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Developed by the Lutheran Settlement House Women's Program, a community-based multi-service organization in a multi-racial, multi-cultural area of Philadelphia, this curriculum guide presents a practical approach to teaching basic reading skills. The curriculum materials, which are suitable for reproducing and handing out to students, combine basic skill development with content drawn from students' experiences and daily concerns. Topics covered in the reading lessons include finding out about one's past, women and the world of work, nontraditional work, working conditions, solutions to the problem of illiteracy, and balancing work, home, and self. Each lesson consists of a short story written in the first person, discussion questions; and language activities, such as phonics. The guide also contains information about the Women and the World of Work project, the theory and methodology of teaching the adult non-reader, the mechanics of reading, and how to use the language activities. (KC)
A CURRICULUM IN EMPLOYMENT:
WOMEN AND THE WORLD OF WORK

Developed by
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A CURRICULUM IN EMPLOYMENT:
WOMEN AND THE WORLD OF WORK

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PREFACE: THE WOMEN'S PROGRAM

The Lutheran Settlement House Women's Program is a community based multi-service organization located in the multi-racial, multi-cultural area of Kensington which was once the industrial heart of Philadelphia. The target population is mature, working class and poor women and men from throughout the city, with a special focus on the Kensington/Fishtown communities. Kensington is an area of runaway shops and industry, boarded-up homes, and abandoned factories which holds the dubious distinction of recording the highest high school drop-out rate and lowest level of achievement test scores in the entire city of Philadelphia. In 1983, 81% of the Women's Program participants had incomes below $100 per week. In addition to low earning potential, program participants are further handicapped by limited mobility, limited resources, family responsibilities. The racial diversity of the community is reflected in the participant population. To date this year, 23% of the Women's Program participants have been black, 21% hispanic, and 55% white.

The overall goal of the program is to provide education, employment, counselling and other supportive services through the development of programming designed specifically to address the needs of the poor, minority,
and working class women and men who comprise the participant population.

The Women's Program currently offers job search assistance, vocational and educational counselling, job placement services, a special program for displaced homemakers, clerical/computer literacy skills training, community education workshops, a bilingual domestic violence project, personal counselling, and free childcare for all program participants. The educational component of the Women's Program offers classes in adult basic education and high school equivalency (GED) preparation. These classes are organized according to reading levels, with basic reading classes for those reading below fourth grade level, adult basic education classes for those reading between fifth and eighth grade levels, and GED classes for those reading ninth grade level or above. Additionally, the Community Women's Education Project, a two-year, degree granting college program operated under the auspices of Community College of Philadelphia, is housed with the Women's Program, thus offering easy access to higher education opportunities.

Adult students are often frustrated in their search for basic and continuing education by long waiting lists, confusing bureaucratic procedures, fees beyond their financial range, programs that appear and disappear un-
predictably, or programs that, for whatever reasons, do not deliver what they promise.

The Women's Program is a unique resource for adult students in Philadelphia. The multi-service nature of the programming provides the crucial supportive services, free of cost, without which many students simply would be unable to continue their education. The program is committed to providing services in response to participants' needs. The open, intimate, and respectful atmosphere is reinforced by the presence of many women from the community on staff. Students are encouraged to return to the program to continue their education, to volunteer, to join the program as staff persons, to participate in cultural and community activities sponsored by the Program. The "open door" policy initiated by the program makes it easy for a student to remain attached to the program, to expand into other areas of interest or skill, to experience a nurturing of his/her personal, educational, and vocational growth. As participants continue in the program, their pride and interest in their community increases, and they become agents for community improvement, thus creating an awareness of and appreciation for the overall welfare of the community.

The goals of the education program are and have been
to a) identify and incorporate the knowledge, skills and experiences that each student brings to class; b) expand people's comprehension of and control over their lives by creating and sharing knowledge together; and c) activate and refine students' skills to critically think, make informed and realistic decisions and act responsibly on those decisions in their lives.

In 1980, a curriculum specialist joined the staff to design and implement a curriculum development process which combined basic skill development with content drawn from students' experiences and daily concerns. These materials focused on parenting, unemployment and education and were adapted for students reading between a fifth and eighth grade level, and proved highly successful in improving the retention rate and success rate of students. In 1981-82, the goal of the program was to adapt the methodology utilized to a specific population, hispanic women, to determine the applicability of the methodology to a different special needs population. The experiment was successful in several

1Luttrell, Wendy Women in the Community. Developed under a 510 grant from the Pennsylvania State Department of Education.

2Luttrell, Wendy, Building Multi-Cultural Awareness: An Approach to Learner Centered Education. Developed under a 510 grant from the Pennsylvania State Department of Education.
ways. Material was created at a fifth to eighth grade reading level reflective of the concerns of Hispanic women. The use of this material during 1982-83 dramatically improved the retention rate among Hispanics (male and female) within the program. Also, the focus during in-service meetings on multi-cultural awareness created an atmosphere among staff and teachers that has allowed the program to become more integrated. (From a minority student population of 3% in 1977 to a minority student population of 25% in 1982-83; from a minority teacher population of 10% in 1980 to a minority teacher population of 38% for 1983-84.)

The goal for 1982-83 was to utilize the learner-centered methodology developed in 1980 to create relevant material for adults who read below a fourth grade level (functionally illiterate adults). This prospect was difficult because it meant creating material for a heterogeneous group and because it meant creating printed material for adults who can not read. Previously developed material focused on homogeneous groups such as community women or Hispanic women, but the reading classes consisted of black, white and Hispanics, men and women, young and old. The only apparent commonality was an inability to read. The curriculum materials that had been developed focused on stories and poems written by stu-
dents and others. The material developed for the reading class (ABE 0-4) had to be simpler than the stories, poems and essays written previously because the students had limited reading skills.

These were the dilemmas faced by the Women's Program in creating materials for the reading class.
"I always had to go to a buddy of mine, or I'd go to my cousin to help me with stuff. Now, I do a lot of my own stuff. Now, I don't ask anyone hardly for stuff. I just do it. I just try it."

Michael Herzog
Basic Reading Student
LSH Women's Program

For this student, achieving a degree of independence from friends and relatives to perform everyday tasks involved more than just the mechanics of learning to read. Equally instrumental was the attitude he developed, the confidence to act.

Each adult non-reader who came to the Lutheran Settlement House Women's Program brought a unique background and set of experiences. Despite the individuality of their stories, adult basic reading students came to class with strikingly similar experiences, feelings, and aspirations. These shared experiences are the
themes that underly our teaching methodology. Students came with powerful and complex feelings about reading; they came with the strong desire to handle their daily affairs more independently; and, they came with a rich accumulation of experiences, ideas, and skills in expressing themselves in spoken English.

All these factors greatly influence the educational process, both obstructing and strengthening the learning and teaching of basic reading. Adult non-readers enter the learning process with deeply-rooted negative emotions associated with reading. Past experiences from schooling and daily social interactions have made them feel stigmatized and ashamed. They are angry at themselves and others, and humiliated at having failed. One student shared, "I was always made to feel stupid, and I've always had a chip on my shoulder. If someone called me 'stupid' I'd rap 'em." Students feel even angrier at the institutions which have failed them, specifically, the school systems which have broken an implicit trust, that they would teach them to read. One basic reading student brought a thirty year old report card to the first class meeting, which indicated that she had graduated to the ninth grade. She was furious at having been passed through eight grades of school
without ever having learned to read. Other students related to her story, and her rage. Formal schooling has socialized students to fear making mistakes, and thus, to fear the learning process. This fear engenders passivity. In the classroom, it translates into the message: Don't try, and you won't fail. Don't take risks, and you won't be embarrassed. It means not asking questions or saying, "I don't understand", for fear of being singled out and ridiculed. Confident learning must inevitably involve confronting mistakes and learning from them. It also necessitates being active. Confronting the problems of daily survival requires that students overcome their passivity and fear of failure.

For adults, the ability to read is not separate from their ability to take some control of their lives. Adult reading students come to classes with a sense of urgency, longing to handle their daily affairs in a more satisfying, as well as independent, manner. Adult non-readers are dependent on friends and relatives to help with everyday tasks. Bureaucratic red tape, bills and credit, using public transportation, and even grocery shopping can present seemingly insurmountable obstacles for the non-reader. The ability to make choices is also limited by their lack of access to written
information. Consumer information, notices of rate changes, even monthly utility bills are virtually impossible for the non-reader to understand, let alone challenge, without extensive and reliable outside assistance. As a result, non-readers are frequently penalized with unnecessary late fees, finance charges, and inflated prices. As consumers, in general, they are likely to spend more money than necessary.

"I always went shopping with a tape-recorder, and that was my shopping list. And I went by the pictures, always bought the same item, even though the item next to it was on sale. Now, I sound out the words. Right in the grocery store. People must think I'm crazy, but I don't care. Now, I look at all the ads, and I look to see what's on sale. And, I can make my own, personal list of the items, and what they cost. When the sale comes, I make up a list of what I'll need, eventually."

Geri Trautz,
Basic Reading Student

Geri's experience bears a striking resemblance to that of Michael Herzog, quoted earlier. The statements of both students illustrate the multi-faceted nature of the process by which each achieved his/her success.
in becoming confident readers. Each gained not only independence in performing routine tasks, but concurrently, overcame the embarrassment and self-consciousness that formerly inhibited their efforts to read.

In addition to these two considerations, and, perhaps underlying and linking the two, is the altered posture both students gained and demonstrated; that is, active agency.
TEACHING APPROACHES

The themes that arise from students' common feelings, (survival) needs, and rich experiences provide the foundation on which our teaching methods are built.

Traditional teaching approaches have supported and encouraged student passivity through perpetuating static roles of "teacher" and "student" in which 1) the teacher knows everything and the student knows nothing; 2) students are passively "filled" with knowledge by the teacher; and 3) students are prohibited from questioning or challenging authority. In light of this training, it's not surprising that students shy away from speaking up in class or asking questions.

Teachers of adult non-readers face the challenge of combatting their students' negative past training, which engendered both fear and passivity. The roles of teacher and student must be changed so that both are partners in the education process; mutually respectful learners and listeners. The classroom can become a safe place for learning, in which an atmosphere of trust is created through the continual positive reinforcement for students' efforts and participation. Teachers can openly share how they are also learners, with their own shortcomings, fallibilities, and vulner-
abilities. Students engaged in the process of learning to read must learn to assume more authority and responsibility as active agents in their own education, and teachers must develop and structure classroom activities that activate this process. Teachers who use this approach must be willing to abdicate some of the power traditionally in their domain.

The methodology that follows can be called "Reflective Dialog". It provides the structure for students and teachers to participate as partners in the learning process. In this method, experiences are mutually shared, respected, and incorporated in the curriculum.

A. THE GROUP APPROACH

The contents of the manual, the language exercises, as well as stories and phrases, are intended to be read and discussed orally, with the guidance of a trained instructor, and in the context of group instruction.

As stated earlier, basic reading students are fearful about entering a classroom situation. They expect to feel inferior to other students, embarrassed in front of them, and ridiculed if they make a mistake. Many adult educators point to these emotional factors
as precisely the rationale for supporting one-to-one instruction for adult non-readers. They argue that because the students have had negative experiences in school, they need to learn apart from a classroom situation, and, ideally, on a one-to-one basis. 3

Our experience at the Lutheran Settlement House Women's Program refutes this notion. We have found that adults can, in fact, learn to read in a group. More importantly, the group setting affords students the opportunity to face their fears of being with others and to successfully overcome them. Students have been surprised and delighted to find themselves with others who are "in the same boat". As Michael Herzog stated, "I like learning in the class, because you're with people. Everybody's in the same thing. Everybody's trying to get something, same goals; they want to learn how to read better." No one can possibly understand the enormous effort and emotional struggle of non-readers better than other non-readers. The posi-

tive impact of peer support is remarkably effective in helping students overcome emotional obstacles to learning.

By discussing the issues raised by the pictures, words, or stories, students' perceptions of reality are both validated and challenged. They help each other, not only to value their abilities, but also to build on each other's skills and knowledge. In "Reflective Dialog", students are active participants, creating materials, and teaching each other. This is not to suggest that individual tutoring has no value, or that one-to-one and group instruction are mutually exclusive. Conversely, the two forms of instruction can complement and enhance each other.

In the basic reading class, steps were taken to make students feel both comfortable and capable in the group setting. One of the first learning activities was to have class members share information about themselves indirectly, by telling stories from their family histories. Three of these are included in the manual. Students built on the stories they heard about other class members' parents and grandparents with questions such as: "Where did they come from?" What were they like? What kind of work did they do? What did they want for their children?" Since the class crossed
widely diverse cultural lines, students not only learned about each other, they also learned about cultures with which they had previously minimal personal contact. By starting out sharing stories about their relatives, students were able to get to know each other in a less threatening way than if they had begun by talking directly about themselves. The activity enabled students to feel more relaxed and less anxious in the classroom.
MECHANICS OF READING

1. DE-MYSTIFICATION

For adult non-readers, written language represents a strange and frightening universe. De-mystification involves revealing to the student the connection between oral language and written language. Initially this involves the utilization of the students' own words as beginning reading material. The students know these words and are familiar with them. This familiarity helps make the written form of the word less intimidating and easier to remember.

Because the students are adults, their spoken language includes multi-syllabic words. These words can be used as part of a beginning reading text because they are familiar to students. These words then become vehicles for teaching language skills such as locating syllables, finding root words, and identifying prefixes and suffixes.

Students then can apply the language skill deve-
loped to "sound out" the word or can recognize the word because of its commonality. 4

2. ENCOURAGING PARTICIPATION RATHER THAN "CORRECTNESS."

Students enter basic reading classes with the feeling that making a mistake is the end of the world. The fear of making mistakes that stems from basic reading students' feelings of inadequacy and defensiveness significantly impacts on the learning process. When students are afraid to risk trying for fear of failure, they also miss out on the opportunity to experience success. Whenever, and, as much as possible, activities should be presented in such a way that the teacher is eliciting participation, rather than a single, "right" answer. Activities such as "Brainstorming" allow students to share what they know in a unthreatening way. Students are encouraged to "call out" ideas, and add, collectively, to the list. When students brainstorm their opinions, ideas, or images, there is clearly

4 An example is Tastykake which almost every Philadelphian recognizes.
no one "correct" answer. When students brainstorm linguistic spelling patterns, (i.e. sun, fun, run), not all their suggestions will be "correct". But students can be encouraged to keep trying, or experimenting with new ideas, and the instructor can emphasize the amount of participation, rather than the extent of "correctness." Often when a student gives a "wrong" answer, that answer is based on "correct" logic. For example, while brainstorming words that go with "sun, fun, and run," students will inevitably add words such as "son, ton, none, and done." The correct spelling of the words should be pointed out, but, the teacher can also carefully point out to the student, that his/her use of logic was actually "right". In fact, this type of diversion into irregular English patterns is highly recommended, because it helps de-mystify the written code of the language. It is the type of "mistake" that is useful to the student and to the class, because it unearths common misconceptions that will remain unclarified unless someone takes the risk of bringing attention to them. Students can share their different ideas of how to break up each word, and most can be validated as "one good way" of doing it. Sometimes the instructor may want to point out that one way may be more useful in helping students sound out the
the word. "Correctness", thus, has no validity in the syllabification learning process.
THE LANGUAGE ACTIVITIES

All the language activities following the stories begin with breaking words into syllables. Our experience suggest that teachers begin the lesson with this exercise. The syllabification activity, the "challenge words" and the sight vocabulary should be introduced to the students prior to reading the stories and captions so that students can read them with a minimum of stumbling over difficult words.

The syllabification exercise should be proceeded by reviewing the concept of a syllable. Syllables are units of sound containing one vowel sound. Students can recognize syllables by clapping out the "beats" in a word. Each beat corresponds to a syllable.

The syllabification exercise serves to provide students with their own pronunciation guide for difficult words. Thus, the goal is not for students to divide the words as a grammarian would, but to divide the words by sound so that they can pronounce the word correctly and thus recognize it in its written form. Some students will syllabify the word "hundred" into "hund" - "red" while others will divide it into "hun"-"dred". As long as the student correctly reads the word
as hundred, either division serves the student's purpose.

In the language activities after each reading, the words that do not follow regular phonetic spelling patterns will appear as either "Challenge Words" or "Sight Words". Words in both lists should be carefully analyzed by the class as a group, identifying the unusual and illogical spelling patterns in the words. (For example: looking at silent letters, confusing sets of words like "went" and "when", "what" and "want".) Some the challenge words and sight words are repeated throughout the manual in various captions, stories, and language activities. This repetition reflects the natural frequency of words that were used by the interviewees and students who spoke them. When a challenge word is repeated within the same set of language activities, students can work with one word from many perspectives; breaking the word into syllables, identifying it with prefixes and suffixes and without suffixes, paying attention to regular and irregular vowel and consonant blends. The sight words are those that are among the most commonly used in written English. Recent studies indicate that 100 words make up "sixty-percent of our writings." The sight words were chosen

from this list. It is suggested that students rewrite each of the Challenge words and Sight words, and that students say the words as they write them. The purpose of this exercise is to reinforce the correlation between the way the word is written and the way it is spoken. Students can say the words to themselves as they write them, or the whole group can say the words together.

Some of the language activities are designed to give students practice in sounding out words. Words can be broken into a variety of component parts, including vowel and consonant blends and single letters, as well as syllables, compound words, prefixes and suffixes. Note the following example:

"CHOP IT UP AND PUT IT BACK TOGETHER AGAIN"

"I was eleven years old before I knew my father couldn't read or write. He'd get a word and we'd stumble over it. He'd say: 'Read that over again. You're stumblin' over that word.' We thought he knew what that word was. He knew it didn't sound right to him. He'd tell us: 'Chop it up, like you're choppin' cotton. You know how you get weeds out of
cotton. Chop the word up like that an' put it back together again.' That was really teaching phonics...As a result, all of us are great readers." 6

The language activity that requires students to locate the vowel and subsequent consonant is designed to teach the short vowel sounds. The exercise should be preceded by drill in nonsense syllables such as AB, AC, AD, AF, EB, EC, IB, IC, OB, OC, UB, UC, etc. 7 Reading nonsense syllables is much more difficult than reading most one-syllable words. But the drill is useful, because it greatly broadens the scope of students' skills. Students who recognize "ad", can begin to pronounce words like "advertize" and "adventure". When students become familiar with sounds such as AC, IF, AN and AT, they can find them in troublesome words like "fact" and "lift" as well as confusing pairs of words such as "than" and "that".


In 1982-83, basic reading students at the Lutheran Settlement House Women's Program were involved in a curriculum development project that offered them a unique learning experience. This curriculum project was designed so that basic reading students participated in creating their own instructional materials. The students visited women employed in a variety of jobs, photographed them at their worksites, and tape-recorded interviews with the women about their work. Occupations were chosen that represent the wide diversity of "women's work". Both traditional and non-traditional forms of employment for women are depicted in the stories and photographs. They include factory, clerical and contracting work, carpentry, childcare and waitressing. Many of the women were selected because they came from backgrounds similar to those of the participants. Prior to the interviews, students discussed with the instructor the upcoming field trips, and formulated questions to ask the women they were going to interview.

In subsequent class meetings, students responded
to the photographs and transcribed interviews, raising both key issues and key words. In this process, the same curriculum materials which provided students with technical reading and decoding exercises also served as a vehicle through which students were able to reflect and articulate their own concerns. Issues raised about work often paralleled students' feelings about their own work, the task of learning to read.

Students articulated their interests, concerns and feelings in three distinct ways:

1. by formulating interview questions;
2. by responding through discussion to the photographs they had taken;
3. by discussing the stories that came out of the transcribed interviews.

Many of the questions students generated for the interviews applied to the participants' own situations, emotions, and conflicts. "Does your work interfer with your family", "Do you get any time for yourself", "Do you miss your T.V. stories?", and "Doesn't the work get on your nerves sometimes?" These are questions that reflect the concerns of students who are returning to school, working out family problems, missing their TV stories, and occasionally feeling frustrated and disgusted.
Because student-generated questions were used for the interviews, reading materials that came from the replies of the women interviewed necessarily spoke to issues of importance to the students. For example, the question "Does the work interfere with your family?" is liable to elicit a response that will, in turn, prompt students to articulate how they feel about their own family responsibilities in relation to their going back to school.

June Kapler’s reply to this question is included in the text of the manual ("Time for Work, Time for Family, Time for Self"). June is an office manager who works at law offices in downtown Philadelphia. She lives in Kensington and attended GED classes and a clerical training project at the Lutheran Settlement House Women’s Program. Because June lives in the same community as many of the participants, her words are even more likely to strike a common chord with students who read them.

The photographs of women working were valuable in triggering images and associations for students in class. Photographs are excellent reflectors. For example, pictures of Roberta Jacobson, engaged in carpentry work, elicited the words "determined" and "hard-working", and reminded students of their own determina-
tion and hard work. Pictures of Roberta, an apprentice carpenter standing in a room she had helped renovate, generated an important word for students who are beginning to comprehend the written word: "Proud". They were able to compare their pride in their newfound reading skills with her pride in the work she had done. When the students were asked what else they could imagine about this woman, one said "She took a step forward. She took the challenge, the chance; she tried. The bigger the challenge, the more you get involved. The more you get involved, the more you learn, and the more you like it."

In some cases, student discussions about the photographs and stories about "women working" were tape-recorded, transcribed, and used for reading material in class. One of the stories, "There's Always A Way," is about how, in carpentry, there are always ways to compensate for size. Roberta Jacobson tells how she learned "a lot of tricks" from the master carpenter she works with, a man "who stands about five feet, four inches, and weights about 130 lbs." After reading the passage, students were asked what tricks they had used to get by when they couldn't read. Students shared stories in ingenious ways they had found to compensate in their daily lives. One of their stories,
"They Never Knew I Couldn't Read" by Geri Trautz, is included in the text of the manual. By questioning working women about their survival strategies, at home and on the job, students created an arena in which to share their own stories of survival.

By using real speech to create reading passages, 1) the materials have meaning and relevancy; they reflect real situations, problems, and feelings; 2) students become acquainted with vocabulary which is used, and useful in daily functioning; and 3) transcribed speech bridges the gap between the familiarity of spoken language with the unfamiliarity of written language.

Materials gathered in the project on "Women's Work" were utilized in a teaching approach that can be called "Reflective Dialog." In this method, instructional materials became vehicles through which students reacted, reflected upon, and shared their ideas and knowledge in a group setting. The approach is guided by principles drawn from the work of Brazilian educator Paulo Freire. By sharing and reflecting upon their ideas, students generated words which were "authentic" for them, and not alienating "class-
room language”. By engaging in meaningful dialog, they simultaneously became involved in critical thinking and communication, essential to "true education".8

FINDING OUT ABOUT OUR PAST

Initially students in the reading class felt shy and reserved about talking, using a tape recorder, and taking or looking at photographs. In order to assist students in becoming comfortable with each other and with the tape recorder, the teacher asked the students to talk about their parents and their grandparents. The stories were taped and transcribed.

This unit is the result of this activity.
COMING FROM ANOTHER COUNTRY
BY MIKE HERZOG

My grandparents
all came from Germany.
They got jobs and all,
and lived
in this neighborhood.

They spoke English,
but they could also
speak German.
My one grandmother
could speak
seven or eight languages.

My grandfather
worked at Schmidt’s. *
They were
all Germans there.
He remembers
when the trucks
didn’t have doors.
That goes way back.

*Schmidt’s Brewery
"COMING FROM ANOTHER COUNTRY" NAME: ________________________________
LANGUAGE ACTIVITIES DATE: ________________________________

I. Break the words into syllables:

1. grandparent
2. German
3. Germany
4. neighborhood
5. English
6. grandmother
7. languages
8. remember

II. Find all the words that end with "S". Write each word with the ending. Write each word without the ending.
EXAMPLE: Jobs Job

1. __________________________  __________________________
2. __________________________  __________________________
3. __________________________  __________________________
4. __________________________  __________________________
5. __________________________  __________________________
6. __________________________  __________________________
7. __________________________  __________________________
8. __________________________  __________________________
"Coming from another Country"  
NAME: ____________________________  
DATE: ____________________________

III. Challenge words: (say each word as you write it)

1. Neighborhood ________________________________
2. German ________________________________
3. Could ________________________________
4. Eight ________________________________
5. Language ________________________________
6. Schmidt's ________________________________

IV. Sight words: (say each word as you write it)

1. All ________________________________
2. From ________________________________
3. They ________________________________
4. One ________________________________
5. Have ________________________________
6. When ________________________________
7. Were ________________________________
8. There ________________________________

V. Choose one challenge word and two sight words that you would like to learn:

CHALLENGE: ________________________________
SIGHT: ________________________________ ________________________________

VI. What is similar about the words "were" and "there"? How is the "ere" different in each word? Why is this confusing?
"Coming from another Country"  NAME:_____________________
Language Activities  DATE:_____________________

VII. Long ɑ sound: What is similar about the words "neighborhood" and "eight"? What other words have the sound of long ɑ?

________________________  _______________________
________________________  _______________________
________________________  _______________________

DISCUSSION QUESTIONS

1. Where did your grandparents come from?

2. How do you think Michael's grandfather felt about where he worked?

COMPREHENSION QUESTIONS

1. Where did Michael's grandparents come from?
2. Where did they live in this country?
3. What special skill did Michael's grandmother have?
4. Where did his grandfather work?
5. What was different about the trucks back then?
COMING FROM THE SOUTH

by Chris Dayse

My father
used to pick cotton.
He was born
in the South,
and his grandparents
were born in slavery.

My father worked
in the cotton fields,
and he taught himself
from the Bible.

My mother's parents
were from New Orleans.
Her grandparents
were also born
in slavery;
right at the end,

They used to
tell us that
in slavery days,
the lighter you were,
the easier you had it.

All the masters
would father children
by the women.
And as it went on,
and went on,
some of them looked
almost white.
So they kept them
in the house,
and the darker ones
worked in the fields.

In New Orleans,
a lot of
the half-breeds
came from the islands.
When the white men
went there
and fathered children,
they would
leave them money.
So when they came
to New Orleans,
a lot of them
were rich.
So they set up
a part of town
for themselves.
"Coming from the South"

Language Activities

NAME: ____________________________
DATE: ____________________________

I. Break the words into syllables:

1. cotton
2. grandparents
3. slavery
4. himself
5. bible
6. masters
7. children
8. almost
9. orleans

II. Find the two words inside each of the following compound words:

1. himself
2. themselves

III. Endings: A. Write the following words without the ending:

1. lighter
2. easier
3. darker

B. Write the following words without the "ed" ending:

1. looked
2. worked
3. fathered
IV. CHALLENGE WORDS: (WRITE EACH ONE AS YOU SAY IT)

1. FATHER
2. FIELD
3. TAUGHT
4. WHITE
5. HALF
6. ISLAND
7. RIGHT

V. SIGHT WORDS: (WRITE EACH ONE AS YOU SAY IT)

1. FROM
2. WERE
3. WHEN
4. SOME
5. WOULD

VI. CHOOSE ONE CHALLENGE WORD AND ONE SIGHT WORD THAT YOU WOULD LIKE TO LEARN:

CHALLENGE: ____________________________
SIGHT: ____________________________
COMPREHENSION QUESTIONS

1. Where was Chris's father from?
2. Where did he work?
3. Where was Chris's mother from?
4. Where were her mother's parents from?

DISCUSSION QUESTIONS

1. How were the backgrounds of her mother and father similar? How were they different?

2. Where do your parents come from?
1. When do you think this picture was taken?
2. Where do you think it was taken?
3. What do you think this woman is like?
4. What do you think her life is like?
5. How is her life similar to yours?
6. How is her life different from yours?
MY FAMILY'S STRUGGLE
BY NILDA ROSA ORTIZ

My father's mother and his father were both white, with green eyes and blond hair, and all that stuff. They didn't like my mother, because she was black. My mother's black, but Puerto Rican black, not American black.

My mother had to work for some rich people, cleaning floors, like a slave, just to get some money to eat. Because my father was away working.

Sometimes, he would get hungry but he wouldn't eat nothing, just to save the money.

My mother and father used to struggle just to get a couple of bucks. She used to struggle in Puerto Rico, and my father used to struggle in New York.

She used to have it for my mother, when he came back. When my father came home with a couple of bucks, she used to have a party. She would go crazy buying food for us.
In Puerto Rico, they used to kill each other for rice. In some places, I think they still do.

My mother was raising ten kids. I'm the youngest one. Sometimes, for us to survive that day, she used to give us water with sugar in it. We would get one bottle in the morning, and one at night, so we could go to sleep.

Continued

The older ones went to school bare-footed. Their pants were clean, but patched all over. And they had to fight at school because others would make fun of them.
"My Family’s Struggle"

Language Activities

NAME:_____________________

DATE:_____________________

I. Break the words into syllables:

1. American ____________________________
2. Couple ______________________________
3. Struggle ______________________________
4. People ________________________________
5. Bottle ________________________________
6. Morning ______________________________
7. Because ______________________________
8. Away _________________________________
9. Hungry ________________________________
10. Party _________________________________
11. Crazy _________________________________
12. Survive ______________________________
13. Sugar ________________________________

II. Challenge words: (Write each word as you say it).

1. White ________________________________
2. Puerto Rico __________________________
3. Couple ______________________________
4. Money _______________________________
5. People _______________________________
6. Sugar ________________________________
7. Night ________________________________
III. **SIGHT WORDS**: (SAY EACH ONE AS YOU WRITE IT).

1. MY
2. WERE
3. THEY
4. WOULD
5. OF
6. MOTHER
7. OTHER
8. NOTHING

IV. **CHOOSE ONE CHALLENGE WORD AND ONE SIGHT WORD THAT YOU WOULD LIKE TO LEARN:**

**CHALLENGE:**

**SIGHT:**

V. **ENDINGS**: WRITE THE ROOT WORDS:

1. CLEANING
2. WORKING
3. YOUNGEST
4. OLDER
"My family's Struggles"

Language Activities

NAME: _________________________
DATE: _________________________

Comprehension Questions

1. Why didn't Nilda's father's parents like her mother?

2. Why did Nilda's parents have to be apart?

3. Why did Nilda's father save his money?

4. Why did the children fight at school?

Discussion Questions

1. What do you think is the difference between "Puerto Rican black" and "American black"?

2. Why do you think some people feel superior to others because of color?

3. What advice might you have given Nilda's brothers when they got in trouble for fighting at school?

4. Are you the youngest or oldest in your family? Does it make any difference in how you were raised?
WOMEN AND THE WORLD OF WORK

Once the students became familiar with the equipment and each other, the class visited women at work to learn about jobs, employment, and conditions.

This unit is divided into five sections:

"Getting Started"
"Non-traditional Work"
"Working Conditions"
"Solutions"
"Doing It All: Work, Home, and Self"
I always had a fantasy
about wanting
to build things,
but I never, ever
had a chance
to do it.

At work now,
they tease me.
They say that
when I started,
I didn't know
what end of the
hammer
to use.

I never really thought
about carpentry
as a career,
because it never seemed possible.

When I thought
of making a living,
I thought in very traditional ways.

What did I think
of being?
A waitress,
a nurse,
a secretary,
or a teacher.

-----------------

1. Do you have any fantasies
   ---about work?
   ---about school?
   ---about reading?

2. What does "tradition" mean?
   What are the traditions in your family?
   ---for men/women?
   ---for work?
   ---for school?
I LOVE WORKING WITH CHILDREN.

IT'S VERY REWARDING JUST TO SEE THEIR DEVELOPMENT.

KHADIJAH BELCHER, CHILDCARE WORKER

1. WHAT IS HAPPENING IN THIS PICTURE?
2. HOW DOES TALKING ABOUT EMOTIONS CONTRIBUTE TO THE CHILD'S DEVELOPMENT?
3. HOW DOES TALKING ABOUT EMOTIONS CONTRIBUTE TO YOUR DEVELOPMENT?
I, NATURALLY, SPEND A LOT OF TIME WITH CHILDREN.

I ALWAYS ENJOYED CHILDREN, AND CHILDREN SEEMED TO TAKE TO ME.

BY KHADIJAH BELCHER, CHILDCARE WORKER

1. WHAT NATURAL SKILLS DO YOU HAVE?
2. HOW DO YOU USE THESE SKILLS?
3. HOW ELSE COULD YOU USE THEM?
I WAS 16 YEARS OLD, AND MY SISTER BROUGHT ME IN AS A WAITRESS. I WAS FIRED THREE TIMES. MY SISTER HAD WORKED AT THE RESTAURANT FOR 12 YEARS. THE BOSS LIKED HER; SHE WAS LIKE A DAUGHTER TO HIM. SO HE KEPT TAKING ME BACK, BECAUSE SHE ASKED HIM TO. THE BOSS WAS A GOOD FRIEND OF MINE, TOO. AND HE SAID I WOULD NEVER MAKE IT AS A WAITRESS.

I WAS YOUNG AND IT WAS HARD TO PICK UP. BUT I FINALLY GOT THE KNACK OF IT. THAT WAS 31 YEARS AGO.

FROM THEN ON, I WOULD CLOSE UP FOR THIS MAN, AND RUN THE PLACE. I WAS HEAD WAITRESS THERE, JUST LIKE I AM HERE.
RUTH STAAB, HEAD WAITRESS

1. Describe the restaurant where Ruth works.
2. Make up a menu for this restaurant.
3. How do you think she feels about her work?
I. Break the words into syllables:

1. SISTER
2. WAITRESS
3. RESTAURANT
4. FINALLY

II. Find the root words:

1. WAITRESS
2. FIRED
3. TIMES
4. LIKED
5. TAKING
6. FINALLY
7. ASKED
8. YEARS

III. Sight words (say the word as you write it)

1. WAS
2. AND
3. MY
4. ME
5. IN
6. AS
7. A
8. AT

IV. Challenge words (say the word as you write it)

1. BROUGHT
2. DAUGHTER
3. FRIEND
4. WOULD
5. YOUNG
6. KNACK
7. CLOSE
8. THERE
V. Choose 2 sight words and 2 challenge words to learn.

SIGHT

CHALLENGE

VI. Write the word for each number:

16: __________________________
12: __________________________
31: __________________________

Find these words in the story: Copy the sentences, using the words instead of the numbers.
Comprehension Questions

1. How old was Ruth when she started waitressing?

2. How did she learn her profession?

3. How long has Ruth been a waitress?

Discussion Questions/Writing Activities

1. Name some words you would use to describe Ruth.

2. How do you think Ruth felt when she first started working?

3. Name something that was once hard for you but isn't anymore.
NON-TRADITIONAL WORK
When we started with the 3rd floor, it was a burned-out, charred, stone space. We just slowly started rebuilding a little bit at a time.

Roberta Jacobson, Carpenter

1. How do you think this woman feels now?

2. How can you compare her work with your learning to read?
"PROVING HERSELF"

by R. Jacobson

WHEN I STARTED
ON THE JOB,
THEM WERE
RENOVATING
THE Y.W.C.A.,
MY FIRST WEEK THERE,
THE FIRST THING
THE FOREMAN
TOLD ME TO DO
WAS TO RUB
THE PAINT
OFF THE CEMENT
FLOORS
WITH A LITTLE
CINDER BLOCK
RUBBING STONE.
NOBODY DOES THAT.

IT WAS BUSY WORK.
THERE I WAS,
IN THE BASEMENT
OF THE Y;
IT WAS HOT;
AND I WAS DOWN THERE
ON MY HANDS AND KNEES,
RUBBING THE PAINT
OFF THE CEMENT FLOOR
WITH A RUBBING STONE.
THERE WERE SEVEN
BATHROOMS.
I DID THAT
FOR TWO WORKING
WEEKS.

Months later,
ONE OF THE CARPENTERS
TOLD ME HE NEVER
THOUGHT I WAS GOING
TO MAKE IT.
HE WAS SURE
I WAS GOING
TO REFUSE TO DO
SUCH A BACK-BreakING,
IDIOTIC JOB.
"PROVING HERSELF"

NAME: ____________________________
DATE: ____________________________

Language Activities

I. Break the words into syllables:

1. CARPENTER ____________________________
2. FOREMAN ____________________________
3. BASEMENT ____________________________
4. CINDER ____________________________
5. REFUSE ____________________________
6. CEMENT ____________________________
7. BETTER ____________________________
8. LATER ____________________________
9. LITTLE ____________________________
10. SEVEN ____________________________
11. NEVER ____________________________
12. STORY ____________________________
13. IDIOTIC ____________________________

II. Find the root words:

1. STARTED ____________________________ 5. WORKING ____________________________
2. FLOORS ____________________________ 6. WEEKS ____________________________
3. KNEES ____________________________ 7. MONTHS ____________________________
4. RUBBING ____________________________ 8. GOING ____________________________

III. Write the two (2) words you see in each word:

1. NOBODY ____________________________
2. BATHROOM ____________________________
"PROVING HERSELF"

LANGUAGE ACTIVITIES

IV. CHALLENGE WORDS:

1. BUSY
2. FLOOR
3. MONTH
4. SURE
5. THOUGHT

V. SIGHT WORDS:

1. DOES
2. OFF
3. WAS
4. WERE
5. WOULD
6. THERE

VI. CHOOSE TWO (2) CHALLENGE WORDS AND TWO (2) SIGHT WORDS THAT YOU WOULD LIKE TO LEARN.

CHALLENGE: __________________________
SIGHT: __________________________

VII. FIND THE TWO (2) LETTERS THAT MAKE THE SHORT VOWEL SOUND: (THE VOWEL AND THE CONSONANT THAT FOLLOWS)

1. FIRST
2. CINDER
3. BLOCK
4. STORY
5. BETTER
6. BOND
7. HOT
8. HANDS
9. RUBBING
10. SEVEN
11. FOR
12. NEVER
13. CARPENTER

VIII. SILENT LETTERS (CROSS OUT THE SILENT LETTERS):

1. KNEES
2. THOUGHT
"PROVING HERSELF" NAME: ____________________________
LANGUAGE ACTIVITIES DATE: ___________________________

IX. Looking at "Y": Match two (2) words or letters that sound the same. You will have three groups of two (2).

1. my
2. they
3. story
4. nobody
5. y
6. lay
1. List the reasons you think the foreman might have given her this job.

2. How might you describe the foreman?

3. Why didn’t her friend think she would make it?

4. Do you think they test every new carpenter in this way?

5. How do you think the other workers thought of her after her first two weeks?

6. Who has the "authority" in this story? How does he use it?

7. In what other types of situations have you felt that you had to "prove yourself"?
1. Describe the woman.
2. What do you think she is doing?
3. What do you think she is like?
4. Who do you think is the boss?
5. Why do you think so?
6. Make up a story about the people in the picture
I grew up a tomboy,
So I always used tools,
And I always did things
That were physically hard.
So, to me,
It was natural
to do this kind
of work.

Some women grow up working.
And I find
that those women
make good painters.

One woman,
I trained to paint.
She’s a painter
And a contractor
On her own now.
I have a lot
Of respect for her
Because she’s so good.
She still works
For me once in a while,
And sometimes,
I work for her.

It’s true
That you have to do
twice as good a job
When you’re a woman.

For instance,
I hurt my back
Recently.
I wasn’t supposed
to lift anything.
When I got
two five-gallon cans
of paint
At the paint store,
I really wanted
to ask for help
CARRYING it,
But I didn’t.
I felt funny
Asking my helpers
to lift for me.
If I wasn’t a woman,
I wouldn’t have thought
Anything of it.
But, as a woman,
I feel that
I have to prove myself.
I. Break the words into syllables:

1. TOMBOY ____________________________
2. CHALLENGE ____________________________
3. CONTRACTOR ____________________________
4. RESPECT ____________________________
5. SOMETIMES ____________________________
6. NATURAL ____________________________
7. RECENT ____________________________
8. GALLON ____________________________
9. MYSELF ____________________________
10. INSTANCE ____________________________
11. SUPPOSE ____________________________
12. PHYSICAL ____________________________

II. Of the words above, which are compound (words that have two words in them)?

____________________________________

III. Find the root words:

1. TOOLS ____________ 7. CAN ____________
2. NATURAL ____________ 8. REALLY ____________
3. WORKING ____________ 9. WANTED ____________
4. PAINTER ____________ 10. CARRYING ____________
5. TRAINED ____________ 11. FUNNY ____________
6. RECENTLY ____________ 12. HELPER ____________
IV. Find the two letters that make the vowel sound:

1. DID  
2. THAT  
3. THIS  
4. HER  
5. RESPECT  
6. STILL  
7. FOR  
8. JOB  
9. WHEN  
10. HURT  
11. BACK  
12. LIFT  
13. ASK  
14. BUT  
15. SELF  
16. FELT  

V. Think of some words that have the sound of long ū. Put them into groups with the same spelling.

Grew  
True  
Other  

VI. Challenge words: (Say the word out loud as you write it)

1. Strength  
2. Nature  
3. Women  
4. Woman  
5. Once  
6. Thought  
7. Would  
8. Prove  

NAME: _______________________
DATE: _______________________

"Twice As Good a Job"
“TWICE AS GOOD A JOB:
LANGUAGE ARTS

NAME: ____________________
DATE: ____________________

VII. SIGHT WORDS:

1. was ____________ 5. of ________________
2. to ______________ 6. have ______________
3. do ______________ 7. my ________________
4. some ____________ 8. good ______________

VIII. Choose two challenge words and two sight words that you would like to learn:

CHALLENGE: ____________________
SIGHT: _______________________

IX. Long I and Long A words. Add to the list.

LONG I

LONG A

I
MY
FIND
WHILE

MAKE
TRAIN
PAINT

________________________
________________________
________________________
________________________
1. What kinds of things did you do growing up?

2. What did you learn in childhood play that you still enjoy doing today?

3. What kinds of work, or chores, did you learn in childhood that helps you in your adult life?

4. What kind of work feels "natural" to you?

5. What kind of work doesn’t "come natural" to you?

6. What makes you respect someone?

7. Why is respect important on the job?

8. Have you ever needed help, but didn’t want to ask for it? Why?
I USED TO BE AFRAID OF HEIGHTS. A LOT OF MEN ARE AFRAID OF HEIGHTS, TOO.

NOW I CLIMB 40 FOOT LADDERS. FOR ME, THAT WAS A PERSONAL TRIUMPH.

HOAGIE SIEBERT, PAINTING CONTRACTOR

1. WHAT HAVE YOU FEARED IN THE PAST THAT YOU ARE NOT AFRAID OF NOW?
WHAT MAKES THIS PICTURE UNUSUAL?
Look at the picture.

1. What is this woman doing?

2. Do you think she’s getting paid for it? What makes you think so?

3. How would you describe her?

4. Who is the man with her?

5. How would you describe him?

6. What else can you imagine about this woman?

7. What else can you imagine about the situation?
1. What type of work are the people in these pictures doing?

2. What can you tell about their place of work?

3. How are the women who work here the same? How are they different?

4. If you were to make up a story about one of the workers, which one would you choose?

5. Name some words that describe this person.

6. Name some words that describe her work.

7. What would the story be about?

8. Make-up a conversation you think these women might have.
At this factory
the workers
are all
in unions.
With a union,
we have
a rate increase
every six months.
I know that
if I go
to the hospital
I'll be
taken care of
pretty well.

I used to work
at a plastics
factory.
There, it was
minimum wage.
No union.
You stay
at one rate.
There was
no hospital coverage
at all.

I noticed a change
in myself then.
I was very irritable.
We got no breaks.
A half hour for lunch
was all.
By law, now,
they say,
every three hours,
you get
a fifteen minute break.
But not many places
follow it.
Here (at B&B dye works)
we get a break.

It's more relaxed.
You can walk away
from your table
to talk
to somebody
for five minutes.
You don't find that
in many factories.
"Unions"

Language Activities

NAME: ______________________
DATE: ______________________

I. Break the words into syllables:

1. factory
2. increase
3. hospital
4. plastic
5. minimum
6. notice
7. irritable
8. fifteen
9. minute
10. follow
11. relax
12. away
13. table

II. Write the two words inside these compound words:

1. myself
2. somebody

III. Write the root word

1. workers
2. unions
3. months
4. taken
5. stayed
6. coverage
7. breaks
8. hours
9. places
10. relaxed
11. minutes
12. factories
"Unions"

NAME: ____________________
DATE: ____________________

IV. Challenge words: (say the word as you write it)

1. union
2. every
3. pretty
4. notice
5. change
6. half
7. break
8. minute
9. walk
10. hour

V. Sight words: (say the word as you write it).

1. are
2. have
3. was
4. one
5. you
6. your
7. many
8. there
9. here

VI. Choose one challenge work and two sight words you would like to learn.

Challenge: ____________________
Sight: ____________________
VII. **FIND ALL THE WORDS THAT HAVE "ER" OR "OR" IN THEM. WRITE THE WORDS. NOTICE THAT "ER" AND "OR" MAKE THE SAME SOUND.**

**"ER"**

________________________

________________________

________________________

**"OR"**

________________________

________________________

________________________

**DISCUSSION QUESTIONS**

1. **WHAT ARE THE DIFFERENCES BETWEEN A UNION AND A NON-UNION JOB?**

2. **HOW DO YOU THINK FACTORY CONDITIONS EFFECT SOMEONE'S WORK?**

3. **HOW DO YOU THINK YOUR SCHOOL ENVIRONMENT EFFECTS YOUR LEARNING?**

4. **HOW WOULD YOU CHANGE YOUR SCHOOL (DESKS, CHAIRS, WINDOWS, COLORS, HOURS, BREAKS, ETC)?**
At this factory, we have safety features. On our tape machine, the razors are all covered. On the sewing machines, the needles are covered. You're not going to run a needle through your finger.

We have a guy going through all day, sweeping the floors, and picking stuff up. There are stickers on the floors, and plastic bags. You can slip on a plastic bag.

At the plastics factory, where I worked there were all these bits of plastic all over the floor. You could slide on that. They didn't care. We just had to watch where we were walking.
I. Break the words into syllables:

1. FACTORY
2. SAFETY
3. FEATURE
4. MACHINE
5. NEEDLE
6. FINGER
7. PLASTIC
8. RAZOR
9. COVER
10. OVER

II. Write the two words inside the compound word:

ANYTHING

III. Endings: A. Write the root words

1. SEWING
2. GOING
3. LYING
4. SWEEPING
5. PICKING
6. WALKING

What endings do all these words have in common?
"SAFETY ON THE JOB" NAME:__________________________

LANGUAGE ACTIVITIES DATE:________________________

B. WRITE THE ROOT WORDS:

1. COVERED ___________________
2. WORKED ___________________

WHAT ENDINGS TO THESE WORDS HAVE IN COMMON?

IV. CHALLENGE WORDS

1. FEATURE ___________________
2. MACHINE ___________________
3. COVER ___________________
4. BOXES ___________________
5. THROUGH ___________________
6. WATCH ___________________

V. SIGHT WORDS:

1. HAVE ___________________
2. ARE ___________________
3. YOU ___________________
4. YOUR ___________________
5. THEY ___________________
6. THERE ___________________
7. WERE ___________________
8. COULD ___________________
9. WHERE ___________________
VI. Choose one challenge word and two sight words you would like to learn:

Challenge: _______________
Sight: ___________________

DISCUSSION QUESTIONS

1. Why do you think safety on the job is important to Kathy?

2. Do you think that the safety features at B&B have anything to do with the unions there?

3. What safety features do you have at home?

4. Why is it important for your surroundings at work or home to be safe?
1. What is the waitress doing in the picture?

2. What are the customers doing?

3. Make-up a conversation between the waitress and the customers.
1. What is the waitress doing in this picture?
2. What is the customer doing?
3. How is this picture similar to the previous one? How is it different?
4. Imagine what the waitress and customer might be saying.
I DON'T THINK
I'LL EVER QUIT.
I SAY IT.
I GET DISGUSTED,
AND I SCREAM.
But I always wind up
smoothing things over.
Everyone has bad days.
Getting along,
that's the main thing.
A lot of places,
you hear of girls
being catty,
and this doesn't go.

Here, people
stick together.
It's more like home.
I like it,
and I know
the girls like it.
If they didn't
they would quit.
I. Break the words into syllables:

1. TOGETHER
2. CORNER
3. CUSTOMERS
4. ALMOST

II. Find the root words:

1. DISGUSTED
2. SMOOTHING
3. GETTING
4. BEING
5. WORKER
6. PLACES
7. YEARS

III. Change the beginning letters of the following words to make new words:

QUIT

THINK
"Sticking Together"  
Language Activities

NAME: ____________________________  
DATE: ____________________________

IV. Sight words:

1. Don't
2. Ever
3. Say
4. But
5. Has
6. Had

V. Challenge words:

1. Disgusted
2. Would
3. Quit
4. Together

IV. Choose 1 sight word and one challenge word that you want to learn.

SIGHT                          CHALLENGE
VII. Contractions: write the short form and the long form of each contraction.

1. don't  __________  __________
2. I'll  __________  __________
3. that's  __________  __________
4. it's  __________  __________
5. didn't  __________  __________
CUSTOMERS

by Ruth Staab

I’ve worked here for 11 years.
And I worked down the street for 7 years.
So I’ve had a lot of customers for almost 20 years.

A lot of customers give you a hard time.
If you’re not used to it, you think, "What did I do wrong?"
You try to blame it on yourself.
But it’s really the customer.

You try to please everybody.
But there are some people that you can’t please, no matter what you do.
You bend over backwards but you can’t please them.

Sometimes, customers aren’t polite.
They say “Give me.” Like you have to drop everything and give them.

A lot of people think of a waitress as being low-class.
When you’re a waitress, they think you’re trash.
I know I am as good as any profession.
CUSTOMERS
CONTINUED

This is what I do.
I like working
with people.
And that doesn't
make me lower
than they are.

I'm a waitress,
and they're an office worker
or work in a bank,
or a nurse,
or whatever they do.
It doesn't make them
any better than me.
I. Break the words into syllables:

1. PEOPLE
2. BACKWARDS
3. PROFESSION
4. OFFICE
5. BETTER
6. MATTER
7. POLITE
8. OVER

II. Find the root word:

1. REALLY
2. WORKER
3. LOWER

III. Sight words:

1. YOU
2. WHAT
3. DID
4. ARE
5. SAME
6. THAT
7. THAN
8. THEY
IV. Challenge words:

1. wrong
2. people
3. think
4. know
5. low
6. have

V. Choose 2 sight words and 2 challenge words you would like to learn:

<table>
<thead>
<tr>
<th>SIGHT</th>
<th>CHALLENGE</th>
</tr>
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</table>

VI. Write the two letters that make the vowel sound (the vowel and the consonant that follows)

1. did ___________ 9. when ___________
2. but ___________ 10. that ___________
3. customer ___________ 11. than ___________
4. hard ___________ 12. bank ___________
5. matter ___________ 13. nurse ___________
6. bend ___________ 14. them ___________
7. drop ___________ 15. better ___________
"Customers"  
Language Activities

NAME: __________________________
DATE: _________________________

COMPREHENSION QUESTIONS

1. How long have some of Ruth's customers been with her?

2. What are some of the problems Ruth has with customers?

DISCUSSION QUESTIONS

1. Why do you think a customer would want to be served by the same waitress over a long period of time?

2. Why do some people act like they're "better" than others?
I'VE BEEN
HEAD WAITRESS HERE
FOR 11 YEARS.
THERE ISN'T
MUCH DIFFERENCE
BETWEEN A HEAD WAITRESS
AND A REGULAR WAITRESS.
A LOT OF HEAD WAITRESSES
LET IT GO
TO THEIR HEADS.
THEY SCREAM
AT THE GIRLS
IN FRONT OF EVERYBODY.
IF THEY SEE
ONE OF THE GIRLS
DOING SOMETHING WRONG,
THEY'LL MAKE THEM
DO IT AGAIN,
RATHER THAN DOING IT
THEMSELVES.
NOT ME,
I WORK
WITH THE GIRLS.
I HELP THEM OUT
AS MUCH AS I CAN.

IT DOESN'T FEEL
ANY DIFFERENT TO ME
TO BE HEAD WAITRESS.
SOMETIMES,
IT'S A HEADACHE
TO FIND A REPLACEMENT,
IF SOMEONE CAN'T
COME IN.
I CAN MAKE
15 MILLION PHONE CALLS
BEFORE I FINALLY
GET ONE,
OR I WIND UP
WORKING EXTRA.
I. Break the words into syllables:

1. difference
2. between
3. regular
4. rather
5. replacement
6. before
7. final
8. extra

II. Find the two words inside each word:

1. everybody
2. something
3. themselves
4. headache
5. someone

III. Sight words:

1. for
2. go
3. do
4. not
5. it
6. to
7. can
8. or
9. up
10. of
IV. Challenge words:

1. Head
2. Scream
3. Work
4. Ache
5. Million
6. Phone
7. One
8. Wind

V. Choose 2 sight words and 2 challenge words that you want to learn.

Sight

Challenge
Language Activities

Comprehension

1. What is the difference between a headwaitress and a regular waitress?

2. What are some things Ruth thinks a good head waitress should or shouldn't do?

3. What is the biggest headache of a head waitress?

Discussion Questions

1. How would you describe how Ruth feels about the other waitresses?

2. How would you like to work with her? Why?

3. Who do you feel are your "co-workers" when you are in the classroom?
"THERE'S ALWAYS A WAY"

BY R. JACOBSON

Sometimes, in carpentry, it's good to be small. You can get into small spaces, there are some jobs I can't do. But I don't feel that I'm a less important member of that crew because of my size.

Ralph is the master carpenter I work with. He doesn't stand much more than five feet, four inches. He weighs about 130 lbs.

Ralph has taught me a lot of tricks. He always says, "If you are using too much muscle, you are doing something wrong."

There's always a way to figure out how to do something, so you don't have to "muscle" it.

1. What tricks have you used when you couldn't read?
2. What other types of tricks have you used?
3. Why is "using tricks" not a form of "cheating"?
I. Break the words into syllables:

1. Important
2. Member
3. Because
4. Master
5. Carpenter
6. Always
7. Muscle
8. Figure

II. Find the root words:

1. Spaces
2. Jobs
3. Inches
4. Weighs
5. Tricks
6. Says
7. Using
8. Doing

III. Read the words. In each one, there are two (2) words put together. Make a new word by adding to the last one.

1. Sometimes
2. Something
3. Some
IV. Find the two (2) letters that make the vowel sound:
(The vowel and the consonant that follows)

1. RALPH   ___ ___      9. CARPENTER ___ ___
2. CAN      ___ ___      10. STAND ___ ___
3. GET      ___ ___      11. THAN ___ ___
4. JOB      ___ ___      12. INCH ___ ___
5. THAT     ___ ___      13. HAS ___ ___
6. LESS     ___ ___      14. LOT ___ ___
7. IMPORTANT ___ ___     15. TRICK ___ ___
8. MEMBER   ___ ___      16. MASTER ___ ___

V. Contraction: Write the contraction. Write the word it stands for.

1. IT'S      _________    _________
2. CAN'T     _________    _________
3. DON'T     _________    _________
4. I'M       _________    _________
5. THERE'S   _________    _________
6. DOESN'T   _________    _________

VI. Challenge words:

1. TAUGHT _________    4. WRONG _________
2. WEIGH _________    5. FIGURE _________
3. MUSCLE _________    6. TOO _________
"There's Always A Way"
Language Arts

NAME: ________________________
DATE: ________________________

VII. Sight words:

1. THERE
2. YOU
3. WHERE
4. ARE
5. SOME
6. WITH
7. MUCH
8. HAVE

VIII. Choose two (2) sight words and one (1) challenge word you would like to learn.

Sight words: ___________ ___________
Challenge word: ___________

IX. Write one (1) sentence using "too", one (1) using "to" and one (1) using "two".

1. ____________________________
2. ____________________________
3. ____________________________
"THEY NEVER KNEW I COULDN'T READ"

by Geri Trautz

I worked at
a factory
for thirteen years.
And they never knew
I couldn’t read.

Sometimes,
they passed jokes
around.
I would
take the paper,
look long enough,
and laugh like heck.
Then, I would
hand it
to the next person,
and say,
"Boy, that’s a
terrific joke."

Sometimes I’d say,
"Gee, I forgot
my eyeglasses today.
Could you help me
find this item?"

Or,
"I’ve got
eyedrops in my eyes.
I can’t make out
these words.

Sometimes,
the boss
would ask me
to take phone calls.
Say his wife called.
I’d draw a picture
of a house,
with a chimney
and smoke coming out.

One time,
a lady called
who had ordered
a lot of clocks
from us.
So, I drew a picture
of a clock.

When he got back,
and asked for his
messages,
I’d have a long page
with pictures.
I knew
what they meant.
A blind man taught me a way to conquer the EL. I asked him, "How can you take the EL?" He said that the EL isn't like a bus that stops with traffic. The EL goes straight to the next stop. So, you count the stops. That way you know where to get off.

I had never taken the EL because there wasn't a conductor to ask.

I was in my 30's when I found out that my parents couldn't read. My father pulled some of the tricks I pulled. He sat in his chair every night and read the newspaper. And when I used to ride the EL, I used to get the paper every morning, and I'd copy the people. I used to fold it the way they did, and stand against the railing to make myself look important, reading the paper, so I wouldn't feel out of place.
"THEY NEVER KNEW..."  
NAME: ____________________  
DATE: ____________________

I. Break the words into syllables:

1. conquer
2. traffic
3. never
4. because
5. parents
6. newspaper
7. morning
8. people
9. against
10. important
11. copy
12. myself

II. Challenge words:

1. taught
2. conquer
3. said
4. straight
5. every
6. people
7. against
8. know

III. Sight words:

1. there
2. where
3. my
4. of
IV. Choose two challenge words and two sight words that you would like to learn.

Challenge: ___________________ ___________________
Sight: ___________________ ___________________

V. What do the following words have in common? Add to the list.

1. count ___________________
2. found ___________________
3. out ___________________
4. ___________________
5. ___________________
6. ___________________
7. ___________________
8. ___________________

VI. Endings: Write the words without the endings:

1. stops ___________________
2. taken ___________________
3. pulled ___________________
4. railing ___________________
5. reading ___________________
DISCUSSION QUESTIONS

1. WHAT ARE SOME OF THE SKILLS GERI USED TO GET AROUND HER DIFFICULTIES WITH READING?

2. IN WHAT SITUATIONS HAVE YOU BEEN ABLE TO GET AROUND YOUR DIFFICULTIES WITH READING?

   WHAT SKILLS HAVE YOU USED?

3. WHEN DO YOU THINK IT IS APPROPRIATE TO BE HONEST AND ASK FOR HELP?
DOING IT ALL

WORK, HOME, AND SELF
WHY I WORK
BY KATHY COOPER, PIECEWORKER

I LIKE GETTING OUT.  
THE KIDS GET OLDER.  
THERE'S NOBODY  
AT HOME.  
PLUS, YOU WANT  
YOUR OWN MONEY,  
TO BUY  
WHAT YOU WANT.  

FACTORY WORK  
IS THE PITS.  
BUT, I'M NOT  
UNHAPPY HERE.  
BECAUSE I KNOW  
THAT I CAN MAKE  
AS MUCH MONEY  
AS I NEED,  
DAY TO DAY.  

IF I NEED  
AN EXTRA FIFTY DOLLARS  
NEXT WEEK,  
OR EVEN AN EXTRA  
HUNDRED DOLLARS,  
I KNOW  
I CAN MAKE IT.  
AND IF I KNOW  
I DON'T NEED  
THE MONEY,  
I CAN  
TAKE MY TIME.  
IF THE JOB  
GETS ON MY NERVES,  
I JUST WALK AWAY  
FROM MY TABLE.  
YOU CAN'T DO THAT  
TOO MANY PLACES.
I. Break the words into syllables:

1. MONEY
2. UNHAPPY
3. BECAUSE
4. EXTRA
5. FIFTY
6. TABLE
7. EVEN
8. HUNDRED
9. NOBODY

II. Find the root words:

1. GETTING
2. OLDER
3. UNHAPPY
4. PITS
5. DOLLARS
6. NERVES
7. PLACES

III. Long sounds: (add to the lists from the reading)

Old  Make  Here  Like

___   ___   ___   ___   ___   ___   ___   ___
IV. CONTRACTIONS

<table>
<thead>
<tr>
<th>WRITE THE CONTRACTION</th>
<th>WRITE THE LONG FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. THERE’S</td>
<td></td>
</tr>
<tr>
<td>2. I’M</td>
<td></td>
</tr>
<tr>
<td>3. DON’T</td>
<td></td>
</tr>
<tr>
<td>4. CAN’T</td>
<td></td>
</tr>
</tbody>
</table>

V. WRITE THE TWO LETTERS THAT MAKE THE SHORT VOWEL SOUND: (THE VOWEL AND THE CONSONANT THAT FOLLOWS)

| 1. GET                  |                     |
| 2. PITS                 |                     |
| 3. BUT                  |                     |
| 4. NOT                  |                     |
| 5. THAT                 |                     |
| 6. CAN                  |                     |
| 7. EXTRA                |                     |
| 8. FIFTY                |                     |
| 9. NEXT                 |                     |
| 10. AND                 |                     |
| 11. JOB                 |                     |
| 12. JUST                |                     |
| 13. NERVE               |                     |
DISCUSSION QUESTIONS

1. Why did Kathy choose to work?

2. What are some other reasons why someone would want to work?

3. How does she feel about her place of work?

4. What choices have you made about coming back to school?

5. What are some other choices a person might make about their education?
TIME FOR WORK, TIME FOR FAMILY, TIME FOR SELF

BY JUNE KAPLER, OFFICE MANAGER

Any job interferes with your family. The children want more of your time than you can possibly give them. You try to balance your work and your home life at the same time.

For me, I try to do it on the weekends. When I get home at night, I don't always feel like spending the time with them, or doing all the things I should do. It depends on the day. One day, I come home and I want to go out. Another day, I come home, and I want to go to bed. That changes from day to day.

I try to keep a system where, during the week, I do most of the work that needs to be done at home -- grocery shopping, or whatever. Then, I can keep Saturday and Sunday free. Sometimes, I can get both children to go with me, and we'll go to MacDonald's and eat first. But that's rare. My son doesn't like to go.

My children also don't like me to go out on weekends. They think that mothers should stay home. I try to deal with that by spending one Saturday with them, and the next Saturday, I go out and do something for myself.
TIME FOR WORK, TIME FOR FAMILY, NAME: ______________________
TIME FOR SELF
DATE: __________________

LANGUAGE ACTIVITIES

I. BREAK THE WORDS INTO SYLLABLES:

1. BECAUSE ____________________________
2. INTERFERE ____________________________
3. FAMILY ________________________________
4. CHILDREN _____________________________
5. POSSIBLE ______________________________
6. BALANCE ______________________________
7. SYSTEM ________________________________
8. GROCERY ______________________________
9. DEPEND ________________________________
10. WEEKEND ______________________________
11. ALWAYS ________________________________
12. ANOTHER ______________________________
13. WHATEVER _____________________________
14. USUALLY ________________________________
15. SATURDAY ______________________________
16. SUNDAY ________________________________
17. SOMETHING ____________________________
18. MYSELF ________________________________

II. COMPOUND WORDS:
Which of the words above are compound? (Words that are 2 words put together.)

1. ____________________________ 4. ____________________________
2. ____________________________ 5. ____________________________
3. ____________________________
TIME FOR WORK, TIME FOR FAMILY

NAME:____________________

TIME FOR SELF

DATE:____________________

LANGUAGE ACTIVITIES

III. FIND THE ROOT WORDS:

1. CHILDREN __________________________
2. POSSIBLY __________________________
3. SPENDING __________________________
4. DOING ____________________________
5. THINGS ____________________________
6. WEEKENDS __________________________
7. CHANGES __________________________
8. NEEDS ____________________________
9. SHOPPING __________________________
10. USUALLY __________________________
11. MOTHERS __________________________

IV. CONTRACTIONS (WRITE THE LONG FORM. WRITE THE CONTRACTION)

1. IT'S _____________________________
2. DON'T ___________________________
3. DOESN'T __________________________
4. WE'LL ___________________________
TIME FOR WORK, TIME FOR FAMILY  
NAME: ________________________
TIME FOR SELF.  
DATE: ________________________

LANGUAGE ACTIVITIES

V. CHALLENGE WORDS (SAY EACH WORD ALOUD AS YOU WRITE IT):

1. CHILDREN ________________________
2. BECAUSE ________________________
3. POSSIBLE ________________________
4. BALANCE ________________________
5. NIGHT ________________________
6. SHOULD ________________________
7. OTHER ________________________
8. COME ________________________
9. DONE ________________________
10. FROM ________________________
11. WHERE ________________________

IV. SIGHT WORDS (SAY EACH WORD AS YOU WRITE IT):

1. ANY __________ 4. FAMILY __________
2. WANT __________ 5. DO __________
3. YOU __________ 6. THEY __________

III. CHOOSE 2 CHALLENGE WORDS AND 1 SIGHT WORD THAT YOU WOULD LIKE TO LEARN:

CHALLENGE: ________________________
SIGHT: ________________________
VIII. Write the 2 letters that help you make the vowel sound: 
(The vowel and the consonant that follows)
1. JOB
2. THAN
3. CAN
4. FOR
5. CHILDREN
6. WHEN
7. END
8. THEM
9. AND
10. BED
11. SHOP
12. GET
13. FIRST
14. THAT
15. NEXT

IX. Underline the letters in each syllable that help you make the vowel sound.
1. FAMILY
2. POSSIBLE
3. FLEXIBLE

A. Underline the letters that make the sound of long E.
B. How many different ways do you see to spell this sound?
C. Re-write the words. Make 4 lists. Group them according to the spelling used to make the sound of long E.
TIME FOR WORK, TIME FOR FAMILY
NAME: ____________________

TIME FOR SELF
DATE: ____________________

LANGUAGE ACTIVITIES

X. Discussion Questions

1. How do you balance all your different chores?

2. Do you have a system?

3. How do you best like to spend time that is for yourself?

4. How do you like to best spend time that is for your family?

5. How do you like to spend time for your studying?
Now I laugh when everyone talks about "General Hospital." I also used to be a soap-opera fan. Not anymore. You get out, and you find other things to do. In fact, now, when I have a day off, and they're on, I don't watch them anymore. In the beginning, I would read about them in the newspaper. But, you get over that.
"Soap Operas"

I. Break the words into syllables

1. general
2. hospital
3. opera
4. other
5. over
6. newspaper

II. Find the root words:

1. started
2. working
3. stories
4. talks
5. used
6. beginning

III. Challenge words: (say the words as you write them)

1. you
2. your
3. work
4. when
5. to
6. do
7. have
8. off
9. other
10. would
11. watch
12. any

VI. Contractions (write the short form and the long form)

1. they’re
2. don’t
DISCUSSION QUESTIONS

1. Do you watch the stories on TV?

2. Do you miss them when you have to go out?

3. What is it that you don't like to miss?

4. What do you get out of watching them?

5. What do you like/not like about them?
DAYTIME T.V.
A CLASS DISCUSSION

A. I stopped watching the stories when I came back to school. I used to watch them, but I don’t miss them.

B. I have an informer who tells me what happened.

C. It drives me crazy. If I have to go someplace, I don’t want to miss some good action. It keeps something exciting in your life. It’s something to look forward to when you wake up. You get addicted to that T.V.

D. It has me sit back and look at my life. Did I ever do that? Maybe I did. Would I ever do it again? I hope not.

A. That’s one reason why I don’t like to look at them. I’ve got enough problems.
DAYTIME T.V.
A CLASSROOM DISCUSSION
CONTINUED

E. Sometimes
I GET
INSULTED.
I DON'T THINK
IT'S THAT REAL.
EVERYBODY
HAS MONEY.
NOBODY
SEEMS TO WORK.
NOBODY
DOES ANY
HOUSEWORK,
YET THEIR HOUSES
ARE ALWAYS
CLEAN.
THEY ALL HAVE
BEAUTIFUL
HOMES.
NOBODY LIVES
IN A ROWHOME.

C. But they're just
playing out
people's problems.
The only thing is,
they're just
doing it
with money.
That's all.

F. Well, it gets
on my nerves.
Why not
show some of
the ghetto?
They're
rich and famous,
right?

B. Anyway,
one time
I read
that some
of the things
they're playing,
are really
happening.
They had a picture
where this girl
smashed a pie
in another girl's face.

F. I don't
watch them
because of that.
I know that's not
where I live.
It's not
my life.
I. Break the words into syllables:

1. INFORMER
2. CRAZY
3. ADDICTED
4. FORWARD
5. PROBLEMS
6. BECAUSE
7. INSULTED
8. MONEY
9. FAMOUS
10. REALLY
11. PICTURE
12. ANOTHER

II. Write the two words inside each compound word:

1. SOMEPLACE
2. SOMETHING
3. EVERYBODY
4. NOBODY
5. ROWHOME
6. ANYWAY
"DAYTIME T.V."  
LANGUAGE ACTIVITIES

III. WRITE THE ROOT WORDS:

1. STOPPED
2. WATCHING
3. ACTION
4. PLAYING
5. FAMOUS

DISCUSSION QUESTIONS

1. WHICH STUDENT (A, B, C, D, E, OR F) DO YOU AGREE WITH MOST? WHY? WHICH DO YOU DISAGREE WITH?

2. WHAT DO YOU THINK IT MEANS TO BE "ADDICTED" TO T.V.? HOW DOES IT COMPARE WITH OTHER ADDICTIONS?