

THIS IS A GREAT JOB!



**COMPETENCY
CATEGORY:** Work Place

**COMPETENCY
NUMBER:** H.73

COMPETENCY: Demonstrate enthusiasm for work.

OBJECTIVE: Upon completion of this module, students will be able to demonstrate an enthusiasm for work.



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INTRODUCTION

- Few organizations refer to their employees as subordinates.
- To improve the work environment many organizations use the term associate. For example – Wal-Mart.
- Now organizations encourage enthusiasm for work by challenging employees to be problem solvers, creative thinkers and enthusiastic employees.
- It is very difficult to go to work every day doing something you do not enjoy.
- Enthusiasm for work is important.
- Enthusiasm comes from intrinsic (internal) rewards.
- The focus of this module entitled “This Is A Great Job!” is on intrinsic rewards for demonstrating enthusiasm for work.

Administer Pre-Assessment

OUTLINE

COMPLETE LEARNING ACTIVITY H.73-1 “+/-”

- A. Extrinsic rewards
1. In an attempt to improve an employee’s enthusiasm for work, organizations offer money and other tangible benefits.
 2. As a relatively new employee, just starting out, this may sound like the perfect incentive.
 3. But these incentives will not help you to demonstrate an enthusiasm for work.

4. Extrinsic rewards don't come from the work itself, they are doled out by supervisors to ensure that work is done properly.

For example – Nomar had a job he worked at one summer. At first there were some challenges and things went o.k., but after a few weeks Nomar didn't find his job very exciting. His mind wandered and he spent most of the afternoons watching the clock. Just waiting for quitting time. His mind would play mental games to help the time pass. After a month of this, 5 days a week, 8 hours a day, Nomar lost all enthusiasm he had for this job. It became harder and harder to just get up each morning to get to work. This was not what Nomar was looking for, so he began to look elsewhere for a more challenging job.

| |
|---|
| <p style="text-align: center;">COMPLETE LEARNING ACTIVITY H.73-2 “SURVEY”</p> |
|---|

B. Intrinsic rewards

1. Intrinsic rewards come to workers directly from the work they do.
2. Things like pride, a sense of helping others, a sense of making a difference
3. These employees are energized by the work itself and feel passionate about it.
4. They see their work as making a significant difference and believe in what they are trying to accomplish.
5. They usually see themselves helping people in some way.
6. They get their satisfaction from situations they handle well.
7. On the other hand, extrinsic rewards come to the forefront when workers are short of funds or benefits or when issues of unfairness arise.

8. Extrinsic and intrinsic rewards support each other and help employees demonstrate an enthusiasm for work.
9. But over the long haul, people need intrinsic rewards to perform at their best and to demonstrate an enthusiasm for work.

C. Purposeful work

1. Work is made up of tasks.
2. Tasks are made up of a series of activities that a worker performs to complete their tasks.
3. Let's look at nursing as an example:

One of the tasks of a nurse is to provide for a patient's care. Some of the activities performed by a nurse to ensure a patient's care are taking a temperature, drawing blood, wrapping a wound, etc.

4. The activities support the task and these tasks serve a purpose. The outcomes occur not to the nurse, but to the patient.
5. Therefore, the purpose of work is not for the benefit of the worker (the nurse in the example) but for the customer (the patient).
6. Organizations need workers to show enthusiasm for the benefit of their customers.
7. Workers are called upon to adapt to customer's needs.
8. Workers must use their judgment and make decisions for the benefit of their customers.
9. Employees who show an enthusiasm for work can make these important decisions because they enjoy their work.
10. Let's look at an example:

A worker who has very little enthusiasm for their work might respond to a customer like this –

“I am just following company policy.”

A worker who is enthusiastic about their work might respond to a customer like this –

“Let’s see what I can do to help!”

| |
|---|
| <p style="text-align: center;">COMPLETE LEARNING ACTIVITY H.73-3 “PERSONAL INTERVIEW”</p> |
|---|

D. Four types of intrinsic rewards

1. Meaningfulness – How important is the work to be done? Workers who demonstrate an enthusiasm for work find a strong intrinsic reward for the meaningfulness of their work.
2. Choice – Workers who have an enthusiasm for work will explore a wide variety of choices to better serve their customers.
3. Competence – Enthusiastic workers have confidence in their abilities. They are very good at their jobs.
4. Progress – Enthusiasm helps a worker maintain the ability to get one job done and the ability to move on to the next task. Enthusiasm for the job to be done helps generate progress.
5. Let’s look at each of these intrinsic rewards in a little more detail.

E. Building a sense of meaningfulness

1. You know a task is meaningful when you find yourself excited about what it is you are doing.
2. It is easy to concentrate on the task.

3. You focus your attention and energy on the task.
4. You find yourself thinking about your task a great deal; your subconscious works on the task.
5. The word passion is often associated with a task that has meaningfulness.
6. Young workers are just learning their new tasks, but as they learn to compete they can begin to find meaningfulness and develop their passion.
7. Examples might be upholding one's principles, leadership skills, quality customer service, etc.
8. What types of tasks do you want to work on in your job? What do you want to accomplish? What things give you a sense of meaningfulness?

F. Building a sense of choice

1. You know you have a sense of choice when you are aware that your views and insight matter.
2. You make adjustments as you see what works best.
3. You feel a strong sense of ownership.
4. A sense of choice means being able to do what makes sense to you to accomplish the purpose.
5. You will need to negotiate with your supervisor for the authority you need to take action on your choice.
6. Be sure to build his/her trust before advancing your choice.
7. What kinds of "choices" do you have in your job?

G. Building a sense of competence

1. When you are performing your work well, you have a sense of competence.
2. Craftsmanship is a word often associated with competence.
3. You can be competent in handling customer complaints.
4. We all do something very well!
5. In the workplace, what kinds of things are you competent at?

H. Building a sense of progress

1. When you feel in control of things such as time, or you see your tasks begin to have an impact, you have a feeling of progress.
2. Your time and efforts are paying off; you are enthusiastic and feel your efforts are well spent.
3. In the workplace, what are some of the tasks that have brought you a sense of progress?
4. Demonstrating an enthusiasm for work takes intrinsic motivation that you must develop and display in the workplace.

COMPLETE LEARNING ACTIVITY H.73-4
“WORK PLACE SKITS”

COMPLETE LEARNING ACTIVITY H.73-5
“INDIVIDUAL PLANS”

COMPLETE LEARNING ACTIVITY H.73-6
“JOURNAL WRITING”

COMPLETE LEARNING ACTIVITY H.73-7
“SERVICE LEARNING”

COMPLETE READING ACTIVITY H.73
“I LOVE THIS JOB!”

**COMPLETE MATH ACTIVITY H.73
"THERMOMETER AND MEASUREMENTS"**

Administer Post-Assessment

LEARNING ACTIVITY H.73-1
“+/-”

OBJECTIVE: To identify the advantages and limitations of work

RESOURCES: Work Sheet – Learning Activity H.73-1

SUGGESTED TIME: 30 minutes

DIRECTIONS:

1. Distribute copies of the work sheet for Learning Activity H.73-1.
2. Ask students to complete the work sheet about their current or most recent job.
3. Write some of the common +’s and –’s on the writing board and discuss the similarities.

LEARNING ACTIVITY H.73-1

“+/-”

WORK SHEET

DIRECTIONS: List the advantages or things you like about your job on the left and list the limitations or things you do not like about your job on the right.

| + | - |
|---|---|
| | |

LEARNING ACTIVITY H.73-2
“SURVEY”

OBJECTIVE: To complete a survey of employees about job likes and dislikes

RESOURCES: Results from Learning Activity H.73-1

SUGGESTED TIME: 2 hours

DIRECTIONS:

1. Assign students to teams of two.
2. Have students develop an interview survey questionnaire.
3. Point out to students that an interview questionnaire is made up of open-ended questions.
4. The interview questionnaire should consist of at least 5 questions designed to find out what employees like and dislike about their jobs.
5. Have students interview at least 5 employees.
6. Discuss the findings of the student teams.
7. Compare the results of this research with the findings from Learning Activity H.73-1.

LEARNING ACTIVITY H.73-3
“PERSONAL INTERVIEW”

OBJECTIVE: To interview an enthusiastic employee

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Assign students to teams of two.
2. Have students develop at least 6 interview questions.
3. Have students interview an employee who demonstrates an enthusiasm for their work.

Note to Specialist: Students may need some assistance with their questions.

4. Have teams report their results to the class.
5. Discuss findings with the class.

LEARNING ACTIVITY H.73-4
“WORK PLACE SKITS”

OBJECTIVE: To demonstrate what it would be like to work with someone who displays enthusiasm for their work

RESOURCES: Video cameras and videotapes

SUGGESTED TIME: 2 hours

DIRECTIONS:

1. Assign students to teams of 3 or 4.
2. Have students develop an 8-10 minute skit that has at least one or two workers who have a great deal of enthusiasm for their job.
3. Have students videotape their skits.
4. Playback the videotapes and discuss the points related to enthusiasm.

LEARNING ACTIVITY H.73-5
“INDIVIDUAL PLANS”

OBJECTIVE: To have students develop a plan for how they can demonstrate enthusiasm for work

RESOURCES: None

SUGGESTED TIME: 15-20 minutes per student

DIRECTIONS:

1. Arrange an individual interview with each student to assist them in developing a plan in how to demonstrate enthusiasm for work.

LEARNING ACTIVITY H.73-6
“JOURNAL WRITING”

OBJECTIVE: Students will demonstrate writing skills by creating a journal entry centered on a topic assigned by the Specialist

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the work sheet.

LEARNING ACTIVITY H.73-6
“JOURNAL WRITING”
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY H.73-7
"SERVICE LEARNING"

OBJECTIVE: Students will participate in a service learning activity assigned by the Specialist

RESOURCES: Learning Activity H.73-7

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See "Types of Support Linkages").
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See "Community Resources").
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the "Service Activity Action Plan."

| TYPES OF SUPPORT LINKAGES | | |
|--|--|--|
| Direct Services to Students | Consultative and Technical Assistance | Information and Referral |
| Community agencies | Professional organizations | Career counseling centers |
| Parents and personal advocates | Service organizations | Work experience and job placement services |
| Local education agency support/auxiliary staff | Parent organizations | School and private psychologists |
| Volunteer and service organizations | Advisory groups | Tutors |
| Placement services | State education agency personnel | Recreational programs |
| Postsecondary programs and personnel | Business/industry personnel and programs | Employers |
| Transitional services | Other vocational support service teams | Employment Services |
| Other school-based personnel | Local colleges and universities | Community agencies for counseling or health services |
| | Vocational education research and development resource center(s) | New schools (transfer students) |
| | | Division of Vocational Rehabilitation |
| | | Job Training Partnership Program |

Source: HANDBOOK FOR VOCATIONAL SUPPORT SERVICE TEAMS IN MARYLAND

COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions Club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

Source: Sarkees-Wircenski, M. & Scott, J. VOCATIONAL SPECIAL NEEDS

SERVICE ACTIVITY ACTION PLAN

| IMPLEMENTATION ACTIVITY/IDEA | |
|-------------------------------------|-------------------------|
| IMPLEMENTATION STEPS | RESOURCES NEEDED |
| | |

| | |
|--|---|
| PERSONNEL/AGENCIES/ COMMUNITY | REPRESENTATIVE INVOLVED RESPONSIBILITIES |
| | |
| POSSIBLE BARRIERS | CREATIVE SOLUTIONS |
| | |
| TIMEFRAME | |

READING ACTIVITY H.73
“I LOVE THIS JOB!”

OBJECTIVE: To read with comprehension

RESOURCES: Reading Activity H.73

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of Reading Activity H.73 and distribute to each student.
2. Have students read “I Love This Job!”
3. Have students complete the “Reading Recall” and check their answers for accuracy.
4. Discuss the story with your students.

“I LOVE THIS JOB!”

Rob was waiting for me as usual when I got off work. “Sorry I’m late,” I said, getting into the car. “I had to stay late cleaning up. Dr. Baker was still busy seeing animals right up until closing time.”

Rob started the car. “Man, is it hot!” he said. “Almost 10:00 p.m. and it’s almost eighty degrees. I never remember heat this bad in May.”

“I know,” I said. “And Dr. Baker’s air conditioning isn’t fixed yet. It’s really awful in the back by all the cages. The poor animals look so hot. It doesn’t help that we’ve been so busy. With this warm weather people let their pets out more. They get into more trouble. Today, in just two hours, we had two dogs and a cat that had been hit by cars.”

“No kidding?” Rob asked. “That must be hard. Hey, do you want to stop and get a Coke?”

“Sounds great!” I said as he pulled in by Rambler’s Rest.

Inside it was cool, almost cold. I felt myself beginning to relax for the first time all day.

“So,” Rob said as we sipped our Cokes, “Have you told Dr. Baker that you’re not going to be here this summer?”

“Rob, you know I haven’t decided for sure.” But I couldn’t help thinking how nice it would be. Rob and I had jobs working at his uncle’s boarding house down at the shore. We would be just two blocks from the ocean! A whole summer at the shore seemed too good to be true. Rob’s uncle would provide free room and board plus pay. My parents said I could go, so it really was all set. We were supposed to leave in three weeks, right after school got out.

The only problem was my job with Dr. Baker. I had just begun working for him in April. I had always loved animals and I love my job! At first my duties had been mostly those of feeding and caring for the animals. But in the past few weeks Dr. Baker was letting me assist him in some of the operations. I had a chance of becoming one of his full-time assistants.

What I was hoping was that he would let me go for the summer and then hire me back full-time in the fall.

Rob had finished his Coke. “You know, Julie, you really should let Dr. Baker know soon.”

“I know,” I nodded. “But I don’t want to say anything until I’m sure, and I’m not sure yet!”

The next few weeks went by so fast. The hot weather let up a little bit, but it was still quite warm. I had a headache almost every night when I got off work. I was both hot and tired when I finally made up my mind.

One night when I was done cleaning up the animals’ cages, I went into Dr. Baker’s office. He looked up when I came in and gave me a tired smile. “Well, Julie, this has been some day. I don’t know what I would do without you.”

I swallowed. “Well, Dr. Baker, that’s why I came to talk to you.” And I told him all about the chance I had to work at the beach. I made it clear that I’d really like to work for him.

We had a long talk and worked out a compromise. Dr. Baker reduced my summer work schedule to four days a week. This would enable me to leave to join my friends for a long weekend.

I just love my job! I really enjoy working with all the animals, and the customers are so nice. Most of them give me great tips for helping with their pets.

You know I think I would like to start in the fall at the community college to get my AA degree and then on to the university to get my vet degree. This is the greatest job in the world!

READING RECALL

PART I

DIRECTIONS: How well did you read? Complete the following sentences.

1. Julie worked
 - a. ___ in a pet shop.
 - b. ___ for a veterinarian.
 - c. ___ at a zoo.

2. Julie had the chance to
 - a. ___ work at a camp for the summer.
 - b. ___ become a veterinarian.
 - c. ___ spend the summer at the beach.

3. Dr. Baker and Julie
 - a. ___ worked out a compromise.
 - b. ___ felt that it was best that she quit her job.
 - c. ___ met Rob at the beach.

PART II

DIRECTIONS: Below are some statements about the story "I Love This Job!" Put *T* beside the statements that are true according to the story. Put *F* beside the statements that are false according to the story. For some of the statements it cannot be determined whether they are true or false. Put ? beside these.

1. ___ Rob quit his job in town to go to the beach for the summer.

2. ___ Julie wanted to go to the community college.

3. ___ Julie decided to work for Dr. Baker all summer.

4. ____ Rob and Julie would have no place to live at the beach.
5. ____ Rob had already graduated from high school.
6. ____ Dr. Baker was a veterinarian.
7. ____ Dr. Baker reduced Julie's work schedule to four days a week.
8. ____ Julie was only allowed to clean the animals' cages.
9. ____ It was unusually hot that May.
10. ____ Rob's parents did not want him to go to the beach.

MATH ACTIVITY H.73
“THERMOMETER AND MEASUREMENTS”

OBJECTIVE: To demonstrate the ability to read a thermometer and calculate basic measurements

RESOURCES: Work Sheet—Math Activity H.73

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of the work sheet for Math Activity H.73 and distribute to each student.
2. Have students complete the questions on the work sheet and check their answers for accuracy.
3. Discuss the math activity with your students.

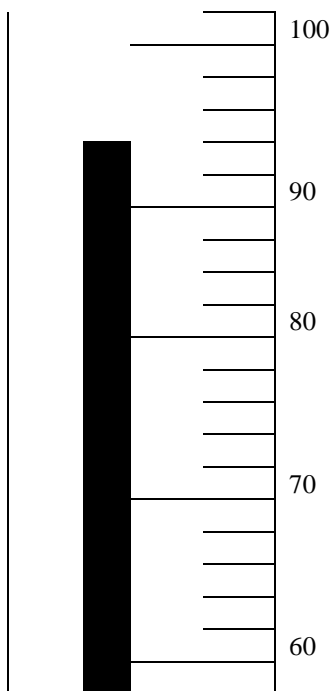
MATH ACTIVITY H.73
“THERMOMETER AND MEASUREMENT”
WORK SHEET

DIRECTIONS: This activity will give you practice with reading a thermometer and calculating basic measurements.

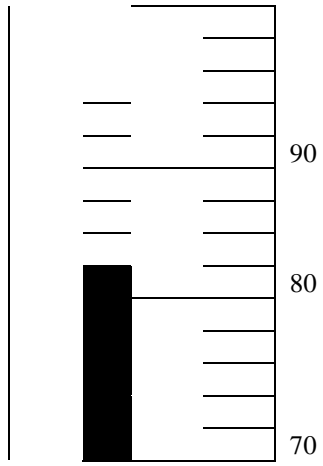
In order to keep her job with Dr. Baker, Julie has had to learn several new skills involving animal care. See if you have the skills necessary to work for Dr. Baker.

1. Julie often has to take the temperature of the animals at Dr. Baker’s veterinary office. Pictured below are parts of thermometers. Write down the temperatures they show.

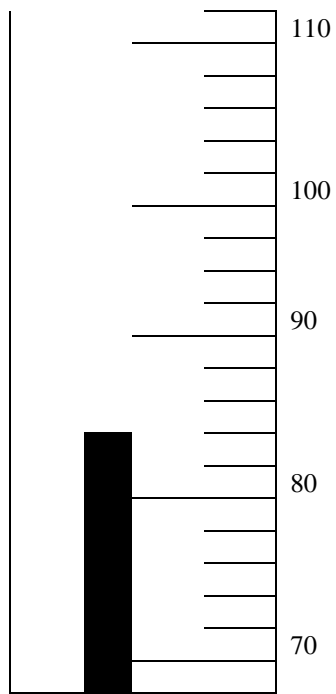
a. _____ °F



b. _____ °F



c. _____ °F



2. Julie also mixes feed for many different animals. She uses a formula that Dr. Baker gave her. The formula says that for each pound a dog weighs, it should get $\frac{1}{4}$ cup soybean protein, 1 teaspoon of bone meal, $\frac{1}{2}$ tablespoon of coconut oil, $\frac{1}{3}$ cup cereal, and $\frac{1}{8}$ cup of bran meal. This makes all the food for the dog for 3 days. How much of each of these ingredients would Julie use for a dog that weighs 22 pounds?

3. Sometimes Dr. Baker lets Julie mix medicines for the animals. One day Dr. Baker asked Julie to mix up a new batch of disinfectant lotion. The directions on the bottle say to mix 1 part of its contents to 5 parts water. If the bottle contains $1\frac{2}{3}$ cups, how much water should be mixed with the whole bottle?

PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability.
A listing of points as opposed to sentences is suggested.

1. Give one example of an extrinsic reward.

2. Where do intrinsic rewards come from?

3. Give two examples of intrinsic rewards.

4. The “purpose” of work is not for the benefit of the worker but for the benefit of the _____.

5. What are the 4 types of intrinsic rewards?

ANSWER KEY

PRE-ASSESSMENT **POST-ASSESSMENT**

1. Give one example of an extrinsic reward.
 - Salary, benefits, bonuses, etc
2. Where do intrinsic rewards come from?
 - From the work itself
3. Give two examples of intrinsic rewards.
 - Pride
 - Sense of helping others
 - Sense of making a difference
4. The “purpose” of work is not for the benefit of the worker but for the benefit of the _____.
 - consumer or customer
5. What are the 4 types of intrinsic rewards?
 - Meaningfulness
 - Choice
 - Competence
 - Progress

ANSWER KEY
READING ACTIVITY

PART I

1. Julie worked

- a. ___ in a pet shop.
- b. **x** for a veterinarian.
- c. ___ at a zoo.

2. Julie had the chance to

- a. ___ work at a camp for the summer.
- b. ___ become a veterinarian.
- c. **x** spend the summer at the beach.

3. Dr. Baker and Julie

- a. **x** worked out a compromise.
- b. ___ felt that it was best that she quit her job.
- c. ___ met Rob at the beach.

PART II

- 1. **?** Rob quit his job in town to go to the beach for the summer.
- 2. **T** Julie wanted to go to the community college.
- 3. **T** Julie decided to work for Dr. Baker all summer.
- 4. **F** Rob and Julie would have no place to live at the beach.
- 5. **?** Rob had already graduated from high school.
- 6. **T** Dr. Baker was a veterinarian.
- 7. **T** Dr. Baker reduced Julie's work schedule to four days a week.
- 8. **F** Julie was only allowed to clean the animals' cages.

9. **T** It was unusually hot that May.

10. **?** Rob's parents did not want him to go to the beach.

MATH ACTIVITY
ANSWER KEY

1. a) 94°
 b) 82°
 c) 84°
2. 5 $\frac{1}{2}$ cups soybean
 22 tsp bone meal
 11 tbsp coconut oil
 7 $\frac{1}{3}$ cups cereal
 2 $\frac{3}{4}$ cups bran meal
3. 8 $\frac{1}{3}$ cups of water