

BUSY TIMES



Getting Ready to Move

Nelson and Nancy and their family were going to move. They were going to move far away to a new home. Nancy was excited about moving. She talked about it from early in the morning until late at night.

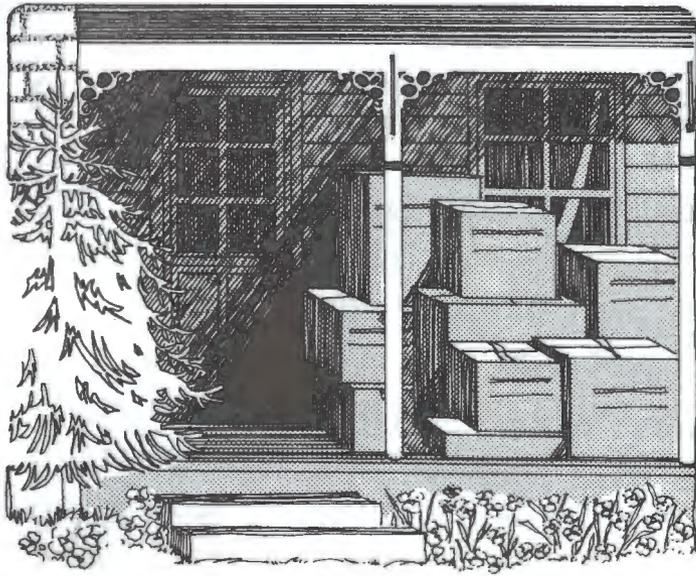
Nelson was not sure if he wanted to move. When he thought about the long train ride, he was glad. But there were other times when he was not glad.

"I like this farm with its big brown house and two red barns," he said to Nancy. "It makes me sad to think about moving away from this farm, and from all the people we know."

"We will have another farm at our new home," said Nancy. "The house on that farm is white. We will make new friends, too. I think we will like our new home."

Just that morning Dad had told the twins how he hoped things would work out. Two big trucks would come to carry their things to the new home. Jonas and Paul were going to ride in one of the trucks. Dad and Eli were going to ride in the other truck.

Mother and Nelson and Nancy were not going to ride in a truck. They were going to the new home by train and bus. Aunt Mary would go, too. Aunt Mary was not moving like the twins' family was. She was just going along to work for them a few weeks.



The twins did not know much about moving, but they soon learned that it took a lot of work to get ready. Dad came home from town with many, many boxes. There were big boxes and little boxes. There were brown boxes and white boxes and red boxes.

"My, my, I never saw so many boxes," said Nancy.

Mother did not have time to stand and look at the boxes. She had too much work to do. She took a box and started to put dishes into it. She put paper around the dishes so they would not break. When the box was full, Mother took a pen and wrote "KITCHEN" on the side of the box.

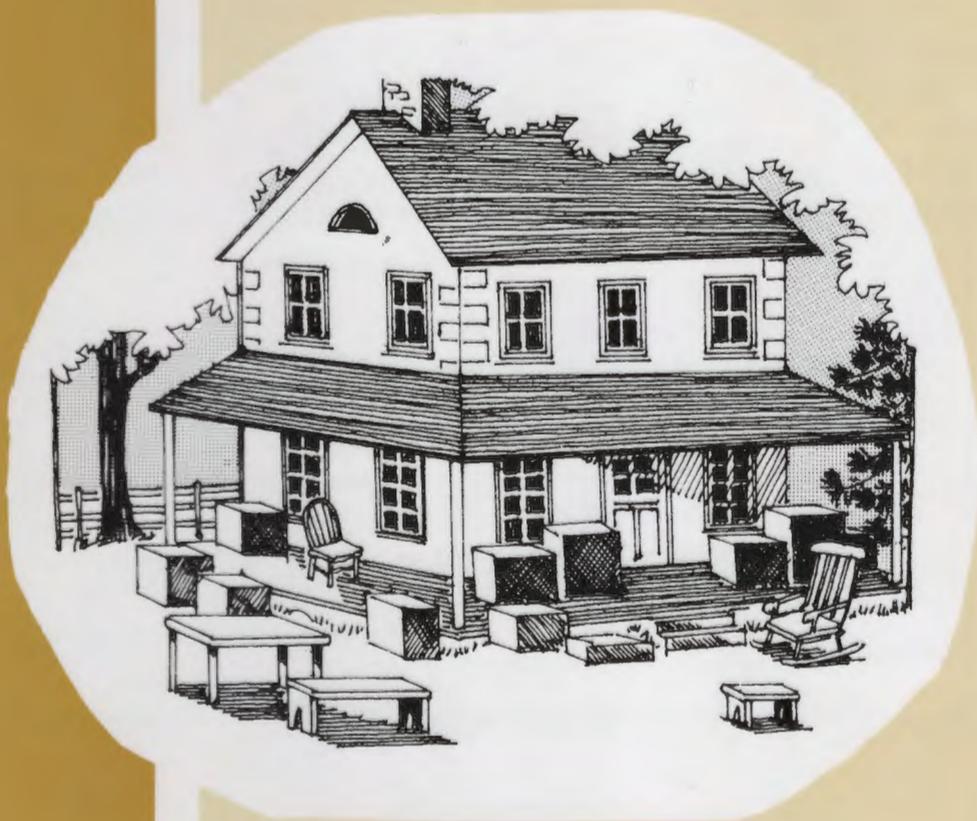
"I know why you did that," said Nancy. "When we take that box from the truck in our new home, we will know where to put it."

"That's right," said Mother. She got another box and gave it to Nancy. "You can help me pack," she said. "Put all the toys into this box."

It did not take Nancy long to get to work. She put paper around each toy so it would not break. She packed her toys just the way Mother had packed the box of dishes.

WORKBOOK FOR

BUSY TIMES



Working with Words Getting Ready to Move

Learn the new words in the box. Then fill in the blanks.

sure	1. a word that starts with a vowel	_____
trucks	2. a word that rhymes with <u>take</u>	_____
aunt	3. a word that names a number	_____
town	4. two words that start with "tr"	_____
break		_____
twenty	5. a word that rhymes with <u>back</u>	_____
train	6. a word that ends with silent "e"	_____
bus	7. a name for a girl	_____
Mary	8. a word that has the "ou" sound	_____
paper	9. a word that rhymes with <u>us</u>	_____
pack	10. a word in which both syllables start with "p"	_____



1. Find three words in the word box that name something to ride on.

2. We would see houses and a few stores in a _____.

3. Your mother's sister is your _____.

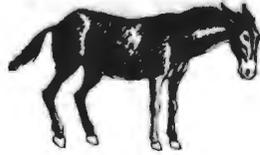
4. If we want to write, we need _____ and a pencil.

5. If you drop a dish, it might _____.

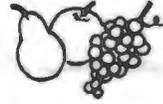
6. Write all the words that begin with consonant blends.

Learning through Sounds

Name the pictures slowly to yourself. Listen carefully for the vowel sound.



mule = ū



fruit = ü

Remember:

"U" can have the "ū" or the "ü" sound.

Name the pictures to yourself. Circle the right vowel sound.



ruler ū ü

music ü ū

cube ü ū

tube ü ū

suitcase ū ü

Circle the vowel sound you hear in each of these words. Your teacher will pronounce the words for you.

cute ū ü	rude ū ü	fuel ū ü	use ū ü	tune ū ü
rule ū ü	huge ū ü	duke ū ü	glue ū ü	prune ū ü
true ū ü	Ruth ū ü	blue ū ü	truth ū ü	fuse ū ü

Answer these questions. Write good sentences.

1. What was going to carry the family's things to their new home?

2. How were Dad and the three oldest boys going to their new home?

3. How were the twins and Mother going to their new home?

4. Who was going with Mother and the twins?

5. Why did Mother put paper around the dishes she packed?

6. Why did Mother write "Kitchen" on the side of the box of dishes?

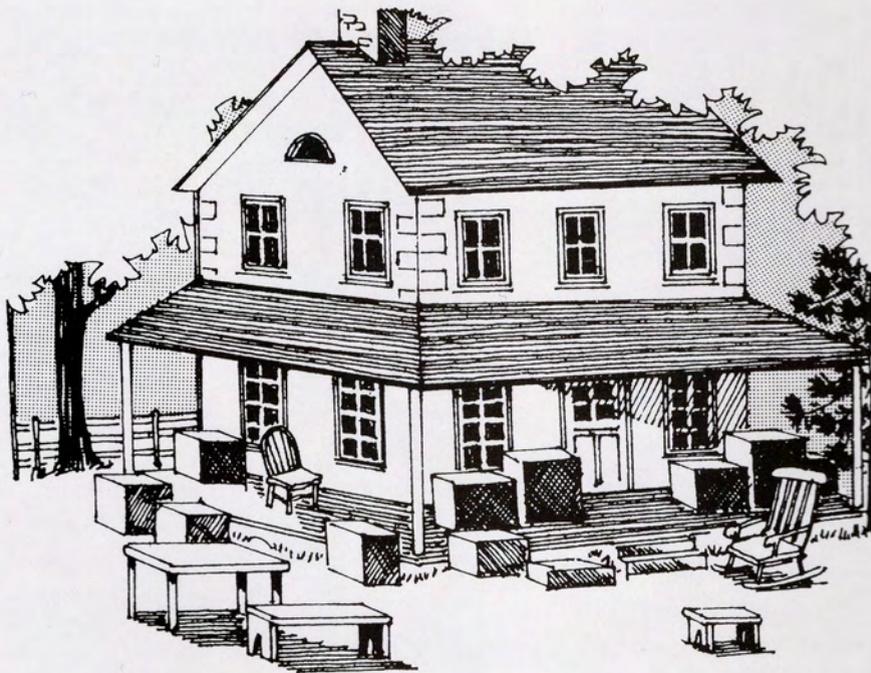
7. What did Nancy pack into the first box Mother gave her?

8. How many boxes had Mother and Nancy packed by dinnertime?

9. What did Nancy do all afternoon?

10. What did Nancy almost do at the supper table that evening?

BUSY TIMES
&
MORE BUSY TIMES



Teacher's Edition

Working with Words Getting Ready to Move

Learn the new words in the box. Then fill in the blanks.

sure	1. a word that starts with a vowel	<u>aunt</u>
trucks	2. a word that rhymes with <u>take</u>	<u>break</u>
aunt	3. a word that names a number	<u>twenty</u>
town	4. two words that start with "tr"	<u>trucks</u>
break		<u>train</u>
twenty	5. a word that rhymes with <u>back</u>	<u>pack</u>
train	6. a word that ends with silent "e"	<u>sure</u>
bus	7. a name for a girl	<u>Mary</u>
Mary	8. a word that has the "ou" sound	<u>town</u>
paper	9. a word that rhymes with <u>us</u>	<u>bus</u>
pack	10. a word in which both syllables start with "p"	<u>paper</u>

1. Find three words in the word box that name something to ride on.

trucks train bus

2. We would see houses and a few stores in a town.

3. Your mother's sister is your aunt.

4. If we want to write, we need paper and a pencil.

5. If you drop a dish, it might break.

6. Write all the words that begin with consonant blends.

trucks twenty
break train

GETTING READY TO MOVE (Pages 138-143)

Discuss with the children what it takes to get ready to move. Have them imagine they were to pack all the things in their house, in the shop, in their barn into boxes (the things that are small enough to put into boxes) and get ready to move. Discuss that the distance they would move would make a difference in their planning. It they were moving a mile or five miles, or even ten, they would probably ask the neighbors to bring their wagons and help them move. But if they were going to move from one state to the other, how would they move?

How are Nelson and Nancy going to move? Discuss their plans with your pupils. Would

they be excited if they were Nelson and Nancy? What does Nancy do to help get ready? Have the children look at the picture on page 142. Would it really be necessary to wrap the teddy bear? Why not? What did Mother do when she saw the box of toys? How did Nancy feel at the end of the day? Do you think she was happy, even if she was tired? Help the children realize that sometimes a tired feeling is a happy feeling — knowing that a lot of work had been done brings a happy, satisfied feeling.

Learning through Sounds

Name the pictures slowly to yourself. Listen carefully for the vowel sound.



mule = ū



fruut = ü

Remember:

"U" can have the "ū" or the "ü" sound.

Name the pictures to yourself. Circle the right vowel sound.



ruler ū ü



music ü ū



cube ü ū



tube ū ü



suitcase ū ü

Circle the vowel sound you hear in each of these words. Your teacher will pronounce the words for you.

cute <input checked="" type="radio"/> ū ü	rude ū <input checked="" type="radio"/> ü	fuel <input checked="" type="radio"/> ū ü	use <input checked="" type="radio"/> ū ü	tune ū <input checked="" type="radio"/> ü
rule ū <input checked="" type="radio"/> ü	huge <input checked="" type="radio"/> ū ü	duke ū <input checked="" type="radio"/> ü	glue ū <input checked="" type="radio"/> ü	prune ū <input checked="" type="radio"/> ü
true ū <input checked="" type="radio"/> ü	Ruth ū <input checked="" type="radio"/> ü	blue ū <input checked="" type="radio"/> ü	truth ū <input checked="" type="radio"/> ü	fuse <input checked="" type="radio"/> ū ü

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Workbook page 49

This page is to teach the difference between the "ū" and "ü" sound and introduce the symbol "ü". It is very important that the children learn to detect the difference between these two sounds. If these two sounds and their symbols are not taught thoroughly now, many problems will arise later on.

Before having the children do the lesson, put two lists of words on the blackboard as follows:

mule fruit
use tube
cute tune

Say the first word of each list and ask the children to listen carefully for the sound of the "u". Do they sound the same in both words? Which has the "ū" sound? What sound does the other one have? Have them say mule and then say it with the "ü" sound. Does it sound right? This will show them what a difference it makes if the right sound is not

Thinking about the Story

Getting Ready to Move

Answer these questions. Write good sentences.

1. What was going to carry the family's things to their new home?

A truck was going to carry the family's things.

2. How were Dad and the three oldest boys going to their new home?

Dad and the oldest boys were going by truck.

3. How were the twins and Mother going to their new home?

The twins and Mother were going by train and bus.

4. Who was going with Mother and the twins?

Aunt Mary was going with Mother and the twins.

5. Why did Mother put paper around the dishes she packed?

Mother did not want the dishes to break.

6. Why did Mother write "Kitchen" on the side of the box of dishes?

She would know just where to put the box in their new home.

7. What did Nancy pack into the first box Mother gave her?

She packed the toys into the first box.

8. How many boxes had Mother and Nancy packed by dinnertime?

Mother and Nancy packed twenty boxes.

9. What did Nancy do all afternoon?

Nancy worked hard all afternoon.

10. What did Nancy almost do at the supper table that evening?

Nancy almost went to sleep at the supper table.

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used. Do the same with the other words.

After they can recognize the two sounds, explain to them that there are symbols for these sounds just as there were for the other sounds they learned. Write the two symbols on the board, telling them which is which. As you point to one and then the other have them tell you the sound of the one you point to. Do this a few times until they remember the symbol and the sound belonging together. It may help the children to remember the "ü" sound and symbol by telling them that the

"two dot u" is the sound we hear in two.

When the children are ready for the work in the book, help them read the rule. If they have trouble doing the work, have them refer back to the mule and fruit pictures. Does the "u" in ruler sound like the "u" in mule or in fruit? The words in the last exercise are to be pronounced by the teacher. Special emphasis may have to be put on the "u" sound as each word is pronounced.