



Put the story in order

Write 1-5 in the empty boxes to show the story order. Look back at the story if you need to.

Yanky agrees to a half-hour supervised shift.

Yanky sees new leaves after Sunday's cleanup.

He stops at the agreed time even though another leaf falls.

He calls the work a wasted hour.

Mr. Adler explains that a job ends while a need can return.



Shown or assumed?

Write Fact or Guess beside each statement. Fact is shown in the story.
Guess is an assumption or prediction.

Statement	Fact / Guess
Wind drops more leaves onto the path.	
Returning leaves erase the value of Sunday's work.	
Adults arrange the courtyard work.	
Volunteering once means permanent duty.	
Yanky leaves a broken-edged bottle for Mr. Adler.	
A child must handle every object to finish a shift.	

Choose one guess. What is still unknown?



Choose a next-step path

Choose the useful steps. Draw arrows between the boxes in an order you can explain. You do not need to choose every box or make every feeling disappear.

Start

New leaves make an earlier cleanup look pointless to Yanky.

☐ **1.** Look at who can use the path now, not only whether it stays perfect.

☐ **2.** Keep extending the shift whenever a leaf falls.

☐ **3.** Agree on a bounded supervised portion with Mama and Mr. Adler.

☐ **4.** Pick up broken objects to prove commitment.

☐ **5.** Stop at the limit and leave sharp objects to adults.

Finish

Useful maintenance can be finished for today without being finished forever.

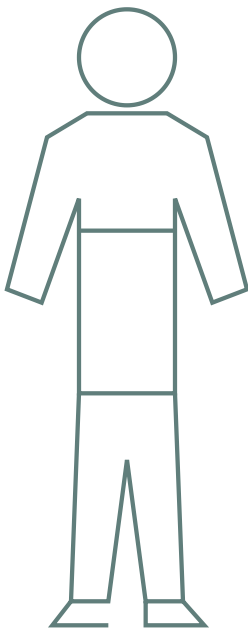


Notice without a verdict

Use the character, an invented child, or a mild example. You may draw, skip private details, or ask a grown-up to help. A body clue is not proof of a feared event.

Story clue

Yanky grips his bag strap while wishing the work left a permanent mark.



Possible feeling

What feeling could fit? More than one may fit.

Known / still unknown

What did Sunday's work achieve? What ongoing work belongs to adults?

Supported next action

Look at who can use the path now, not only whether it stays perfect.



A job with an end

An invented child may help a grown-up tidy a safe table. Write what the short job includes, its stopping point, what must be left to adults, and how later mess differs from an unfinished promise. Use an invented person. Write what the person can say, what they can do, and where adult help belongs. Then write one part they cannot control.

Notice / meaning	Action / words	Help / limits

Words I could try

A fair action

Help or permission needed

Not mine to control



Words to keep

Six reminders. Each square is 2 1/4 inches.

**Useful isn't
forever**

**A shift has an
end**

**Adults handle
hazards**

**Agree on my
portion**

**Later is another
job**

**I know what we
did**

Circle a reminder for one scene. Tell why it fits.



Draw the turning point

Draw and color this scene: Yanky returns his child-sized brush to Mr. Adler at the agreed stopping time while a yellow leaf falls onto the supervised courtyard path. Add a speech bubble or a sentence. Artistic skill is not scored.

The scene and the choice

My speech bubble or sentence



Find the story words

Find the words across, down, or diagonally down-right. No words read backward.

G	O	B	S	H	I	F	T	J	P	H	P
P	A	G	S	F	N	H	E	S	S	Q	P
Y	O	A	U	B	Q	J	P	A	T	H	Q
J	P	V	X	E	D	H	A	Y	J	B	S
U	B	S	T	F	X	P	C	N	O	V	C
Z	R	T	B	F	W	H	O	R	X	U	G
F	U	L	E	I	K	O	C	X	A	B	D
L	S	X	N	N	U	P	P	S	K	V	O
E	H	A	C	I	Q	C	S	T	E	V	I
A	B	N	H	S	J	S	A	T	F	D	A
F	N	M	J	H	S	O	M	E	R	S	J
Y	J	X	I	K	Q	Q	B	S	W	Q	O

LEAF**PATH****BRUSH****BENCH****SHIFT****FINISH**

Choose two words. How do they connect to the story?



Parent notes and answers

Discussion questions: Why does Yanky call the photograph a lie?; What is the difference between a job ending and a need returning?; Which safety and scheduling decisions remain adult jobs?

Tool: Give helpers a clear portion and endpoint. Returning maintenance needs do not invalidate prior work or silently extend a child's responsibility. Adults supervise and handle hazards and remaining work.

1. Listed order: 4, 1, 5, 2, 3. Turning-point explanation may vary but should name a change shown in the story.
2. Listed order: Fact, Guess, Fact, Guess, Fact, Guess. A feeling can be real without proving a prediction.
3. Useful route: Start to 1 to 3 to 5 to Finish. Other orders may be reasonable if explained; the story is not a rule that every child must copy.
4. Open response. Disappointment does not create a lifetime obligation. Do not grade how calm a child feels or ask for private disclosures.
5. Open responses. Adult agreement and safe limits are required. No child handles sharp, dirty or unknown waste.
6. Open choices. A reminder offers support, not a promise that another person or a feeling will change.
7. Open drawing. Show safe distance from the street; the fallen leaf does not mean failure.
8. FINISH: row 6, column 5, down; BRUSH: row 5, column 2, down; BENCH: row 6, column 4, down; SHIFT: row 1, column 4, right; LEAF: row 8, column 1, down; PATH: row 3, column 8, right