

Contents

Introduction, 6

The Fair, 9

- Part 1/Animals, 10
- Part 2/Food, 13
- Part 3/Rides, 17
- Part 4/Exhibits, 20
- Part 5/Entertainment, 23

Camping, 27

- Part 1/Packing, 28
- Part 2/On the Trail, 30
- Part 3/Setting Up Camp, 33
- Part 4/Nighttime, 37
- Part 5/Coming Back Down, 39

The Zoo, 43

- Part 1/The Primate House, 44
- Part 2/African Safari, 46
- Part 3/The Aviary, 49
- Part 4/The Nocturnal House, 51
- Part 5/The Reptile House, 55

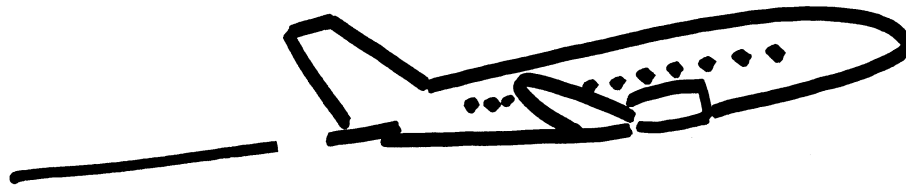
City Hall, 59

- Part 1/Streets, 60
- Part 2/Parks, 63
- Part 3/Garbage, 66
- Part 4/Library, 69
- Part 5/The Big Meeting, 73

Airplane Trip, 79

- Part 1/At the Airport, 80
- Part 2/Boarding the Plane, 84
- Part 3/In the Air, 87
- Part 4/Landing, 90
- Part 5/Arrival, 93

Answers, 97



Introduction

“Going Places” is a book to be savored. It is a chance for you and your students to share some special moments as you go on five imaginary trips – to the zoo, to a county fair, to the mountains for camping, to City Hall, and on an airplane trip.

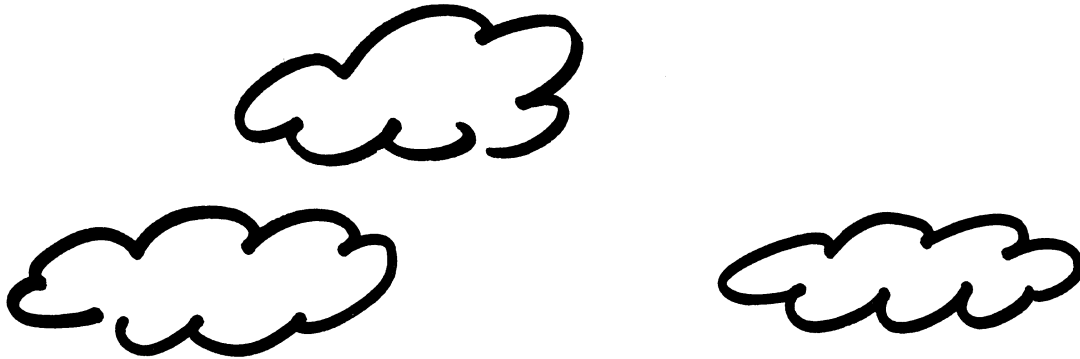
And everyone participates – without leaving the classroom!

As you read from a script, students work on special interactive challenges based on what you say. The benefits are many:

- Students get valuable practice in listening and thinking.
- Attention spans are lengthened. Children must concentrate on what you say in order to carry out the interesting work on their activity sheets.
- Since everyone is on the same journey together, a wonderful whole-class rapport can be established!

The five journeys in this book have a sense of reality about them. They are not flights of fancy to places children could not conceivably go. This earnest, real-life approach sets the stage for many thinking and learning opportunities.

Consider the camping chapter, for example. It doesn't matter that many children have never camped. The well-paced script helps them figure out what they need to take with them for two days in the mountains, places them on the trail, sets them up for all sorts of problems and pleasures along the way, and provides a great excuse for creative and flexible thinking.



The five chapters are divided into five separate parts, each of which takes about 20 minutes to do. There is an activity sheet for each part.

Most of you will probably use the book one part at a time. Start an adventure, say, on a Friday afternoon as a “finale” to the week’s work, and spread it over five Fridays. Or simply do the segments now and then, when it’s convenient. They stand alone very nicely.

Since this project has such a strong listening component, try to set a pace that is comfortable for everyone. Tell students at the outset that they must listen well to do a good job with these activities.

Bon voyage! I hope you and your students will have some memorable adventures as you “go places” together.

Greta Rasmussen
Publisher

A postscript:

Those of you who are acquainted with Tin Man Press materials will notice that the authors this time are not Ted and Greta Rasmussen but rather, Matt and Anne Rasmussen – our son and daughter-in-law. Although they have done a considerable amount of editing for us in the past, this is their first writing project for Tin Man Press. We hope others will follow. Anne is a professional journalist. Matt edits an environmental magazine in Eugene, Oregon.

Going Places

The Fair

Script begins here:

Many years ago, most people lived in the country or in very small towns. They didn't see each other often, because they lived far apart, and travel was hard. Once a year, though, everyone gathered in a certain place for a big fair. They played games, put on contests, and ate lots of good food. Since most of them lived on farms, they often brought along their best animals and vegetables and crafts for everyone else to see.

These days, even though most people live in cities, fairs are still held all across the country. Why? Because they are so much fun!

Some things have changed since the first fairs. In the old days, fairs didn't have roller coasters or cotton candy. But many things have stayed the same. For example, people who live in the country still bring their animals for others to see, and there are still crafts and vegetables on display.

Today, we're starting an imaginary adventure. We're going to a fair – and you're coming along! There will be animals and rides and clowns and jugglers and games – all sorts of interesting things.

We're going to be doing some activities as we go. To do them well, you'll have to listen very carefully. (*Hand out Part 1 activity sheet.*) Ready? Let's get started.

Part 1 - Animals

We're going to a fair that is located near a town called – what else? – Fairfield! People come from all around to go to this particular fair, because it has lots of fun things to see and do.

We buy our tickets from a woman sitting in a little red booth. Then we pass through a gate decorated with balloons and blinking lights, and here we are – inside the fair!

There are people everywhere. We can hear kids on rides, shouting and screaming. We smell corn dogs and cotton candy and popcorn. It's a warm day and the sun is shining.

We're anxious to go on the rides, but we decide to start the day by looking at the farm animals. At one end of the fairgrounds, there are several long, wooden barns with doors that are open. That's where all the animals are kept. Each barn has a different sign. One says "cows," another says "goats," and there are signs on other barns for horses, sheep, chickens, pigs, and rabbits.

• • •

*Activity
Number 1*

We start in the pig barn. The pigs are kept inside square pens that have a thick layer of hay on the floor. There are containers for food and water, and signs on the fence that tell us about the pigs and their owners.

We see many different kinds of pigs. Some are big, round, and fat. Some are little babies, playing in the hay, making happy little snorts and oinks. Some are pinkish, some are black and white, and some are brown.

At the end of one aisle, in a pen all by itself, we find the biggest pig we have ever seen. In Activity Number 1, you'll notice a box with a