Discover the world of economics in your home, neighborhood, and school by completing your *Econ Explorers Journal*.

This *Econ Explorers Journal* belongs to:

My teacher’s name is:

My class is:

Do not use magic markers in your *Econ Explorers Journal*.

Name: Piggy Banker
Profession: Banker/Your Guide
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33
1. **Find a store or stores close to your home that sell(s):**
   A. Milk by the gallon.
   B. Athletic shoes.
   C. Gasoline.
   For the next four months, make one visit during the first week of each month to the store or stores that sell the products listed above.

2. **During visit #1:**
   - **Select** one brand of a gallon of milk, one model of an athletic shoe you would like to buy, and one brand of gasoline used by a family member or friend.
   - **Write** the brand name of the milk on the first line of Chart and Graph #1, “Gallon of Milk;” the brand name and model of the athletic shoes on Chart and Graph #2, “Athletic Shoes;” and the brand name of the gasoline on Chart and Graph #3, “Gasoline.”
   - **Record** the prices of the gallon of milk, pair of athletic shoes, and gallon of gasoline under the column marked “Price” on the appropriate chart.
   - **Write** the date of your visit under the column marked “Date” on the appropriate chart.
   - **Plot** the price you found for the gallon of milk, the athletic shoes, and the gallon of gasoline on the appropriate graphs for “Visit #1.”

3. **During visits #2, #3, and #4, on Chart and Graph #1 “Gallon of Milk,” Chart and Graph #2 “Athletic Shoes,” and Chart and Graph #3 “Gasoline:”**
   - **Record** the prices of the gallon of milk, pair of athletic shoes, and gallon of gasoline on the charts below under the column marked “Price.”
   - **Write** the dates of your visits under the column marked “Date.”
   - **Plot** the prices you found for the gallon of milk, the athletic shoes, and the gallon of gasoline on the three graphs for “Visit #2, Visit #3, and Visit #4.”
### Chart and Graph #1: Gallon of Milk

#### Visit/Date

<table>
<thead>
<tr>
<th>Visit/Date</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 / Today’s date:</td>
<td>The milk costs:</td>
</tr>
<tr>
<td>#2 / Today’s date:</td>
<td>The milk costs:</td>
</tr>
<tr>
<td>#3 / Today’s date:</td>
<td>The milk costs:</td>
</tr>
<tr>
<td>#4 / Today’s date:</td>
<td>The milk costs:</td>
</tr>
</tbody>
</table>

#### The brand name of the milk:

#### Price ($)

<table>
<thead>
<tr>
<th>Price ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00</td>
</tr>
<tr>
<td>3.50</td>
</tr>
<tr>
<td>3.00</td>
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<tr>
<td>2.50</td>
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<td>2.00</td>
</tr>
<tr>
<td>1.50</td>
</tr>
<tr>
<td>1.00</td>
</tr>
</tbody>
</table>

#### Visit #

<table>
<thead>
<tr>
<th>Visit #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>
Chart and Graph #2: Athletic Shoes

The brand name and model of the athletic shoes:
Brand name: 
Model: 

Visit/Date
#1/Today’s date: 

Price
The shoes cost: 

#2/Today’s date: 

The shoes cost: 

#3/Today’s date: 

The shoes cost: 

#4/Today’s date: 

The shoes cost: 

Visit #

Price ($)
<table>
<thead>
<tr>
<th>Visit/Date</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1/Today’s date:</td>
<td>The gasoline costs:</td>
</tr>
<tr>
<td>#2/Today’s date:</td>
<td>The gasoline costs:</td>
</tr>
<tr>
<td>#3/Today’s date:</td>
<td>The gasoline costs:</td>
</tr>
<tr>
<td>#4/Today’s date:</td>
<td>The gasoline costs:</td>
</tr>
</tbody>
</table>
Conclusion:
Write one important idea that you learned about prices from this project.
Select a book, approved by your teacher, that you would like to read. You may also select a book from the list on page 33. Then complete the four sections below.

1. **Write the title, author, and the year your book was published on the lines below.**

   Title ____________________________________________

   Author __________________________________________

   Year published ___________________________________

2. **In the space below, describe what the book is about, the character you liked most, and three important ideas you learned from reading this book.**

   What is the book about? ____________________________

   _______________________________________________

   _______________________________________________

   _______________________________________________

   _______________________________________________

   _______________________________________________

   _______________________________________________
Who is the character you like most? ____________________________________________

Explain why you like this character so much. ____________________________________
What are three important ideas you learned from the book?

1)

2)

3)
3. Five important ideas about economics that students in elementary schools are supposed to learn appear below. In space provided at the bottom of the page, explain how one of these five ideas appeared in the book you read.

**Important Ideas About Economics**

1. **Needs and Wants:** People have unlimited needs — things that we must have to stay alive (food, clothing, and shelter) and wants — things that we would like to have to make our lives better, but could live without— (video games, cars, and vacations).

2. **Scarcity:** There is only a limited amount of land and people (resources) to produce the goods and services people want. Therefore, we cannot meet everybody’s needs and wants. Economists call this condition, in which we cannot get all the things we need and want due to limited resources, scarcity.

3. **Interdependence:** People need one another to make and pay for the things everybody needs and wants. The idea that people work together to satisfy each other’s needs and wants is called interdependence.

4. **Factors of Production:** In order to make the things we need and want (for example, vegetables) a lot of things must happen. First, we must have land on which the vegetables can grow. Then, we need a farmer to plant and care for the seeds from which vegetables grow. Finally, we need machinery to harvest and package the vegetables. The land, farmers, and machinery are called the factors of production.

5. **Technology:** People use knowledge, tools, and machines to make the things they need and want. Technology is a word used to describe how we use our minds and machines to keep us alive and make our lives better.

Which of the five ideas above appeared in the book you read? Explain how the author used this idea in the book.
4. In the space below, draw a cover for the book you read. The cover should show how one of the five important ideas about economics appears in the book. For example, if one of the characters in the book was using a tool on his/her job, you might draw such a picture. This would be an example of how the idea of technology appears in the book.
Have you ever thought about what kind of job you’d like to have when you become an adult? A good way to learn about possible careers is to talk or write to someone who has a job you think would be interesting.

1. Identify a person whose job or business you are interested in learning more about. Arrange for an interview or write a letter to that person. In the space below, prepare a list of at least five questions you will ask this person about his/her job.

Here are some sample questions:
- How did you get your job?
- What kind of classes or training did you take to qualify for your job?
- What are the most important responsibilities of your job?
- What do you like most about your job?
- What do you like least about your job?

Write three additional questions below.

1) _______________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
2. Describe below at least five things you learned from the interview or letter you received about the person’s job in which you’re interested. Include things like the kind of special classes or training needed, the major responsibilities, and greatest benefits of the job.

1)
3. Based on the interview or letter you received, you will make a presentation to your class. In the presentation you will discuss at least five things you learned about the person’s job. If you can, bring with you a tool or instrument the person uses on the job. Note that your presentation should begin with an introduction, followed by the body or main parts, and end with a conclusion. To help you write your presentation, you will find some suggested words below to start the introduction, the body, and the conclusion.

1) **Introduction:** The person I interviewed was ________________________________________

He/she holds the job of ____________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

2) **Main part:** Among the things this person does on his/her job are ______________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

In order to qualify for such a job, a person must _________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
The most important benefits of this job are


One thing that I wouldn’t like about this job is


3) **Conclusion:** I think I would/would not like this job because


Earning A Living
Money plays an important part in our lives. Having money allows us to buy things for ourselves and our loved ones. We can save money for future needs or invest it with the hope that it will grow into even more money. By giving to charity, we can use money to help make other people’s lives better.

In this project, you will learn how people long ago tried to meet their needs and wants without money. You will learn about some of the things people used for money before we had paper-like currency (our currency is actually made of cotton and linen). You will compare U.S. and foreign currency. Finally, you will create your own design for a new one-dollar bill.

1. Read the comic-style booklet, *Once Upon a Dime*. Based on your reading of the comic, write a 100-word short story with the following title, “How My Life Would Change if We Had a Barter System.”
2. Thousands of years ago when money was first invented, it did not look like it does today. Look through books, magazines, and the Internet. Find three items, other than coins and paper-like currency, that have been used as money in the past. List these three items below and write one problem we would have using that item as money today.

<table>
<thead>
<tr>
<th>Items used as money in the past</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td></td>
</tr>
<tr>
<td>#2</td>
<td></td>
</tr>
<tr>
<td>#3</td>
<td></td>
</tr>
</tbody>
</table>
3. In the space below, attach a piece of real foreign currency or a sample taken from the Internet (http://aes.iupui.edu/rwise/notedir/mappage.html).

Attach your foreign currency sample here

Describe three ways that the foreign currency example attached above is different from U.S. currency.

1) ____________________________

2) ____________________________

3) ____________________________
4. Create a new design for a one-dollar bill and draw it in the space below. In designing the currency, decide which person or persons, symbols, slogans, and colors will appear.
5. What is the most important thing you learned about money from this project?
In this project, you will visit a bank and learn about some of the many services banks perform for people in your community.

1. During your class trip to the bank pick up two items – a deposit slip and a pamphlet describing some of the services the bank performs for its customers. After reading the pamphlet, list three services the bank performs for its customers, describing each service briefly in a sentence or two.

1) 

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Please put the receipt in the bag too. Thank you!
2. Many people use banks as a place to save their money.

1) List two reasons for saving money in a bank.

A) 

B) 

2) Identify something you would like to buy, either for yourself or someone else, for which you will have to save.

3) Write the amount of money you’ll have to save each month to pay for what you decided to buy.

For how many months will you have to save that amount? 
4) In the space below, paste the deposit slip you picked up when your class visited the bank. Make believe you have a savings account in that bank. On the deposit slip, write today’s date. Then, write the amount you said you would save each month (#3 on previous page), where you are asked to write an amount you wish to deposit:

| Paste deposit slip here |

3. Many people become customers of banks to open checking accounts. Having a checking account allows you to write checks to pay for purchases. However, checks must be written a certain way or they will not be accepted by the bank.

Study A on the next page, which shows a check written by Laura Cruz on March 7, 2007 for $250.25. It was written to pay for goods she bought at the Barnes Department store. Notice the six spaces – ①, ②, ③, ④, ⑤ and ⑥ – where the check-writer either enters information or provides a signature.
A.

Make believe you have a checking account. On the sample check below, write a check for $135.25 to the ABC Video Store to pay for a video player, using today’s date. Be sure to provide the information and signature required in spaces 1, 2, 3, 4, 5 and 6.

B.

The Banking Story


Conclusion:
Explain one reason why it’s a good idea to have a bank account.

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### Books Exploring Economic Themes

#### Reading list for “Response to Literature”

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<th>Author</th>
<th>Publisher</th>
<th>Year</th>
<th>ISBN</th>
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<tr>
<td><strong>Absent-Minded Toad</strong></td>
<td>Javier Rondon</td>
<td>Kane/ Miller, 1994</td>
<td>ISBN 0-916291-53-7</td>
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<tr>
<td><strong>Abuela’s Weave</strong></td>
<td>Omar Castaneda</td>
<td>Lee &amp; Low Books, 1993</td>
<td>ISBN 1-880000-00-8</td>
<td></td>
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<tr>
<td><strong>Amelia’s Road</strong></td>
<td>Linda Altman</td>
<td>Lee &amp; Low Books, 1993</td>
<td>ISBN 1-880000-04-0</td>
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<tr>
<td><strong>Ants and the Grasshopper, The</strong></td>
<td>Aesop</td>
<td>Various</td>
<td>Various</td>
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<tr>
<td><strong>Bag I’m Taking to Grandma’s, The</strong></td>
<td>Shirley Neitzel</td>
<td>Scholastic, 1995</td>
<td>ISBN 0-590-85067-9</td>
<td></td>
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</tbody>
</table>
Books Exploring Economic Themes

**BASKET OF BANGLES: HOW A BUSINESS BEGINS**
Ginger Howard
Millbrook Press, 2002
ISBN 0-7613-1902-6

**BATHWATER GANG GETS DOWN TO BUSINESS**
Jerry Spinelli
Little, Brown & Co., 1992
ISBN 0-316-80808-3

**BEA AND MR. JONES**
Amy Schwartz
Bradbury Press, 1982
ISBN 0-02-781430-0

**BEARHIDE & CROW**
Paul Johnson
Holiday House, 2000
ISBN 0-8234-1470-1

**BEATRICE'S GOAT**
Page McBrier
Atheneum, 2000

**BENNY GOES INTO BUSINESS (BOXCAR CHILDREN)**
Gertrude Warner
Scholastic, 1999
ISBN 0-590-37242-4

**BENNY'S PENNIES**
Pat Brisson
Doubleday, 1995
ISBN 0-385-41602-4

**BERENSTAIN BEARS AND MAMA'S NEW JOB**
Stan & Jan Berenstain
Random House, 1984
ISBN 0-394-86881-1

**BERENSTAIN BEAR'S DOLLARS AND SENSE**
Stan & Jan Berenstain
Random House, 2001

**BERENSTAIN BEARS DON'T POLLUTE (ANYMORE)**
Stan & Jan Berenstain
Random House, 1991
ISBN 0-679-82351-4

**BERENSTAIN BEARS GET THE GIMMIES**
Stan & Jan Berenstain
Random House, 1988

**BERENSTAIN BEARS' MAD, MAD, MAD TOY CRAZE**
Stan & Jan Berenstain
Random House, 1999

**BERENSTAIN BEARS ON THE JOB**
Stan & Jan Berenstain
Random House, 1987
ISBN 0-394-89131-7

**BERENSTAIN BEARS' TROUBLE WITH MONEY**
Stan & Jan Berenstain
Random House, 1983
ISBN 0-394-85917-0

**BERENSTAIN BEARS' TROUBLE WITH PETS**
Stan & Jan Berenstain
Random House, 1990

**BIG BUDDY ADVENTURE**
S. & Tobola, D. Gill
Talewinds, 2000
ISBN 0-88106-294-4

**BIG CHEESE FOR THE WHITE HOUSE, A**
Candace Fleming
DK Publishing, 1999
ISBN 0-7894-2573-4

**BIG GREEN POCKETBOOK, THE**
Candace Fleming
Laura Geringer Book, 1993
ISBN 0-06-020848-1

**BIG JIMMY'S KUM KAU CHINESE**
Ted Lewin
Harper Collins, 2002
ISBN 0-688-16026-3

**BIKES FOR RENT!**
Isaac Olaleye
Orchard Books, 2001
ISBN 0-531-30290-3

**BLACKBERRY BOOTIES**
Tricia Gardella
Orchard Books, 2000

**BOOM TOWN**
Sonia Levitin
Orchard Books, 1998
ISBN 0-531-30184-2

**BUCK**
Alan Benjamin
Simon & Schuster, 1993
ISBN 0-671-88718-1

**BUNNY MONEY**
Rosemary Wells
Dial Books for Young Readers, 1997

**BUSIEST PEOPLE EVER**
Richard Scarry
Random House, 1976
ISBN 0-394-83293-0
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<th>Author</th>
<th>Publisher</th>
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<td>BUSY DAY AT MR. KANG’S GROCERY STORE, A</td>
<td>Alice Flanagan</td>
<td>Children’s Press</td>
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<td>0-516-20067-X</td>
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<td>BUSY DAY AT THE FACTORY, A</td>
<td>Philippe Dupasquier</td>
<td>Candlewick Press</td>
<td>1984</td>
<td>1-56402-836-4</td>
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<td>BUZBY</td>
<td>Julia Hoban</td>
<td>Harper Collins</td>
<td>1990</td>
<td>0-06-022399-5</td>
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<td>CALL MR. VASQUEZ, HE’LL FIX IT</td>
<td>Alice Flanagan</td>
<td>Children’s Press</td>
<td>1996</td>
<td>0-516-20045-3</td>
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<td>CARLOS AND THE CARNIVAL</td>
<td>Jan Romero Stevens</td>
<td>Northland</td>
<td>1999</td>
<td>0-87358-733-2</td>
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<td>CAROUSEL CAT</td>
<td>Robert Blake</td>
<td>Penguin</td>
<td>2005</td>
<td>0-399-23382-2</td>
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<td>CHAIR FOR MY MOTHER, A</td>
<td>Vera Williams</td>
<td>Mulberry Books</td>
<td>1982</td>
<td>0-688-04074-8</td>
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<td>CHARLIE NEEDS A CLOAK</td>
<td>Tomie dePaola</td>
<td>Scholastic</td>
<td>1973</td>
<td>0-590-44188-4</td>
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<td>CHICKEN MAN</td>
<td>Michelle Edwards</td>
<td>Mulberry</td>
<td>1991</td>
<td>0-688-13106-9</td>
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<td>CHICKEN SUNDAY</td>
<td>Patricia Polacco</td>
<td>Philomel Books</td>
<td>1992</td>
<td>0-399-22133-6</td>
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<td>CITY MOUSE AND THE COUNTRY MOUSE</td>
<td>Aesop</td>
<td>Various</td>
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<td>COIN COUNTING BOOK</td>
<td>Rozanne Williams</td>
<td>Charlesbridge</td>
<td>2001</td>
<td>0-88106-325-8</td>
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<td>COMIC ECONOMIX</td>
<td>Bentley Boyd</td>
<td>Daily Press</td>
<td>2003</td>
<td>0-9729616-1-5</td>
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<td>COMMON GROUND</td>
<td>Molly Bang</td>
<td>Blue Sky Press</td>
<td>1997</td>
<td>0-590-10056-4</td>
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<td>COMMUNITY HELPERS FROM A TO Z</td>
<td>Bobbie Kalman</td>
<td>Crabtree Publishing</td>
<td>1998</td>
<td>0-86505-404-5</td>
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<td>COMMUNITY HELPERS: LIBRARIANS</td>
<td>Dee Ready</td>
<td>Capstone Press</td>
<td>1998</td>
<td>1-560655559-3</td>
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<td>COOLIES</td>
<td>Yin</td>
<td>Philomel Books</td>
<td>2001</td>
<td>0-399-23227-3</td>
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<td>COUNTING MONEY</td>
<td>Tanya Thayer</td>
<td>Lerner</td>
<td>2002</td>
<td>0-8225-1258-0</td>
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<td>COUNTRY FAR AWAY, A</td>
<td>Nigel Gray</td>
<td>Orchard Books</td>
<td>1988</td>
<td>0-531-05792-5</td>
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<td>CRANBERRY SUMMER</td>
<td>Wends &amp; Harry Delvin</td>
<td>Four Winds</td>
<td>1992</td>
<td>0-02-729181-2</td>
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<td>CURIOUS GEORGE GOES TO A CHOCOLATE FACTORY</td>
<td>Margaret &amp; H.A. Rey</td>
<td>Houghton Mifflin</td>
<td>1998</td>
<td>0-395-91216-4</td>
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</table>
CURIOUS GEORGE GOES TO AN ICE CREAM SHOP
Margaret & H.A. Rey
Houghton Mifflin, 1989
ISBN 0-395-51943-8

CURIOUS GEORGE TAKES A JOB
H.A. Rey
Houghton Mifflin, 1947
ISBN 0-395-18649-8

CURIOUS GEORGE VISITS THE LIBRARY
Margaret & H.A. Rey
Houghton Mifflin, 2003
ISBN 0-618-06568-7

DAY I WAS RICH, THE
Bill Cosby
Scholastic, 1999

DAY’S WORK, A
Eve Bunting
Clarion, 1994
ISBN 0-395-84518-1

DO WE NEED IT? DO WE WANT IT?
French, Jones, Burton
Benchmark, 1999
ISBN 1-58344-194-8

DOLLAR FOR PENNY
Julie Glass
Scholastic, 2000
ISBN 0-439-32296-0

DOORBELL RANG
Pat Hutchins
Scholastic, 1987
ISBN 0-590-41109-8

DOWN BUTTERMILK LANE
Barbara Mitchell
Lothrop, Lee & Shephard Books, 1993
ISBN 0-688-10115-1

DR. FRIEDMAN HELPS ANIMALS
Alice Flanagan
Children’s Press, 1999

DREAM JAR
Bonnie Pryor
Morrow Junior Books, 1996

DREAM LAND
Roni Schotter
Orchard Books, 1996
ISBN 0-531-08858-8

DUCK FOR PRESIDENT
Doreen Cronin
Scholastic, 2004

EARNING MONEY
Tanya Thayer
Lerner, 2002
ISBN 0-8225-1259-0

ELVES AND THE SHOEMAKER, THE
Brothers Grimm
Various
ISBN Various

EMEKA’S GIFT, AN AFRICAN COUNTING STORY
Ifema Onyefulu
Puffin, 1995
ISBN 0-14-056500-0

EVERYBODY COOKS RICE
Norah Dooley
Carolrhoda Books, 1991
ISBN 0-87614-412-1

EVERYBODY WORKS
Shelley Rotner
Millbrook Press, 2003
ISBN 0-71613-1751-1

FAMILY FARM
Thomas Locker
Dial Books, 1988

FARMER BROWN SHEARS HIS SHEEP
Teri Sloat
Dorling Kindersley, 2000
ISBN 0-7894-2637-4

FARMERS MARKET
Carmen Parks
Harcourt, Inc., 2000

FARMERS’ MARKET
Paul Johnson
Orchard Books, 1997

FATHER WHO WALKED ON HIS HANDS
Margaret Mahy
Rigby, 2000
ISBN 0-86867-951-8

FEATHERS
Ruth Gordon
Macmillan, 1993

FIRE! FIRE!
Gail Gibbons
Scholastic, 1984
ISBN 0-590-46478-7
FLY AWAY HOME
Eve Bunting
Houghton Mifflin, 1991

FOLLOW THE MONEY
Loreen Leedy
Holiday House, 2002

FOR RENT
Charles E. Martin
Greenwillow, 1986
ISBN 0-688-05716-0

FOX ON THE JOB
James Marshall
Puffin Books, 1988

FRANK AND ERNEST
Alexandra Day
Scholastic, 1988

FRANK AND ERNEST PLAY BALL
Alexandra Day
Scholastic, 1990

FROM COW TO ICE CREAM
Bertram Knight
Children’s Press, 1997
ISBN 0-516-20706-7

FROM COW TO SHOE
Ali Mitgutsch
Carolrhoda Books, 1981

FROM DAWN TILL DUSK
Natalie Kinsey-Warnock
Houghton Mifflin, 2002
ISBN 0-618-18655-7

FROM GOLD TO MONEY
Ali Mitgutsch
Carolrhoda Books, 1985

FROM GRAPHITE TO PENCIL
Ali Mitgutsch
Carolrhoda Books, 1985

FROM PARK TO HIGHWAY, THE STORY
OF THE BOSTON POST ROAD
Gail Gibbons
Thomas Y. Crowell, 1986
ISBN 0-690-04513-1

FROM PLANT TO BLUE JEANS
A.J. L’Hommedieu
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