a brick” is the message some 500 teen-agers who want to be missionaries overseas are learning this summer at “the Lord’s boot camp.”

The youths came from all over for the two-week training program, where sponsors say they learn bricklaying, carpentry and other construction trades.

ROBERT BLAND, DIRECTOR of the non-industrial Teen Mission Camp, says that after a couple of weeks of military-like discipline the youths find the transition to the poverty-stricken regions of Bolivia, Colombia, Haiti, Venezuela and Peru much easier.

“We challenge the kids to ‘Get dirty for God,’ to really put their faith into action,” he says, adding that the young people are taught that their evangelism will be more effective if they put work first and preaching second.

They harden muscles by lugging sandbags, swinging over creeks on ropes and scaling 12-foot walls, and they learn to do without modern home conveniences.

The program started four years ago in Greenfield, Ohio, with 67 youngsters. This summer, the 500 teen-agers in the program come from 47 states, Canada and Mexico.

BLAND SAYS THE YOUNG missionaries are built more than a dozen churches, youth camps, orphanages and even airstrips to remote regions since the program began in 1971.

Each youth must raise the money for his trip, ranging from \$550 to more than \$1,000, depending on the air fare to the country where he will work.

Cliff Beckham of San Jose, Calif., who says he is a dropout from the drug scene, adds that he and the other teen-age missionaries are not like members of “Jesus Freak” movements.

“We’re not oddballs for Christ,” adds another youth, Don Moore of Ottawa, Canada, who will be spending his third missionary summer overseas.

## Help Is Near!

The bell rang for afternoon recess. The third grade class was dismissed for their "freeplay" period. As Susan ran to the playground, her foot slipped on a pebble, causing her ankle to turn - she fell. She cried out with pain. Mrs. Brown, the teacher, went for the school nurse.

After examination by the school nurse, it was decided Susan needed emergency care. The ambulance service was called. The ambulance driver and helper carefully placed Susan in the ambulance. Susan was accompanied by her teacher.

With the siren sounding, the ambulance carrying Susan entered the emergency lane at the city hospital. The friendly receptionist greeted Mrs. Brown and took the necessary information needed to admit Susan to the emergency room.

Susan was gently lifted to the examining table where ---

NEXT?

Barbershop on Wheels

1. The most unusual thing about Phil's shop is that it has
  - A. windows
  - B. wheels
  - C. water
2. The inside of the truck has
  - A. mirrors on the walls
  - B. curtains at the windows
  - C. carpeting on the stairs
3. The shop has a
  - A. table
  - B. sink
  - C. stove
4. The shop also has
  - A. steam heating
  - B. piped-in music
  - C. Air conditioning
5. Gas and oil cost Phil about
  - A. \$2 a day
  - B. \$50 a week
  - C. \$150 a month
6. Phil will have the truck paid for in
  - A. one year
  - B. two years
  - C. three years
7. Unlike other barbers, Phil doesn't pay
  - A. income tax
  - B. union dues
  - C. shop rent
8. Phil usually sets up shop in a
  - A. different spot each day
  - B. big apartment building
  - C. school neighborhood
9. Most customers come to Phil's shop because they want to
  - A. see it
  - B. save time
  - C. meet people
10. Boy's like Phil's shop because he
  - A. doesn't talk much
  - B. gives them a fast haircut
  - C. takes them downtown

*Next?*

# Guess What! The Barber is Somebody's Mother!

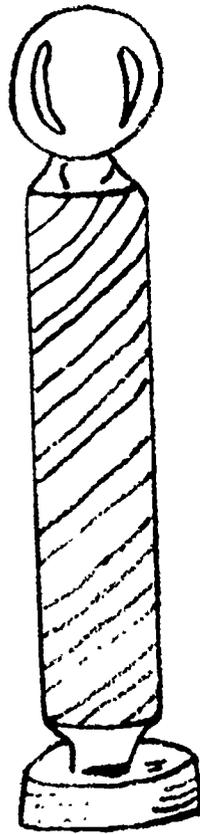


--Star-Telegram Photos

Marie Wilcox, professional barber who owns a shop in Hurst, trims the hair of her son, Kerbey, 7, as another son, David, 13, observes. Kerbey attends North Richland Hills Elementary and David goes to Watauga Junior High.

*Fort Worth Star-Telegram, Sunday  
May 6, 1973*

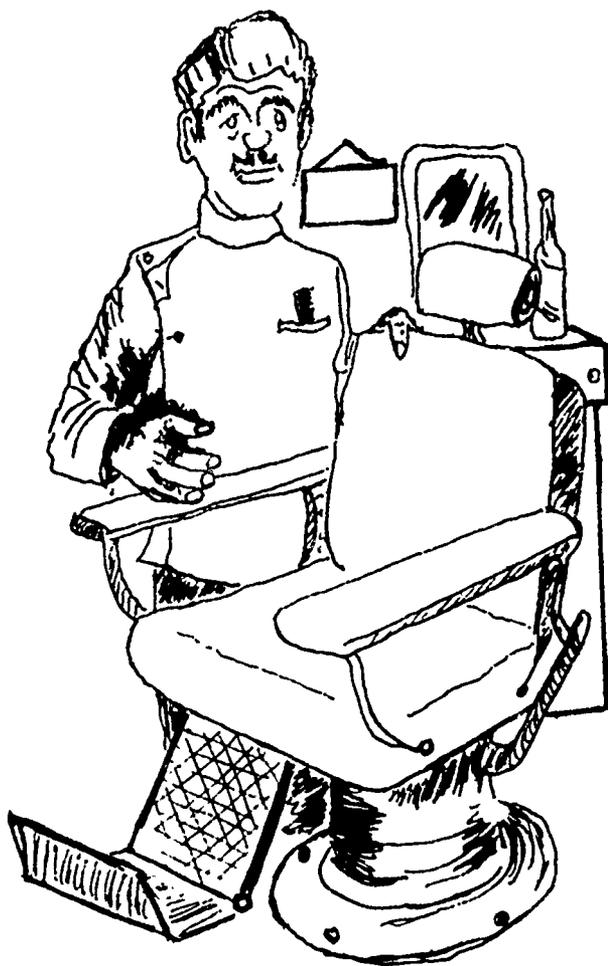
Nest?



Next?



Next?





*May I Help You, Please?*



Miss Mitchell is a checker at the grocery.

*May I Help You, Please?  
Fun Test*

**ALL HELPERS ARE PRODUCERS OF GOODS OR SERVICES.**

Producers make things or help people.

**GOODS** are **THINGS** people use.

**SERVICE** is work done to **HELP** people.

On the line before each of these Helpers' names, write 1 if he or she is a producer of goods or 2 if he or she is a producer of services.

\_\_\_ deliveryman

\_\_\_ tailor

\_\_\_ bank teller

\_\_\_ secretary

\_\_\_ barber

\_\_\_ band leader

\_\_\_ artist

\_\_\_ baker

\_\_\_ painter

\_\_\_ postman

\_\_\_ plumber

\_\_\_ doctor

\_\_\_ dentist

\_\_\_ minister

\_\_\_ farmer

\_\_\_ canner

\_\_\_ chef

\_\_\_ checker

\_\_\_ druggist

\_\_\_ nurse

\_\_\_ mechanic

\_\_\_ dairyman

\_\_\_ rancher

\_\_\_ fisherman

\_\_\_ actress

\_\_\_ librarian

\_\_\_ lawyer

\_\_\_ baby sitter

\_\_\_ seamstress

\_\_\_ carpenter

\_\_\_ bricklayer

\_\_\_ shoe salesman

\_\_\_ scientist

\_\_\_ hairdresser

\_\_\_ electrician

\_\_\_ bus driver

\_\_\_ architect

\_\_\_ policeman

\_\_\_ milkman

\_\_\_ baseball player

\_\_\_ airline hostess

\_\_\_ teacher

# May I Help You Clean Service Station Attendant

The crossword puzzle grid contains the following words and letters:

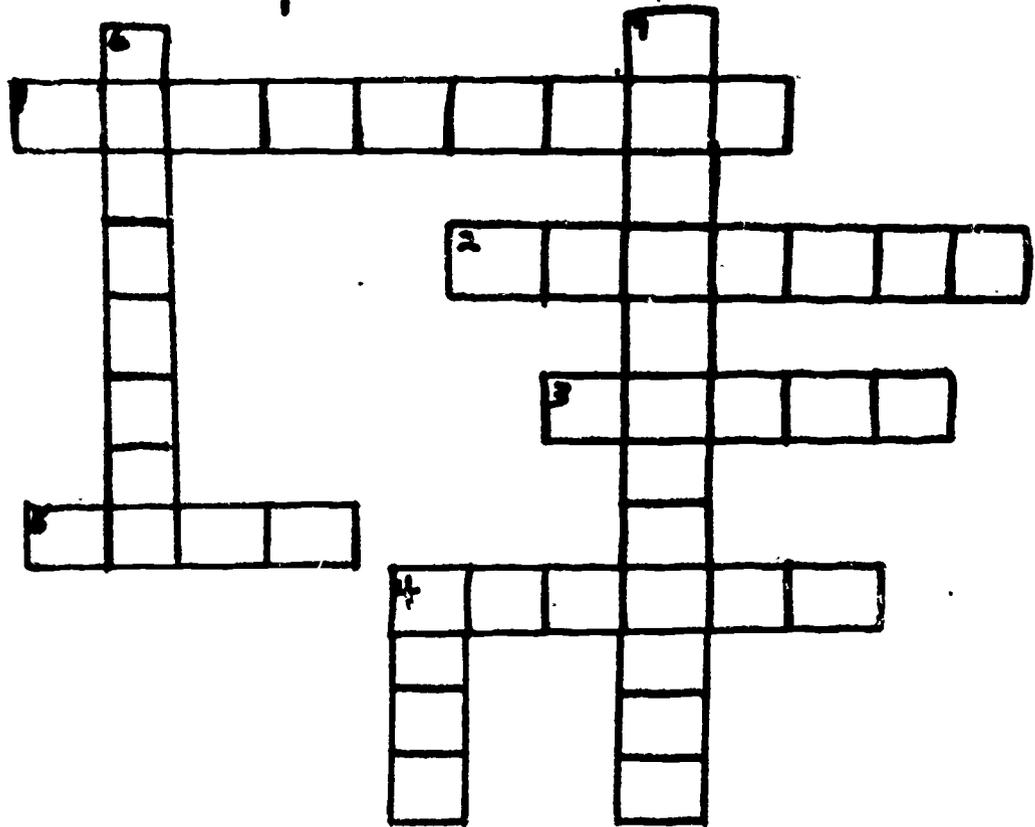
- Across:**
  - Top right: S
  - Middle right: i
  - Middle: g s
  - Below middle: r h
  - Below middle: s h
  - Below middle: c r
  - Below middle: e y
  - Below middle: c i e
  - Bottom left: repair restroom five
  - Bottom middle: Tools vacuum Wash
  - Bottom right: Water wax Windshield
- Down:**
  - Top right: S
  - Middle right: i
  - Middle: g
  - Middle: s
  - Middle: r
  - Middle: h
  - Below middle: e
  - Below middle: y
  - Below middle: c
  - Below middle: i
  - Below middle: e
  - Bottom left: X
  - Bottom left: U

A list of words to be filled in is provided in the center of the grid:

- air
- clean
- credit card
- fill up
- gallons
- gasoline
- gauge
- grease
- hoist
- oil

# May I Help You, Please?

## Puzzle-le-do Supermarket



### Across

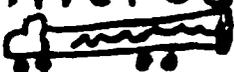
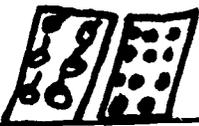
1. The shop for \_\_\_\_\_.
2. The products are on \_\_\_\_\_.
3. Butter is on the \_\_\_\_\_ counter.
4. Cookies are in the \_\_\_\_\_.
5. Pork is a kind of \_\_\_\_\_.

### Down

4. You carry groceries in a \_\_\_\_\_.
6. Fruits and vegetables are \_\_\_\_\_.
7. Fresh peas and corn are \_\_\_\_\_.

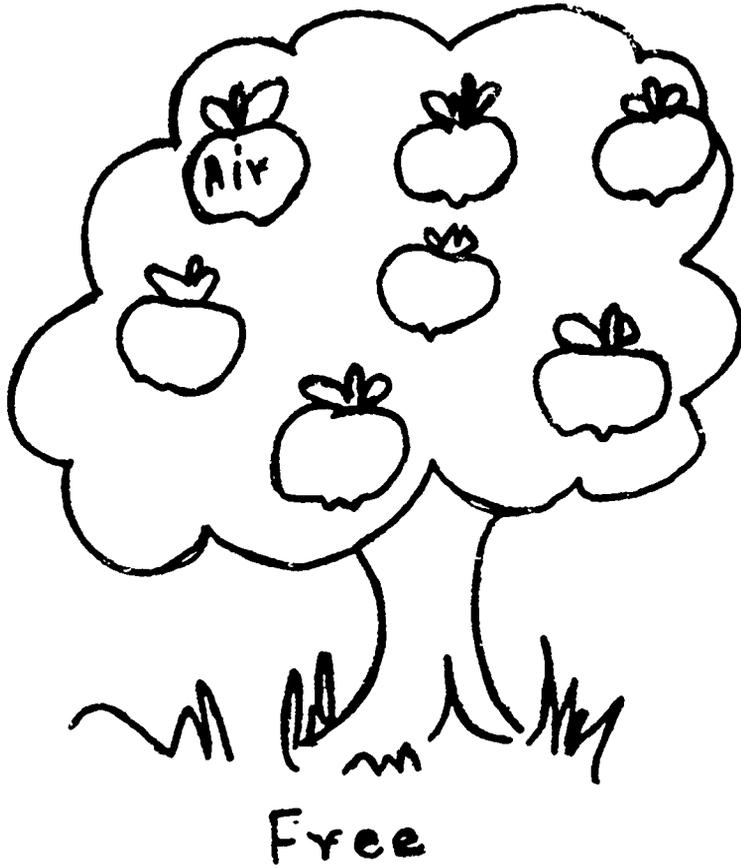
# May I Help You, Please?

## Food

<p>How do you know what to charge? <u>The weather</u> — determines the crop. bad — high price — good — low price</p>	
<p><u>Labor</u> — How much do employees make? </p>	<p><u>Rent</u> — How much for a place to sell? </p>
<p><u>Transportation</u> — Pay how much to get it delivered? </p>	<p><u>The Product</u> — What did the super-market pay for it? </p>
<p><u>Display</u> — Cost of handling food </p>	<p><u>Advertising</u> — Cost of letting people know. </p>

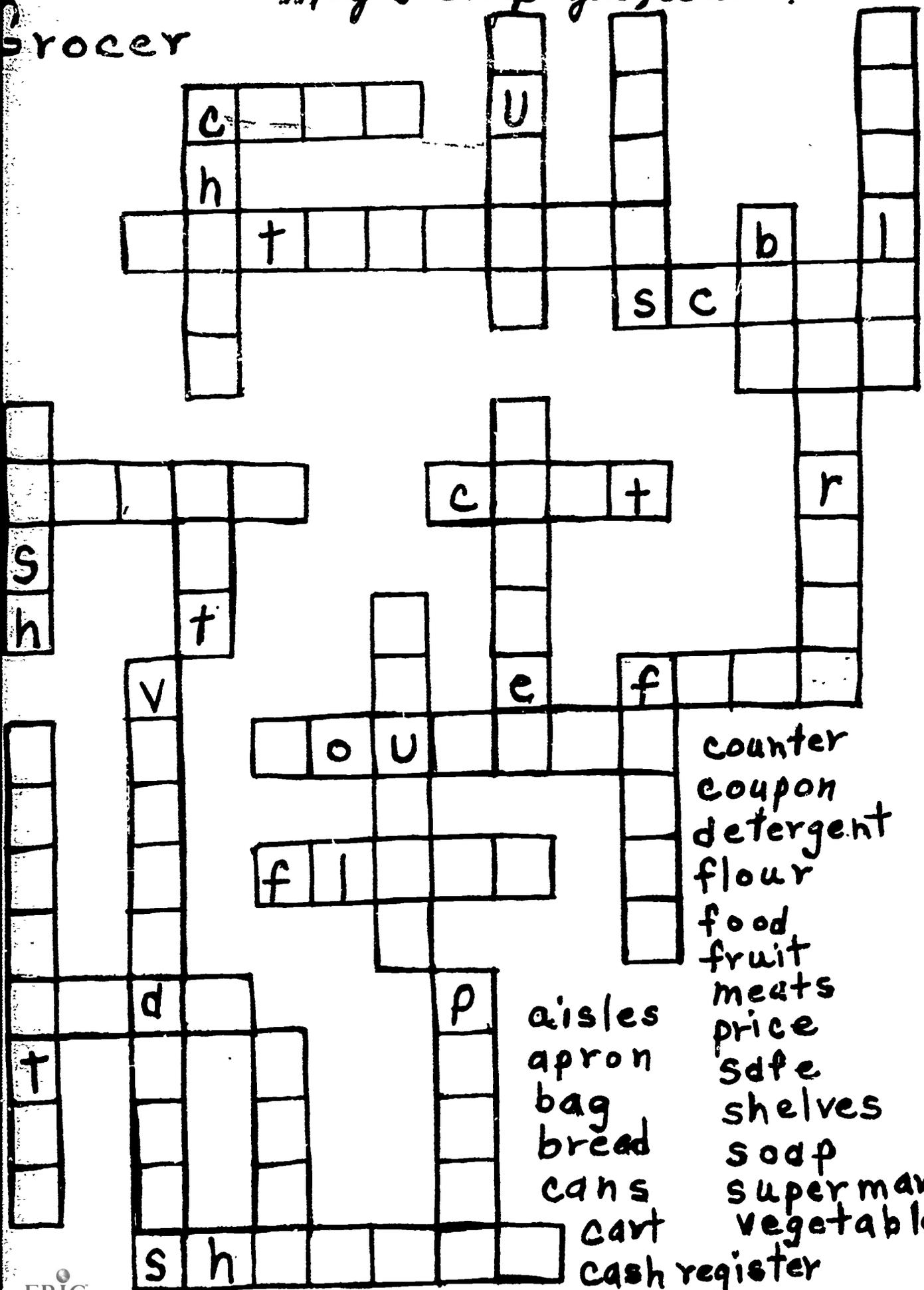
# Service Pair Trees

May I Help You, Please?



May I help you, please?

grocer



counter  
 coupon  
 detergent  
 flour  
 food  
 fruit  
 meats  
 price  
 safe  
 shelves  
 soap  
 supermarket  
 vegetables

aisles  
 apron  
 bag  
 bread  
 cans  
 cart

cash register  
 check out

MAY I HELP YOU, PLEASE?

Try'n Find: Vegetables

The names of vegetables are hidden in the block below.  
You can read across or down.



C S Q U A S H A M  
E C A B B A G E T  
L A G O L A R S U  
E R F R O N S E R  
R R B E E T S T N  
Y O S O M C O L I  
O T O M A T O E P  
P S O N I O N C S  
L E T T U C E A B



## RIBBONS TO FOLLOW

### Committee Activity Directions

- Number 1: Build a path - the first road. In a large box place dirt. Press a path through the center of the dirt. Line the path with real brush and trees (limbs). Scatter small toy animals throughout the vegetation. Place a toy horse and rider in the path.
- Number 2: Build a dirt road - the second type. In a large box place dirt. Press a wide opening in the dirt. Line the road with paper houses and buildings and vegetation. Place a covered wagon (toy) on the road. Make a few mud patches in the road to show difficulty in crossing them.
- Number 3: Build a corduroy road - the third type. Follow directions for road number 2. Make logs from rolled construction paper or drinking straws to lay "corduroy style" across the mud puddles. Place wagons on this road, also.
- Number 4: Build permanent road - modern concrete highway. Make several "concrete" blocks by pouring plaster-of-paris mixture in one-half deep bottom of small milk carton. Let harden, tear box away, place blocks together with strips of modeling clay between each one. Paint center stripes and passing zone stripes. Make appropriate signs for the highway. Place small toy cars, trucks and buses on the highway.

### Identify

- |                        |                      |
|------------------------|----------------------|
| 1. route               | 9. traffic sign      |
| 2. expand              | 10. traffic signal   |
| 3. contract            | 11. safety sign      |
| 4. corduroy            | 12. directional sign |
| 5. interstate highway  | 13. toll road        |
| 6. clover leaf highway | 14. electronic road  |
| 7. concrete            | 15. canal road       |
| 8. cement              | 16. railroad         |

## HELLO! OPERATOR?

### Basic Rules for Success

Basic rules, (developed habits) for success in any job are:

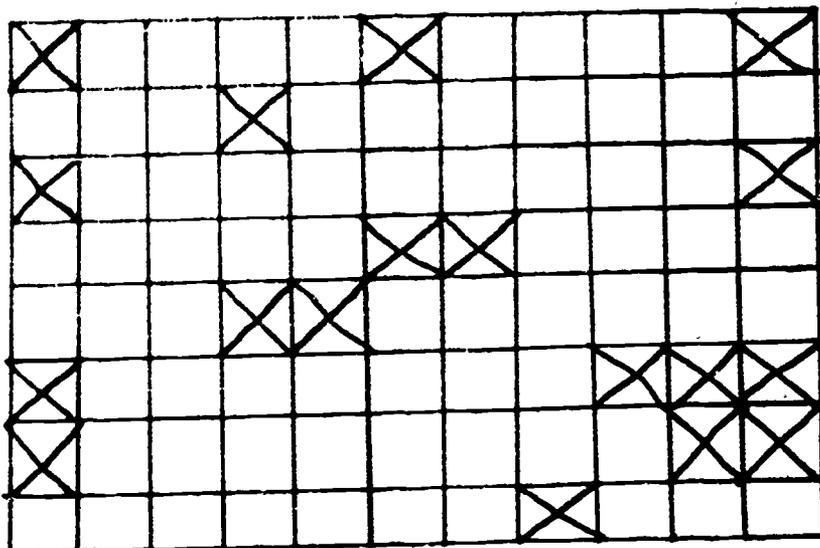
1. Being on time
2. Being reliable
3. Being responsible
4. Having respect for authority
5. Having an inquiring mind

### QUESTIONS FOR DISCUSSION

1. What is alphabetizing?
2. How do you look up a telephone number?
3. How do you write down names and numbers for easy reference?
4. How do you use a telephone in an emergency?
5. How do you look up words in a dictionary?
6. How do you look up facts in an encyclopedia?

## HELLO! OPERATOR?

Crossword puzzle with words in only one direction.



1. Invented the telephone
2. Know the number before you \_\_\_\_\_.
3. Alphabet
4. Police number (local)
5. Telephone book
6. Another word for telephone
7. Busy signal
8. Local area code
9. Kindness
10. In the telephone book you will find names and telephone \_\_\_\_\_.
11. In case of emergency call \_\_\_\_\_.
12. Local fire department number.
13. For local information dial (number)\_\_\_\_\_.

## HELLO! OPERATOR?

### Games

#### Alphabet Drill

Select a Drill Sergeant. The rest will form a line facing the sergeant and each will hold a local telephone directory. The sergeant will call out a name from the directory and give order to "charge". The first student to find the name in the directory steps forward. He then reads the name, address and number aloud. If correct, he receives a point; if not, the second one to find it reads---. The one receiving the most points at the end of a "certain" number of names wins.

#### Password

Two groups are formed and each selects a leader. The two leaders agree privately on a word learned from the unit. Alternately each leader gives his group a clue to help them discover the word. The group that guesses first wins the round. Score for round depends on number of clues needed. First clue score is 10, diminishing one point with each clue given.

# Locking the soil matching game



Draw lines from the list of jobs to the necessary job qualities.

Owner or superintendent

Greenskeeper I

Landscape gardener

Greenskeeper II

Laborer, nursery

Groundskeeper

Laborer, landscape

Gardner

Desire

Training Job  
 Responsibility  
 Experience  
 Work  
 More education  
 More Experience  
 Creative  
 Training  
 Own business

## TOILING THE SOIL

### "The Three Trees"

**BIG TREE** - Drop a large rock into a metal wastebasket or large can.

**MIDDLE-SIZED TREE** - Drop a medium-sized rock into a metal wastebasket or can.

**BABY TREE** - Drop a small pebble into a metal wastebasket or large can.

**BABBLING BROOK** - Pour water from a plastic bottle into a bucket.

**RABBIT** - Hop in and around trees.

**GUN** - Shout bang.

**HUNTERS** - Shout bang.

Once upon a time in the deep, dark woods there stood three trees - the **BIG TREE** - (plunk), the **MIDDLE-SIZED TREE** (plink) and the wee **BABY TREE** (pink) - and through the trees ran the **BABBLING BROOK** (gurgle-gurgle) and hopped the little **RABBIT** (clippety-clip).

One day a group of **HUNTERS** (bugle call) came into the forest where stood the three trees - the **BIG TREE** (plunk), the **MIDDLE-SIZED TREE** (plink), and the little **BABY TREE** (pink) - and through the trees ran the **BABBLING BROOK** (gurgle-gurgle) and hopped the little **RABBIT** (clippety-clip).

As the **HUNTERS** (bugle call) wandered through the forest, in which stood the three trees - the **BIG TREE** (plunk), the **MIDDLE-SIZED TREE** (plink), and the little **BABY TREE** (pink), and through which ran the **BABBLING BROOK** (gurgle-gurgle) and hopped the little **RABBIT** (clippety-clip) - one of the **HUNTERS** (bugle call) spied the little **RABBIT** (clippety-clip). He raised his **GUN** (bang) at the little **RABBIT** (clippety-clip), and sadness reigned in the forest, in which stood the three trees - the **BIG TREE** (plunk), the **MIDDLE-SIZED TREE** (plink)

and the little BABY TREE (pink) - and through which ran the BABBLING BROOK (gurgle-gurgle), but no longer hopped the little RABBIT (Clippety-clip).

The BIG TREE (plunk), the MIDDLE-SIZED TREE (plink), and the little BABY TREE (pink) were all very sad. Even the BABBLING BROOK (gurgle-gurgle) was sad. But all of a sudden, out from the thicket hopped the little RABBIT (clippety-clip). The HUNTERS (bugle call) GUN (bang) had missed.

And once again happiness reigned in the forest where lived the three trees - the BIG TREE (plunk), the MIDDLE-SIZED TREE (plink), and the little BABY TREE (pink), and through which ran the BABBLING BROOK (gurgle-gurgle) and hopped the little RABBIT (clippety-clip).

TOILING THE SOIL

"Arbor Day"

ACT 1

Place: The woods      Time: The day before Arbor Day

The big trees stand close around the little maples.

Little Maple - Make room for me! Make room for me! I want to grow.  
Oak - Oh, stop, Little Maple! You are crowding me!  
Pine - Oh, stop, Little Maple! You are pushing me!  
Elm - Oh, stop, Little Maple! You are sticking into me!  
Little Maple - What shall I do! I have no room to grow.

The wind passes by.

The Wind - Hoo-oo! Hoo-oo!

The trees bow down.

Oak - Oh, Wind! Tell us what you have seen today.

The wind moves in and out among the trees.

The Wind - I saw a nurseryman coming this way. Hoo-oo! He is coming to get a tree. hoo-oo!

All the Trees- A Tree! What for?

The Wind - For the children to plant near their school. Don't you know what day tomorrow is? Hoo-oo!

The trees shake their heads, no.

The Wind - Hoo-oo! Hoo-oo! Tomorrow is Arbor Day!

The wind passes out.

Elm - I wonder which tree he will take.  
Oak - I hope he won't take me. I am too old to move.  
Pine - I hope he won't take me. I am too big to dig up.  
Little Maple - Oh, how I wish he would take me!

The Nurseryman comes in.

Nurseryman - Ah! Here are some nice trees. Let me see! Will this oak do? No. It is too old. Will this pine do? No. It is too big. So is this elm. But what is this in the middle? A little maple! Just the thing! I'll dig it up and send it to the school for Arbor Day.

He digs it up.

Little Maple - Oh! Oh! He's digging me up. I'm going to move.  
I'm going to live near a school. Good-by, Elm!  
Good-by, Oak! Good-by, Pine! I shall not crowd  
you any more.

All the Trees- Good-by, Little Maple!

The Nurseryman carries off the little maple. The Wind comes back.

The Wind - Hoo-oo! Hoo-oo!

The trees bow down.

Elm - Oh, Wind! The nurseryman has carried off the little  
maple.

Wind - I'll blow that way and see what happens to her.  
Hoo-oo! Here I go. Hoo-oo!

## ACT II

Place: A school yard

Time: Arbor Day

A boy is digging a hole.

The Big Boy - There must be plenty of room for the roots. There!  
I think the hole is deep enough.

He brings in the little maple and sets it in the hole.

The Big Boy - Now I'll go and tell the teacher that everything is  
ready.

He goes out.

Little Maple - What a nice place! Plenty of room for me here!  
I wonder what the children will say to me. I hope  
they will like me.

The children come marching in.

The Children - Hail, young tree! Long may you stand!  
(singing) We children come with song and cheer,  
On Arbor Day to plant you here,  
To live and grow for many a year,  
And bless our land.

The Big Boy puts some soil on the roots.

The Big Boy - Now the soil we spread, on the roots below.  
In their earthy bed, deeply may they grow,  
And reaching far and clinging fast  
Uphold the tree in every blast!

A little boy puts some soil on the roots.

Little Boy - Blessings on you, little tree!  
You are little now, like me.  
I'll grow maybe six feet high,  
You will reach up towards the sky,  
And still be growing when I die,  
And other children passing by  
Your pretty leaves will see!

A big girl puts some soil on the roots.

The Big Girl - May the tree we plant today  
Be large and straight and strong.  
May its branches shade the way  
For all who come along;  
And where the leaves grow thick and green,  
May the birds fly in between  
And perch and sing their song.

A very little girl puts some soil on the roots.

Little Girl - I hope you will be  
A beautiful tree.

Several other children put on the rest of the soil.

All Children - Here we plant a maple tree. We promise to watch  
over it and take care of it. God bless our tree.

All the children sing "America". The Wind comes in.

The Wind - Are you happy now, Little Maple?

Little Maple - Yes, yes. Tell the other trees how happy I am,  
and give them my love.

The Wind - I will. Now watch me blow these children as I go.

The Wind goes about among the children.

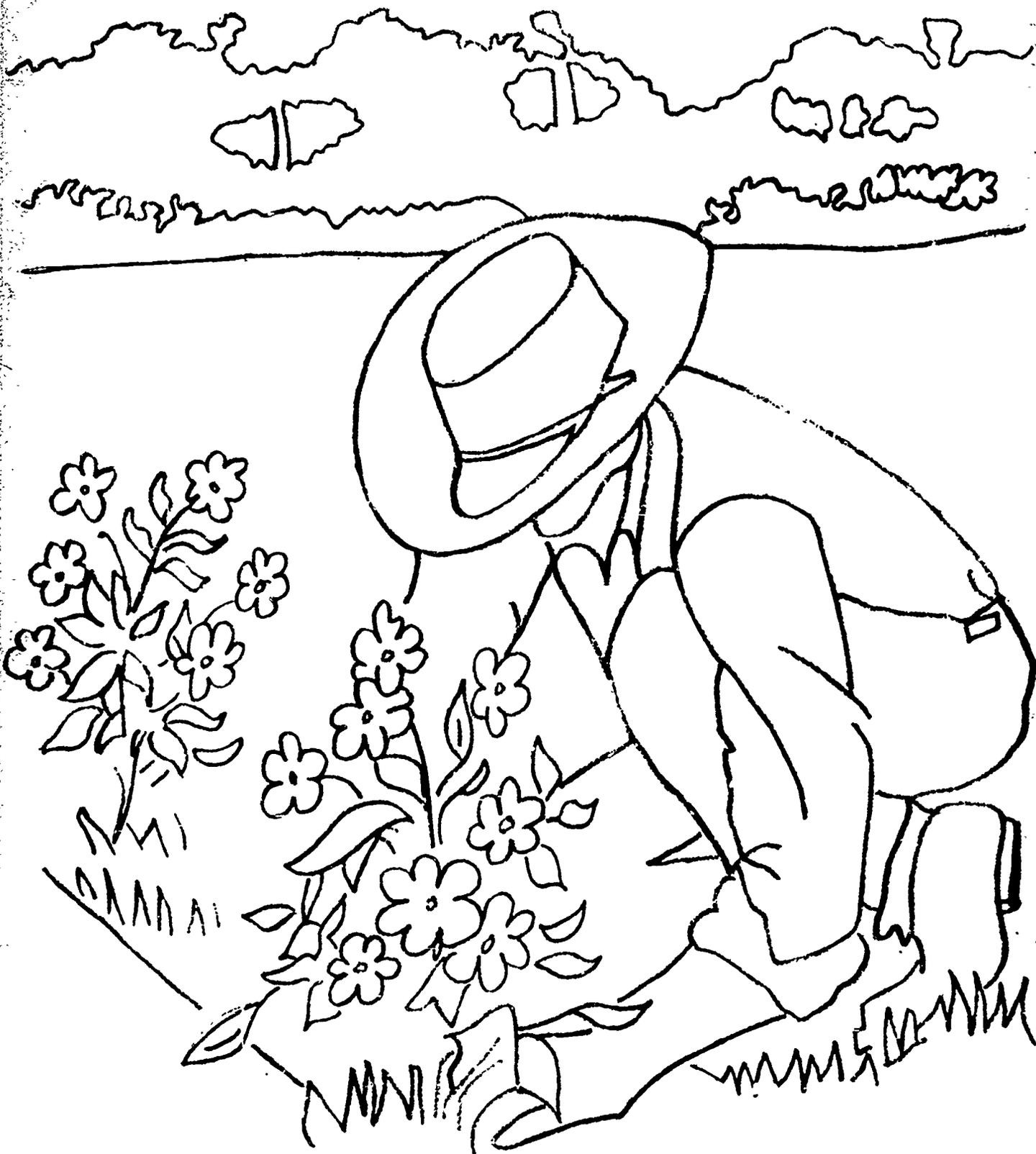
The Wind - Hoo-oo-oo-oo!

The children shiver.

The Teacher - Why, how windy it is getting! Come children, we  
must go in.

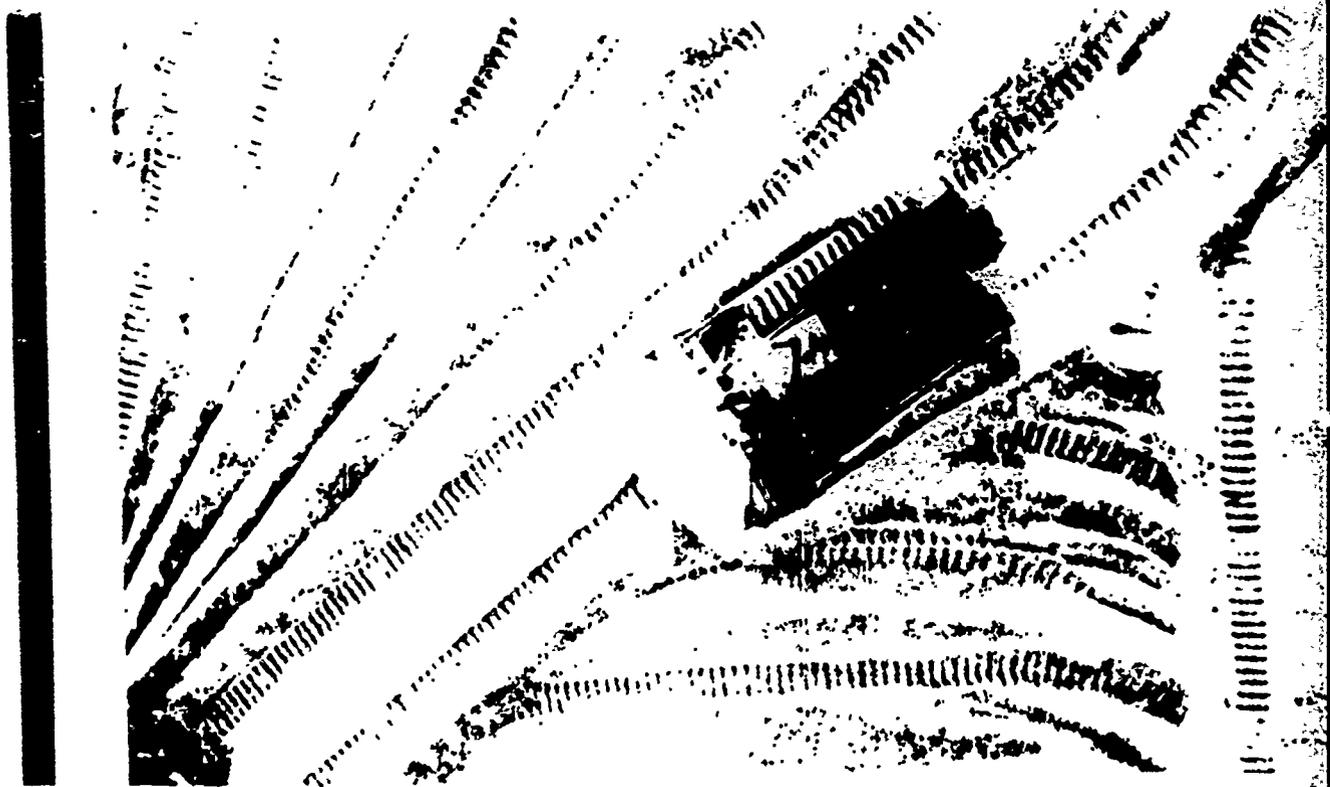
All go away but the Little Maple Tree.

Soiling the Soil



Nursery man

## Blood, Sweat and Tears



Write a story about what you see in this picture.



Enlarge this map from the overhead projector on poster board. Cover it with a mixture of  $\frac{1}{2}$  salt to  $\frac{1}{2}$  flour and enough water to make it of paste consistency. Add food coloring, if desired. This experiment can project the idea of how much salt is in the oceans.

"MAKE IT" BIG  
"Baseball"

DIRECTIONS: Circle the letter - A, B, C, D - which you think is the correct answer.

1. Who is the head coach of a baseball team?
  - A. pitching coach
  - B. infield coach
  - C. usher
  - D. manager
2. What must an umpire be able to do?
  - A. decide how many people will attend the game
  - B. make right decisions quickly
  - C. be a good reporter
  - D. help people find their mistakes
3. Whose job is it to see the players are fit and healthy?
  - A. trainer
  - B. concessions manager
  - C. equipment manager
  - D. broadcaster
4. Who is responsible for keeping the playing area in good condition?
  - A. ticket manager
  - B. ground keeper
  - C. traveling secretary
  - D. players
5. Who makes arrangements for airline tickets and hotel accommodations for the team when they are playing out of town?
  - A. public relations directions
  - B. farm department scout
  - C. traveling secretary
  - D. ticket manager
6. Who directs the entire operation of a major-league baseball team?
  - A. team manager
  - B. ticket manager
  - C. concessions manager
  - D. general manager

ANSWER KE.:

1. D
2. B
3. A
4. B
5. C
6. D

"MAKING IT" EOG  
"Hockey"

DIRECTIONS: Circle the letter - A, B, C, D - which you think is the correct answer.

1. Who decides which team members will play in a hockey game?
  - A. player
  - B. promotion director
  - C. secretary
  - D. coach
  
2. What does the referee do?
  - A. greets people who come to hockey club office
  - B. keeps the team in good physical condition
  - C. makes sure that the players follow the rules of the game
  - D. orders food that is sold at the game
  
3. Who is in charge of all the activity going on in the building during a hockey game?
  - A. maintenance mechanic
  - B. operation manager
  - C. engineer
  - D. trainer
  
4. Who looks for new players for the team?
  - A. goal judge
  - B. scorekeeper
  - C. scout
  - D. receptionist
  
5. Who is in charge of the hockey club's money?
  - A. controller
  - B. concessions manager
  - C. secretary
  - D. referee
  
6. What is the concession manager's responsibility?
  - A. to make sure that the community knows about the hockey team
  - B. to determine whether other players assisted the player making a goal
  - C. to order refreshments that will be sold during the game
  - D. to determine whether the hockey puck crossed the goal line

ANSWER KEY:

1. D
1. C
3. B
4. C
5. A
6. C

"MAKING IT" BIG

Book List for Baseball and Hockey

These are all found in the T.W. Stanley Library with a likely possibility that they are in all Weatherford Elementary Schools.

Champions At Bat  
Ann Finlayson,  
Garrard

Great Baseball Pitchers  
Jim Brosman,  
Random House

Three Great Pitchers on the Mound  
Red Reeder,  
Garrard

Babe Ruth, Baseball Boy  
Guernsey Van Riper,  
Bobbs-Merrill

Breakthrough to the Big League  
Jackie Robinson,  
Harper-Row

Be a Winner in Baseball  
Charles Coombs,  
Morrow

Thirty-One and Six, Story of Denny McLain  
Robert B. Jackson,  
Walck

Roy Campanella; A Man of Courage  
Gene Schoor,  
Putnam

Little League Books:

Little League Amigo  
Curtis Bishop,  
Lippincott

Little League Stepson  
Curtis Bishop,  
Lippincott

The Baseball Trick  
Scott Corbett,  
Little

Little League Heroes  
Curtis Bishop,  
Lippincott

Little League Visitor  
Curtis Bishop,  
Lippincott

Hockey Wingman  
Andy O'Brien,  
Norton

Lou Gehrig, Boy of the Sand Lots  
Guernsey Van Riper,  
Bobbs-Merrill

Lou Gehrig, Iron Man of Baseball  
Willard Luce,  
Gerrard

Lou Gehrig, a Quiet Hero  
Frank Graham,  
E.M. Hole and Co.

The Story of Ty Cobb  
Gene Schoor,  
Messner

Baseball (How to Play)  
M.G. Bonner,  
Knopf

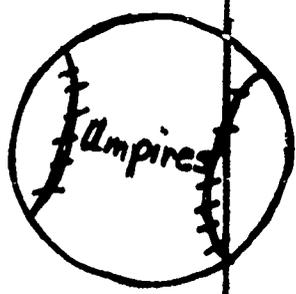
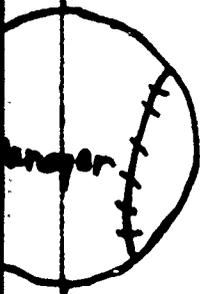
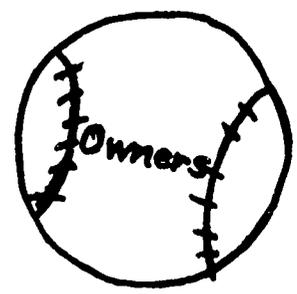
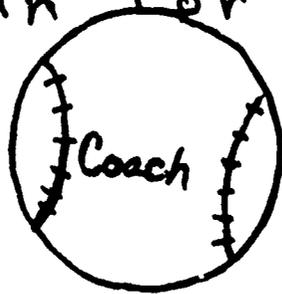
The Pee Wee Reese Story  
Gene Schoor,  
Putnam

Casey Stengel  
Gene Schoor,  
Messner

The Year Mon Won the Pennant  
Matt Christopher,  
Caddell

Baseball for Young Champions  
Robert J. Antonacci,  
McGraw

Don't Strike Out on Your  
Chance to Hit a Home  
Run for \_\_\_\_\_



Picture of  
a/the  
Texas Ranger(s)

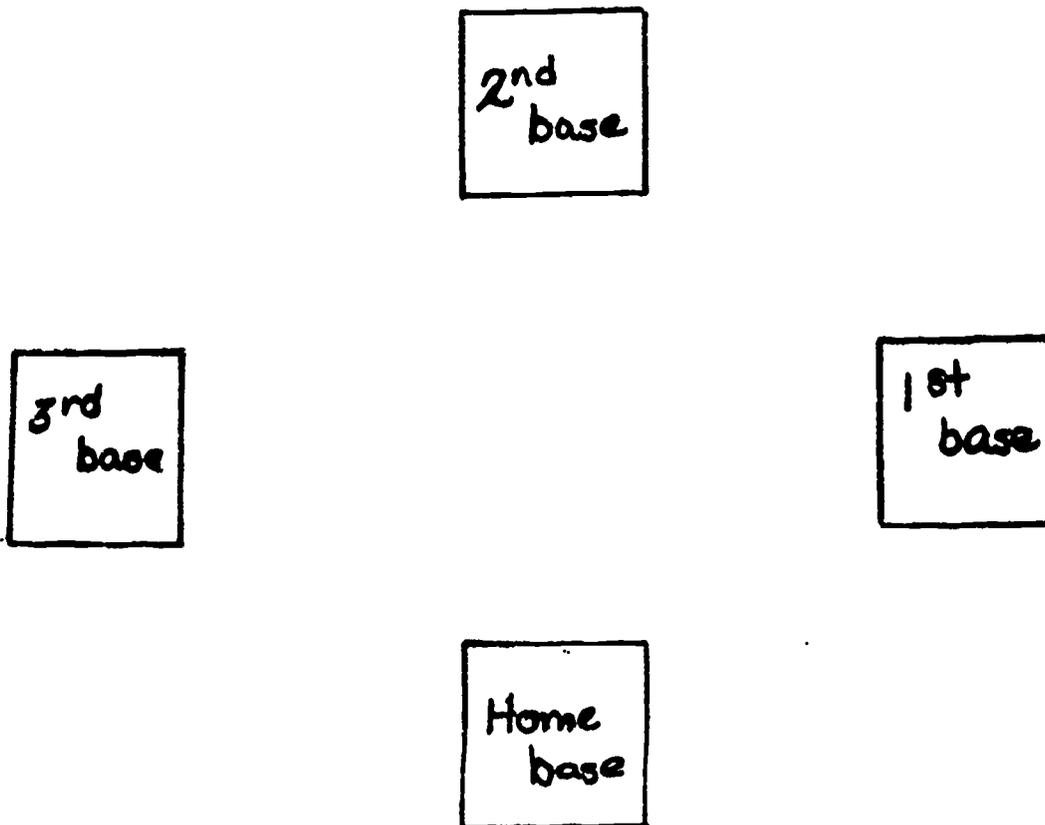


"MAKING IT" BIG  
Spelling Baseball

**Purpose:** Word drill

**Players:** Two teams (divide class into two teams)

**Materials:** Draw a diagram of a baseball diamond on the floor with chalk



**DIRECTIONS:** The first batter of Team A is given a word to spell. If he misses the correct spelling he makes an out. If he spells it correctly, he moves to first base. Another moves to home base and is given a word. With each correctly spelled word the runners move to the next base. When each runner is moved completely around the bases, he scores a run for his team. Three misspelled words equal three outs and the side retires. Team B comes to (bat) spell.

The team with the most runs from spelling is the winner.