

INTEGRATING LIBRARY MEDIA SKILLS
INTO THE READING PROGRAM: K-6

A Teaching Guide for
Library Media Specialists

Volume Two:
Grades 4-6

by

The Pulaski County Library Media Specialists
Pulaski County Special School District
Little Rock, Arkansas

Edited by
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1987

Hi Willow Research and Publishing

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INTRODUCTION

Integrating Library Media Skills Into the Reading Program: K-6, is a revision of Teaching Literary and Media Skills K-6, developed by Pulaski County Special School District in 1979, and Resource Unites for Literary Appreciation (1973). This program, as the two preceding teaching guides, is designed as an extension of the adopted basal reading program. (Houghton Mifflin Reading Series, 1983 edition), and has been an integral part of Pulaski County District's reading program since 1973.

This revision is an attempt to combine the most successful points in the earlier editions and to expand in the areas of reference and study skills instruction. Primary emphasis is placed on: (1) introducing students to an appreciation of all types of literature; (2) creating an enthusiasm for reading; (3) strengthening literary skills taught by the classroom teacher; and (4) teaching students to locate, evaluate, use and reproduce information in a variety of formats.

The skills taught in this program are sequential. Each level, as in the reading series, builds on the literary, reference, and study skills presented at previous levels. The program is designed to build on children's earlier learning experiences in the classroom and the library media center. At kindergarten through level two, this is accomplished through resource units developed around concepts and/or topics that are introduced at these levels in the reading program and other curricular areas. Beginning at third level, specific stories in the basal reading program are used as a springboard to introduction of library media units. The charts for each level, found at the end of the Introduction provide a listing of skills presented in each unit of this program.

Format

Units at each level have been developed in teaching guide format and include the following:

- I. Unit Topic (Also includes name of correlating selection, with page numbers of Houghton Mifflin Teacher's Guide at levels 3-6)
- II. Unit Objective (divided according to literary and media skills at levels 3-6)
- III. Library Media Staff Preparation
 - A. Materials
 - B. Equipment
 - C. Student activities
- IV. Suggested Procedure (minimum sessions required to teach the unit)

- A. Session I: Instructions for teaching (objectives)
 - 1. Introduction (relationship to previous learning, statement of learning)
 - 2. Instruction (specific steps for teaching to the objectives; closure; evaluation; suggestions for reinforcement and/or enrichment activities)
- B. Session II (III,IV, etc): Instructions for teaching (same as A above)

- V. Glossary (includes terms, using same terminology as presented in basal reading series at levels 3-6)

- IV. Bibliography
 - A. Books
 - B. Software
 - C. Professional materials

- VII. Required and Optional Activities (instructions and/or masters for reproducing activities)

Teaching units for Levels K-2:

Units for the first three levels have been developed around three broad themes that are familiar to children at these levels:

Kindergarten: Our World Grows
 Level One: Getting Acquainted
 Level Two: Let's Be Friends

Monthly units are related to the broad theme and are designed to: (1) create an enthusiasm for learning to read by exposing children to positive library media center experiences; (2) provide opportunities for children to practice reading skills taught in the classroom; (3) and introduce beginning skills in locating, using, reproducing, and sharing information from library media resources.

A minimum of two sessions per month are required to present the K-2 resource units. It is recommended that one-half of a class (10-12 children) be scheduled for these sessions. This permits the library media specialist to give more individual attention to students and to monitor their mastery of the unit objectives. This procedure also proves effective for the classroom teacher by making it possible for him/her to work with the remaining students on other learning activities.

Teaching Units for Levels 3-6:

Beginning with the third year, the units are designed for a reading group to be scheduled into the media center immediately after the completion of a specific story in the reading series. The content of the media units is correlated closely with the introduction of literary, reference and study skills presented in

the basal reading series (Houghton Mifflin, 1983 edition), adopted by the Pulaski County District. A minimum of two sessions are required to complete each unit. Emphasis in session one is on discussing the type of story just completed in the reading book; reinforcing literary skills presented in the reading series; introducing resources in the media center that are of the same literary type (example: biography, adventure, historical fiction); teaching procedures for locating books and other materials; and motivating students to read, listen, and view these resources. Succeeding sessions involve a review, application, and extension of skills presented in the first session. Student are encouraged to share books and other information learned from previous visits to the library media center. Learning center activities developed for this program provide for reinforcement of skills of those students who have not mastered the skills taught. Students who have mastered the learning objectives are encouraged to pursue other individual and small group enrichment activities involving creative writing, production of media, and/or use of higher level thinking skills.

Planning/Integration of this Program Into the School Curriculum

The successful implementation of this program depends on complete cooperation, coordination, and communication among the principal, library media specialist, and classroom teachers. The principal must support the concept of library media program involvement with the curriculum and provide the leadership to make it happen. The library media specialist must be committed to assuming an instructional role and must initiate efforts to promote curriculum involvement. Teachers must plan with the library media staff and must be willing to release individuals and small groups of students to participate in library media activities.

Effective use of this program requires that rigid scheduling of full classes of students be replaced with a flexible schedule in which small group instruction can be implemented. Clerical assistance is invaluable in providing the release time for the library media specialist to plan with teachers, give direct instruction/assistance to students, and perform the other professional responsibilities required for LMC curriculum involvement.

Integrating Library Media Skills Into the Reading Program:
K-6 should be used as a basic skills program, leading to application and extension of the skills into other areas of the curriculum. The following suggestions should be helpful in planning, scheduling, and implementing this program:

1. Planning/Scheduling: The principal and library specialist should develop a plan for total integration of the media units into the school's instructional program. During the part of the day allocated to reading instruction, priority should be given to scheduling of levels 3-6, since these levels are correlated with

stories from the reading series. Levels K-2 could be arranged at other times during the school day. Appoint a media planning committee (including a primary and intermediate level teacher) to plan media program activities throughout the year. Decide on a method for regular planning with all teachers -- individual or small group.

2. Introducing the Overall Program to Teachers: The content and purpose of the media units should be explained to the total faculty in a preschool meeting. The scheduling plan, developed by the principal and library media specialist, should be explained. Stress that other class related activities will be developed for science, social studies, and other subject areas. Frequent contact with all teachers will be necessary to determine these needs as they arise. Explain to teachers how regular planning will be arranged. (If individual planning is used, the LM specialist has the responsibility of seeing that regular contact is made with all teachers.)

3. Introducing the K-2 Program: All K-2 groups (best size, 10-15 students) should be scheduled for the skills lessons prior to the beginning of the month. A block of time that best suits the overall school's program should be set aside for these units. After the skills lessons are scheduled, the remaining time in this block could be used for storytime, reading motivation activities and/or class related media activity (science or social studies units). Distribute "Literary and Media Skills" summary sheets to teachers of K-2 classes from which these students will be scheduled. Work with teachers to complete a sheet for each group. (Sample sheets for each level are included following the Correlation/Objective Charts)

4. Introducing the Level 3-6 Program: Teachers' manuals should be "flagged" at stories with which media units are correlated. Planning between the principal, instructional specialist and library media specialist determine the best procedure to follow to compete this. This might include separate meetings for each level. Duplicate and distribute copies of sequence charts for the level(s) taught by each teacher. Note the close correlation between skills taught in the reading book and those reinforced in media units. Stress the importance of scheduling each reading group immediately after the story is completed. Distribute copies of the "Literary and Media Skills" (summary sheets) for each level. Work with teacher to complete a form for each reading group at levels 3-6. A copy of this schedule will be retained by the reading teacher and a copy kept with the library media specialist's plan book. This schedule should be referred to continually to ensure that students do not miss a unit. A separate record sheet is to be kept on each group of students. Work closely with teachers to ensure that all students are scheduled into the center for each unit. By Thursday of each week, all teachers should have been contacted and units scheduled for the following week. Enter the schedule in the plan book and begin preparation for teaching the units. Organize materials,

activities, reading the story with which the unit is correlated
and study the steps in the procedure.

Teach the unit and enjoy the rewards!

Literary Type	TG Pages	Name of Story	Objectives	
			Literary Skills	Media Skills
Sounds of Poetry (p. 342)	64	"Wrinkles" Sessions required: 2	<ol style="list-style-type: none"> 1. Define the terms mood, rhythm, rhyme and free verse. 2. Select a poem to read. 3. Describe the mood of a poem. 4. Describe the rhythm of a poem. 	<ol style="list-style-type: none"> 1. Locate poetry books on the shelf by using subject, author and title cards.
Sports (p. 369)	149-154	"Cinder Ellie" Sessions required: 4	<ol style="list-style-type: none"> 1. Recall that sports stories are located in fiction and nonfiction books, magazines and newspapers. 	<ol style="list-style-type: none"> 1. Define sports dictionary 2. Use the <u>Webster's Sports Dictionary</u> to locate a specific term. 3. Define encyclopedia. 4. Define key words. 5. Select the appropriate key word to locate a subject. 6. Use a key word to locate a specific topic in the encyclopedia. 7. Define heading. 8. Define subheading. 9. Use entry heading and sub-heading to locate specific information. 10. Define encyclopedia index. 11. Define cross references. 12. Use the encyclopedia index to locate a specific topic.
Biography (p. 413)	241-244	"Eugenie Clark" Sessions required: 2	<ol style="list-style-type: none"> 1. Identify biography as a type of literature 2. Distinguish between biography, autobiography and collective biography. 	<ol style="list-style-type: none"> 1. Identify biography call numbers. 2. Locate biographies in the card catalog by using the biographee's last name. 3. Locate biographies on the shelves by call number and title. 4. Create a time line of a famous person's life.
Fables (p. 429)	287-291	"The Tortoise Who Talked Too Much" Sessions required: 2	<ol style="list-style-type: none"> 1. Recognize a fable as a type of folktale that teaches a lesson or contains a moral. 2. Identify the characteristics of a fable. 3. Create an original fable. <p>(continued on next page)</p>	<ol style="list-style-type: none"> 1. Locate books of fables in the card catalog by author, title or subject. 2. Identify the 398's as the area where fables are located 3. Locate books of fables on the shelf by call number and title.

MEDIA SKILLS: FOURTH YEAR (GATEWAYS)

Literary Type	TG Pages	Name of Story	Objectives	
			Literary Skills	Media Skills
Fables	287-291	"The Tortoise Who Talked Too Much"		<ol style="list-style-type: none"> 4. Identify an atlas as a book of maps. 5. Use an atlas to locate the countries where fables originated (Greece, France, & India.) and answer questions about these countries.
Fantasy (p. 443)	294-305	"Charlotte's Webb" Sessions required: 3	<ol style="list-style-type: none"> 1. Distinguish between fantasy and realism. 2. Define story elements: character, setting and plot. 3. Identify main characters; setting and plot in a given story. 4. Create a fantasy story using factual information and knowledge of story elements. 	<ol style="list-style-type: none"> 1. Organize factual information using a simple outline form.

MEDIA SKILLS: FIFTH YEAR (BANNERS)

Literary Type	TG Pages	Name of Story	Objectives	
			Literary Skills	Media Skills
Distant Lands (p. 468)	89-94	"Federico Discovers the Sea" Sessions required: 4	<ol style="list-style-type: none"> 1. Recognize that the setting of the story influences the action of the story characters. 	<ol style="list-style-type: none"> 1. Identify five special reference books that they can use to locate information on different lands and peoples; <u>Lands and Peoples Encyclopedias</u>, <u>Hammond Intermediate World Atlas</u>, <u>World Almanac</u>, <u>Webster's Dictionary</u>, and the <u>National Geographic Index</u>. 2. Use the special reference books (<u>Lands and Peoples Encyclopedia</u>, <u>Hammond Intermediate World Atlas</u>, <u>World Almanac</u>, <u>Webster's Geographical Dictionary</u>, and the <u>National Geographic Index</u> to locate information.
Biography (p. 496)	115-117	"John and William Bartram" Sessions required: 1		<ol style="list-style-type: none"> 1. Recognize Webster's New Biographical Dictionary as a source of factual information about a person. 2. Identify parts of an entry to <u>Webster's New Biographical Dictionary</u>. 3. Use <u>Webster's New Biographical</u> to locate information about a given person.
Historical Fiction (p. 509)	192-201	"Lucy Speaks Out" Sessions required: 2	<ol style="list-style-type: none"> 1. Define historical fiction. 2. Compare and distinguish between historical fiction and factual history books. 3. Discuss the process an author must take when writing historical fiction. 4. Distinguish between statements of fact and statement of opinion. 	<ol style="list-style-type: none"> 1. Locate historical picture books by using subject cards in the card catalog.

MEDIA SKILLS: FIFTH YEAR (BANNERS)

Literary Type	TG Pages	Name of Story	Objectives	
			Literary Skills	Media Skills
Myths (p. 524)	243-245	"Pele" Sessions required: 2	<ol style="list-style-type: none"> 1. Define a myth. 2. Recall a myth they have read or seen. 	<ol style="list-style-type: none"> 1. Identify the 200's as the area where mythology books are located. 2. Use <u>Merit Student Encyclopedia</u> to locate information on a mythological character. (<u>World Book</u> may be substituted)
Humor (p. 534)	311-321	"The Ghost on Saturday Night" Sessions required: 2	<ol style="list-style-type: none"> 1. Identify the four elements used by authors of humor; exaggeration, surprise, "stupidity" and two unlikely things together. 2. Define and explain figurative language. 	<ol style="list-style-type: none"> 1. Use an author card to locate humor in the card catalog. 2. Locate biographical information about authors of humorous stories and humorous verse by the <u>Junior Authors Series</u>.
Haiku (p. 577)	336-345	"Memory of Beauty" Sessions required: 2	<ol style="list-style-type: none"> 1. Identify haiku as a type of poetry. 2. Use the five (5) basic guides to create a haiku. 	

MEDIA SKILLS: SIXTH YEAR (BEACONS)

Literary Type	TG Pages	Name of Story	Objectives	
			Literary Skills	Media Skills
Art and Music (p. 594)	65-69	"Maria Tallchief: Dancer With a Dream" Sessions required: 2	<ol style="list-style-type: none"> 1. Recognize art and music as a means of communication. 2. Recognize fictional elements in biographies. 	<ol style="list-style-type: none"> 1. Identify the 700's as a source of information on art and music. 2. Identify the Biography Section as a source of information on famous artist and musicians. 3. Identify and use the Library Media Center as a source of both print and nonprint materials. 4. Develop a bibliography. 5. Identify the parts of an entry in <u>Children's Magazine Guide</u> 6. Locate an article in a magazine by using <u>Children's Magazine Guide</u>.
Mystery Story (p.607)	195-202	"The Midnight Visitor" Sessions required: 2	<ol style="list-style-type: none"> 1. Recognize the elements of a mystery story. 2. Explain that the beginning of a story introduces characters and situations, the middle describes the conflict or problem and the end reveals the outcome. 	<ol style="list-style-type: none"> 1. Use the subject heading MYSTERY AND DETECTIVE STORIES to locate mystery stories in the card catalog. 2. Identify main ideas. 3. Determine an appropriate subject heading for locating information in the card catalog.
Adventure (p. 638)	213-218	"Hunting the Giant Devilfish" Sessions required: 2	<ol style="list-style-type: none"> 1. Identify the techniques authors use in writing adventure stories: action, suspense, conflict and an action style of writing. 	<ol style="list-style-type: none"> 1. Locate adventure stories using the card catalog. 2. Identify a thesaurus. 3. Use a thesaurus.
Science Fiction (p.663)	285-288	"Rescued by Dolphins" Sessions required: 2	<ol style="list-style-type: none"> 1. Identify science fiction. 2. Distinguish between science fiction and nonfiction books. 	<ol style="list-style-type: none"> 1. Identify <u>Young People's Science Encyclopedia</u>. 2. Locate a given scientific discovery in <u>Young People's Science Encyclopedia</u>.

MEDIA SKILLS: SIXTH YEAR (BEACONS)

Literary Type	TG Pages	Name of Story	Objectives	
			Literary Skills	Media Skills
Informational Article (p. 679)	333-335	"A New Kind of Bear?" Sessions required: 2	<ol style="list-style-type: none"> 1. Identify the informational article as one type of non-fiction writing. 2. Name the characteristics of an information article: it provides information; has a narrative style; answers the questions who, what, when, why and how. 	<ol style="list-style-type: none"> 1. Review reference tools that are sources of information. 2. Use reference tools to locate information. 3. Choose the appropriate reference tool to locate specific information.

- I. Unit Topic: Sounds of Poetry (correlated with "Wrinkles", TG pp. 64)
- II. Unit Objectives:
 - A. Literary Skills - Student will:
 1. define the terms mood, rhythm, rhyme and free verse.
 2. select a poem to read.
 3. describe the mood of a poem.
 4. describe the rhythm of a poem.
 - B. Library Media Skills - Student will:
 1. locate poetry books on the shelf by using subject, author and title cards.
- III. Library Media Staff Preparation:
 - A. Materials
 1. Books (see "Resources")
 2. Sound filmstrip: "Sounds of Poetry" (Pied Piper, 11 minutes)
 3. Poetry catalog card transparency
 - B. Equipment
 1. Sound Filmstrip Projector
 2. Overhead Projector
 - C. Student activities (none)
- IV. Suggested Procedure (Minimum Sessions Required: 2)
 - A. Session I: (Objectives: A-1, B-1)
 1. Introduction
 - a) Discuss the poem "Wrinkles" just read in Gateways. Ask students what problems "Wrinkles" have caused in their lives. Explain that poets pay attention to the way words sound when they choose the words for their poems because often poetry is read aloud.
 - *b) Statement of Learning: Today you will learn what the words mood, rhythm, rhyme and free verse mean and how to use the card catalog to locate poetry books to check out.
 2. Instruction
 - a) Define mood as the feeling of the poem. Discuss different moods: happy, sad, excited, angry, gloomy.
 - b) Define rhythm as the pattern of sound which heightens the meaning and mood of a poem.

- c) Define rhyme as the words that sound alike at the ends of lines of verses.
- d) Define free verse as a poem that does not rhyme.
- e) Introduce the sound filmstrip, "Sound of Poetry" (Pied Piper) by asking students to:
 - 1) listen for the words just defined
 - 2) find out how to use the card catalog to locate poetry books in the media center.
- f) Guide students in the completion of the questions at the end of the filmstrip.
- g) Discuss procedure for locating poetry in the card catalog, using poetry transparencies. (Note subject headings such as POETRY: POETRY--COLLECTIONS: etc. Select headings used in the media center). Point out classification number(s) used for poetry: 811; 811.08; 808.81; etc.
- *h) Closure: You have learned the meaning of the words mood, rhyme, rhythm and free verse. You have also learned how to use the card catalog to locate poetry books on the shelves. Before you leave, choose a good poetry book to check out. This week, read as many poems as you can and select a favorite one to read to the group during our next lesson.

3. Evaluation: Can students:

- a) define mood? rhythm? rhyme, free verse?
- b) locate poetry books on the shelf by using subject, author and title cards?

4. Reinforcement

- a) "I Can't Said the Ant" Rhyming Activity
- b) "Grandma Willing's Moods"

B. Session II: (Objective A-2, A-3)

1. Introduction

- a) In our last lesson, we saw the filmstrip Sounds of Poetry and learned the meanings of some words relating to poetry. They were rhyme, rhythm, mood and free verse. (Call on different students to define each of these words.) You also learned to use the card catalog to locate a poetry book on the shelf to check out.

- *b) **Statement of Learning:** Today you will share a poem with the group from the book you checked out last week. You will also listen to me read a few of my favorite poems from some other poetry books available in our library media center.

2. Instruction

- a) Call on students to read the poems they selected to the group.
- b) Describe the mood (happy, sad, etc.) and rhythm (fast, slow, etc.)
- c) Library Media Specialist will read a selection of her favorite poems.
- *d) **Closure:** We have reviewed today the poetry terms we learned in our last lesson, and you have read a poem you like to the group. You listened to some of my favorite poems from books you can check out from the media center. If you enjoyed these lessons on poetry, you'll want to read more from other poetry books available in the media center, or the public library. You might even write some poems yourself!

3. Evaluation: Can students:

- a) select and read a poem?
- b) describe the mood of a poem?
- c) describe the rhythm of a poem?

4. Reinforcement

- a) **Listening/viewing center:** provide a selection of books, recordings, filmstrips, original poems by students for individual use.

C. Enrichment Activities:

1. "Grandma's Poetry Patch"
2. "Keep a Poem in Your Pocket"

V. Resources

A. Books

1. Ciardi, John. I Met a Man. Houghton Mifflin, 1973.
2. Hopkins, Lee Bennett. Morning, Noon and Nighttime, Too.
3. Prelutsky, Jack. Nightmares: Poems to Trouble Your Sleep. Greenwillow, 1976.
4. Prelutsky, Jack. Queen of Eene. Greenwillow, 1978.
5. Prelutsky, Jack. Random House Book of Poetry for Children. Random House, 1984.
6. Prelutsky, Jack. Snopp on the Sidewalk and Other Poems.
7. Silverstein, Shel. The Light in the Attic. Harper and Row, 1981.
8. Silverstein, Shel. Where the Sidewalk Ends. Harper and Row, 1974.
9. Smaridge, Norah. School is not a Missile Range. Abingdon, 1977.

10. Viorst, Judith. If I Were in Charge of the World and Other Worries. Atheneum, 1981.

335

11. Zemach, Harve and Margot. The Judge. Farrar, 1969.

B. Reference Sources (none)

C. Software

1. Sound filmstrip, Pied Piper Productions, "Sound of Poetry".

D. Professional Materials (none)

VI. Glossary

1. Free Verse: A poem that does not rhyme is said to have free verse.
2. Mood: The feeling of the poem.
3. Rhyme: The words that sound alike at the ends of lines of verses.
4. Rhythm: The pattern of sound which heightens the meaning and mood of a poem.

811.08

Dun

Dunning, Stephen

Reflections on a gift of watermelon
pickle and other modern verse. Lothrop,
1967.

139 p.

1. American poetry--collections

AMERICAN POETRY--COLLECTIONS

Reflections on a gift of watermelon pickle

Objective: The student will identify rhyming words

Materials Needed:

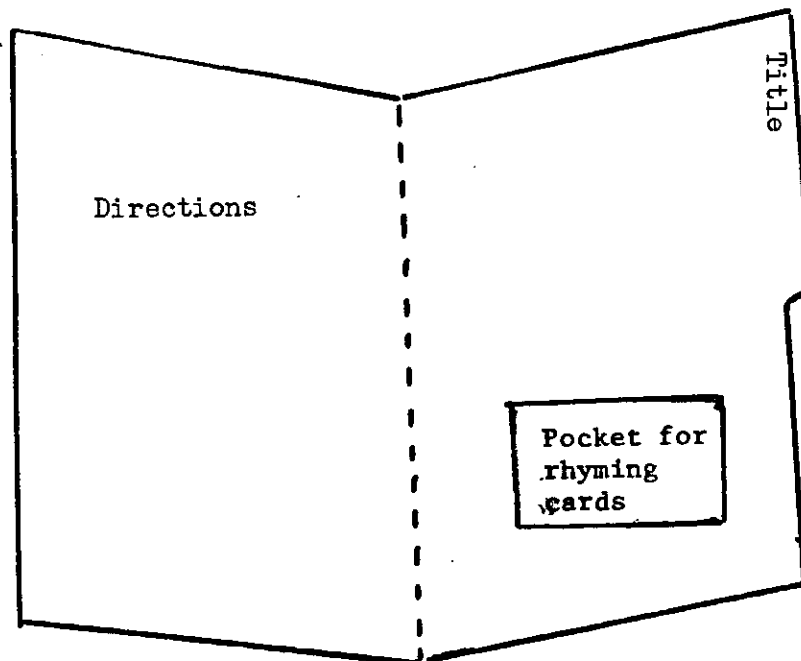
1. Copy of the book, "I Can't Said the Ant" by Polly Cameron
2. Colored file folder
3. Rhyming cards
4. Pocket

Instructions for making the activity:

1. Color and cut out rhyming cards.
2. Place stick-on letters "I Can't Said the Ant" on inside of file folder.
3. Mount pocket on the right of the folder to store rhyming cards in.

Student instructions for using the activity:

As the library media specialist reads the story, use the rhyming cards to respond if it rhymes in the story.

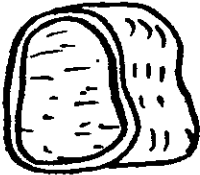




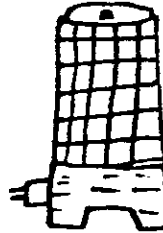
SAID THE PIE



SAID THE YEAST



SAID THE BREAD



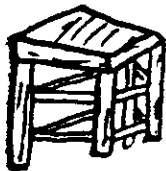
SAID THE BLENDER



SAID THE SQUASH



SAID THE OMELET



SAID THE STOOL



SAID THE HERB



SAID THE SALAD DRESSING



SAID THE BEAN

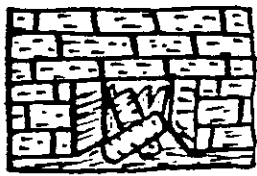
SAID THE PLATTER



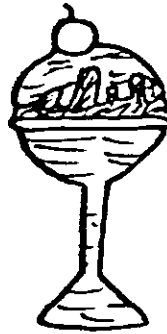
SAID THE STEAK



SAID THE FIRE



SAID THE DESSERT



SAID THE TRAY



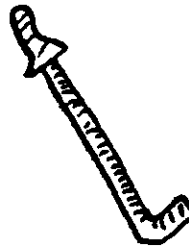
SAID THE BOOK



SAID THE GRAPES



SAID THE POKER



SAID THE CRUMB



SAID THE TRASH





SAID THE LEAK

SAID THE PAN



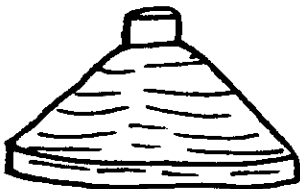
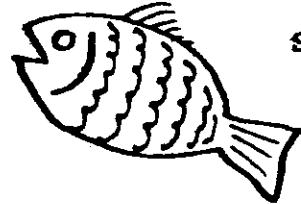
SAID THE ARTICHOKE

SAID THE MOP



SAID THE ANT

SAID THE TROUT



SAID THE LID

SAID THE JAR



SAID THE WOOD

SAID THE DINNER BELL



SAID THE DOUGH



SAID THE THYME



SAID THE PLATE



SAID THE LIGHT



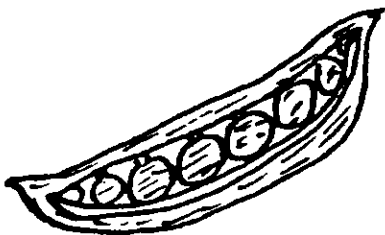
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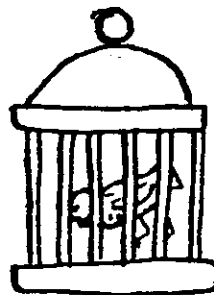
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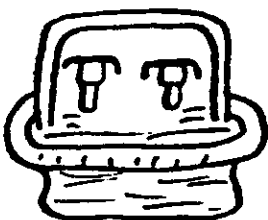
SAID THE PEA



SAID THE BIRD



SAID THE SINK



SAID THE POT





SAID THE TART



SAID THE BEET



SAID THE CAT



SAID THE BROOM



SAID THE RICE



SAID THE CHOP



SAID THE CANDLESTICK

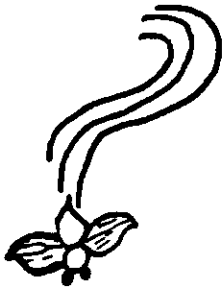


SAID THE CHEESE

SAID THE KNIFE



SAID THE MIXER



SAID THE FLY



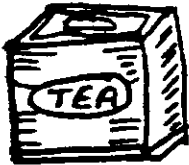
SAID THE LARD



SAID THE STEW



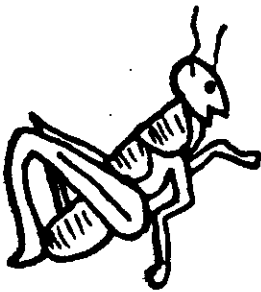
SAID THE CUP



SAID THE TEA



SAID THE SHAKER



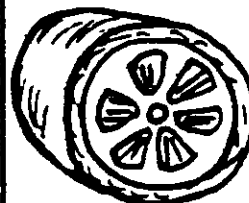
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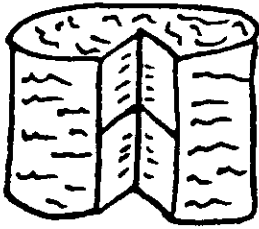
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SAID THE SOAP



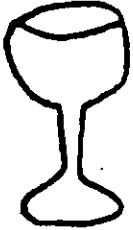
SAID THE LIME



SAID THE FROSTING



SAID THE AX



SAID THE GLASS



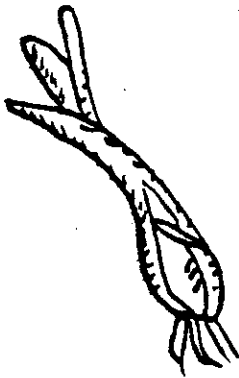
SAID THE FLOWER



SAID THE KETTLE



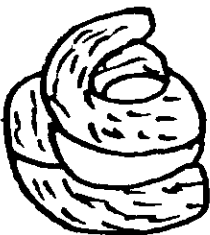
SAID THE BUG



SAID THE SCALLION



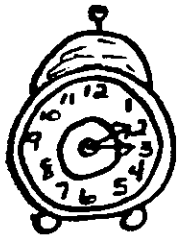
SAID THE THIMBLE



SAID THE PEEL



SAID THE BUN



SAID THE CLOCK



SAID THE ROOT BEER



SAID THE CARROT



SAID THE CRUST



SAID THE BEEF

Objective: The student will identify the mood of a passage as either happy, sad, thoughtful or angry.

Materials Needed:

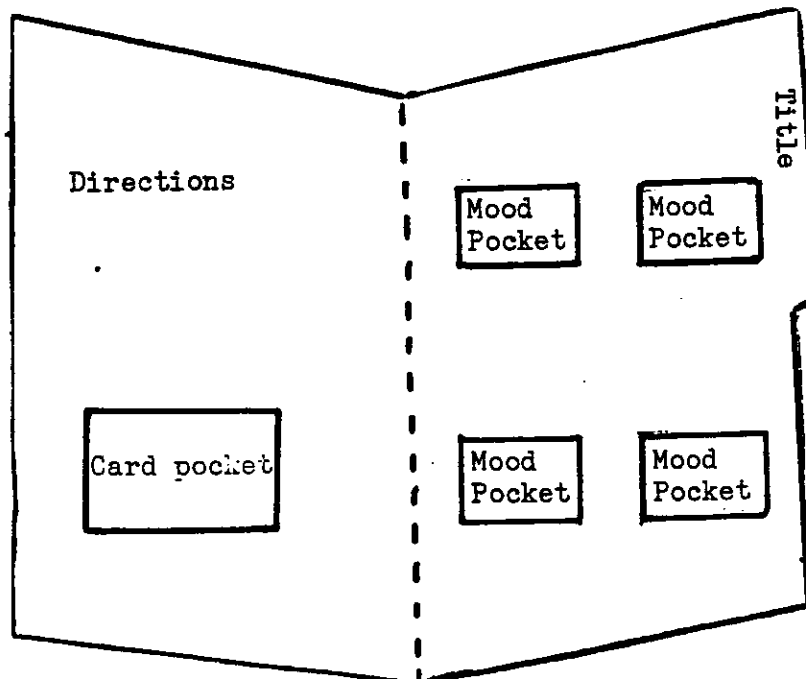
1. Colored file folder
2. Four pockets.
3. Task cards

Instructions for making the activity:

1. Mount a cut-out of Grandma Willing on the front of folder.
2. Place student instructions on the left side of the folder.
3. Cut out pictures of Grandma Willing's various moods and mount on pocket.

Student instructions for using the activity:

Grandmas can be very moody. Sometimes a very little thing can change their mood. Read each task card. Decide if the card describes her mood as happy, sad, thoughtful or angry. Each pocket is labeled with a different mood. Place your task cards inside the correct pocket. Check your answers on the back of each task card.







HAPPY



SAD



ANGRY



THOUGHTFUL

GRANDMA

WILLING'S

MOODS

All of her family was together for Christmas.	Grandpa surprised her with a new car for her birthday!	She has just been told that she won first prize in a contest!	Her cake won first prize at the county fair!
Her best friend is very sick.	She found out that she owes more taxes.	Her favorite plant died.	When her niece got married, she remembered her own happy wedding day.
A runaway car hit her new car in the parking lot.	Her grandson pulled the flowers out of the garden instead of the weeds!	Grandpa went fishing instead of finishing his chores.	One rainy day, Grandma cleaned her attic and found some old pictures of her mother and father.
She forgot her cookies were in the oven and she burned them.	The neighbor's dog dug up her newly planted garden.	While sitting in front of the fire and rocking, she thought back to the times when her children were babies.	

Objective: The student will select task cards and complete poetry activities.

Materials:

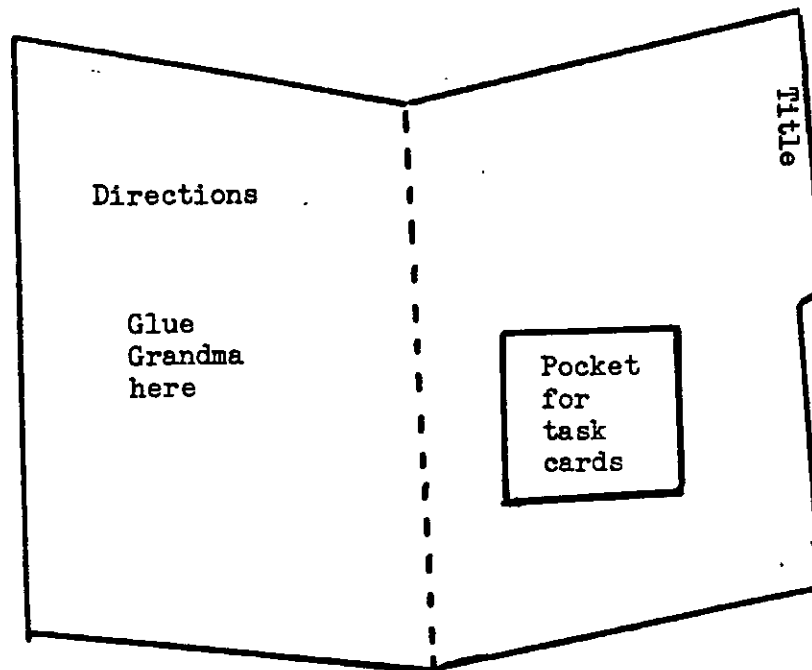
1. Colored file folder
2. Task cards
3. Pocket

Instructions for making the activity:

1. Color and cut out Grandma.
2. Open file folder and glue Grandma on left.
3. Place task cards in pocket on right of file folder.

Student instructions for using the activity:

1. Select a card from the pocket and follow the directions on it.
2. You may do as many activities as you wish.
3. Have fun!



GRANDMA'S

POETRY

PATCH

Task Card #1:

Select a poetry book. Look through it and answer these questions on a sheet of paper:

1. What is the name of the book?
2. Who is the author or editor?
3. Who illustrated the book?
4. List five unusual titles of poems.

On the back of your paper, copy a poem that you especially like from the book. Illustrate it, and practice reading it aloud. Share the poem with your class in some way.

Task Card #2:

Concrete poems or shape poems are written to represent the objects which they describe.

Example:

Create a concrete poem. Here are some ideas: butterfly, snake, mushroom, ladybug.

Task Card #3:

Not all poems rhyme. This kind of poetry is called Free Verse. Choose an author, storybook character or other famous person. Use this character as the subject of a Free Verse poem. Select phrases, events or feelings about your subject. Arrange this information to tell a story about your character.

Example:

Task Card #4:

Many years ago, before you and I were born, the epitaph was a very popular way of remembering a person on a tombstone. An epitaph sort of summarized the person's life or accomplishments. Sometimes it was written by the person when he or she was still alive. At other times it was written by a friend after the person died.

Example:

Here is William Shakespeare's epitaph:

Good friend, for Jesus' sake forbear

To dig the dust enclosed here.

Blessed be the man that spares these stones,

Cursed be he that moves my bones.

Write your own poetic epitaph which will summarize what you hope your life will be.

Task Card #5:

Make a collection of your favorite poems. Design a book or booklet of these poems. It should include a cover and illustrations.

Research simple forms of bookmaking to help you.

Task Card #6:

A poet is someone who is a writer of poems. Discover the life of a poet by reading as much as you can about him/her. Answer these questions:

1. What was he/she like?
2. How did he/she live?
3. Why did this poet write the kind of poetry he or she did?
4. What events in the poet's life affected the poetry he or she produced?

Task Card #7:

What is poetry? Can you write a definition? It is not as easy as it sounds. Try writing your own definition.

Read what poets have said about poetry by reading in books of quotations and essays about poetry. Write down several definitions and comments you find.

Task Card #8:

With your teacher's permission, teach your class a particular type of poetry. Read an example of this type of poetry to your class. Explain what is unique to this type of poetry. Ask the class to write a poem of this type. Proofread, edit and correct what your classmates have written, making sure they have followed the pattern.

Task Card # 9:

Choose your favorite poem and make a filmstrip to share with your class.

If you need help, see the library media specialist.

Task Card #10:

A Parody is a poem that humorously ridicules an author's style.

Example:

Little Miss Muffet
Sat in a shop
Eating her yogurt and tea

Along came a dieter
Who sat close beside 'er
And said, "That's just right for me!"

A good way to begin your parody writing is to rewrite Mother Goose rhymes. Choose a nursery rhyme and rewrite it in modern language. Illustrate your poem.

Task Card #11:

Select a favorite poem. Copy it neatly on poster board. Illustrate the poem to explain what the poem means to you.

Task Card #12:

For many, many years Limericks have been a popular form of poetry. They always have five lines, and are usually funny.

Example:

There was a young fellow named Jack
Who (unfortunately) sat on a tack
Said he with a yelp,
Oh! Someone please help!

I have got a small tack in my back!
Write some limericks about your classmates.
HAVE FUN!

Objective: Students will read a variety of poems and select one to place in a pocket

Materials Needed:

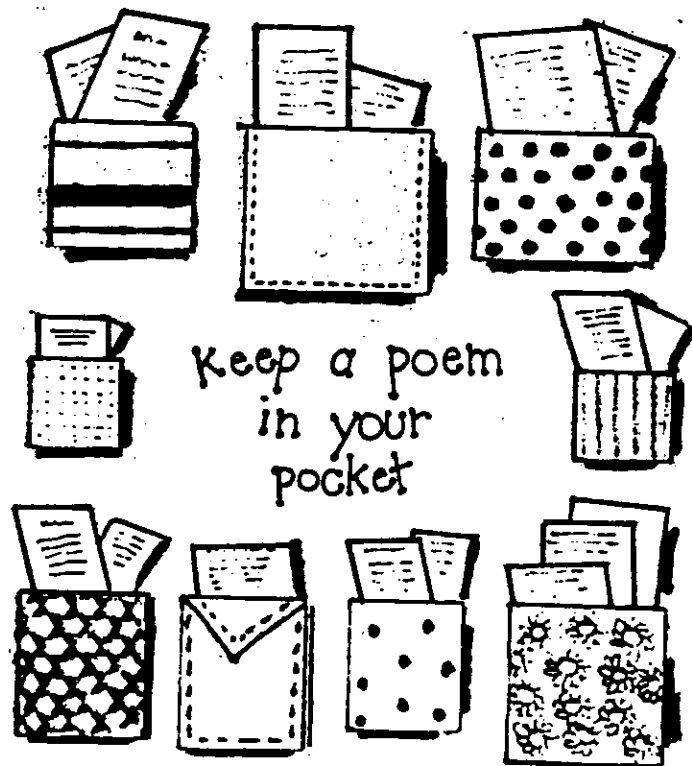
1. Poster board
2. Wallpaper samples

Instructions for making activity:

1. Trim and mount several colorful pockets (cut from wallpaper) on poster board or bulletin board.
2. Cut out letters for "Keep A Poem in Your Pocket" and place on poster board or bulletin board.

Student instructions for using activity:

1. Read a variety of poems.
2. Select one poem which you especially like.
3. Copy it and place it in a pocket.



- I. Unit Topic: Sports (Correlated with "Cinder Ellie", TG pp. 149-154)
- II. Unit Objectives
 - A. Literary Skills - Students will:
 1. Recall that sports stories are located in fiction and nonfiction books, magazines and newspapers.
 - B. Library Media Skills - Students will:
 1. define sports dictionary
 2. use the Webster's Sports Dictionary to locate a specific term.
 3. define encyclopedia.
 4. define key words.
 5. select the appropriate key word to locate a subject.
 6. use a key word to locate a specific topic in the encyclopedia.
 7. define heading.
 8. define subheading.
 9. use entry heading and subheading to locate specific information.
 10. define encyclopedia index.
 11. define cross references.
 12. use the encyclopedia index to locate a specific topic.
- III. Library Media Staff Preparation
 - A. Materials
 1. Sound filmstrip: "Sports and Hobbies" (Pied Piper - 11 minutes)
 2. Webster's Sport Dictionary (see Reference Tool Guideline #16)
 3. Fiction and nonfiction sports books
 4. World-Book Encyclopedia, 1983 ed. (see Reference Tool Guideline #19)
 - B. Equipment
 1. Sound filmstrip projector
 - C. Student Activities
 1. "Sports Wordlist"
 2. "Ready, Set, Go"
 3. "Index Transparency"
 4. "Hit or Miss"
- IV. Suggested Procedure (Minimum Sessions Required: 5)
 - A. Session I: (Objective: A-1)
 1. Introduction

- a) Have the students tell about the story "Cinder Ellie" in their own words.
- b) Ask what sport "Cinder Ellie" participated in? (track)
- c) Have each student name a sport that they enjoy.
- *d) Statement of Learning: Today you will learn that sports stories are located in both fiction and nonfiction books, magazines, and newspapers.

2. Instruction

- a) Ask if any students have checked out a book about a sport in the library media center. If so, ask which section the book was located in.
- b) Show examples of sports stories that are located in fiction and nonfiction sections of the LMC.
- c) Describe several magazines found in the LMC that contain sports stories.
- d) Show students how to locate the sports section of the newspaper.
- e) Introduce the sound filmstrip "Sports and Hobbies". (View the filmstrip only through frame 71.) Ask the students to listen for the names of sources of information on sports.
- f) After students have viewed the filmstrip, ask them to identify the basic types of sports stories. (fiction, nonfiction, informational article, biography) Discuss the location of each of these. (For example, biography is located in nonfiction, informational articles are in magazines and newspapers.)
- *g) Closure: Today you have learned that sports stories are located in fiction and nonfiction books, magazines and newspapers. Your next session you will learn to use a sports dictionary.

3. Evaluation: Can students:

- a) Recall that sports stories are located in fiction and nonfiction books, magazines, and newspapers.

4. Reinforcement

- a) Use "Track It Down" activity from "Sports Shoebox".

B. Session II (Objectives B-1, B-2)

1. Introduction

- a) Review previous session. That sports stories are located in fiction and nonfiction books, magazines and newspapers.
- *b) Statement of Learning; Today you will learn to define and use the Webster's Sports Dictionary.

2. Instruction

- a) Define a sports dictionary as a book with definitions of sports terms arranged in alphabetical order.
- b) Have students examine the Webster's Sports Dictionary.

- c) Point out that the guide words and entry words in this special dictionary are located in exactly the same places as they are in a regular dictionary.
- d) Give student the "Sports Wordlist" cards.
- e) Let students look up other sports terms as time allows.
- *f) Closure: Today you have learned to define a sports dictionary and use it to locate specific terms. Tomorrow you will use the encyclopedia to locate more sports topics.

3. Evaluation: Can students:

- a) define a sports dictionary?
- b) use Webster's Sports Dictionary to locate a specific term?

4. Reinforcement

- a) Use "Olympic Events--Track and Swimming", Track'em Down Sports Puzzles, pp. 10; 1976, Prentice-Hall Publications.

C. Session III (Objectives B-3, B-4, B-5)

1. Introduction

- a) Ask the students to name the reference book they used the previous session. (sports dictionary)
- b) Have students describe the ways the Webster's Sport Dictionary can be helpful in locating information. (Reports, questions about rules or regulations for a specific sports, etc.)
- c) Ask the students where they would look if they needed more information about a sport than the sports dictionary gives.
- *d) Statement of Learning: Today you will learn the definition of encyclopedia and key word and how to select a key word to locate information in the encyclopedia.

2. Instruction

- a) Show students where the encyclopedias are located in the LMC.
- b) Define an encyclopedia as a book or set of books with alphabetically arranged information on many subjects.
- c) Review guide letters on the spine of encyclopedias. (See unit taught in May of 2nd year.)
- d) Define key words as the word which most exactly names a subject. (Gateways TG pp. 238).
- e) Students will use "Ready, Set, Go" activity to learn to select key words.
- *f) Closure: Today you have learned to define encyclopedia and key word and to select key words.

3. Evaluation: Can students:

- a) define encyclopedia? b) define key words?
- c) select the appropriate key word to locate a subject?

4. Reinforcement

- a) Use "Ready, Set, Go" activity
- b) Use "Pitch and Hit" activity

D. Session IV (Objectives B-6, B-7, B-8, B-9)

1. Introduction

- a) The last session you learned to use an encyclopedia and to select key words.
- *b) Statement of Learning: Today you will learn to use your key word to locate an article and use headings and subheadings to locate specific information quickly.

2. Instruction

- a) Define a heading as a word or words in large dark type which names a topic.
- b) Define subheading as a word or words which divide a heading into smaller parts.
- c) Review guide words. (Previously taught in Spinners "Sensory Words" unit or use "Pitch and Hit" activity for reinforcement if needed.)
- d) Student will select a key word from "Ready, Set, Go" activity (The word must be a sport.) then locate that topic in the encyclopedia.
- e) Ask the student to use entry headings and subheadings to identify the "history" information about the sport they selected.
- f) Students will report 3 interesting facts about the history of their topic to the library media specialist in written or verbal form.
- *g) Closure; Today you have used headings and subheadings to locate specific information about a key word you selected. The next session you will learn to use the index to the encyclopedia.

3. Evaluation: Can students:

- a) Use a key word to locate a specific topic in the encyclopedia?
- b) Define heading?
- c) Define subheading?
- d) Use entry heading and subheading to locate specific information?

4. Reinforcement

- a) Use "Ready, Set, Go" activity

E. Session V (Objectives B-10, B-11, B-12)

1. Introduction

- a) Your last session you used key words to locate topics in the encyclopedia.
- b) Sometimes when you look up a key word there is no article listed for that word.

- *c) Statement of Learning: Today you will learn how to use the index to the encyclopedia to locate topics when you can't find them using your key word.

2. Instruction

- a) Define the encyclopedia index as an alphabetical list of the articles in the encyclopedia. The index refers to the specific volume and page where the information on a specific topic appears.
- b) Use "Index Transparency" activity.
- 1) Point out that headings are in large dark type and subheadings are in dark type.
 - 2) Show the letter after an entry and explain that it indicates the volume where the information is found or the guide letter of the volume. The number following the colon refers to the page number for the topic. (World Book, 1983)
 - 3) Explain that sometimes the key word we have chosen is not the key word chosen by the authors of the encyclopedia. When this happens many times the encyclopedia will refer you to another word. This is called a cross reference.
 - 4) Point out the example of "See Baseball Hall of Fame" and "See also: Baseball related articles in the baseball articles".
- c) Have students use "Hit or Miss" activity
- *d) Closure: Today you learned to use the index to the encyclopedia. During this unit you have learned to use the sports dictionary and use the encyclopedia. Your next unit will be "Eugenie Clark: "Shark Lady"; you will learn about biographies in that unit.

3. Evaluation: Can students:

- a) define encyclopedia index?
- b) define cross references?
- c) use the encyclopedia to locate a specific topic?

4. Reinforcement

- a) "Hit or Miss" activity

F. Enrichment Activities

1. Student will select a topic and make a multi-media presentation using the reference tools in this unit for research.
2. Student will write and produce a sound slide or video production teaching other students how to use any of the reference tools taught in this unit.

V. Resources

A. Books

1. Antonacci, Robert. Basketball for Young Champions. McGraw, 1979.
2. " " Football for Young Champions. McGraw, 1976.
3. " " Soccer for Young Champions. McGraw, 1978.
4. " " Tennis for Young Champions. McGraw, 1982.
5. Christopher, Matt. Dog that Stole Baseball Plays. Little, 1980.
6. Christopher, Matt. Year Mom Won the Pennant. Little, 1968.
7. Clark, Steve. Illustrated Basketball Dictionary for Young People. Harvey, 1977.
8. Corbett, Scott. Baseball Trick. Little, 1965.
9. Corbett, Scott. Hockey Girls. Dutton, 1976.
10. Gault, William. Wild Willie, Wide Receiver. Dutton, 1974.
11. Higdon, Hal. Team That Played in the Space Bowl. Dutton, 1981.
12. Konisburg, E. L. About the B'nai Bagels. Atheneum, 1969.
13. Lee, Alton. Seven Feet Four and Growing. Westminster, 1978.
14. Madison, Arnold. How to Play Girls' Softball. Messner, 1981.
15. Slote, Alfred. Hang Tough Paul Mather. Lippincott, 1973.
16. Slote, Alfred. Matt Gargan's Boy. Lippincott, 1975.
17. Radlauer, Ed. Bicycle Motocross. Childrens, 1979.
18. Radlauer, Ed. Some Basics about Karate. Childrens, 1981.
19. Radlauer, Ed. Some Basics about Running. Childrens, 1979.
20. Radlauer, Ed. Some Basics about Women's Gymnastics. Childrens, 1980.
21. Sullivan, George. Better Baseball for Boys. Dodd, 1981.
22. " " Better Basketball for Girls. Dodd, 1978.
23. " " Better Gymnastics for Girls. Dodd, 1977.
24. " " Better Soccer for Boys and Girls. Dodd, 1978.
25. " " Better Softball for Boys and Girls. Dodd, 1975.
26. " " Better Volleyball for Girls. Dodd, 1979.
27. Winthrop, Elizabeth. Marathon Miranda. Holiday, 1979.

B. Reference Sources

1. Webster's Sports Dictionary. Merriam Webster, 1976.
2. World Book Encyclopedia. World Book Inc., 1983.

C. Software

1. Sports and Hobbies Books, Series 5. (Sound filmstrip)
Pied Piper Productions.

VI. Glossary

- A. Cross reference - guides you to additional or related information.
- B. Encyclopedia Index - An alphabetical list of the topics in the encyclopedia. The index refers you to the specific volume and page where the information on a specific topic appears.
- C. Guide words - words printed at the outer edge of the top of the page that make it easier to locate the topic.
- D. Heading - a word or words in large dark type which names a topic.
- E. "See" reference - means that the information you are looking for appears under another heading, rather than the one you have chosen.
- F. "See also" reference - indicates that additional information can be found under another heading.
- G. Sub-heading - a word or words which divide a heading into smaller parts.

Objective: Use the Webster's Sports Dictionary to locate a specific term.

Materials needed:

1. 3 x 5 cards

Instructions for making activity.

1. Cut out the words on the next page.
2. Mount them on cards.

Student instructions for using activity.

1. Use the Webster's Sports Dictionary to locate the term on this card.

ANORAK

BURLADERO

CREEL

DUMPED

EEPH

FOOZLE

BREMMIE

HOLLER GUY

JIB

KERMESSE

LOVE

MAST

NATATORIUM

OFFICIATE

PUGILIST

QUARRY

ROSTER

STERN

TANK JOB

WORMING

VOODOO BALL

VELODROME

Objective: Identify key words in a given sentence that enable a student to locate information on a subject.

Materials needed:

1. Loose leaf ring - 1
2. Ready, Set, Go! - activity sheet

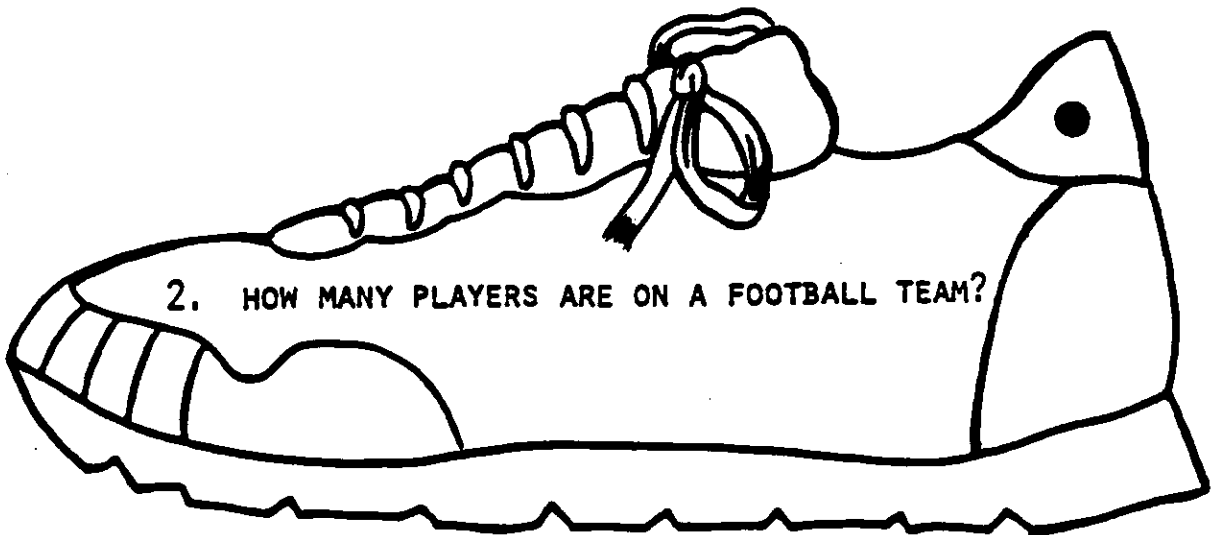
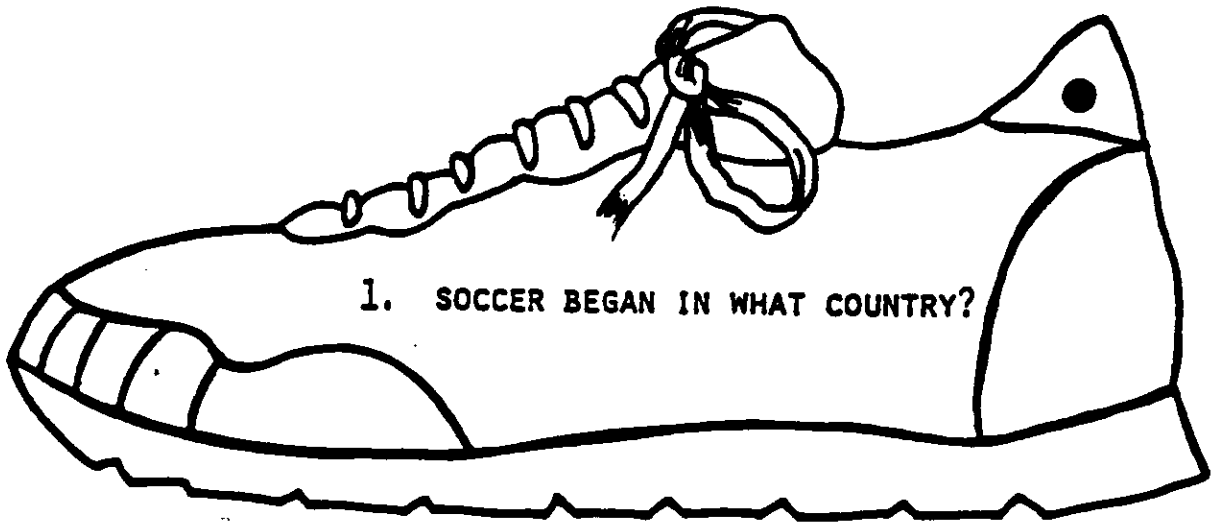
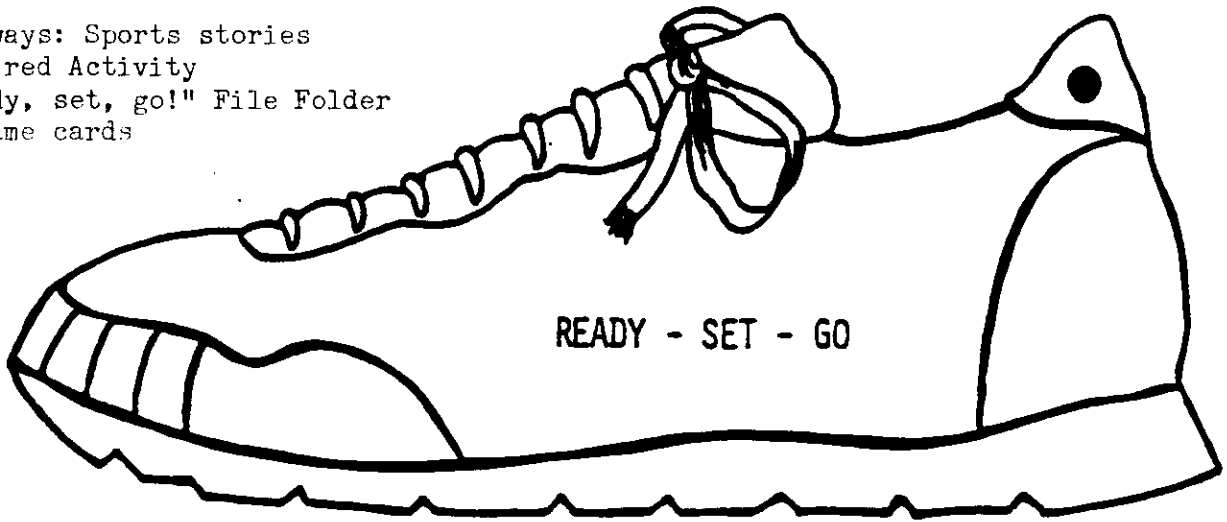
Instructions for making activity

1. Prepare ring packet for "Sports Shoe Box" activity by:
 - a) cutting out tennis shoes.
 - b) mounting on tagboard and laminating.
 - c) punching holes and insert ring.

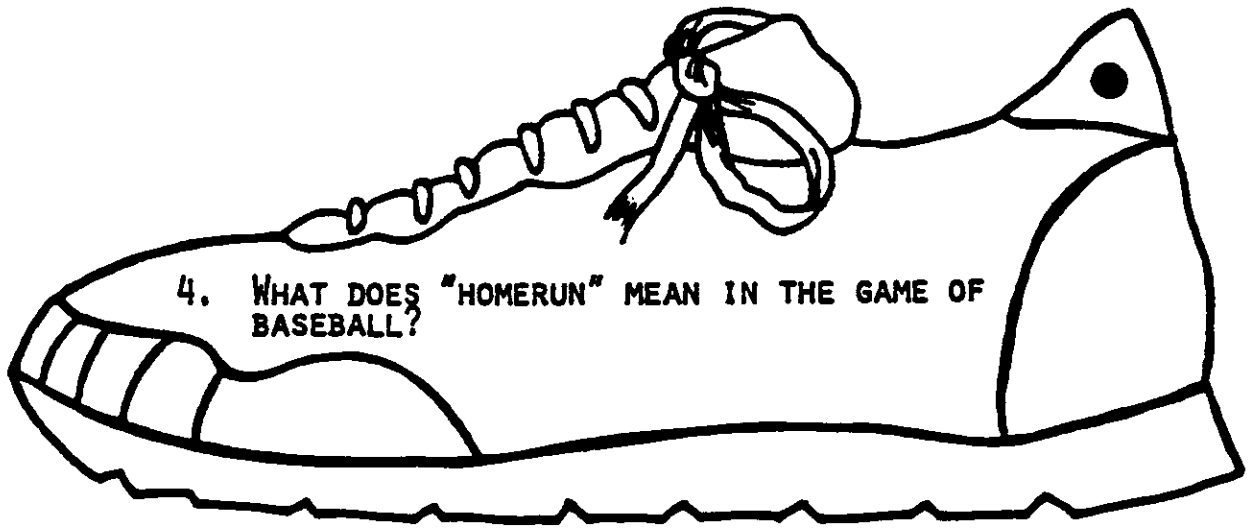
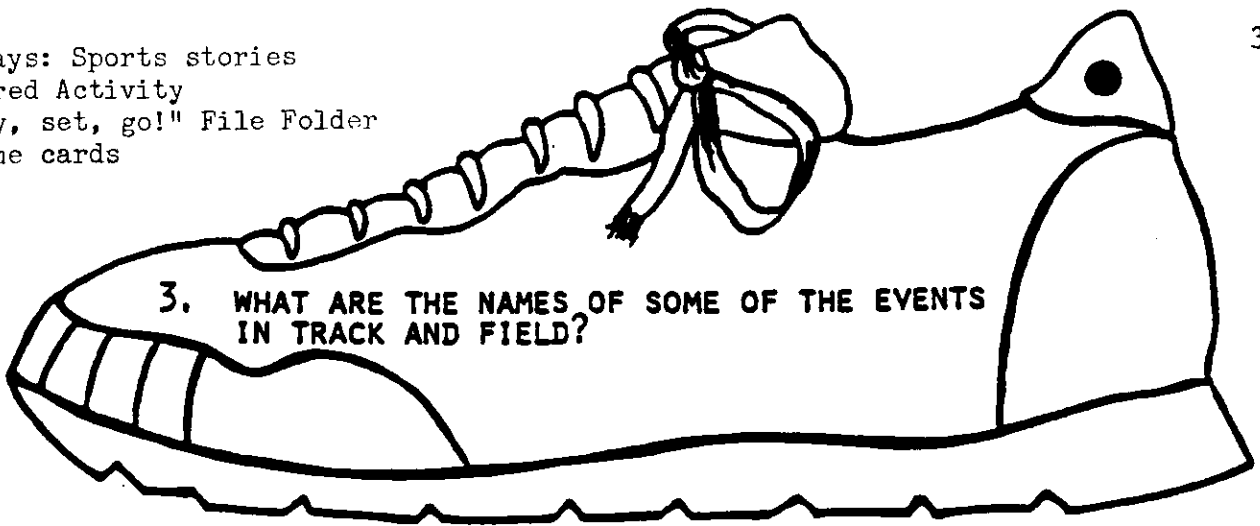
Student instructions for using activity

1. Identify the key word in each question.
2. Look at the last tennis shoe on the ring to check your answers.

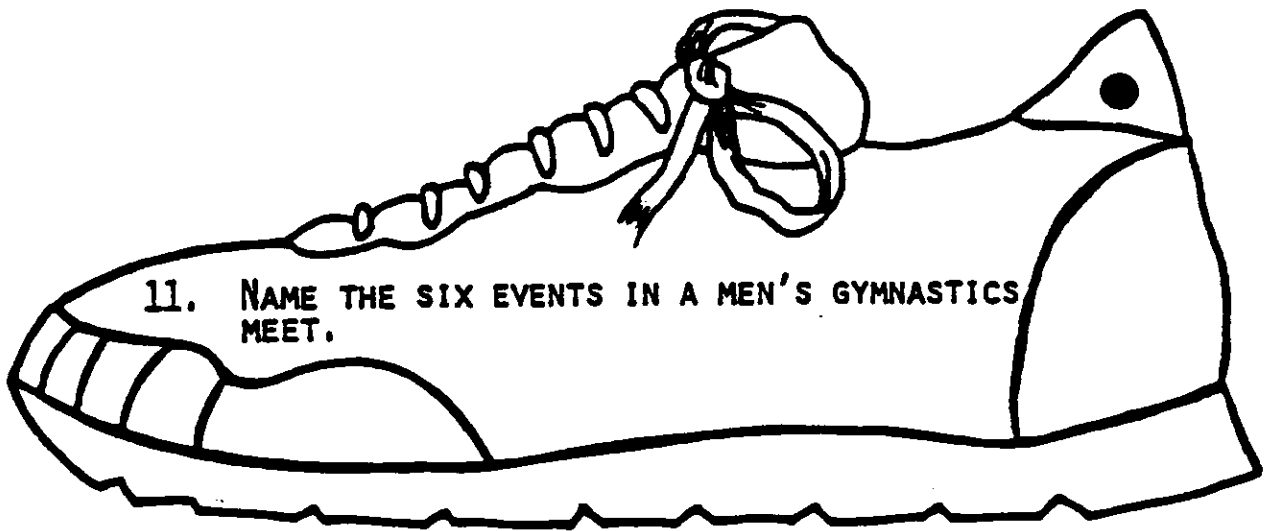
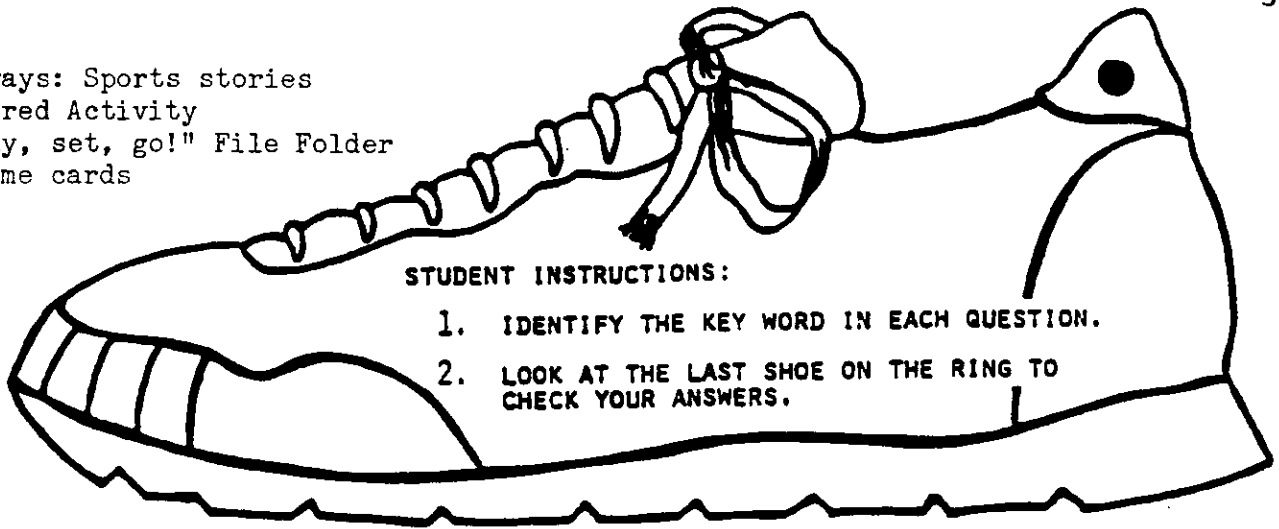
Gateways: Sports stories
Required Activity
"Ready, set, go!" File Folder
Game cards



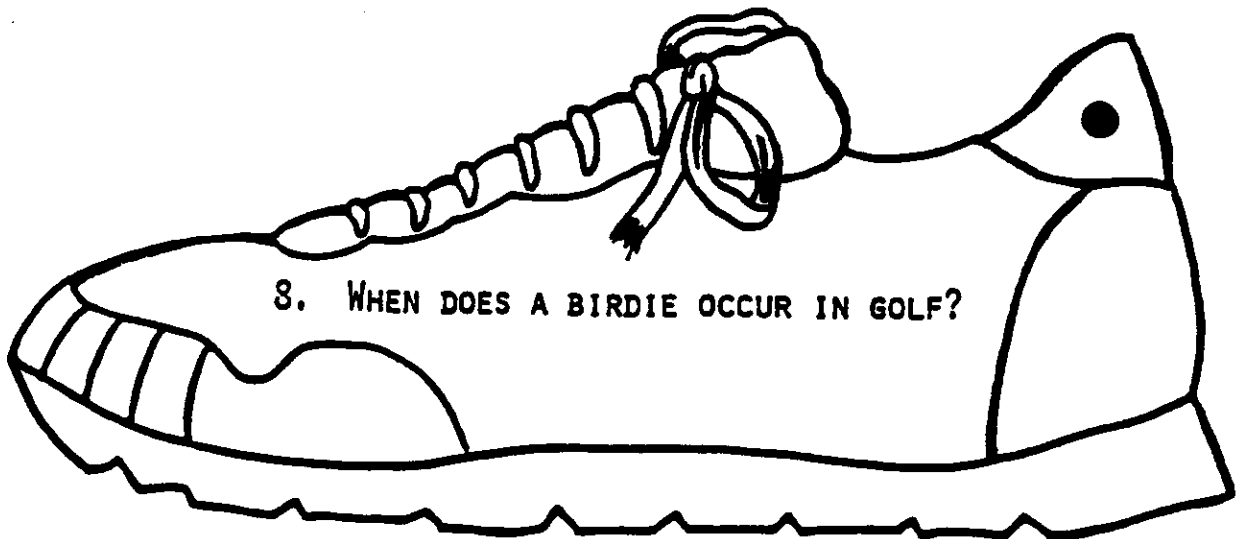
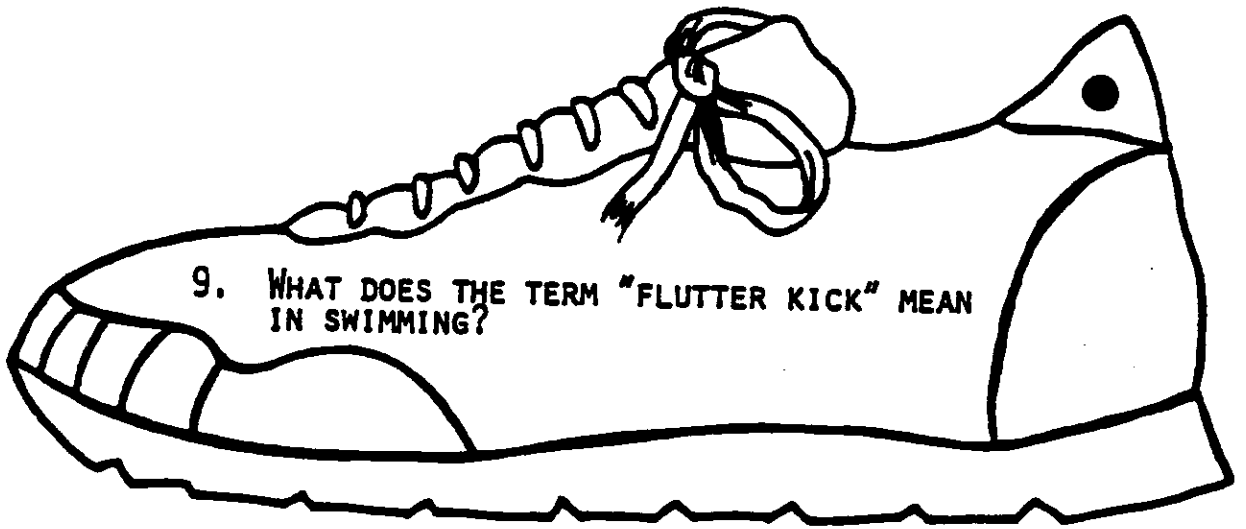
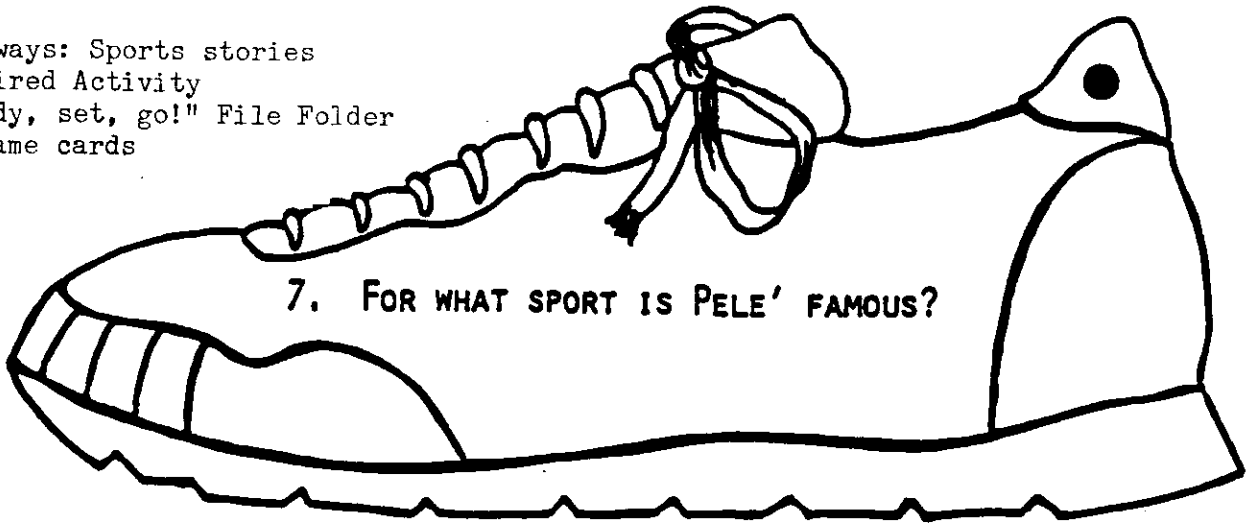
Gateways: Sports stories
Required Activity
"Ready, set, go!" File Folder
Game cards



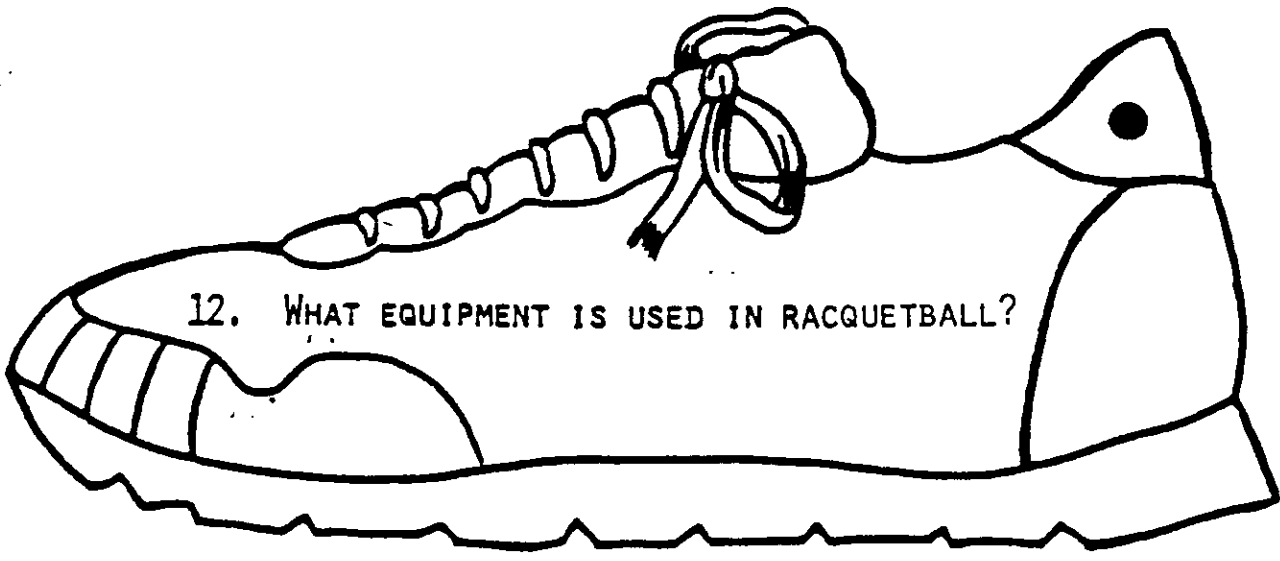
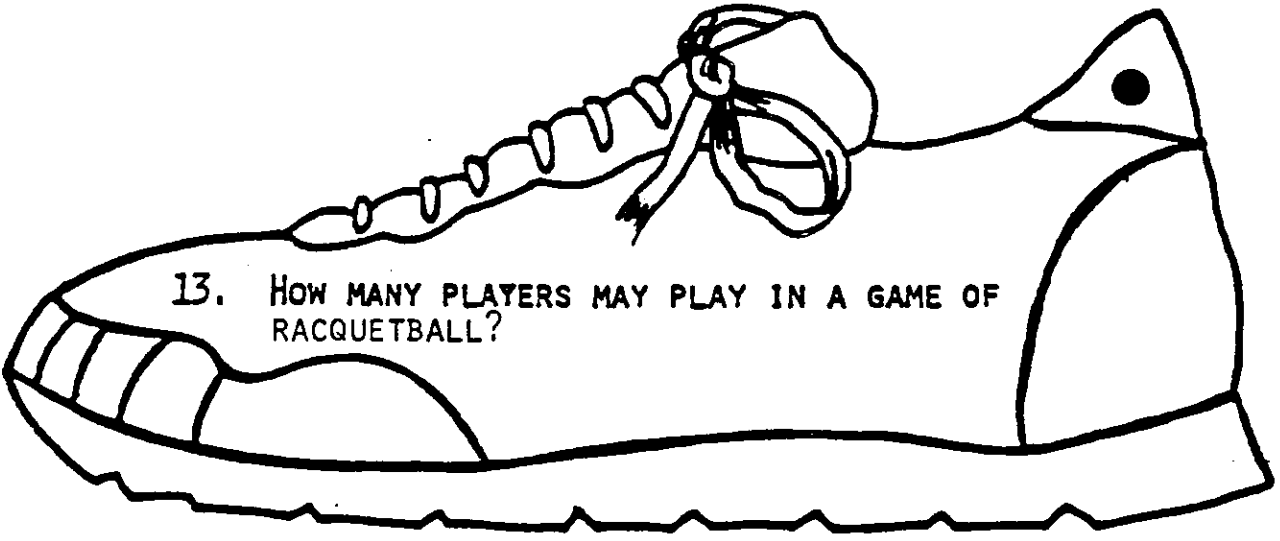
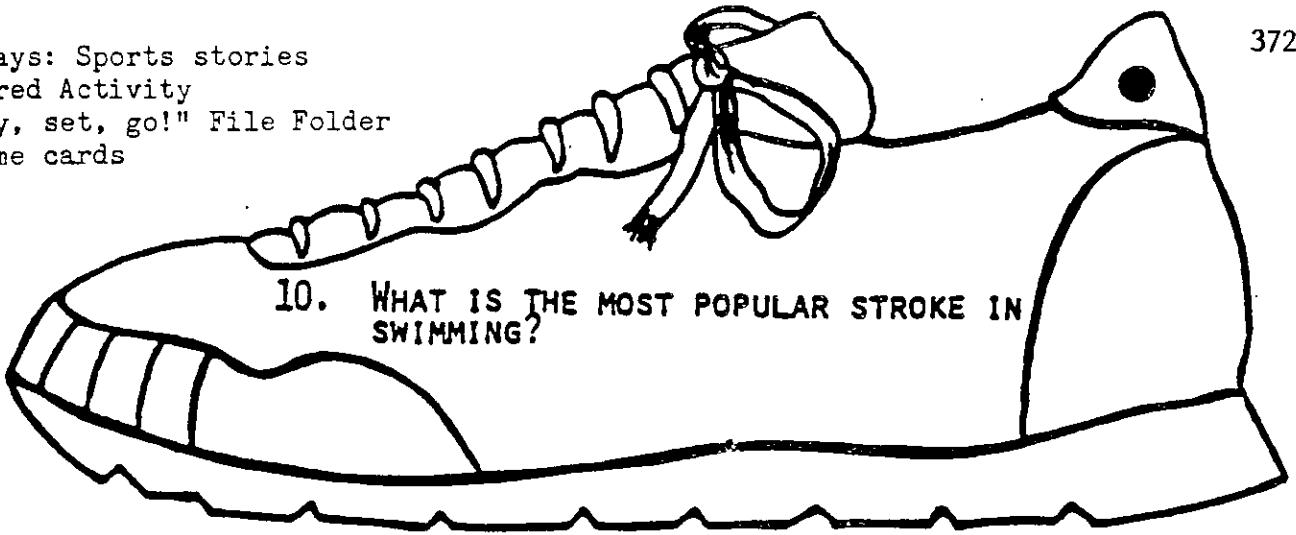
Gateways: Sports stories
Required Activity
"Ready, set, go!" File Folder
Game cards



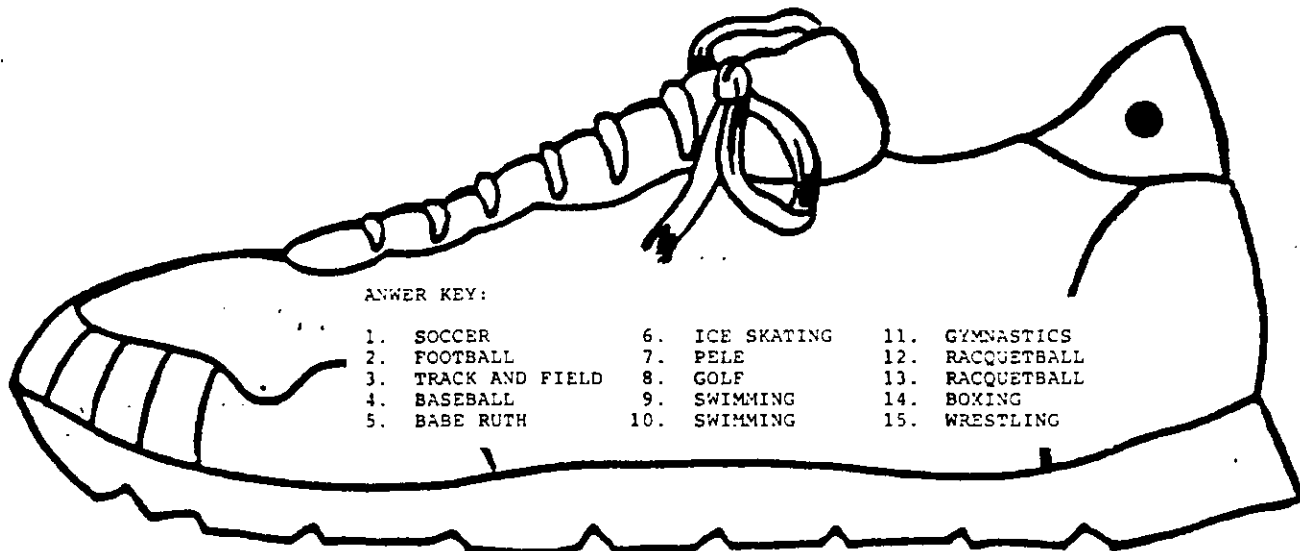
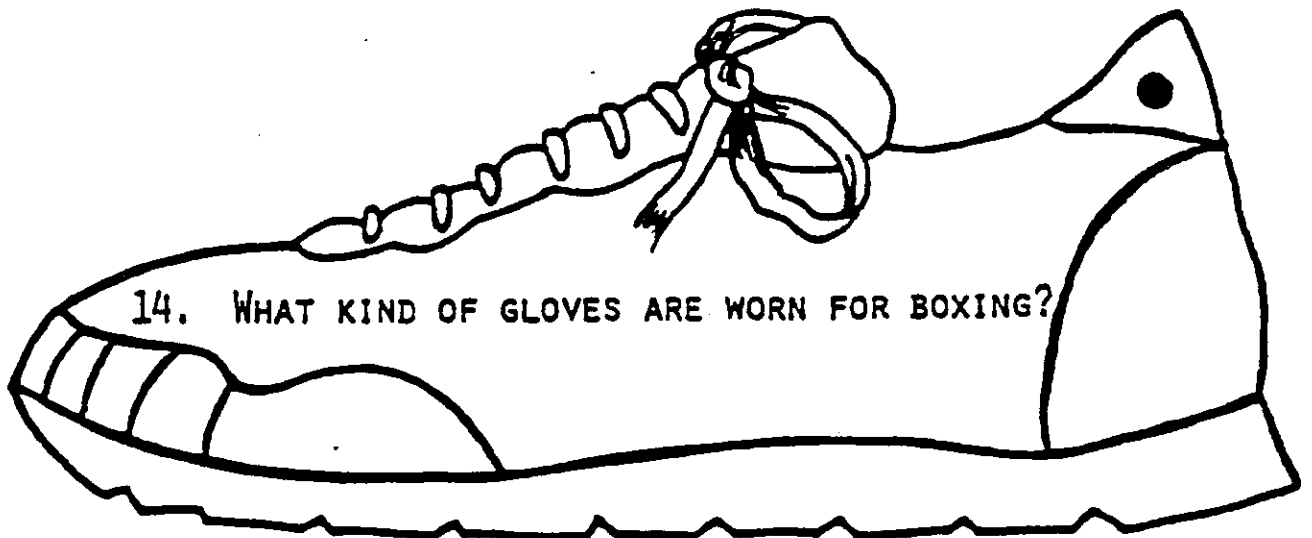
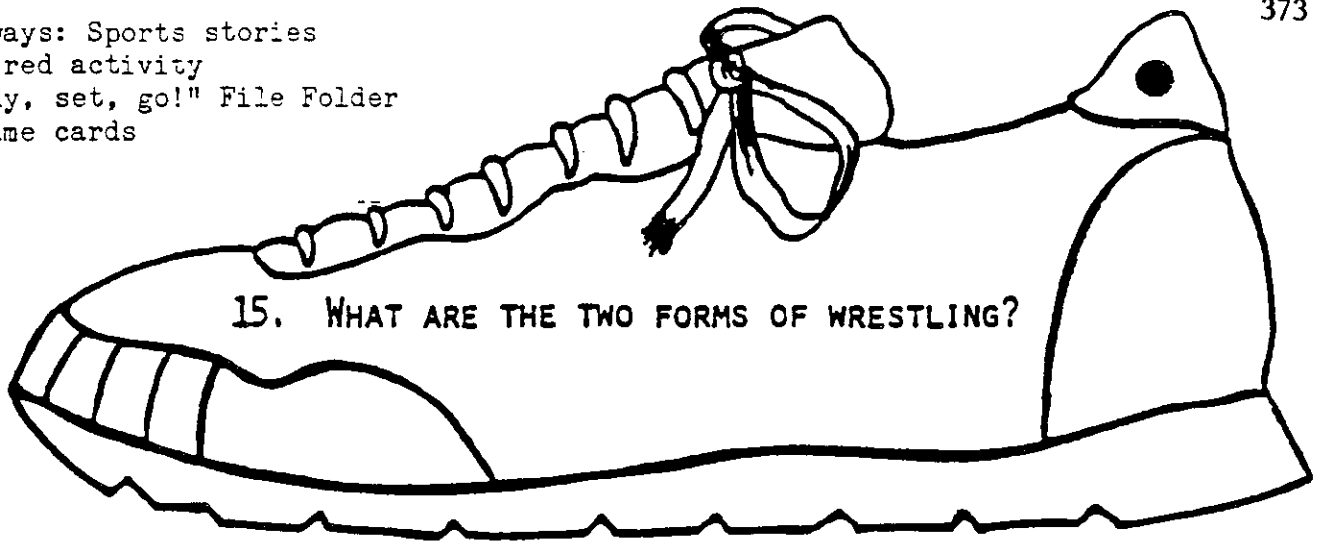
Gateways: Sports stories
Required Activity
"Ready, set, go!" File Folder
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Gateways: Sports stories
Required Activity
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Game cards



Gateways: Sports stories
 Required activity
 "Ready, set, go!" File Folder
 Game cards



Base on balls

Baseball (Reaching Base) B:97; (Rule Changes) B:98b-98c

Base period [economics]

Parity P:148

Base running

Baseball (Base Running) B:96; (Base Runners—Advancing and Outs) B:97
with picture

Base word [language]

Spelling (Learning to Spell) So:605

Baseball [ball]

Baseball (Equipment) B:93 *with diagram*

Baseball [sport] B:92 *with pictures*

Game (Games for Older Children) G:23

Little League Baseball L:349 *with picture*

Softball So:465

Taft, William Howard *picture on* T:13

United States *picture on* U:59

*See also the list of Related Articles in the
Baseball article*

Baseball Congress, National

Baseball (Amateur Leagues) B:98a

Baseball Hall of Fame *See* Hall of Fame.

Baseball in this index

Objective: Students will use an encyclopedia index to locate a specific topic

Materials Needed:

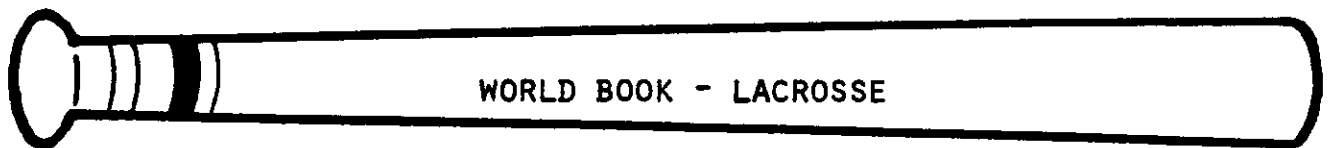
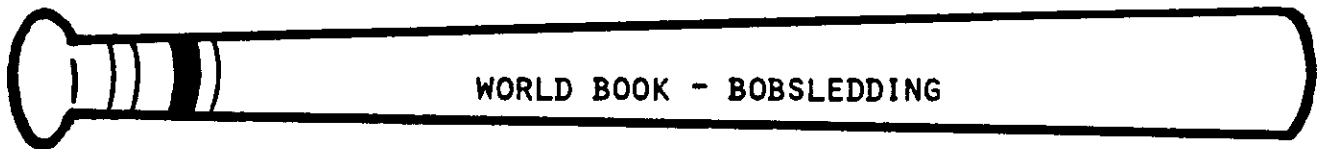
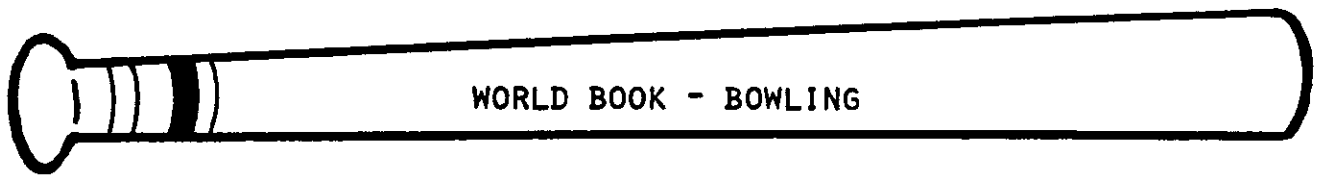
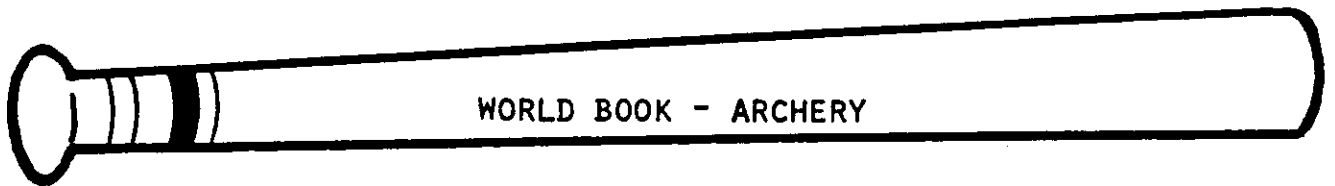
1. Zip lock bag (to be placed in sports shoe box)
2. "Hit or Miss" baseball bats
3. World Book Encyclopedia, c.1983, and Compton's Encyclopedia, c.1982 indexes.

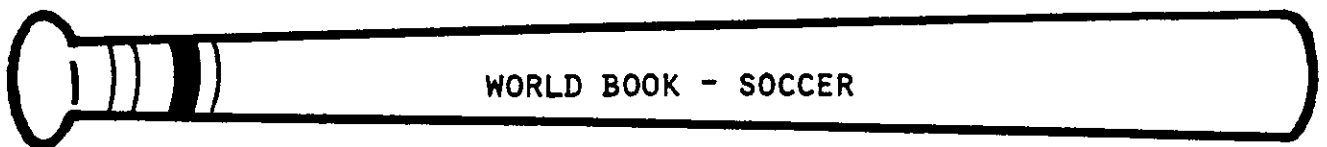
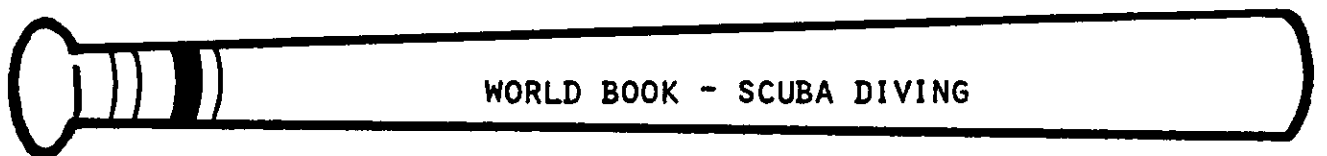
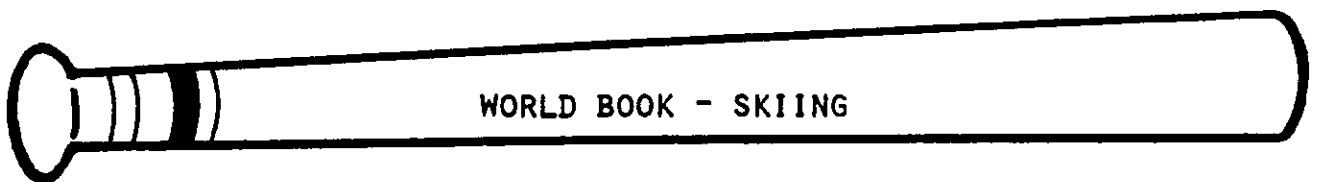
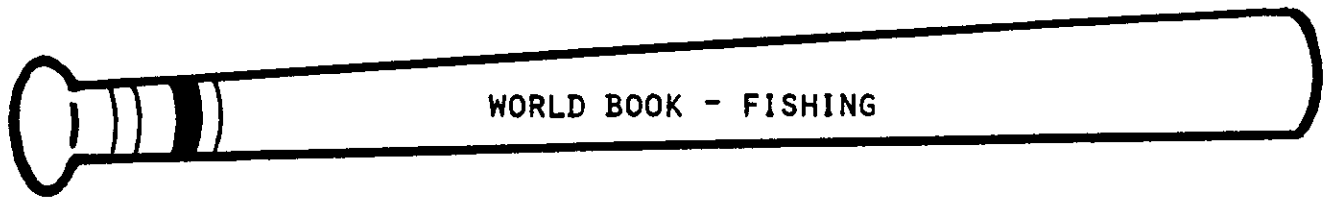
Instructions for making activity:

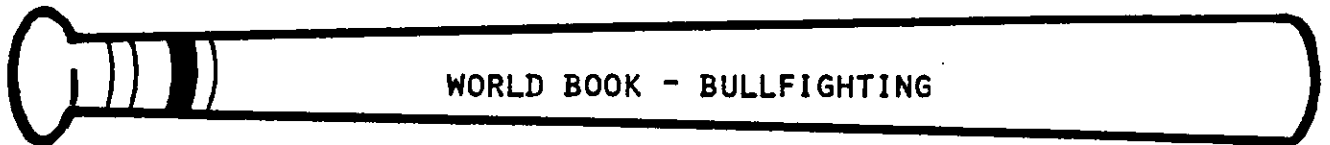
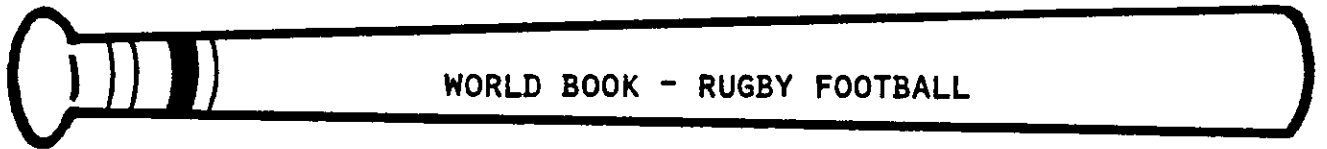
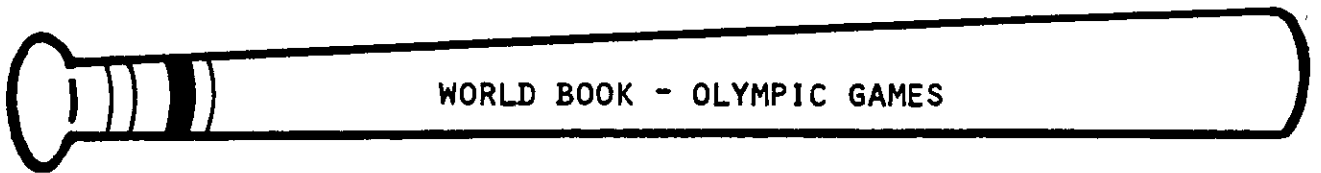
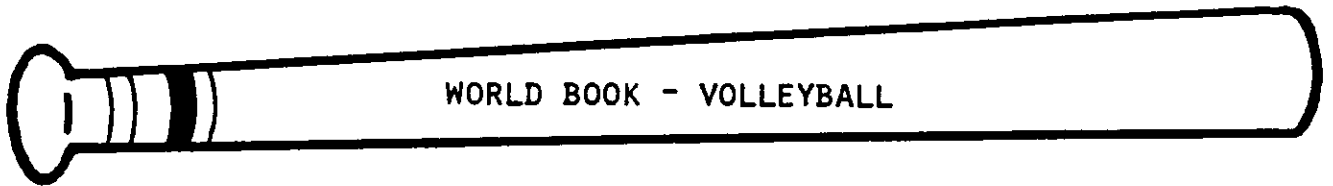
1. Cut, mount, laminate baseball bats with sports topics.
2. Place in zip lock bag and place in sports shoe box.

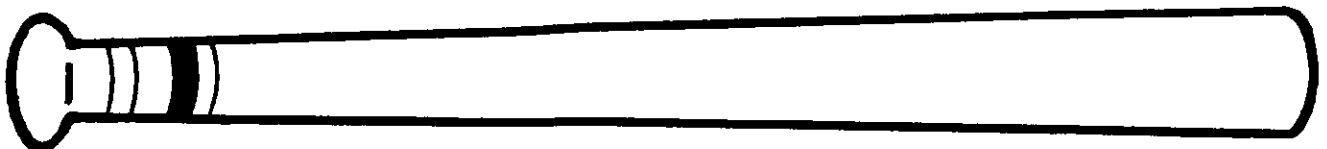
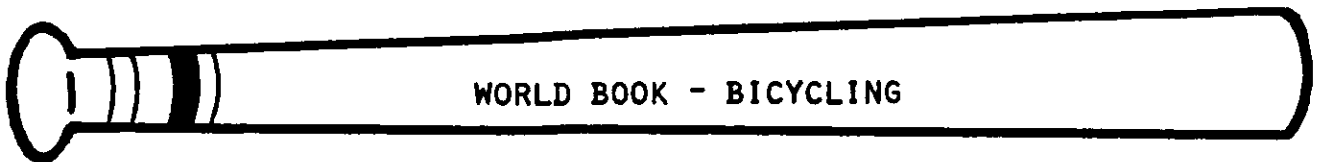
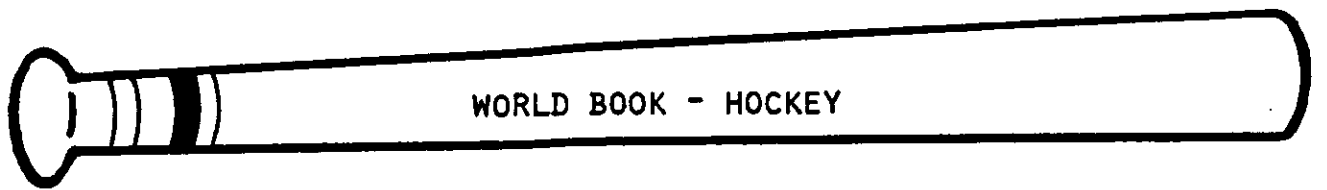
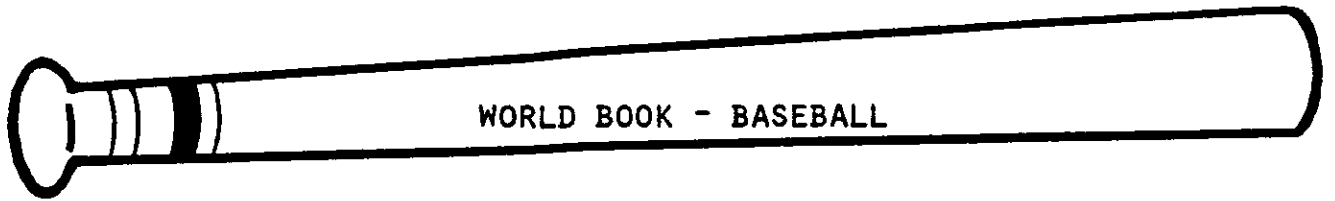
Student instructions for using activity:

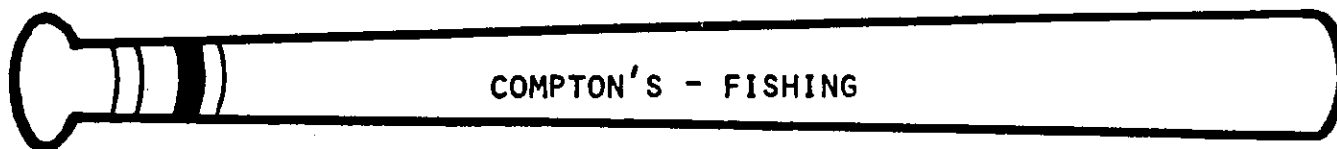
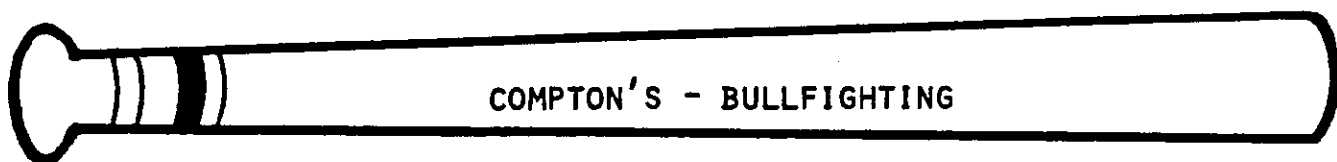
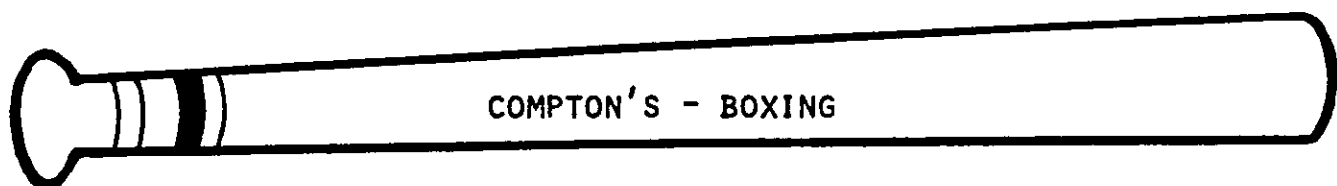
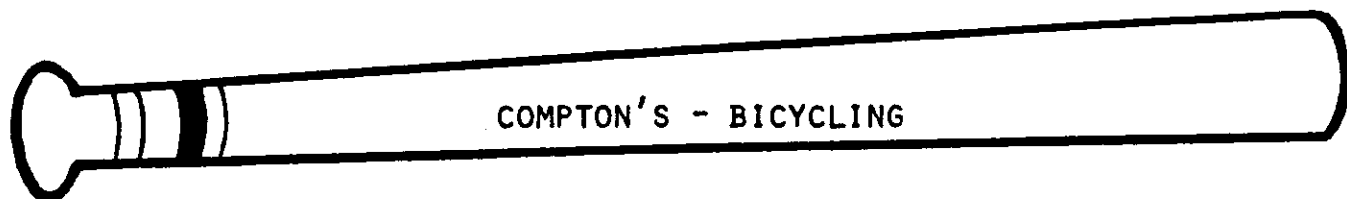
1. Choose a bat with a sports topic.
2. Look in the encyclopedia index and locate your topic.
3. If your topic has cross references, you may use them to find more information.
4. Students will report two (2) interesting facts from their topics.

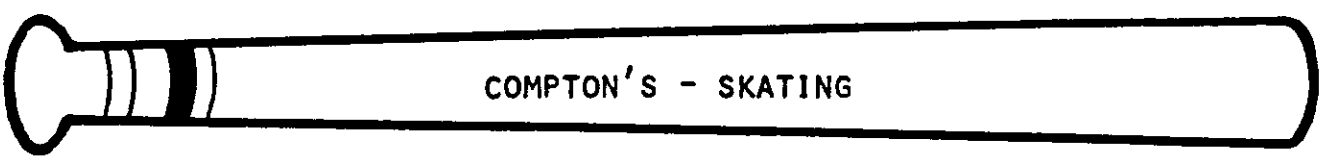
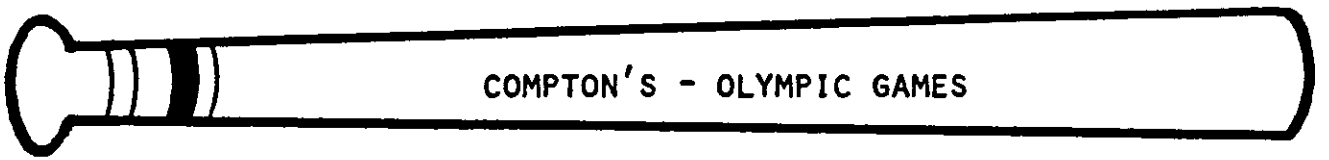
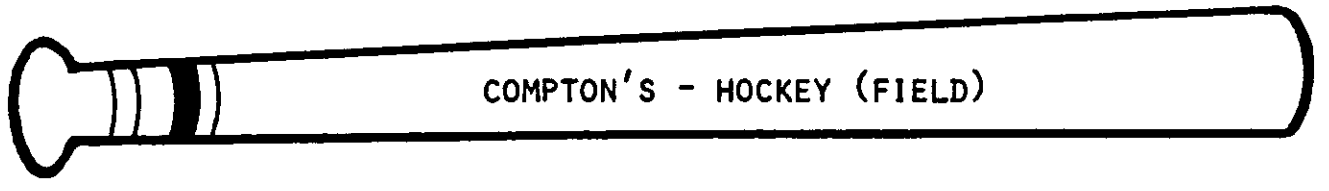
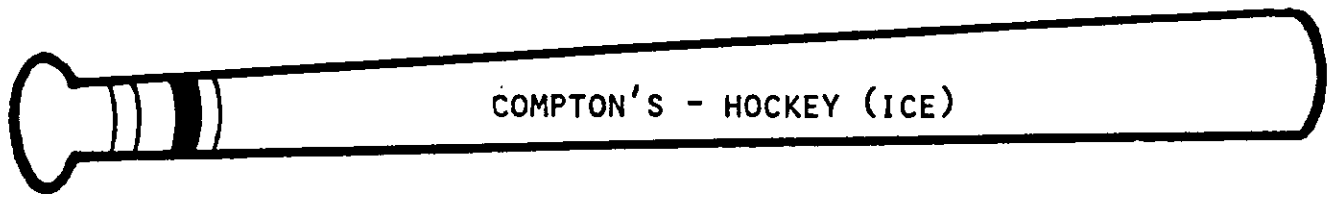


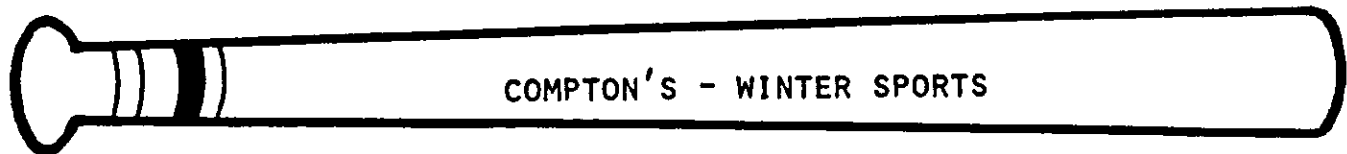
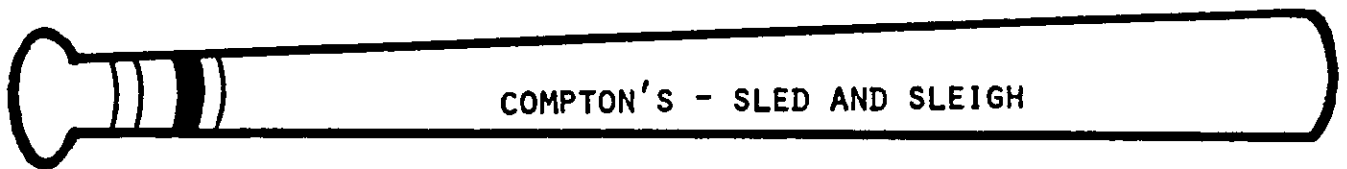
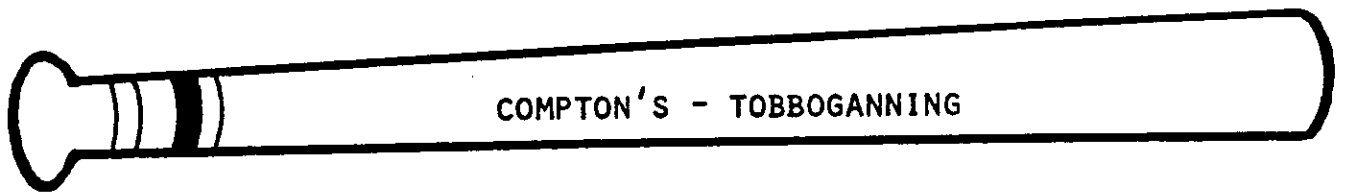
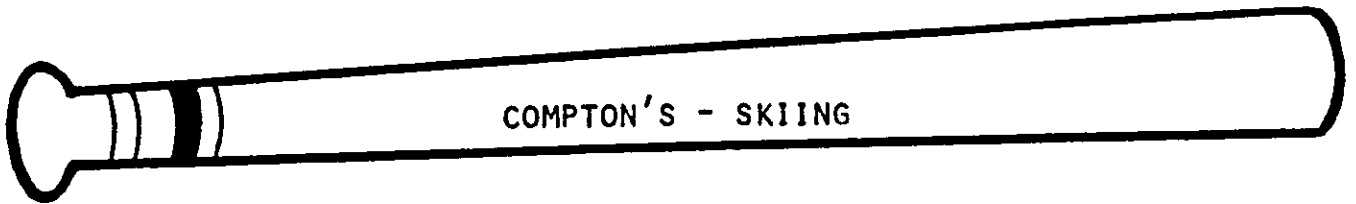


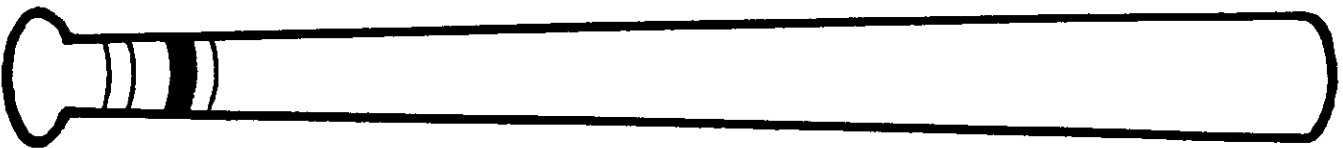
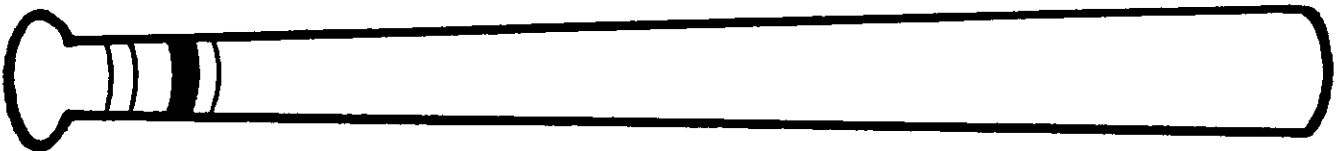
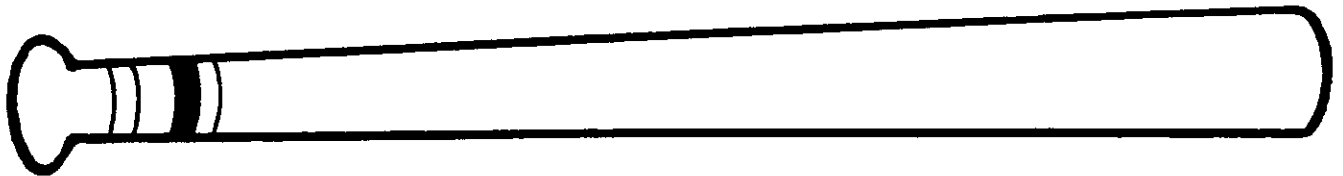
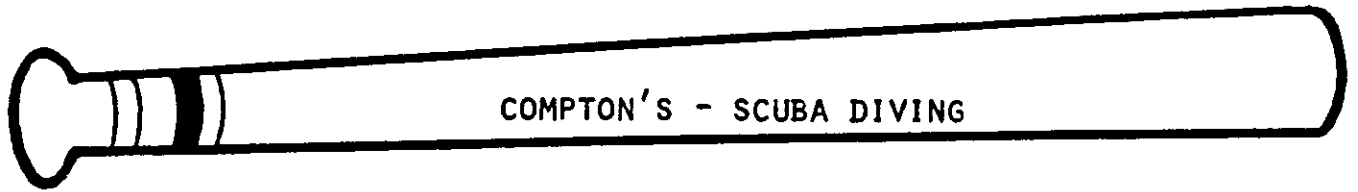












Objective: Identify sources (fiction, nonfiction, newspaper or magazines) where statements would be found.

Materials Needed:

1. Cards with statements
2. Loose-leaf ring

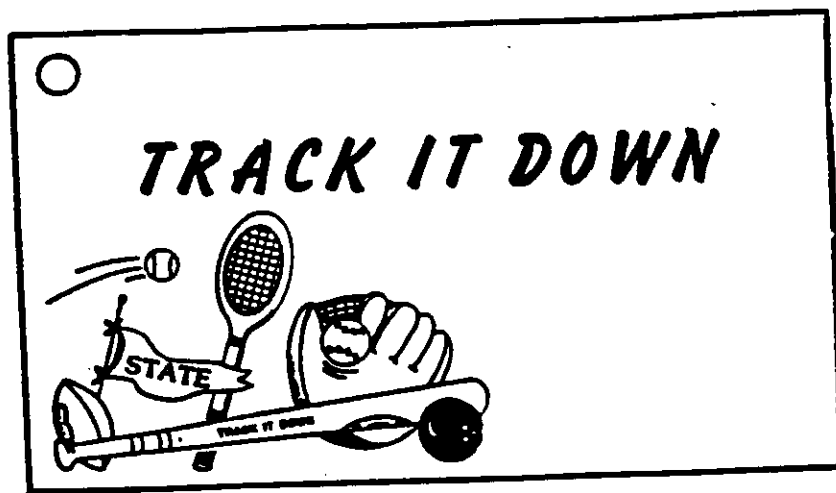
Instructions for making learning center:

Prepare ring packet as follows:

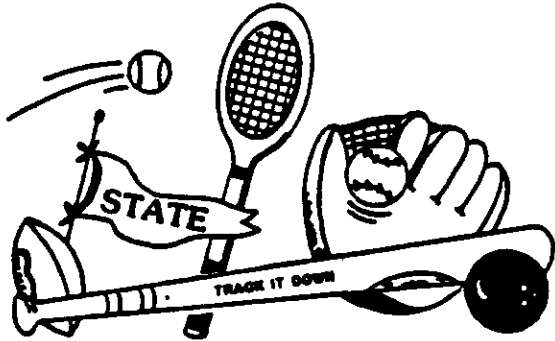
1. Cut out activity cards; mount on tag-board; laminate.
2. Use hole punch to cut holes in activity cards.
3. Insert loose-leaf ring.

Student instructions for using learning center:

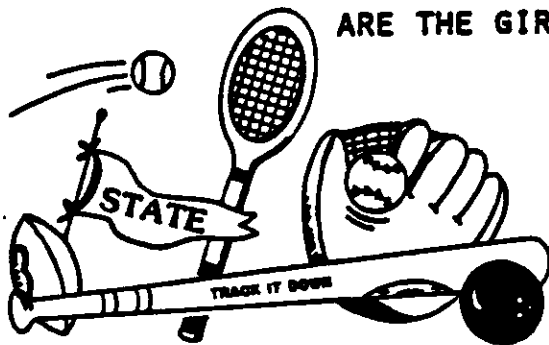
1. Number your sheet from 1 to 14.
2. Select a card from the ring packet.
3. Read the card and decide if the statement is from a fiction book, a nonfiction book, a magazine, or a newspaper article.
4. List your answers on a sheet of paper.
5. Check your answers with the answer key.



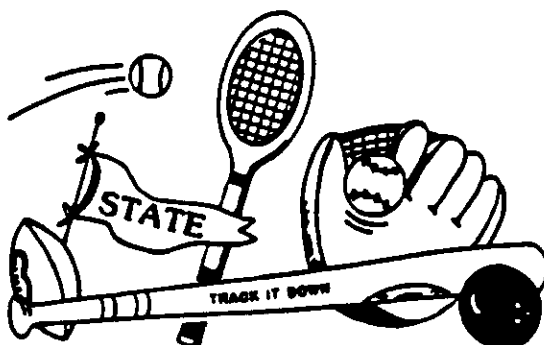
TRACK IT DOWN



1. "THE NEXT EVENT IS THE HUNDRED YARD DASH FOR GIRLS," THE STARTER SAID. "BUT WHERE ARE THE GIRLS?"

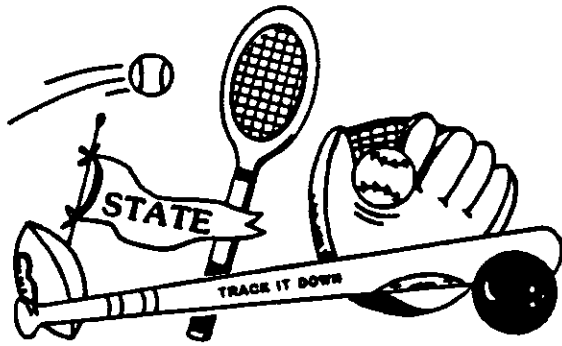


5. "SHE SHOULDN'T HAVE RUN," RAY SAID ANGRILY.



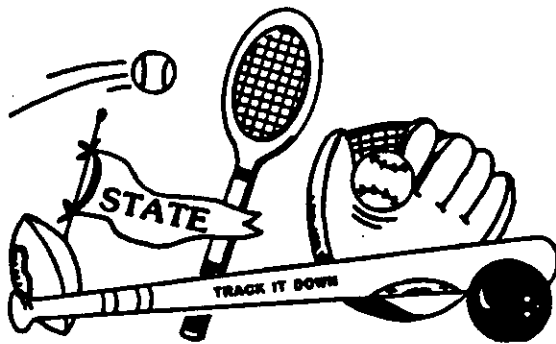
○

7. THE TRIPLE JUMP QUALIFYING WILL BE HELD
TODAY AND THE FINAL SATURDAY, JUNE 3.



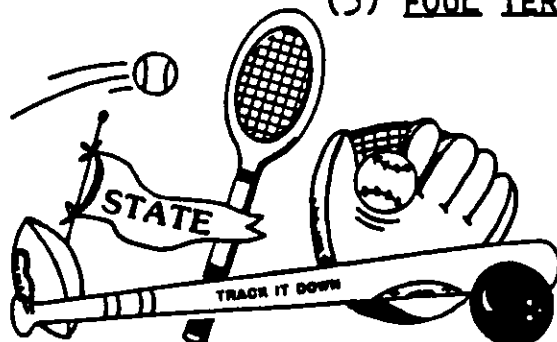
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2. WE WILL HAVE A COMPLETE LIST OF THE RACE
ENTRANTS NEXT MONTH.



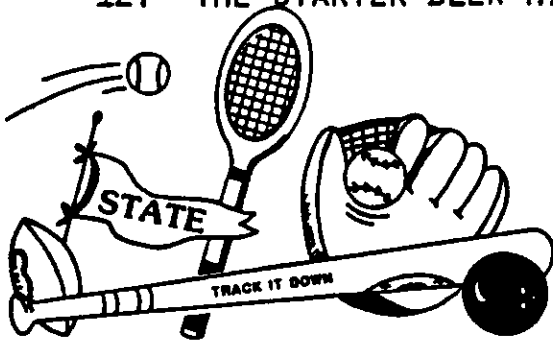
○

13. A BASEBALL FIELD HAS THREE SECTIONS:
(1) AN INFIELD, (2) AN OUTFIELD, AND
(3) FOUL TERRITORY.



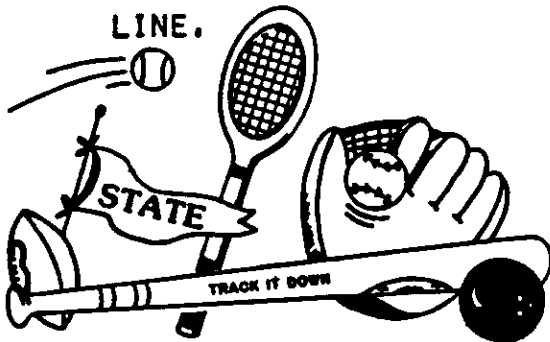


12. THE STARTER BLEW HIS WHISTLE.

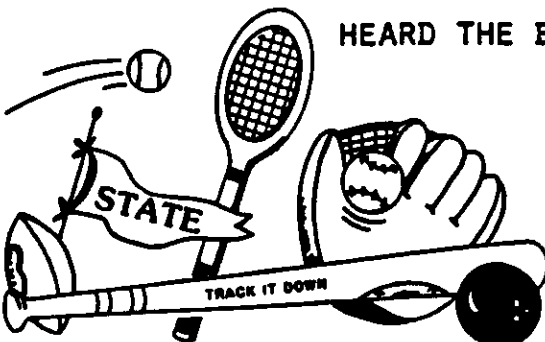


3. SHE DID NOT NOTICE THE CHEERS IN THE GRANDSTAND AS THE BOYS CROSSED THE FINISH

LINE.

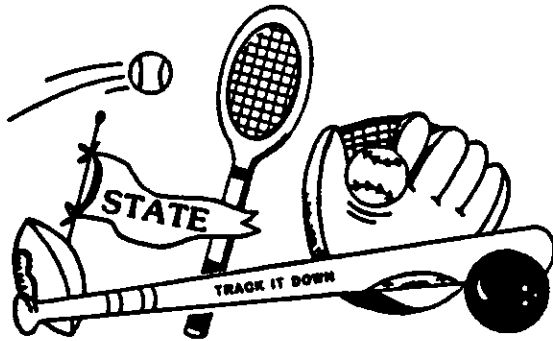


10. RAY DIDN'T DO ANY LOAFING AFTER HE HEARD THE BANG.



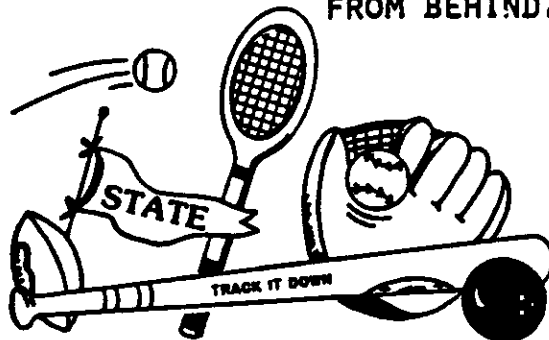
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4. A BASKETBALL TEAM HAS FIVE PLAYERS AND
THEY PLAY BOTH OFFENSE AND DEFENSE.



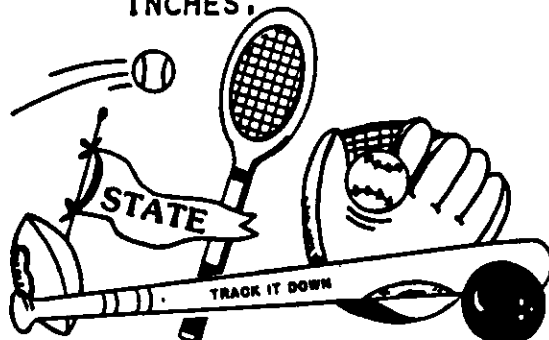
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8. CLIPPING IS A FOUL COMMITTED IN FOOTBALL
WHEN ONE PLAYER BLOCKS ANOTHER PLAYER
FROM BEHIND.



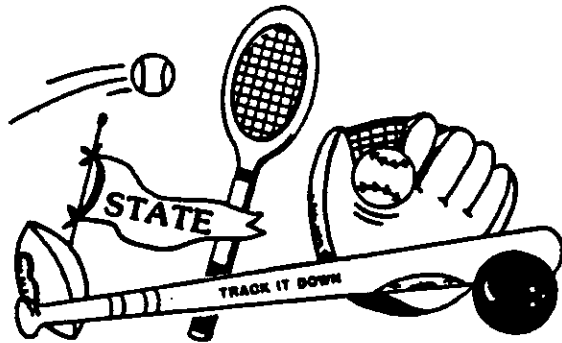
○

15. A TENNIS BALL HAS A DIAMETER OF MORE THAN
2 $\frac{1}{2}$ INCHES BUT LESS THAN 2 $\frac{5}{8}$
INCHES.



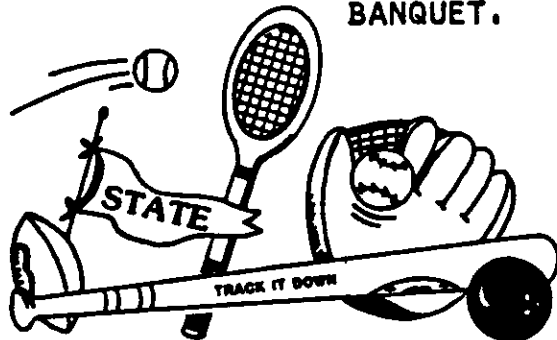
○

9. BILLY WALLS RECEIVED THE MVP AWARD LAST NIGHT AT THE ASTRODOME.



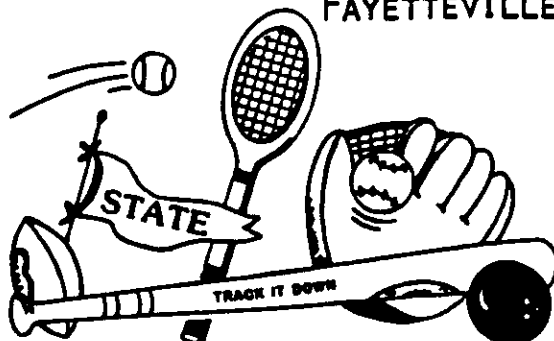
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11. THE GOVERNOR OF ARKANSAS PRESENTED 25 LETTERS TO RAZORBACK PLAYERS AT A SPORTS BANQUET.



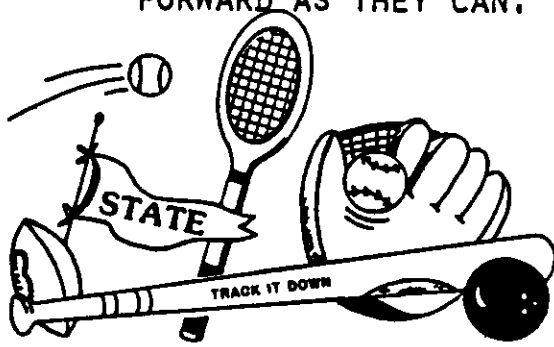
○

6. BOBBY KNIGHT, HEAD COACH OF THE U.S. OLYMPIC TEAM, WILL MAKE A BRIEF VISIT TO FAYETTEVILLE TODAY.



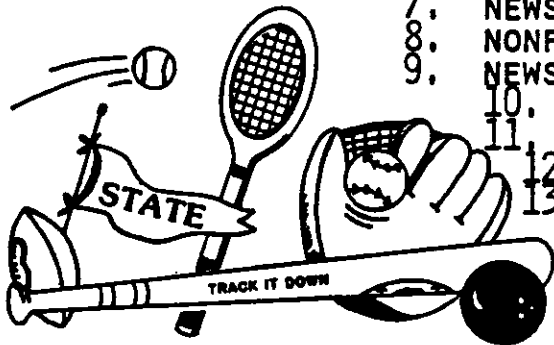


14. IN THE LONG JUMP, ATHLETES JUMP AS FAR FORWARD AS THEY CAN.



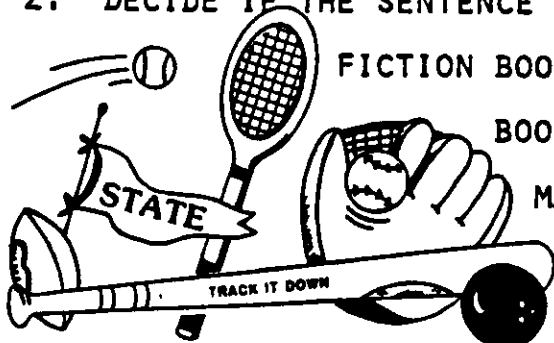
ANSWERS

- | | |
|-----------------|---------------------|
| 1. FICTION BOOK | 4. NONFICTION BOOK |
| 2. MAGAZINE | 5. FICTION BOOK |
| 3. FICTION BOOK | 6. NEWSPAPER |
| | 7. NEWSPAPER |
| | 8. NONFICTION BOOK |
| | 9. NEWSPAPER |
| | 10. FICTION BOOK |
| | 11. NEWSPAPER |
| | 12. FICTION BOOK |
| | 13. NONFICTION BOOK |
| | 14. NONFICTION BOOK |
| | 15. NONFICTION BOOK |



STUDENT DIRECTIONS:

1. READ THE STATEMENT ON THE CARD.
2. DECIDE IF THE SENTENCE CAN BE FOUND IN A FICTION BOOK, A NON-FICTION BOOK, OR A NEWSPAPER OR MAGAZINE.



Objective: Students will use guide words to locate a subject.

Materials needed:

1. "Pitch and Hit" activity cards
2. One loose leaf ring

Instructions for making the activity

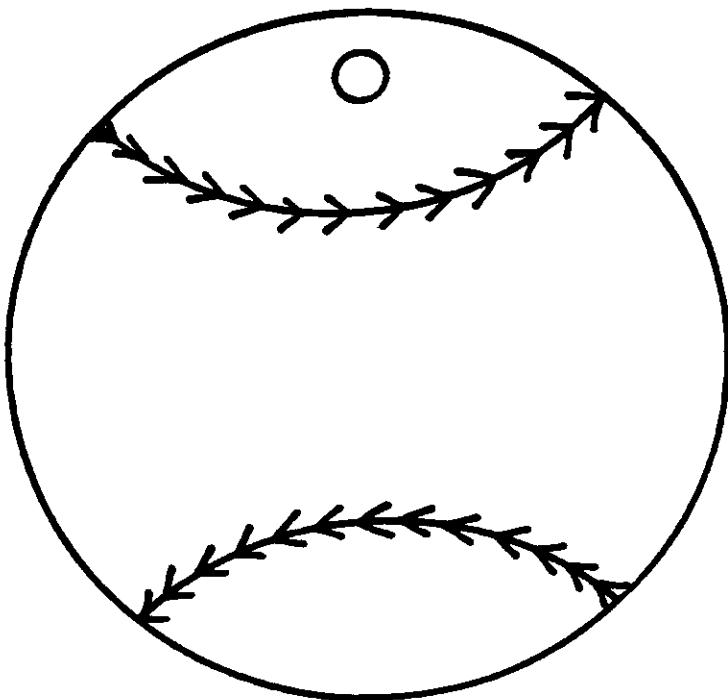
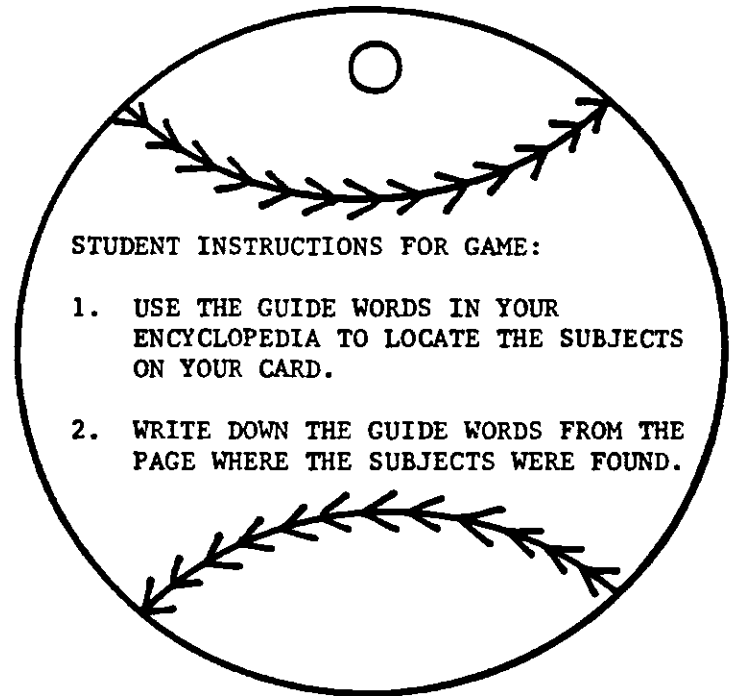
1. Prepare ring packet for "Sports Shoe Box" activity by:
 - a) cutting out the "Pitch and Hit" balls.
 - b) mounting the balls on tagboard and laminating.
 - c) punching holes and inserting the ring.
2. Directions for using activity

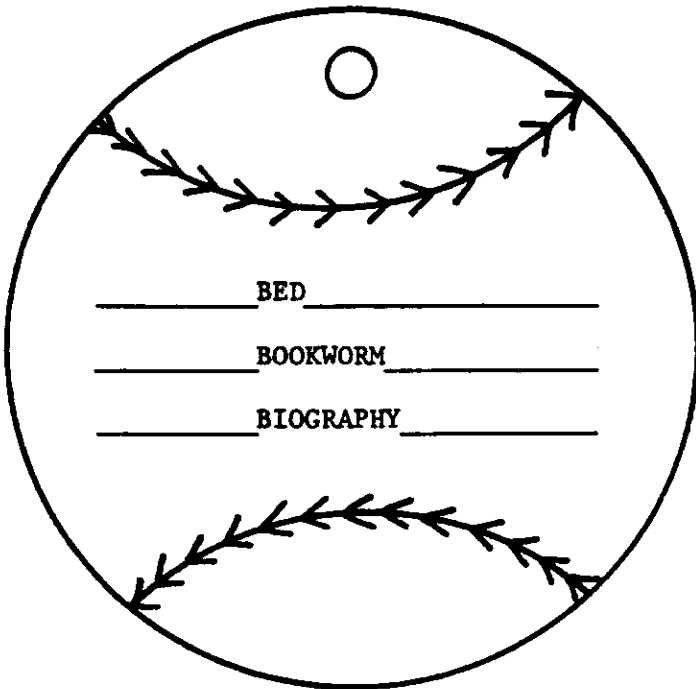
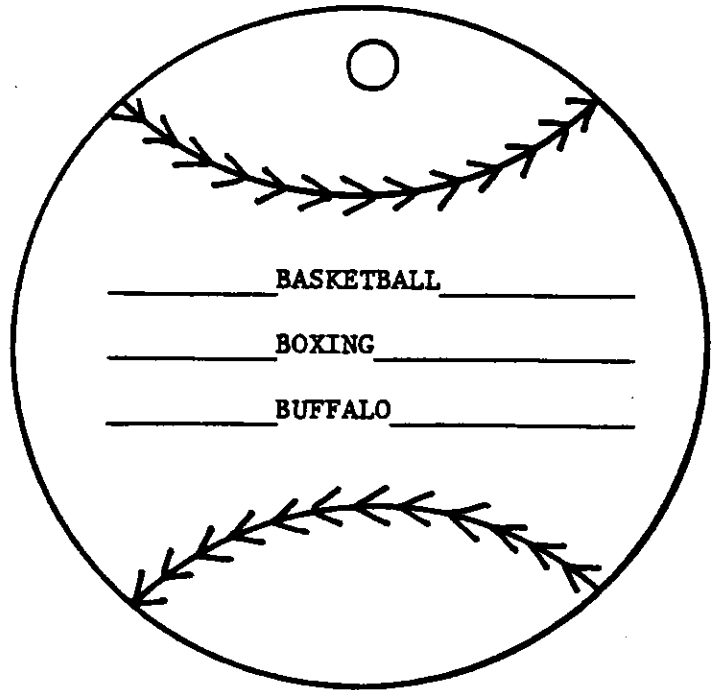
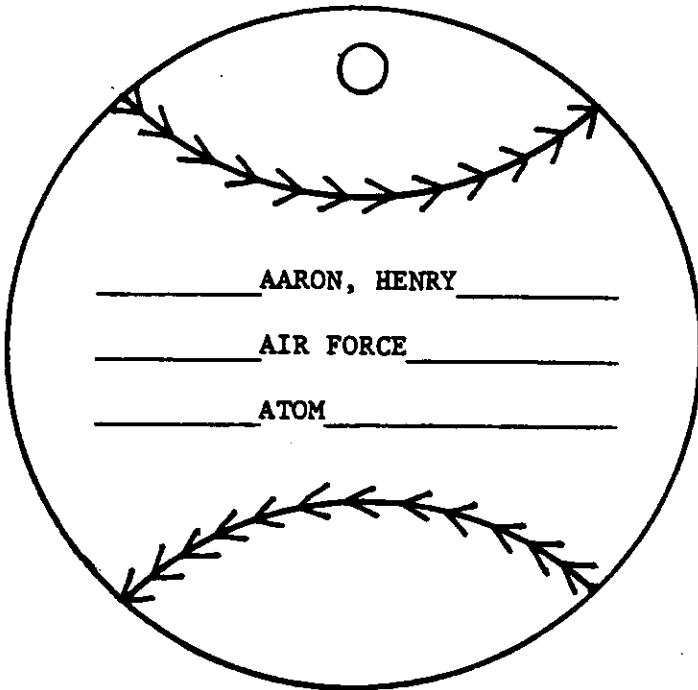
Give each student a volume of World Book Encyclopedia, 1983 vols., A-P, and an activity card from "Pitch and Hit" ring packet in the "Sports Shoe Box." Students will locate the subjects found on the activity card by using the encyclopedia's guide words. Have students record guidewords from the page where the subject was found.

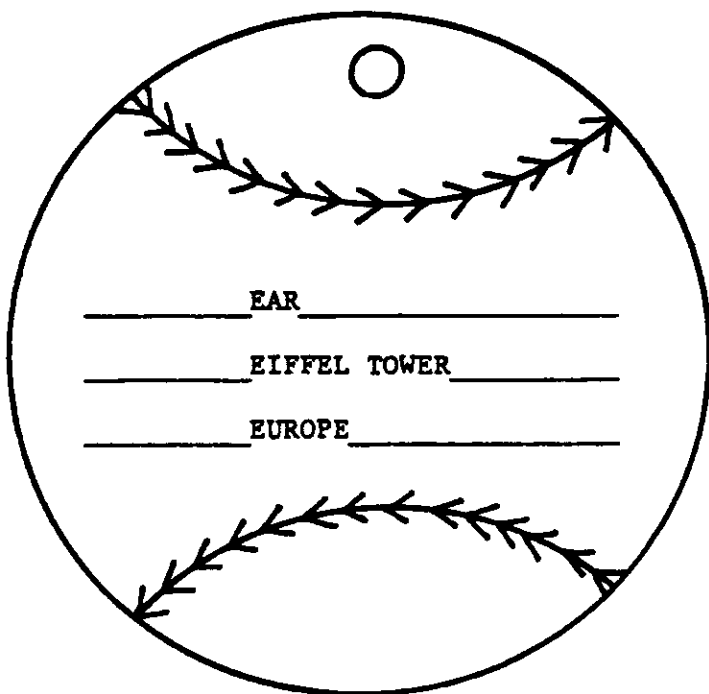
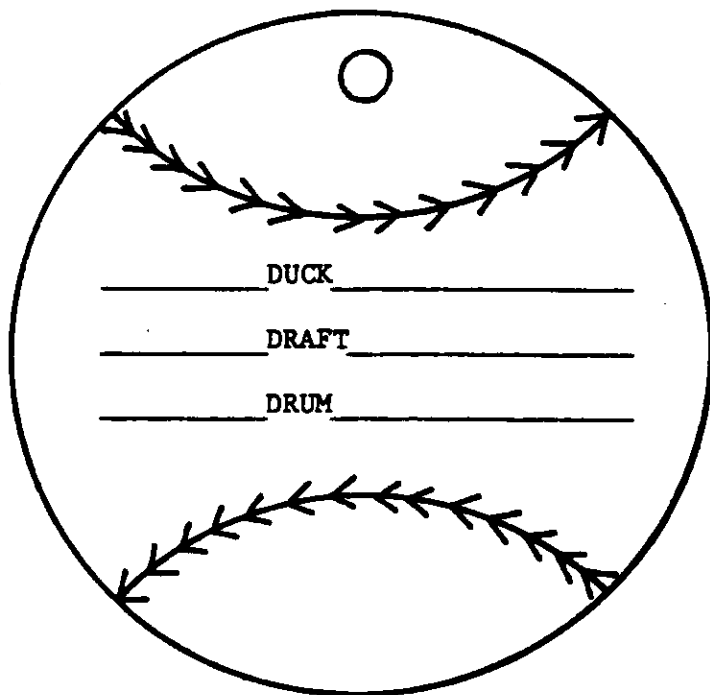
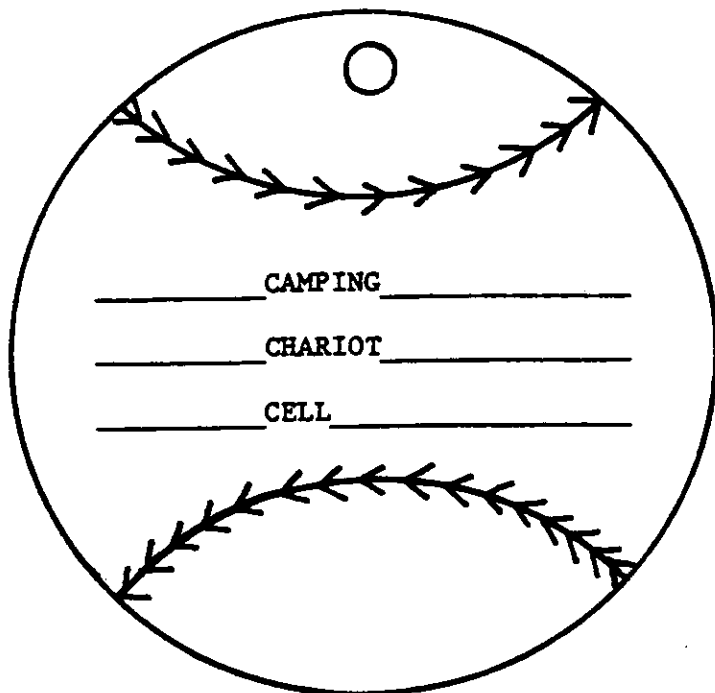
Student instructions for using activity

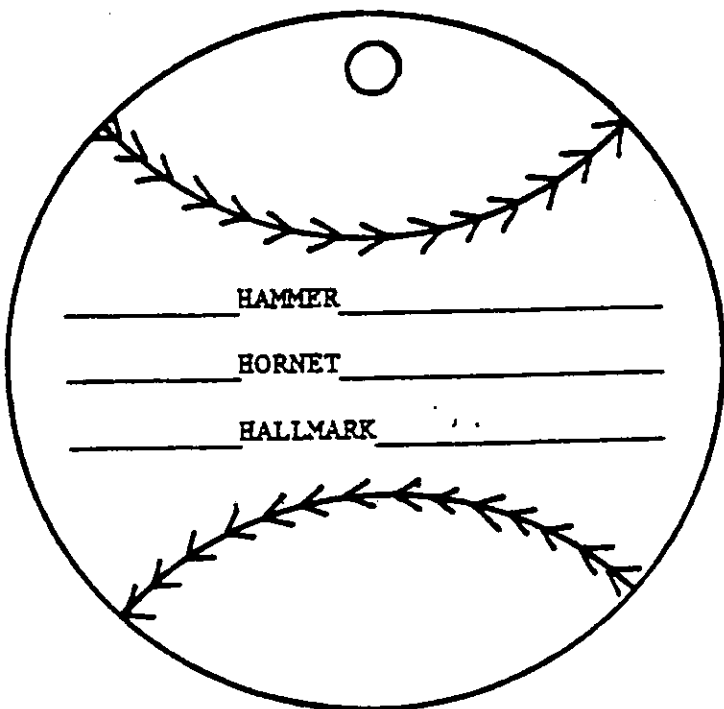
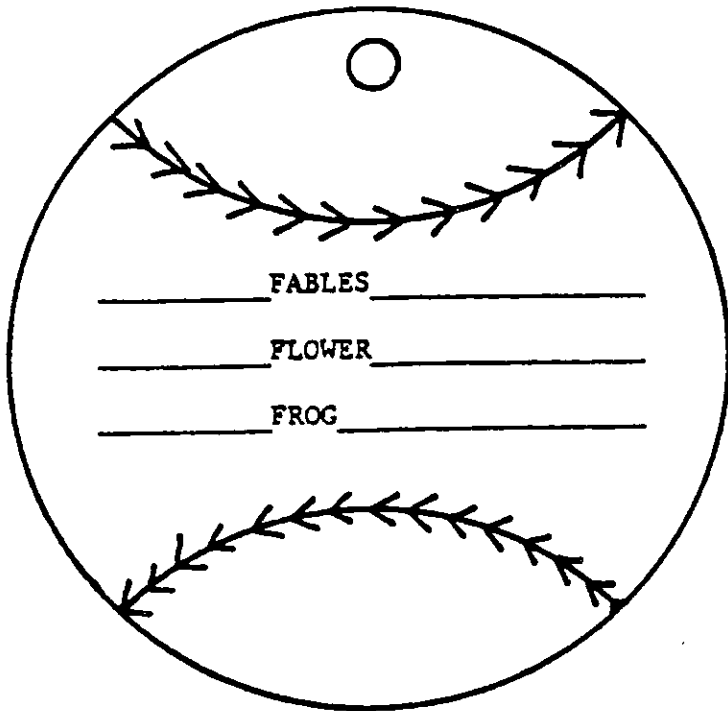
1. Use the guide words in your encyclopedia to locate the subjects on your "Pitch and Hit" activity card.
2. Write down the guidelines from the page where the subject was found.

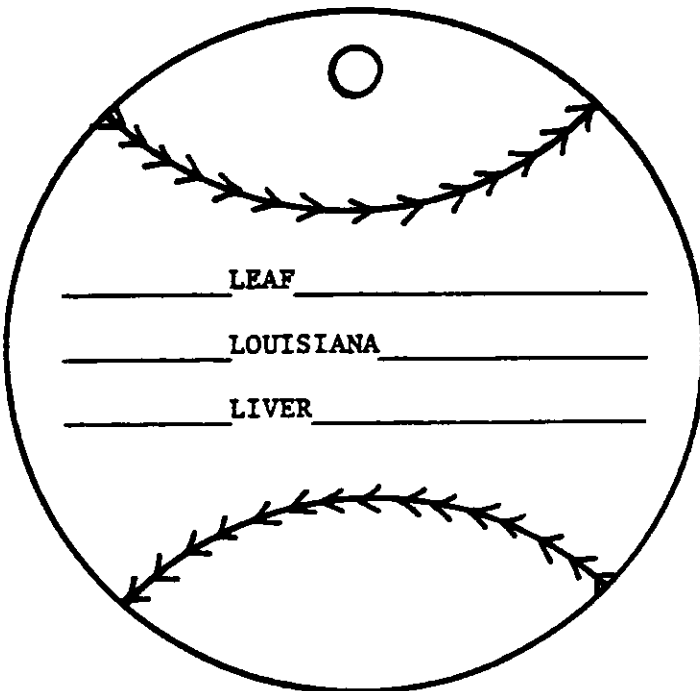
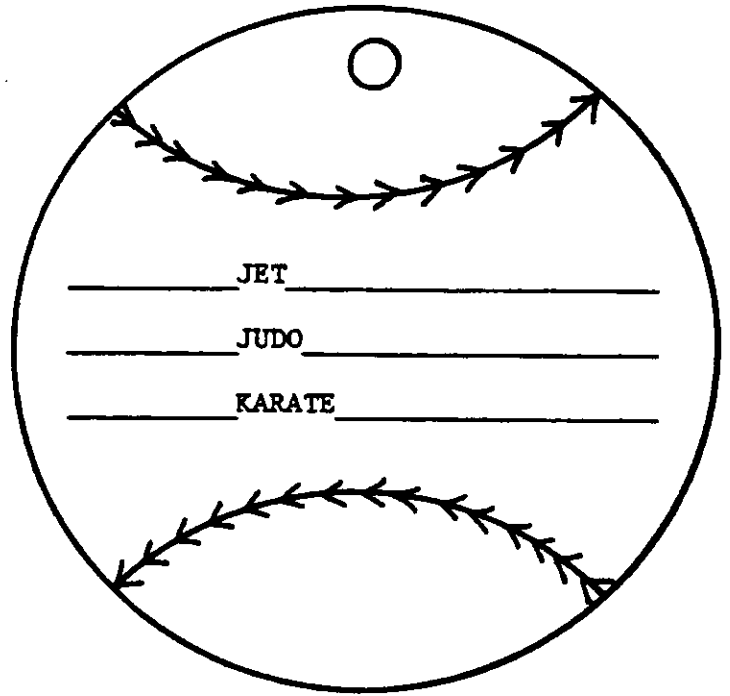
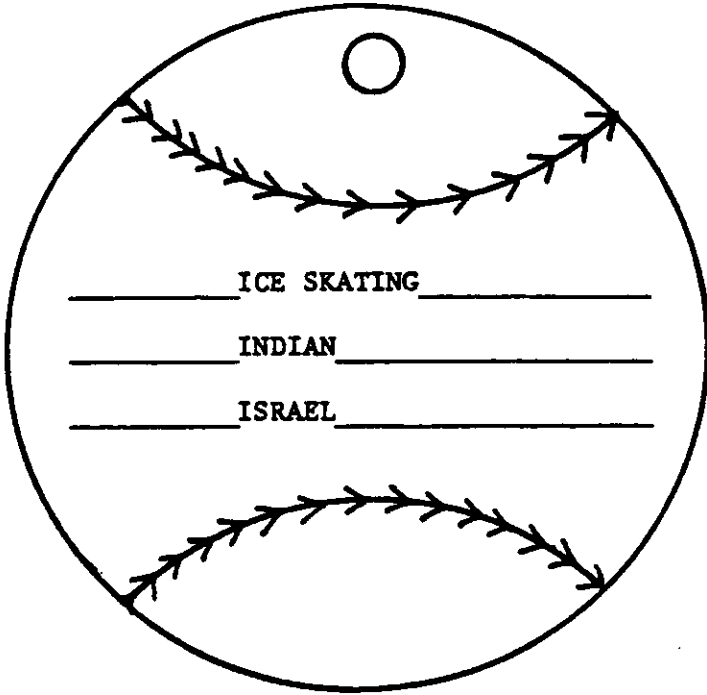




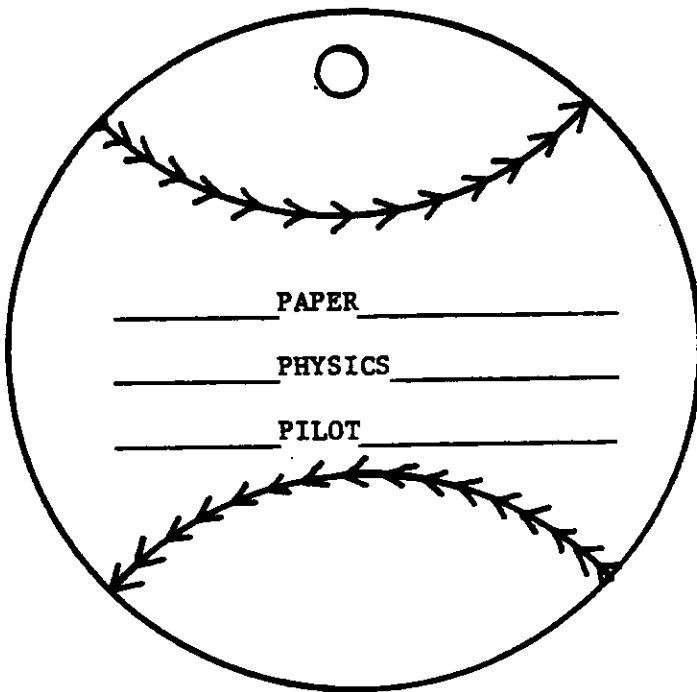
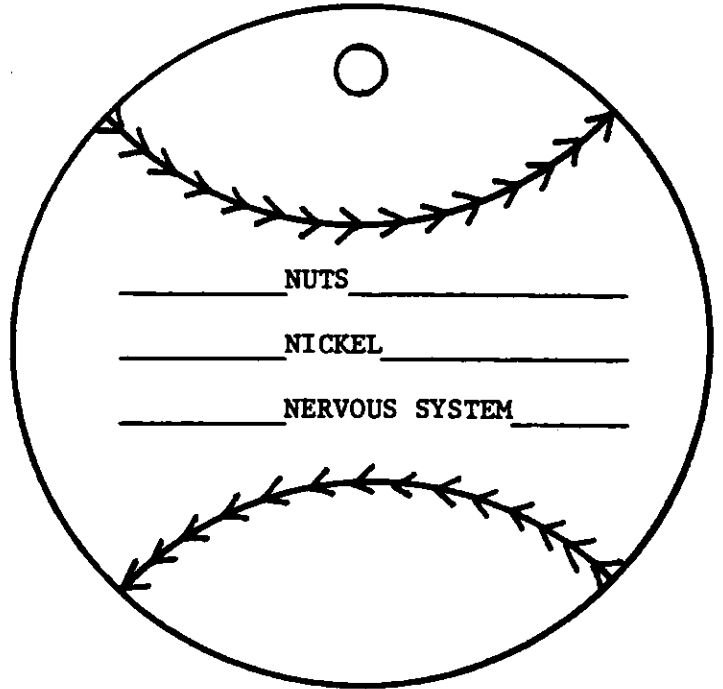
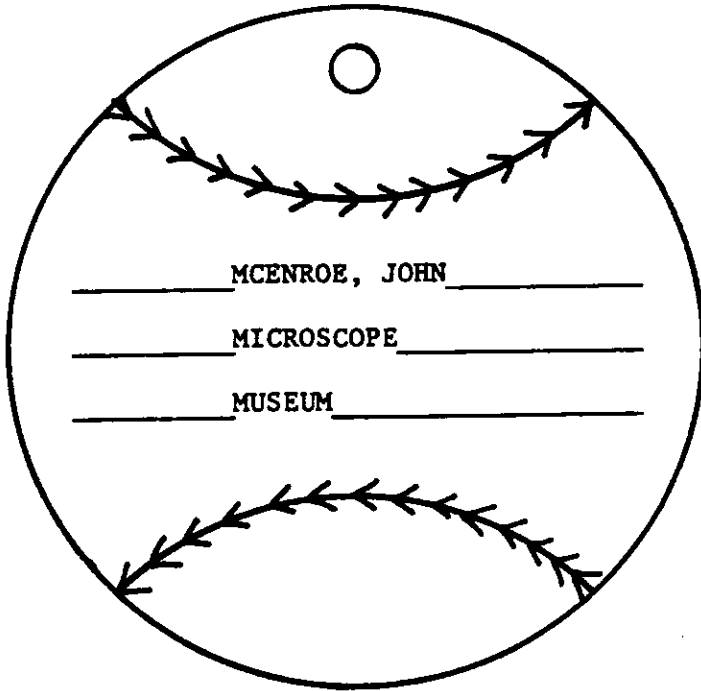








Gateways: Sports stories
Reinforcement activity
"Pitch and Hit"
Game cards



- I. Unit Topic: Biography (Correlated with "Eugenie Clark: Shark Lady," TG pp. 241-244)
- II. Unit Objectives:
 - A. Literary Skills - Students will:
 1. identify biography as a type of literature
 2. distinguish between biography, autobiography and collective biography.
 - B. Library Media Skills - Students will:
 1. identify biography call numbers.
 2. locate biographies in the card catalog by using the biographee's last name.
 3. locate biographies on the shelves by call number and title.
 4. create a time line of a famous person's life.
- III. Library Media Staff Preparation:
 - A. Materials
 1. Books (see "Resources")
 2. Sound filmstrip: "Biography" (Pied Piper - 12 minutes)
 3. Encyclopedias
 4. Paper pencils
 5. Markers
 - B. Equipment
 1. Sound filmstrip projector
 - C. Student activities
 1. Biography Book Spines
 2. Biography Match
 3. Presidential Time Line
- IV. Suggested Procedure: (Minimum Sessions Required: 2)
 - A. Session I. (Objectives A-1, A-2, B-1, B-2. B-3)
 1. Introduction
 - a) Discuss briefly the story from Ann McGovern's book "Eugenie Clark: Shark Lady." Who was Eugenie Clark (an ichthyologist who discovered that a substance from Moses Sole could be used as a shark repellent and as an antidote for toxic animal and insect bites.) Lead students to identify the story as a biography. Explain that there are different kinds of biographies:

- *b) Statement of Learning: Today you will learn to identify and locate biographies. You will also learn the difference between biographies, autobiographies, and collective biographies.

2. Instruction

- a) Define biography (a story that tells about the life of a real person. Biographies are usually about famous people.)
- b) Define autobiography (a story that a person writes about his or her own life.)
- c) Define collective biography, (a book containing several stories about different people. Collective biographies include information about the lives of several people, often well known in a certain field; certain groups of people; or specific nationalities or races.)
- d) Ask students which definition describes "Eugenie Clark: Shark Lady (biography) Why? (written by Ann McGovern)
- e) Point out that a good biography presents facts about a person's life including what the person did and how the person influenced the period in which he or she lived.
- f) Introduce the sound filmstrip "Biography" (Pied Piper) by asking students to:
 - 1) watch to see what the filmstrip tells about autobiography.
 - 2) see what the filmstrip says about the arrangement of biographies.
 - 3) write down authors and/or titles they find interesting.
- g) Following viewing of the filmstrip discuss the classification and arrangement of biographies (92-individual and alphabetically arranged by surname of biographee; 920-collective and arranged alphabetically by author's name.)
- h) Use "Biography Book Spine".
- i) Let the students use the card catalog to find a biography to check out and read.
- *j) Closure: You have learned three things today:
 - 1) how to identify biographies
 - 2) how to locate biographies.
 - 3) the difference between biography, autobiography, and collective biography.

On your next visit you will learn how to make a time line about a famous person. You might be thinking about someone to look up and read about for the time line.

3. Evaluation: Can students:

- a) identify a biography?
- b) distinguish between biography, autobiography, and collective biography?
- c) identify biography call numbers?
- d) locate a biography on the shelf by using the card catalog?

4. Reinforcement

- a) Use "Biography Match"

B. Session II (Objective B-4)

1. Introduction

- a) Review biography, autobiography, and collective biography and the arrangement of biography section.
- b) Share the biographies students have read since their last visit. Have students identify whether their books were biography, autobiography, or collective biography. Discuss biographees and their accomplishments.
- *c) Statement of Learning - Today you will learn to create a time line of a famous person's life.

2. Instruction

- a) Tell the students that a time line will help to show the arrangement of events in a correct sequence. Time lines show important events in the order in which they happened. Time lines give an idea of what happened over a certain period of time.
- b) Use "Benjamin Franklin Time Line" transparency. Point out information on time line.
- c) Let the students choose a U. S. president to research in the World Book Encyclopedia. Tell them that, as they read, they are to keep a record of the main events (including dates) of president's life.
- d) This information may then be reported in the form of a time line.
- *e) Closure: You have learned to create a time line of a famous person's life.

3. Evaluation: Can students:

a) create a time line?

C. Enrichment Activities

1.

Students who enjoyed creating time lines will enjoy creating time lines on a larger scale. A large strip of paper can be used to create a basic time line. Separate strips can be added above the time line to record information about authors, presidents, inventors, or sports figures on the time line.

V. Resources

A. Books

1. Aiki. The Many Lives of Benjamin Franklin. Prentice, 1977.
2. Bulla, Clyde Robert. Squanto: Friend of the Pilgrims. Crowell, 1954.
3. Coerr, Eleanor. Sadako and the Thousand Paper Cranes. Putnam, 1977.
4. D'Aulaire, Ingri. Abraham Lincoln. Doubleday, 1957.
5. D'Aulaire, Ingri. Benjamin Franklin. Doubleday, 1950.
6. D'Aulaire, Ingri. George Washington. Doubleday, 1936.
7. D'Aulaire, Ingri. Pocahontas. Doubleday, 1946.
8. Fritz, Jean. And Then What Happened, Paul Revere? Coward, 1973.
9. Fritz, Jean. Stonewall. Putnam, 1979.
10. Fritz, Jean. What's the Big Idea, Ben Franklin? Coward, 1976.
11. Fritz, Jean. Where Do You Think You're Going, Christopher Columbus? Putnam, 1980.
12. Fritz, Jean. Will You Sign Here, John Hancock? Coward, 1976.
13. Hunter, Edith Fisher. Child of the Silent Night. Houghton, 1963.
14. McGovern, Ann. Shark Lady. Four Winds, 1979.
15. McGovern, Ann. The Secret Soldier. Four Winds, 1975.

B. Reference Sources

1. World Book Encyclopedia. World Book, Inc. 1983.

C. Software

1. Biography (sound filmstrip). Series 1, Literature for Children. Pied Piper Productions, 1970.

VI. Glossary

- A. Autobiography - a story that a person writes about his or her own life.
- B. Biographee - name of the person on whose life a biography is written.
- C. Biography - a story that tells about the life of a real person.
- D. Collective Biography - a book containing several stories about different people.
- E. Surname - last or family name.

Objective: Identify biography call numbers.

Materials Needed:

1. Tagboard
2. Laminating film

Instructions for making activity.

1. Use a variety of colors of tag board.
2. Cut several "book spines" (enough for each student in your group to have 2 or 3)
3. Print a title and author on each "spine".
4. Be sure to use individual and collective biography titles.

Student instructions for using activity.

1. Read the title of your biography.
2. Decide if your title is an individual or collective biography.
3. Use a magic marker to write the correct call number for your title.

ABRAHAM
LINCOLN

by

Ingri
D'Aulaire

Gateways: Biography
Reinforcement Activity
"Biography Match"

Objective: Student will identify biography call numbers.

Materials needed:

1. Copier

Instructions for making activity.

1. Use "Biography Call Numbers" master to make copies for each student. (You may make reusable copies by laminating the sheet or regular copies that are consumable).

Student instructions for using activity.

1. Students will match the correct call number with the correct title.

BIOGRAPHY MATCH

Directions: Match the call numbers with titles.

<u>Call Numbers</u>	<u>Titles</u>
92 Fra	<u>George Washington</u> by Ingri D'Aulaire
92 Aqu	<u>Abraham Lincoln</u> by Ingri D'Aulaire
92 Sad	<u>Squanto: Friend of the Pilgrims</u> by Clyde Robert Bulla
92 Lin	<u>And Then What Happened, Paul Revere?</u>
92 Was	<u>The Many Lives of Benjamin Franklin</u> by Aiki
92 Poc	<u>Where Do You Think You're Going, Christopher Columbus?</u> by Jean Fritz
92 Rev	<u>Sadako and the Thousand Paper Cranes</u> by Eleanor Coerr
92 Col	<u>Will You Sign Here, John Hancock?</u> by Jean Fritz
92 Han	<u>What's the Big Idea, Ben Franklin?</u> by Jean Fritz
92 Fra Col	<u>Pocahontas</u> by Ingri D'Aulaire

		BEN FRANKLIN TIMELINE
1706	Born January 17	
1718	Became an apprentice printer	
1723	Ran away to Philadelphia	
1730	Owner of print shop; married	
1733	First publication of <u>Poor Richard's Almanac</u>	
1737	Philadelphia's Post Master	
1752	Famous electrical experiment	
1757	Delegate to London	
1775	Elected to Second Continental Congress	
1776	Minister to France	
1783	Signer of Treaty of Paris	
1785	Returned to Philadelphia	
1787	Delegate to Constitutional Convention	
1790	Died April 17	

Gateways: Biography
Required activity
"Presidential Time Line"

Objective: To create a time line of a famous person's life.

Materials needed:

1. Thermal transparency

Instructions for making activity.

1. Make transparency of Benjamin Franklin time line.
2. Make copies of blank time line master.

Student instructions for using activity.

1. Choose a U.S. president to research in the World Book Encyclopedia.
2. As you read about the person's life keep a list of the main events of the life. (include dates)
3. Use this information to make a time line.

Directions:

Choose a U.S. President to research in the World Book Encyclopedia. As you read about the president's life, keep a list of the main events of his life. Use this information to make a time line.

(President)

A vertical timeline template consisting of a central vertical line with 12 horizontal tick marks extending to the right, intended for recording events.

Objective: To create a time line of the life of a U.S. President.

Suggested Names for
"Presidential Time Line"

John Adams

James Buchanan

James E. Carter, Jr.

Dwight D. Eisenhower

Gerald R. Ford

Ulysses S. Grant

Thomas Jefferson

John F. Kennedy

Abraham Lincoln

William McKinley

Richard M. Nixon

Franklin Pierce

Ronald W. Reagan

Harry S. Truman

George Washington

LEVEL: GATEWAYS

- I. Unit Topic: Fables (Correlated with: "The Tortoise Who Talked Too Much".
TG pp. 287-291)
- II. Unit Objectives:
 - A. Literary Skills - Students will:
 1. recognize a fable as a type of folktale that teaches a lesson or contains a moral.
 2. identify the characteristics of a fable.
 3. create an original fable.
 - B. Library Media Skills - Students will:
 1. locate books of fables in the card catalog by author, title or subject.
 2. identify the 398's as the area where fables are located.
 3. locate books of fables on the shelves by call number and title.
 4. identify an atlas as a book of maps.
 5. use an atlas to locate the countries where fables originated (Greece, France, and India) and answer questions about these countries.
- III. Library Media Staff Preparation:
 - A. Materials
 1. Books (see "Resources")
 2. Sound filmstrips: "Folktale Wisdom" (Pied Piper - 12 minutes)
 3. Sound filmstrips: "Creating Fables" (Pied Piper - 12 minutes)
 4. Hammond Intermediate World Atlas student handbook
 - B. Equipment
 1. Sound filmstrip projector
 - C. Student Activities
 1. "Fable Search"
 2. "Atlas Activity"
- IV. Suggested Procedure: (Minimum Sessions Required: 2)
 - A. Session I: (Objectives A-1, A-2, B-1, B-2)
 1. Introduction
 - a) Discuss the story "The Tortoise Who Talked Too Much". Lead the students to identify the story as a type of folktale (stories that were told and retold by the people of a particular region). Remind students of other folktales they have read ("Old Ben Bailey" - Spinners - tall tales, "Petronella" - Weavers - fairy tales, and "The Magic Pumpkin"-Weavers - fairy tales).

- *b) Statement of Learning: Today you will learn the definition and characteristics of fables. You will then locate books of fables in the card catalog and on the shelves in the 398 section.

2. Instruction

- a) Review the definition of folktales (stories that were told and retold by the people of a particular region)
- b) Define a fable as a type of folktale that teaches a lesson or contains a moral: usually quite short; main characters are usually, but not always, animals who talk and act as you would expect human beings to talk and act.
 - 1) Sometimes the moral is not stated and you have to figure it out and at other times, it is stated in a speech by one of the characters.
 - 2) The lesson is often stated in a separate sentence at the end of the story. (Gateways TG pp. 289)
- c) Ask the students why "The Tortoise Who Talked Too Much" is a fable. (animals are the characters, the animal talks, it is short and the moral or lesson to be learned is stated).
- d) Introduce the sound filmstrip "Folktale Wisdom" (Pied Piper) by asking the students to:
 - 1) watch for other fables mentioned that they might want to read
 - 2) see if they can identify which story in the filmstrip is a fable (The Blue Jackal) and why (short, animal is the main character, has a moral or teaches a lesson)
- e) Following viewing of the filmstrip, discuss the questions at the end; discuss which of the stories was a fable and why.
- f) Using the activity "Fable Search" students will select a card, go to the card catalog and find the title, author, or subject card by using the information found on the activity card. The students will then go to the shelves and locate the book using the title and call number of the book.
- g) Closure - You have learned that a fable is a type of folktale that teaches a lesson or contains a moral. Fables are short and usually have animals as the characters. You have learned how to locate a fable book on the shelf using author, title or subject cards. On your next visit you will use an atlas to locate the three countries where fables originated and answer questions about the maps.

3. Evaluation: Can students:

- a) define fable?
- b) correctly identify the characteristics of fables?
- c) locate fable books using author, title or subject cards in the card catalog?

- d) identify 398's as the area where fables are located?
- e) locate fable books on the shelf by call number and title?

4. Reinforcement

- a) Students will use the card catalog to locate fables by author, title, and/or subject; locate fable books on the shelves; check out and read fable books.
- b) Learning Center: Students may individually complete "Fable Match" activity. Students may read the fables in the folders and match the morals with the fables.

B. Session II: (Objectives B-4, B-5)

1. Introduction

- a) Discuss the fact that most fables originated in three countries - France (Jean De La Fontaine), Greece (Aesop), and India (Jataka Tales). Locate Greece, India, and France on a globe.
- *b) Statement of Learning: Today you will identify an atlas as a book of maps and you will use an atlas to locate the three countries where fables originated. You will answer questions using the atlas.

2. Instruction

- a) Distribute copies of Hammond Intermediate World Atlas student workbook.
- b) Explain to students that by using maps they can better understand the world in which we live.

The atlas is designed to answer specific questions about land forms, weather, the climate of the earth and about the locations of countries, cities, rivers, mountains, and other geographic features.

- c) Have students open their atlases to (page 4) the contents. The contents shows that the atlas is arranged with a section on the world as a whole and then followed by a section on each continent. Each section has an introduction and all geographically related information pertaining to that continent. Temperature, rainfall and vegetation maps are included for each continent.
- d) Have students look through the atlas. Point out the introduction for each continent and discuss the different kinds of maps (temperature, rainfall, vegetation.) Discuss the "legend". The map symbols, the special "language" of maps are explained in the legend.
- e) Turn to the back of the atlas and show students the glossary of geographical terms. Ask them if they know what the word peninsula means on the map of Antarctica on the opposite page. Then look up the meaning in the glossary.

- f) The next page (page 72) a glossary of abbreviations. This is helpful when you use the index. Turn to page 75 for the Index of the World. Look at the third entry - Abidjan (cap.), I. C. How do we know what I. C. stands for? Look back on page 72. What does I. C. stand for? (Ivory Coast)
- g) The Gazetteer on page 73 provides a quick index to countries and other important areas. The Gazetteer-index is arranged in alphabetical order and provides population and area of the countries and states. Compare Arkansas' area and population to Florida's area and population. (Area about the same but population of Florida is more than 4 times as much as Arkansas.)
- h) The index on pages 75-79 is alphabetically arranged and identifies if the place is a river, capital, mountain and etc.
- i) As a group use the atlas to locate Greece. Students will locate France and India when they do the "Atlas Activity" (the three countries where fables originated).
- j) Have students complete the "Atlas Activity" using the Hammond Intermediate World Atlas.
- *k) Closure: Today you have learned that an atlas is a book of maps and you have learned how to use one kind of atlas to locate specific information.

3. Evaluation: Can students:

- a) identify an atlas as a book of maps?
- b) use an atlas to locate Greece, India, and France and answer questions?

4. Reinforcement

- a) Students may use the atlas to locate another country of their choice. They will write at least two facts about the country using the atlas.

C. Session III: (Objective A-3)

1. Introduction

- a) Review the characteristics of fables (short, animals as main characters, human characteristics, and morals or lessons) from the first session.
- *b) Statement of Learning - Today you will write an original fable using the characteristics of fables you have learned.

2. Instruction

- a) Introduce the sound filmstrip "Creating Fables" (Pied Piper) by asking the students:
 - 1) What are the characteristics of fables? (short, animals, moral)

- 2) What is a moral? (lesson contained in a story)
- 3) To watch for ideas of morals or lessons suggested in the filmstrip that they can use when they write their fables. (Don't count your chicks before they hatch. Slow but steady wins the race. There is always someone else worse off than yourself. Necessity is the mother of invention. Little friends may prove great friends. It's easy to be brave from a distance.)

b) Following viewing of the filmstrip, discuss some of the human characteristics that could be used when writing a fable (carelessness, rudeness and greediness). Discuss some of the animals that the students may want to use in their fables.

c) Let students write an original fable. The fables may be illustrated.

*d) Closure: - Today you have reviewed the characteristics of a fable and you have written an original fable.

3. Evaluation: Can students:

- a) recall the characteristics of a fable?
- b) create an original fable?

4. Reinforcement

- a) Listening Center: Set up a cassette tape reading of a fable but omit the moral. Let the students supply the morals.

C. Enrichment Activities

1. Students may share their completed fables with their class through a variety of techniques.
 - transparencies
 - puppet shows
 - making masks and dramatizing the fables
 - collecting the fables and making a book
 - illustrating the fables as a cartoon or comic strip

V. Resources

A. Books

1. Aesop. The Lion and the Mouse. Doubleday, 1980.
2. Brown, Marcia. The Blue Jackal. Scribner, 1977.
3. Chapman, Gaynor. Aesop's Fables. Atheneum, 1972.
4. DeRoin, Nancy. Jataka Tales. Houghton, 1975.
5. Dolch, Edward. Aesop's Stories. Garrard.
6. Fox, Michael. Dr. Fox's Fables.
7. Galdone, Paul. The Hare and the Tortoise. McGraw, 1962.
8. Jacobs, Joseph. The Fables of Aesop.
9. Kent, Jack. Fables of Aesop. Four Winds, 1972.
10. Kent, Jack. More Fables of Aesop. Four Winds, 1972.
11. Lionni, Leo. Cornelius. Patheon, 1983.

12. Lobel, Arnold. Fables. Harper, 1980.
13. Mayer, Mariana. Beauty and the Beast. Four Winds, 1978.
14. Rees, Ennie. Lions and Lobster and Foxes and Frogs. Scott, 1971.
15. White, Anne. Aesop's Fables. Random, 1964.
16. Wildsmith, Brian. The Hare and the Tortoise. Franklin Watts, 1966.

B. Software

1. Creating Fables - English Composition for Children - Series 3 - Pied Piper
2. Folktale Wisdom - Literature for Children - Series 8 - Pied Piper

VI. Glossary

- A. Aesop - an ancient Greek slave that told many fables
- B. fable - a type of folktale that teaches a lesson or contains a moral
- C. moral - lesson contained in a fable

Objective: Student will locate one of the three types of catalog cards for a fable book in the card catalog and locate the book on a shelf.

Materials Needed:

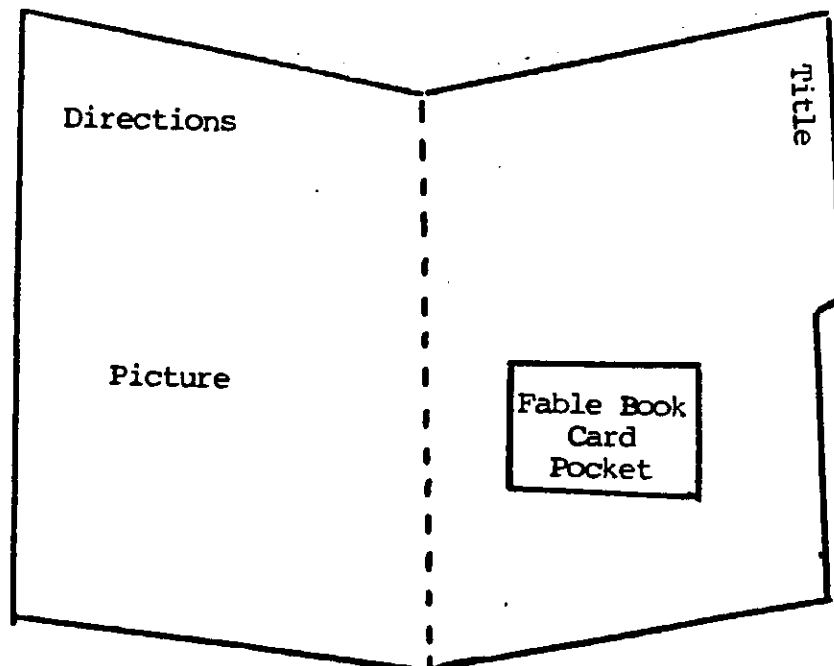
1. Cards with names of fable books.
2. Colored file folder
3. Pictures (2)
4. Pocket

Instructions for making activity:

1. Cut and mount names of fable books on cards.
2. Mount large picture on front of folder
3. Mount student directions and small picture on left side of open folder.
4. Mount pocket on right side of open folder.

Student Instruction for using activity:

1. Select a card from pocket.
2. Go to the card catalog and find a title, author, or subject card.
3. Locate book on shelf using information on catalog card.



FABLE SEARCH

Aesop The Lion and the Mouse	Galdone, Paul Hare and the Tortoise	Rees, Ennis Lions & Lobsters & Foxes & Frogs	
Brown, Marcia The Blue Jackal	Jacobs, Joseph The Fables of Aesop	White, Anne Aesop's Fables	
Chapman, Gaynor Aesop's Fables	Kent, Jack Fables of Aesop	Wildsmith, Brian The Hare and the Tortoise	
DeRoin, Nancy Jataka Tales	Kent, Jack More Fables of Aesop		
Dolch, Edward Aesop's Stories	Lobel, Arnold Fables		
Fox, Michael Dr. Fox's Fables	Mayer, Mariana Beauty and the Beast		

ATLAS ACTIVITY

Objective: Students will examine the Hammond Intermediate World Atlas Student Workbook, locate the countries of India, Greece and France and complete this activity.

INSTRUCTIONS:

Look at the Table of Contents, Index, World Statistical Tables, Glossary of Abbreviations, Glossary of Geographical Terms, and the Gazetteer-Index of the World.

When you have examined these, complete the following information:

1. Locate Italy. What page will you look for? _____

List the 5 seas that surround Italy:

_____	_____
_____	_____

2. On what page would you find a map of France? _____

Is the country of France north, south, east or west of Spain? _____

What is the abbreviation for France? _____

3. On what page would you find Delhi, India? _____

What is the population of India? _____

What is India's area in square miles? _____

4. What is the copyright date of your atlas? _____

ATLAS ACTIVITY - KEY

Objective: Students will examine the Hammond Intermediate World Atlas Student Workbook, locate the countries of India, Greece and France and complete this activity.

INSTRUCTIONS:

Look at the Table of Contents, Index, World Statistical Tables, Glossary of Abbreviations, Glossary of Geographical Terms, and the Gazetteer-Index of the World.

When you have examined these, complete the following information:

1. Locate Italy. What page will you look for? 46

List the 5 seas that surround Italy:

<u>Adriatic</u>	<u>Ionian</u>
<u>Ligurian</u>	<u>Tyrrhenian</u>
<u>Mediterranean</u>	

2. On what page would you find a map of France? 44

Is the country of France north, south, east or west of Spain? North

What is the abbreviation for France? Fr.

3. On what page would you find Delhi, India? 59

What is the population of India? 685, 184, 692

What is India's area in square miles? 1, 126, 339

4. What is the copyright date of your atlas? 1979

Objective: Students, after reading a fable, will match the correct moral to the fable.

Materials needed:

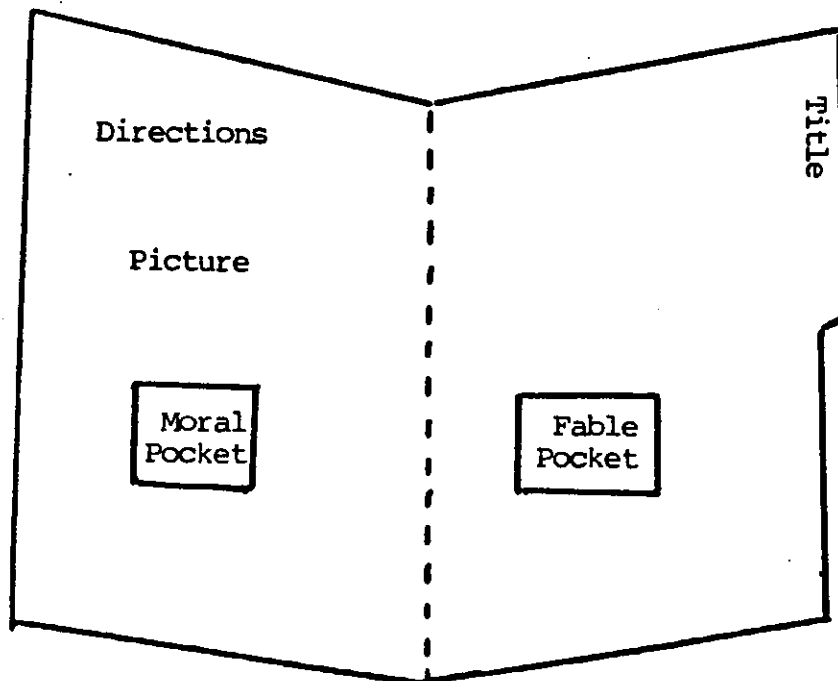
1. Fable and moral cards
2. Colored file folder
3. Answer key
4. Pictures (2)
5. Pockets

Instructions for making activity:

1. Cut and mount fables and morals on tagboard.
2. Cut pictures out and mount large picture on front of folder and small picture on left side of open folder.
3. Mount pockets on folder.
4. Glue answer key on back of folder.

Student instructions for using activity

1. Select a card from fable pocket
2. Read the fable card.
3. Remove all moral cards from moral pocket
4. Read and select the moral that matches the fable.
5. Check your answer with answer key on back of folder.



FABLE MATCH
(Answer Key)

The Boy Who Cried Wolf

Moral: He who tells lies in fun will be doubted when he's in earnest.

The Goose and the Golden Eggs

Moral: If you try to grab too much too soon, you risk losing everything.

The Country Maid and the Milk Pail

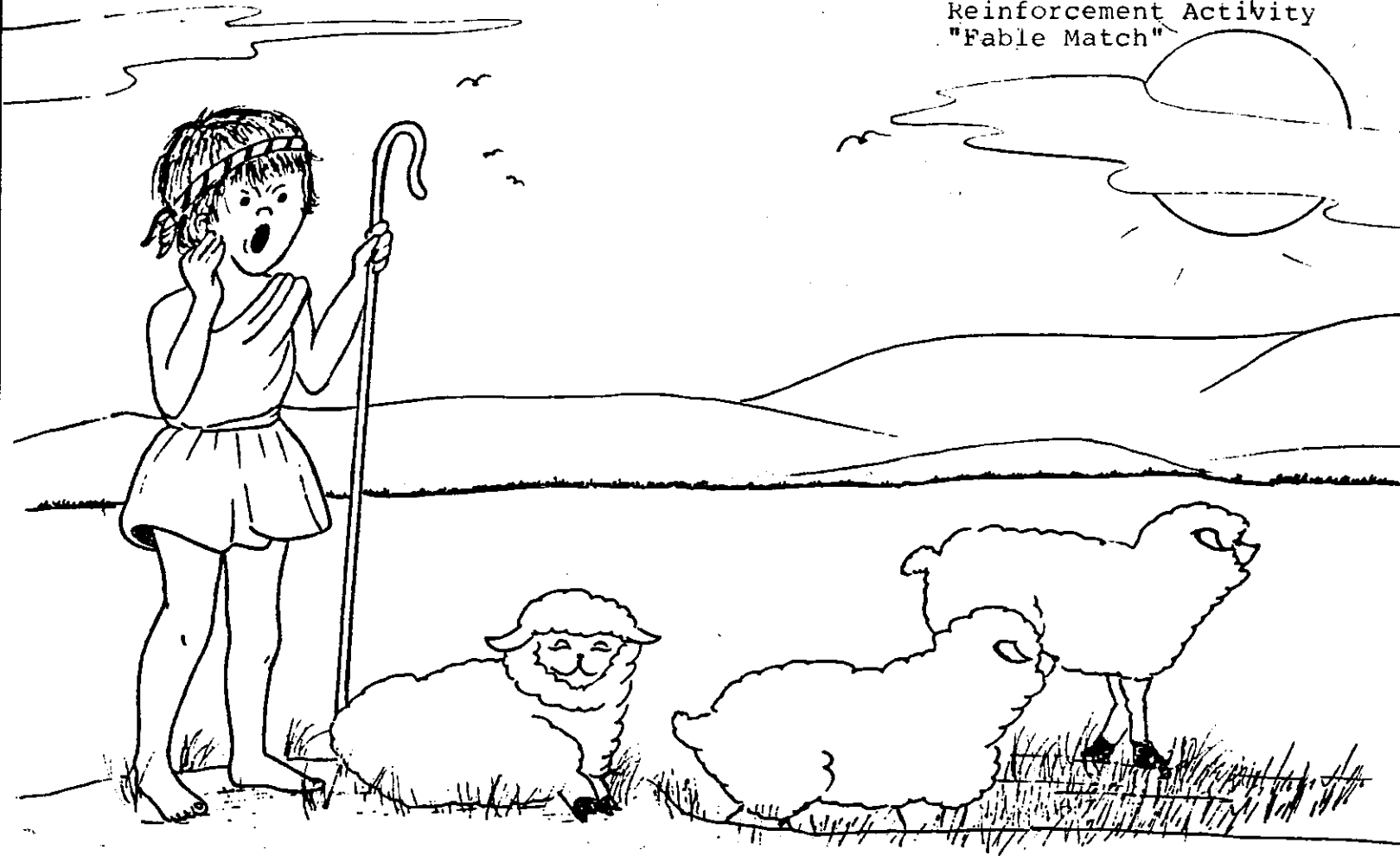
Moral: Don't count your chickens before they're hatched.

The Hare and the Tortoise

Moral: Slow and steady wins the race.

The Lion and the Mouse

Moral: Little kindnesses often have big results.



The Boy Who Cried Wolf

While the shepherd was away, his son took care of the flock. Being alone, the boy grew bored, so he called to the villagers, "Come quick! A wolf!" When the men came running with weapons, the boy laughed at their alarm.

Next day, wanting more fun, the boy again cried for help. Again the townsmen came to the rescue and found no wolf -- just the boy laughing at them.

One morning soon afterward, the boy glimpsed a dark shape among the sheep. When he saw what it was, he began to scream, "Wolf! Wolf! Wolf!"

"Listen, that boy is fooling us again," the men told each other. "Pay no attention. Tomorrow his father will return and punish him."

But by then the sheep were all eaten.

MORAL: He who tells lies in fun will be doubted when he's in earnest.



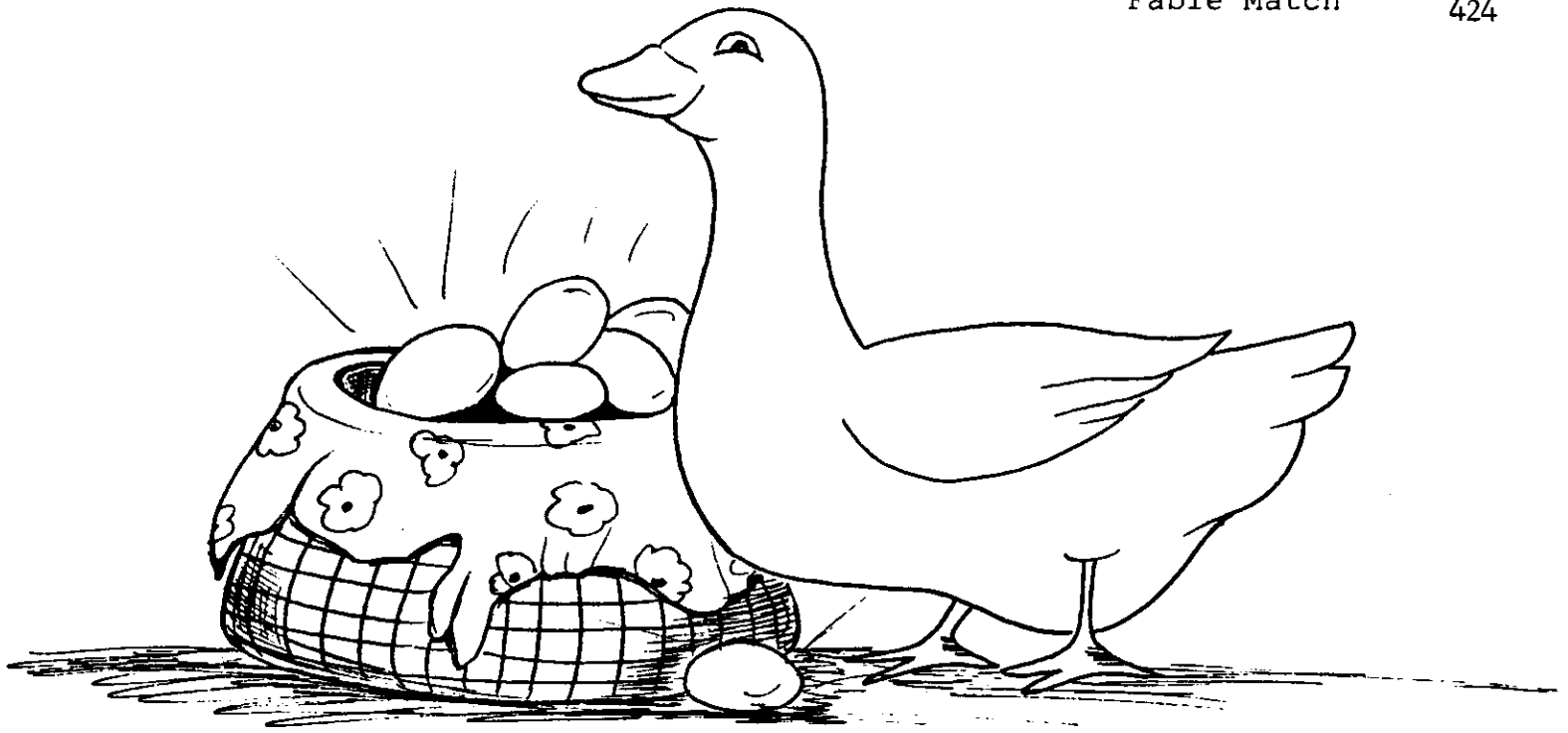
The Lion and the Mouse

A mouse who wasn't watching where he went ran over the paw of a sleeping lion. As he woke, the lion grabbed up the mouse, who began to plead for his life. "Don't crush me! I'm not good to eat. You'd hardly get one swallow. But pardon me, and I give you my promise to help you whenever I can."

This struck the lion funny. "Help me! You -- a little thing that squeaks, not even big enough to taste. Help me! Haha! Hoho!" He laughed till tears came to his eyes. "Oh my! That's the best joke yet. And for that I'll let you go. Go on. You're free now. Shoo!"

It was only a few days later that the lion stepped into a trap left by hunters. He roared and fought to break the ropes, which only made them twist tighter. Most animals who heard this struggle were frightened and kept away. But the mouse came scampering from nearby. With tiny teeth, just made to chew up hard things, he nibbled the ropes till the net fell loose. "You see," said the mouse, "my promise was not such a joke. Now let us both shoo!"

MORAL: Little kindnesses often have big results.



The Goose and the Golden Eggs

A goose surprised her owner by laying an egg of solid gold. He put aside his plan to eat her, and in reward received another golden egg each week.

But he had time, between eggs, for troublesome thoughts. "If I had all her gold at once, I could invest and live on the income!"

So the man killed his goose after all. But when he opened her, he found not one gold egg. She was just a goose, dead now, good only for the oven.

MORAL: If you try to grab too much too soon, you risk losing everything.



The Country Maid and the Milk Pail

Peggy, a farm girl, was going into town on market day, to sell a pail of milk which she carried on her head. As she went along, she daydreamed.

"When I sell my milk, I'll have money to spend. Then the storekeepers will ask me in to shop for ribbons and silk." She began to make up a song.

"They'll want me for a customer. 'Peggy, buy our wares.'

"But I won't. No, I won't!

"I'll snap my fingers under their noses -- Just like that!" She snapped her fingers and laughed to think of the disappointed merchants.

"What I will buy is some eggs. I'll set them under our old hen to hatch. Soom the yard will be full of yellow chicks. The girls will say, "How cute!" So the boys will want to take them as presents to their sweethearts.

"They'll want my chicks for courting gifts. 'Peggy, sell me one.'

"But I won't. No, I won't!

"I'll stamp my foot and send them packing -- Just like that!" She stamped her foot and laughed to think of the empty-handed suitors.

"When I will sell my chickens is after they're full-grown. I'll sell a dozen, maybe two. Enough to fetch a good price, anyway. And then -- Oh! Then I shall have the ribbons and silk, on the fanciest dresses and hats. Then the boys will come calling -- on me! And the girls -- Haha!

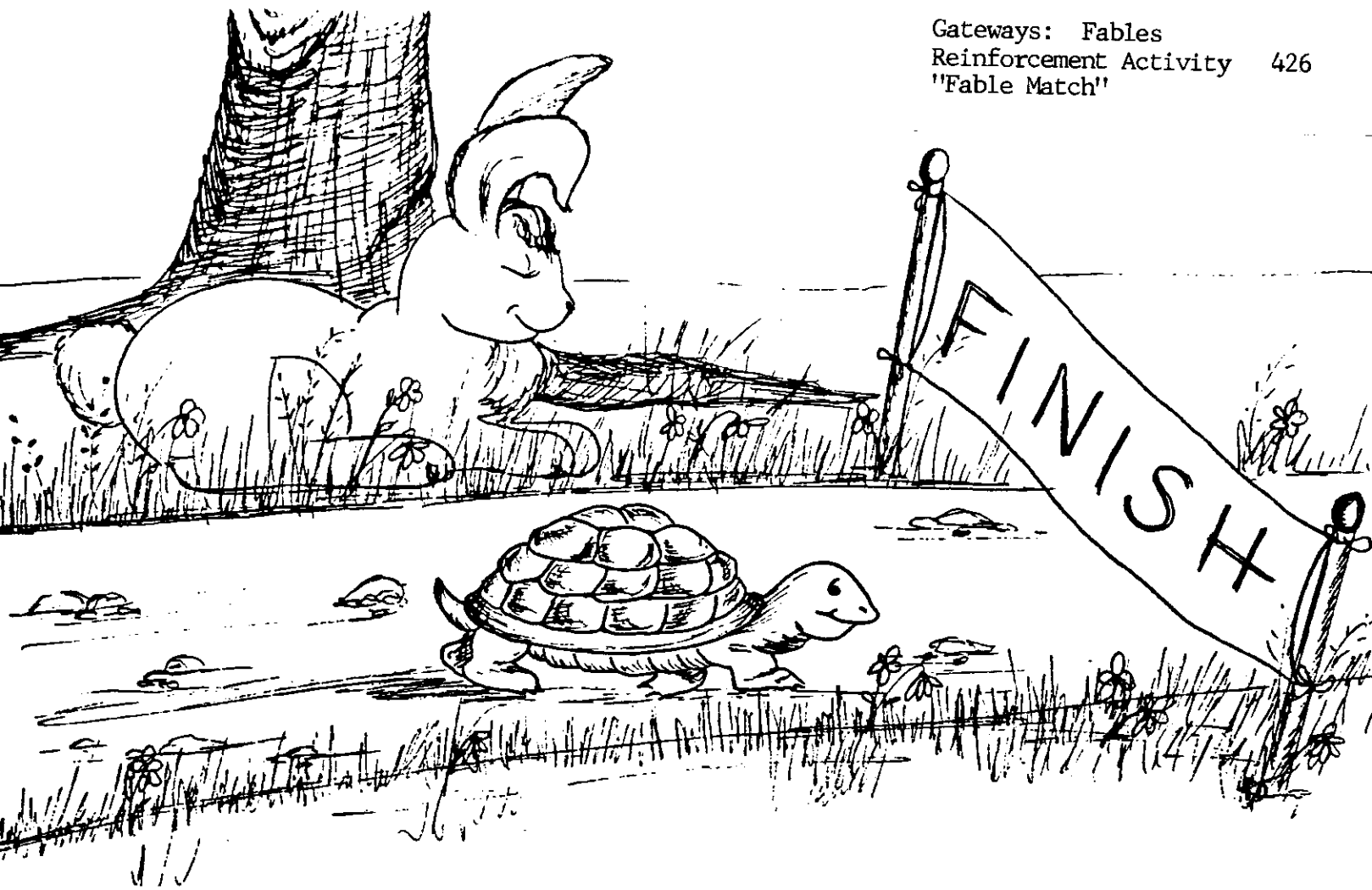
"They'll want us to be friendly then. 'Peggy, come to tea.'

"But I won't. No, I won't!

"I'll toss my head to make them jealous -- Just like that!" She tossed her head -- and the pail flew off, spilling the milk as it fell.

And so her plans were spoiled. The chicks, the dresses, the whole nice dream disappeared, like milk soaking into the ground. Just like that.

MORAL: Don't count your chickens before they're hatched.



The Hare and the Tortoise

The Hare was always poking fun at the Tortoise, for being so slow. This made the Hare feel good, since he himself could run very fast. But one day the Tortoise challenged him, "You boast a lot. But we never have really raced. You can't be sure you'd win." "Don't be funny," scoffed the Hare. "Of course I would!" "You'll have to prove it," insisted the Tortoise. "We'll race from here to where the road ends. Are you ready? We're off!"

In one bound, the Hare took the lead. He ran on, and soon he was so far ahead, he decided to rest. "Why I could even take a nap, and still I'd win! This race is a joke. I'll finish it later-- in the cooler part of the day." He lay down in a grassy hollow to sleep. And he slept a little too long.

For when he awoke and rushed to finish the race, he found at the end of the road -- already there and waiting for him -- the Tortoise, who had never stopped racing till he'd crossed the finish line.

MORAL: Slow and steady wins the race.

- I. Unit Topic: Fantasy (Correlated with "Charlotte's Web," TG pp. 294-305)
- II. Unit Objectives:
 - A. Literary Skills--Students will:
 1. distinguish between fantasy and realism.
 2. define story elements: character, setting and plot.
 3. identify main characters, setting and plot in a given story.
 4. create a fantasy story using factual information and knowledge of story elements.
 - B. Library Media Skills--Students will:
 1. Organize factual information using a simple outline form.
- III. Library Media Staff Preparation:
 - A. Materials
 1. Books (see "Resources")
 2. Encyclopedias (see "Resources")
 3. Life Cycles (Series)--see "Reference Tool Guideline #9"
 4. Sound Filmstrip: "Fantasy" (Pied Piper--12 min.)
 5. Paper, pencil
 6. Sample outline: Beaver
 - B. Equipment
 1. Sound filmstrip projector
 2. Overhead projector
 - C. Student activities
 1. Outline form
 2. "Story Elements"
 3. "Hocus Pocus" (Delloso and Carson, pp.79-82)
- IV. Suggested Procedure (Minimum Sessions Required: 3)
 - A. Session I (Objectives: A-1, A-2, A-3)
 1. Introduction
 - a) Explain that the story "Loneliness" from E. B. White's book, Charlotte's Web is only a part of the book. Lead students to identify the story as fiction. Explain that there are different kinds of fiction stories: fantasy and realism.
 - *b) Statement of Learning: Today you will learn how to distinguish (or tell the difference) between fantasy and realism, and also that fiction stories have three main parts: characters, setting and plot.

2. Instruction

- a) Define fantasy (a story that tells about things that could not really happen except in one's imagination).
- b) Define realism (a story that is made up by the author, but that is about people who seem real and is about events that could actually have taken place).
- c) Ask students which definition describes Charlotte's Web? (fantasy) Why? (spider's can't talk, etc.)
- d) Give other familiar examples of fantasy (Mary Poppins, Cricket in Times Square, etc.) and realism (Little House On the Prairie, King of the Wind, etc.).
Lead students to identify these and other fiction stories as fantasy or realistic fiction. Lead them to explain why they think a given story is fantasy or realism. (fantasy relates to something that could not happen; realism could actually happen.)
- e) Lead students in a brief discussion of the following points in Charlotte's Web and other familiar fiction stories:
 - 1) Who or what was the story about? (Characters--Lurvy, Mr. Zuckerman, Fern, Wilbur, Templeton, Charlotte.)
 - 2) Where/when did the story take place? (Setting--rainy day on a farm in a barn.)
 - 3) What happened in the story? (Plot--Wilbur searches for a friend and finds one in Charlotte.)

Explain that all stories, whether fantasy or realism, have these three (3) parts or elements:

- 1) Characters--who, or what, people, animals or things in the story.
 - 2) Setting--where/when the story takes place.
 - 3) Plot--what happens in the story (events or action).
- f) Introduce the sound filmstrip, "Fantasy" (Pied Piper) by asking students to:
 - 1) watch for other fantasy stories mentioned that they might want to read.
 - 2) see if they can identify story elements (characters, setting and plot) in the stories depicted in the sound filmstrip.
 - g) Following the viewing of the filmstrip, discuss the questions at the end. Ask for examples of the story elements depicted in the filmstrip:
 - 1) characters--Harry Cat, Chester Cricket, Tucker Mouse.
 - 2) setting--New York City in a drain pipe.
 - 3) plot--Harry, Chester and Tucker become friends and work together to improve business at the news stand.
 - *h) Closure: you have learned three things today that will help you when you write a fantasy story:
 - 1) how to tell the difference between fantasy and realistic fiction.
 - 2) how to explain why a story is fantasy or realism.
 - 3) the three main parts or elements in any fiction story; characters, setting and plot.

On your next visits, you will learn how authors organize facts and then combine factual information with their imaginations to write fantasy stories. You will use what you have learned about story elements (character, setting and plot). You will gather and organize facts about an animal, and then use your own imagination to create a fantasy. You might be thinking about a favorite animal you will want to research and write about.

3. Evaluation: Can students:

- a) define fantasy? realism?
- b) correctly determine whether a given fiction story relates to something that could not happen (fantasy) or could happen (realism)?
- c) explain verbally why a given story is fantasy or realism?
- d) recall that fiction stories have three main story elements; character, setting and plot?
- e) define character? setting? plot?
- f) correctly identify characters, setting and plot in a given story?

4. Reinforcement

- a) Encourage students to use the card catalog to locate fantasy stories by author, title and/or subject; locate fantasy books on the shelves; check out and read fantasy books. After reading their books, students may reinforce their understanding of characters, setting and plot by completing the "Story Elements" activity in Gateways Activities.
- b) Set up "Hocus Pocus" activity. This activity may be found in Rolling Into Primary Comprehension by Janet Delloso and Patti Carson (see Bibliography--professional).
- c) Listening center: Set up the sound recording of Cricket In Times Square (Miller Brody) or other fantasy stories for individual students' viewing in the library media center. After hearing the recording, the "Story Elements" activity sheet may be completed to reinforce understanding of character, setting and plot.
- d) Learning center: After reading the book or hearing the recording of Cricket In Times Square, students may strengthen their understanding of story characters by using the "Cricket In Times Square" learning activity (see Gateways Activities).

B. Session II (Objective B-1)

1. Introduction

- a) Review definition of fantasy (a story that tells about things that could not really happen except in one's imagination).
- b) Explain that even though a fantasy is false and cannot happen, there are factual parts to these stories (spiders build webs, eat insects, spin silk, etc.).
- *c) Statement of Learning: Today, using an outline, you will group and organize factual information on an animal.

- a) Tell students that outlines are used to help one group important facts.
- b) Give each student a copy of "Beaver Outline Sample." Explain the basic outline to students, using the "Beaver Outline Sample:"
 - 1) define main topic (most important ideas).
 - 2) define subtopic (facts that relate back to the main topic).
- c) Discuss each main topic and subtopic:
 - 1) appearance--how the animal looks (covered with hair, sharp teeth, etc.).
 - 2) homes--where the animal lives (forest, ponds, tunnels, etc.).
 - 3) food--what the animal eats (twigs, green plants, etc.).
 - 4) habits--actions that are performed consistently or actions that characterize that animal (swims, slaps tail to warn others, etc.).
- d) Call attention to the fact that the outline is filled in with sentence fragments, not sentences copied word for word from the book.
- e) Allow students to select an animal for their story from the books or encyclopedias available in the bibliography. Ask students to read the book, and then to fill in the "Blank Outline Form" with sentence fragments of factual information from their book. Tell students that the main topics are all there for them, and that they simply have to fill in the subtopics.
- f) Check outlines and take up until the next session.
- *g) Closure: Today you learned what an outline is used for and how to complete one. Now you have the factual information for your story. The only other requirement will be a creative imagination provided by your minds. Tomorrow you will write your fantasy using the knowledge you have gained from your two previous visits to the LMC.

3. Evaluation: Can students:

- a) use an outline to group and organize facts?
- b) define main topic?
- c) define subtopic?
- d) use sentence fragments to complete an outline?

4. Reinforcement

- a) Set up "Sammy Spider Activity." (See Gateways Activities--Fantasy.)

C. Session III (Objective A-4)

1. Introduction

- a) Remind students that yesterday they researched their animal and outlined the factual information.
- *b) Statement of Learning: Today you will take your outline of factual information and your minds filled with imagination and combine the two to create a short fantasy story.

- a) Ask students to recall the three elements of a story (character, setting, plot) and briefly define each. Remind students that their story must have these three elements plus factual and imaginative information.
- b) Give back to students their outlines.
- c) Students will write a fantasy story.
- d) Read each story with each student as he/she finishes.
- *e) Closure: In the past three days, you have gained and used much knowledge. You have learned:
 - 1) the definition of a fantasy.
 - 2) the three elements of a story.
 - 3) how to prepare an outline and then to use all of these plus your imagination to "create."

3. Evaluation: Did student :

- a) include characters in his/her story?
- b) include setting in his/her story?
- c) include plot in his/her story?
- d) include factual information in his/her story?
- e) create a fantasy story?

D. Enrichment Activities:

- 1) After writing a fantasy story, you will make a sound filmstrip of your story.

V. Resources

A. Books

Baum, Frank	<u>Wizard of Oz</u>	Holt, 1982
Cameron, Eleanor	<u>Time and Mr. Bass</u>	Little, 1967
*Hogan, Paula (Series: 12 vols.)	<u>The Life Cycle of the:</u>	
	<u>Beaver</u>	Raintree, 1979
	<u>Black Swan</u>	Raintree, 1979
	<u>Butterfly</u>	Raintree, 1979
	<u>Crocodile</u>	Raintree, 1979
	<u>Elephant</u>	Raintree, 1979
	<u>Frog</u>	Raintree, 1979
	<u>Kangaroo</u>	Raintree, 1979
	<u>Penguin</u>	Raintree, 1979
	<u>Salmon</u>	Raintree, 1979
	<u>Tiger</u>	Raintree, 1979
	<u>Whale</u>	Raintree, 1979
	<u>Wolf</u>	Raintree, 1979
L'Engle, Madeline	<u>A Wrinkle In Time</u>	Ariel, 1962
Lewis, C.S.	<u>Prince Caspian</u>	Macmillan, 1951
Lindgren, Astrid	<u>Pippi Longstocking</u>	Viking, 1950
Milne, A.A.	<u>Winnie the Pooh</u>	Dutton, 1974
*National Geographic Soc.	<u>The Blue Whale</u> (Set	
IV - Books For Young Explorers)		Nat. Geo. Soc., 1977
*National Geographic Soc.	<u>Cats</u> (Set III -	
Books For Young Explorers)		Nat. Geo. Soc., 1974
*National Geographic Soc.	<u>Lion Cubs</u> (Set I -	
Books For Young Explorers)		Nat. Geo. Soc., 1972
*National Geographic Soc.	<u>Namu</u> (Set II- Books	
For Young Explorers)		Nat. Geo. Soc., 1973

- *National Geographic Soc. Pandas (Set II - Books For Young Explorers) Nat. Geo. Soc., 1973
- *National Geographic Soc. The Playful Dolphins (Set V - Books For Young Explorers) Nat. Geo. Soc., 1976
- *National Geographic Soc. The Wild Ponies of Assateague (Set IV - Books For Young Explorers) Nat. Geo. Soc., 1975
- Norton, Mary The Borrowers Harcourt, 1953
- Norton, Mary The Borrowers Aloft Harcourt, 1961
- Travers, P. L. Mary Poppins Harcourt, 1934
- *White, E.B. Charlotte's Web Harper, 1952

B. Reference Sources

- *Britannica Junior Encyclopaedia. Encyclopaedia Britannica, Inc., 1983.
- *Compton's Encyclopedia. F. E. Compton Co., 1982.
- *World Book Encyclopedia. World Book, Inc., 1983
- *Young People's Science Encyclopedia. Children's Press, 1982

C. Software

- Literature For Children, Series I, "Fantasy" (Sound filmstrip).
Pied Piper Productions, 1973.

D. Professional

- Dellosa, Janet and Carson, Patti. Rolling Into Primary Comprehension.
Carson and Dellosa Publications, 1978.

VI. Glossary

- A. Fantasy--a story that tells about things that could not really happen except in one's imagination.
- B. Realism--a story that is made up by the author, but that is about people who seem real and is about events that could actually have taken place.
- C. Characters--who or what the story was about.
- D. Setting--when or where the story took place.
- E. Plot--what happened in the story.
- F. Main Topic--the most important ideas.
- G. Subtopic--facts that relate back to the main topic.

Objective: After locating factual information in the LMC, you will organize that information on the outline provided.

Materials Needed:

1. "Blank Outline Form" activity sheet.
2. Encyclopedias or books from bibliography list.

Instructions for making activity:

1. Reproduce "Blank Outline Form" for each student.

Student instructions for using activity:

1. Select an animal from an encyclopedia or a book from bibliography list.
2. Fill in the "Blank Outline Form" with sentence fragments of factual information from your book or encyclopedia.
3. The main topics are there for you; you fill in the subtopics.

BEAVER

I. Appearance

- A. Strong, webbed back paws
- B. Thick oily fur
- C. Called rodents
- D. Sharp front teeth

II. Homes

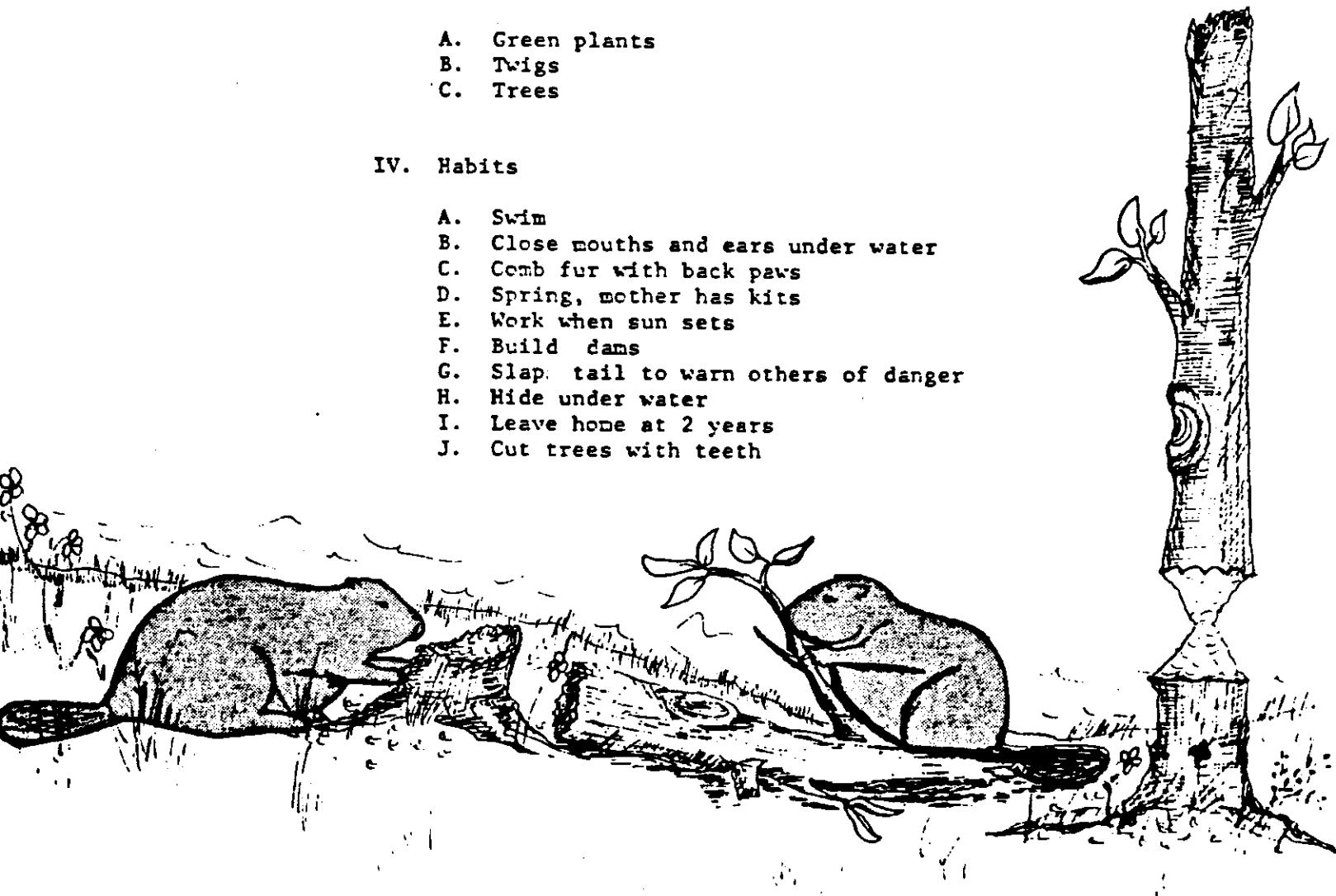
- A. Forest
- B. Ponds
- C. Dams
- D. Tunnels
- E. Stay under ice in winter

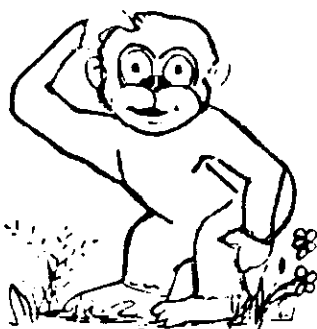
III. Food

- A. Green plants
- B. Twigs
- C. Trees

IV. Habits

- A. Swim
- B. Close mouths and ears under water
- C. Comb fur with back paws
- D. Spring, mother has kits
- E. Work when sun sets
- F. Build dams
- G. Slap tail to warn others of danger
- H. Hide under water
- I. Leave home at 2 years
- J. Cut trees with teeth





"Blank Outline Form"



I. Appearance



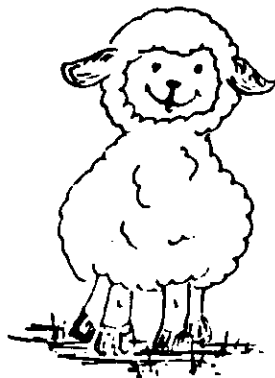
II. Homes



III. Food



IV. Habits



Objective: After reading a fiction book, you will identify the main character(s), the setting and three events from the story.

Name of Book: _____

Author of Book: _____

Character(s) Who or what is the story written about?

Setting Where/when does the story take place?

Plot Write three sentences telling what happened to the main character(s)?

1. _____

2. _____

3. _____

Objective: After reading the information on the spiders, students will organize information under the main topic.

Materials Needed:

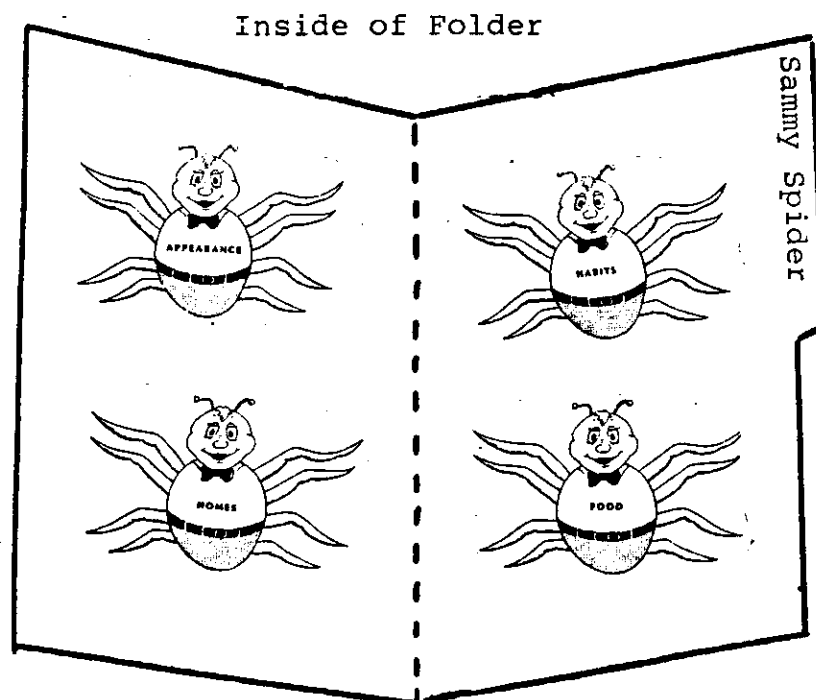
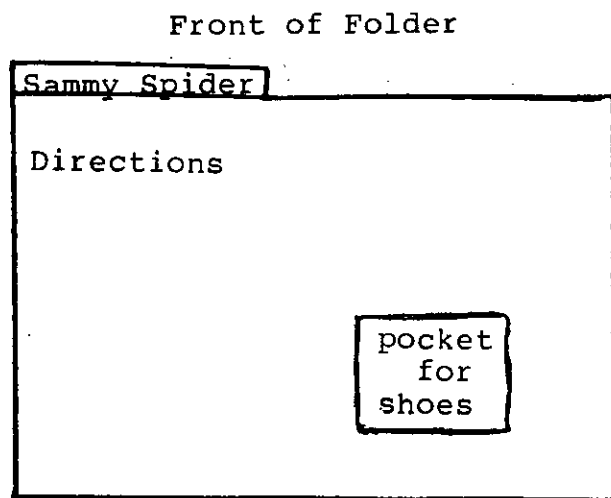
1. Colored file folder
2. Four spiders with a topic on each spider
3. Shoes with information that relates to a topic on a spider
4. Pocket (clear plastic)
5. Answer key

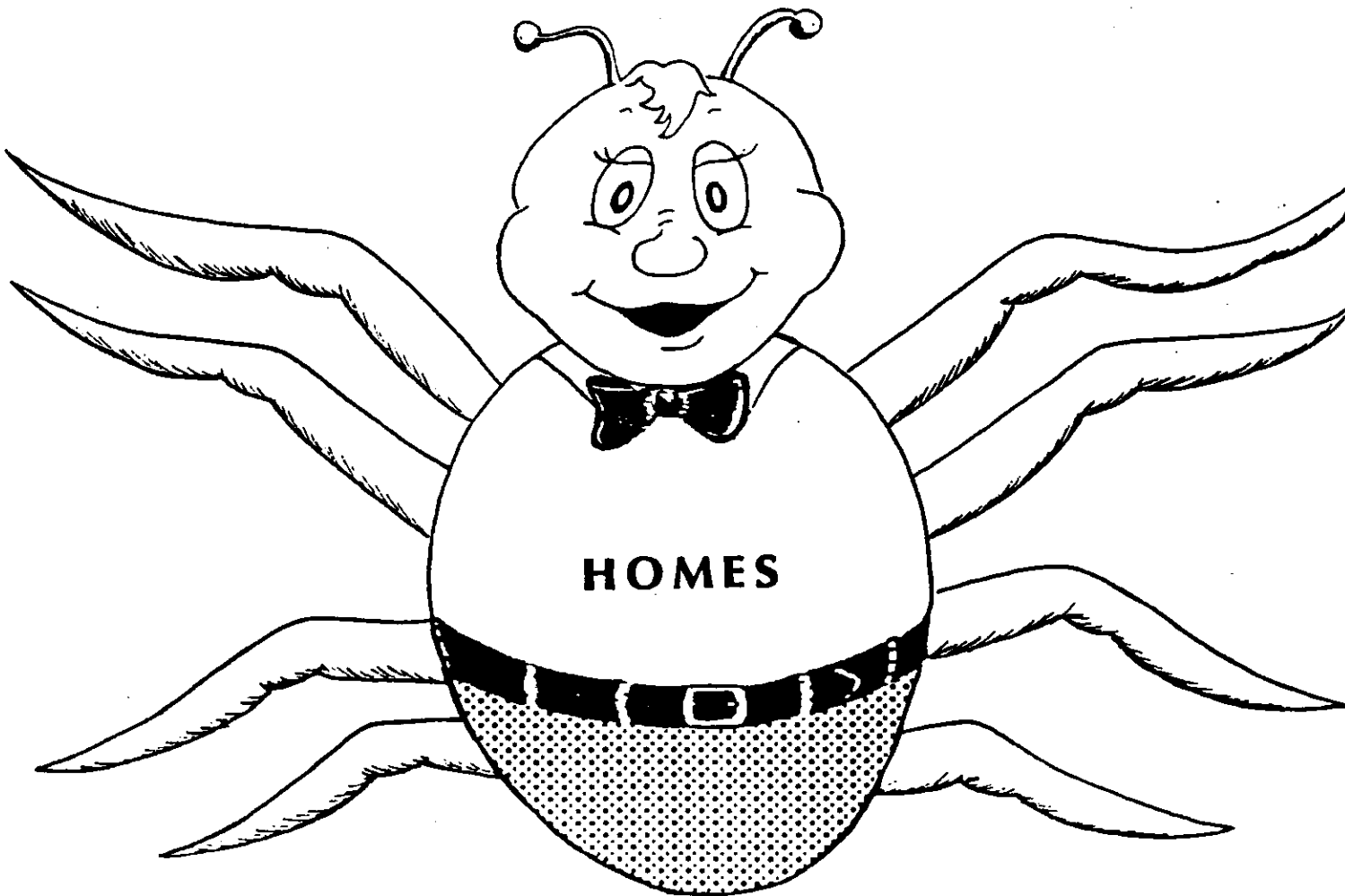
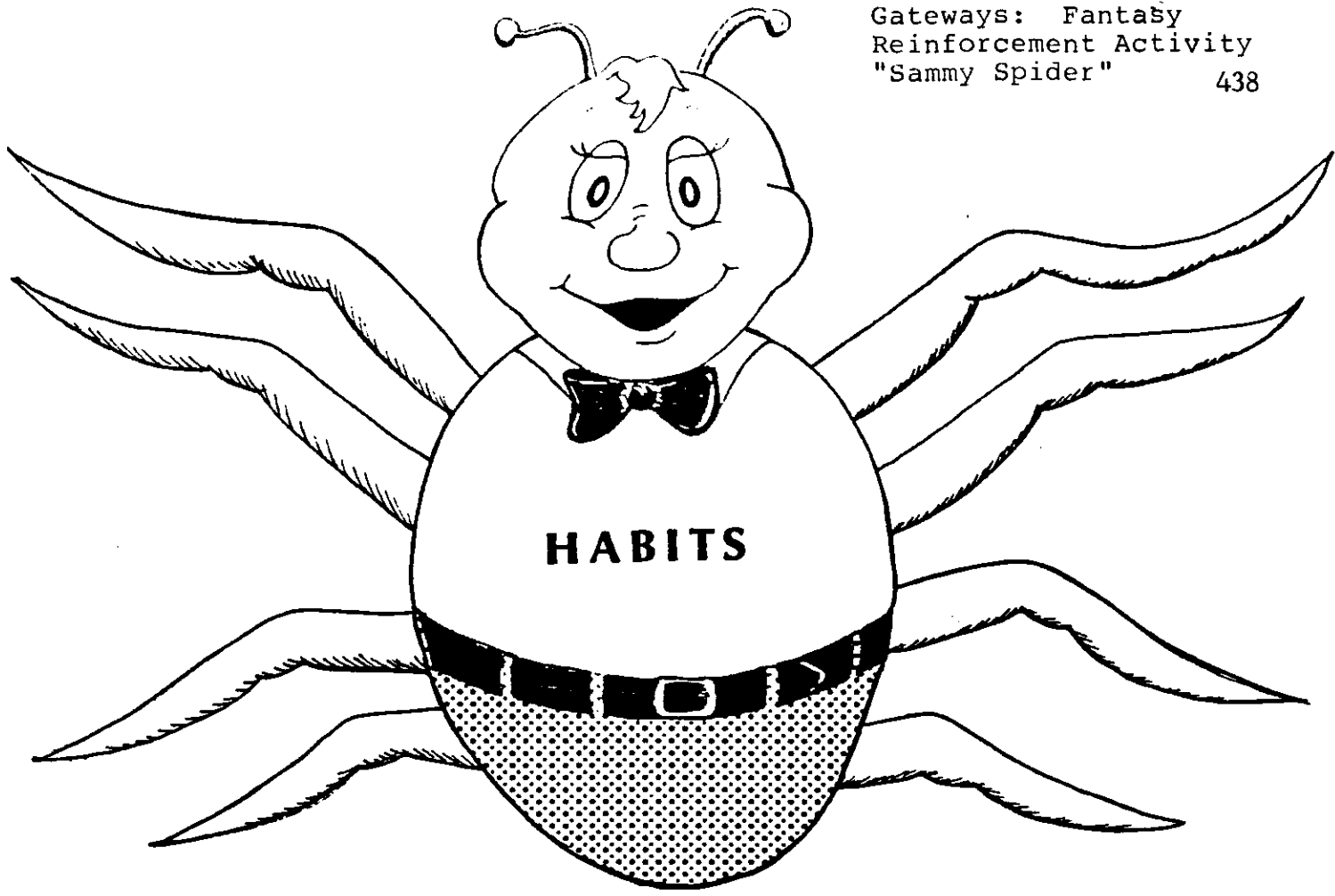
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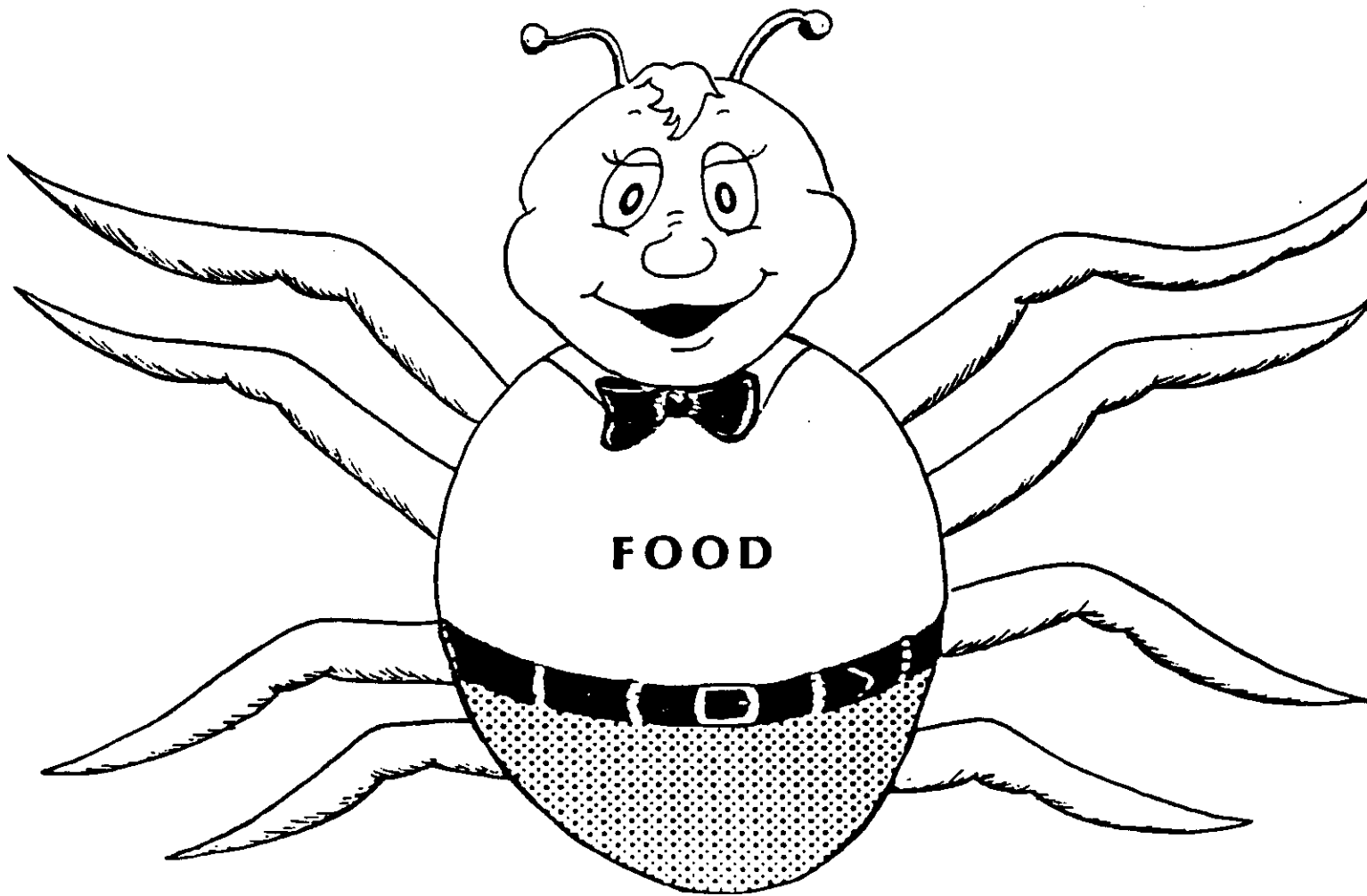
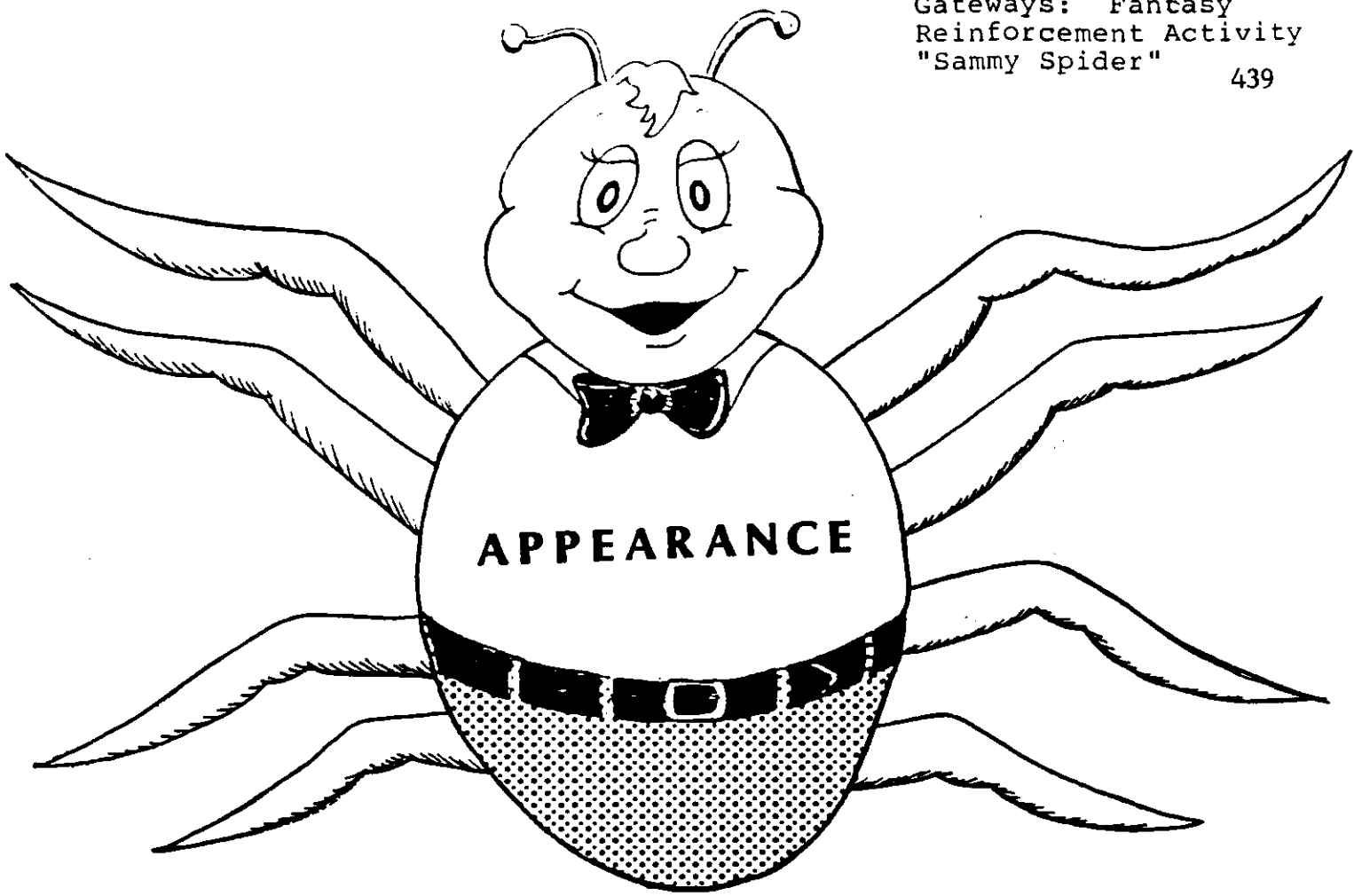
1. Mount student instructions on front of folder.
2. Mount pocket on front of folder shoes.
3. Mount the four spiders on inside of folder; 2 on each side.

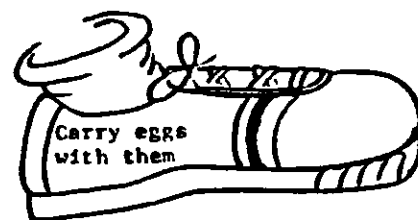
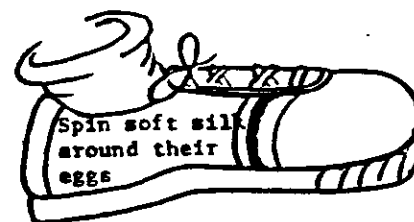
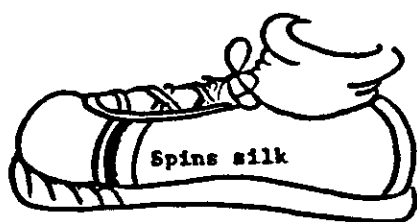
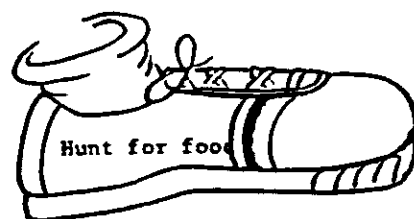
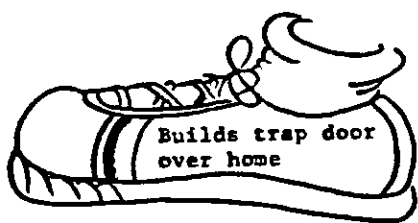
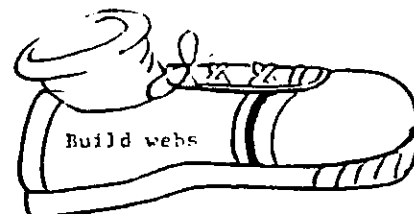
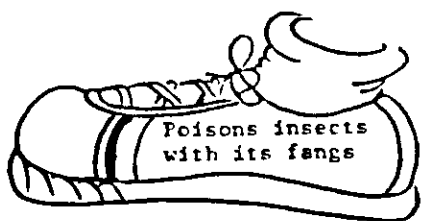
Student instructions for using activity:

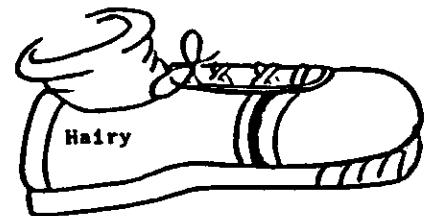
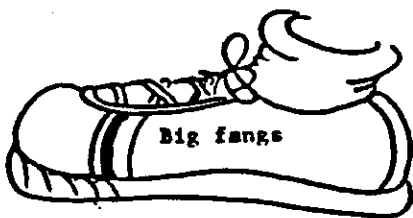
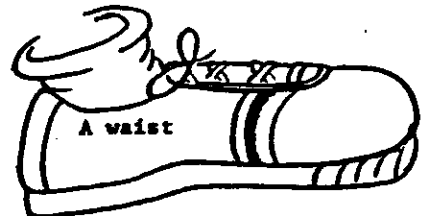
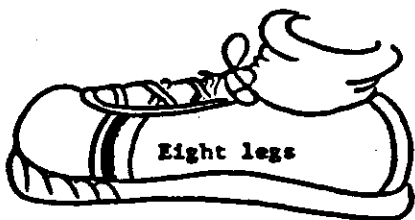
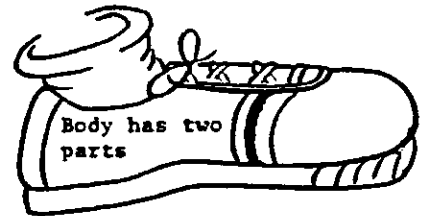
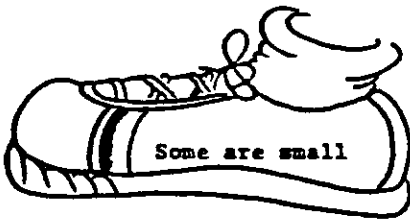
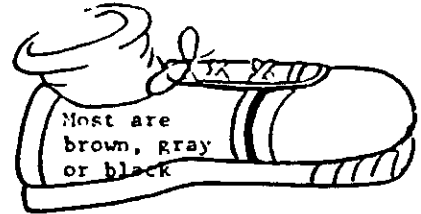
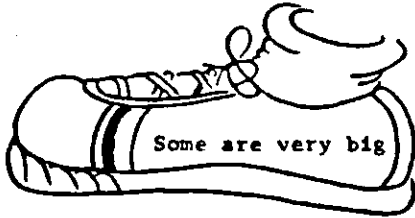
1. Remove shoes from pocket
2. Determine if the information on each shoe relates to the spiders' appearance, homes, food or habits.
3. Look at identification on each spider.
4. Place shoe on correct leg.

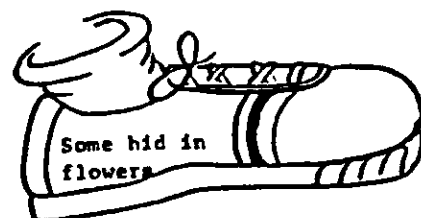
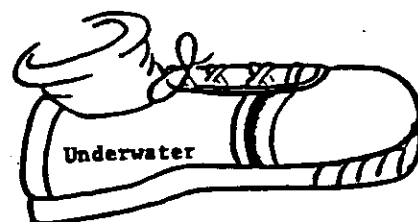
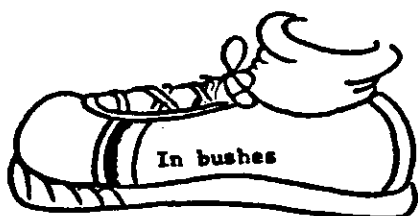
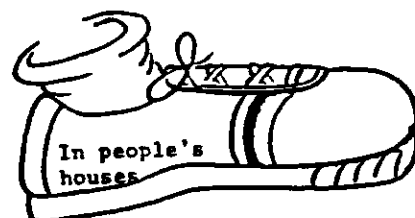
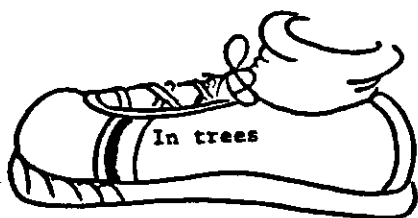
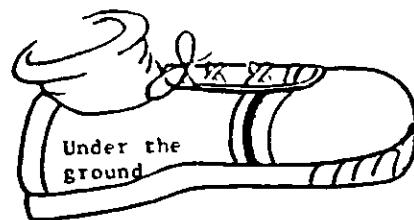


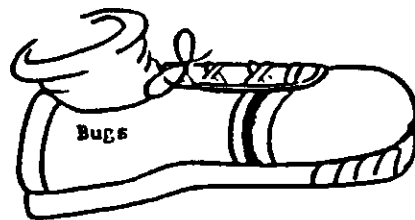
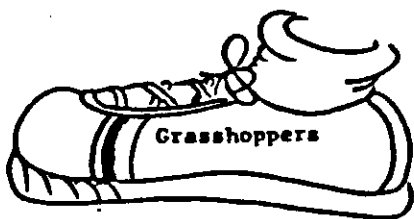
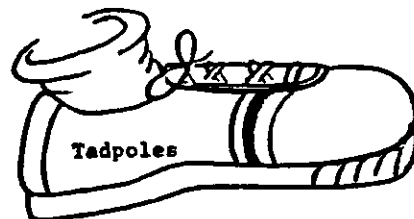
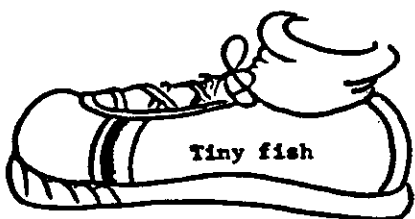
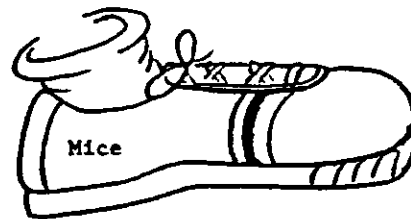
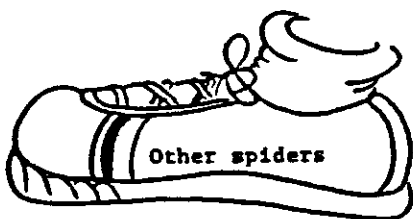
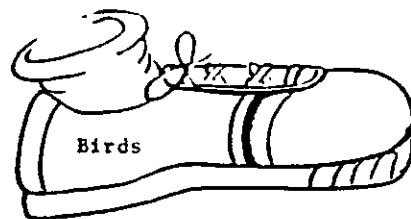
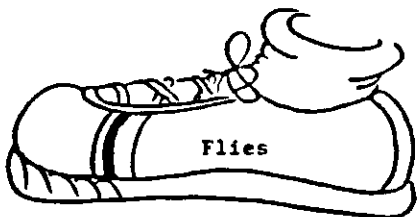












Objective: Student will identify each of the three main characters, from Cricket in Times Square, Using clue cards.

Materials Needed:

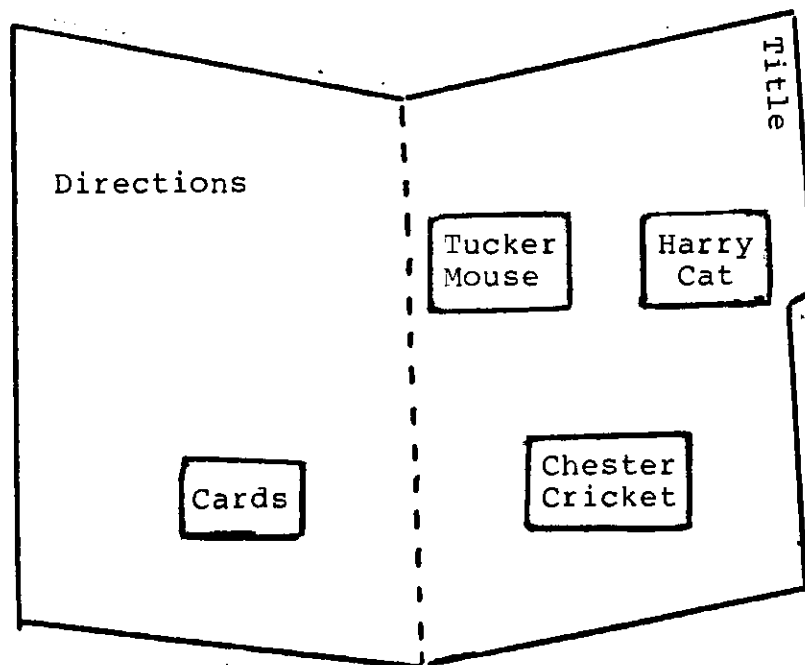
1. Cards with clue of characters
2. Colored file folder
3. Picture
4. Answer key
5. Pockets

Instructions for making activity:

1. Mount picture on front of folder.
2. Mount pockets on folder. 3 pockets for characters on right side of open folder.
3. Mount pocket for clue cards and directions on left side of open folder.
4. Place clues on cards.
5. Place answer key on back of folder.

Student instructions for using activity:

1. Take a card from the pocket.
2. Read the character clue
3. Decide which character the clue refers to (Chester Cricket, Harry Cat, Tucker Mouse).
4. Place the card in the correct character's pocket
5. Check your answer with the answer key on the back.





Gateways: Fantasy
 Reinforcement Activity
 "Cricket in Times Square"
 Clue Card Statements

Met a cricket for the first time.	Wings were not good for flying.	His laugh sounded like a hiccup.	Frightened Chester.
Lived with Harry over the drainpipe.	Lived in an old tree stump before coming to New York.	Shared his house with a mouse.	His best friend was Tucker.
Had a cat as his best friend.	Was trapped under a roast beef sandwich.	Did not try to be neat.	Mario's mother thought he carried germs.
Had gray-green and black stripes.	Loved New York on New Year's Eve.	Came from Connecticut.	Loved to hear stories.
Had a high musical voice.	Loved Liverwurst.	Liked to eavesdrop on humans.	Shared his liverwurst.

TUCKER MOUSE

1. Lived with Harry over the drainpipe.
2. Met a cricket for the first time.
3. Liked to eavesdrop on humans.
4. Shared his liverwurst.
5. Did not try to be neat.
6. Had a cat as his best friend.
7. His laugh sounded like a hiccup.
8. Loved to hear stories.

HARRY CAT

1. Shared his home with a mouse.
2. Frightened Chester.
3. His best friend was Tucker.
4. Had gray-green and black stripes.
5. Loved New York on New Year's Eve.

CHESTER CRICKET

1. Had a high musical voice.
2. Came from Connecticut.
3. Lived in an old tree stump before coming to New York.
4. Loved liverwurst.
5. Was trapped under a roast beef sandwich.
6. Mario's mother thought he carried germs.
7. Wings were not good for flying.

- I. Unit Topic: Distant Lands (Correlated with: "Federico Discovers the Sea," TG, pp. 89-94)
- II. Unit Objectives:
 - A. Literary Skills - Student will:
 1. Recognize that the setting of the story influences the action of the story characters.
 - B. Library Media Skills - Students will:
 1. Identify five special reference books that they can use to locate information on different lands and peoples: Lands and Peoples Encyclopedias, Hammond Intermediate World Atlas, World Almanac, Webster's Geographical Dictionary, and the National Geographic Index.
 2. Use the special reference books (Lands and Peoples Encyclopedia, Hammond Intermediate World Atlas, World Almanac, Webster's Geographical Dictionary, and the National Geographic Index) to locate information.
- III. Library Media Staff Preparation:
 - A. Materials
 1. Fiction, Nonfiction books (see "Resources")
 2. Pied Piper sound filmstrip "Distant Lands", series 2, (12 minutes, 25 seconds)
 3. Hammond Intermediate World Atlas and student workbook - See "Reference Tool Guideline #5"
 4. Sound filmstrip, "How to Use the World Almanac", Newspaper Enterprises Associates
 5. Workbook "Fun in Finding Facts" from the Newspaper Enterprises Associates
 6. National Geographic Index and the "Magazine Form" - See "Reference Tool Guideline #11"
 7. Webster's New Geographic Dictionary - See "Reference Tool Guideline #14"
 8. Lands and Peoples - See "Reference Tool Guideline #7"
 - B. Equipment
 1. Sound filmstrip projector
 - C. Student Activities
 1. "Using the Index" Sheet (In Student Workbook: Fun in Finding Facts)
 2. "National Geographic Index" Sheet
 3. "Around the World...", Activity
- IV. Suggested Procedure (Minimum Sessions Required: 4)

A. Session I: (Objective A-1)

1. Introduction

- a) Discuss the story "Frederico Discovers the Sea" Where does this story take place? (La Parguera, Puerto Rico) In this story Frederico's family goes on a picnic. Where do they go? (Beach) When you go on a picnic, where do you go? (park, shade trees, lake, etc.) Why don't you go to the beach? (No beach or ocean close) So, our lives are different from Frederico's because he lives on an island and we live inland (not close to an ocean). What else in Frederico's life is different from ours? (coconut trees, throwing coconuts, snorkeling, different fish) What happened in the story that could happen on a picnic where we live? (Mother brought lots of food, Daddy and friend played dominoes, kids played, read newspaper)
- b) Remind students that the setting is where/when a story takes place. What is the setting for "Frederico discovers the Sea?" (Puerto Rico, modern times) The story tells us that the place is Puerto Rico. How can we tell when the story takes place? (car, plane tickets, travel agency)
- *c) Statement of Learning: Today you will learn that the setting of the story influences the action of the characters in the story.

2. Instruction

- a) Introduce the sound filmstrip "Distant Lands." Ask students to watch for different settings shown in the filmstrip. Answer the questions at the end of the filmstrip.
- b) Compare the settings in the filmstrip to "Frederico Discovers the Sea."
- c) Tell students that we will work with the reference books discussed in the filmstrip in the next session.
- d) Show students the geography section of the 900's and allow students to check books out. Ask students to find the setting (where/when) of their books before the next session.
- *e) Closure: Today we have seen how different settings influence the actions of the story characters. In the next session we will go to the Reference area to learn about books that help us find information on other countries.

3. Evaluation: Can students:

- a) recognize that the setting of the story influences the action of the story characters?

1. Introduction

- a) Discuss some of the stories read by the students. What is the setting of each? Did the setting have any effect on the story and its characters?
- *b) Statement of Learning: Today we are going to discuss the reference books that we can use to locate information on different places and we are going to learn how to use the World Almanac.

2. Instruction

- a) In the reference area, point out the location of the five (5) reference tools listed below. Leave World Almanac for last.
 - 1) Lands and Peoples Encyclopedia
 - 2) Hammond Intermediate World Atlas
 - 3) Webster's Geographical Dictionary
 - 4) National Geographic Index
 - 5) World Almanac
- b) Hand out copies of the World Almanac to the students. Instruct the students to follow along with the filmstrip. It may be necessary to stop the filmstrip if students need help.
- c) Have students complete the worksheet "Using the Index" from the student workbook Fun in Finding Facts.
- *d) Closure: Today we have discussed the reference books we can use to locate information on other countries and we have learned how to use the World Almanac. In the next session we will learn how to use an Atlas.

3. Evaluation: Can students:

- a) use the World Almanac to locate information?

C. Session III: (Objective B-1, B-2)

1. Introduction

- a) Review with students the kinds of information found in the World Almanac
- *b) Statement of Learning: Today we are going to learn how to use the Lands and Peoples Encyclopedia, Webster's Geographical Dictionary, National Geographic Index, and Hammond Intermediate World Atlas.

2. Instruction

- a) Explain to the students that Lands and Peoples is organized alphabetically with the index in the last volume like World Book encyclopedia. The book has more detailed information than any of the other reference books we have discussed.

- b) Webster's Geographical Dictionary is a dictionary of places 451 instead of words. It is organized similar to Webster's Biographical Dictionary. The information is in alphabetical order and is very concise. This is a good source to find out where a place is but not to find detailed information.
- c) The National Geographic Index is a guide to all of the National Geographic magazines. Show students where the National Geographic magazines are located. Explain that this magazine specializes in writing about different places.
- d) Give copies of the "National Geographic Index" page to each student.
- e) As a group, find the country, Australia. Discuss: How many articles are listed; what is the month and year of the first article; does the media center have National Geographic magazine for that year; how to find the page number for the article.
- f) Show the students the location of the magazine research forms (copy included). Explain how to fill out the form using one of the entries from the country discussed in section e.
- g) Review the types of information found in Hammond Intermediate World Atlas. (Gateways: Fables - Session II)
- *h) Closure: Today we have discussed other reference books we can use to locate information on other countries. On your next visit, you will use all of the reference books we have discussed to answer questions about certain countries.

3. Evaluation: Can students:

- a) Use Lands and Peoples Encyclopedia, Webster's Geographical Dictionary, Hammond Intermediate World Atlas, and National Geographic Index to locate information?

4. Reinforcement

- a) Students may use the various reference tools to locate information on a topic of their choice. They will write at least one fact from each source.

C. Session IV: (Objectives B-1, B-2)

1. Introduction

- a) Remind the students of the five reference books they have used in the previous sessions and of their location in the library: Lands and People Encyclopedia, Webster's Geographical Dictionary, Hammond Intermediate World Atlas, and National Geographic Index
- *b) Statement of Learning: Today you will use the five reference tools to answer specific questions about a country.

2. Instruction

- a) Let the students select one of the question cards from the "Around the World...." Activity.
- b) They will decide which reference book they need to answer each of the questions and answer the questions on the card.
- *c) Closure: This is the last session on using reference books to locate information on other lands. The next time you come to the library media center you will have read about John and William Bartram and we will discuss biographies.

3. Evaluation: Can students:

- a) Use Lands and Peoples Encyclopedia, Hammond Intermediate World Atlas, Webster's Geographical Dictionary, the World Almanac, and the National Geographic Index to locate information?

4. Reinforcement

- a) Students may use the various reference tools to locate information on a topic of their choice. They will write at least one fact from each source.

D. Enrichment Activities

- 1. Students may design and develop an interest center on distant lands for the library media center.
- 2. Students will produce a filmstrip on the special reference tools that will introduce other students to them.
- 3. Select a country and write a story about the culture of that country. This may be produced as a sound filmstrip to show to their class.
- 4. Students may wish to complete the World Almanac Quiz.
- 5. Students may wish to complete the Country Comparison Activity.
- 6. Students may wish to complete the Lands and Peoples Activity.
- 7. Students may wish to complete the Geographical Greatness Part I and Part II.

V. Resources

A. Books

- 1. Bond, Michael. Paddington Bear. Random.
- 2. Buck, Pearl S. Big Wave. Day, 1973.
- 3. Clark, Ann Nolan. Secret of the Andes. Viking, 1952.
- 4. DeJong, Meindert. House of 60 Fathers. Harper, 1956.
- 5. DeJong, Meindert. Wheel on the School. Harper.
- 6. Ho, Minfong. Sing to the Dawn. Lothrop, 1975.
- 7. Houston, Janus A. Long Claws. Atheneum, 1981.

8. Kelly, Eric P. Trumpeter of Krakow. Macmillan, 1966.
9. Lewis, Elizabeth F. Young-Fu of the Upper Yangtze. H.R.W., Inc., 1973.
10. Lindgren, Astrid. Pippi in the South Seas. Viking, 1950.
11. Mohr, Nicholasa. Felita, Dial, 1979.
12. Mukerji, Dhan Gopal. Gay-Neck. Dutton, 1968.
13. O'Dell, Scott. Island of the Blue Dolphins. Houghton, 1960.
14. Perl, Lila. Puerto Rico. Morrow, 1979.
15. Say, Allen. Feast of Lanterns. Harper, 1976.
16. Trevino, Elizabeth Borton de. I, Juan de Pareja. Farrar, 1965.
17. Wajciechowska, Maia. Shadow of a Bull. Atheneum, 1964.

B. Reference Sources

1. The World Almanac and Book of Facts. Newspaper Enterprise Association, 1984.
2. The Almanac in the Classroom: a teacher's guide and resource book, The World Almanac Educational Division, 1980.
3. National Geographic Index. National Geographic Society, 1977-82.
4. National Geographic World Index. National Geographic Society, 1975-82.
5. Grolier's Lands and Peoples Encyclopedia. Grolier, 1983.
6. Hammond Intermediate World Atlas. Hammond
7. Hammond Intermediate World Atlas Student Workbook. Hammond, 1983.

C. Software

1. "Distant Lands." (Sound filmstrip) Pied Piper filmstrip Series 2.
2. "Reading for the Fun of it - Distant Lands." (Sound filmstrip) Guidance Associates.
3. "Media: Resources for Discovery." (Sound filmstrip series) Encyclopedia Britannica.
4. "How to use the World Almanac." (Sound filmstrip) Newspaper Enterprise Association.
5. "Wheel on the school." (Sound filmstrip) Random House.

(Other media is available from Random House from the above list of stories.)

NATIONAL GEOGRAPHIC INDEX

- AT My Limit—I Climbed Everest Alone.** By Reinhold Messner. Photos by the author and Nena Holguin. 552-566, Oct. 1981
- AT Peace With the Past, In Step With the Future (Apache).** By Ronnie Lupe. 260-261, Feb. 1980
- ATCHAFALAYA BASIN, Louisiana:**
Trouble in Bayou Country. By Jack and Anne Rudloe. Photos by C. C. Lockwood. 377-397, Sept. 1979
- ATHENS, Greece:**
Greece: "To Be Indomitable, To Be Joyous." By Peter T. White. Photos by James P. Blair. 360-393, Mar. 1980
- ATLANTA, Georgia:**
Georgia, Unlimited. By Alice J. Hall. Photos by Bill Weems. 212-245, Aug. 1978
- ATLANTIC CONTINENTAL SHELF, U. S.:**
The Continental Shelf: Man's New Frontier. By Luis Marden. Photos by Ira Block. 495-531, Apr. 1978
- ATLANTIC ISLANDS:**
America's Atlantic Isles (NG book). © 1981
See also West Indies
- ATLANTIC OCEAN:**
Hurricane! By Ben Funk. Photos by Robert W. Madden. 346-379, Sept. 1980
Dominica. By Fred Ward. 357-359
Dynamics of a Hurricane. 370-371
Into the Eye of David. By John L. Eliot. 368-369
Paths of Fury—This Century's Worst American Storms. 360-361
New World of the Ocean. By Samuel W. Matthews. 792-832, Dec. 1981
- ATLANTIC OCEAN CROSSINGS:**
Double Eagle II Has Landed! Crossing the Atlantic by Balloon. By Ben L. Abruzzo, with Maxie L. Anderson and Larry Newman. 858-882, Dec. 1978
The Longest Manned Balloon Flight (Silver Fox). By Ed Yost. 208-217, Feb. 1977
See also Cruises and Voyages (*Brendan*)
- ATLANTIC SALMON:**
Atlantic Salmon: The "Leaper" Struggles to Survive. By Art Lee. Photos by Bianca Lavies. 600-615, Nov. 1981
- ATLAS MOUNTAINS, Africa.** See High Atlas
- An ATLAS of Energy Resources.** 58-69, *Special Report on Energy* (Feb. 1981)
Contents: Maps locating major resources of oil, natural gas, coal, geothermal energy, uranium, and solar energy in North America
- ATOCHA (Galleon):**
Treasure From the Ghost Galleon: *Santa Margarita.* By Eugene Lyon. Photos by Don Kincaid. 228-243, Feb. 1982
- AUDUBON, JOHN JAMES:**
Audubon "On the Wing." By David Jeffery. Photos by Bates Littlehales. 149-177, Feb. 1977
- AURNESS, CRAIG: Photographer:**
Iowa, America's Middle Earth. By Harvey Arden. 603-629, May 1981
New Mexico's Mountains of Mystery. By Robert Laxalt. 416-436, Sept. 1978
The People Who Made Saskatchewan. By Ethel A. Starbird. 651-679, May 1979
The Pony Express. By Rowe Findley. 45-71, July 1980
The Troubled Waters of Mono Lake. By Gordon Young. 504-519, Oct. 1981
- AUSTEN, DAVID: Photographer:**
Papua New Guinea. 143-171, Aug. 1982
I. Nation in the Making. By Robert J. Gordon. 143-149
II. Journey Through Time. By François Leydet. 150-171
- AUSTIN, BARBARA: Author:**
A Paradise Called the Palouse. Photos by Phil Schofield. 798-819, June 1982
- AUSTRALIA:**
Alone Across the Outback. By Robyn Davidson. Photos by Rick Smolan. 581-611, May 1978
Australia; Land of Living Fossils, double-sided map supplement. Feb. 1979
Australia's Great Barrier Reef. 630-663, May 1981
I. A Marine Park Is Born. By Soames Summerhays. Photos by Ron and Valerie Taylor. 630-635
II. Paradise Beneath the Sea. By Ron and Valerie Taylor. 636-663
A Bad Time to Be a Crocodile. By Rick Gore. Photos by Jonathan Blair. 90-115, Jan. 1978
The Desert: An Age-old Challenge Grows. By Rick Gore. Photos by Georg Gerster and Bruce Dale. 586-639, Nov. 1979
A Jawbreaker for Sharks. By Valerie Taylor. 664-667, May 1981
The Journey of Burke and Wills. By Joseph Judge. Photos by Joseph J. Scherschel. 152-191, Feb. 1979
The Satin Bowerbird, Australia's Feathered Playboy. By Philip Green. 865-872, Dec. 1977
Skylab's Fiery Finish. By Tom Riggert. 581-584, Oct. 1979
Those Kangaroos! They're a Marvelous Mob. By Geoffrey B. Sharman. Photos by Des and Jen Bartlett. 192-209, Feb. 1979
See also Arnhem Land; Perth; Sydney



GET SET-GO!

MAGAZINE RESEARCH FORM

NAME: _____

TOPIC: _____

ARTICLE: _____

MAGAZINE: _____

DATE: _____

PAGE: _____

NOTES:



GET SET-GO!

MAGAZINE RESEARCH FORM

NAME: _____

TOPIC: _____

ARTICLE: _____

MAGAZINE: _____

DATE: _____

PAGE: _____

NOTES:

Objective: Students will use the World Almanac, Hammond's Intermediate World Atlas, Lands and People's Encyclopedia, National Geographic Index and Webster's Geographical Dictionary to locate information.

Materials needed:

1. File folder
2. Game cards
3. Answer key
4. Reference Books- Lands and People's Encyclopedia
World Almanac
Hammond's Intermediate Atlas
Webster's Geographical Dictionary
National Geographic Index

Instructions for making activity:

1. Cut out questions and place on cards or shapes of the country. Laminate.
2. Glue the answer key to one side of the file folder.
3. Glue the world picture and "Around the World..." on the other side.
4. Place a pocket on this side of the folder to hold the cards.
5. Glue the large world picture and "Around the World..." on the front of the folder.

Student instructions for using the activity:

1. Select one of the Around the World... cards.
2. Use the reference books listed below to locate the answers to the questions on the cards.

Lands and People's Encyclopedia
World Almanac
Hammond's Intermediate Atlas
Webster's Geographical Dictionary
National Geographic Index

ARGENTINA

1. What is a gaucho?
2. Write the pronunciation for Argentina.
3. Who is the ambassador to Argentina?
4. How many articles are listed in National Geographic Index for Argentina?
5. What is the largest mountain range in Argentina?

EGYPT

1. What is the language of Egypt?
2. Write the pronunciation of Egypt.
3. Who is the ambassador to Egypt?
4. How many articles are listed in National Geographic Index for Egypt?
5. What is the only lake in Egypt?

UNION OF SOVIET SOCIALIST REPUBLIC

1. What is the name of the first satellite launched by Russia?
2. Write the pronunciation for Russia.
3. Who is the U. S. ambassador to U.S.S.R.?
4. Are there any mountains in the U.S.S.R.? How can you tell?
5. How many articles are listed in National Geographic Index for U.S.S.R.?

AUSTRALIA

1. What season is the climate in December?
2. Who is the U.S. ambassador to Australia?
3. How many articles are listed in National Geographic Index on Australia?
4. Write the pronunciation for Australia?
5. Name the region that contains 3 deserts.

JAPAN

1. What are the Chinese characters called in the Japanese language?
2. Who is the U. S. ambassador to Japan?
3. How many articles are listed in National Geographic Index on Japan?
4. Write the pronunciation of Japan.
5. What ocean is located on Japan's west border?

CHINA

1. Do the Chinese worship only one god?
2. How many articles are listed in National Geographic Index on China?
3. Who is the U. S. ambassador to China?
4. Write the pronunciation of China.
5. Where is the highest mountain in the world, Mt. Everest, located in China? (Middle, on the ocean, on the lower border)

CANADA

1. Who is the U.S. ambassador to Canada?
2. How many provinces are there in Canada?
3. Write the pronunciation of Canada?
4. How many articles are listed in National Geographic Index on Canada?
5. Where is Lake Winnipeg located in Canada? (west, middle, east)

MEXICO

1. Who is the U. S. ambassador to Mexico?
2. What country has the most visitors to Mexico?
3. Write one pronunciation of Mexico.
4. How many articles are listed in National Geographic Index for Mexico?
5. How many mountain ranges are there in Mexico?



AROUND THE WORLD ...

AROUND THE WORLD ...



ANSWER KEY

CANADA

1. Paul H. Robinson, Jr.
2. 10
3. `kan-əd-ə
4. (1977-82 index) 15 otherwise answers will vary
5. middle

MEXICO

1. John H. Gavin
2. United States
3. `mek-si-kō
4. 10
5. 3

BRAZIL

1. bre-`zil or brä-`sēl
2. 6
3. sea level
4. Langhorne A. Motley
5. soccer

AUSTRALIA

1. Summer
2. Robert D. Nesen
3. 10
4. ɔ-`strāl-yə
5. Western Australia

JAPAN

1. kanji
2. Michael J. Mansfield
3. 10
4. jə-`pan, ji, ja
5. Pacific

CHINA

1. no
2. 14
3. Arthur W. Hummel, jr.
4. chī-nə
5. on the lower border

ARGENTINA

1. cowboy
2. `är-jen-`tē-nə
3. Harry w. Shlaudeman
4. 1
5. Andes Mountains

EGYPT

1. Arabic
2. `ē-jept
3. Alfred L. Atherton, Jr.
4. 7
5. Lake Nassr

UNION OF SOVIET SOCIALIST REPUBLIC

1. Sputnik I
2. `rəsh-ə
3. Arthur A. Hartman
4. 5
5. Yes, by the legend.

1984 WORLD ALMANAC

1. How many people were born in Arkansas in 1982? _____
2. How many people died in Arkansas in 1982? _____
3. Your Ford car is defective—find the address of the Ford Motor Company so you can write to them:

4. Who is the governing official, and how many students does Radnor Cabrini College have? _____
5. What was Zachary Taylor's nickname? _____
6. Where would you write to find information on how to join the Medieval Academy of America? _____

7. Where was Walter Cronkite born, and when? _____

8. What was the number one hardcover fiction best seller for 1982/83?
_____ BY _____
9. Who was the Arkansas woman who won the Miss America pageant before Elizabeth Ward? _____ When? _____
10. How much does it cost to send an air mail letter (4 ounces) to Nauru? _____
11. Name the 2 persons assassinated in 1974? _____

12. How many signers of the Declaration of Independence were lawyers? _____
13. How many people were killed by tornadoes in 1957? _____
14. Where was Michael Jackson born, and when? _____

15. What recording artists received Platinum Awards in 1982/83? List two artists and their albums, and two artists and their singles:

1984 WORLD ALMANAC

1. How many people were born in Arkansas in 1982? 34,166
2. How many people died in Arkansas in 1982? 21,995
3. Your Ford car is defective—find the address of the Ford Motor Company so you can write to them:
The American Road, Dearborn, MI 48121
4. Who is the governing official, and how many students does Radnor Cabrini College have? Sr. Eileen Currie, 607
5. What was Zachary Taylor's nickname? "Old Rough and Ready"
6. Where would you write to find information on how to join the Medieval Academy of America?
1430 Massachusetts Ave., Cambridge, MA 02138
7. Where was Walter Cronkite born, and when? St. Joseph, Missouri November 4, 1916
8. What was the number one hardcover fiction best seller for 1982/83?
Space BY James Michener
9. Who was the Arkansas woman who won the Miss America pageant before Elizabeth Ward? Donna Axum When? 1964
10. How much does it cost to send an air mail letter (4 ounces) to Nauru? 4.60
11. Name the 2 persons assassinated in 1974? Mrs. Park Chung Hee, and
Rodger P. Davies
12. How many signers of the Declaration of Independence were lawyers? 13
13. How many people were killed by tornadoes in 1957? 48
14. Where was Michael Jackson born, and when? Gary, Indiana August 29, 1958
15. What recording artists received Platinum Awards in 1982/83? List two artists and their albums, and two artists and their singles:

Answers will vary

COUNTRY COMPARISON

Objective: Using the World Almanac, students will compare two countries of their choice.

INSTRUCTIONS:

Select two countries you would like to know more about, and you will share the information with the class.

I. Countries I have chosen:

A. _____

B. _____

II. Using the World Almanac, find last year's population of each country.

A. _____

B. _____

III. Using the World Almanac, find the area or size of your countries.

A. _____

B. _____

C. Are they similar in size? _____ Which is larger? _____

IV. Using the World Almanac, list two important products of each country.

A. _____

B. _____

V. What is the copyright date of your almanac? _____

VI. Why did you use the almanac for this activity? _____

LANDS AND PEOPLE ACTIVITY SHEET

Objective: Students will examine the Lands and Peoples Encyclopedia to locate information on Puerto Rico.

INSTRUCTIONS: Examine the Lands and People Encyclopedia. This encyclopedia is similar in its format to others you have used. Locate the answers to the following questions by looking up the entry on Puerto Rico.

- I. Who discovered Puerto Rico, and the date? _____

- II. How did the United States acquire Puerto Rico? _____

- III. Is Puerto Rico a state belonging to the United States? _____
- IV. What are two important differences between Puerto Rico and any state in the United States?
 - A. _____
 - B. _____
- V. What monetary system does Puerto Rico use? _____
- VI. What are the chief agricultural products? _____

- VII. List two facts you found most interesting about Puerto Rico:
 - A. _____
 - B. _____

LANDS AND PEOPLE ACTIVITY SHEET

Objective: Students will examine the Lands and Peoples Encyclopedia to locate information on Puerto Rico.

INSTRUCTIONS: Examine the Lands and People Encyclopedia. This encyclopedia is similar in its format to others you have used. Locate the answers to the following questions by looking up the entry on Puerto Rico.

- I. Who discovered Puerto Rico, and the date? CHRISTOPHER COLUMBUS,
ON HIS SECOND TRIP TO THE NEW WORLD.....NOVEMBER 19, 1493
- II. How did the United States acquire Puerto Rico? IT WAS ONE OF THE
CONDITIONS TO END THE SPANISH-AMERICAN WAR IN 1898.
- III. Is Puerto Rico a state belonging to the United States? NO - A COMMONWEALTH
- IV. What are two important differences between Puerto Rico and any state in the United States?
 - A. THOUGH U.S. CITIZENS, THEY CANNOT VOTE FOR PRESIDENT
 - B. THEY HAVE NO REPRESENTATION IN THE UNITED STATES CONGRESS
- V. What monetary system does Puerto Rico use? UNITED STATES DOLLAR
- VI. What are the chief agricultural products? SUGARCANE, COFFEE, TOBACCO

- VII. List two facts you found most interesting about Puerto Rico:
 - A. ANSWERS WILL VARY
 - B. " " "

GEOGRAPHICAL GREATNESS - Part I

Objective: Students will examine the National Geographic Index and Webster's Geographical Dictionary to locate information.

INSTRUCTION:

Examine the National Geographic Index (1977 - 1982) to locate an article, or articles, on the Caribbean Islands. You may also want to look for articles on the West Indies. Find the corresponding article(s) in the correct magazine.

I. Show entry as it is listed in the Index:

Title of article: _____

Month/Year _____

Page number(s) _____

II. Locate the article, write two interesting facts you learned from it:

A. _____

B. _____

III. What is a periodical? _____

GEOGRAPHICAL GREATNESS - Part I

Objective: Students will examine the National Geographic Index and Webster's Geographical Dictionary to locate information.

INSTRUCTION:

Examine the National Geographic Index (1977 - 1982) to locate an article, or articles, on the Caribbean Islands. You may also want to look for articles on the West Indies. Find the corresponding article(s) in the correct magazine.

I. Show entry as it is listed in the Index:

Title of article: THE CARIBBEAN: SUN, SEA, AND SEETHING.

Month/Year FEBRUARY, 1981

Page number(s) pp. 244 - 271

II. Locate the article, write two interesting facts you learned from it:

A. ANSWERS WILL VARY

" " "

B. " " "

III. What is a periodical? SOMETHING PUBLISHED AT REGULAR INTERVALS

GEOGRAPHICAL GREATNESS - Part II

Objective: Students will examine the National Geographic Index and Webster's Geographical Dictionary to locate information.

INSTRUCTION:

1. Examine the Webster's Geographical Dictionary. What is the format?

2. What is the copyright date of your dictionary? _____

3. Locate the following three entries, and list one fact about each:

a. Puerto Rico _____

b. Jamaica _____

c. Cuba _____

4. Think of another island, or country you would like to know about.

Look it up...list two facts about your country or island:

a. Name _____

b. _____

c. _____

NAME

GEOGRAPHICAL GREATNESS - Part II

KEY

Objective: Students will examine the National Geographic Index and Webster's Geographical Dictionary to locate information.

INSTRUCTION:

1. Examine the Webster's Geographical Dictionary. What is the format?

ALPHABETICAL ARRANGEMENT

2. What is the copyright date of your dictionary? c.1972

3. Locate the following three entries, and list one fact about each:

a. Puerto Rico ANSWERS WILL VARY

b. Jamaica " " "

c. Cuba " " "

4. Think of another island, or country you would like to know about.

Look it up...list two facts about your country or island:

a. Name ANSWERS WILL VARY

b. " " "

c. " " "

LEVEL: BANNERS

- I. Unit topic: Biography (correlated with: "John and William Bartram".
TG pp. 115-117.
- II. Unit Objectives
 - A. Literary Skills (none)
 - B. Library Media Skills -- Students will:
 1. recognize Webster's New Biographical Dictionary as a source of factual information about a person.
 2. identify parts of an entry of Webster's New Biographical Dictionary.
 3. use Webster's New Biographical Dictionary to locate information about a given person.
- III. Library Media Staff Preparation:
 - A. Materials
 1. "Information found in Webster's New Biographical Dictionary", transparency.
 2. "Sample entry from Websters's New Biographical Dictionary," transparency.
 3. Copies of Webster's New Biographical Dictionary -- See Reference Tool, Guideline #13.
 4. Pencils
 - B. Equipment
 1. Overhead projector.
 - C. Student Activities
 1. "Webster's New Biographical Dictionary: Sample Entry"
 2. "People Pursuit Relay Game"
- IV. Suggested Procedure: (Minimum Sessions Required: 1)
 - A. Introduction
 - a) Discuss the selection from the reading series "John and William Bartram." Discussion questions could include:
Who were John and William Bartram? (Two famous naturalists)
What is a naturalist? (A person who studies natural history)
How much education did John Bartram have? (Very little)
How did he overcome this? (By studying plants and learning Latin so he could read science books.)
 - b) Note that this story is a true story of two of America's first naturalists, and that it is a biography.

- c) Review the definition of a biography. (A biography is a written⁴⁷² account of a person's life. Banners TG p. 117)
- d) Note sources of biography that students are already familiar with: books and encyclopedias. Review call numbers of biography books, how to look up names in the card catalog, and how to look up people in the encyclopedia. If there is a need for further review in any of these areas, make a note to schedule the group later for such review.
- *e) Statement of Learning: Today we will learn to use another source of biographical information that will be factual, yet quick to use: Webster's New Biographical Dictionary.

2. Instruction

- a) Introduce this dictionary by discussing what they already know about dictionaries: alphabetical order, guide words, definitions, pronunciations.
- b) Point out that the information found in this dictionary is factual. Also, point out the kind of information found here. Use the transparency "Information found in Webster's New Biographical Dictionary" to make these points:
- 1) Contains short biographical sketches
 - 2) More than 30,000 entries
 - 3) Living persons are not included
 - 4) Important, celebrated, or notorious figures from the last 5,000 years are included.
- c) Model the use of the dictionary to look up the famous naturalist John Bartram. Note the tabs for easier use and the guide words.
- d) Explain the parts of an entry to the dictionary. Use the transparency "Sample Entry from Webster's New Biographical Dictionary." Generalize to show how each entry includes most of these same things:
- 1) Entry name in bold type
 - 2) Pronunciation
 - 3) Prenom
 - 4) Titles, pen names, nicknames
 - 5) Birth and death dates
 - 6) Nationality or ethnic identification, occupational description
 - 7) Details of career
 - 8) Relatives
 - 9) Cross-references
- e) Point out the table of abbreviations in the front of the book.
- f) Have students practice using the parts of an entry with the worksheet "Webster's New Biographical Dictionary: Sample Entry."
- g) Practice actually using the dictionary by having students play "People Pursuit Relay Game."

- *h) Closure: Today you have learned about a factual reference tool: Webster's New Biographical Dictionary. You have learned how to identify the parts of an entry, and you have learned how to locate information about a person. The next time you come for a lesson will be after you have read the story "Lucy Speaks Out" which is a historical fiction story.

3. Evaluation: Can students:

- a) recognize Webster's New Biographical Dictionary as a source of factual information about a person?
- b) identify parts of an entry to Webster's New Biographical Dictionary?
- c) use Webster's New Biographical Dictionary to locate information about a person?

B. Enrichment Activities

1. Small Group Activity: Make a biographical dictionary of the group. Use the worksheet "Biographical Entry About Me" to help compile the information about each student. Illustrate the dictionary with Polaroid pictures or school pictures of the students. Laminate and place the dictionary in the LMC for other students to see.
2. Listening Center: Set up the sound filmstrips Notable Women of the U.S. (National Geographic) and Martin Luther King, Jr.: The Choice to be Great (Disney) for enjoyment of biographies.

V. Resources

- A. Webster's New Biographical Dictionary. Merriam-Webster, 1983.
- B. Martin Luther King, Jr.: The Choice to be Great (Sound Filmstrip). Disney.
Notable Women of the U.S. (Sound Filmstrip). National Geographic.

VI. Glossary

- Biography - A written account of a person's life. (Banners TG p. 117)
Naturalist - A person who studies natural history. (Banners TG p. 116)
Natural history - The study of plants and animals and their development from early times to the present. (Banners TG p. 116)

1. SHORT BIOGRAPHICAL SKETCHES
2. MORE THAN 30,000 ENTRIES
3. LIVING PERSONS ARE NOT INCLUDED
4. IMPORTANT, CELEBRATED, OR NOTORIOUS
FIGURES FROM THE LAST 5,000
YEARS

Webster's New Biographical Dictionary

Carter \ 'kärt-ər \ , Howard. 1873-1939. English archaeologist. On archaeological survey work in Egypt (from 1890); assisted Flinder Petrie at Tell el-Amarna (1892); served Egyptian government as inspector-general of antiquities department; discovered tombs of Hatshepsut and Thutmose IV (1902). Associated with Earl of Carnarvon in Egyptian excavations (1907-12, 1919-23) culminating (1922) in discovery of tomb of Tutankhamen. Author of Thoutmosis IV (with P.E. Newberry, 1904), Tomb of Tut-ankh-Amen (with A.C. Mace, 1923-33).

Objective: The student will identify parts of an entry to Webster's
New Biographical Dictionary.

Materials:

1. "Webster's New Biographical Dictionary Sample Entry"
2. Pencil

Instructions for making activity:

1. Reproduce "Webster's New Biographical Dictionary Sample Entry" for each student.

Instructions for students using activity:

1. Read the sample entry from Webster's New Biographical Dictionary.
2. Answer the questions.
3. Check your work with answer key.

WEBSTER'S NEW BIOGRAPHICAL DICTIONARY: SAMPLE ENTRY

Instructions: Read the sample entry below, then answer the questions.

Carter \ 'kɑrt-ər \ , Howard. 1873-1939. English archaeologist. On archaeological survey work in Egypt (from 1890); assisted Flinder Petrie at Tell el-Amarna (1892); served Egyptian government as inspector-general of antiquities department; discovered tombs of Hatshepsut and Thutmose IV (1902). Associated with Earl of Carnarvon in Egyptian excavations (1907-12, 1919-23) culminating (1922) in discovery of tomb of Tutankhamen. Author of Thutmose IV (with P.E. Newberry, 1904), Tomb of Tut-ankh-Amen (with A.C. Mace, 1923-33).

1. When was Howard Carter born? _____
2. When did he die? _____
3. How is his last name pronounced? _____
4. What are two titles of books for which Mr. Carter is famous? _____

5. Where did Mr. Carter do most of his archaeological survey work? _____

6. Mr. Carter discovered a very famous tomb. Who was in it? _____

7. Who helped Mr. Carter write Thutmose IV? _____

8. What was Mr. Carter's profession? _____

WEBSTER'S NEW BIOGRAPHICAL DICTIONARY: SAMPLE ENTRY

Instructions: Read the sample entry below, then answer the questions.

Carter \ 'kärt-ər \ , Howard. 1873-1939. English archaeologist. On archaeological survey work in Egypt (from 1890); assisted Flinder Petrie at Tell el-Amarna (1892); served Egyptian government as inspector-general of antiquities department; discovered tombs of Hatshepsut and Thutmose IV (1902). Associated with Earl of Carnarvon in Egyptian excavations (1907-12, 1919-23) culminating (1922) in discovery of tomb of Tutankhamen. Author of Thoutmosis IV (with P.E. Newberry, 1904), Tomb of Tut-an-akh-Amen (with A.C. Mace, 1923-33).

1. When was Howard Carter born? 1873
2. When did he die? 1939
3. How is his last name pronounced? 'kärt-ər
4. What are two titles of books for which Mr. Carter is famous? Thoutmosis IV and Tomb of Tut-an-akh-Amen
5. Where did Mr. Carter do most of his archaeological survey work? Egypt
6. Mr. Carter discovered a very famous tomb. Who was in it? Tutankhamen
(King Tut)
7. Who helped Mr. Carter write Thoutmosis IV? P.E. Newberry
8. What was Mr. Carter's profession? archaeologist

BANNERS: Biography
Required Activity
People Pursuit (Sets I and II)

Objective: The student will use Webster's New Biographical Dictionary to locate information about a given person.

Materials:

1. Copies of People Pursuit (Set I or Set II)
2. Webster's New Biographical Dictionary
3. Pencil

Student instructions for using the activity:

This activity may be played as a relay race. Divide the students into two groups. Give each group a dictionary and a copy of People Pursuit. One student from the group will be selected to record the answers on the People Pursuit sheet. The other students will take turns looking up an entry from the list of people in the left-hand column in Webster's New Biographical Dictionary. The group able to correctly match all ten people with the facts about their lives first wins.

Alternate methods:

If only one copy of Webster's New Biographical Dictionary is available, you may time the groups instead. The group which finishes in the least time wins.

If preferred, and copies of Webster's New Biographical Dictionary are available, this activity can also be used as an individual worksheet.

PEOPLE PURSUIT (SET I)

PEOPLE

FACTS

- | | |
|----------------------------------|--|
| _____ 1. Allen, Ethan | (a) Invented a multiplex telegraph. |
| _____ 2. Bora, Katharina von | (b) Captured at Montreal and held prisoner during Revolutionary War. |
| _____ 3. Boutwell, George Sewall | (c) Convicted of treason and held prisoner on Devil's Island. |
| _____ 4. House, Edward Mandell | (d) He explored Lake Superior and wrote <u>Travels Through the Interior Parts of North America</u> . |
| _____ 5. Fouche, Joseph | (e) Scottish geologist. |
| _____ 6. Foote, Arthur William | (f) Friend and confidant of President Wilson. |
| _____ 7. Dreyfus, Alfred | (g) He was a leader in impeaching Andrew Johnson. |
| _____ 8. Geikie, Sir Archibald | (h) She is the wife of Martin Luther. |
| _____ 9. Delany, Patrick Bernard | (i) American composer of church music. |
| _____ 10. Carver, Jonathan | (j) Advised Napoleon to abdicate after Waterloo. |

PEOPLE PURSUIT (SET I)

PEOPLE

FACTS

- | | | |
|----------|----------------------------|---|
| <u>B</u> | 1. Allen, Ethan | (a) Invented a multiplex telegraph. |
| <u>H</u> | 2. Bora, Katharina von | (b) Captured at Montreal and held prisoner during Revolutionary War. |
| <u>G</u> | 3. Boutwell, George Sewall | (c) Convicted of treason and held prisoner on Devil's Island. |
| <u>F</u> | 4. House, Edward Mandell | (d) He explored Lake Superior and wrote <u>Travels Through the Interior Parts of North America.</u> |
| <u>J</u> | 5. Fouche, Joseph | (e) Scottish geologist. |
| <u>I</u> | 6. Foote, Arthur William | (f) Friend and confidant of President Wilson. |
| <u>C</u> | 7. Dreyfus, Alfred | (g) He was a leader in impeaching Andrew Johnson. |
| <u>E</u> | 8. Geikie, Sir Archibald | (h) She is the wife of Martin Luther. |
| <u>A</u> | 9. Delany, Patrick Bernard | (i) American composer of church music. |
| <u>D</u> | 10. Carver, Jonathan | (j) Advised Napoleon to abdicate after Waterloo. |

PEOPLE PURSUIT (SET II)

PEOPLE

FACTS

- | | |
|----------------------------|--|
| _____ 1. Leete, William | (a) Founder of Islam |
| _____ 2. Bowie, James | (b) French motion-picture executive: produced Perils of Pauline. |
| _____ 3. Mahler, Gustav | (c) American pioneer, he left England to become a Puritan and sail to America. |
| _____ 4. Muhammad | (d) Greek philosopher. |
| _____ 5. Olds, Ransom Eli | (e) Killed at the Alamo on March 6, 1836. |
| _____ 6. Pathe, Charles | (f) Invented machine drill for sowing seed. |
| _____ 7. Renault, Louis | (g) American automobile inventor and manufacturer. |
| _____ 8. Sancroft, William | (h) Austrian composer. |
| _____ 9. Socrates | (i) Won Nobel prize for peace in 1907. |
| _____ 10. Tull, Jethro | (j) Archbishop of Canterbury in 1678. |

PEOPLE PURSUIT (SET II)

PEOPLE

FACTS

- | | | |
|----------|----------------------|--|
| <u>C</u> | 1. Leete, William | (a) Founder of Islam |
| <u>E</u> | 2. Bowie, James | (b) French motion-picture executive:
produced Perils of Pauline. |
| <u>H</u> | 3. Mahler, Gustav | (c) American pioneer, he left England
to become a Puritan and sail to
America. |
| <u>A</u> | 4. Muhammad | (d) Greek philosopher. |
| <u>G</u> | 5. Olds, Ransom Eli | (e) Killed at the Alamo on March 6, 1836. |
| <u>B</u> | 6. Pathe, Charles | (f) Invented machine drill for sowing
seed. |
| <u>I</u> | 7. Renault, Louis | (g) American automobile inventor and
manufacturer. |
| <u>J</u> | 8. Sancroft, William | (h) Austrian composer. |
| <u>D</u> | 9. Socrates | (i) Won Nobel prize for peace in 1907. |
| <u>F</u> | 10. Tull, Jethro | (j) Archbishop of Canterbury in 1678. |

1. Entry Name: _____
2. Pronunciation: _____
3. Prenom: _____
4. Title, Pen Name or Nickname: _____
5. Birth Date and Death Date: _____
6. Nationality or Ethnic identification, Occupational Description: _____

7. Details of Career: _____
8. Relatives: _____
9. Cross-references: _____

- I. Unit Topic: Historical Fiction (correlated with "Lucy Speaks Out", TG pp. 192-201.)
- II. Unit Objectives
 - A. Literary Skills -- Students will:
 - 1) Define historical fiction.
 - 2) Compare and distinguish between historical fiction and factual history books.
 - 3) Discuss the process an author must take when writing historical fiction.
 - 4) Distinguish between statements of fact and statements of opinion.
 - B. Library Media Skills -- Students will:
 - 1) Locate historical picture books by using subject cards in the card catalog.
- III. Library Media Staff Preparation:
 - A. Materials
 - 1) Sound filmstrip: "The Cay" (Pied Piper -- 12:38 min.)
 - 2) Cassette recording: "Theodore Taylor Interview" (Pied Piper -- 15 min.)
 - B. Equipment
 - 1) Sound filmstrip projector
 - C. Student Activities
 - 1) Theodore Taylor Activity Sheet
- IV. Suggested Procedures: (Minimum Sessions Required: 2)
 - A. Session I: (Objectives A-1, A-2, A-3)
 - 1) Introduction
 - a) Have the students tell about the story "Lucy Speaks Out" in their own words.
 - *b) Statement of Learning: Today you will compare historical fiction and factual history books and learn about the process an author must complete to write a historical fiction story.
 - c) Review the definition of fiction and history.
 - 2) Instruction
 - a) The definition of historical fiction is: "Fictional writing in which the characters are concerned with the ideas, events, and people of a particular time in history." (TG p. 196)

- b) Compare a non-fiction book on World War II and The Cay to distinguish between these two types of historical books. 486
- c) Introduce Theodore Taylor as the author of The Cay.
- d) Tell the students we are going to listen to a recording of an interview between Theodore Taylor and a group of students.
- e) Suggest that students listen for the answers to the following questions:
- 1) Where did Mr. Taylor get the idea for The Cay?
 - 2) Where is Mr. Taylor's office?
 - 3) Who is allowed to stay in the office with Mr. Taylor when he writes?
 - 4) Explain what Mr. Taylor means when he says, "I'm in all of my books."
 - 5) Decide if you think Mr. Taylor is for war or against war.
- f) Let the students listen to Mr. Taylor's interview and then answer the Theodore Taylor activity sheet questions.
- g) Discuss the process of getting an idea, researching to obtain information and then writing a story that a historical fiction writer experiences when writing a book.
- *h) Closure: You have heard the definition of historical fiction and compared factual history and historical fiction books. You have heard Theodore Taylor describe the process an author must complete to write a historical fiction book. Tomorrow we will view the filmstrip of Mr. Taylor's book The Cay to see the end product of this process and an excellent example of an historical fiction book.

3. Evaluation: Can Students:

- a) define historical fiction?
- b) distinguish between historical fiction and factual history books?
- c) describe the process an author must complete in order to write a historical fiction book?

4. Reinforcement

- a) Learning Center: Students will use "History: Fact or Fiction" learning center to strengthen their ability to identify factual history books and historical fiction books.
- b) Students may view Pied Piper filmstrip "Historical Fiction" and answer the questions at the end of the film. This film shows the process authors use to write a historical fiction book.

B. Session II: Objectives A-4, B-1)

1. Introduction

- a) Review historical fiction and factual history books.
- b) Have students discuss the process an author must complete to write a historical fiction book.
- *c) Statement of Learning: Today you will distinguish between statements of fact and statements of opinion in the filmstrip "The Cay" by Theodore Taylor. You will also locate historical books by using the card catalog.

2. Instruction

- a) Define a statement of fact as a true statement which can⁴⁸⁷ be proven.
- b) Define a statement of opinion as a view or judgement formed in the mind about a particular matter.
- c) Students will listen for statements of fact and statements of opinion in the filmstrip "The Cay".
- d) Students will view filmstrip, "The Cay".
- e) Students will answer the questions at the end of the filmstrip. (Note: The questions at the end of the filmstrip include statements of fact and opinion; the evaluation sheet that accompanies the filmstrip does not. Use the filmstrip questions with students.)
- f) Review students on use of subject cards to locate historical books.
- g) Students will use the card catalog to locate history books in non-fiction and fiction areas.
- h) Closure: You have learned to identify statements of fact and opinion and to locate historical books using the card catalog. Your next visit will be after you have read "Pele". You will be studying myths. If you would like to read some myths before you return look under the subject "mythology" in the card catalog.

3. Evaluation: Can students:

- a) distinguish between statements of fact and opinion?
- b) locate historical books by using subject cards in the card catalog?

4. Reinforcement

- a) "Fact and Opinion" activity.

D. Enrichment Activities

- a) Student can research and produce a historical fiction story using video or other production media.
- b) Students can read the book The Cay and write a learning packet to accompany it.
- c) Students can read a historical fiction book and make a filmstrip, slide or video presentation about their book.

V. Resources

A. Books

- 1) Bliven, Bruce. American Revolution, 1760-1783. Random House, 1958.
- 2) Brady, Esther Wood. Toliver's Secret. Crown, 1976.
- 3) Brink, Carol. Caddie Woodlawn. Macmillan, 1973.
- 4) Buehr, Walter. The French Explorers in America. Putnam, 1961.
- 5) Collier, James. My Brother Sam is Dead. Four Winds, 1974.
- 6) Collier, James. War Comes to Willy Freeman. Delacorte, 1983.
- 7) Collier, James. Winter Hero. Four Winds, 1983.
- 8) Edmonds, Walter. The Matchlock Gun. Dodd, 1941.
- 9) Finlayson, Ann. Rebecca's War. Warner, 1972.
- 10) Forbes, Ester. Johnny Tremain. Houghton, 1943.
- 11) Fox, Paula. Slave Dancer. Bradbury, 1973.
- 12) Gridley, Marion E. American Indian Tribes. Dodd, 1974.

- 13) Hoobler, Dorothy. An Album of World War I. Watts, 1976. 488
- 14) Ingraham, Claire. An Album of Women in American History. Watts, 1972.
- 15) Keith, Harold. Rifles for Watie. Crowell, 1957.
- 16) Lawson, Don. The United States in the Civil War. Abelard, 1977
- 17) Lawson, Robert. Ben and Me. Little, 1939.
- 18) O'Dell, Scott. Island of the Blue Dolphins. Houghton, 1960.
- 19) Schutzer, A. I. Great Civil War Escapes. Putnam, 1968.
- 20) Steele, William. Perilous Road. Harcourt, 1958.
- 21) Taylor, Mildred. Roll of Thunder, Hear My Cry. Dial, 1976.
- 22) Taylor, Theodore. Air Raid -- Pearl Harbor!. Crowell, 1971.
- 23) Taylor, Theodore. The Cay. Doubleday, 1969.
- 24) Taylor, Theodore. The Children's War. Doubleday, 1971.
- 25) Taylor, Theodore. The Odyessy of Ben O'Neal. Doubleday, 1977.
- 26) Taylor, Theodore. Rebellion Town, Williamsburg, 1976. Crowell, 1973.
- 27) Taylor, Theodore. Teetoncey. Doubleday, 1974.
- 28) Taylor, Theodore. Teetoncey and Ben O'Neal. Doubleday, 1975.
- 29) Tregaskis, Richard. John F. Kennedy and PT 109. Random, 1962.
- 30) Wilder, Laura Ingles. Little House Series.

B. Reference Sources (None)

C. Software

- 1) The Cay. (sound filmstrip) Pied Piper.
- 2) Historical Fiction. (sound filmstrip) Pied Piper.

VI. Glossary

- A. Historical fiction - fictional writing in which the characters are concerned with the ideas, events, and people of a particular time in history.
- B. Statement of fact - a true statement which can be proven.
- C. Statement of opinion - a view or judgement formed in the mind about a particular matter.

Instructions: Student will answer the following questions while listening to "Theodore Taylor Interview".

1. How old was Mr. Taylor when he started writing? _____
2. Where is Mr. Taylor's office? _____
3. Who is allowed to stay in the office with Mr. Taylor when he writes?

4. How many books has Mr. Taylor written? _____
5. Explain what Mr. Taylor means when he says, "I'm in all of my books."

6. Where did Mr. Taylor get the idea for The Cay? _____

7. How many years did Mr. Taylor think about the story before writing
it? _____
8. What two wars was Mr. Taylor involved in? _____

9. What book did Mr. Taylor write that is an antiwar book? _____

10. How long did it take Mr. Taylor to write The Cay? _____
11. Name 3 types of material Mr. Taylor uses to research his books?

12. What did Mr. Taylor's parents want him to be? _____

Instructions: Student will answer the following questions while listening to "Theodore Taylor Interview".

1. How old was Mr. Taylor when he started writing? 13 yrs. old
2. Where is Mr. Taylor's office? 8 feet behind his house
3. Who is allowed to stay in the office with Mr. Taylor when he writes?
his dog
4. How many books has Mr. Taylor written? 18
5. Explain what Mr. Taylor means when he says, "I'm in all of my books."
He takes a part of himself and puts it into other characters when he needs to. For example the fields where Phillip played and the house he lived in were Mr. Taylor's boyhood home.
6. Where did Mr. Taylor get the idea for The Cay? He was doing research in 1956 for his book Fire on the Beaches. He found the story in the Coast Guard records of a Dutch ship sinking in February of 1942.
7. How many years did Mr. Taylor think about the story before writing it? 10 yrs.
8. What two wars was Mr. Taylor involved in? World War II and Korean War
9. What book did Mr. Taylor write that is an antiwar book? The Children's War
10. How long did it take Mr. Taylor to write The Cay? 10 yrs and 3 weeks
11. Name 3 types of material Mr. Taylor uses to research his books?
newspaper morgues, libraries and old books
12. What did Mr. Taylor's parents want him to be? a decent human being

Objective: Students will distinguish between factual history books and historical fiction books.

Materials needed:

1. File folder
2. 3 X 5 cards
3. Book pockets

Instruction for making the learning center:

1. Cut out student instructions and mount on file folder. (see next page)
2. Cut out historical fiction book descriptions and factual history book descriptions and place on 3 X 5 cards. (see next page)
3. Glue or rubber cement book pockets inside file folder. One pocket on the left side, in the folder for holding cards; one labeled "Fiction" and one labeled "Fact" on the right side of the folder.
4. Cut out the answer key and glue or rubber cement it on the back of the folder.
5. Laminate folder and cards.

Student Instructions

1. Take the cards out of the pocket.
 2. Read the cards and decide if the book described are factual history books or historical fiction books.
 3. Put factual history book cards in the pocket labeled "Fact" and put historical fiction books cards in the pocket labeled "Fiction."
 4. To check answers, see the answer key on the back of the file folder.
-

Answer Key

Historical fiction books are those numbered 2,3,5,8,10,11, 13,14,16,18,20.

Factual history books are those numbered 1,4,6,7,9,12,15,17, 19,21,22.

Book descriptions to be mounted on 3 x 5 cards.

1. Jamestown: The Beginning
This book factually recounts the founding of the Jamestown colony and includes a listing of its inhabitants in 1607.
2. The Cay
Phillip Enright, the old West Indian Timothy, and Stew Cat (the cat) are cast-away on a barren Caribbean island after their ship is torpedoed during World War II. A crack on the head leaves Phillip blind. The book describes the struggle for survival, and Phillip's efforts to adjust to his blindness and to understand the dignified, wise, and loving old man.

3. Toliver's Secret

During the Revolutionary War, ten-year-old Ellen Toliver experiences a series of mishaps as she attempts to deliver to General Washington a message hidden in a snuffbox inside a loaf of bread.

4. American Revolution, 1760-1783

Here is the true story of both the war and the revolution. Here are the causes of the war and a down-to-earth picture of colonial economics. Here are the founding fathers struggling toward the agreement expressed in the Declaration of Independence, and above all, descriptions of the battlefield action.

5. Caddie Woodlawn

This story is based on recollections by the author's grandmother of life on the Wisconsin frontier in the 1860's. The story describes a young girl's experiences and tomboy adventures during one year in which she begins growing up.

6. American Indian tribes

A survey of American Indian tribes that offers lists of the original dwelling places of tribes, relocations of migrant or removed tribes, the location of reservations and non-reservation communities today.

7. The French Explorers in America

A history of French exploration in America from the early 16th century to 1763 when France lost her colonies in the New World at the end of the French and Indian War. Among the great explorers whose deeds are depicted here are Cartier, Champlain and La Salle.

8. The Odyssey of Ben O'Neal

A sequel to Teetoncey and Ben O'Neal and the third novel of a Cape Hatteras trilogy by the author of The Cay. The further adventures of Ben and Teetoncey as they take to sea--he, to find his brother, and she to escape a forced return to England.

9. An Album of World War I

This book is an account of World War I including its causes, campaigns and battles, outcome, peace treaty and effects.

10. Teetoncey and Ben O'Neal

When the English girl Ben saved from a shipwreck recovers her memory and speech and reveals to him that two chests full of silver went down with the ship, Ben and his friends try to recover them without arousing suspicions.

11. The Children's War

When the Japanese invade Alaska, two American paratroopers are sent into the area to investigate enemy strength. One is killed during the airdrop, but the other, with the aid of a 12-year-old boy, completes their mission.

12. John F. Kennedy and PT-109

This book describes PT-boat operations in the Solomon Islands and recounts the experiences of John F. Kennedy as a PT-boat skipper, particularly his rescue of his crew when their PT-109 was cut in half in a collision.

13. Ben and Me

Amos, a poor church mouse, goes out into the world to make his living, and establishes himself in Ben Franklin's old fur hat. Amos makes himself very important to Ben with his advice and information and becomes involved in some strange and funny situations.

14. Teetoncey

Ben O'Neal rescues an English girl from a shipwreck off the Outer Banks of North Carolian during the days of sailing ships.

15. Rebellion Town, Williamsburg, 1776

This book traces the events which led to the Declaration of Independence with emphasis on the events in Williamsburg, Virginia.

16. Roll of Thunder, Hear My Cry

A black family living in the South during the 1930's are faced with prejudice and discrimination which their children don't understand.

17. The United States in the Civil War

This book follows the events of the Civil War from the first battles at Fort Sumter to the signing of the surrender at the Appamatox Court House.

18. The Slave Dancer

The lives of two boys, one black, one white, touch aboard an American slave ship returning from Africa in 1840.

19. Air Raid--Pearl Harbor!

This book examines the roles of those who "attacked" and those who were "under attack" in the air raid of Pearl Harbor.

20. Rifles for Watie

Kansan Jeff Bussey participates in the American Civil War and comes into contact with the notorious Stand Watie, who leads Cherokee raiding parties in their acts of devastation and destruction for Union troops.

21. An Album of Women in American History

This book includes brief sketches of prominent American women and discusses the contribution of women throughout United States history, emphasizing their struggles for equality.

22. Great Civil War Escapes

True accounts of one Union and two Confederate prison escapes. Colonel Thomas Rose led one hundred nine men from Libby Prison; General John Hunt Morgan broke out of an escape proof prison in Ohio; and Sergeant Berry Benson escapes from Elmira, New York to rejoin his own forces in Virginia.

Objective: Student will distinguish between statements of fact and statements of opinion.

Materials needed:

1. File folder
2. 3 X 5 cards
3. Book pockets

Instructions for making the activity:

1. Cut out student instructions and mount on file folder. (See next page)
2. Cut out fact and opinion statements and place on 3 X 5 cards.
(See next page)
3. Glue or rubber cement book pockets inside file folder. One pocket on left side in the folder for holding cards, one labeled "Fact" and one labeled "Opinion" on the right side in folder.
4. Cut out the answer key and glue or rubber cement on back of folder.
5. Laminate folder and cards.

Students instructions for using the activity:

1. Take the cards out of the pocket.
2. Read the statements and decide if they are fact or opinion.
3. Put fact statements in fact pocket and opinion statements in opinion pocket.
4. To check answers see the answer key on the back of the file folder.

Student Instructions

1. Take the cards out of the pocket.
 2. Read the statements and decide if they are fact or opinion.
 3. Put fact statements in fact pocket and opinion statements in opinion pocket.
 4. To check answers see the answer key on the back of the file folder.
-

Answer Key

ANSWER KEY

Odd number cards are statements of fact. (1,3,5,7,9,11,13,15,17,19)
Even number cards are statements of opinion. (2,4,6,8,10,12,14,16,18,20)

Statements of fact and opinion

- | | |
|---|--|
| 1. Pearl Harbor, Hawaii was bombed by the Japanese on December 7th, 1941. | 9. President John F. Kennedy was assassinated in Dallas, Texas on November 22, 1963. |
| 2. King George was England's worst king. | 10. A democracy is the best form of government. |
| 3. The president during the Civil War was Abraham Lincoln. | 11. Christopher Columbus came to America in 1492. |
| 4. George Washington was the best president the United States has had. | 12. Communism is the worst form of government on earth. |
| 5. Benjamin Franklin helped write the Declaration of Independence. | 13. George Washington was the first president of the United States. |
| 6. Amos the mouse in <u>Ben and Me</u> thought Benjamin Franklin's idea about the kite was a terrible idea. | 14. American should not have fought England in the Revolutionary War. |
| 7. Hitler was the ruler of Germany during World War II. | 15. The United States was the first country to land men on the moon. |
| 8. Arkansas is the most beautiful state in the United States. | 16. Adolf Hitler was a good leader and all German people loved him. |

17. The American flag has thirteen stripes.

18. The Japanese were the best soldiers in World War II.

19. King George was the ruler of England during the American Revolution.

20. Theodore Taylor's book, The Cay was the best book ever written.

- I. Unit Topic: Myths (Correlated with: "Pele", TG pp. 243-245)
- II. Unit Objectives:
 - A. Literary Skills -- Students will:
 - 1) Define a myth
 - 2) Recall a myth they have read or seen
 - B. Library Media Skills -- Student will:
 - 1) Identify the 200's as the area where mythology books are located .
 - 2) Use Merit Student Encyclopedia to locate information on a mythological character. (World Book may be substituted)
- III. Library Media Staff Preparation:
 - A. Materials
 - 1) Sound filmstrip: "Myths" (Pied Piper -- 12 min.)
 - 2) Merit Student Encyclopedia -- See "Reference Tool Guideline #10" (World Book may be substituted)
 - B. Equipment
 - 1) Sound/filmstrip projector
 - C. Student Activities
 - 1) "Mythological Monsters", activity sheet
- IV. Suggested Procedure (Minimum Sessions Required: 2)
 - A. Session I (Objectives: A-1, A-2)
 1. Introduction
 - a) Which stories in Banners are folktales? ("The Wise Old Woman", "Iviahoca", "The Great Penobscot Raid".)
 - b) Do any of these stories explain why something occurs in nature? (no)
 - c) Are there gods or goddesses in any of them? (yes, in "The Great Penobscot Raid". Although the Great Chief Glooscap appears in "The Great Penobscot Raid" the story is not a myth because it does not explain natural things.)
 - *d) Statement of Learning: Today you will learn to define and identify a myth.
 2. Instruction
 - a) The definition of a myth is a folktale that gives an explanation for a natural thing, such as where volcanoes come from or why the tiger has stripes. (TG p. 245)
 - b) View Pied Piper filmstrip "Myths" and answer accompanying questions.

- c) Have students define a myth in their own words. 501
d) Have students recall myths they have read or seen.
e) Closure: Today you have learned the definition of a myth and how to identify a myth. Tomorrow you will use the encyclopedia to find a mythological monster and locate the mythology books in the media center.

3. Evaluation: Can students:

- a) define a myth?
b) recall myths they have read or seen?

4. Reinforcement

- a) Students will use "Myth Word Search" to recognize names of Greek and Roman gods and goodesses.

B. Session II (Objectives B-1, B-2)

1. Introduction

- a) Review the definition of a myth.
*b) Statement of Learning: Today you will use the Merit Student Encyclopedia to locate information on mythological monsters. You will also locate the non-fiction section where myths are shelved.

2. Instruction

- a) The media specialist will assist students in locating the reference section of the media center.
b) Identify Merit Student Encyclopedia and discuss the format and use.
c) Students will use Merit Student Encyclopedia to complete Mythological Monsters activity sheet.
d) Students will locate the subject "mythology" in the card catalog.
e) Using the call number, students will identify the 200's as the location of mythology books.
f) Closure: Today you have learned to locate information using the Merit Student Encyclopedia. Yesterday you learned to identify myths and define them. Since you now know where myths are located in the library media center you may check out a mythology book to read. Your next unit will be about humor stories. You will come to the library media center after you read "The Ghost on Saturday Night".

3. Evaluation: Can students:

- a) identify the 200's as the area where mythology books are located?
b) use Merit Student Encyclopedia to locate information on a mythological character?

4. Reinforcement

- a) The media specialist will meet with students who have been unable to meet these objectives for individualized guided practice.

C. Enrichment Activities

- 1) Myth Crossword Puzzle activity sheet
- 2) Students can write their own myth and produce it using video tape, Visualmaker, or write-on filmstrip.

V. Resources

A. Books

- 1) Asimov, Issac. Words From the Myths. Houghton, 1961.
- 2) Barth, Edna. Cupid and Psyche. Clarion, 1976.
- 3) Bulfinch, Thomas. Bulfinch's Mythology. Crowell, 1970.
- 4) Colum, Padraic. The Golden Fleece. Macmillan. 1962.
- 5) Coolidge, Olivia. Greek Myths. Houghton, 1949.
- 6) Coolidge, Olivia. Legends of the North. Houghton, 1951.
- 7) D'Aulaire, Ingri. Book of Greek Myths. Doubleday, 1962.
- 8) D'Aulaire, Ingri. Norse Gods and Giants. Doubleday, 1967.
- 9) Gates, Doris. Fair Wind for Troy. Viking, 1976.
- 10) Gates, Doris. Golden God: Apollo. Viking, 1973.
- 11) Gates, Doris. Lord of the Sky: Zeus. Viking, 1972.
- 12) Gates, Doris. Mightest of Mortals: Heracles. Viking, 1975.
- 13) Gates, Doris. Two Queens of Heaven. Viking, 1974.
- 14) Gates, Doris. Warrior Goddess: Athena. Viking, 1972.
- 15) McLean, Mollie. Adventures of the Greek Heroes. Houghton, 1961.

B. Reference Sources

- 1) Merit Student Encyclopedia. Macmillan, 1983.

C. Software

- 1) Myths. (Sound filmstrip). Pied Piper.

VI. Glossary:

- A. Myth - a folktale that gives an explanation for a natural thing:
such as where volcanoes come from or why the tiger has stripes.

Objective: Student will use Merit Student Encyclopedia to locate information on a mythological character.

Materials needed:

1. 3 X 5 cards
2. Activity sheet "Mythological Monsters"

Instructions for making activity

1. Cut out names of monsters on next page and put on 3 X 5 cards.
2. Duplicate activity sheet

Student Instructions:

Student will select a card and look up the mythological character in the encyclopedia. After locating the article the student will write a description of the character and draw a picture of the character.

Answer Key:

Check the students as they locate their character. Illustrations will vary.

ARGUS

HARPY

CENTAUR

HYDRA

CHIMERA

MEDUSA

CYCLOPS

MINOTAUR

GIANT

PEGASUS

GORGON

PHOENIX

GRIFFIN

UNICORN

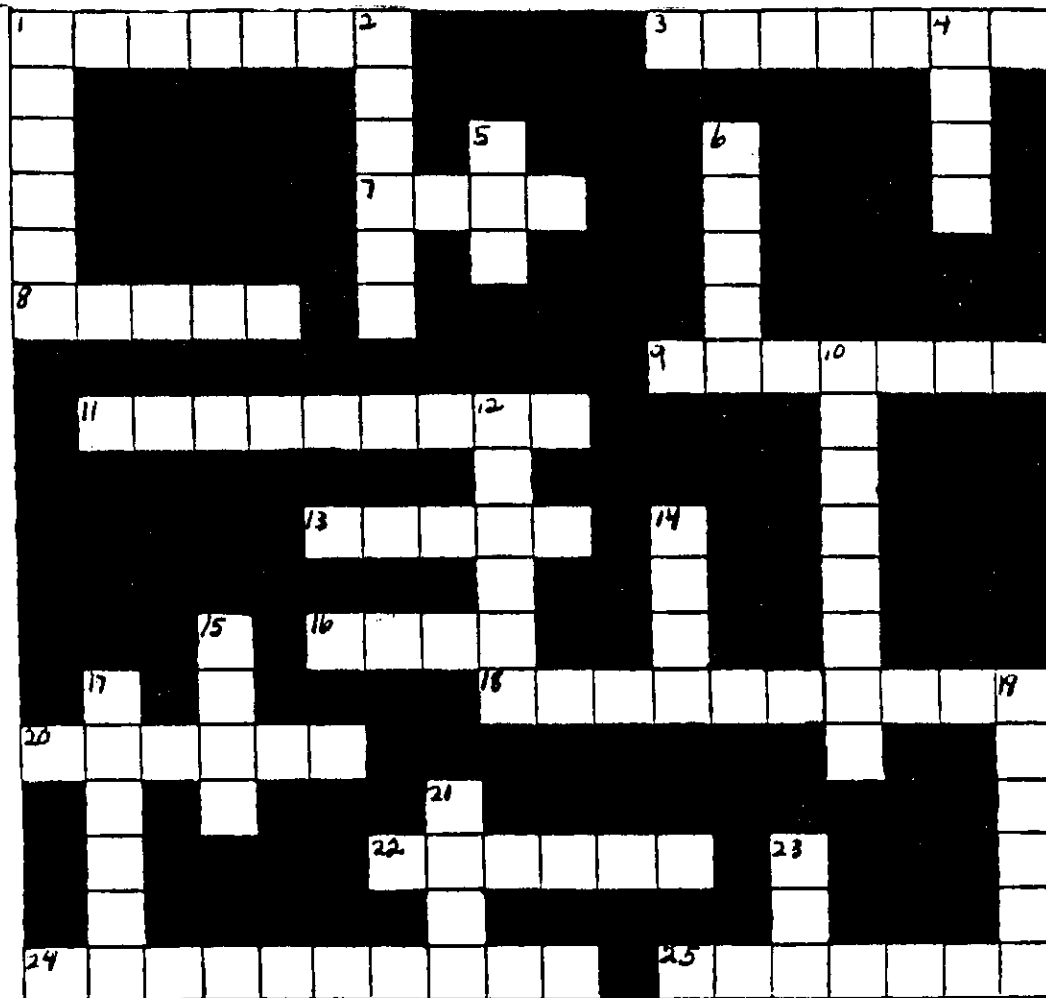


Banners: Myths 505
Required Activity
Mythological Monsters

MYTHOLOGICAL MONSTERS

Using the card you selected look up your mythological monster and write a description of the monster below. Draw a picture of your monster in the space above.

Objective: The student will demonstrate dictionary skills using the glossary of Bulfich's Mythology to complete the crossword puzzle.



ACROSS

1. What city was built in honor of Acestes?
3. Who was Triton's father?
7. Hippomenes and his bride were changed into what animal?
8. Aconteus was changed into _____ by the sight of the Gorgon.
9. Grendel was a monster from what epic poem?
11. Aeacus was the ruler of the _____?
13. A dryad is a _____ whose life is bound up with that of a tree.
16. In Hindu mythology Agni is the god of _____?
18. Siege Perilous was a chair safely used by which person?
20. What group observed the festival of Beltane?
22. Bragi was the god of _____?
24. What does the name Aglaia signify?
25. Elidure was a legendary King of what country?

DOWN

1. Cecrops was the first king of _____?
2. Who was the god that slew Python?
4. Ederyn was the son of _____?
5. What animal was Nape?
6. The enchantress _____ lived on the island Aea.
10. Adonis was killed by a _____?
12. Vesuvius is a famous volcano located near what Italian town?
14. Actaeon was changed into a _____ by Diana.
15. Who was Balder's father?
17. Which king fought the Romans at the river Alba?
19. Fafner transformed himself into what animal after killing Fasolt?
21. While fighting Hercules as a bull Achelotus lost one.
23. Kyner is the father of _____?

Objective: The student will demonstrate dictionary skills using the glossary of Bulfinch's Mythology to complete the crossword puzzle.



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DIRECTIONS: Many Greek gods and goddesses are also represented in the Roman culture. Below is a list of some Greek divinities and their Roman counterparts:

GREEK

Aphrodite (Love)
 Ares (War)
 Artemis (Hunting)
 Athena (Wisdom)
 Cronus (Father of Zues)
 Demeter (Agriculture)
 Eros (Love)
 Hera (Wife of Zues)
 Hermes (Messenger)

ROMAN

Venus
 Mars
 Diana
 Minerva
 Saturn
 Ceres
 Cupid
 Juno
 Mercury



FIND THESE GODS AND GODDESSES IN THE WORD SEARCH BELOW:

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

DIRECTIONS: Many Greek gods and goddesses are also represented in the Roman culture. Below is a list of some Greek divinities and their Roman counterparts: 509

GREEK

- Aphrodite (Love)
- Ares (War)
- Artemis (Hunting)
- Athena (Wisdom)
- Cronus (Father of Zues)
- Demeter (Agriculture)
- Eros (Love)
- Hera (Wife of Zues)
- Hermes (Messenger)

ROMAN

- Venus
- Mars
- Diana
- Minerva
- Saturn
- Ceres
- Cupid
- Juno
- Mercury



FIND THESE GODS AND GODDESSES IN THE WORD SEARCH BELOW:

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

- I. Unit Topic: Humor (correlated with "The Ghost on Saturday Night," TG pp. 311-321)
- II. Unit Objectives:
 - A. Literary Skills - Students will:
 1. identify the four elements used by authors of humor: exaggeration, surprise, "stupidity" and two unlikely things together.
 2. define and explain figurative language.
 - B. Library Media Skills - Students will:
 1. use an author card to locate humor in the card catalog.
 2. locate biographical information about authors of humorous stories and humorous verse by using the Junior Authors Series.
- III. Library Media Staff Preparation:
 - A. Materials
 1. Books (see "Resources")
 2. Sound filmstrip: "Humor" (Pied Piper - 12 minutes)
 - B. Equipment
 1. Sound filmstrip projector
 - C. Student activities
 1. "Author, Author"
- IV. Suggested Procedure (Minimum Sessions Required: 2)
 - A. Session I (Objectives: A-1, A-2, B-1)
 1. Introduction
 - a) Discuss "The Ghost on Saturday Night". Stress the author's Sid Fleischman, use of exaggeration and figurative language to make a normally scary subject, ghosts, humorous.
 - *b) Statement of Learning: Today you will learn the four elements of humor (exaggeration, surprise, "stupidity" and two unlikely things together) authors use in writing humorous stories and verse, and how figurative language is used. You will also learn how to locate humorous stories and verse on the shelf by using the card catalog.

- c) Ask students to define exaggeration (stretching the truth) and give an example of exaggeration used in the story. Examples of exaggeration used in the story are:
- 1) Opie said his last names for his horse was a mile- and-a-half long.
 - 2) Aunt Etta said not to stand in the tule fog too long, you'd grow webbed feet.
 - 3) Mr. Muldoon said of the tule fog "if that fog gets any thicker you'd be able to drive a nail into it and hang your coat."
 - 4) Toad-faced man said of the tule fog "Bah! this fog's so thick I couldn't find my nose with both hands and a lantern".
- d) Instructor's Note: Figures of speech: metaphors (a figure of speech that creates a vivid image by making a comparison of two different things saying that one thing is something else. Example "This room is a refrigerator!") and similes (a figure of speech that creates a vivid image by comparing two different things using the word "like" or "as" to make a comparison. Example "Cold as ice") are taught before and during this unit in the reading series.
- e) Define figurative language (language enriched by word images and figures of speech) and give an example of figurative language used in the story. Examples of figurative language from the story are:
- 1) Aunt Etta asking Opie if he would like chicken for supper. When he said yes, then he had to pluck the chicken. Opie said that she had a way of foxing him into doing pecky chores. Comparing Aunt Etta to a fox.
 - 2) Aunt Etta was sure-footed as a mountain goat even in the thickest tule fog.
 - 3) That stranger was a big man and uglier than homemade soap.
 - 4) That hand of his was cold. It felt like ice melting on my shoulder.
 - 5) The sun was giving off about as much light as an orange cat.
 - 6) A toad-faced man stood at the door. (Man's face called a toads'-face).
 - 7) "Ma'ma, that ghost will scare him skinny."

- 8) Oh, she was clever as forty crickets, my Great-Aunt Etta.
- 9) Professor Pepper became as short tempered as a teased snake.
- 10) She was calm as an owl at midnight.
- 11) The end of the tunnel was dark as a sack of black cats.
- 12) The glow of the lantern appeared like a firely deep in the tunnel.
- 13) "Great jumping hop-toads!"
- 14) Rare as a hen's tooth.

2. Instruction

- a) Introduce the sound filmstrip "Humor" by telling the students that authors of humor also use surprise, two unlikely things together and stupidity to make humorous stories and verses.
- b) Instruct students to watch the filmstrip carefully for examples of how the authors use these elements of humor.
- c) View the filmstrip.
- d) Following the viewing of the filmstrip, discuss the questions at the end of the film.
- e) Briefly discuss some of the authors, titles and subjects of humorous books.
- f) Review using the card catalog to locate a book.
- g) Ask the students to locate a humorous story or a collection of humorous verse in the card catalog. Instruct students to check-out the book they have located and read all or a part of their book for next session.
- *h) Closure: You have learned:
 - 1) how authors use exaggeration, surprise, two unlikely things together, "stupidity" and figurative language to create humor.
 - 2) how to locate humorous stories and verse on the shelf by using the card catalog.

In your next session you will learn how to locate biographical information about authors of humor by using the Junior Authors Series. We will use the author of the book you are reading.

3. Evaluation: Can students:

- a) identify the elements of humor and give an example of each?
- b) define figurative language?

- c) locate a humorous story or collection of humorous verse on the shelf by using the card catalog?

4. Reinforcement

- a) "Turn and Write-Humor"
b) "Funny Bones"

B. Session II (Objective: B-2)

2. Instruction

- a) Identify the location of the Junior Author Series in the reference section.
- b) Hand out copies of the "Sample Entry from Fifth Book of Junior Authors and Illustrators." Explain that the Junior Authors Series has biographical information on authors that have died and on those that are still living like Tomie de Paola. Point out each area of the biographical article. If time allows you could call on student to read each Section, such as the paragraphs on his childhood.
- c) Model finding Tomie De Paola in the Junior Author Series using the Fifth Book of Junior Authors and Illustrator index.
- d) Hand out copies of the index page of the Fifth Book of Junior Authors and Illustrators. Point out the following characteristics:
- 1) last name of author comes first
 - 2) index key symbols
 - 3) cross-references
 - 4) pseudonym or pen name (a fictitious name assumed for the time)

Call on each student to identify the book in which a specific author's name would be found. (Example: Ask a student in what book would the entry about Betty Baker be found? (Third Book of Junior Authors))

- e) Using the activity "Author, Author," ask each student to look up the author of the book he/she is reading from the first session and do the activities.
- f) Lead students into a brief discussion of the information they found about their author. Instructor's Note: All books listed in Resources, except The Peterkin Papers by Lucretia P. Hale, have the author listed in Junior Authors Series.
- g) Closure: You have learned how to use the Junior Authors Series to find biographical information about an author of humor.

Your next Pied Piper Unit will be Haiku after you read "Memory of Beauty".

3. Evaluation: Can students:

- a) locate biographical information about authors' of humorous stories by using the Junior Authors Series?

4. Reinforcement

- a) Listening Center: Set up the center with a cassette tape of step-by-step instructions on how to use the Junior Authors Series, complete with activity sheets.

C. Enrichment Activities:

1. Humor:

- a) View the sound filmstrip "Humorous Verse" and do the activity at the end of the film.
- b) Create a humorous story using one or more of the elements of humor. This story or poem maybe shared as a sound filmstrip or sound slide presentation.

V. Resources

A. Books

1. Ahlberg, Janet and Ahlberg, Allan. Burglar Bill. Greenwillow, 1977.
2. Atwater, Richard and Atwater, Florence. Mr. Popper's Penguins. Little, 1938.
- *3. Blume, Judy. Freckle Juice. Four Winds, 1971.
- *4. Bond, Michael. A Bear Called Paddington. Houghton, 1960.
5. Brooks, Walter R. Freddy, the Detective. Knopf, 1932.
6. Bunting, Eve. The Big Cheese. Macmillan, 1977.
7. Butterworth, Oliver. Enormous Egg. Little, 1956.
8. Cleary, Beverly. Ellen Tebbits. Morrow, 1951.
9. Cleary, Beverly, Henry and the Clubhouse. Morrow, 1962.

10. Cole, William. Oh, That's Ridiculous. Viking, 1972.
11. Corbett, Scott. Steady, Freddie! Dutton, 1970.
12. Dahl, Roald. Danny: The Champion of the World. Knopf, 1975.
13. Du Bois, William Pene. Call Me Bandicoot. Harper, 1970.
14. Farley, Carol. Loosen Your Ears. Atheneum, 1977.
15. Fife, Dale. What's The Prize, Lincoln? Coward, 1971.
16. Fitzgerald, John D. The Great Brain. Dial, 1967.
17. Fitzgerald, John D. Me and My Little Brain. Dial, 1971.
18. Fleischman, Sid. By the Great Horn Spoon. Little, 1963.
19. Fleischman, Sid. Ghost on Saturday Night. Little, 1974.
20. Greene, Constance C. A Girl Called Al. Viking, 1969.
21. Greenwald, Shiela. The Marisa Delany Lending Library Disaster. Houghton, 1977.
22. Hale, Lucretia P. The Complete Peterkin Papers. Houghton, 1960.
23. Haywood, Carolyn. Annie Pat and Eddie. Morrow, 1960.
24. Heide, Florance, Banana Twist. Holiday, 1978.
25. Hildick, E. W. Manhattan Is Missing. Avon, 1969.
26. Holland, Isabelle. Journey For Three. Houghton, 1975.
27. Hutchins, Pat. The House That Sailed Away. Greenwillow, 1975.
28. Klein, Norma. Girls Can Be Anything. Dutton, 1973.
29. Konigsburg, E. L. About The B'nai Bagels. Atheneum, 1969.
30. Lawson, Robert. Ben and Me. Little, 1939.
31. Lindgren, Astrid. Pippi Goes On Board. Viking, 1957.
32. Lindgren, Astrid. Pippi Longstocking. Viking, 1950.
33. McCloskey, Robert. Homer Price. Viking, 1943.
34. Merriam, Eve. It Doesn't Always Have to Rhyme. Atheneum, 1964.
35. Merrill, Jean. The Pushcart War. Young Scott. 1964.
36. Nash, Ogden. The Moon Is Shining Bright: An Anthology of Good-Humored Verse. Lippincott, 1953.
37. Pinkwater, D. Manus. Fat Men From Space. Dodd, 1977.

38. Raskin, Ellen. The Mysterious Disappearance of Leon (I Mean Noel). Dutton, 1971.
39. Robertson, Keith. Henry Reed, Inc. Viking, 1958.
40. Robertson, Keith. Henry Reed's Big Show. Viking, 1970.
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43. Rounds, Glen. The Day the Circus Came to Lone Tree. Holiday, 1973.
44. Sharmat, Marjorie. Getting Something On Maggie Marmelstein. Harper, 1971.
45. Silverstein, Shel. Where the Sidewalk Ends. Harper, 1974.
46. Spykman, E. C. A Lemon and a Star. Harcourt, 1955.
47. Spykman, E. C. Terrible, Horrible Edie. Harcourt, 1966.
48. Stevenson, James. Here Comes Herb's Hurricane! Harper, 1973.
49. Travers, P. L. Mary Poppins. Harcourt, 1934.
50. Waber, Bernard. Mice On My Mind. Houghton, 1977.

B. Reference Sources

Junior Authors Series (5 books) H. W. Wilson

C. Software

1. Amelia Bedelia (sound filmstrip). New York Times.
- *2. Humor (sound filmstrip). Pied Piper Productions, 1972.
3. Humorous Verse (sound filmstrip). Pied Piper Productions.
4. Nonsense Verse (sound filmstrip). Caedmon
5. A Pocketful of Poetry (sound filmstrip). Guidance Associates, 1975.
6. Reading For The Fun of It: Getting Hooked On Humor (sound filmstrip). Guidance Associates, 1976.

VI. Glossary

A. Four Elements of Humor

1. Exaggeration -- stretch the truth.
2. Figurative Language -- language enriched by word images and figures of speech.

3. Stupidity -- having characters say and/or do stupid things.
4. Surprise -- unusual or incredible situation.

Sample Entry from *Fifth Book of Junior Authors & Illustrators*—

Name ■ TOMIE DEPAOLA

Birth and Death Dates (if appropriate) ■ September 15, 1934-

Best-known Work ■ AUTHOR AND ILLUSTRATOR OF *Strega Nona*, etc.

Indication of Autobiography/Biography ■ Autobiographical sketch of Thomas Anthony dePaola.


Childhood ■ WHEN I WAS very very young, before I had even started to go to school, I promised myself a lot of things.
 One was that when I grew up, I would never tell children like myself things that weren't all true.

Being an artist was easy. I just sat down and drew pictures—all over the place. By second grade, I was considered the "best artist" by my teachers and classmates. I guess I saw things differently than most of my school friends, than most of my family and relatives. I saw with my eyes like everyone else but I also saw "inside" with "inner eyes." My mother told me that was *imagination*.

Education ■ Tomie dePaola received his B.F.A. from Pratt Institute in New York City and his M. F.A. from the California College of Arts and Crafts in Oakland in 1969. In 1970 he earned a doctoral equivalency at Lone Mountain College in San Francisco. Sin

Professional Achievements ■ He has illustrated over one hundred books for children and written almost forty of those. He is working on a

Awards ■ The many awards and honors dePaola's books have received include a Caldecott Honor Book Award in 1976 for *Strega Nona*, which was also an American Library Association Notable Book and won several prizes in Japan.
 The Kerlan Award was presented to Tomie dePaola in 1951, and in 1983 he received the Regina Medal.
The Quicksand Book won a Garden State (New Jersey) Children's Book Award in 1980.



Autograph ■ *Tomie dePaola*

List of Selected Works—Written and Illustrated ■
 SELECTED WORKS WRITTEN AND ILLUSTRATED: *The Journey of the Kiss*, 1970; *Nana Upstairs and Nana Downstairs*, 1973; *Charlie Needs a Cloak*, 1974; *Watch Out for the Chicken Feet in Your Soup*, 1974; *Strega Nona* (reteller), 1975; *When Everyone Was Fast Asleep*, 1976; *Helga's Dowry*, *A Troll Love Story*, 1977; *The Quicksand Book*, 1977; *The Clown of God*, 1978; *Big Anthony and the Magic Ring*, 1979; *Oliver Button Is a Sissy*, 1979; *The Legend of Old Befana: An Italian Christmas Story* (reteller), 1980; *Fin McCool: The Giant of Knockmany Hill* (reteller), 1981; *The Friendly Beasts: An Old English Christmas Carol*, 1981; *Now One Foot, Now the Other*, 1981; *Francis: The Poor Man of Assisi*, 1982; *Giorgio's Village*, 1982.

List of Selected Works—Illustrated ■
 SELECTED WORKS ILLUSTRATED: *Finders Keepers, Losers Weepers*, by Joan M. Lexau, 1967; *The Rocking Chair Ghost*, by Mary C. Jane, 1969; *This Is the Ambulance Leaving the Zoo*, by Norma Farber, 1975; *Beat the Drum*, *Independence Day Has Come*, selected by Lee Bennett Hopkins, 1977; *The Triumphs of Fuzzy Fogtop*, by Anne Rose, 1980; *The Good Giants and the Bad Pukwudgies*, by Jean Fritz, 1982.

Other Biographical References ■
 ABOUT: *Contemporary Authors*, Vol. 49-52: (New Revision Series), Vol. 2, Kingman, Lee and others, comps. *Illustrators of Children's Books: 1957-1966*, Kingman, Lee and others, comps. *Illustrators of Children's Books: 1967-1976: Something About the Author*, Vol. 11, Ward, Martha E. and Dorothy A. Marquardt, *Illustrators of Books for Young People: Who's Who in American Art*, 1978; *Language Arts March* 1979, *Publishers Weekly* July 19, 1976.

Phonetic Pronunciation of Name ■ Tomie dePaola: *tommy de POW' la*

Reprinted from: Fifth Book of Junior Authors and Illustrators.
 Edited by Sally Holmes Holtze. H.W. Wilson,
 1983.

Authors and Illustrators Included in This Series

The following list indicates the volume in which each individual may be found:

J—THE JUNIOR BOOK OF AUTHORS, second edition (1951)

M—MORE JUNIOR AUTHORS (1963)

3—THIRD BOOK OF JUNIOR AUTHORS (1972)

4—FOURTH BOOK OF JUNIOR AUTHORS AND ILLUSTRATORS (1978)

5—FIFTH BOOK OF JUNIOR AUTHORS AND ILLUSTRATORS (1983)

- Aardema, Verna (Verna Aardema Vugteveen)—5
 Adams, Adrienne—3
 Adams, Andy—J
 Adams, Julia Davis. *See* Davis, Julia—J
 Adams, Katharine—J
 Adamson, Joy—4
 Adkins, Jan—5
 Adler, Irving ("Robert Irving")—3
 Adler, Ruth—3
 Adoff, Arnold—4
 Adoff, Virginia Hamilton. *See* Hamilton, Virginia—4
 Adshhead, Gladys L.—M
 Agle, Nan—4
 Ahlberg, Allan—5
 Ahlberg, Janet—5
 Aichinger, Heiga—4
 Aiken, Joan—3
 "Akena, Floyd." *See* Baum, L. Frank—3
 Alcorn, John—3
 Aldis, Dorothy—J
 Alexander, Janet McNeill. *See* McNeill, Janet—4
 Alexander, Lloyd—3
 Alexander, Martha—4
 Alger, LeClaire Grwans. *See* "Nic Leodhas, Sorche"—3
 "Aliki" (Aliki Liacouras Brandenberg)—3
 Allard, Harry—5
 Allee, Marjorie Hill—J
 "Allen, Adam." *See* Epstein, Samuel—M
 Allen, Agnes—4
 "Allen, Alex B." *See* Heide, Florence Parry—4
 Allen, Jack. *See* Allen, Agnes—4
 Allen, Merritt Parmelee—J
 Almedingen, E. M.—3
 Ambrus, Victor G.—3
 Ames, Gerald—3
 Ames, Mildred—5
 Ames, Rose Wylar ("Peter Thayer," Rose Wylar)—3
 Anckarsvard, Karin—3
 Andersen, Hans Christian—J
 Anderson, Adrienne. *See* Adams, Adrienne—3
 Anderson, C. W.—J, 3
 Anderson, Lonzo—3
 Anderson, Margaret (Jean)—5
 Angeli, Marguerite de. *See* de Angeli, Marguerite—J
 Angein, Valenti—J
 Anghund, Joan Walsh—3
 Anno, Mitsumasa—4
 Archer, Jules—5
 "Arden, Barbie." *See* Stoutenburg, Adrien—3
 Ardizzone, Edward—M
 Armer, Laura Adams—J
 Armour, Richard (Willard)—5
 Armstrong, Richard—3
 Armstrong, William H.—3
 Arno, Enrico—4
 Arnosky, Jim—5
 Arquette, Lois Steinmetz. *See* "Duncan, Lois"—5
 Artzybasheff, Boris—J
 Aruego, Ariane. *See* Dewey, Ariane—4
 Aruegn, Jose—4
 Arundel, Honor (Honor Maryfydd Arundel McCrindle)—4
 Asch, Frank—4
 Ashmun, Margaret—J
 Asimov, Isaac ("Paul French")—3
 Atwater, Florence Hameltine Carroll—M
 Atwater, Montgomery Meigs—M
 Atwater, Richard Tupper—M
 Atwood, Ann—4
 Aulaire, Edgar Parin d'—J
 Aulaire, Ingri Parin d'—J
 Austin, Margot—M
 Averill, Esther—J
 Avery, Gillian (Gillian Elise Avery Cockshut)—4
 Avi—5
 Ayer, Jacqueline—3
 Ayer, Margaret—M
 "Babba, Eleanor." *See* Fritts-Baastad, Babbie—3
 Babbitt, Natalie—4
 Bach, Alice (Hendricks)—5
 Bagnold, Enid (Enid Algerine Bagnold Jones)—4
 Bahlke, Valerie Worth. *See* Worth, Valerie—5
 Bailey, Carolyn Sherwin—J
 Baily, Elizabeth Chesley—M
 Baker, Betty—3
 Baker, Margaret—J
 Baker, Margaret J.—M
 Baker, Mary—J
 Baker, Nina Brown—J
 Baker, Olaf—J
 Baker, Rachel—M
 Balch, Glenn—M
 Balderson, Margaret—4
 Baldwin, James—J
 Balet, Jan—3
 Balian, Lorna—5
 "Ball, Zachary" (Kelly Ray Masters)—4
 "Bancroft, Laura." *See* Baum, L. Frank—3
 Bang, Betsy Garrett—5
 Bang, Milly Garrett—5
 Bannerman, Helen—J
 Bannon, Laura—M
 Barbour, Ralph Henry—J
 Barne, Kitty—J
 Barton, Byron (Theodore Vartanian)—5
 Bartos-Höppner, Barbara—4
 Baskin, Leonard—5
 Baudouy, Michel-Aimé—3
 Bauer, Marion Dane—5
 Baum, L. Frank ("Floyd Akena," "Laura Bancroft," "John Estes Cook," "Captain Hugh Fitzgerald," "Suzanne Metcalf," "Schuyler Stanton," "Edith Van Dyne")—3
 Baumann, Hans—3
 Bawden, Nina (Nina Mary Mabry Bawden Kark)—4
 Bayler, Byrd (Byrd Baylor Schwoltau)—4
 Baynes, Ernest Harold—J
 Baynes, Pauline—3

Banners: Humor
Required Activity
Author, Author

Objective: Students will demonstrate their knowledge of the Junior Authors Series by completing this activity.

Materials needed:

1. File folder
2. Copies of worksheet
3. Junior Authors Series

Instructions for making activity:

1. Cut out and mount the title sheet on the front of the folder.
2. Cut out and mount the student instructions on the inside front of the folder.
3. Cut out and mount the list of authors on the inside back of the folder.

Author, Author



Student Instructions

Locate your humorous author in the Junior Authors Series. If your author is not listed, use one of the authors listed below. Complete the worksheet and one activity. You may display your work in the Library Media Center.

List of Authors

Beverly Cleary
Micheal Bond
Oliver Butterworth
Scott Corbett
William Cole
William Pene Du Bois
John D. Fitzgerald
D. Manus Pinkwater
James Stevenson
P.L. Travers
Bernard Waber
Shel Silverstein
E. C. Spykman
Keith Robertson
Isabelle Holland
Carolyn Haywood
Judy Blume
Florence Heide

AUTHOR, AUTHOR WORKSHEET

Student's Name _____

Teacher _____

Author _____



Write a brief summary of the author's life.

List the author's works by title in chronological order.

Star the works found in the Library Media Center.

You may use the back of this sheet.

Choose one of these activities or suggest a new one.

Activity One

Design your own book jacket for one of the author's stories. On the inside front cover write a summary of the book and on the inside back cover write a summary of the author's life. Make your summaries interesting so your book will be read.

Activity Two

Plan and make a slide tape presentation on your author. Your presentation should have a summary of the author's life, a list of works with those found in your Library Media Center noted, and a summary of at least one of his works you have read.

Objective: Student will identify four elements of humor and use each element in a sentence.

Materials Needed:

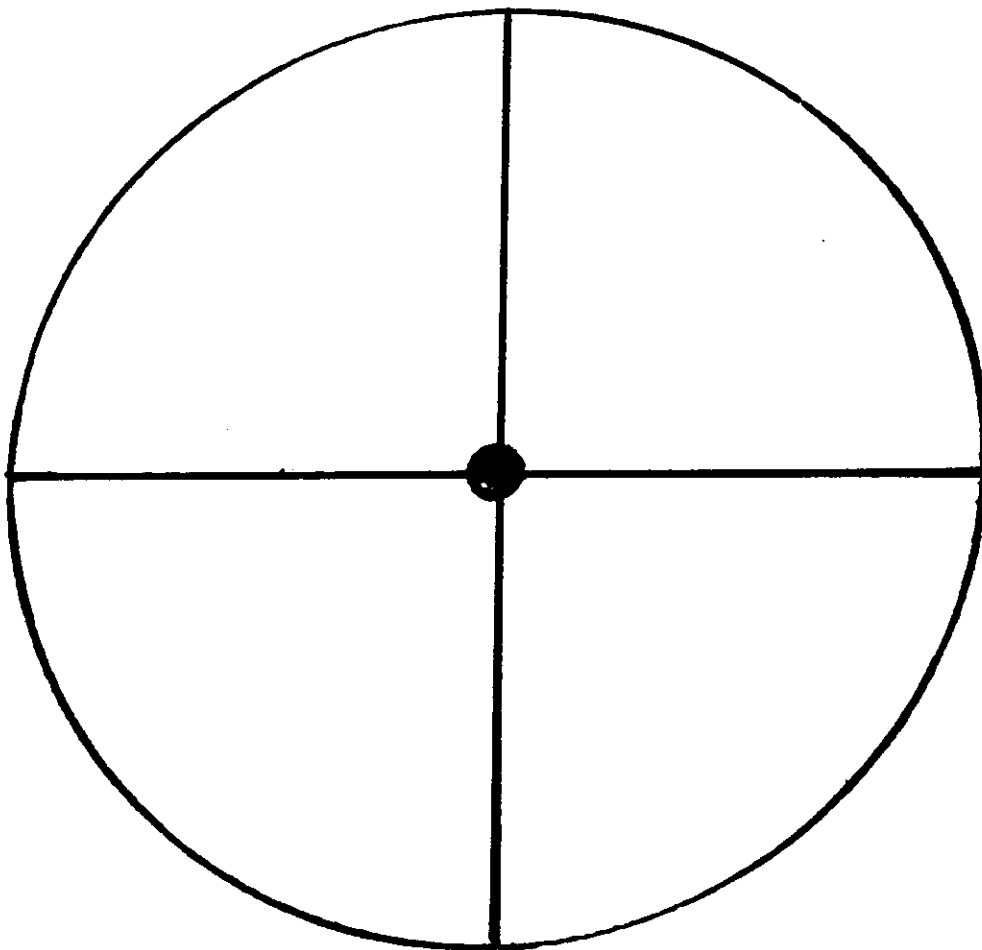
- 1) File folder
- 2) 3 spinners
- 3) Copies of worksheet

Instructions for making activity:

- 1) Cut out and mount circles and definitions on the folder as shown in example.
- 2) Cut out and mount student instructions on the folder as shown in example.
- 3) Laminate before adding spinners to the circles.

Student instructions for using the activity:

- 1) Spin wheel one for the element of humor to use.
- 2) Spin wheel two for the character to use.
- 3) Spin wheel three for the situation.
- 4) Read the definition of your element of humor.
- 5) Use the character and situation to write a sentence that is an example of your element.
- 6) After completing one element, spin for another element until you have used all four elements.
- 7) Complete the worksheet and turn it in to the Library Media Specialist for checking.



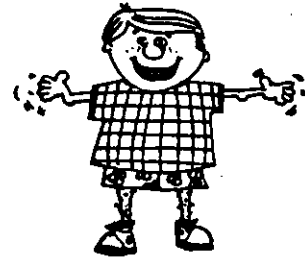
WHEEL 1

Labels for Wheel One

SURPRISE



EXAGGERATION



STUPIDITY

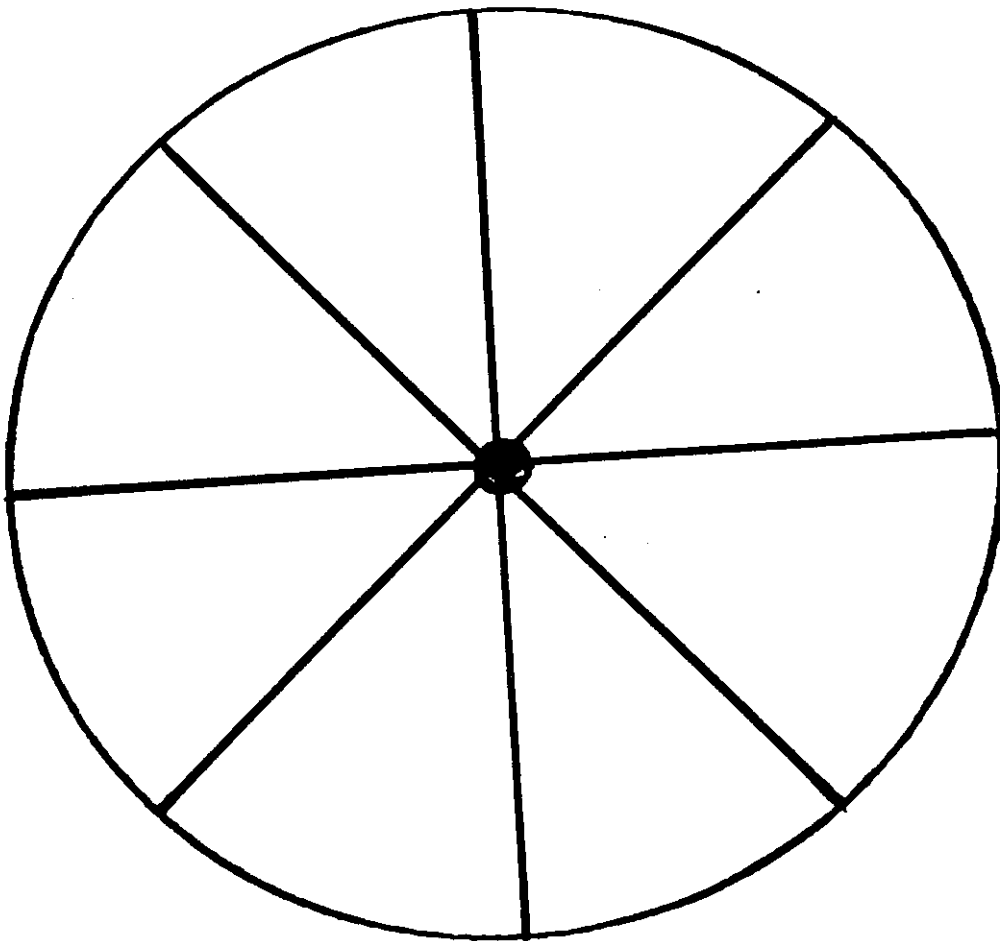


FIGURATIVE LANGUAGE



Suggested characters or objects for Wheel Two.

John Jane Hands Fingernails Eyes Ears Piano Diving Board
Swim Trunks Hamburger



WHEEL 2

STUDENT INSTRUCTIONS

Spin wheel one for the element of humor to use.

Spin wheel two for the character to use.

Spin wheel three for the situation.

Read the definition of your element of humor.

Use the character and situation to write a sentence
that is an example of your element.

After completing one element, spin for another element
until you have used all four elements.

Complete the worksheet and turn it in to the Library
Media Specialist for checking.

FOUR ELEMENTS OF HUMOR - DEFINITION

Exaggeration --stretching the truth.

Figurative Language -- language enriched by word images
and figures of speech.

Stupidity -- having characters say and/or do stupid things.

Surprise -- unusual or incredible situation.

Label for file folder.

TURN AND WRITE - HUMOR

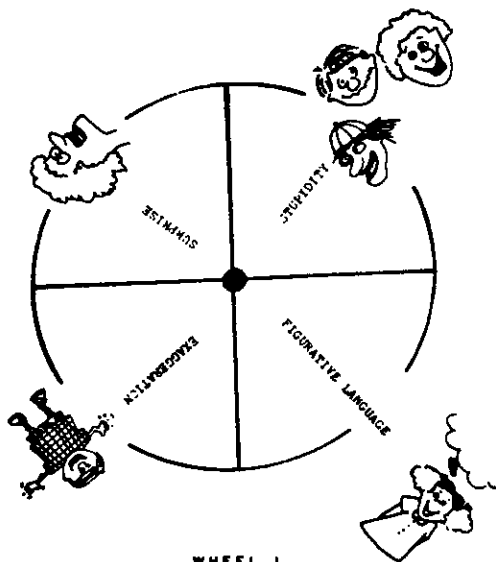
Example of how the finished game should look.

STUDENT INSTRUCTIONS

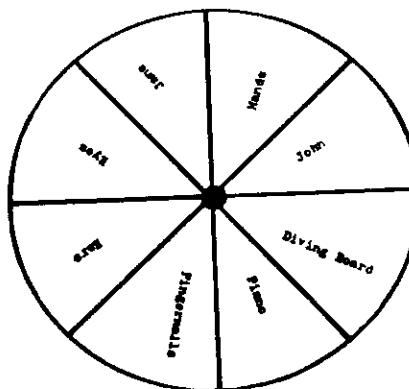
Spin wheel one for the element of humor to use.
 Spin wheel two for the character to use.
 Spin wheel three for the situation.
 Read the definition of your element of humor.
 Use the character and situation to write a sentence that is an example of you element.
 After completing one element, spin for another element until you have used all four elements.
 Complete the worksheet and turn it in to the Library Media Specialist for checking.

FOUR ELEMENTS OF HUMOR - DEFINITION

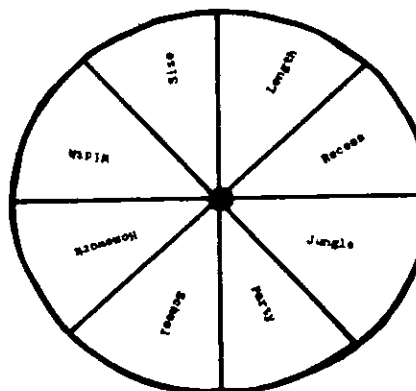
Exaggeration -- stretching the truth.
 Figurative Language -- language enriched by word images and figures of speech.
 Stupidity -- having characters say and/or do stupid things.
 Surprise -- unusual or incredible situation.



WHEEL 1



WHEEL 2



WHEEL 3

TURN AND WRITE - HUMOR WORKSHEET

Student's Name _____ Teacher _____

Exaggeration

Character _____

Situation _____

Example _____

Figurative Language

Character _____

Situation _____

Example _____

Stupidity

Character _____

Situation _____

Example _____

Surprise

Character _____

Situation _____

Example _____

Objective: Student will locate a humorous story or a collection of humorous verse on the shelf by using the card catalog.

Materials needed:

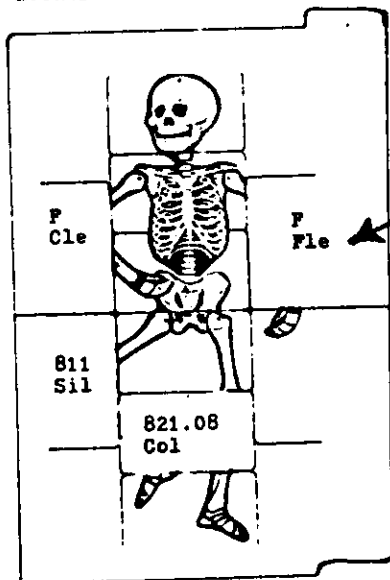
1. File folder
2. 10 - 2 X 3 cards
3. Book pocket

Instructions for making activity:

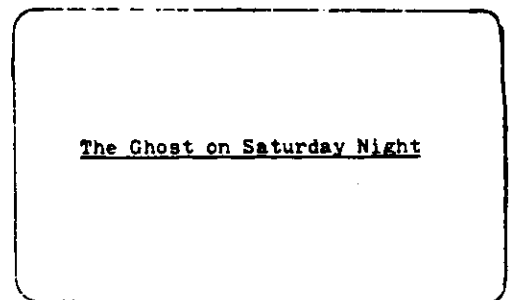
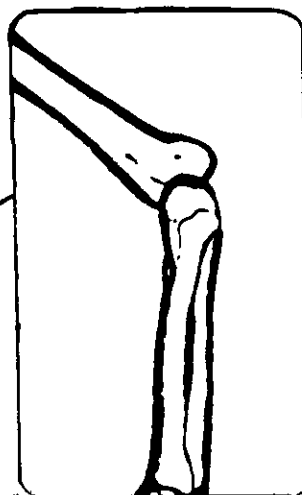
1. Cut out student instructions and mount on the front of the file folder.
2. Cut out skeleton and mount on 2 X 3 cards. These are the bone cards.
3. Cut out the game base I and II and mount on the inside of the folder.
4. Mount pocket on back of the folder.
5. Using examples of humorous stories and collections of humorous verse from your collection select the call number, author, title and subject for ten cards. On the back of the bone card put an author or a title or a subject. (One per card) On the game base put the call number. NOTE: Call number must match with the bone card to make the skeleton.

Student Instructions: See page 2

Location on Game Board



Bone Card



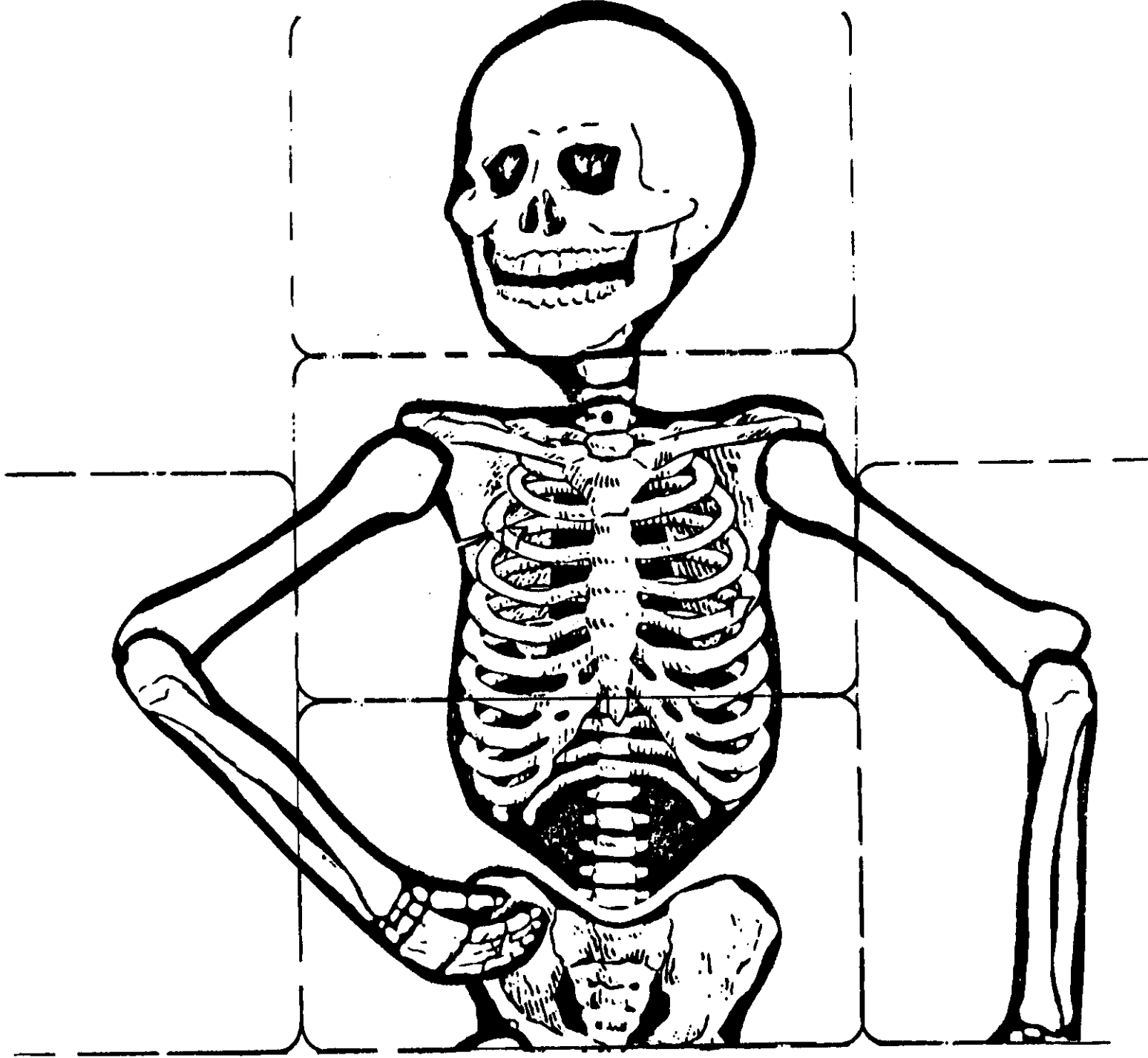
Back of Bone Card

STUDENT INSTRUCTIONS

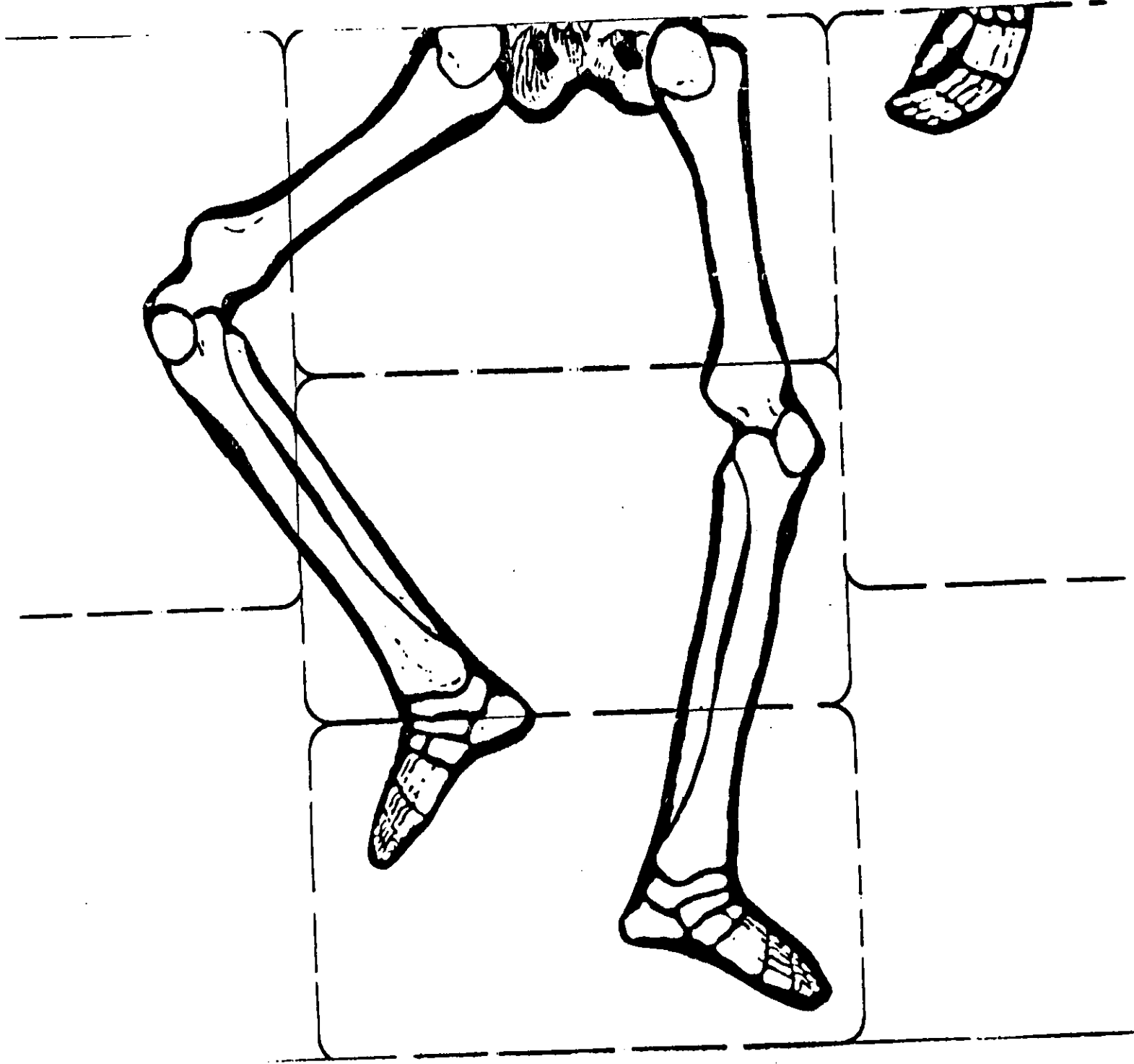
Each funny bone has an author or a title or a subject on the back of the bone card. Using the card catalog, locate the call number of that book and place the bone in the correct location to make a skeleton. The first to complete the skeleton wins.

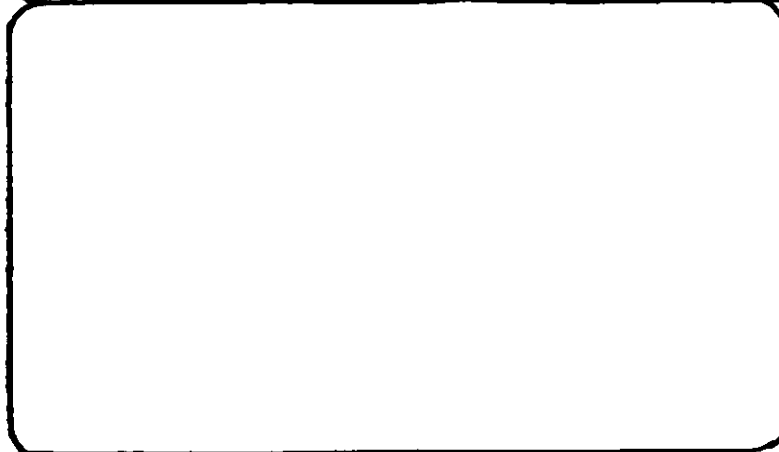
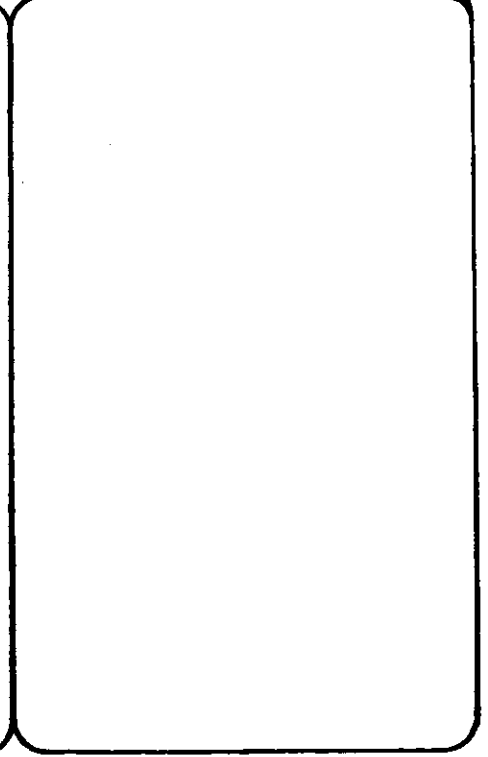
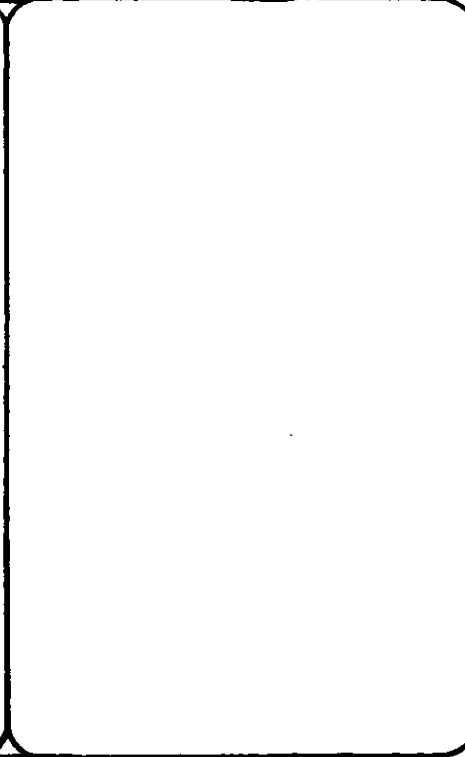
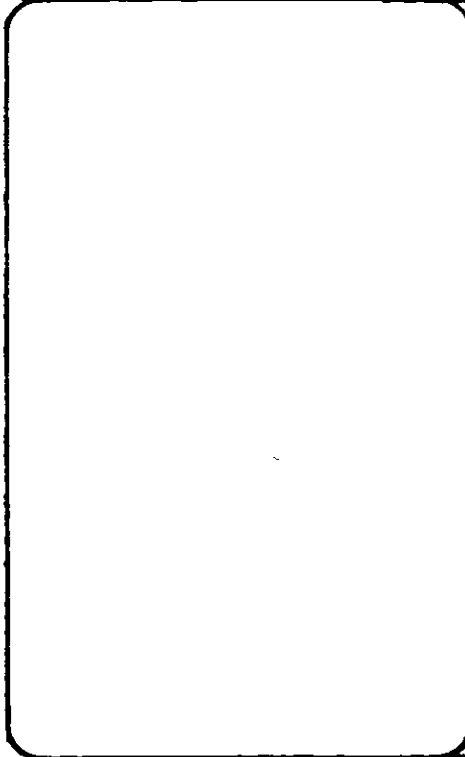
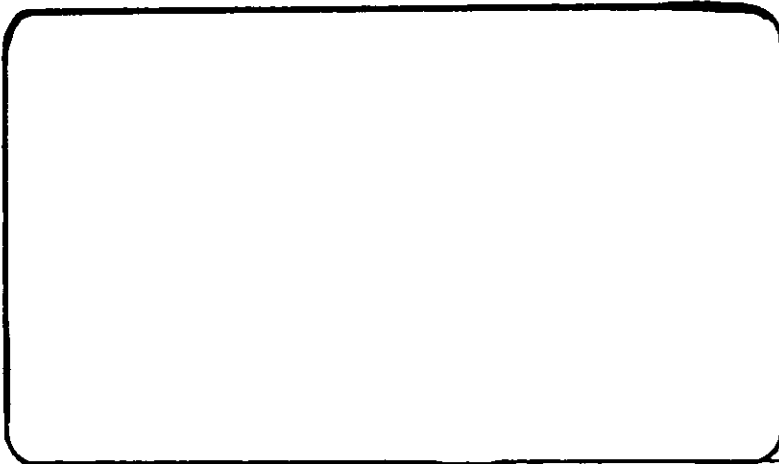
Instructor's Note:

This activity maybe used for one student or by a group of students. After the game, have the student use one of the bone cards to locate a book on the shelf. Laminate all parts before using.



Banners: Humor
Reinforcement Activity
"Funny Bones" 535
Skelton Cards





The form consists of five empty rounded rectangular boxes arranged in three rows. The top row has one box. The middle row has three boxes. The bottom row has one box. All boxes are empty and intended for writing.

- I. Unit Topic: Haiku (correlated with "Memory of Beauty." TG, pp. 336-345)
- II. Unit Objectives
 - A. Literary Skills -- Students will:
 - 1) Identify haiku as a type of poetry.
 - 2) Use the five basic guides to create a haiku.
 - B. Library Media Staff Preparation:
- III. Library Media Staff Preparation:
 - A. Materials
 - 1) Books (see Resources)
 - 2) Sound filmstrip "Haiku" (Pied Piper -- 11 minutes)
 - 3) Paper, pencils
 - 4) Butcher paper
 - 5) Magic markers
 - 6) Atlas, or globe
 - 7) Crayons
 - 8) Stapler
 - 9) Yarn or string
 - 10) Blank transparencies
 - B. Equipment
 - 1) Sound filmstrip projector
 - 2) Overhead projector
 - C. Student Activities
 - 1) "Haiku for You!"
- IV. Suggested Procedure: (Minimum Sessions Required: 2)
 - A. Session I: (Objective A-1, A-2)
 - 1) Introduction
 - a) Briefly discuss the selection, "Memory of Beauty." Locate Japan on the globe, or in an Atlas. Encourage students to discuss Issa's life, where he lived, and the poetry he is best known for.
 - *b) Statement of Learning: Today you will learn about the poetry style called "Haiku" and identify the five basic guidelines for writing your own poem.

2) Instruction

- a) Identify Haiku as an old form of Japanese poetry; it has three lines; it is usually about nature and has a 5-7-5 syllable pattern. Remind students that a syllable is a combination of letters that makes a sound in a word; there are as many syllables in a word as there are vowel sounds in that word.
- b) Introduce the sound filmstrip "Haiku" from the Pied Piper Series. Ask students to listen carefully for the five guidelines for writing a Haiku poem.

5 guidelines:

- 1) write the poem in 3 lines
 - 2) tell what the subject is
 - 3) tell where the subject is
 - 4) tell what action is taking place
 - 5) a 5-7-5 syllable pattern is best, but not required
- c) Guide students in creating a Haiku through the use of a transparency. Model writing a Haiku on the transparency, counting the syllables for the students. Have the group write a Haiku.
 - d) Show students the location of Haiku poetry books.
 - *e) Closure: Today you learned the definition of "Haiku" and the five guidelines for writing this type of poetry. Tomorrow you will write your own Haiku.

3. Evaluation: Can students:

- a) identify a Haiku?

4. Reinforcement

- a) Learning Center with definition of Haiku, and five guidelines for writing a Haiku. (Use the worksheet supplied with the Pied Piper filmstrip "Haiku".)

B. Session II: (Objectives A-3)

1. Introduction

- a) Review the previous lesson. Remind the students that nature, the seasons, little creatures, or pets make good subjects. (Holidays are also appealing to students for this activity!)
- *b) Statement of Learning: Today you will write your own Haiku, using the five basic guidelines you learned at the last session.

2) Instruction

540

- a) Provide students with materials to write and/or illustrate their Haiku.
- b) Allow students time to write their Haiku using the five guidelines.
- c) Allow students to share their Haiku if they desire to do so.
- *d) Closure: Today you have used the five basic guidelines for writing Haiku, and you have written an original Haiku poem! This is your last lesson in the library media center in Banners. After you have read "Maria Tallchief" in Beacons, you will return to the center to study art and music books.

3) Evaluation: Can students:

- a) use the five basic guidelines to write an original Haiku?

4) Reinforcement

- a) Learning Center with poster of five basic guidelines and activity sheet with a partially written Haiku for the student to finish. Have syllables counted for student.

C. Enrichment Activities

- 1) Students may choose to develop a "poet-tree" display for the Library Media Center.
- 2) Students may make a Haiku calendar. See "Haiku Calendar" activity.

V. Resources

A. Books

- 1) Arbuthnot, May Hill. Anthology of Children's Literature. Lothrop, 1976.
- 2) Atwood, Ann. Haiku Vision. Scribner, 1977.
- 3) Behn, Harry. Cricket Songs. Harcourt, 1964.
- 4) Behn, Harry. More Cricket Songs. Harcourt, 1971.
- 5) Fisher, Aileen, Out in the Dark and Daylight. Harper, 1980
- 6) Hopkins, Lee Bennett. Moments. Harcourt, 1980.
- 7) Hopkins, Lee Bennett. Morning, Noon and Nighttime too. Harper, 1980.
- 8) Hopkins, Lee Bennett. Sky is Full of Song. Harper, 1983.
- 9) Jones, Hettie. Trees Stand Shining. Dial, 1971.
- 10) Lewis, Richard W. In a Spring Garden. Dial, 1965.
- 11) Mizumura, Kazue. Flowers, Noon and Snow. Crowell, 1977.
- 12) Mizumura, Kazue. If I Were a Cricket. Crowell, 1973.
- 13) Stevenson, Robert Louis. Child's Garden of Verses. Rand, 1981.
- 14) Worth, Valerie. More Small Poems. Farrar, 1976.

B. Software

- 1) "Haiku" (Sound filmstrip) Pied Piper Series 4.
- 2) "In a Spring Garden". (Sound filmstrip) Weston Woods, Inc.
- 3) "Making Haiku". (16mm film) Encyclopedia Britannica Corp.

Objective: To identify Haiku as a type of poetry, and identify the five basic guidelines for writing your own poem.

Materials Needed:

1. Colored posterboard or file folder
2. Definition of Haiku, and the five basic guidelines
3. Copies of the Pied Piper worksheet "Haiku"

Instructions for making activity:

1. Arrange the title, definition, and the five basic guidelines attractively on the posterboard or file folder.
2. You may add pictures of Japan, oriental pottery, etc., to make the center more attractive.
3. Place a pocket on the posterboard or folder to hold copies of the worksheet "Haiku" that accompanies the Pied Piper filmstrip series 4.

Student instructions for using activity:

1. Take an activity sheet from the pocket.
2. Read the definition of Haiku (the form of Japanese poetry we studied in class).
3. Read the five basic guidelines for writing a Haiku.
4. Complete the activity sheet and return it to the media specialist.

HAIKU: An old form of Japanese poetry: it has three lines; it is usually about nature and has a 5 - 7 - 5 syllable pattern.

5 BASIC GUIDELINES FOR WRITING HAIKU:

- 1) Write the poem in 3 lines...
- 2) Tell what the subject is...
- 3) Tell where the subject is...
- 4) Tell what action is taking place...
- 5) a 5-7-5 syllable pattern is best, but not required

Objective: To use the five basic guidelines to write an original Haiku.

Materials:

1. Colored posterboard or file folder
2. Five basic guidelines for writing Haiku
3. Definition of Haiku and syllable
4. Copies of the "Take Five" activity sheet

Instructions for making activity:

1. Arrange the title, the definitions and five basic guidelines attractively on the poster board or file folder.
2. You may add pictures of Japan, oriental pottery, art, etc., to make the activity more attractive.
3. Place a pocket on the posterboard or folder to hold copies of the activity sheet "Take Five".

Student instructions for using activity:

1. Take a "take Five" activity sheet from the pocket.
2. Read the definitions of Haiku and Syllable.
3. Read the five basic guidelines for writing Haiku.
4. Notice that the Haiku poem on your sheet is partially complete. The syllables have been counted for you. Complete the poem, watching the number of syllables you use. (Try to maintain the 5-7-5 pattern.)
5. Turn your activity sheet in to the media Specialist.

HAIKU: An old form of Japanese poetry; it has three lines; it is usually about nature and has a 5-7-5 syllable pattern.

SYLLABLE: A combination of letters that makes a sound in a word; there are as many syllables in a word as there are vowel sounds in that word.

5 BASIC GUIDELINES FOR WRITING HAIKU:

- 1) Write the poem in three lines...
- 2) Tell what the subject is...
- 3) Tell where the subject is...
- 4) Tell what action is taking place...
- 5) A 5-7-5 syllable pattern is best, but not required!

Take the five guidelines and complete the Hiku:

(The syllables are marked for you)

(5) BUTTERFLY, SOARING --

(7) GLIDING IN THE CLEAR BLUE SKY,

(5) _____

Now, can you write your own Haiku using the five guidelines?

Name

Objective: Student will write a haiku poem, using the five basic guidelines.

Materials Needed:

1. Activity sheet

Instructions for making activity:

1. Reproduce activity sheet for each student.

Student instructions for using activity.

1. Write a haiku poem.
2. Creating your poem use the 5 guidelines for haiku.
3. You may illustrate your poem if you wish.

Instruction: Student will write a haiku poem, using the five basic guidelines.

5 guidelines for Haiku:

- 1) write the poem in 3 lines
- 2) tell what the subject is
- 3) tell where the subject is
- 4) tell what action is taking place
- 5) a 5 - 7 - 5 syllable pattern is best, but not required

Hint: Nature, the Seasons, little creatures, pets, and Holidays
are good subjects...can you think of others?

Student's Name

(You may illustrate your poem if you wish.)

Objective: Student will write an original Haiku and construct a
"Poet Tree" display.

Materials Needed:

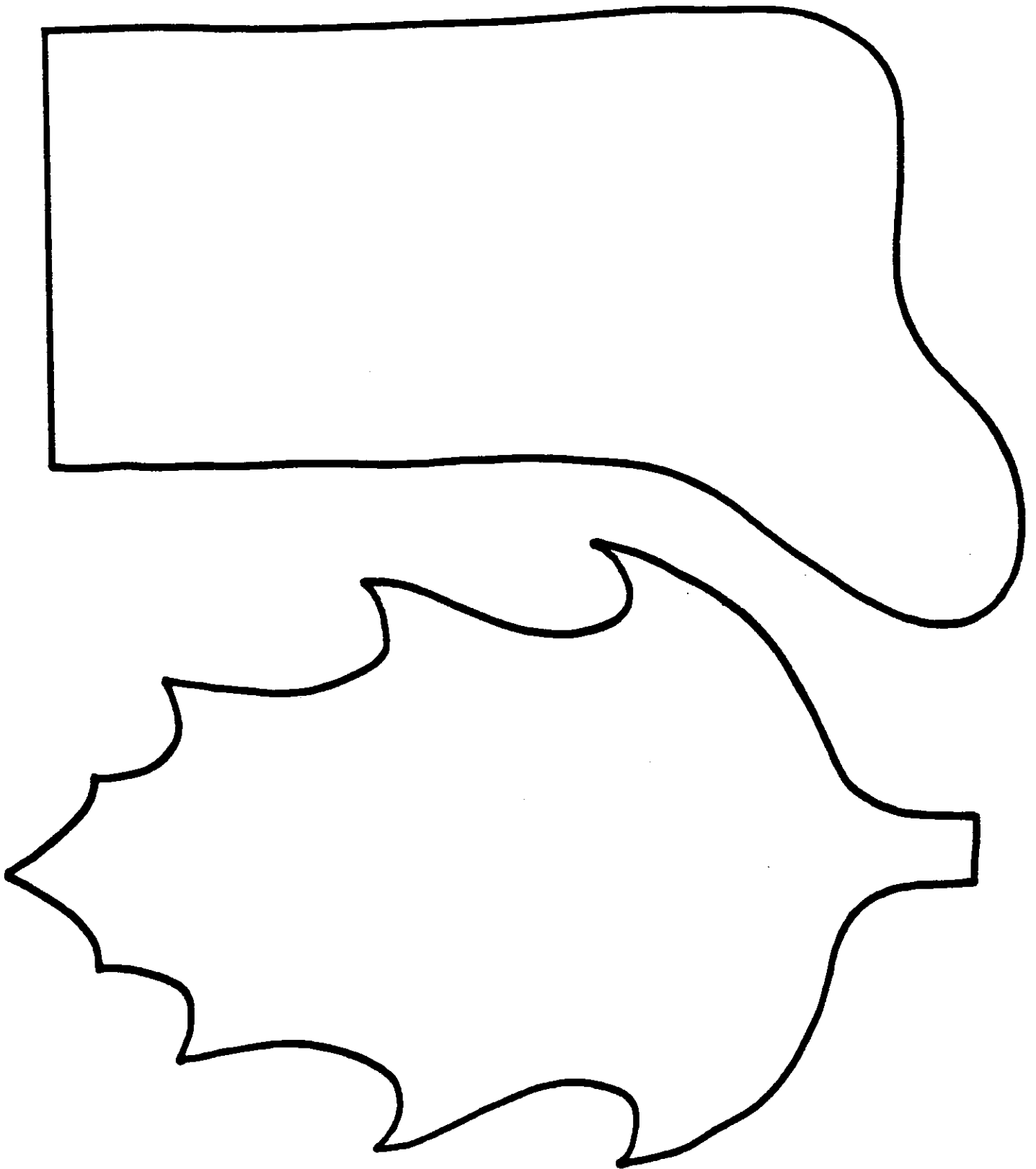
1. Patterns

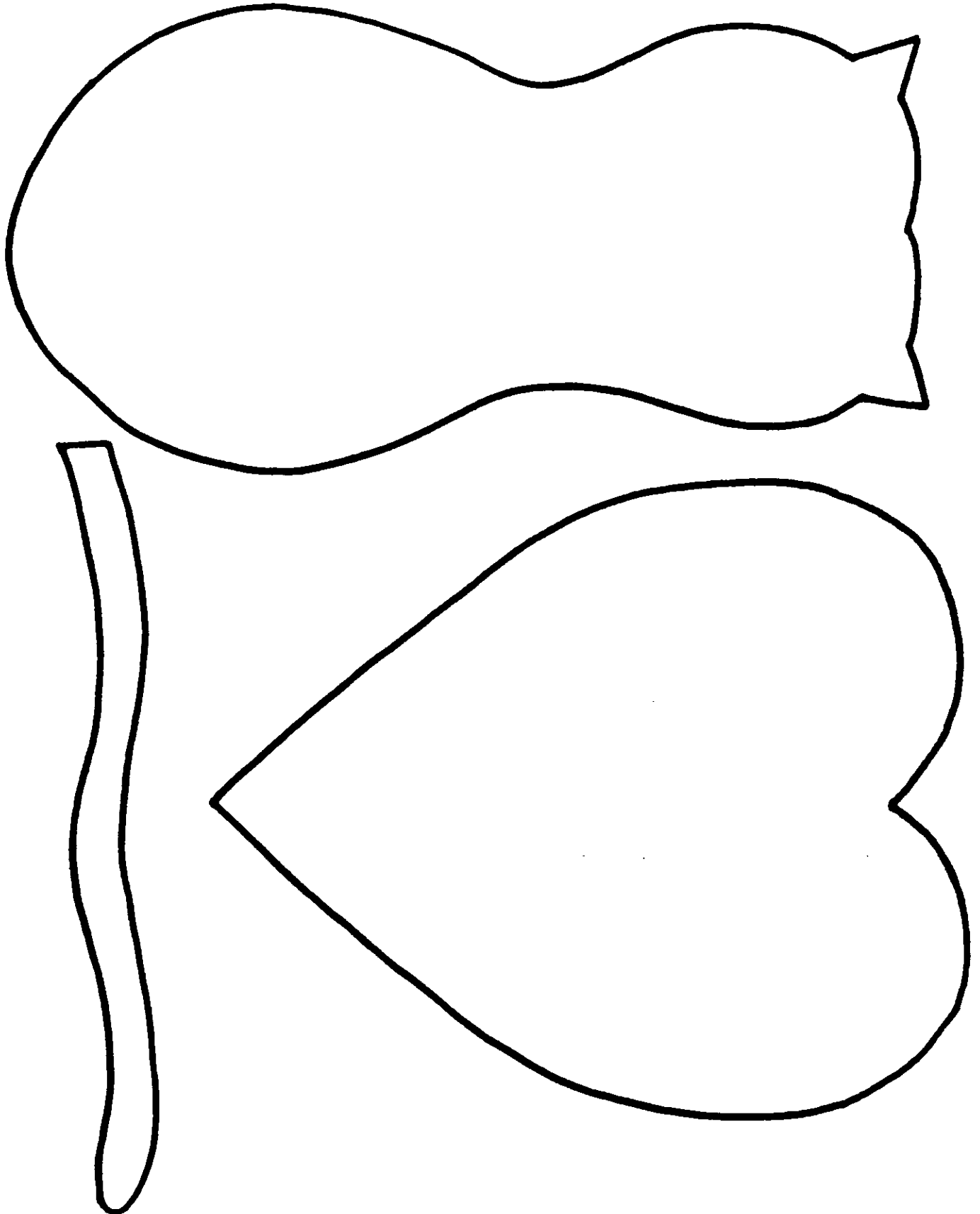
Instructions for making activity:

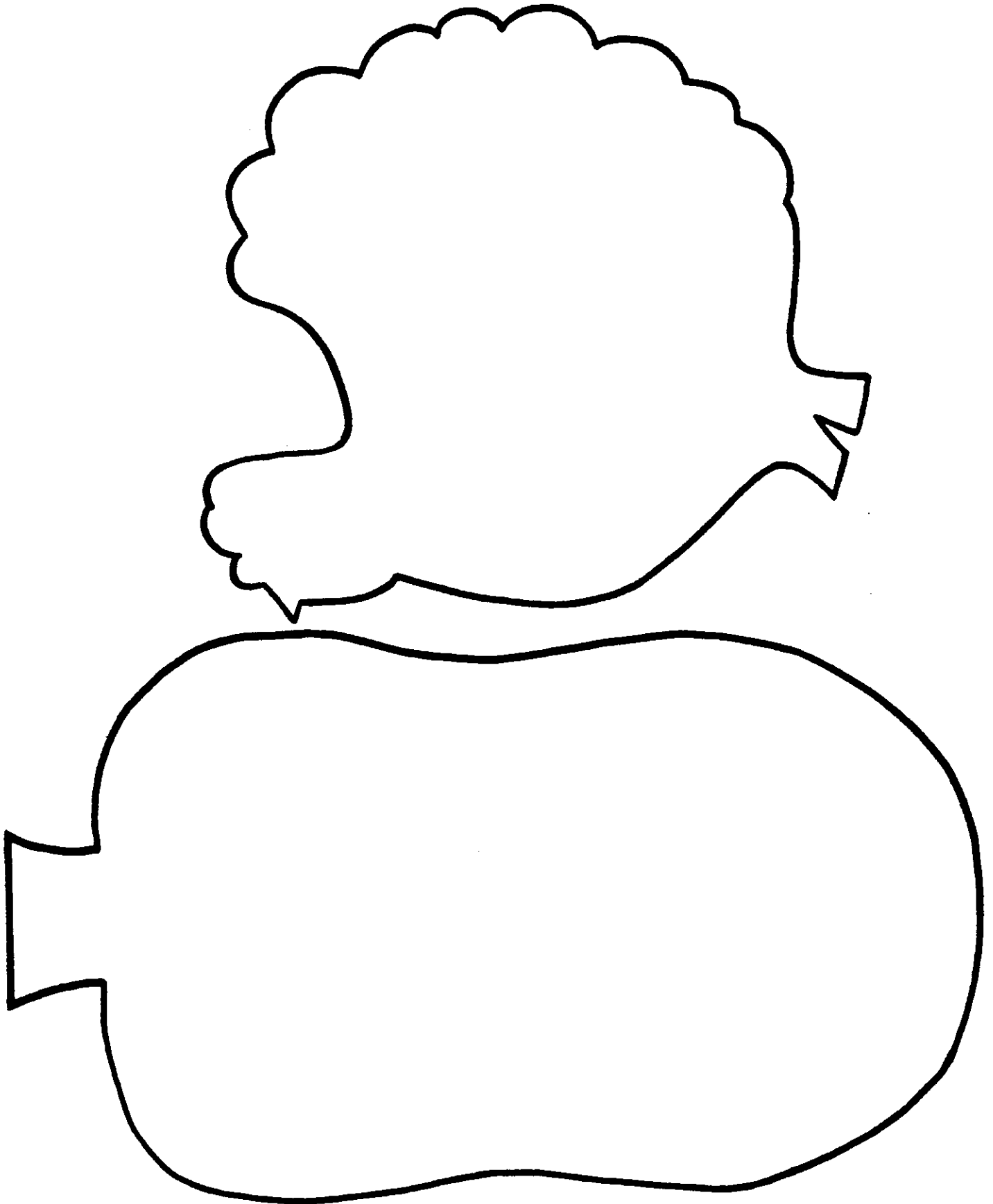
1. Provide patterns for students to write their original Haiku.

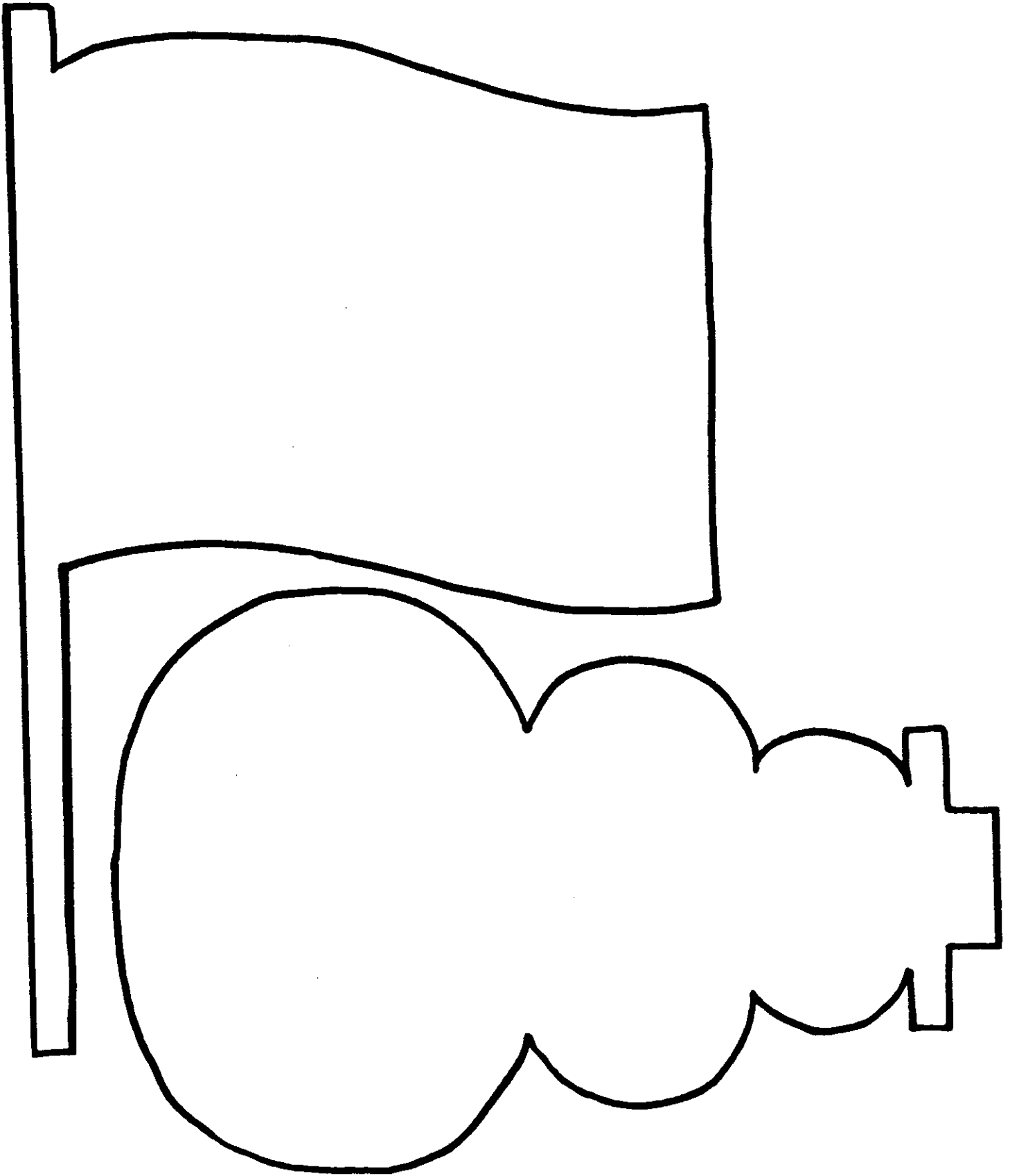
Student instructions for using activity:

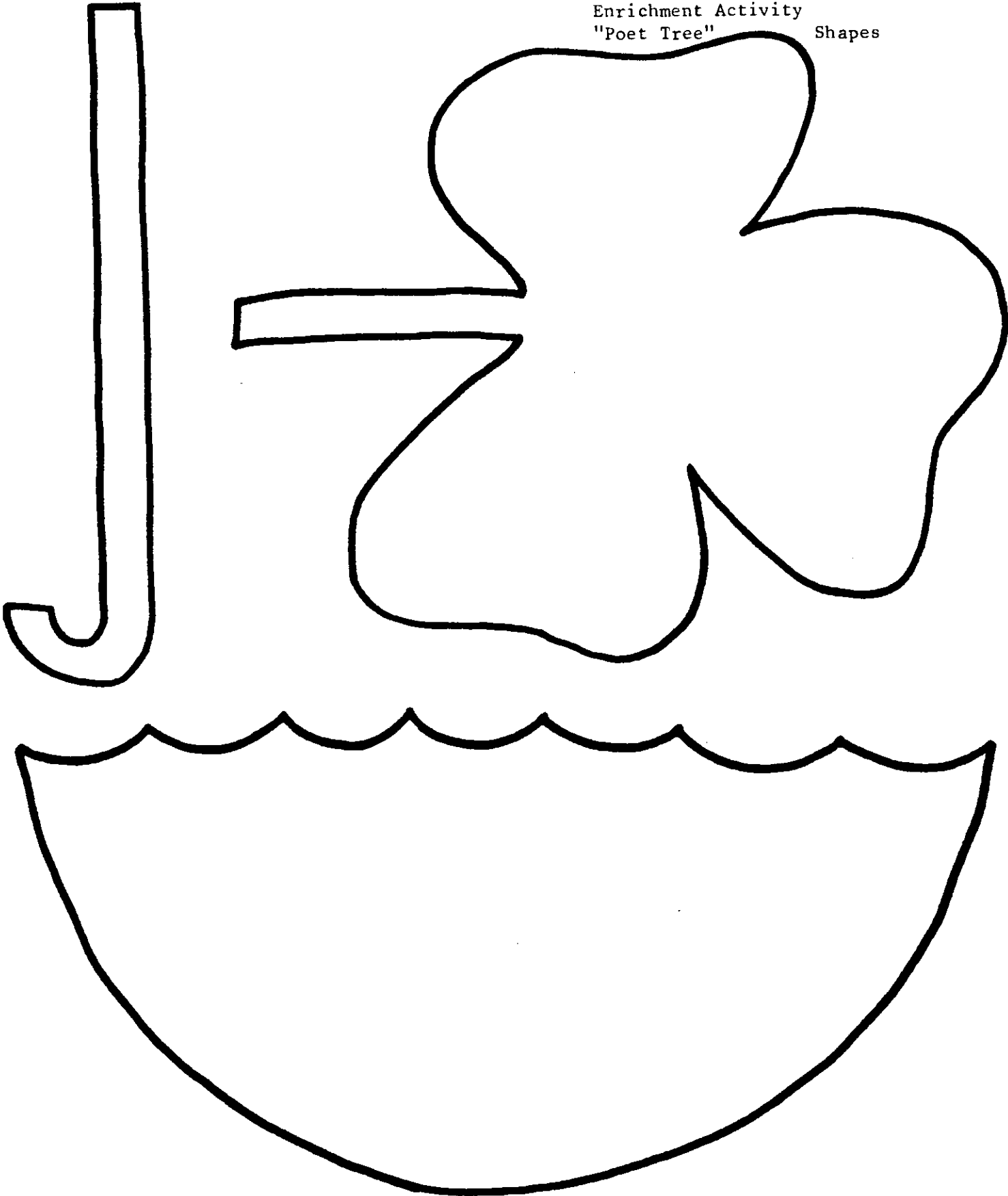
1. Write an original Haiku on pattern provided.
2. Construct a "Poet Tree" display for the Library Media Center.

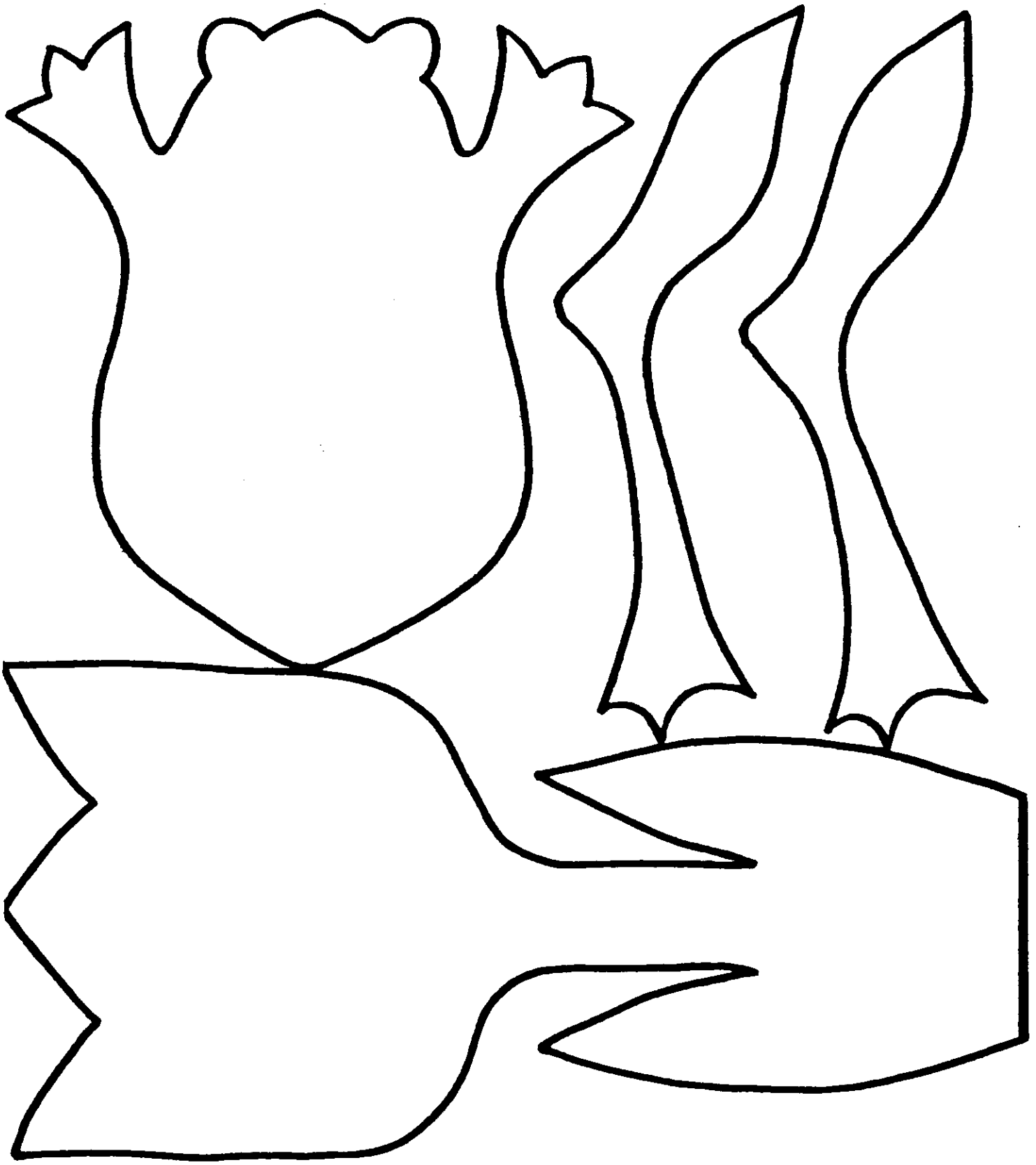












Banners: Haiku
Enrichment Activity
"Haiku Calendar"

Objective: Student will write an original Haiku and make a Haiku calendar.

Materials needed:

1. Calendar patterns
2. Construction paper or tag board
3. Paper
4. Pencils
5. Crayons or markers

Instructions for making activity:

1. Reproduce a calendar page for each month of the year.

Student instructions for using activity:

1. Write an original Haiku about a month of the year.
2. Illustrate your Haiku.
3. Number the days of your month to fit the current year.
4. Mount your illustrated Haiku at the top of a piece of construction paper or tag board.
5. Mount your calendar page at the bottom of that page.
6. Put the sheets together to make a calendar.

SUN	MON	TUE	WED	THU	FRI	SAT

JANUARY

FEBRUARY

MARCH

APRIL

MAY

JUNE

JULY

AUGUST

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

I. Unit Topic: Art and Music (correlated with "Maria Tallchief: Dancer With a Dream" TG pp. 65-69)

II. Unit Objectives:

A. Literary Skills -- Students will:

- 1) recognize art and music as a means of communication.
- 2) recognize fictional elements in biographies.

B. Library Media Skills: Students will:

- 1) identify the 700's as a source of information on art and music.
- 2) identify the Biography Section as a source of information on famous artists and musicians.
- 3) identify and use the Library Media Center as a source of both print and non-print materials.
- 4) develop a bibliography.
- 5) identify the parts of an entry in Children's Magazine Guide.
- 6) locate an article in a magazine by using Children's Magazine Guide.

III. Library Media Staff Preparation:

A. Materials

- 1) Books (see "Resources")
- 2) Sound filmstrip: "Art and Music" (Pied Piper -- 9 min.)
- 3) Sample nonprint (see "Resources")
- 4) Copies of Children's Magazine Guide for each student
- 5) National Geographic Index
- 6) Reader's Guide to Periodical Literature
- 7) "Source of Information." transparency
- 8) "Indexes to Magazines," transparency
- 9) "Sample Page from Children's Magazine Guide," transparency
- 10) "Sample Entry from Children's Magazine Guide," transparency
- 11) "Sample Subjects", transparency
- 12) Paper, pencil

B. Equipment

- 1) Sound filmstrip projector

C. Student Activities

- 1) "Fame"
- 2) "Bibliographic Forms"
- 3) Practice with Zack Activity
- 4) Worksheets from How To Use Children's Magazine Guide, Nos. 2,4,5 (Optional)
- 5) Magazine Research Form Activity

IV. Suggested Procedure (Minimum Sessions Required: 3)

A. Session I (Objectives: A-1, A-2, B-1, B-2, B-3)

1. Introduction

- a) Discuss "Maria Tallchief". What was her art form: (Ballet) Where could you locate more information on ballet? (Encourage answers from all sources such as 700's, newspapers, encyclopedias, etc. Stress the resources you have on hand.) Expand the scope of the discussion to other areas of art and music as a tool of communication of feelings and emotions.
- *b) Statement of Learning: Today you will learn art and music are used by artists and musicians to communicate with their audiences. You will also learn about fictionalized biographies.

2. Instruction

- a) Introduce the sound filmstrip "Art and Music" (Pied Piper) by asking students to watch for:
 - 1) other sources of information mentioned in the filmstrip.
 - 2) ways the artist and musician communicate with their audiences.
 - 3) fiction or imagination used in biographical information.
- b) Define fictionalized biography as the account of a person's life based on facts, but with some imagined elements or added information to make the account more vivid and interesting.
- c) Show the filmstrip, (Stop where needed for discussion and clarification of materials presented.)
- d) Following the filmstrip, discuss how individual artists and musicians communicated with their audiences.
- e) Review the different sources of information presented in the filmstrip.
- f) Show example of both 700's and Biographies found in your Library Media Center.
- g) Discuss the use of fictional elements in biographical information. Example from filmstrip: Beethoven might have shown his reaction to the bombing in his music. Example from "Maria Tallchief": How Maria felt about the cops' remarks.
- *h) Closure: You have learned that:
 - 1) art and music are used as a means of communication by artists and musicians.
 - 2) information on art and music can be found in 700's and Biography Section.
 - 3) authors use fictional elements in biographies.

In your next session, you will use print and non-print to locate information on an art form, an artist, a type of music or a musician.

3. Evaluation: Can students:

- a) recognize art and music as a means of communication?
- b) recognize fictional elements in biographies?
- c) identify the 700's as a source of information on art and music?
- d) identify the Biography Section as a source of information on artists and musicians?

4. Reinforcement

- a) Arrange a special time to help individual students who do not meet the objectives.
- b) Listening Center: Set up the sound filmstrip Adventure in Music: Set 1A, Beethoven or Set 1B, Ballerina (Walt Disney) for individual students to come to the Library Media Center to use on their own.

B. Session II: (Objectives B-3, B-4)

1. Introduction

- a) Review the sources of information discussed in the first session.
- *b) Statement of Learning: Today you will learn to use the Library Media Center as a source of both print and non-print materials. You will put this information together in the form of a bibliography

2. Instruction

- a) Define:
 - 1) print as anything in the printed form such as books, magazines, newspapers, encyclopedias, etc.
 - 2) non-print as anything not in the printed form such as filmstrips, records, study prints, etc.
 - 3) bibliography as list of sources related to a particular subject.
- b) Show example of each, if needed.
- c) Use the activity sheet "Bibliographic Forms".
- d) Divide students into teams, let each team select an artist or musician from the filmstrip. (The list can be found in the "Fame" activity.
- e) Instruct each team to locate as many different sources of information as they can in a time limit (15 min.). Information should be in the form of a bibliographical entry.
- f) At the end of the time have the team combine each bibliographical entry and write a bibliography on their subject.
- *g) Closure: You have learned to:
 - 1) use the Library Media Center as a source of both print and non-print materials.
 - 2) write a bibliography.

In your next session, you will use the Children's Magazine Guide to locate information in magazines.

3. Evaluation: Can students:
 - a) use the Library Media Center as a source of both print and non-print materials?
 - b) write a bibliography?

4. Reinforcement

- a) Arrange a special time to help individual students who did not find at least one source of information on their subject.
- b) Use part I of the activity "Fame".

- C. Session III (Objectives: B-5, B-6)

1. Introduction

- a) Review the sources of information used in the second session.
- b) Tell the students that magazines are another source of information.
- *c) Statement of Learning: Today you will use the Children's Magazine Guide to find information in magazines.

2. Instruction

- a) Discuss sources of information: nonfiction books, newspapers, magazines, etc. Use the transparency "Sources of Information" to point these out.
- b) Ask the following questions:
 1. If you want to find information quickly in a book, where do you look? (Index)
 2.in an encyclopedia? (Index)
 3.in a newspaper? (Index)
 4.in a magazine? (Index)
- c) Show several different magazines and review the contents of the magazines.
- d) Describe how helpful a magazine index can be if the student is looking for information for reports or for hobbies... how the work of looking through magazines has already been done for them.
- e) Discuss the three indexes to magazines that they would be familiar with and show examples of each. Use the transparency "Indexes to Magazines":
 1. National Geographic Index (Studies in Banners)
 2. Children's Magazine Guide (Today)
 3. Reader's Guide to Periodical Literature
- f) Pass out copies of CMG. Note the cover. It says it is a subject index. Discuss what a subject index is. (A subject index is an index that lists in alphabetical order different topics or subjects; the subjects are listed in one or two words like "Dinosaurs" or "Plants"). Have students look through CMG. Discuss some of the subjects that are there. Note how names are listed (last name first).

- g) Have students open the front cover and note the list of magazines there. Point out the magazines your library takes, if it is not already checked there.
- h) Point out that the subject of the person we read about might be music or musician. Have students look in their copies of CMG for these subjects.
- i) Tell the students that now the trick is for them to learn how to read what they have found. Show the transparency "Sample Page From CMG." Show how the titles "stick out" for easy identification and scanning. Use Activity Sheet 2 from How to Use CMG if practice is needed.
- j) Show the transparency "Sample Entry - CMG". Discuss the parts of the entry: subject, cross-reference, title, author, magazine, month, year, page.
- k) Practice identifying parts of the CMG entry by using the "Practice With Zack" Activity or use Activity Sheet 4 from How to Use CMG.
- l) Show the transparency "Sample Subject" and have the students choose a topic to look for in CMG, or discuss possible topics with the teacher ahead of time and have a list of topics that are relevant to classroom study.
- m) Pass out copies of the "Magazine Research Form". Question students to be sure they understand what information is needed on the form to find the required magazines.
- n) Students will work individually to find 3-5 articles on their topics.
- *o) Closure: Today you have learned how to use the Children's Magazine Guide to find an article. Remember that in Junior High you will use another index to magazines called Readers' Guide to Periodical Literature.

Your next unit will be on Mystery, after you read "The Midnight Visitor".

3. Evaluation: Can students:

- a) identify the parts of an entry in Children's Magazine Guide?
- b) locate an article in a magazine by using Children's Magazine Guide?

4. Reinforcement

- a) Learning Center: "Magazine Match"
- b) Learning Center: "You Be the Editor"
- c) Word Search: "Words for Research"
- d) Have the students who are having trouble work independently through the whole booklet How to Use Children's Magazine Guide: A Reference Skills Unit. Madison, WI : Children's Magazine Guide, 1982.

C. Enrichment Activities

- 1) Use the activity "Fame" and make their team presentation into a slide tape presentation.
- 2) Students may perform their own art or music presentation for the group or classroom.

- 3) Work with classroom teacher to plan research using information found in magazines. This should be correlated to the curriculum. It could lead into the skills of notetaking, outlining, and organizing information. 560

V. Resources

A. Books

- *1) Bangs, Edward. Yankee Doodle. Parents, 1976.
- *2) Batterberry, Ariane Ruskin and Michael. Pantheon Story of American Art of Young People. Pantheon, 1976.
- *3) Baylor, Bryd. They Put On Masks. Scribner, 1974.
- 4) Busnar, Eugene. Superstars of Rock. Messner, 1980.
- 5) Carson, Eugenia. Laura Ingalls Wilder Songbook. Harper, 1968.
- 6) Glubok, Shirley. Art of the Southeastern Indians. Macmillan, 1978.
- *7) Glubok, Shirley. Discovering Tut-Ankh-Amen's Tomb. Macmillan, 1968.
- 8) Hughes, Langston. Jazz. Watts, 1982
- *9) Iverson, Genie. Louis Armstrong. Crowell, 1976.
- 10) Raboff, Ernest. Paul Klee. Doubleday, 1968.
- *11) Raboff, Ernest. Pablo Picasso. Doubleday, 1968.

B. Reference Sources

- *1. Children's Magazine Guide 7 North Pinckney Street, Madison, WI 53703

C. Software

- *1. Adventures in Music: Set 1A, Beethoven (sound filmstrip) Walt Disney.
2. Adventures in Music: Set 1B, Ballerina (sound filmstrip) Walt Disney.
- *3. Art and Music (sound filmstrip) Pied Piper.
- 4) Fun with Music: Musical Tour of Disneyland (sound filmstrip) Walt Disney.
- 5) The Greatest Hits Album - Bach (record) Clarus.
- 6) The Greatest Hits Album - Beethoven (record) Clarus.
- 7) The Greatest Hits Album - Mozart (record) Clarus.
- 8) The Greatest Hits Album - Tchaikovsky (record) Clarus.
- *9) Greatest Musical Moments (sound filmstrip) Walt Disney.
- 10) Meet the Classics (cassette) Clarus.
- 11) Music from Fantasia (sound filmstrip) Walt Disney.

VI. Glossary

- A. Bibliography - a list of sources related to a particular subject.
- B. Fictionalized biography - an account of a person's life based on facts but with some imagined elements or added information to make the account more vivid and interesting.
- C. Print - anything in the printed form such as books, magazines, encyclopedias, etc.
- D. Non-print - anything not in the printed form such as filmstrips, records, cassettes, etc.

BIBLIOGRAPHIC FORM - PRINT

1. For a book:

Author (last name, first name). Title (underline).
Publisher, Copyright, Number of Pages.

Example:

Tobias, Tobi. Maria Tallchief, Crowell, 1970, 32p.

2. For an encyclopedia article:

"Article" (name of article), Encyclopedia Name (underline).
Volume number, Last copyright, Pages.

Example:

"Ballet", World Book Encyclopedia. V. 2, 1983, pp. 36-37.

3. For a magazine article:

"Article", Author (if known), Magazine Name. Date, Page.

Example:

"No Easy Feat", Terdiman, A., Child Life. Nov. 1984,
p.24-27.

BIBLIOGRAPHIC FORMS - NON - PRINT

1. For a filmstrip:

"Title of Strip", Title of Series (filmstrip)
Producer, Copyright (if available).

Note: If the filmstrip has a cassette or record with
it use the term sound filmstrip.

Example:

"Ballerina", Adventures in Music (sound filmstrip)
Walt Disney.

2. For a record:

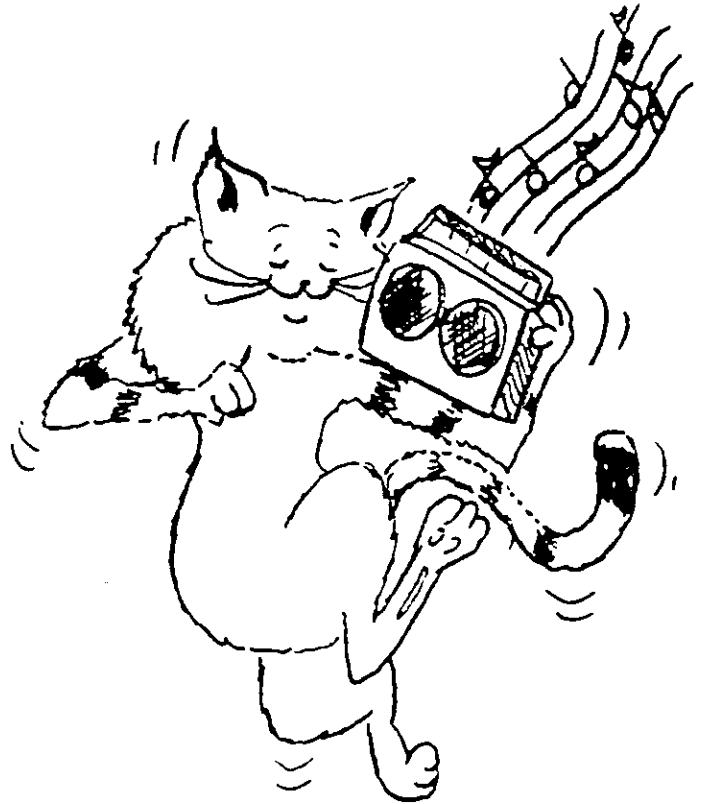
"Title of record" (record) Producer.

Example:

"The Greatest Hits Album - Mozart" (record) Clarus.

SOURCES OF INFORMATION

- 1. ENCYCLOPEDIAS
- 2. NON-FICTION BOOKS
- 3. DICTIONARIES
- 4. ATLASES AND ALMANACS
- 5. OTHER REFERENCE BOOKS
- 6. FILMS AND FILMSTRIPS
- 7. T. V. AND RADIO
- 8. INTERVIEWS
- 9. NEWSPAPERS



10.
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MAGAZINES!!!!!!

INDEXES TO MAGAZINES

- 1. National Geographic Index**
- 2. Children's Magazine Guide**
- 3. Reader's Guide to Periodical
Literature**

22.

VENTRILOQUISM

DO YOU WANT TO BE A VENTRILOQUIST? W. J. MARTIN HIGHLIGHTS DEC 15
'83 p8-9

VENUS FLY TRAP: SEE PLANTS THAT EAT INSECTS

VIDEO GAMES: SEE ALSO COMPUTERS

THE HOME VIDEO REVOLUTION. J. C. HALTER BOY'S LIFE DEC '83 p28-31+
LASER RECORD SPARKS VIDEO GAME ACTION. CUR SCI DEC 2 '83 p14
NEW VIDEO GAMES. CHILD D NOV '83 p14-15;
HUMPTY D NOV '83 p24-25; PLAYMATE NOV '83 p14-15

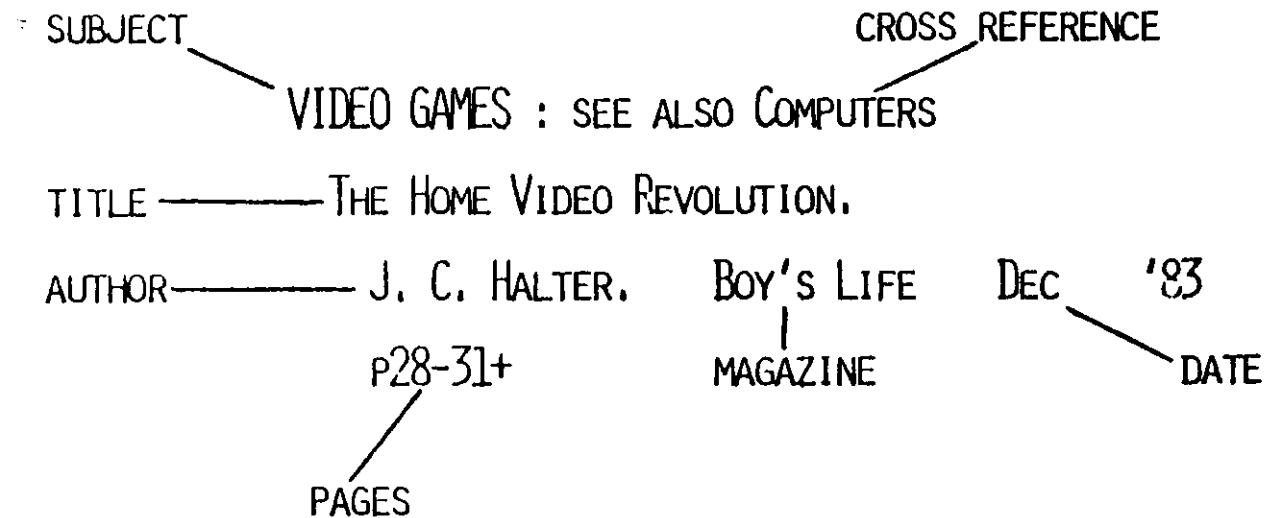
VIKING MARS PROGRAM

LAST PICTURE SHOW FROM MARS. CUR SCI DEC 16 '83 p12-13

VIOLENCE IN TELEVISION

VIOLENCE ON TELEVISION STUDENT POLL. Co-Ed OCT '83 p39-40

SAMPLE ENTRY FROM CHILDREN'S MAGAZINE GUIDE



Try your hand at these!
Read each magazine entry
and answer the questions.

ROCK MUSICIANS

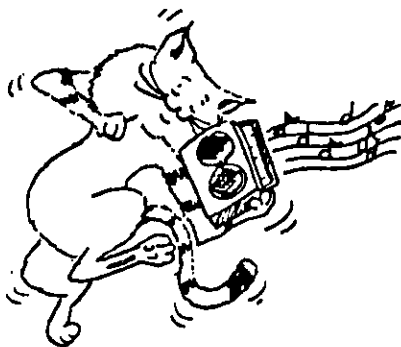
Michael Jackson Weaves Magic in Music. T.S. Moore. Ebony Jr
Aug-Sep '83 p45-46

1. What is the subject of the entry above? _____
2. The title of the article is _____
3. The name of the magazine is _____
4. The article can be found on page _____
5. The publication date for this magazine is _____

FOOT - POETRY

Smart Feet. J.B. Hargett. Humpty D Nov '83 p28-29

1. What is the subject of the entry above? _____
2. The title of the article is _____
3. The name of the magazine is _____
4. The article can be found on page _____
5. The publication date for this magazine is _____



SAMPLE SUBJECTS

1. ROCK GROUPS
2. FOOTBALL PLAYERS
3. VIDEO GAMES
4. COMPUTERS
5. MAKEUP
6. HUMOROUS POETRY
7. DRUG ABUSE
8. FASHION
9. ACTORS AND ACTRESSES
10. MAGIC TRICKS



Beacons: Art and Music
Required Activity 569
Magazine Research Form

GET SET -- GO!

MAGAZINE RESEARCH FORM

NAME: _____ TOPIC: _____

ARTICLE: _____

MAGAZINE: _____ DATE: _____

PAGE: _____

NOTES:



Beacons: Art and Music
Required Activity
Magazine Research Form

GET SET -- GO!

MAGAZINE RESEARCH FORM

NAME: _____ TOPIC: _____

ARTICLE: _____

MAGAZINE: _____ DATE: _____

PAGE: _____

NOTES:

Objective: Student will identify the parts of an entry in Children's Magazine Guide.

Materials Needed:

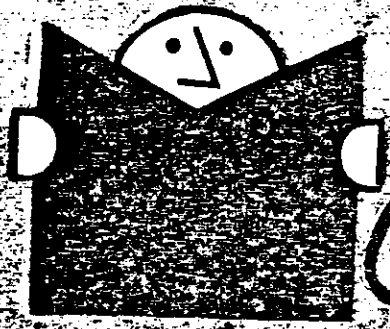
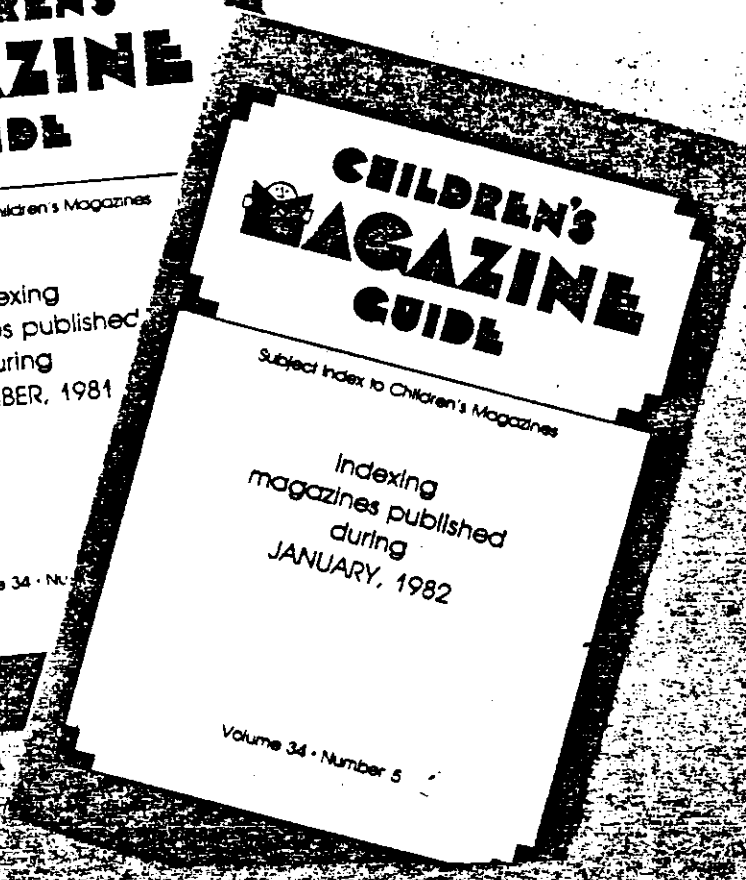
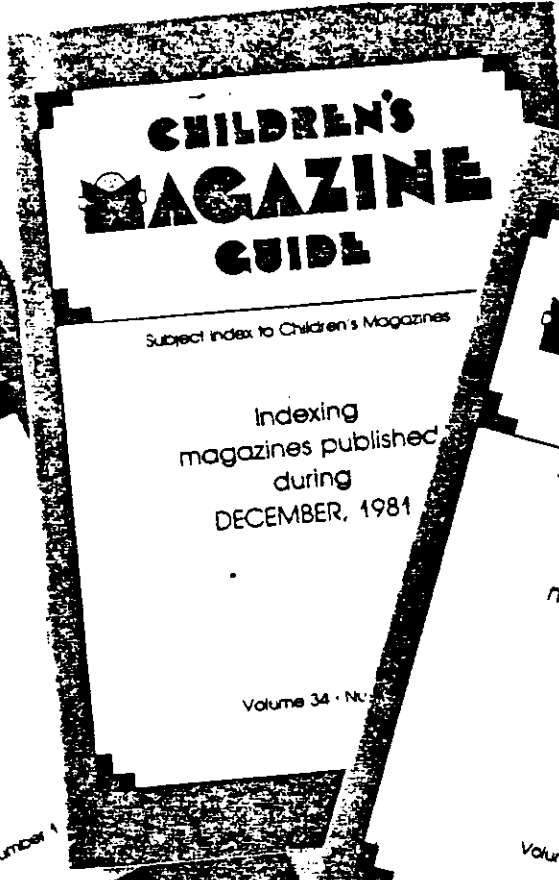
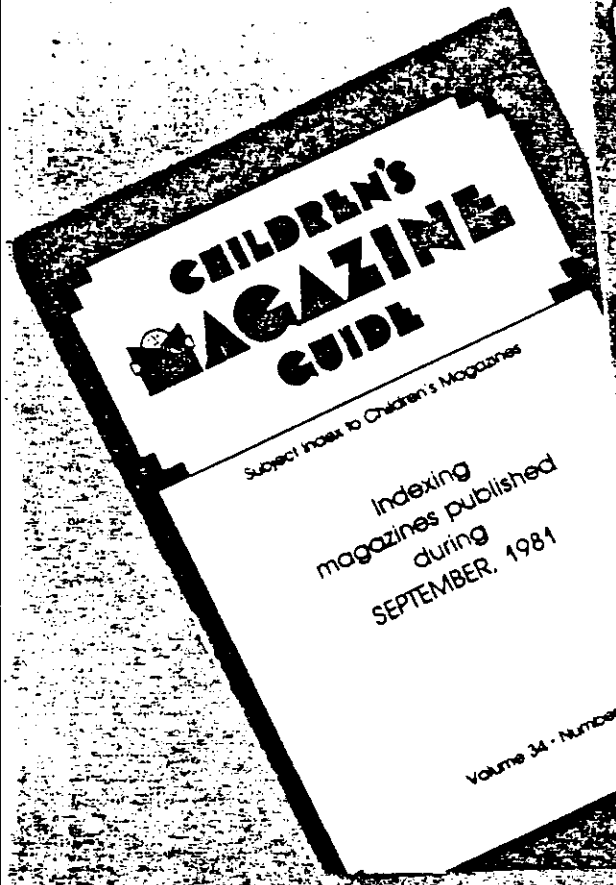
1. Colored file folder
2. 35 game cards
3. 7 pockets

Instructions for making learning center.

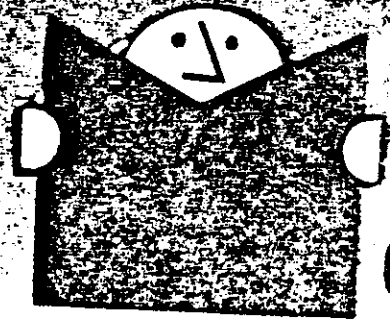
1. Write the headings "Date", "Magazine", "Article Title", "Subject Heading", and "Page" on five of the pockets. These pockets should then be glued on the inside of the file folder.
2. Write the heading "Game Cards" on the other two pockets. Glue these two pockets on the back of the folder.
3. Cut out the directions for playing below and glue on inside of folder.
4. Make game cards by cutting up the entry sheets and answer sheets provided and glueing the entry to the front of the card, with its corresponding answer glued to the back.
5. Decorate and laminate file folder.

Directions for playing Magazine Match

1. Remove cards from back pocket and place face up.
2. Draw a card.
3. Read the entry on the card and decide whether the boxed-in part of the card is the date, name of the magazine, subject heading, page number, or title of the magazine article.
4. Check your answer by looking on the back of the card. (But don't cheat!)
5. Have fun!



magazine



atch

DOGS - POETRY

Today Was Not. M.
Rosen. Cricket Jan
'83 p21-23

CARD TRICKS

More Do-Anywhere
Card Tricks. B.
Severn. Boys' Life
Jan '83 p12

LIONS

Ouch! World
Jan '83 p10-11

4.

NATURE STUDY

Who-o-o Knows?
Ranger Rick Dec.
'82 p9

5.

WOMEN ASTRONAUTS

The Lady Astronaut,
D. Crimp. Insports
Winter '82 p36-39

6.

COWS

Cows Wearing
Earrings That
Discourage Flies.
Cur Sci Dec. 17 '82
p14.

7.

YELLOWSTONE NATIONAL PARK
Yellowstone Winter. E.
Fuller. Ranger Rick
Jan '83 p2-9

8.

COUGARS

Mother and Baby
Cougars. Backyard
Jan p4-5

9.

KIDNEYS

The Amazing Cleaning
Machine. M.K.
Bozansky. Jack and
Jill Jan-Feb '83
p18-20

10.

KOALAS

The Koala--More Than a
"Teddy Bear." C.Proujan.
Sci World Dec 10 '82
p17-20

11.

RACCOONS

Family Tree. Nat
Wildlife Oct '82
p2

12.

ELEPHANTS

How Elephants keep
Their Cool. B. Williams,
Ranger Rick Nov '82
p22-25

13.

PUMPKINS - FICTION

The Biggest Pumpkin
in the World.

P. Mason. **Backyard**

Oct p12-13

14.

BLACK HOLES

Are We Orbiting a
Black hole? Odyssey
Feb '83 p14-15

15.

SALT

Shaking the Salt Habit, Pen Pow
Aug-Sep '82 p5-7

16.

NATURE CRAFT

Nutty Characters. K. Douglas.
Highlights Aug-Sep '82 **p51**

17.

MAGIC

Paper-Plate Magic. J. Swanson.
Child Life Aug-Sep '82 **p16**

18.

PERFUMES

Small Scents Make Sense!
Young Miss Sep '82 p73

19.

CHILDREN: see also Teenagers

Jason and His Great Inventions.
B. Hall **Child Life** Aug-Sep
'82 p10-12

20.

PORCUPINES - FICTION

Little Porcupine. (Read to
me) L.B. Phillips. **Backyard**
Sep p12-13

21.

MAPS

Can You Find It? (Longitude
and Latitude) Jr Schol
Sep 3 '82 p16

22.

DOGS

Benji: The World's Most
Lovable Canine. L. Konner.
Young Miss Sep '82 p42-44

23.

FABLES:

see also Folklore
The Black Cat and the King of
Coleslaw. (A Halloween fable)
Kind Sep-Oct '82 p20-21

24.

FOOTBALL

How Do You Spell Confusion?
F-O-O-B-A-L-L, C.A. Batzer.
Young Miss Sep '82 p78-79

25.

EXERCISE

How the Body Responds to Exercise.
C.Proujan. Sci World Nov 26 '82
p23

26.

CRYING

Why Do You Cry? **Cur Sci**
Nov 19 '82 p11

27.

SATELLITES

Satellite Rescues Crash Survivors
Cur Sci Nov 19 '82 **p14**

28.

JEANS

Denim Dynasty: Striking It
Rich with Levis. **D.Gore.**
Jr Schol Dec 10 '82 p20

29.

HUMOROUS STORIES: see also Anecdotes

A Cow in the House. M.Watts.
Humpty D Nov '82 p10-15

30.

MOUNTAIN GOAT

Mountain Goat. (Pictures only)
Backyard Dec bc

31.

ELECTIONS

Democrats Score Gains in
November Elections. Jr Schol
Dec 10 '82 p11

32.

COMPUTER ANIMATION

Making Movies -- by Computer.
B.Neumann. **Sci World** Nov 26
'82 p24

33.

DESERT PLANTS

Gardens in the Desert. L. Hancoc
Nat Canada Oct-Dec '82 p10-12

34.

DATING

His Side: Holiday Pressures.
E.Carlson. Young Miss
Dec '82 p23

35.

GHOST TOWNS

Ghost Towns Alive! **Jr Schol**
Dec 10 '82 p19

Beacons: Art and Music
Reinforcement Activity
"You Be the Editor"

Objective: The student will identify parts of an entry in Children's Magazine Guide.

Materials Needed:

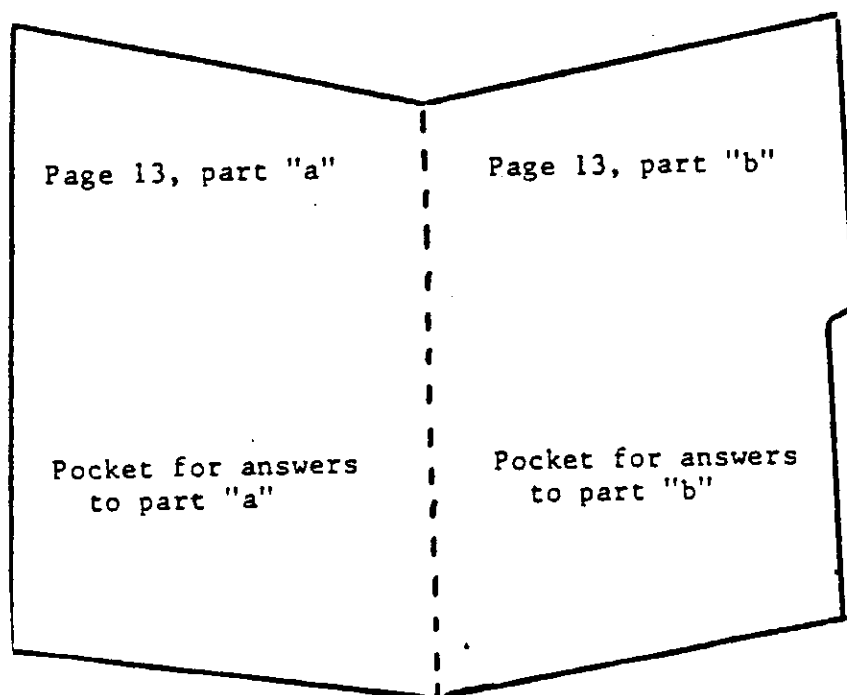
1. Colored file folder
2. Copy of the kit How to Use Children's Magazine Guide

Instructions for making activity:

1. Use page 13 from a copy of the booklet How to Use Children's Magazine Guide. (Or use a xerox copy)
2. Cut the page in half to have an "a" section and a "b" section.
3. Glue section "a" to the top of the left page of folder.
4. Glue section "b" to the top of the right page of folder.
5. Below each section make pockets for answer sheets.
6. Run off copies of answer sheets and cut in half. Put in pockets.
7. Glue student instructions to front of folder. Decorate and laminate.

Student instructions for using activity:

1. Follow the directions at the top of the folder.
2. Write your answers on the answer sheets in the pocket.



Beacons: Art and Music
Reinforcement Learning Center (Part I)
Enrichment Learning Center (Part II)
Fame

Objective: Student will: (Part I)

1. use the Library Media Center as a source of print and non-print materials
2. write a bibliography
(Part II)
3. use the information learned in Part I to produce a new form of the information.

Materials Needed:

1. File folder
2. Copies of worksheet and list
3. Reference materials
4. Supplies for production

Instructions for making learning center.

1. Color, cut-out and mount the large picture of art and music on the front of the file folder.
2. Cut-out and mount the label for the folder.
3. Cut-out and mount student instructions on the top left side of the inside of the folder for Part I.
4. Cut-out and mount student instructions on the top right side of the inside of the folder for Part II.
5. Cut-out and mount the Bibliography Form Review under the student instructions Part I.

Beacons: Art and Music
Reinforcement Learning Center (Part I)
Enrichment Learning Center (Part II)
Fame

FAME WORKSHEET

Student's Name _____

Teacher _____

fame FAME fame Fame
fame FAME Fame

Famous Person _____



Source 1

Source 2

Source 3

Source 4

Beacons: Art and Music
Reinforcement Learning Center (Part I)
Enrichment Learning Center (Part II)
Fame

List of famous persons suggested from the filmstrip.

Bessie Smith
Louis Armstrong
Olivia Newton-John
Leonard Bernstein
Henri Rousseau
Beethoven
Frederic Remington
Pablo Picasso
Ray Charles
Paul Klee
Elton John
Vincent Van Gogh
Stevie Wonder



Beacons: Art and Music
Reinforcement Learning Center (Part I)
Enrichment Learning Center (Part II)
Fame

STUDENT INSTRUCTIONS (Part I)

When a person becomes famous you should be able to locate that person in many different sources of information.

Select a person from the list.

How many sources of information can you find on your selected "Famous Person"?

Use the correct Bibliography Form to record each source. Use the Bibliography Form Review for the correct form.

Turn in your completed Bibliography to be checked and displayed.

STUDENT INSTRUCTIONS (Part II)

Using the information you have learned in Part I, read some of your sources and produce a new form of the information. Check with your Library Media Center Director to see what type of production maybe done. Share your production.

Label for folder

☆ **FAME** ☆

BIBLIOGRAPHY FORM REVIEW

For a book:

Author (last name, first name). Title (underline).
Publisher, Copyright, Number of Pages.

Example:

Tobias, Tobi. Maria Tallchief, Crowell, 1970, 32p.

For a record:

"Title of record" (record) Producer.

Example:

"The Greatest Hits Album - Mozart" (record) Clarus.

For a magazine article:

"Article", Author (if known), Magazine Name. Date, Page.

Example:

"No Easy Feat", Terdiman, A., Child Life. Nov. 1984,
p.24-27.

For an encyclopedia article:

"Article" (name of article), Encyclopedia Name (underline).
Volume number, Last copyright, Pages.

Example:

"Ballet", World Book Encyclopedia. V. 2, 1983, pp. 36-37.

For a filmstrip:

"Title of Strip", Title of Series (filmstrip)
Producer, Copyright (if available).

Note: If the filmstrip has a cassette or record with
it use the term sound filmstrip.

Example:

"Ballerina", Adventures in Music (sound filmstrip)
Walt Disney.



FIND AND CIRCLE THE FOLLOWING WORDS GOING UP, DOWN, AND DIAGONALLY.
 AFTER YOU FIND THE WORDS, CAN YOU EXPLAIN WHAT EACH ONE MEANS?

- INDEX _____
- MAGAZINE _____
- NON-FICTION _____
- SUBJECT _____
- CROSS-REFERENCE _____
- DATE _____
- EDITOR _____
- PAGE _____
- ARTICLES _____
- ENTRY _____

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



FIND AND CIRCLE THE FOLLOWING WORDS GOING UP, DOWN, AND DIAGONALLY.
 AFTER YOU FIND THE WORDS, CAN YOU EXPLAIN WHAT EACH ONE MEANS?

- INDEX _____
- MAGAZINE _____
- NON-FICTION _____
- SUBJECT _____
- CROSS-REFERENCE _____
- DATE _____
- EDITOR _____
- PAGE _____
- ARTICLES _____
- ENTRY _____

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

I. Unit Topic: Mystery Story (correlated with: "The Midnight Visitor",
TG pp. 195-202)

II. Unit Objectives:

A. Literary Skills -- Student will:

- 1) Recognize the elements of a mystery story.
- 2) Explain that the beginning of a story introduces characters and situations, the middle describes the conflict or problem and the end reveals the outcome.

B. Library Media Skills -- Student will:

- 1) Use the subject heading MYSTERY AND DETECTIVE STORIES to locate mystery stories in the card catalog.
- 2) Identify main ideas.
- 3) Determine an appropriate subject heading for locating information in the card catalog.

III. Library Media Staff Preparation:

A. Materials

- 1) Sound filmstrip, "Mystery" (Pied Piper -- 10 min.)
- 2) Transparency "Subject Card"
- 3) Transparency "My Kingdom for a Subject"

B. Equipment

- 1) Sound filmstrip projector
- 2) Overhead projector

C. Student Activities

- 1) Puzzle "Suspicious Suspect"
- 2) Worksheet "The Subject Is..."

IV. Suggested Procedure (Minimum Sessions Required: 2)

A. Session I: (Objective A-1, A-2, B-1)

1. Introduction

- a) Tell students that the story they have recently read, "The Midnight Visitor", is one of the best mystery stories in Beacons. This story is from Robert Arthur's book Mystery and More Mystery. Mr. Arthur said that he got the idea for the story one day when he was walking down a street in New York City; "I saw an old house from which a fire escape had been removed. The idea flashed into my mind, "Suppose in the darkness someone who didn't know the fire escape had been removed tried to use it?" And in that moment, the story was born."

- *b) Statement of Learning - Today we will learn the elements of a mystery story; suspicious characters, eerie setting and plots filled with suspense, puzzles and clues. We will also learn that the beginning of a story introduces characters and situations, the middle describes the conflict or problem and the end reveals the outcome. Then we will locate one of these mysteries for you to read!

2. Instruction

- a) Tell students one story, two different ways.

- 1) In a natural voice say: "One day some students from Mrs. _____ class came to the library media center."
- 2) In a hushed, mysterious voice say: "Late one foggy day some weird looking students from across the school, inched their way toward the dark, silent library media center."

Discuss how the eerie setting, suspicious characters, spine-tingling words and suspense in the second story made it different from the first. The second is a mystery story.

- b) The author's plan for a story -- the order in which things happen and the reason they happen -- is called the plot.
- c) Review plot of "The Midnight Visitor".
- 1) Beginning - stage is set with eerie setting (following him down the musty corridor of the gloomy French hotel...) and suspicious characters (Ausable aw'zuh-buhl in his wrinkled business suit...was very fat and had an accent -- Max was slender with features like a crafty fox).
 - 2) Middle - main character, Ausable, had a problem (how to get rid of Max, the Russian spy, before the secret report was brought to his room).
 - 3) End - the climax, or point of highest interest, came when Max dropped from the window and screamed. The story quickly ended with Ausable opening the door for the waiter and explaining to Fowler that there was no balcony outside the window.
- d) Use "Suspicious Suspects" for practice in recognizing the character element of a mystery story.
- e) Introduce the sound filmstrip, "Mystery" (Pied Piper) by asking students to:
- 1) Listen for other mystery stories they might want to read.
 - 2) Remember the subject to look for in the card catalog to find a mystery book.
 - 3) Listen for the elements of a mystery story that have just been discussed.
- f) Following viewing of the filmstrip (10 min.), discuss the follow-up questions in sections I and II at the end.
- g) Point out that in the filmstrip the subject for finding mysteries was MYSTERY STORIES and that in our library media center the mysteries are filed under the subject MYSTERY AND DETECTIVE STORIES.

- *h) Closure: You have learned to recognize the characters in a story and that the characters in a mystery story are usually suspicious or shadowy. You recalled that the setting of a story is the time and place in which the events take place and the settings for mystery stories are usually eerie or frightening. You have also learned to identify the beginning, middle and end of a plot.

Now you will use the subject heading MYSTERY AND DETECTIVE STORIES to locate and check out a mystery book to read. Be prepared to discuss the elements of a mystery story you find in the book at our next session. You will also learn more about subject cards in the card catalog and how to use them.

3. Evaluation: Can students:

- a) Recognize the elements of a mystery story?
- b) Explain that the beginning of a story introduces characters and situations, the middle describes the conflict or problem and the end reveals the outcome?
- c) Use the subject heading MYSTERY AND DETECTIVE STORIES in the card catalog to locate a mystery book to check out?

4. Reinforcement

- a) Complete the student follow-up activity sheet that accompanies filmstrip "Mystery" (Pied Piper).
- b) Listening Center: Set up one of the sound filmstrips from "Nancy Drew Mystery Stories" (SVE) for individual students to come to the LMC to hear on their own. Following viewing of the filmstrip, the students can reinforce their understanding of characters, setting, and plot by completing the "Story Elements" activity sheet (See GATEWAYS ACTIVITIES - Optional).

5. Enrichment

- a) Decipher the "Morse Code Mysteries" worksheet.
- b) Construct a peephole box, "Peep If you Dare", using a scene from the mystery story checked out at this session.
- c) Write a short mystery story. Illustrate it with "Mysterious Picture Lifts".

B. Session II: (Objectives B-2, B-3)

1. Introduction

- a) Let students give examples of the elements of a mystery story they discovered in the books they have just read.
- *b) Statement of Learning - Today we will learn to identify main ideas and how to determine an appropriate subject heading for locating information in the card catalog.

- c) Use a transparency of a subject card to review the subject card. The subject, or what the book is about, appears on the top line of a subject card and is usually written in all capital letters. It is filed in the card catalog alphabetically by the first word in the subject.
- d) Discuss the need for using subject cards when students wish to find a book(s) on a subject but do not know specific titles or authors, or when students wish to find all available books on a particular subject.
- e) Explain that the most difficult thing about using subject cards is deciding just what the subject is -- identifying the main idea.
- f) Practice deciding what the subject is, or identifying the main idea, for various assignments, story summaries, questions, etc. by using transparency "My Kingdom For A Subject".
- g) Explain that it is sometimes necessary to think of matching, or related words in order to find the word or words used in the card catalog as the subject heading. For example, to find books about cars it is necessary to look up AUTOMOBILES rather than CARS, and ROBBERS AND OUTLAWS rather than THIEVES for books about burglars.
- h) Use the activity sheet: "The Subject Is...".
- *i) Closure-You have learned how to identify main ideas and how to determine an appropriate subject heading for locating information in the card catalog.

The next time you come for a lesson you will learn about another kind of story that is packed with action and more suspense -- adventure stories. Just wait until you read, "Hunting the Giant Devilfish"!

- 3. Evaluation: Can students:
 - a) Identify main idea?
 - b) Determine an appropriate subject heading for locating information in the card catalog?
- 4. Reinforcement
 - a) Play the game "Buried Subjects".
 - b) Complete exercise number 5, TG page 94.
- 5. Enrichment
 - a) Play game SCRABBLE (commercial game by Pressman, \$9.95). Spell only official subject headings, using Sears rather than the dictionary for checking.

A. Books

- 1) Ancharsvard, Karin. Madcap Mystery. Harcourt, 1962.
- *2) Arthur, Robert. Mystery and More Mystery. Random, 1964.
- *3) Bellairs, John. The House with the Clock in its Walls. Dial, 1973.
- *4) Bond, Nancy. A String in the Harp. Atheneum, 1976.
- 5) Bulla, Clyde Robert. Chost Town Treasure. Crowell, 1958.
- *6) Cameron, Eleanor. Terrible Churnadryne. Little, 1958.
- 7) Carey, M. V. Alfred Hitchcock and the 3 Investigators: Mystery of Death Trap Mine. Random, 1976.
- 8) Conaway, Judith. Mysteries of Sherlock Holmes. Random, 1982.
- 9) Cooney, Caroline. Safe as the Grave. Coward, 1979.
- 10) Corbett, Scott. Case of the Ticklish Tooth. Little, 1971.
- 11) Farley, Walter. Black Stallion Mystery. Random, 1957.
- 12) Fitzhugh, Louise. Harriet the Spy. Harper, 1964.
- *13) Hamilton, Virginia. House of Dies Drear. Macmillan, 1968.
- *14) Harris, Christie. Mystery at the Edge of Two Worlds. Atheneum, 1978.
- 15) Heide, Florence F. Mystery of the Midnight Message. Whitman, 1977.
- 16) Hightower, Florence. Secret of the Crazy Quilt. Houghton, 1972.
- 17) Hildick, E. W. Case of the Phantom Frog. Macmillan, 1979.
- 18) Konigsburg, E. L. From the Mixed up Files of Mrs. Basil E. Frankweiler. Atheneum, 1967.
- 19) Lee, Marian. Solve-a-Mystery: Book I. Childrens, 1982.
- *20) Maguire, Gregory. The Lighting Time. Farrer, 1978.
- *21) Newman, Robert. The Case of the Baker St. Irregulars. Atheneum, 1978.
- *22) Raskin, Ellen. The Westing Game. Dutton, 1978.
- *23) Raskin, Ellen. Tatooed Potato. Dutton, 1975.
- *24) Rice, Eve. The Remarkable Return of Winston Potter. Greenwillow, 1978.
- *25) Roberts, Wilo Davis. View From the Cherry Tree. Atheneum, 1975.
- 26) Schulz, Charles M. It's a Mystery, Charlie Brown. Random, 1975.
- 27) Smaridge, Norah. Mystery of Greystone Hall. Dodd, 1979.
- *28) Snyder, Zilpha. The Egypt Game. Atheneum, 1967.
- *29) Sobol, Donald. Encyclopedia Brown: Boy Detective. Elsevier-Nelson, 1963.
30. Warner, Gertrude C. Mystery Behind the Wall. Whitman, 1973.
31. Whitney, Phyllis A. Mystery of the Black Diamonds. Westminster, 1954.

B. Software

- 1) Nancy Drew Mystery Stories. (Sound filmstrip), SVE.
- 2) Four Classic Mystery Tales. (Sound filmstrip), SVE.

VI. Glossary

- A. Characters -- people or animals in a story are called characters.
- B. Setting -- the setting of a story is the time and place in which the events occur.

- C. Plot -- the order in which things happen and the reason they happen. 590
- D. Plot elements -- the beginning of a story introduces characters and situations, the middle describes the conflict or problem, and the end reveals the outcome.
- E. Subject -- a word or two telling what the book is about.

Objective: Review use of the subject card.

Materials Needed:

1. master sheet
2. thermal transparency master
3. tape

Instructions for making transparency with overlays:

1. make thermal transparency from master sheet
2. cut out author card plus subject and title strips
3. tape (hinge) TITLE strip to left of AUTHOR card and SUBJECT strip to right of AUTHOR card. when each transparency strip is folded over the AUTHOR card, they will appear as either a TITLE card or a SUBJECT card.

625.1 Radlauer, Edward
Rad Model trains. Childrens,
1979.
32p illus

1. Railroads-Models

Model trains

RAILROADS-MODELS

Objective: student will identify main ideas, or subjects.

Materials Needed:

1. master sheet of "My Kingdom For A Subject"
2. thermal transparency master

Instructions for making transparency:

1. make thermal transparency of subjects

Instructions for using transparency:

1. Show the transparency while questions, story summaries and assignments from next page, are being asked.
2. Students will identify the main idea, or subject, so they would be able to look for a book on that subject in the card catalog.
3. Added interest: Divide students into two teams. Using a water-soluble transparency marker, draw a tic-tac-toe square on the transparency. For each correct answer, team chooses a square to mark for tic-tac-toe. First team to complete three marks in a row "wins".



MY KINGDOM FOR A SUBJECT...

- A. SWEDEN
- B. OLYMPIC GAMES
- C. CHESS
- D. LIBRARY MEDIA CENTER
- E. ALASKA
- F. NEW ZEALAND
- G. LOUISIANA PURCHASE
- H. CAMPING
- I. GOLD MINES AND MINING
- J. MYSTERY AND DETECTIVE STORIES
- K. COMETS
- L. WEATHER
- M. COMPUTERS
- N. CORNER STONE
- O. RACES - STORIES
- P. PEOPLE
- Q. HORSES
- R. GAMES

MY KINGDOM FOR A SUBJECT...



Questions

1. In what state can you find the corner stone used to survey the Louisiana Purchase? (answer - G)
2. What is the major export of Sweden? (answer - A)
3. Where are the world's largest gold mines located? (answer - I)
4. When were computers invented? (answer - M)
5. How is the game of chess played? (answer - C or R)

Story Summaries

1. "In the town of Chewandswallow, the weather comes three times a day as breakfast, lunch, and dinner." (answer - L)
Cloudy With a Chance of Meatballs by Judi Barrett
2. "Danny helps catch some wild horses for his uncle, who gives him a white horse he tames and calls Star." (answer - Q)
Star of Wild Horse Canyon by Clyde Robert Bulla
3. "Important things the beginning camper should know." (answer - H)
Your Own Book of Campcraft by Catherine T. Hammett

Assignments

1. Draw a graph showing the completion time for the gold medal winners of the 1500 meter race in the Olympics since 1904. (answer - B)
2. Prepare a one-page report on the people of New Zealand. (answer - F)
3. Describe some unusual comets of the past. (answer - K)

DIRECTIONS: Show the transparency "My Kingdom For A Subject". Read the above questions, story summaries and assignments and ask students to identify the main idea, or subject, so they would be able to look up a book in the card catalog about that subject.

Objective: Student will recognize the character element of a mystery story.

Materials Needed:

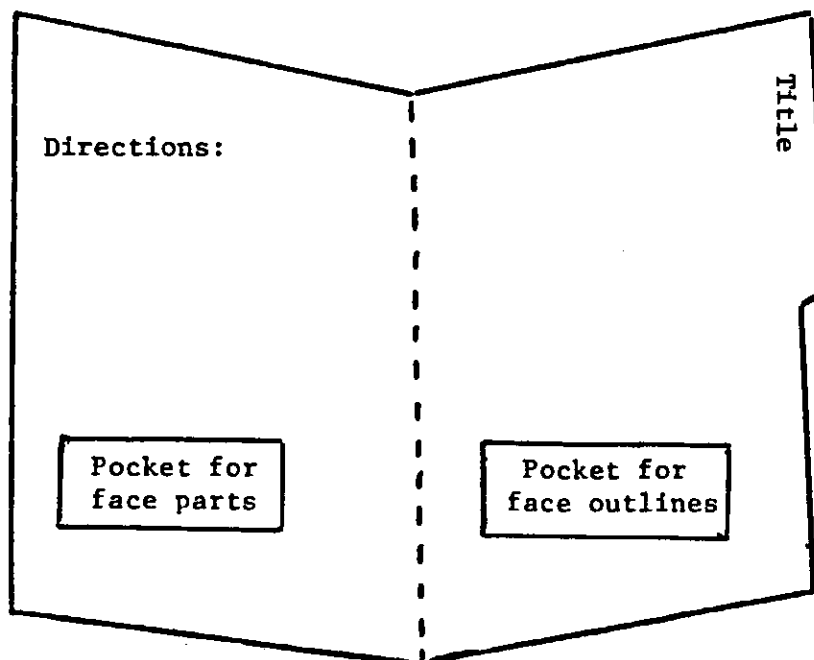
1. file folder with pockets -- make one for each student
2. pictures of face outline and parts -- four sets for each folder
3. character descriptions

Instructions for making activity:

1. Color pictures of face parts to fit stories -- for example, in the Alfred Hitchcock description the man must have "fat white flesh...and blue eyes".
2. Make pockets inside file folder large enough to hold faces.
3. Make another pocket to hold face parts.
4. Laminate folders, face outlines and face parts.
5. Cut out face parts.

Student instructions for using the activity:

1. Take a folder containing a set of face outlines and face parts.
2. Listen as the description of a character from a mystery book is read to you.
3. Choose the face outline and parts that will make a composite of that character.



CHARACTER DESCRIPTIONS

Mystery of the Fat Cat by Frank Bonham. Dutton, 1968.

"Two boys were playing pingpong while a third boy watched. This boy wore a small black hat with the brim notched into a sawtooth pattern and buttons pinned all over it. with his glossy brown eyes and almost girlish good looks, he had the sweet face of a young saint." (Little Pie)

Alfred Hitchcock's Haunted Houseful by Hitchcock. Random, 1961.

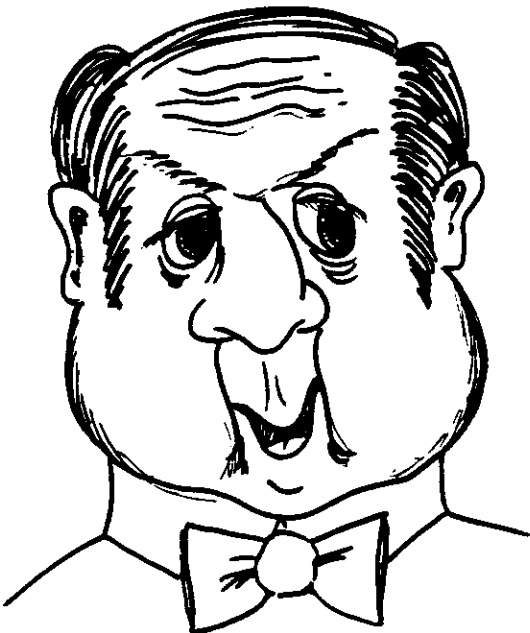
"At the end of those three days he had waylaid his employer, a man with fat white flesh like lard and eyes like blue 'mibs' set under colorless eyebrows."

The Clue of the Black Cat by Paul Berna. Pantheon, 1964.

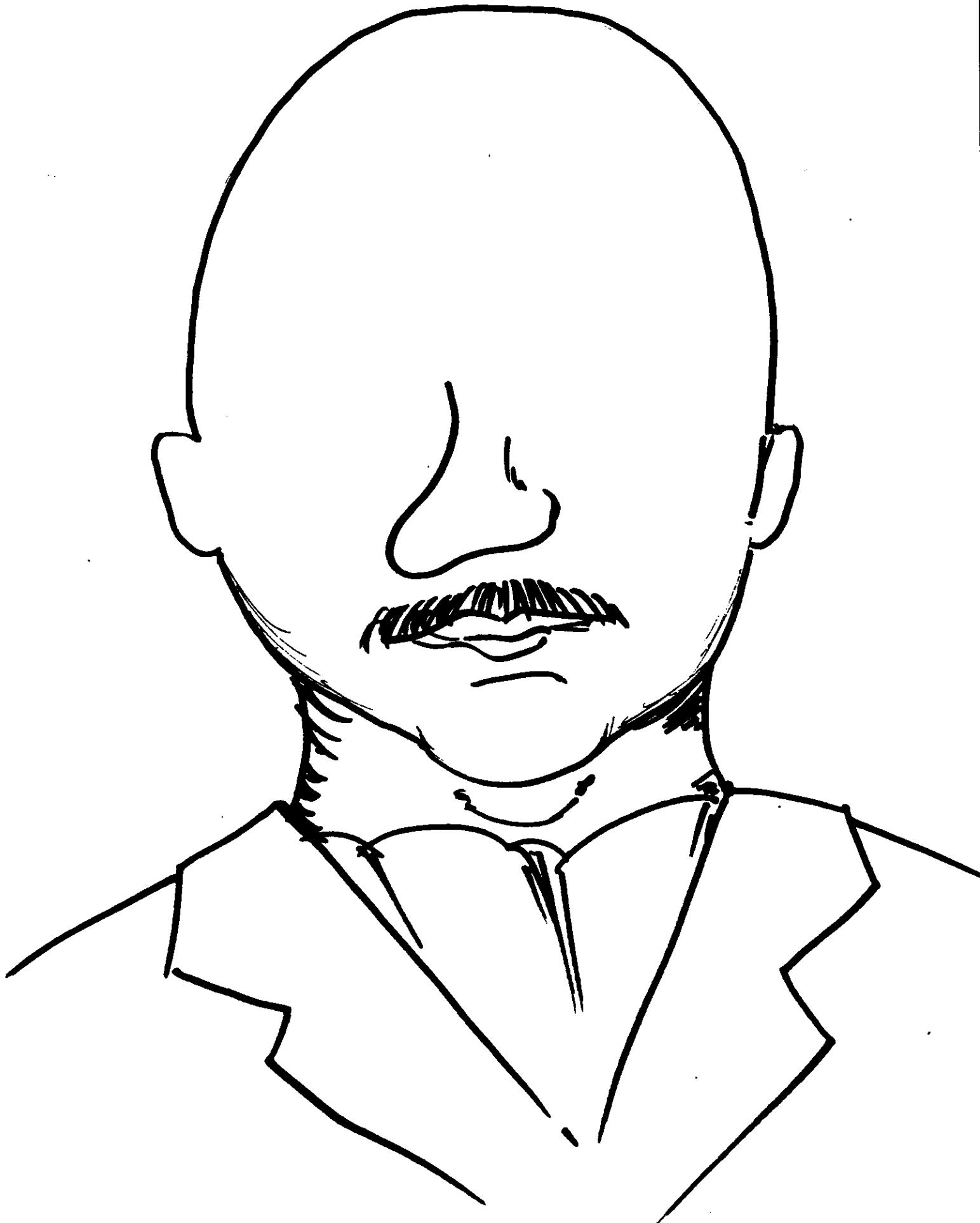
"At last another figure came into the light - a grayhaired gentleman wearing a smoking jacket. His face was swarthy, and his jet-black eyes sparkled under their tufted white brows."

Blue Mystery by Margot Benary-Isbert. Harcourt, 1957.

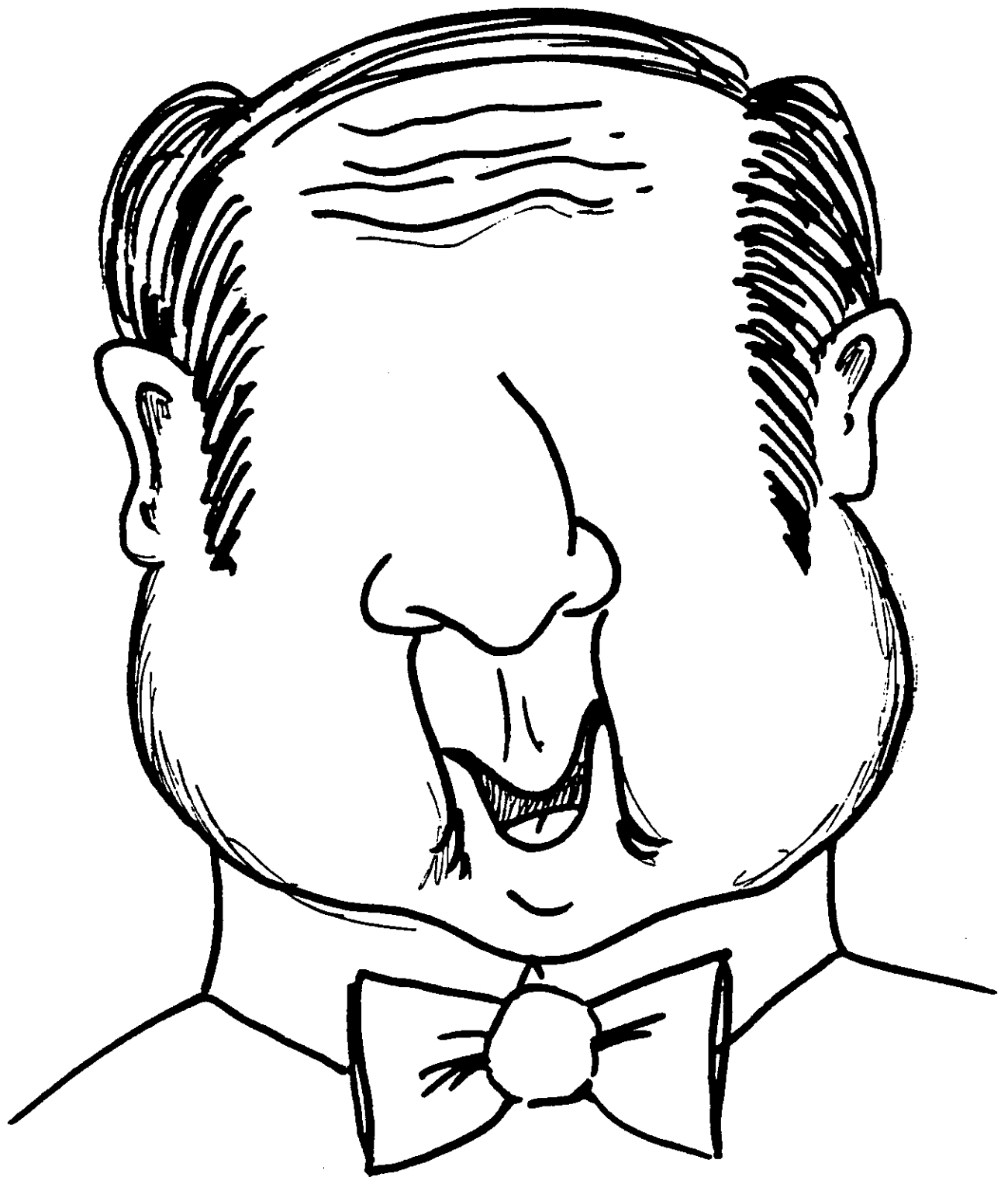
"The old lady sat hunched in her chair...with sharp, birdlike eyes she scrutinized the two girls. Only her sharp, pale eyes made her look like a bird; otherwise she had an uncanny resemblance to her cactuses. Her nose was garnished with a wart ringed with prickly hairs. Her head was covered with the same silvery floss as the Grayhead Cactus on the wall bracket at her elbow."

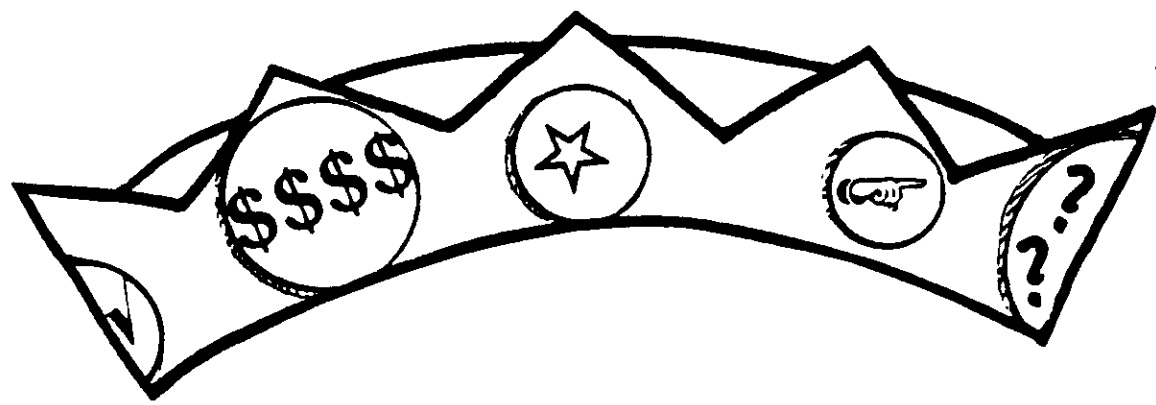
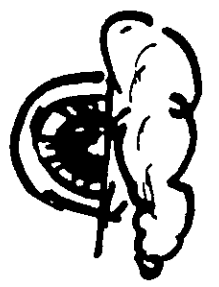












Objective: Student will determine an appropriate subject heading for locating information in the card catalog.

Materials Needed:

1. copies of worksheet "The subject Is..."
2. answer sheet

Instructions for making the activity:

1. Make copies of activity sheet "The Subject Is..."

Student instructions for using the activity:

1. See the activity sheet "The Subject Is..."



THE SUBJECT IS.....

A detective is always looking for clues to solve problems. You can use some of the same clues when solving information problems! For example, if your teacher asked this question: "Do hurricanes that originate in the region of the west Indies ever reach the United States?" To find a book about this subject in the card catalog, where would you look?

- a. In the "D" drawer for the first word in the question
- b. In the "U" drawer for the subject UNITED STATES
- c. In the "H" drawer for the subject HURRICANES

If you answered "c" you are becoming a good information detective!

A. Use all the clues you know to solve the SUBJECT mystery for the following questions: (Circle you answer.)

1. What is the national language of Greece? Look in the:

- a. "L" drawer
- b. "G" drawer
- c. "N" drawer

2. The George Washington Bridge is built across what river? Look in the:

- a. "G" drawer
- b. "W" drawer
- c. "R" drawer

B. The title of a book very often gives a good clue of what the book is about, or the subject of that book. Write the subject of each book title below.

1. Best Loved Fairy Tales

Subject: _____

2. The Big Kite Contest

Subject: _____

3. Rainy Day Poems

Subject: _____

C. These two information mysteries are summaries (annotations) of books. The information mystery can be solved by finding subject clues as you read each one and decide on the main idea:

The Subject Is...

1. "An elderly rabbit leaves two youngsters alone in the garden with the warning that they are not to eat the apples growing there. They are tempted to disobey!"

What is the subject of this book? _____

2. "These beloved folktales have been handed down from generation to generation by proud African tribes whose heritage has harmonized to form unique a unique national culture."

What is the subject of this book? _____

- D. Now that you are a good Subject Detective, look up the following SUBJECTS in the card catalog and write the title and call number for one book in our library media center on that subject:

1. MYSTERY AND DETECTIVE STORIES

Title _____

Call number _____

2. ANIMALS - STORIES

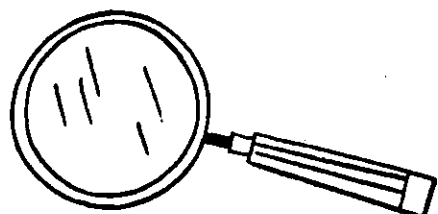
Title _____

Call number _____

3. HORSES

Title _____

Call number _____



ANSWER SHEET

- A. 1. "B"
2. "G"

- B. 1. FAIRY TALES
2. KITES
3. POETRY

- C. 1. RABBITS
2. FOLKTALES

D. Answers will vary.

Objective: Student will decipher the titles of some good mystery books.

Materials Needed:

1. Copies of "Morse Code Mysteries"

Student instructions for using the activity:

1. Using the Morse Code on the "Morse Code Mysteries" sheet, decipher the names of eight famous mystery stories.

ANSWER SHEET

1. Blue Mystery
2. Egypt Game
3. Encyclopedia Brown
4. The Alley
5. Black Opal
6. Westing Game
7. House of Dies Drear
8. Crystal Mountain

Morse Code Mysteries

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



Using the Morse Code above, decipher the names of these famous mysteries.

- · · · · · — · — · — · — · — · — · — · — · — · — · — · — · —
- — — · — — — — — — — — — — — — · — — — · — — —
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Beacons - Mystery
Enrichment Activity
Peep If You Dare

Objective: Student will recognize the eerie setting element of a mystery story student has read.

Materials Needed:

1. instruction sheet for constructing peephole.

Instructions for making activity:

1. Tell students they might enjoy making a peephole box after reading the mystery book they will check out today.
2. Show them an example of one you have made.

student instructions for using the activity:

1. Decide on an eerie setting from the book you will check out today.
2. Use the instruction sheet to make your peephole box.
3. Display your peephole box for other students to enjoy.

PEEPHOLE BOX

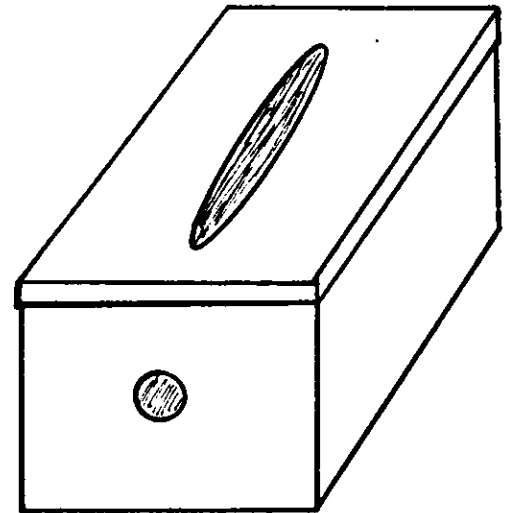
1. Use a shoe box.
2. Cut an oval hole in the top of the box and a peephole in one end of the box.
3. Cover the outside of the top and bottom with pretty paper, or decorate any way desired.
4. Cut out the following name tag and glue it to the top of the box.

<u>PEEP IF YOU DARE</u>

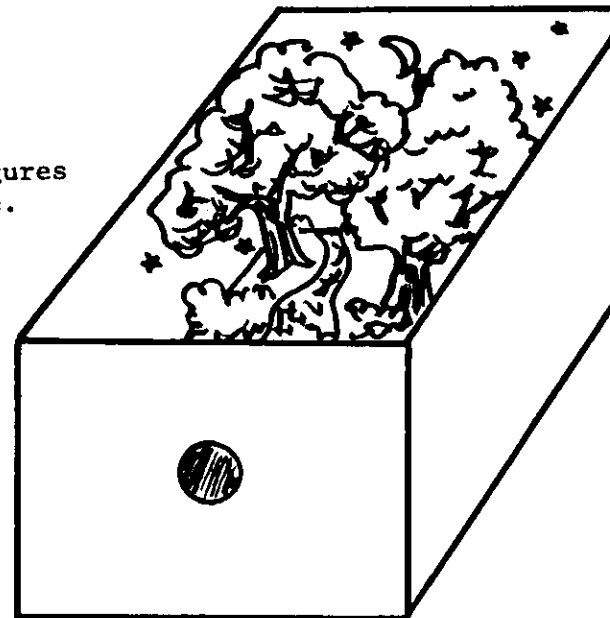
Title of Book

Author

Your Name



5. Decide on the eerie scene from your book you want to portray. Cover the sides and bottom of the inside of the box to show the background scenery. Show details -- clouds, moon, spider webs, caves, etc.
6. Construct small characters and props out of construction paper or any material. Be sure to have a tab at the bottom so it can be attached to the box and stand up.
7. Your box will be more exciting if your figures overlap when you look through the peephole. It creates a three-dimensional effect.



Objective: Students will recall that in the plot of mystery stories the beginning introduces characters and situations, the middle describes the conflict or problem and the end reveals the outcome.

Materials Needed:

1. unlined paper and scrap paper
2. pencils
3. newspapers and magazines to cut from
4. jar
5. brush
6. wooden spoon
7. measuring cup and tablespoon
8. water
9. turpentine
10. soap

Instructions for making activity:

1. Mix lifting liquid: Pour $\frac{3}{4}$ cup water into a jar. Add 3 table-
spoons of turpentine and a small amount of soap. Put lid on jar
and shake well.

Student instructions for using the activity:

1. Write a short mystery story on scrap paper. It must have the
elements of a mystery story you learned today.
2. Look through newspapers and magazines to find pictures to illus-
trate your story (either black and white or color).
3. Brush the front of the picture with the lifting liquid.
4. Put the cutout face down on a clean sheet of unlined paper. Cover
with another sheet of paper.
5. Rub hard over the cutout with a wooden spoon.
6. Finally, peel back the cutout and the covering paper. You should
have a clear impression of the original art on the unlined paper.
(Hint -- printers' ink is harder to dissolve as it ages. For best
results, use recent papers and magazines.)
7. Copy the mystery story on a sheet with the illustrations.

Objectives: Student will identify subjects of books using annotations from catalog cards.

Materials Needed:

- 1) file folder
- 2) game board pattern
- 3) old catalog author cards with annotations and tracings
- 4) one inch strips of construction paper or tag board
- 5) tape
- 6) marking pen
- 7) player markers
- 8) zip lock bag for markers

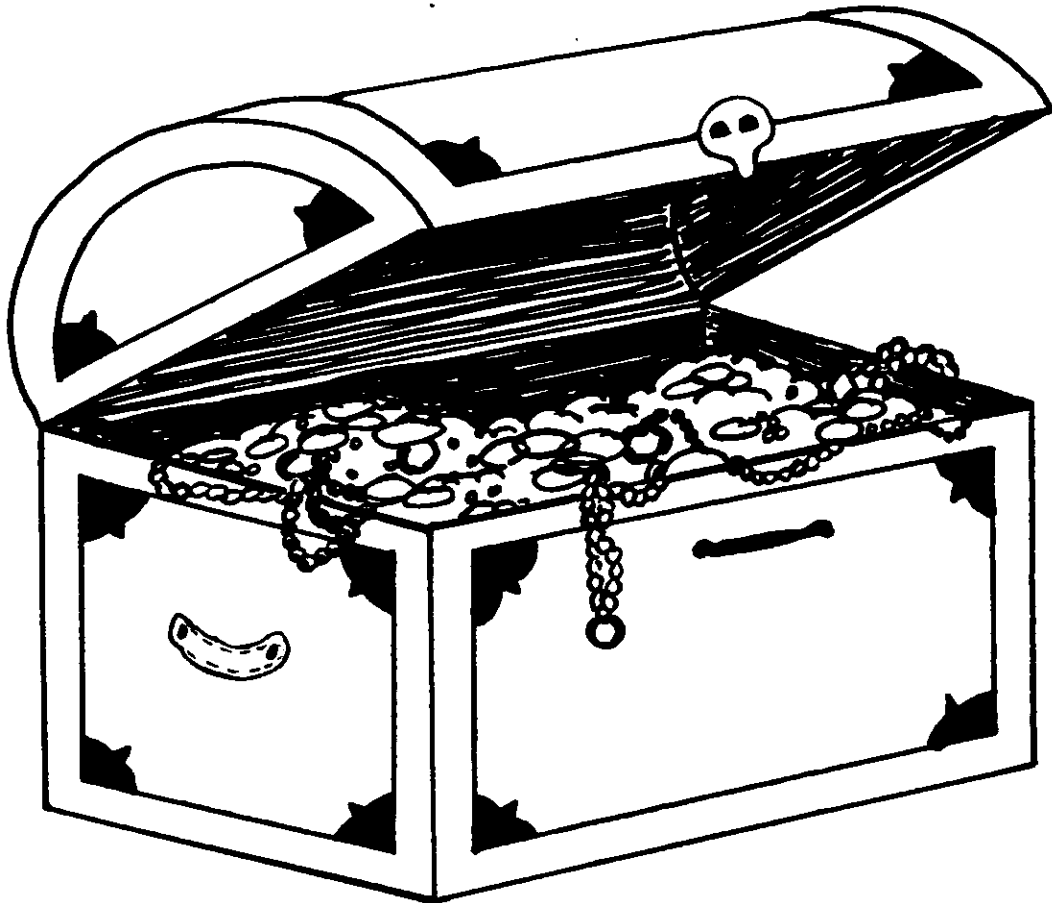
Instructions for making the activity:

- 1) Put game board on file folder.
- 2) Make pocket for catalog cards.
- 3) Write three bonus moves and three penalty moves on one inch strips such as: "Go ahead 3 drawers (spaces)", "Go to drawer K", "You get an extra turn", "Go back 2 drawers", "Go to drawer B", "Miss a turn", etc.
- 4) Underline the subject heading in red in the tracings.
- 5) Tape (hinge) the strips over the tracings on the catalog cards.

NOTE: Laminate cards and strips before 'hinging'. Laminate file folder.

Student instructions for using the activity:

- 1) Each player selects a marker and places it on "Start".
- 2) Place catalog cards, face up, over map of buried treasure.
- 3) First player draws top catalog card, reads the annotation and "digs out" the subject of that book -- what the book is about. Player says the subject.
- 4) Player raises the hinged strip to check answer. Subjects are underlined in red. If player has said any one of the underlined words, move ahead 2 drawers (spaces), or follow special directions on the strip. If player misses the subject, do not move forward.
- 5) First player to reach "SUBJECT" is the winner.



Directions:

- 1) Each player selects a marker and places it on "Start".
- 2) Place catalog cards, face up, over map of buried treasure.
- 3) First player draws top catalog card, reads the annotation and "digs out" the subject of that book - what the book is about. Player says the subject.
- 4) Player raises the hinged strip to check answer. Subjects are underlined in red. If player has said any one of the underlined words, move ahead 2 drawers (spaces), or follow special directions on the strip. If player misses the subject, do not move forward.
- 5) First player to reach "SUBJECT" is the winner.

- I. Unit Topic: Adventure (correlated with "Hunting the Giant Devilfish", TG, pages 213-218)
- II. Unit Objectives:
 - A. Literary Skills -- Students will:
 - 1) identify the techniques authors use in writing adventure stories: action, suspense, conflict and an action style of writing.
 - B. Library Media Skills -- Students will:
 - 1) locate adventure stories using the card catalog.
 - 2) identify a thesaurus.
 - 3) use a thesaurus.
- III. Library Media Staff Preparation
 - A. Materials
 - 1) Sound filmstrip: "Adventure" (Pied Piper -- 12 min.)
 - 2) Webster's School Thesaurus (see "Reference Tool Guideline #15")
 - B. Equipment
 - 1) Sound filmstrip projector
 - C. Student Activities:
 - 1) "Racecard", game
 - 2) "Change for the Better", transparency
 - 3) "Petrifying Paragraph", activity sheet
- IV. Suggested Procedure (Minimum Sessions Required: 2)
 - A. Session I: (Objectives A-1, B-1)
 1. Introduction
 - a) Discuss the story, "Hunting the Giant Devilfish," from the reading series. Note that this story is an excerpt from Scott O'Dell's 1961 Newbery Award winning book, Island of the Blue Dolphins. Briefly review the meaning of the Newbery Award. Ask students to recall what type of story this is (adventure, historical fiction). Point out that O'Dell based this story on an actual incident. Note how he came across an article about the event while researching to write a history of Southern California. This gave him the idea for the story. In the reading, he describes Karana as "a girl Robinson Crusoe." Ask students to explain what this means (Karana was stranded on an island alone for 18 years. Robinson Crusoe, a character in Daniel Defoe's book by the same name, was also stranded on a desolate island for years).

- *b) Statement of Learning: Today we are going to identify the techniques authors use to make adventure stories exciting and to locate adventure stories using the card catalog. 616

2. Instruction

- a) Discuss the techniques authors use in writing adventure stories and assist students in identifying the techniques found in "Hunting the Giant Devilfish."

Authors of adventure stories:

- 1) use action words to create excitement by describing a particular movement (hurled, attacked, charged, screamed).
 - 2) create suspense by causing the reader to wait for the outcome of an exciting incident. (Can the person on the cliff hang on until help comes?)
 - 3) have the characters experience conflict--the struggling of two opposing forces, only one of which will win, (Ben faced the hungry bear with only a hunting knife. Should he run away, stand still or attack the bear with the knife?)
 - 4) use an action style of writing--short sentences and action words creating movement and power. (Grrr...! The bear roared in anger! He charges. Ben stabbed him with the sharp knife!)
- b) Show the sound filmstrip, "Adventure" from the Pied Piper series. Review the above points by asking the student for a definition of each technique and for examples of each technique that the student can identify from the story, Call It Courage, viewed on the filmstrip.
- c) Discuss the different areas where adventure stories are located in the library media center (e.g. fiction, non-fiction, and biography). Discuss authors and titles of adventure stories. Review author, title and subject card.
- *d) Closure: Today we learned how to identify the techniques authors use in writing adventure stories. Tomorrow we are going to learn how to write a paragraph using a thesaurus.
- e) Use the "Racecard Activity" to locate adventure books in the card catalog.

3. Evaluation: Can students:

- a) identify the four techniques used by authors of adventure stories?
- b) locate adventure stories by using the card catalog?

4. Reinforcement

- a) "Detecting Techniques", learning folder

B. Session II: (Objectives B-2, B-3)

- a) Discuss adventure stories checked out and read since the last library media center visit. Have students recall the four techniques used in adventure stories. Help the students identify action, suspense, conflict and action style of writing in the books they have read. Review how authors use action words to make writing seem alive.
- *b) Statement of Learning: Today we will discuss how authors use action words. We will also use a thesaurus to select words that will make the paragraph more exciting.

2. Instruction

- a) Ask the students to listen to the way the author uses action words to build excitement, as you read the following paragraph: "What held the boy's eyes in an awful trance were the figures springing and leaping about the flames, darting, shifting, bounding toward the sky." Call attention to the quick movement of the action words used by the author: springing, leaping, darting, shifting, bounding. An author uses words that help us to "see" in our imaginations. It is not always easy to describe a picture with a lot of action. Many authors use a reference tool called a "thesaurus" to locate the exact wording they need to create exciting pictures in our minds.
- b) Introduce the "Webster's School Thesaurus" as a reference tool that can help find words that are more appropriate than the one you have in mind. Identify location and discuss format. As a group, look up the word "jump" and find the other words the author used in the above paragraph.
- c) Using the "Change for the Better" transparency, have each student use the thesaurus to "change" one of the words (in parenthesis).
- d) Individually or in small groups, have the students complete the activity sheet, "Petrifying Paragraphs." Have each student read their paragraph and make changes if they wish.
- *e) Closure: In this session, we have learned about the techniques authors use when writing exciting adventure stories. We have also learned how to use a thesaurus to make our writing more descriptive.

Another type of exciting story is Science Fiction. After you have read Rescued By Dolphins in your reading series, you will come back to the library media center to learn about other Science Fiction stories.

3. Evaluation: Can students:

- a) identify and use a thesaurus?

4. Reinforcement

- a) "Ellie Elephant:", activity.
- b) "Action Words" filmstrip (Pied Piper).

1. Have the students write a short adventure story using at least two of the techniques discussed in the first session and a thesaurus.
2. Let students illustrate their stories in various forms (e.g. filmstrip, slide, book, etc.).
3. Students may view the filmstrip Call It Courage from Miller-Brody.

V. Resources

A. Books

- 1) Anderson, C. W. Blaze and the Forest Fire. Macmillan, 1938.
- 2) Barrie, James. Peter Pan. Scribner, 1950.
- 3) Bawden, Nina. Squib. Lothrop, 1982.
- 4) Bodker, Cecil. Leopard. Atheneum, 1975.
- 5) Burnett, Frances. The Secret Garden. Lippincott, 1962.
- 6) Burnford, Sheila. The Incredible Journey. Little, 1961.
- 7) Byars, Betsy. House of Wings. Viking, 1972.
- 8) Byars, Betsy. Trouble River. Viking, 1969.
- 9) Christopher, Matt. Stranded. Little, 1974.
- 10) Corbett, Scott. Turn-About Trick. Little, 1967.
- 11) Edmonds, Walter. Wolf Hunt. Little, 1970.
- 12) Fleischman, Sid. Jingo Django. Little, 1971.
- 13) George, Jean. Julie of the Wolves. Harper, 1972.
- 14) Gipson, Fred. Old Yeller. Harper, 1956.
- 15) Hawes, Charles. Dark Frigate. Little, 1962.
- 16) Johnson, Annabel. Grizzly. Harper, 1964.
- 17) O'Dell, Scott. Island of the Blue Dolphins. Houghton, 1960.
- *18) Sperry, Armstrong. Call It Courage. Macmillan, 1940.
- *19) Stevenson, Robert. Treasure Island. Scribner, 1939.
- *20) Twain, Mark. The Adventures of Huckleberry Finn. Harper, 1932.

B. Reference Sources

1. Webster's School Thesaurus. Merriam-Webster, 1978.

C. Software

1. Action words. (Sound filmstrip) Pied Piper.
2. Adventure. (Sound filmstrip) Pied Piper.
3. Call It Courage. (Sound filmstrip) Miller-Brody.

"RACECARD"

Objective: Students will locate adventure stories using the card catalog.

Materials needed:

1. "Racecard", game cards sheet
2. Tagboard

Instructions for making activity:

1. Cut game cards and glue to tagboard.
2. Laminate.
3. Divide cards, as labeled, into two teams.
4. There are extra blank cards to use in place of books you do not have in your collection or if you have more students.

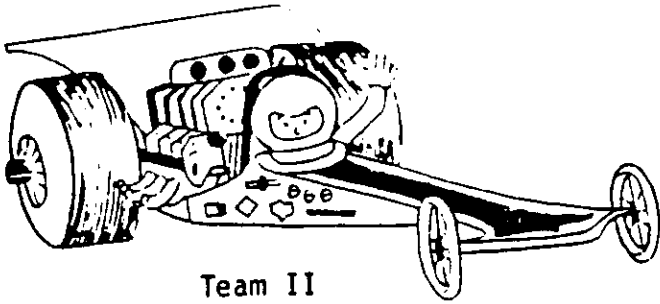
NOTE- Answers to some of the "Racecard" questions will vary according to the collection. Look up all questions in your card catalog and adjust the answer key.

Students may be divided into two teams or compete individually.

Student instructions for using activity:

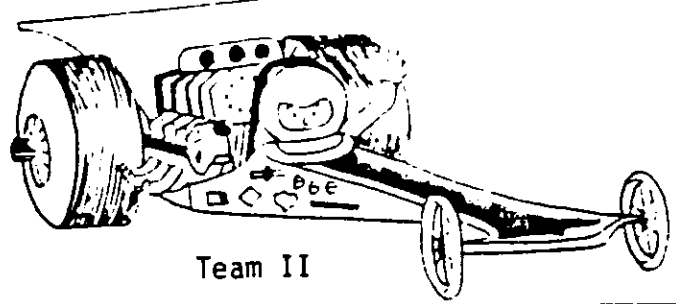
1. When you receive your "Racecard", read the question and decide what to look for to find your answer the best way.
2. Remember you will be looking for author , title or subject cards, and you may find your answer on the catalog card by reading the information on that card.

Using the catalog card for Trouble River, locate the name of the boy in this story.



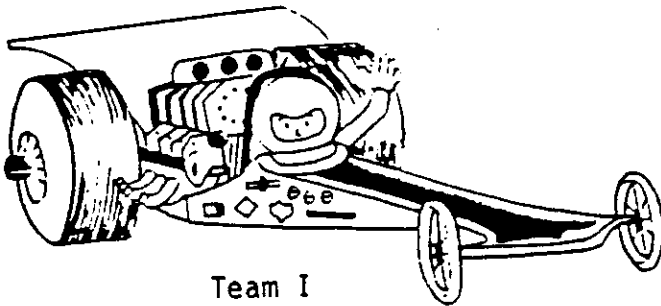
Team II

Locate an adventure book in the card catalog by using the heading ADVENTURE AND ADVENTURERS.



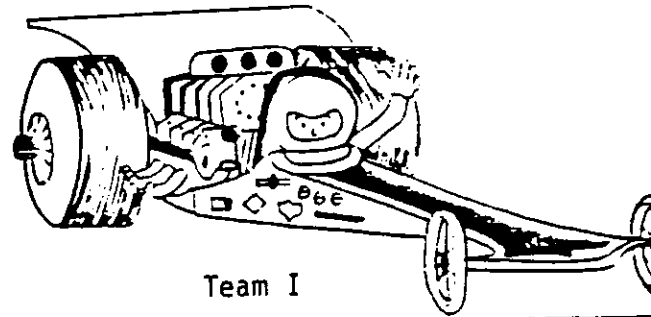
Team II

What is the call number for the book Trouble River?



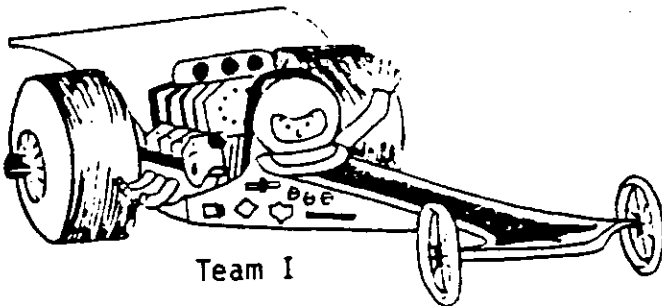
Team I

Locate The Adventures of Huckleberry Finn in the card catalog and find the book on the shelf.



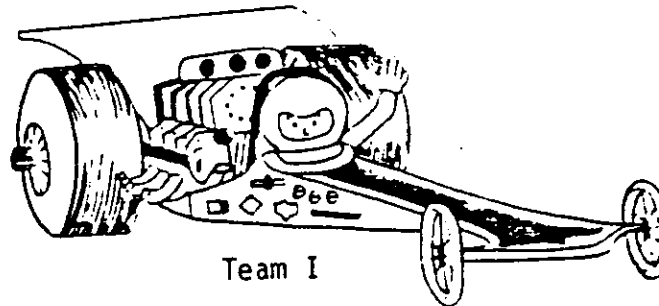
Team I

Who wrote Old Yeller?



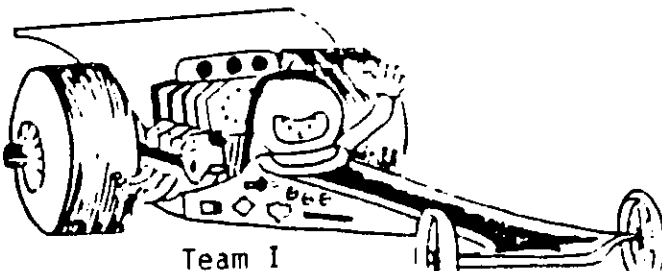
Team I

How many books do we have in the library media center by Sid Fleischman?



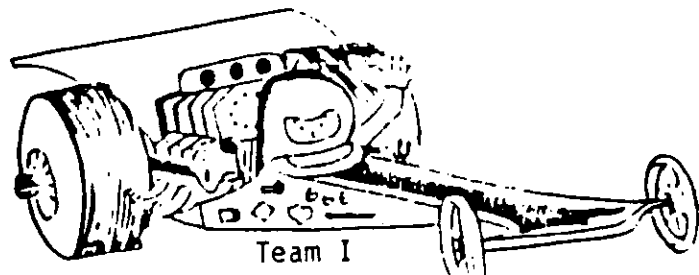
Team I

How many pages in the book Turn-about Trick?



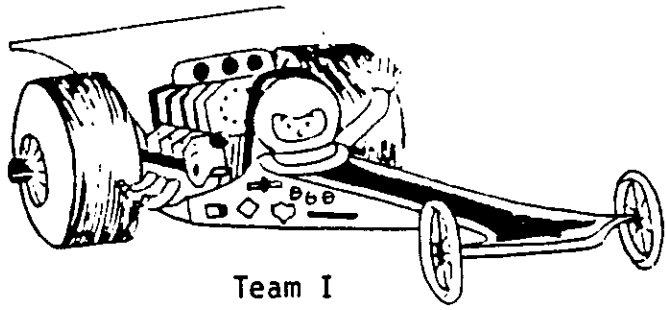
Team I

Find the book House of Wings.



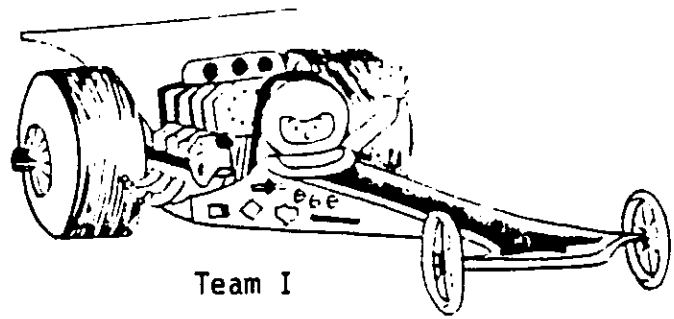
Team I

Which area of the library media center will you find the book Stranded?



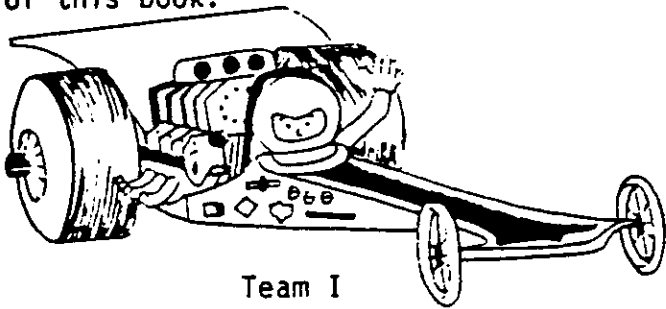
Team I

Who is the illustrator of ⁶²¹Julie of the Wolves?



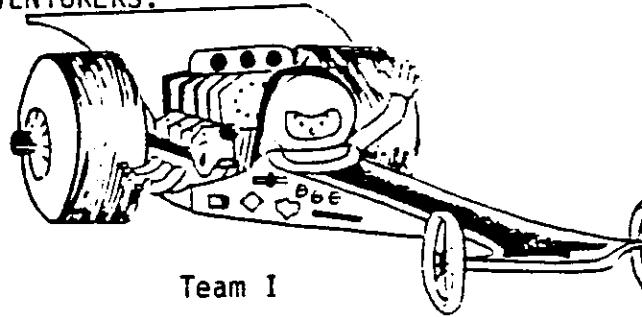
Team I

Using the catalog card for Jingo Django, locate the name of the main character of this book.

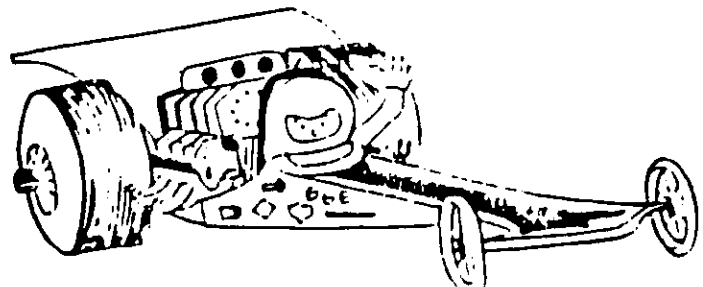
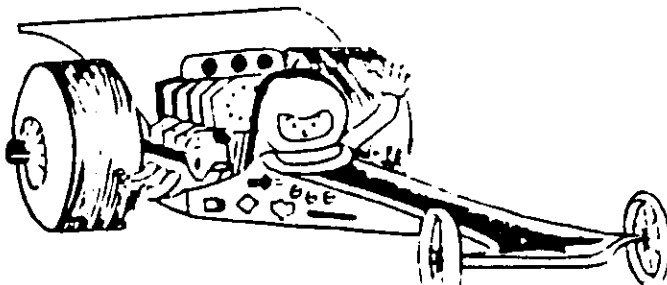
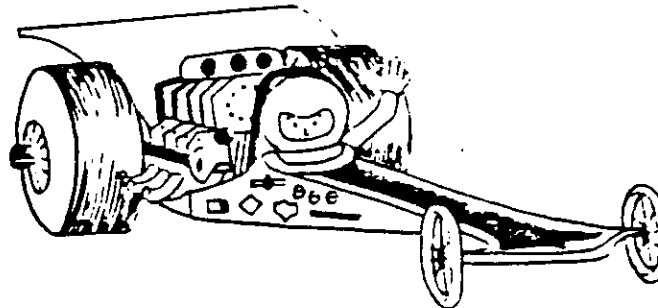
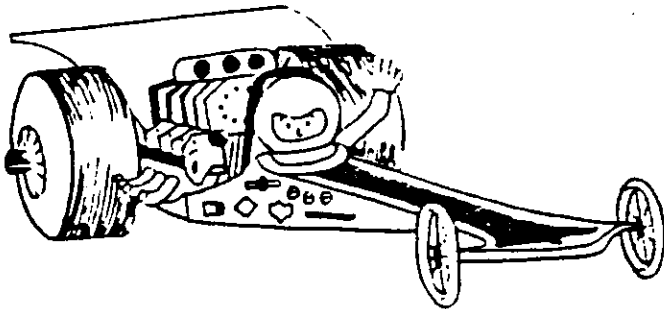


Team I

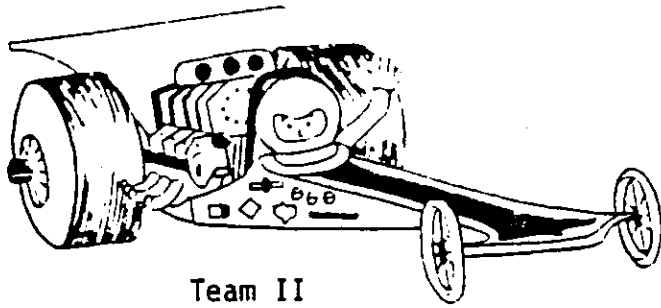
Locate an adventure book in the card catalog using the subject heading ADVENTURE AND ADVENTURERS.



Team I

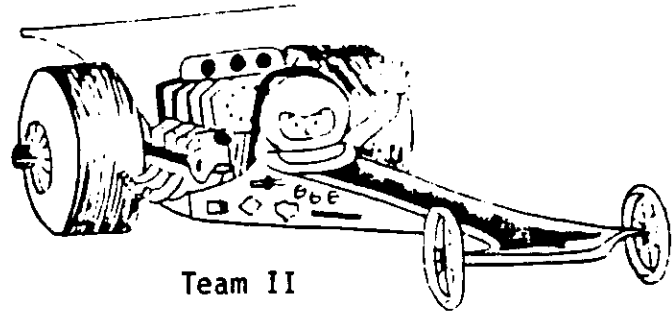


What is the call number for the book Peter Pan?



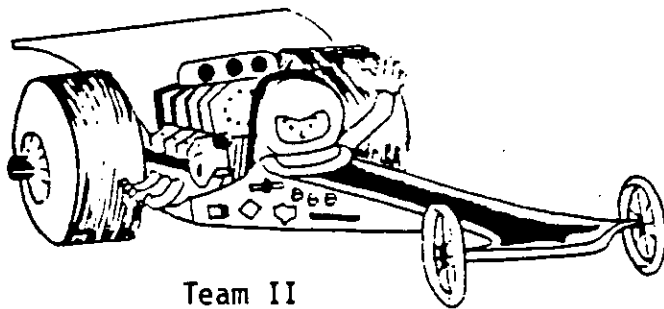
Team II

Locate the book The Secret Garden in the card catalog. Find the book on the shelf.



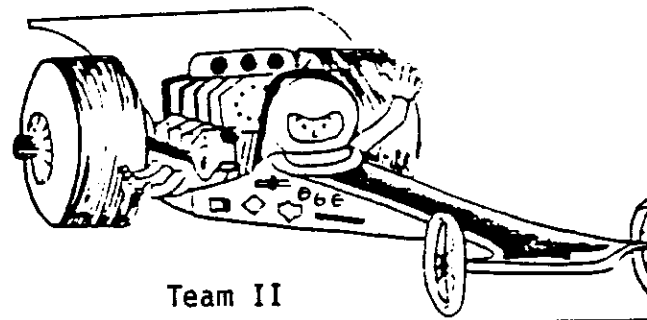
Team II

Who wrote The Incredible Journey?



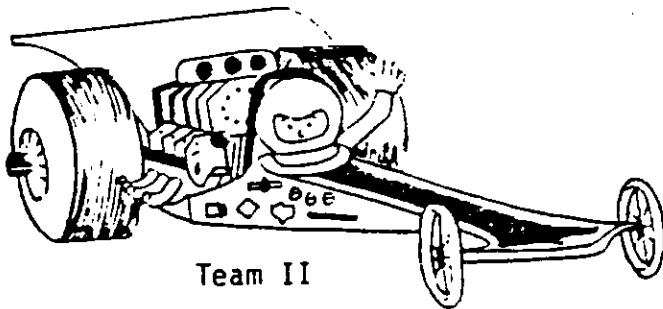
Team II

How many books do we have in the media center by Betsy Byars?



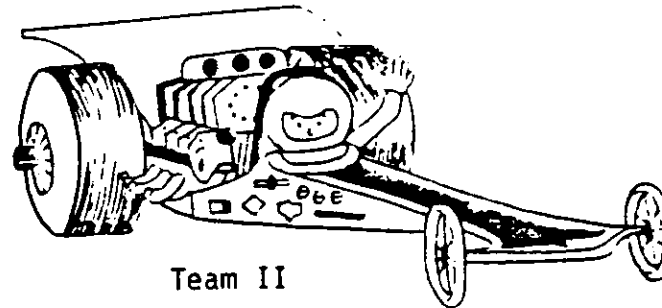
Team II

How many pages in the book Call it Courage?



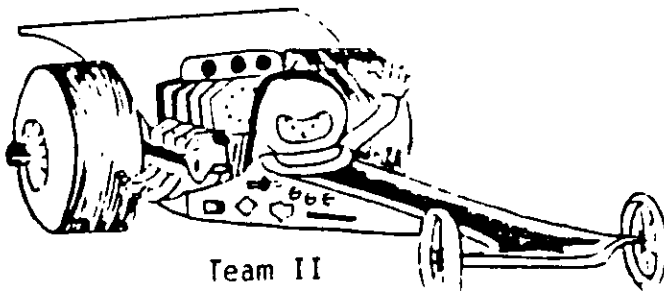
Team II

Find the book Julie of the Wolves.



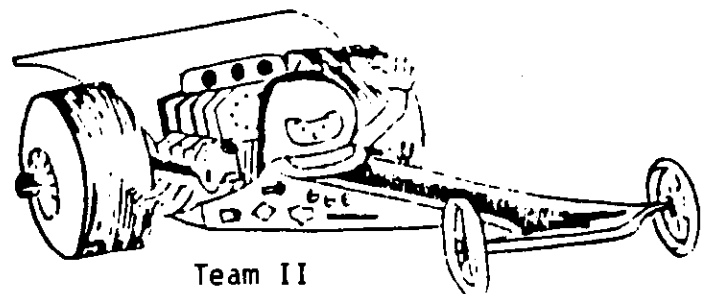
Team II

Which section of the library media center will you find Treasure Island?



Team II

Who is the illustrator of Old Yeller?



Team II

"RACECARD", Answer Key

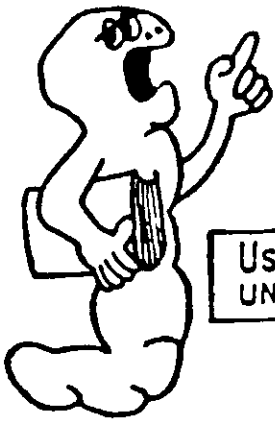
Check all questions with your card catalog.

Team I

1. _____ (answer will vary)
2. No answer-student will locate book .
3. Fred Gipson
4. _____ (answer will vary)
5. 105 pages
6. No answer- student will locate book.
7. Fiction
8. John Schoenherr
9. Jingo Hawks (information must be on catalog card.)
10. No answer- any book listed in your card catalog under the subject heading ADVENTURE AND ADVENTURERS

Team II

11. Dewey Martin
12. Same as answer # 10.
13. _____ (answer will vary)
14. No answer- student will locate book.
15. Sheila Burnford
16. _____ (Answer will vary)
17. 95 pages
18. No answer- student will locate book.
19. Fiction
20. Carl Burger



CHANGE FOR THE BETTER

USING "WEBSTER'S SCHOOL THESAURUS", CHANGE THE WORD UNDER THE BLANK TO A MORE DESCRIPTIVE WORD.

1. SOMETHING WAS MOVING IN THE _____ ROOM.
DARK
2. THE CRAZY MAN _____ THE CHILDREN.
SCARED
3. THE _____ HOUSE NEEDED A GOOD PAINT JOB.
DINGY
4. THE GIRL WAS _____ TO GO TO THE DANCE.
DRESSED UP
5. I _____ TO GO TO THE MOVIES.
LIKE
6. THE _____ THE TRAIN WAS PULLING WAS HEAVY.
LOAD
7. THE HORSE _____ AROUND THE TRACK.
RAN
8. THE FIRE _____ THE BEAUTIFUL FOREST.
RUINED
9. THE BOY _____ THE NUMBER OF BEANS IN THE JAR.
GUESSED
10. THE RANGER _____ US ALONG THE TRAIL.
GUIDED

"PETRIFYING PARAGRAPHS"

USING "WEBSTER'S SCHOOL THESAURUS", FIND ANOTHER WORD THAT IS MORE EXCITING THAN THE WORD IN PARENTHESIS. FINISH THE STORY BY WRITING YOUR OWN ENDING. USE THE THESAURUS TO FIND THE BEST WORDING.

"READY FOR THE KILL"

SAM (LOOKED) _____ AT FELICIA, WHO WAS STANDING
(VERY STILL) _____ A FEW FEET FROM JASON. JASON
(SIGNALLED) _____ WITH THE GUN FOR THEM TO MOVE QUICKLY
TOWARDS THE DOOR. A KNOCK AT THE DOOR MADE EVERYONE (JUMP) _____.
SOMEONE (HIT) _____ ON THE DOOR.

SAM (HIT) _____ JASON AND THE GUN (DROPPED) _____
FROM HIS HAND. FELICIA (WALKED QUICKLY) _____ TO
SAM'S SIDE. _____

"PETRIFYING PARAGRAPHS"

ANSWER SHEET

WORDS IN PARENTHESIS	---	OTHER WORDS THAT FIT THE SENTENCE BETTER
LOOKED	---	GLANCED, STARED
VERY STILL	---	MOTIONLESS, DEATHLIKE
SIGNALED	---	GESTURED, MOTIONED
JUMP	---	START
HIT	---	KNOCKED, RAPPED
HIT	---	SWATTED, SMASHED, STRUCK, POUNDED
DROPPED	---	FELL, PLUMMETTED, SLID, SLIPPED
WALKED QUICKLY	---	RACED, RAN

"ELLIE ELEPHANT"

Objective: Students will use the thesaurus to locate descriptive words.

Materials needed:

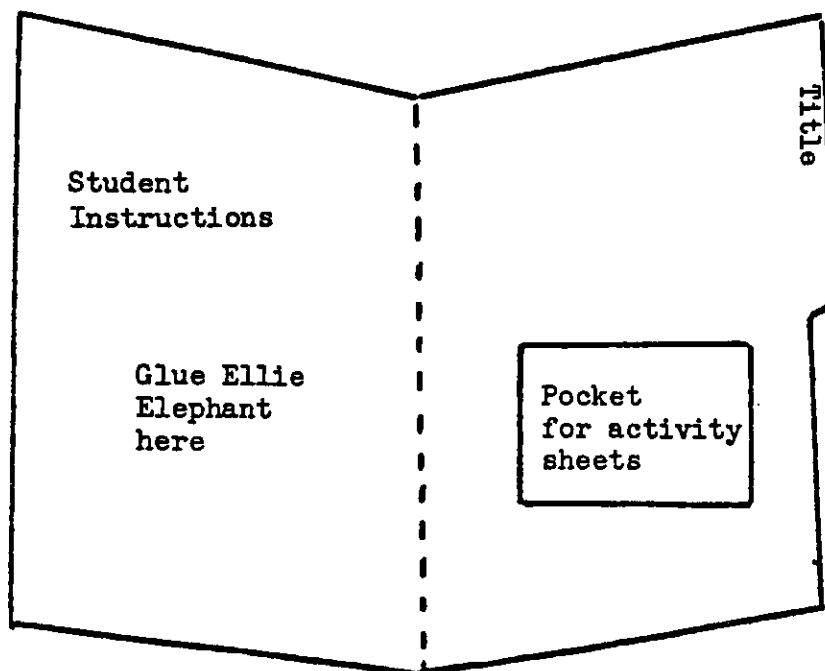
1. File folder
2. Thesaurus
3. Pocket
4. Activity sheets

Instructions for making the learning center:

1. Color and cut out figure of Ellie Elephant to glue on front of file folder.
2. Glue student instructions to left side of folder.
3. Place student activity sheets in pocket on right side of folder.

Student instructions for using learning center:

You have just been to the recital of Ellie Elephant, the bright new star of the ballet world. Use your thesaurus to complete the five sentences on the activity sheet. You may add more sentences to create your own ending.



Beacons: Adventure
Reinforcement Activity
"Ellie Elephant"

(Place on front of file folder.)

DANCER - N. dancer, ballerina
ballet girl, coryphee, dancing
girl, danseur, danseuse, figu-
rant, figurante, hooper.

Syn. ballerina, ballet girl,
coryphee, dancing girl, dan-
seur, danseuse, figurant, fig-
urante, hooper.





ELLIE ELEPHANT

USE WEBSTER'S SCHOOL THESAURUS TO FIND A MORE DESCRIPTIVE WORD.

1. ELLIE CAN _____ ON HER TOES.
SPIN
2. THE TUTU'S _____ RUFFLES FLUTTERED AS SHE DANCED.
PINK
3. THE MAN TOLD ELLIE SHE WAS TOO _____.
FAT
4. THE _____ OF THE FOOTLIGHTS _____ ELLIE.
GLEAM SCARED
5. THE MUSIC'S _____ SOUND _____ ELLIE.
LOUD EXCITED

REWRITE THE SENTENCES ABOVE TO MAKE A STORY ABOUT ELLIE.
ADD YOUR OWN SENTENCES TO COMPLETE THE STORY. USE YOUR
THESAURUS IF YOU NEED HELP.

Objective: Student will identify the techniques authors use to make adventure stories more exciting.

Materials Needed:

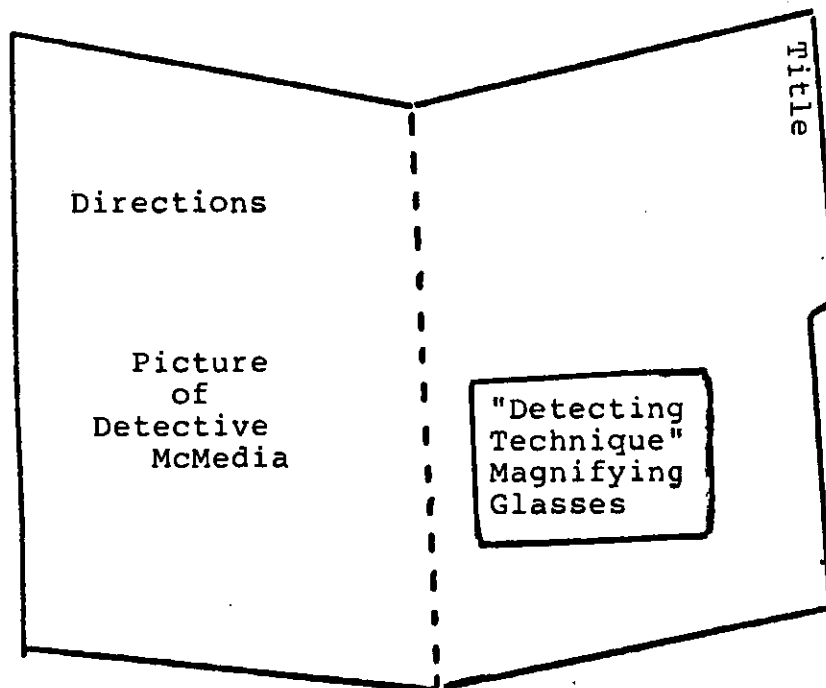
1. Colored folder
2. "Detecting Techniques" magnifying glasses
3. Answer key
4. Pocket
4. Pictures of Detective McMedia (1 large and 1 small).

Instructions for making activity:

1. Mount large cut-out of Detective McMedia on front of folder.
2. Place student instructions and small Detective McMedia on left side of open folder.
3. Mount pocket on right side of open folder for "Detecting Technique" magnifying glasses.
4. Place answer key on back of folder for self-checking.

Student instructions for using activity:

1. Take a magnifying glass from pocket.
2. Read the sentences on the magnifying glasse(s).
3. Identify the technique the author used. (action, surprise, conflict, or action style of writing)
4. Check your answer(s) with the key on back of folder.

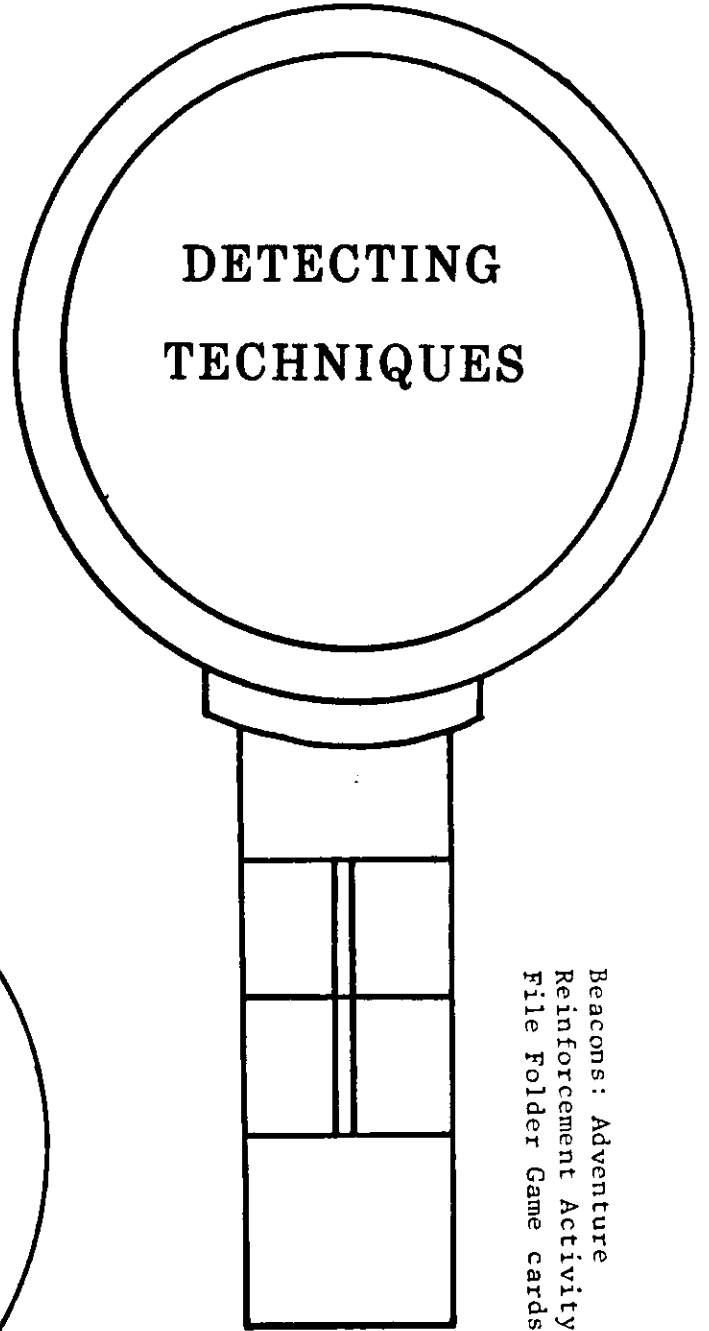
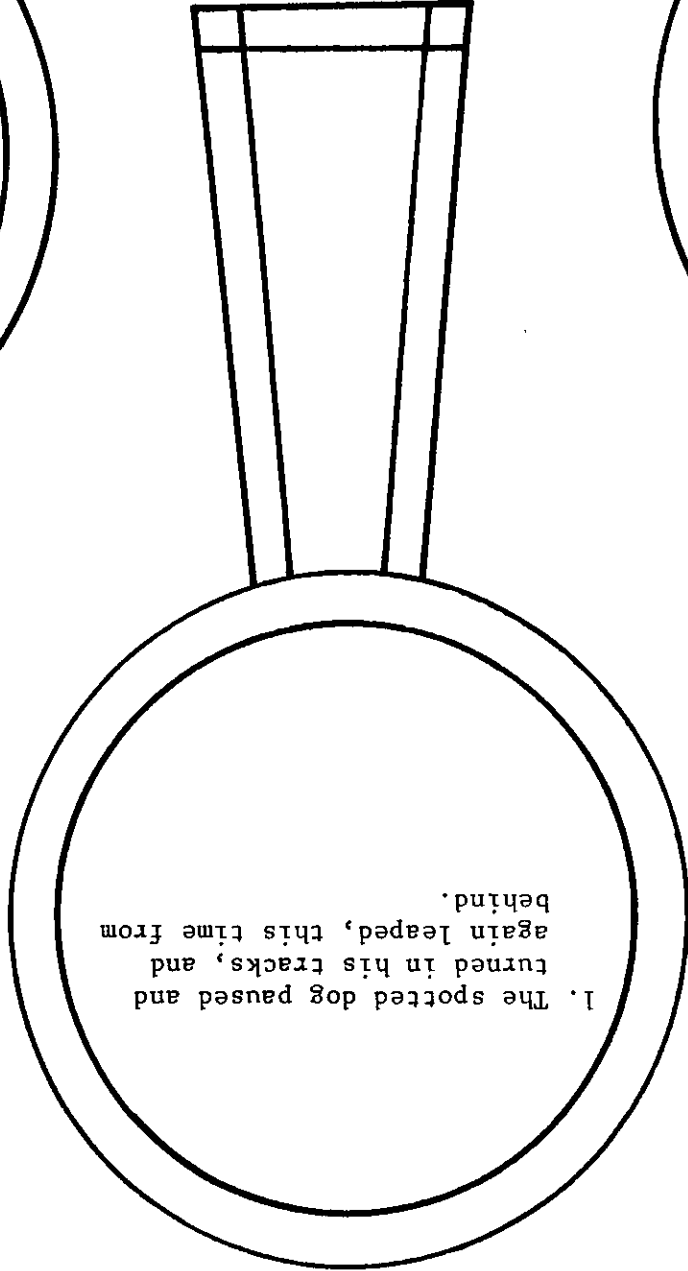
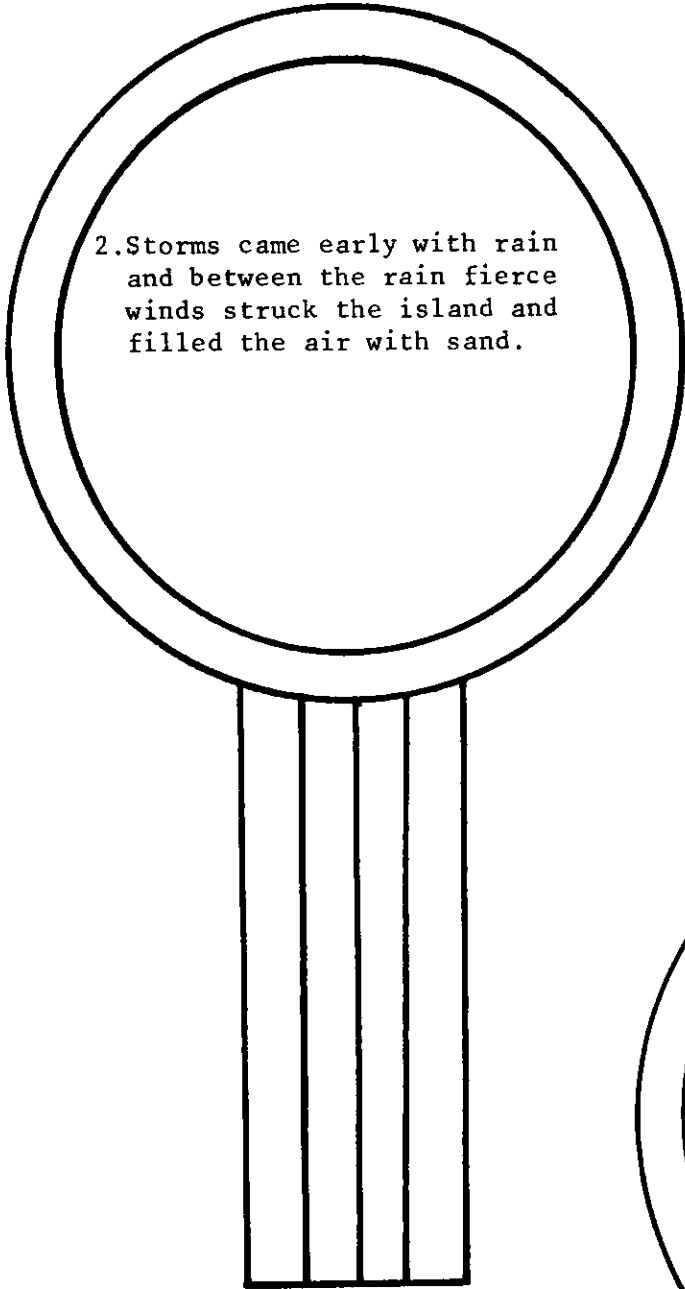


BEACONS: ADVENTURE
REINFORCEMENT ACTIVITY
"DETECTING TECHNIQUES"
FILE FOLDER GAME FRONT

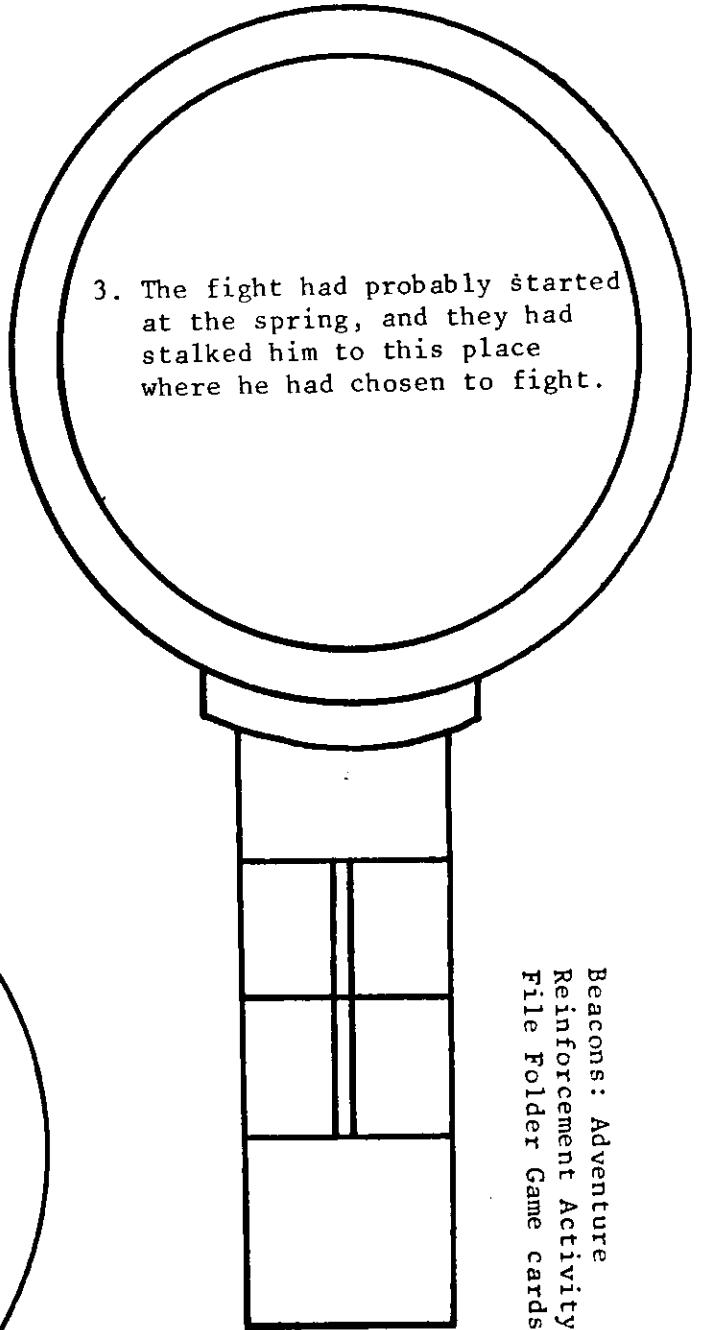
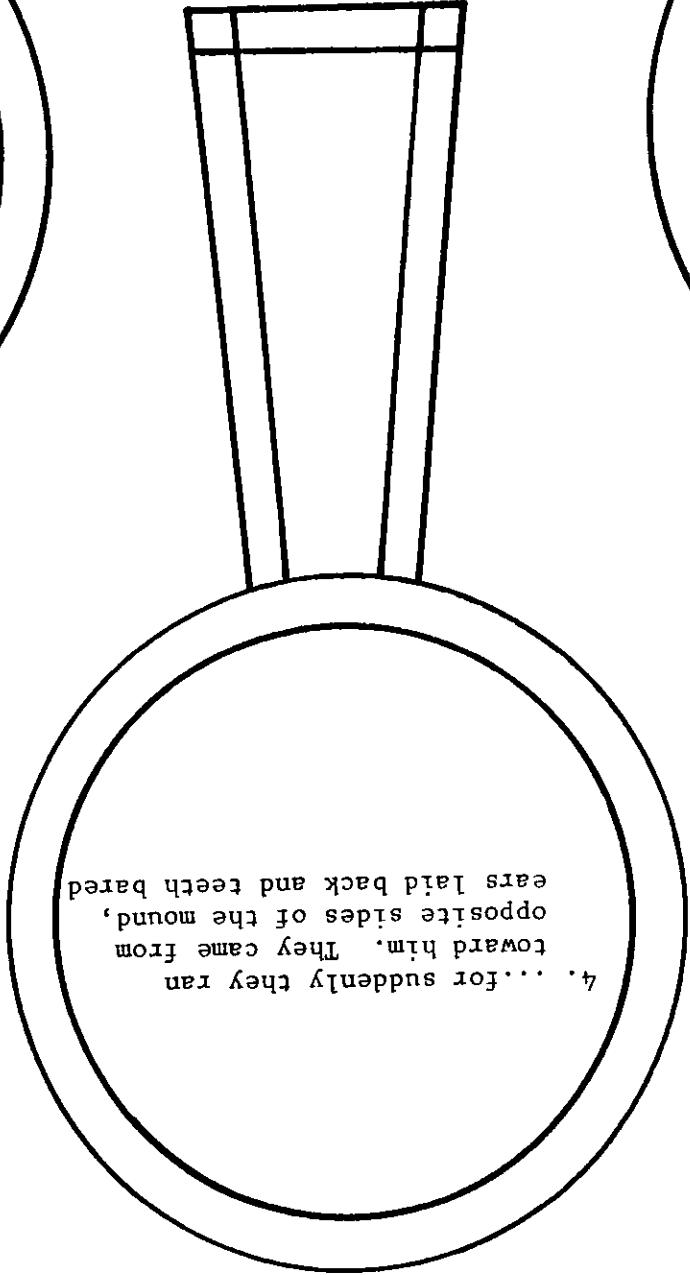
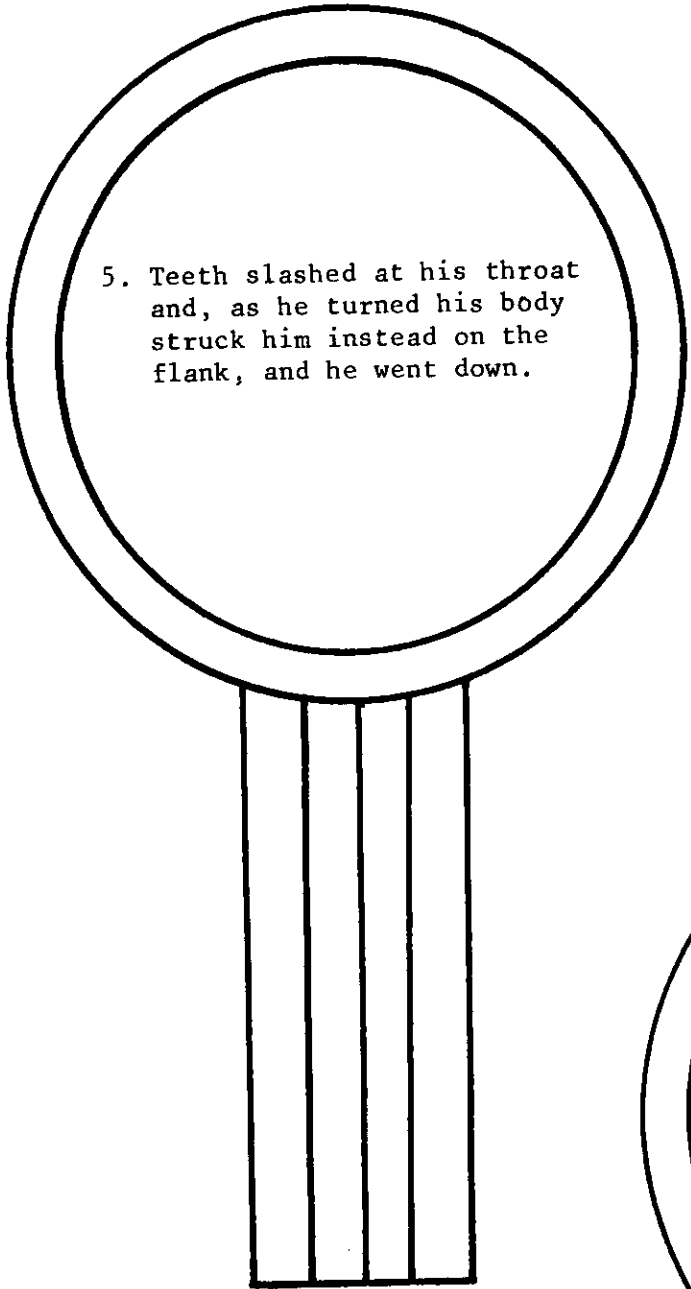


BEACONS: ADVENTURE
REINFORCEMENT ACTIVITY
"DETECTING TECHNIQUES"
FILE FOLDER INSIDE GAME

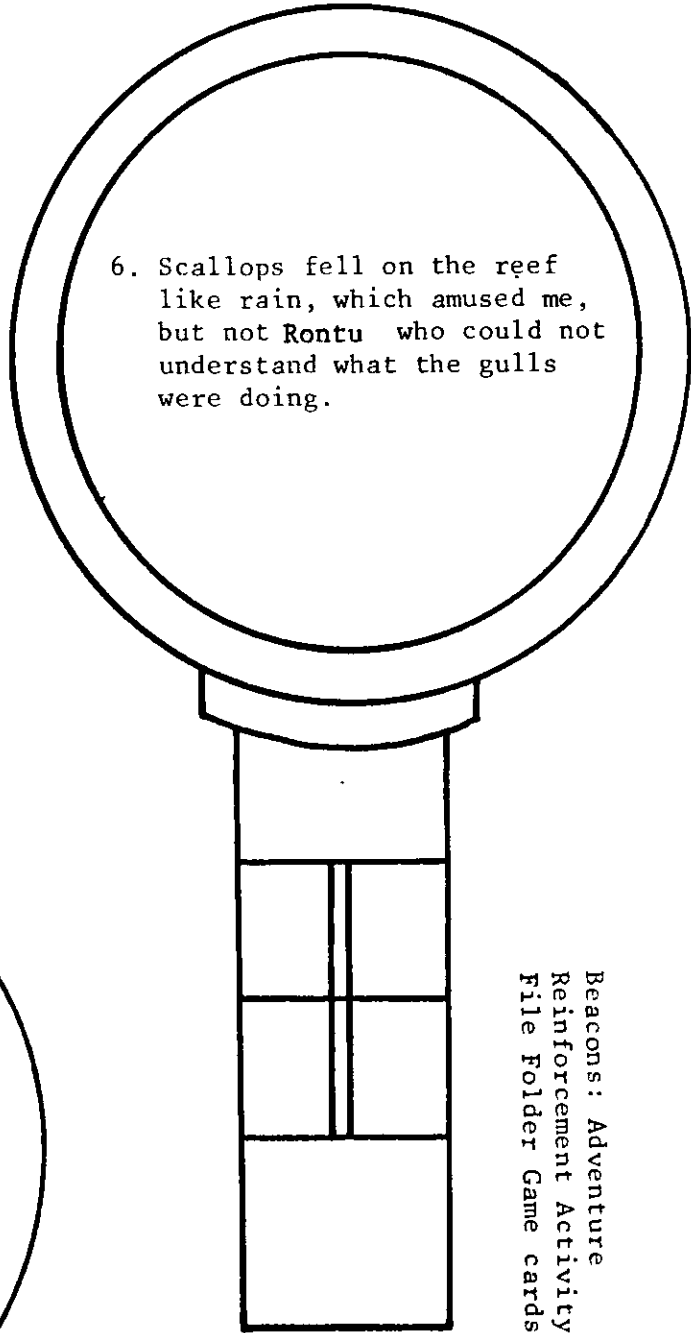
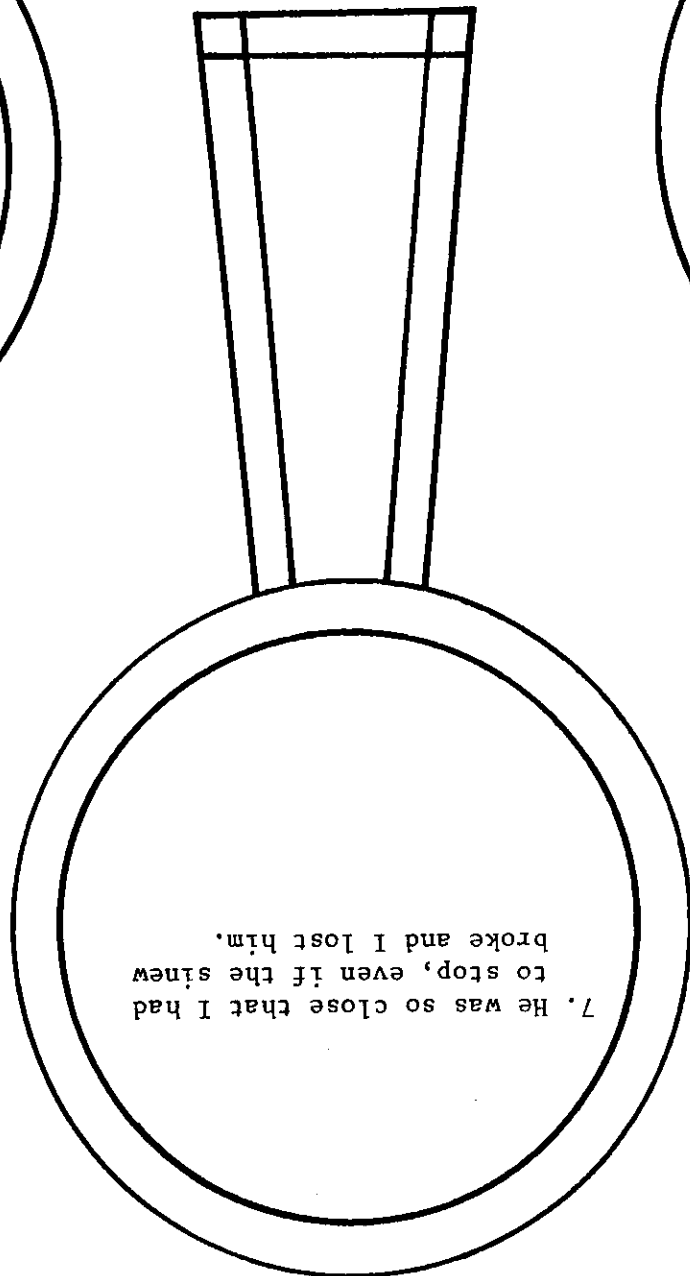
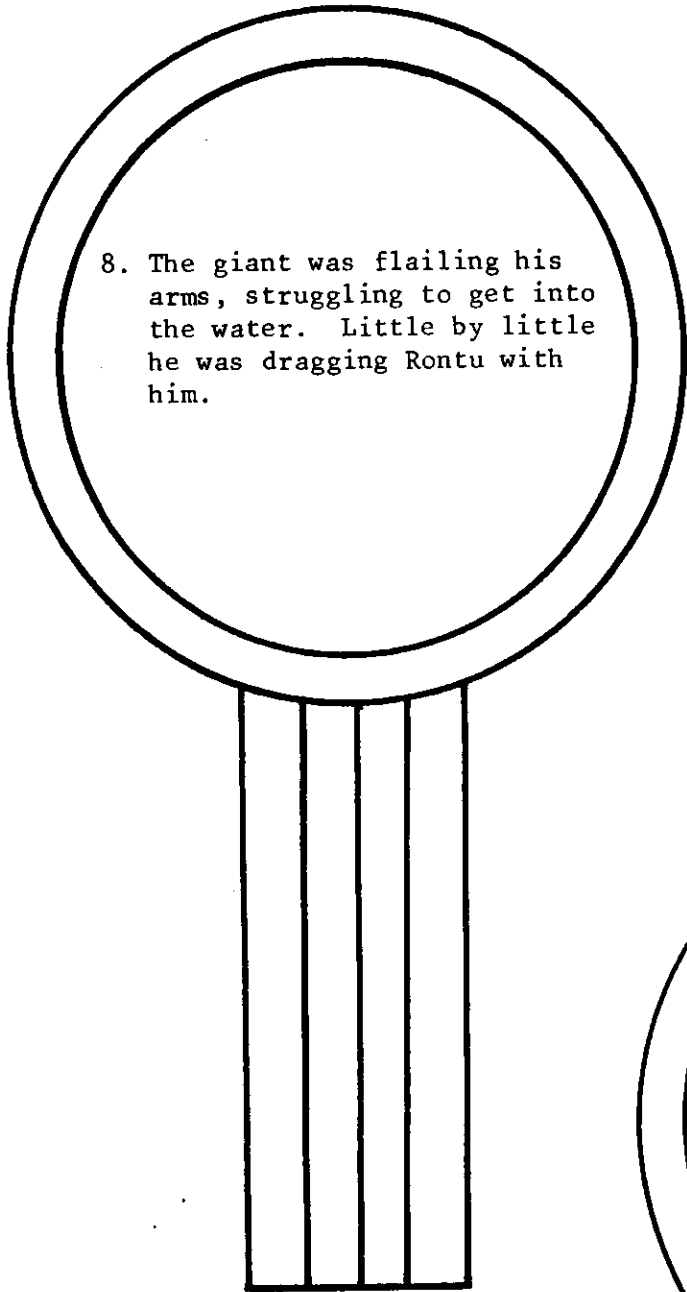




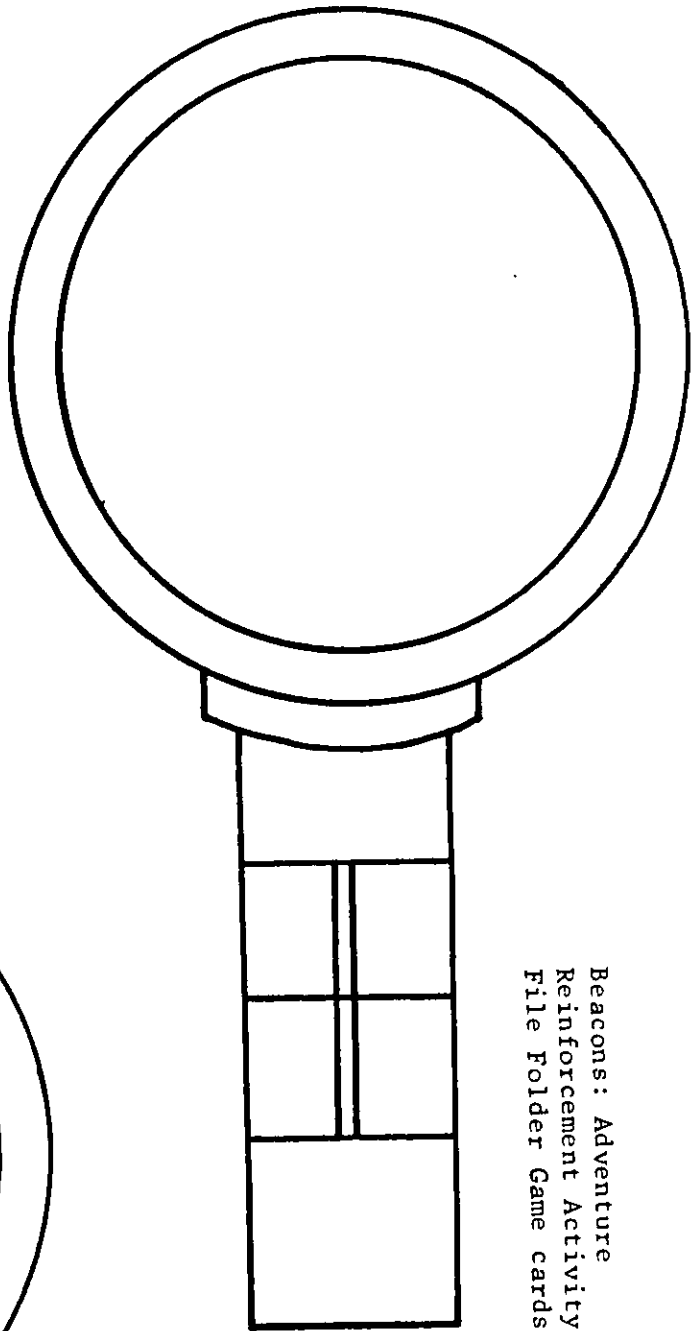
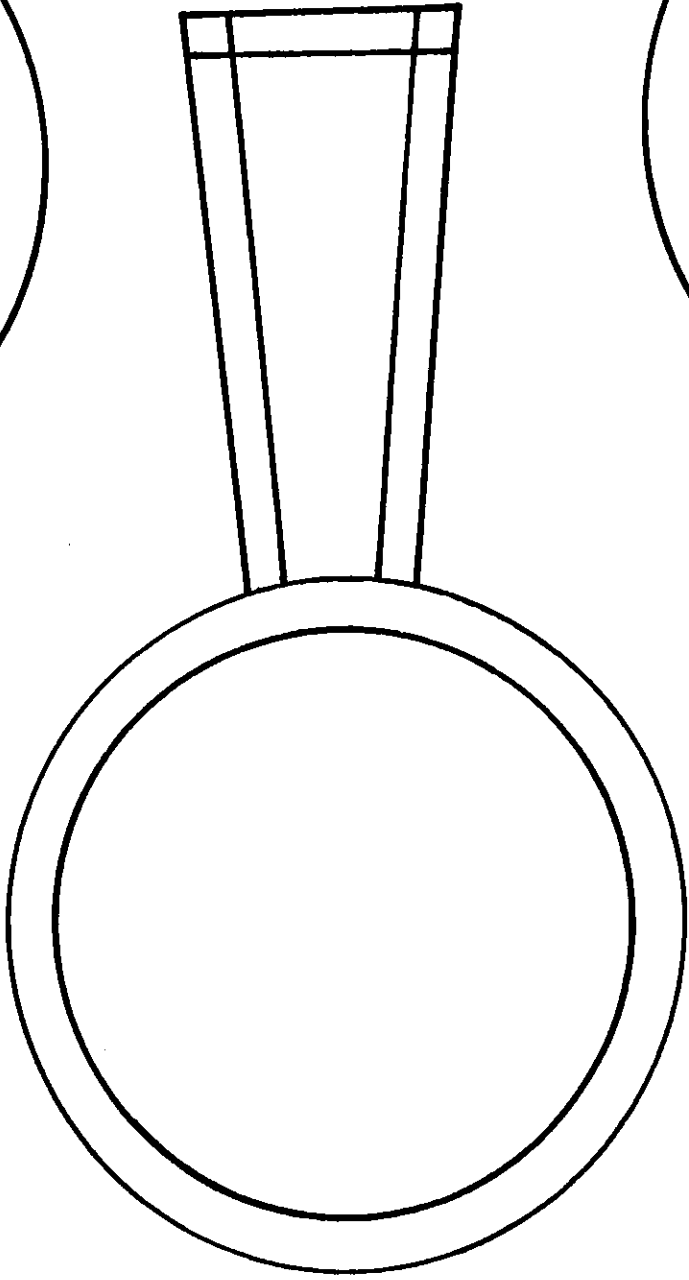
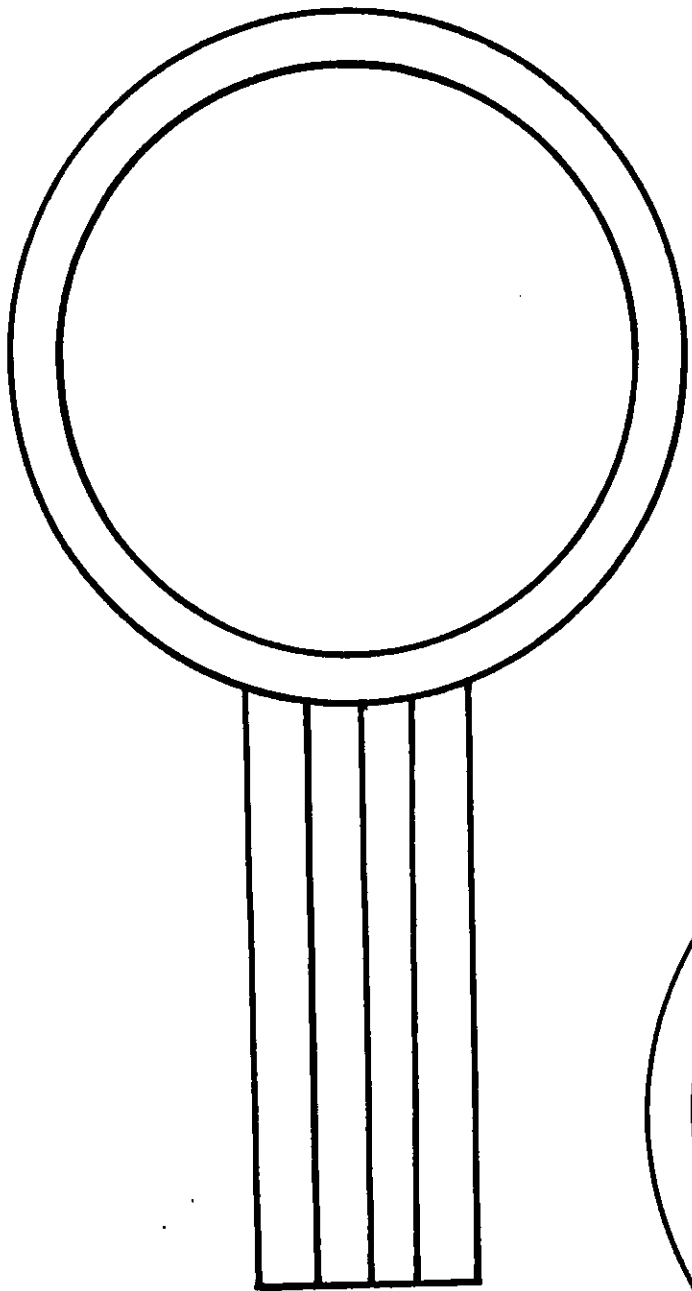
Beacons: Adventure
Reinforcement Activity
File Folder Game cards



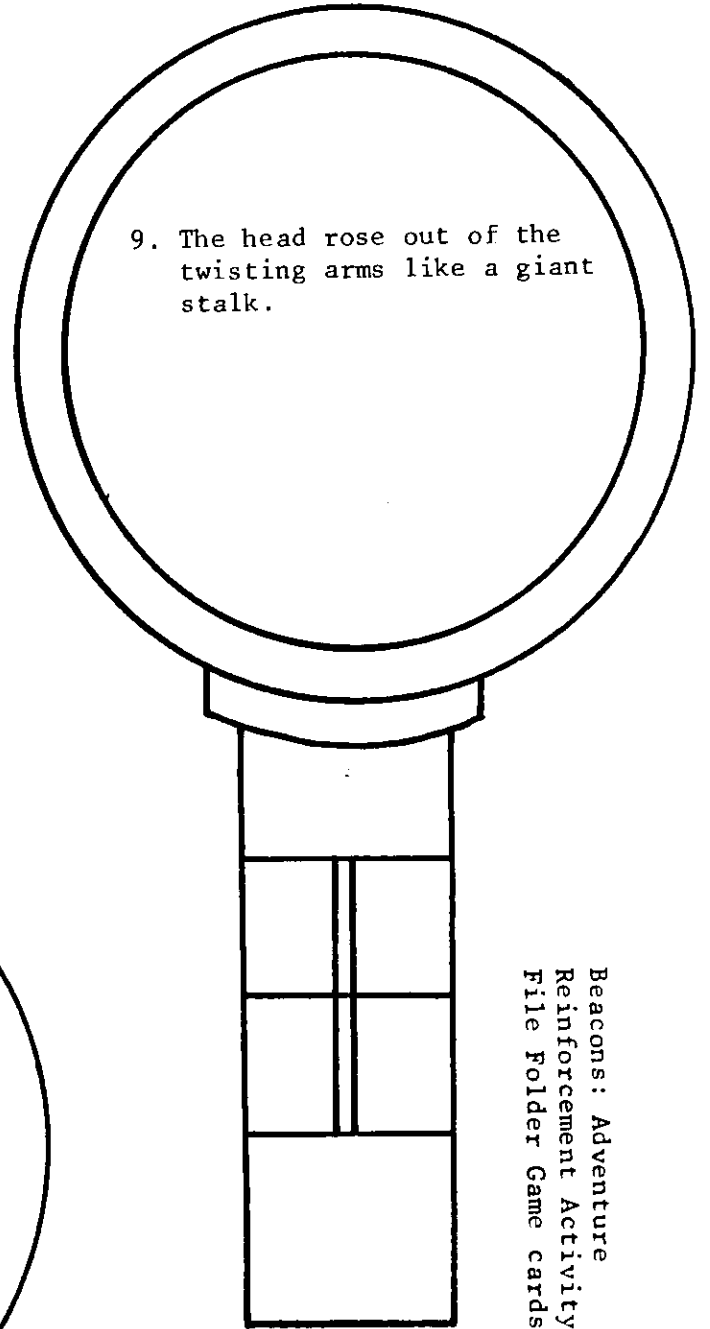
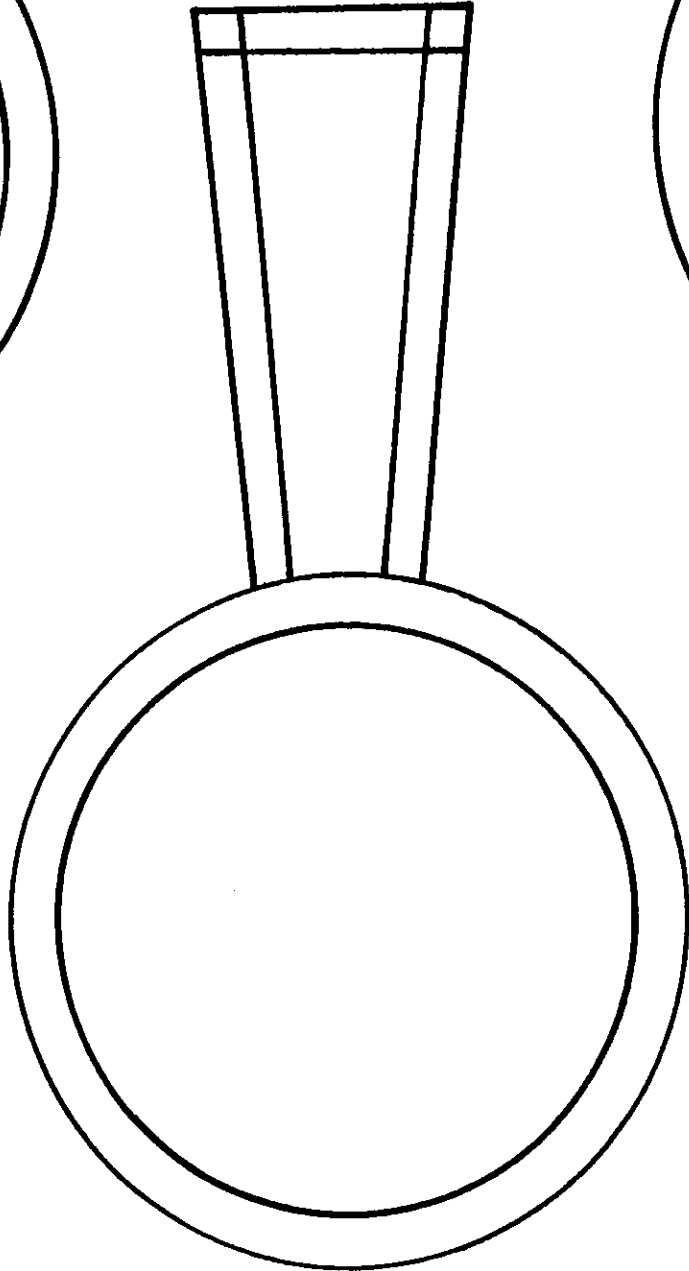
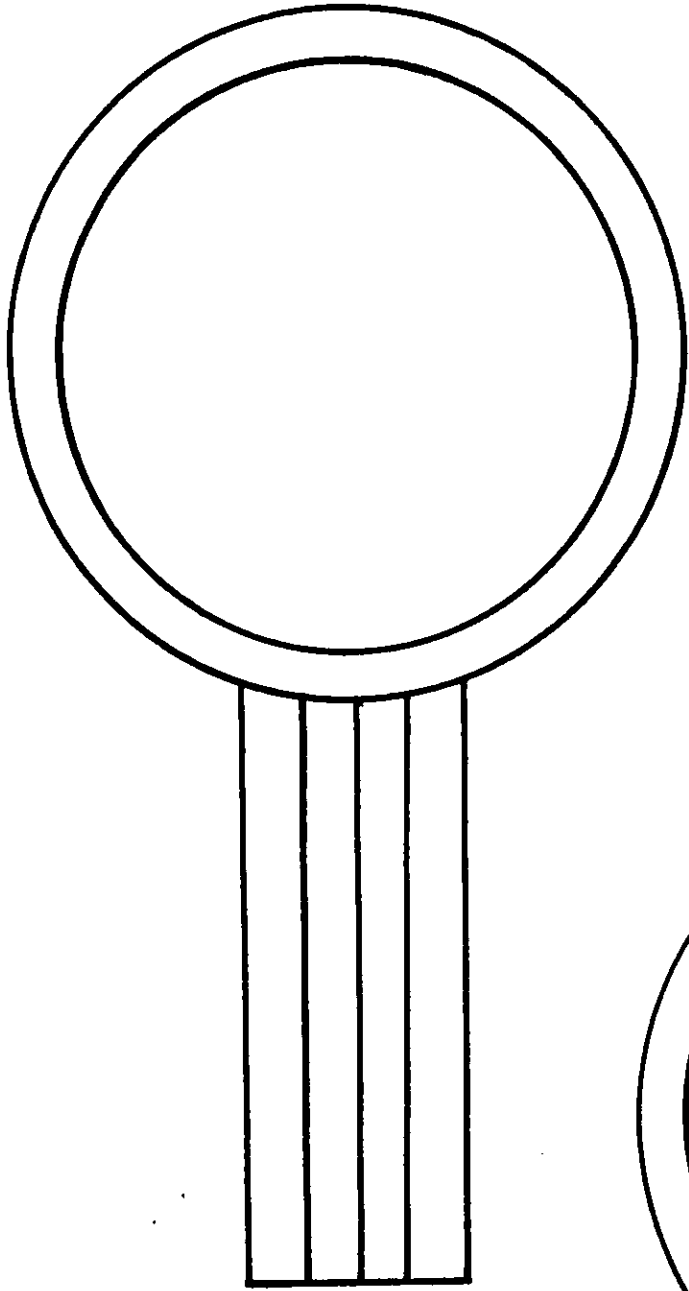
Beacons: Adventure
Reinforcement Activity
File Folder Game cards



Beacons: Adventure
Reinforcement Activity
File Folder Game cards



Beacons: Adventure
Reinforcement Activity
File Folder Game cards



9. The head rose out of the twisting arms like a giant stalk.

Beacons: Adventure
Reinforcement Activity
File Folder Game cards

ANSWERS

1. ACTION
2. ACTION STYLE OF WRITING
3. SUSPENSE
4. CONFLICT
5. ACTION
6. ACTION STYLE OF WRITING
7. CONFLICT
8. SUSPENSE
9. ACTION STYLE OF WRITING

LEVEL: BEACONS

- I. Unit Topic: Science Fiction (Correlated with "Rescued by Dolphins".
TG pp. 285-288)
- II. Unit Objectives:
 - A. Literary Skills: Student will:
 1. identify science fiction.
 2. distinguish between science fiction and non-fiction books.
 - B. Media Skills: Students will:
 1. identify Young People's Science Encyclopedia.
 2. locate a given scientific discovery in Young People's Science Encyclopedia.
- III. Library Media Staff Preparation
 - A. Materials
 1. Sound filmstrip, ("Science Fiction" (Pied Piper - 12 minutes)
 2. Young People's Science Encyclopedia (20 vol., 1982 ed.) -
See Reference Tool Guideline #20
 - B. Equipment
 1. Sound filmstrip projector
 - C. Student Activities
 1. "Dunk the Dolphins", activity
 2. "Science Search", cards
- IV. Suggested Procedure (Minimum Sessions Required: 2)
 - A. Session I (Objectives A-1, A-2)
 1. Introduction
 - a) Discuss the story, "Rescued by Dolphins" from the reading series. This selection is taken from the science fiction book, Dolphin Island by Arthur C. Clarke. Ask students to name authors of science fiction books they have already read.
 - *b) Statement of Learning - Today we are going to identify science fiction and non-fiction books.

- a) Define science fiction as a story based in whole or in part on scientific discoveries that the author imagines may be made in the future, or on things like interplanetary travel from other planets. Ask students to name characteristics of the story that would make it science fiction rather than realistic fiction or fact. (It takes place in the 21st century; the action of the dolphins in guiding Johnny's raft to the island.)
 - b) Remind students of the research involved in writing a book. Many science fiction writers first became interested in science, did research on space, the planets, flying, etc., and then began to use their imagination about things that could happen in the future. Some authors, such as Arthur Clarke, have the education and experience to qualify them to write accurate information about a subject. These authors read non-fiction (factual) science books to find ideas to create a science fiction story and to get real facts for the stories.
 - c) Discuss how science non-fiction books differ from science fiction books. Note that science books are non-fiction (tell true facts) and students can tell this by the Dewey number in the call number.
 - d) Ask students to look for authors and titles of books that they would like to read, in the sound filmstrip "Science Fiction" (Pied Piper). Show the filmstrip.
 - e) Use the activity, "Dunk the Dolphins."
 - *f) Closure - Today you have learned that science fiction stories are a blend of science facts and imagination. In the next session we are going to locate a scientific discovery in a reference book titled Young People's Science Encyclopedia and use the facts and our imagination to create a science fiction story.
 - g) Discuss the location of science books and science fiction books in the library/media center. Have students locate a science fiction book by author, title or subject that they would like to read and discuss during the next session.
3. Evaluation: Can students:
- a) identify science fiction?
 - b) distinguish between science fiction and non-fiction?

4. Reinforcement

- a) Student will complete the required activity, "Dunk the Dolphins", but will use all the cards in the activity.

B. Session II (Objective B-1, B-2)

1. Introduction

- a) In the last session we learned to identify science fiction and to distinguish science fiction and non-fiction books.
- b) Lead students in a discussion of the science fiction books they have read previously or that they checked out last session. Discuss: characters - any unusual appearance, special powers; setting - when and where the story takes place; and plot - problems faced, how resolved.
- *c) Statement of Learning - Today we are going to use Young People's Science Encyclopedia to locate information.

2. Instruction

- a) Identify Young People's Science Encyclopedia. Discuss location, how to use the index and that each volume is in alphabetical order.
- b) Using the "Science Search" cards, have each student locate a scientific discovery in Young People's Science Encyclopedia and read about the discovery.
- c) Using the information they have read about the discovery and by adding imagination, the students will create a science fiction short story. Remind students about characters, setting and plot.
- *d) Closure - In this session we have identified Young People's Science Encyclopedia and used it to locate information. In the next session, after you have read "A New Kind of Bear", we will be locating information in magazines.

3. Evaluation: Can students:

- a) identify Young People's Science Encyclopedia?
- b) locate a scientific discovery in the Young People's Science Encyclopedia?

4. Reinforcement

- a) "Dolphin Digs!", activity

C. Enrichment Activities

- 1. Students can expand their stories.

2. Students can illustrate their science fiction story with one picture or make a book.
3. Students can prepare a single or multi-media presentation of their science fiction story.
4. Students may view the filmstrip "A Wrinkle in Time" or "Mrs. Frisby and the Rats of the NIMH" (Miller-Brody).

V. Resources

A. Books

1. Beatty, Jerome Matthew Looney and the Space Pirates. Scott, 1972.
2. Cameron, Eleanor The Wonderful Flight to the Mushroom Planet. Little, 1954.
3. Christopher, John The White Mountains. Macmillan, 1967.
4. Christopher, John City of Gold and Lead. Macmillan, 1967.
5. Christopher, John Pool of Fire. Macmillan, 1968.
6. Hoover, H. M. Return to Earth. Viking, 1980.
7. L'Engle, Madeline A Wrinkle in Time. Ariel, 1962.
8. L'Engle, Madeline A Wind on the Door. Farrar, 1973.
9. L'Engle, Madeline Swiftly Tilting Planet, Farrar, 1978.
10. Norton, Andre Red Hart Magic. Crowell, 1976.
11. O'Brien, Robert Mrs. Frisby and the Rats of NIMH. Atheneum, 1971
12. Snyder, Zilpha And All Between. Atheneum, 1976.
13. Williams, Jay Danny Dunn and the Voice From Space. McGraw, 1967.

B. Reference Sources

1. Young People's Science Encyclopedia. Regensteiner Publishing Enterprises, Inc., 1982.

C. Software

1. A Wrinkle in Time. (Sound filmstrip) Random.
2. Mrs. Frisby and the Rats of NIMH. (Sound filmstrip) Random.

"DUNK THE DOLPHIN"

Objective: Students will distinguish between science fiction and science nonfiction.

Materials needed:

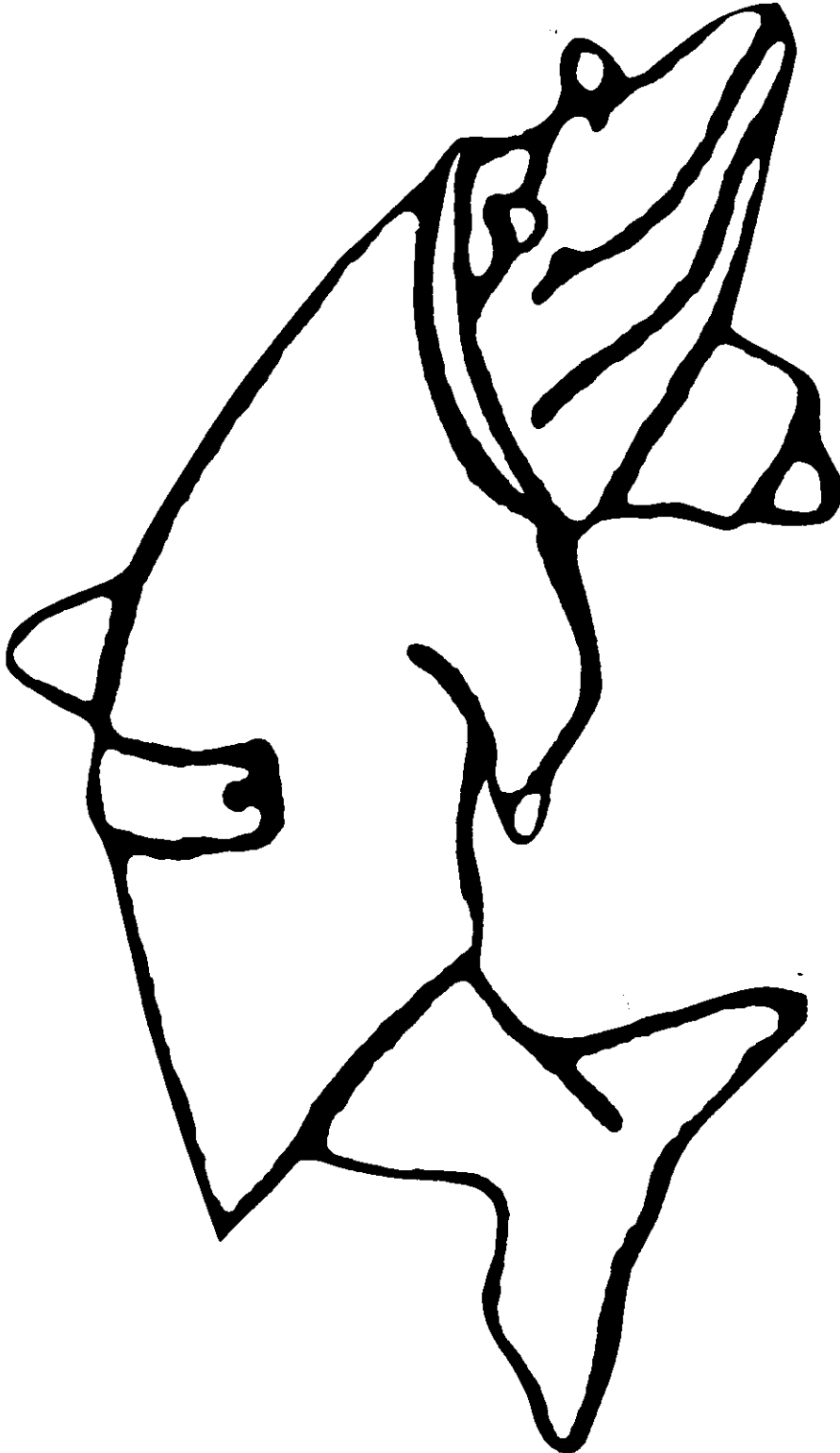
1. Colored file folder
2. Book title quiz cards/ with annotation
3. Answer key

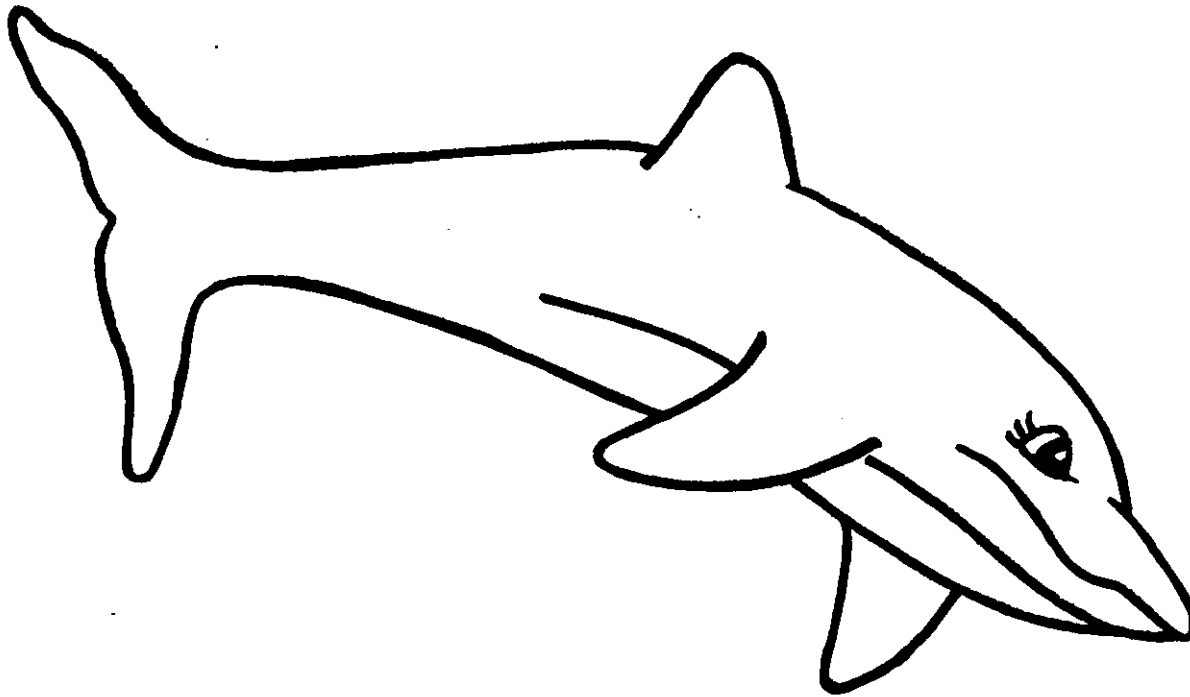
Instructions for making learning centers:

1. Glue a picture of a dolphin on the front of the file folder.
2. Glue the dolphin and the "tank" pockets on the right side of the inside file folder.
3. Glue instructions, quiz card pocket and definitions of fiction and nonfiction on left side of inside file folder.
4. Glue answer key on back of file folder.

Student instructions for using learning center:

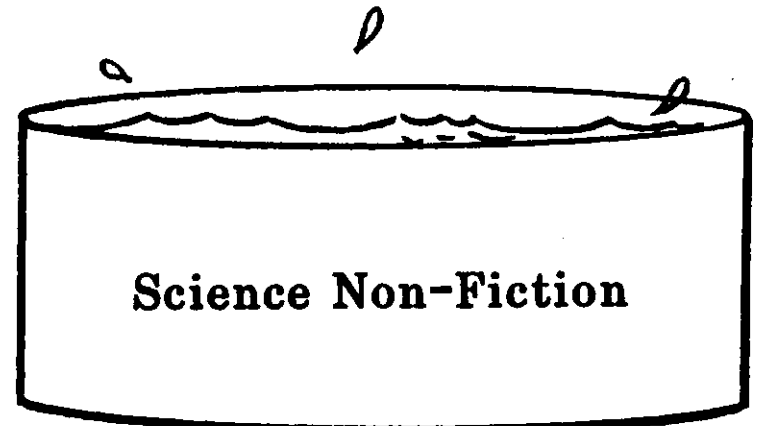
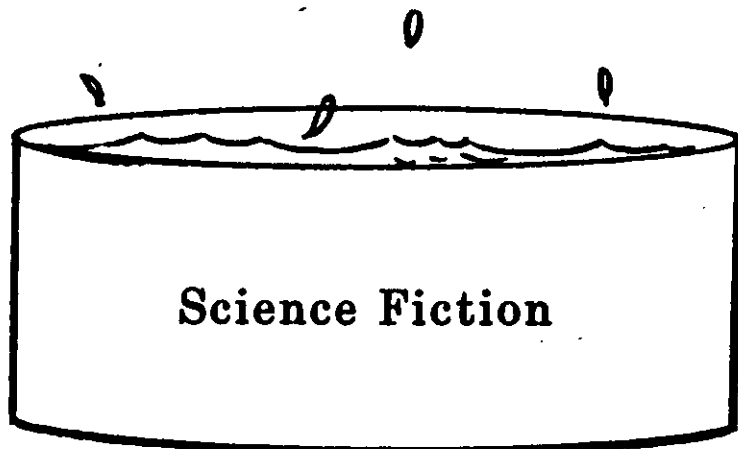
1. Take a card from the quiz pocket.
2. Read the card and decide in which "swim tank"(science fiction or science nonfiction) to place card.
3. Check the answer key to see if your answers are correct.





Beacons: Science Fiction
Required Activity
"Dunk the Dolphin"

DUNK THE DOLPHIN



"Dunk the Dolphin"



WALSH, JILL PATON. Green book; illus. by Lloyd Bloom. Farrar, Straus & Giroux ISBN 0374327785, 1982. 74p b&w illus.

Pattie's father is part of a picked group of colonists fleeing dying Earth. Landing on a planet named Shine by Pattie, the youngest settler, the adults who know their lives depend on the resources of this vaguely hostile planet are tense and fearful. But the children, who barely remember Earth, delight in discovering the secrets of survival in their new and luminous world. A short and unusual science fiction book useful for read aloud and discussion.

1



GURNEY, GENE. Walk in space; the story of Project Gemini. Random House ISBN 0394904176 c1967. 185p illus.

Preparations for the Project Gemini missions, with emphasis on those for the Gemini 4 mission launched June 3, 1965 during which Astronaut Edward H. White left the spacecraft for 23 minutes. The activities surrounding subsequent space flights are related describing how man attempts to answer questions which have a direct effect on the American space program aimed at sending a man to the moon.

2



TREFIL, JAMES S. Living in space; illus. by Gloria Walters. Scribner's ISBN 0684171716, 1981. 133p b&w photos and illus.

Includes index.

A clear and thoughtful discussion of some of the human and technological aspects of colonizing space: life requirements, handling radiation, designing and building habitable colonies, energy, materials, food supply, typical living activities, future prospects. Provides information and ideas for further exploration for the special reader.

3



LAWRENCE, LOUISE. Calling B for butterfly. Harper & Row ISBN 006023749X, 1982. 213p.

"Four teenagers must fend for themselves and two babies when the space liner on which they are traveling is destroyed by an asteroid." (CIP) They gather on Life Ferry B (for butterfly) when all 1200 people on the liner except themselves have been killed. When the miracle happens and they accidentally turn a switch which connects them to the space lab on Ganymede, they also activate a hostile alien being on their ship

4



ZIM, HERBERT S. New moon. Morrow ISBN 0688322190 1980. 62p photographs.

Includes index.
Study of moon rocks and data from the Apollo program offers explanations of the moon's surfaces, geological formations, solar wind, and radiation. For the able reader.

5



FROME, WILLIAM J. Skylab: the story of man's first station in space. McKay ISBN 0679203001 c1976. 146p illus.

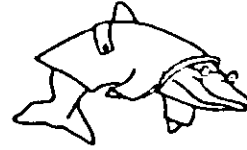
Includes index.
A detailed account of the three occupations by astronauts of the Skylab, the first station in space. Everyday activities, tests, procedures, and problems are all discussed and photographs of all aspects of the flights are included. Speculations about future use of space stations is discussed by this authoritative author.

6



HARDING, LEE. Fallen spaceman; illus. by John and Ian Schoenherr. Harper & Row ISBN 0060222123 1980. 86p
Tyrone, one of the small human-like aliens from another world--observing Earth, crashes through space onto Earth when the star-ship takes off while he is outside it. Erik and Stephen see the fall and rush off to explore the sight. They find what appears to be the space suit of a giant, and Erik slips inside to explore, when it suddenly takes off into the forest. An exciting story.

11



TAYLOR, G. J. Close look at the moon. Dodd, Mead ISBN 0396077978 1980. 95p photographs.
Includes index.
Illustrates and summarizes the exploration of the moon and details important discoveries about the moon as they relate to an understanding of the earth.

7



CHRISTOPHER, JOHN. Wild Jack. Macmillan ISBN 0027183009 1974. 147p.
In the London of the 23rd century, Clive Anderson lives a privileged existence of protected cities and wild "outland" where "savages" roam led by Wild Jack who will steal little children if they're not good. But Clive is falsely accused of criticizing the "establishment" and exiled to an island in the North Sea. He meets Wild Jack who turns out to be much like Robin Hood and changes sides. Challenging science fiction, too near the truth to be comfortable.

8



KEY, ALEXANDER. Escape to Witch Mountain; illus. by Leon B. Wisdom, Jr. Westminster ISBN 0664324177 1968. 172p illus.
Tia and Tony know that they are special and that they are hunting for their home somewhere, "a place full of magic and music." But they are pushed from one place to another and finally realize that an evil man "like the devil" is trying to capture them for his own. The story of their flight, to a place in the Blue Ridge called "Witch Mountain," makes an exciting mystery as well as science fiction tale. Used as basis for a "marvelous Walt Disney movie."

9



MCCREGOR, ELLEN. Miss Pickrell goes to Mars. McGraw-Hill ISBN 0070445605 1951. 128p illus. (Miss Pickrell series)
This humorous, science oriented series, long popular with middle grade readers features Miss Lavinia Pickrell whose gray hair and prim appearance belie her proclivity for becoming involved in fantastic adventures.
Contents: Miss Pickrell goes to Mars (1951); ...goes undersea (1953); ...meets Mr. H.U.M. (1974); ...to the earthquake rescue (1977); ...and the supertanker (1978); ...tackles the energy crisis (1980)

12



NIXON, JOAN LOWERY. Secret box mystery illus. by Leigh Grant. Putnam ISBN 0399608702 1974. 45p col illus. (See and read storybooks)

Even bossy Wilma doesn't know the secret Michael John has for a science project. It gurgles, hisses, coos and during recess escapes from it's box. Paul, the little Indian boy who is new in the class is the only one who can guess the secret and he knows just how to help Michael John find the unusual animal

10

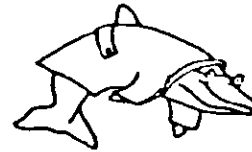
"Dunk the Dolphin"



CHRISTOPHER, JOHN. Empty world. Dutton ISBN 0525292500 1978. 134p.

Neil has gone through a traumatic experience in which his entire family was wiped out by a terrible auto accident. He begins to adjust to their loss while he lives in a small English town with his grandparents. Then they hear of a terrible plague which has started in India and is sweeping towards Europe. At first it strikes older people who age prematurely; later even children succumb. Finally Neil and two girls whom he finds in London are the only persons left in their world. A thought-provoking tale of survival.

17



CHURCHILL, DAVID. It, us and the others. Harper & Row ISBN 0060212691 1978. 119p.

Andy, isolated by a family tragedy, and Jill also isolated by her handicap share the secret of the shining creature hurt and threatened that is hiding in the river where Andy likes to fish. The two children are drawn into a terrifying struggle between this creature (which they discover must be extraterrestrial) and the evil creatures trying to destroy it. A dramatic story full of impact, with implications for friendship and human understanding.

SUBJ: Science fiction./ Extraterrestrial beings--Fiction./ Good and evil--Fiction.

13



CAMERON, ELEANOR. Wonderful flight to the Mushroom Planet; with illus. by Robert Henneberger. Little, Brown ISBN 0316125377 1954. 214p illus. (An Atlantic Monthly Press book)

Responding to a mysterious notice requesting "a small space ship", David and Chuck become involved with the curious Mr. Bass's determination to save the Mushroom people on the planet Basidium-X 50,000 miles away.

Followed by "Stowaway to the Mushroom Planet" (1954) and "Mystery for Mr. Bass" (1960) and "Time and Mr. Bass" (1967)

14



BOVA, BENJAMIN. Workshops in space. Dutton ISBN 0525432604 1974. 67p.

This prolific author gives us a view of four present day and near future workshops: Skylab, The Space Shuttle, Apollo-Soyuz Mission and the Earth Resources Technology Satellites. The results of these manned and unmanned flights will help solve problems here on earth.

15



ANSWER KEY

Science fiction cards are numbered:

1, 4, 8, 9, 10, 11, 12, 13, 14 & 17

Science nonfiction cards are numbered:

2, 3, 5, 6, 7, 15 & 16



KERROD, ROBIN. See inside a space station; illus. by David Bergen et al. Warwick; dist. by Watts ISBN 0531091228 c1978, 1979. 29p col illus.

Includes glossary and index.

Current, instructive accounts of the latest development in space stations focusing on Skylab and space cities of the future. Concise, easy-to-read space information leading up to the building of these permanent stations will be helpful to the less advanced student.

16

"SCIENCE SEARCH"

Objective: Students will use Young People's Science Encyclopedia to locate a scientific term.

Materials needed:

1. "Science Search" card sheet
2. Tagboard
3. Young People's Science Encyclopedia

Instructions for making activity:

1. Cut out "Science Search" cards.
2. Mount on tagboard.
3. Laminate.

Student instructions for using activity:

1. Take a "Science Search" card.
2. Locate the scientific term on your "Science Search" card in Young People's Science Encyclopedia.

AIR POLLUTION



ARCHIPELAGO



BIOFEEDBACK



CARCINOGEN



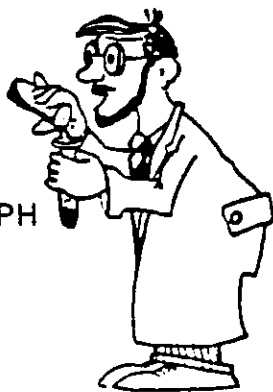
DELIQUESCENCE



EXTRASENSORY PERCEPTION



ELECTROENCEPHALOGRAPH



GLOMAR CHALLENGER



INFRARED ASTRONOMICAL
SATELLITE



INTERSTELLAR
COMMUNICATION



MISSILE



NUCLEAR SCIENCE
(NEWER USES OF NUCLEAR ENERGY)



PLASTID



ROBOTICS



ORBITAL SYSTEMS



SEARCH FOR
EXTRATERRESTRIAL INTELLIGENCE



SPACE SHUTTLE ORBITER



UNIDENTIFIED FLYING
OBJECTS



WHITE MICE



Objective: Students will locate information in the Young People's Science Encyclopedia.

Materials needed.

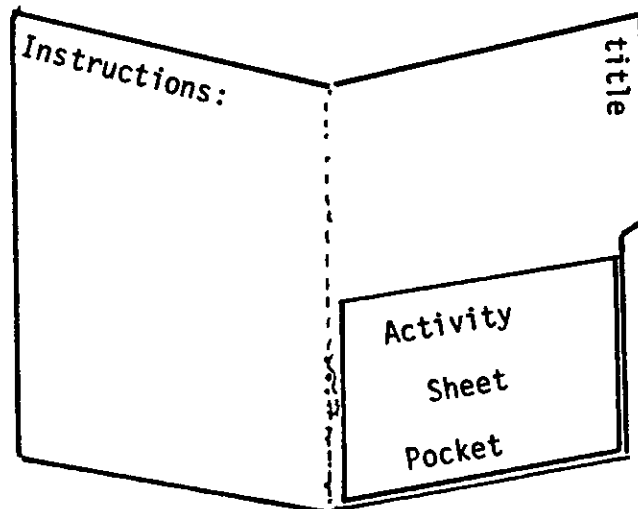
1. Young People's Science Encyclopedia
2. Colored file folder
3. Activity sheet
4. Answer key
5. Clear vinyl for pocket
6. $\frac{1}{4}$ " colored tape

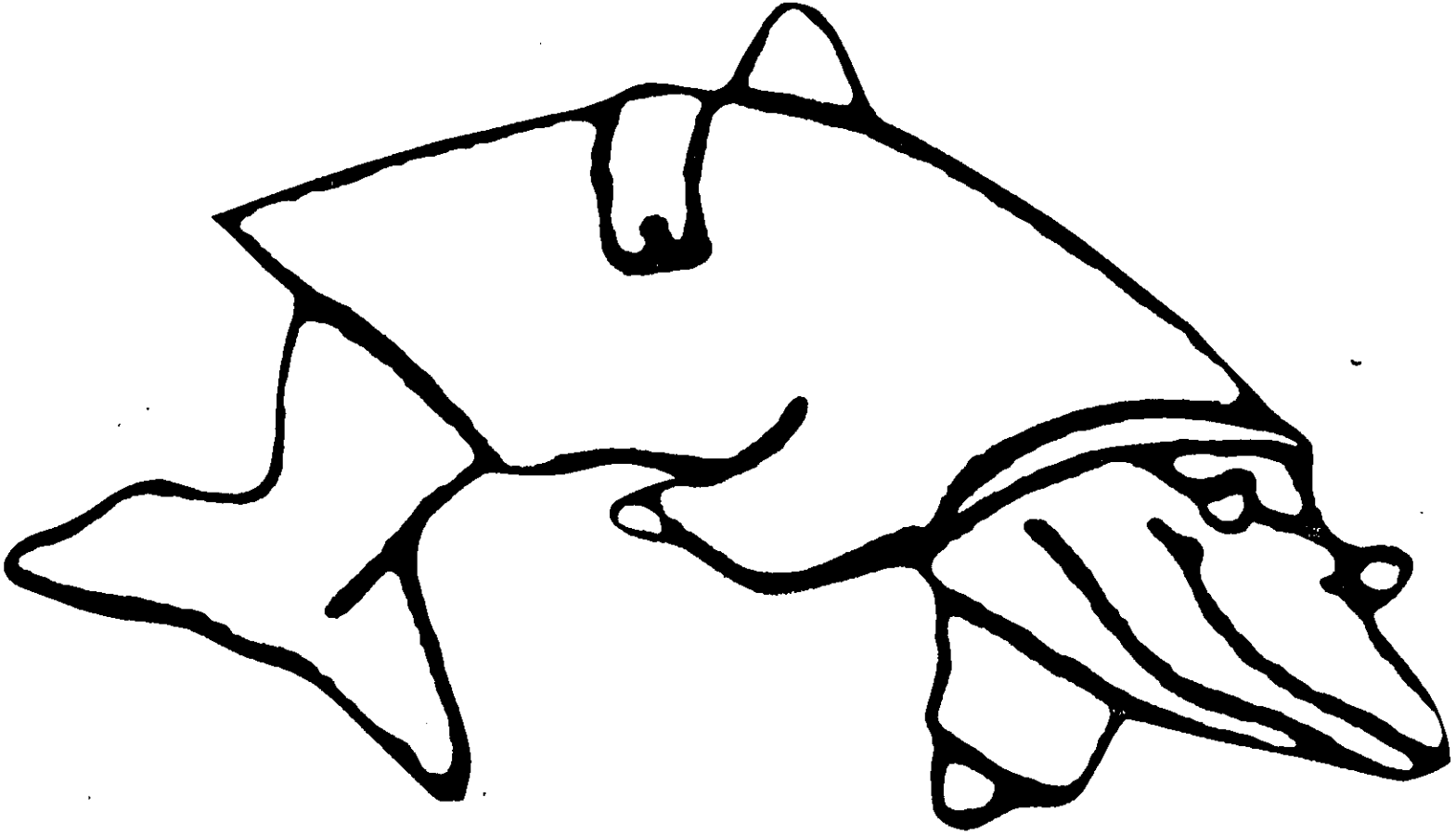
Instructions for making the activity:

1. Glue Scientist Dolphin on front of folder.
2. Construction of activity pocket: Cut a $4\frac{1}{2}$ " X $7\frac{1}{2}$ " sheet of vinyl and attach to file folder, using $\frac{1}{4}$ " colored tape. (See illustration below.)
3. Glue answer key on back of folder.

Student instructions for using the activity:

1. Use the Young People's Science Encyclopedia for this search activity.
2. Take an activity sheet and complete the information.
3. Check your answers with the answer key on back of the folder.
4. Turn your activity sheet in to the library media specialist.





"Dolphin Digs"

1. Choose one of the following topics.

- | | |
|----------|---------|
| Dolphins | Adder |
| Weather | Rockets |

2. Locate your topic in Young People's Science Encyclopedia.

3. Complete the following information on your topic.

- a) On what page is the topic? _____
- b) Does your topic have a "see" reference? (A "see" reference means that the information you are looking for appears under another heading other than the one you have chosen.)
What is your "see" reference?" _____
Look up that heading to complete the following questions.
- c) Are there any: (answer yes or no)
 - _____ 1. pictures
 - _____ 2. photographs
 - _____ 3. maps
 - _____ 4. graphs, diagrams, charts
- d) Is the topic written in pronunciation form? _____
(yes or no)
- e) This reference book also gives other entries to locate additional information. This is called a "see also" reference. It is located at the end of the article.
Does your topic have a "see also" reference? If so, list the other headings. _____

f) Write one interesting fact you learned about your topic.

3. Complete the following information on your main entry key.

Dolphins

- a) 524
- b) no
- c) 1,2,3, - all no answers
- d) no
- e) cetacea, porpoise
- f) (any interesting fact)

Adder

- a) 25
- b) snakes
- c) yes - 1,2,4,; no 3
- d) no
- e) chordata, reptilia

Weather

- a) 1843
- b) no
- c) yes - 1,2,4, ; no -3
- d) no
- e) Atmosphere, Precipitation (weather), seasons, weather map

Rockets

- a) 1461
- b) no
- c) yes - 2,4, ; no - 1,3
- d) no
- e) missile, rocket engine, rocket propellant, space station, space travel, space vehicles

LEVEL: BEACONS

I. Unit Topic: Informational Article (correlated with "A New Kind of Bear?" TG pp. 333-335)

II. Unit Objectives:

A. Literary Skills - Students will:

- 1) identify the informational article as one type of nonfiction writing.
- 2) name the characteristics of an informational article: it provides information; has a narrative style; answers the questions who, what, when, where, why and how.

B. Library Media Skills - Students will:

- 1) review reference tools that are sources of information.
- 2) use reference tools to locate information.
- 3) choose the appropriate reference tool to locate specific information.

III. Library Media Staff Preparation:

A. Materials

1. "Characteristics of Informational Articles" transparency
2. "Sources of Information" transparency
3. Compton's Encyclopedia and Fact Index - See "Reference Tool Guideline #3"
4. World Book Encyclopedia - See "Reference Tool Guideline #19"
5. Lands and Peoples - See "Reference Tool Guideline #7"
6. Young People's Science Encyclopedia - See "Reference Guide #20"
7. World Almanac and Book of Facts - See "Reference Guide #18"
8. Hammond Intermediate World Atlas - See "Reference Guide #4"
9. Webster's Sports Dictionary - See "Reference Guide #16"
10. Webster's New Geographic Dictionary - See "Reference Guide #14"
11. Children's Magazine Guide - See "Reference Guide #2"
12. National Geographic Index - See "Reference Guide #11"

B. Equipment

1. Overhead Projector

C. Student Activities

1. "Search for Sources"
2. "Reference Riddles"

IV. Suggested Procedure: (Minimum Sessions Required : 2)

A. Session I: (Objectives A-1, A-2, B-1, B-2)

1. Introduction

- a) Discuss the selection from the reading series,

1. Who was one of the first Europeans to discover the new kind of bear? (Pere Armand David)
 2. In what country was the bear found? (China)
 3. Who captured the first live panda? (Ruth Harkness)
 4. How did the hunting party manage the slippery footpaths? (on hands and knees)
 5. When was the bear brought to the United States? (1836)
 6. What name was given the bear? (Su-Lin)
 7. Why wouldn't the Bronx Zoo take the bear? (Mrs. Harkness wanted to trade the bear for the cost of a new expedition. The zoo thought the price too high.)
- b) Tell the students that the story they have just talked about is an example of a type of writing called an informational article.
- *c) Statement of Learning: Today we will discuss what an informational article is. Then we will review some of the reference tools you have learned about and you will use the reference tools to locate information.

2. Instruction

- a) Discuss what an informational article is. Use the transparency "Characteristics of Informational Articles" to bring out the main points:
- 1) it provides information.
 - 2) it has narrative style of writing.
 - 3) it answers the questions who, what, when, where, why, and how.
- b) Using the transparency, "Source of Information", review what types of information can be found in each of the reference tools. Compton's Encyclopedia - General Facts, World Book Encyclopedia - General Facts, Lands and Peoples - specialized with detailed information on countries, Young People's Science Encyclopedia - specialized encyclopedia with articles focusing on scientific topics, World Almanac and Book of Facts - sources of current information; issued annually Hammond Intermediate World Atlas - book of maps Webster's Sports Dictionary definition of sports terms arranged in alphabetical order, Webster's New Geographical Dictionary - dictionary of places, Children's Magazine Guide - index to magazine articles from many different magazines, National Geographic Index - index to articles found in National Geographic Magazines.
- c) Distribute copies of "Search for Sources" activity. Have students look up a topic using each of the reference books on the list and complete the activity. (LMS: there is no answer key because answers vary according to edition of reference tools used.)

- *d) Closure: Today you have learned what an informational article is and you have used a variety of reference tools to locate information about a particular subject. In your next session, you will use these reference books to find answers to specific questions.

3. Evaluation: Can students:

- a) identify the informational article as one type of nonfiction writing?
- b) name the characteristics of an informational article?
- c) recall types of information found in various reference tools?

4. Reinforcement

- a) Select a different subject and use "Search for Sources" activity

B. Session II: (Objective B-3)

1. Introduction

- a) Review briefly the characteristics of an informational article
- b) Review the types of information found in the ten reference tools from the previous session.
- *c) Statement of Learning: Today you will use the reference tools to find the answers to specific questions.

2. a) Hand out copies of "Reference Riddles" worksheet to all students.
- b) Students will use the ten reference tools reviewed in the previous session to locate the correct answers.
- c) To motivate students, the LM specialist can make this a competition giving a prize to the student who answers the most questions correctly.
- *d) Closure: Today you have used different books to locate information.

3. Evaluation: Can students:

- a) choose the appropriate reference tool to locate specific information?

4. Reinforcement

- a) Individual help as needed from the Library Media Specialist.

C. Enrichment Activities

1. Students may create their own questions for reference trivia game.

V. Resources

A. Reference Sources

1. Children's Magazine Guide. 7 North Pinckney Street,
Madison, WI 53703

2. Compton's Encyclopedia and Fact Index. Encyclopedia Britannica Inc., 1982.
3. Grolier's Lands and People Encyclopedia. Grolier, 1982.
4. Hammond Intermediate World Atlas Student Workbook. Hammond, 1979.
5. National Geographic Index. National Geographic Society, 1977-82.
6. Webster's New Geographical Dictionary. Merriam Webster, 1980.
7. Webster's Sports Dictionary. Merriam Webster, 1976.
8. The World Almanac and Book of Facts. National Enterprise Association, 1984.
9. World Book Encyclopedia. World Book Inc. 1983.
10. Young People's Science Encyclopedia. Regensteiner Publishing Enterprises, Inc., 1982.

Characteristics of Informational Articles

1. Provides information.
2. Has a narrative style of writing.
3. Answers the questions who, what, when, where, why and how.

SOURCES OF INFORMATION

1. COMPTON'S ENCYCLOPEDIA and FACT INDEX
2. WORLD BOOK ENCYCLOPEDIA
3. LANDS AND PEOPLES
4. YOUNG PEOPLE'S SCIENCE ENCYCLOPEDIA
5. WORLD ALMANAC AND BOOK OF FACTS
6. HAMMOND INTERMEDIATE WORLD ATLAS
7. WEBSTER'S SPORTS DICTIONARY
8. WEBSTER'S NEW GEOGRAPHICAL DICTIONARY
9. CHILDREN'S MAGAZINE GUIDE
10. NATIONAL GEOGRAPHIC INDEX



Objective: Students will use a variety of reference tools to locate information.

Materials needed:

1. File folder
2. Game cards
3. List of suggested topics
4. Reproduced copies of "Search for Sources" worksheet

Instructions for making the activity:

1. Mount topics on cards
2. Mount student directions on folder.
3. Place cards and worksheets in folder.

Student directions:

1. Choose a card with a topic on it.
2. Look for your topic in each one of the reference books listed on the worksheet.
3. Write the page numbers and/or volume where the information can be found.
4. If no information is found, write none in the blank.

NOTE: There is no answer key for this activity since answers may vary.

SUGGESTED TOPICS FOR "SEARCH FOR SOURCES"

CHINA

LIBERTY BELL

COMPUTER(S)

LITTLE ROCK, ARKANSAS

DINOSAUR(S)

OLYMPIC GAMES

DRUGS

ROBOT(S)

FRANCE

SHARK(S)

GEM(S)

SNAKE(S)

HAWAII

VOLCANOES

SEARCH FOR SOURCES

Student directions: Look for your topic in each one of the reference books listed below. Write the page numbers and/or volume where the information can be found. If no information is found, write none in the blank.

Your topic: _____

1. Compton's Encyclopedia and Fact Index v. _____ page(s) _____
2. World Book Encyclopedia v. _____ page(s) _____
3. Lands and Peoples v. _____ page(s) _____
4. Young People's Science Encyclopedia v. _____ page(s) _____
5. World Alamanac and Book of Facts 1984 page(s) _____
6. Hammond Intermediate World Atlas page(s) _____
7. Webster's Sports Dictionary page(s) _____
8. Webster's New Geographical Dictionary page(s) _____
9. Children's Magazine Guide date _____ page(s) _____
10. National Geographic Index date _____ page(s) _____



Instructions: Answer the following questions using these reference tools:

Compton's Encyclopedia
World Book Encyclopedia
Young People's Science Encyclopedia
Hammond Intermediate Atlas
Webster's New Geographical Dictionary

Lands and Peoples
World Almanac
Webster's Sports Dictionary
National Geographic Index
Children's Magazine Guide

1. Timbuktu is located on what continent? _____
2. In what sport would you see a tromlet performed? _____
3. Name the motion picture that won the Academy Award (Oscar) in 1944. _____
4. In which issue of National Geographic would you find an article on cannibalism? _____
5. What is the name of the medical science that deals with the study of drugs? _____
6. Where is the Lincoln Memorial located? _____
7. Where would you look for information on the latest hairstyles? _____
8. What is ectoderm? _____
9. What river flows through London, U.K.? _____
10. What is Ringo Starr's real name? _____
11. What two countries border Lake Huron? _____
12. What was the unpleasant nickname given to Mary I, Queen of England? _____
13. What is the county seat of Dallas County, Arkansas? _____
14. What sport is a piton used in? _____
15. What is the atomic number of Rhodium? _____
16. In what issue of National Geographic would you find an article on the moon? _____
17. What lake is closest to La Paz? _____
18. What is the nickname of the state of Arkansas? _____

Beacons: Informational Article
 Required Activity
 "Reference Riddles"
 Answer Key

Instructions: Answer the following questions using these reference tools:

Compton's Encyclopedia
World Book Encyclopedia
Young People's Science
Encyclopedia
Hammond Intermediate Atlas
Webster's New Geographical
Dictionary

Lands and Peoples
World Almanac
Webster's Sports Dictionary
National Geographic Index
Children's Magazine Guide

1. Timbuktu is located on what continent? Africa
2. In what sport would you see a tromlet performed? gymnastics
3. Name the motion picture that won the Academy Award (Oscar) in 1944. Going My Way
4. In which issue of National Geographic would you find an article on cannibalism? May 1979
5. What is the name of the medical science that deals with the study of drugs? pharmacology
6. Where is the Lincoln Memorial located? Washington, D.C.
7. Where would you look for information on the latest hairstyles? Children's Magazine Guide
8. What is ectoderm? outer of the 3 primary germ layers of the embryo
9. What river flows through London, U.K.? Thames
10. What is Ringo Starr's real name? Richard Starkey
11. What two countries border Lake Huron? United States and Canada
12. What was the unpleasant nickname given to Mary I, Queen of England? Bloody Mary
13. What is the county seat of Dallas County, Arkansas? Fordyce
14. What sport is a piton used in? mountain climbing
15. What is the atomic number of Rhodium? 45
16. In what issue of National Geographic would you find an article on the moon? July 1978
17. What lake is closest to La Paz? Titicaca
18. What is the nickname of the state of Arkansas? Land of Opportunity

- I. Title and Date: Britannica Junior Encyclopedia - 1982
- II. Format:
 - A. Number of Volumes: 15
 - B. Arrangement: Alphabetical letter by letter
 - C. Index: Located in Volume 1; includes a Ready Reference Index.
- IV. Special Features:
 - A. A Ready Reference Index in Volume 1 contains short definitions of the indexed words.
 - B. A nine page introduction to the index gives specific instructions on how it is to be used.
 - C. A full color atlas and index of the world is located in Volume 15.
 - D. A Reading Guide on various subjects is located in Volume 15.
 - E. A list of contributors, located in Volume 1, gives the names of the authors of various articles.
 - F. The charts and diagrams clarify difficult subjects.
 - G. Quality reproductions of works of art and photographs are included.
 - H. Tables of important facts provide information at a glance on various topics such as physical and political features of the states and countries.

- I. Title: Children's Magazine Guide
- II. Format:
 - A. Published monthly, bi-annual cumulative issues
 - B. Arrangement: Subjects arranged alphabetically
 - C. Index: None
- III. Age Level: Elementary students to adult.
- IV. Special Features:
 - A. Abbreviations of magazines indexed - inside front cover
 - B. "How to Read Children's Magazine Guide" - brief description with labeled entry - inside back cover
 - C. Magazine Addresses - brief description and address of magazines indexed.

I. Title: Compton's Encyclopedia and Fact Index, 1982.

II. Format:

A. Number of volumes: 26

B. Arrangement: Alphabetical - letter by letter. At the beginning of each volume is a section, "Here and There in This Volume", that serves as a guide to some of the more interesting items and that provides a stimulus to browse.

C. Index: There is a fact-index for each volume, found in the back of that volume. The last volume, Number 26, is a Master Fact Index, combining all the other indexes. Each fact-index includes main entries, fact entries, and cross references.

1. Main Entries:

a. Main entry titles are printed in bold-face type.

b. A text reference under a main entry is listed as volume - page number. Example: T - 169.

c. ■ is the symbol that marks each division into the alphabetically arranged first-level subentries.

d. □ is the symbol that marks each division of a first-level subentry into alphabetically arranged second-level subentries.

e. △ is the symbol that marks each division of a second-level subentry into an alphabetically arranged third-level subentries.

f. Text references also specify whether that information is in the form of a chart, picture, map, locator map, inset map, graph, fact summary, reference outline, table, list, or diagram.

Each reference to a non-text form of information is identified in italic type. Example: *Map - N-52.*

2. Fact entries: included in the fact index are short, encyclopedia articles on topics not found in the main text. Between most of the articles in the main text there are lists of cross-references to those fact entries.
3. Cross-references: included in the fact index are cross-references to other main entries in the index.

III. Age Level: Intermediate students to adults.

IV. Special Features:

- A. Reference-Outlines: Special study guides are found at the end of many important articles. Each outline lists important topics or divisions of the article, plus references to the volumes and pages of Compton's where these topics or divisions are discussed.
- B. Bibliographies: Hundreds of articles in Compton's end with a bibliography of books and films that provide more information on the article.
- C. Fact Finder Box:: Very important articles may start with a Fact Finder box. This lists other related articles in Compton's that may provide significant information on the subject.

- I. Title: Hammond History Atlas of our Country, 1981.
- II. Format:
 - A. Number of volumes: 1
 - B. Arrangement: Chronologically arranged.
 - C. Index: Includes a Map Index and a Gazetteer of States.
The Gazetteer includes
 1. Land area in square miles and square kilometers.
 2. Population.
 3. Date admitted to the Union.
- III. Age Level: Elementary students to adult.
- IV. Special Features:
 - A. Short historical articles go along with the historical maps.

- I. Title: The Hammond Intermediate World Atlas, 1979.
- II. Format:
 - A. Number of volumes: 1
 - B. Arrangement: Arranged by continents; check Table of Contents.
A short article about each continent is included before the maps.
 - C. Index: Includes two indexes in the back.
 1. Index of the World: geographical names and page on which they will be found.
 2. Gazetteer-Index of the World: includes area in square miles and square kilometers and population for places listed.
- III. Age Level: Elementary students to adult.
- IV. Special Features:
 - A. Glossary of Abbreviations
 - B. Glossary of Geographical Terms
 - C. World Statistical Tables

- I. Title and Date: Junior Book of Authors - 1934
More Junior Authors - 1963
Third Book of Junior Authors - 1972
Fourth Book of Junior Authors and Illustrators - 1978
Fifth Book of Junior Authors and Illustrators - 1983
- II. Format:
- A. Number of Volumes: 5 in series
 - B. Arrangement: Each book in the series is arranged alphabetically by the author's or illustrator's last name.
 - C. Index: Located in the back of most volumes. A cumulative index is listed in the Fifth Book of Junior Authors and Illustrators.
- III. Age Level: Intermediate to Adult.
- IV. Special Features:
- A. Further sources for biographical facts are indicated for each writer and illustrator.
 - B. Selected works by each author and illustrator are included with each biography.

- I. Title: Lands and Peoples, 1983.
- II. Format:
 - A. Number of volumes: Six volumes and an index.
 - B. Arrangement: The countries are arranged alphabetically within the appropriate volumes, which are:
 - Volume I - Africa
 - Volume II - Asia, Australia, New Zealand, and Oceania
 - Volumes III and IV - Europe
 - Volume V - North America
 - Volume VI - Central and South America
 - C. Index: The index to Lands and Peoples is in a separate volume.
 1. The arrangement of the index proper is alphabetical, letter by letter.
 2. In the front of the index there are 35 tables, listed under Facts and Figures, ranging from "Longest Rivers of the World" to "Holy Roman Emperors."
- III. Age Level: Upper elementary, junior and senior high students.
- IV. Special Features:
 - A. An introductory overview that puts the continent into perspective.
 - B. Pertinent statistical data, gathered together into a "facts and figures" box for each country.
 - C. Articles on each country, organized around history, geography, ethnology, demography, ecology, political science and economics.

I. TITLE and DATE: Let's Discover Library, c1981.

II. FORMAT:

A. NO. OF VOLUMES: Sixteen (16).

1. Let's discover warm-blooded animals: deals with birds and specific mammal groups such as rodents, carnivores, and ungulates.
2. Let's discover the prehistoric world: deals with early animal life on earth from worms to dinosaurs and with man's evolution.
3. Let's discover people and customs: deals with people and their customs all around the world. Includes such aspects as homes, education, food, clothes, and religion.
4. Let's discover cold-blooded animals: deals with cold-blooded animals including octopuses, crabs, spiders, insects, fish, amphibians, and reptiles.
5. Let's discover the Earth: deals with the earth, its atmosphere and weather, geology, volcanoes, earthquakes, mountains, lakes and other geographical features.
6. Let's discover the sea: deals with the sea, its animal and mineral treasures, tides, currents, erosion, pollution, and myths and historical events associated with the seas.
7. Let's discover people of long ago: deals with prehistoric man; such early civilizations as the Sumerians, Minoans, and Babylonians, and later societies including the Vikings, Normans, and Mayas.
8. Let's discover what people do: deals with the many ways people earn a living.
9. Let's discover you and your body: deals with the workings of the human body, with special sections on the brain and senses, health, and reproduction.
10. Let's discover sport and entertainment: deals with a wide variety of sports; such entertainment as movies, TV, circuses and magic shows; making music; holidays; hobbies and pets.
11. Let's discover the world of machines: deals with simple machines, machines in the home, transportation and power machines, and large machinery found on the farm, in construction, and in factories.
12. Let's discover land travel: deals with the various ways man travels on land, from carts and bicycles to trucks and subways. Includes a section on roads, bridges, and tunnels.

13. Let's discover ships and boats: deals with the small craft of rivers and canals and the large sailing ships, steamships, warships, and cargo and passenger ships.
14. Let's discover flying: deals with balloons, gliders, and all manner of aircraft, with special sections on flying animals and on airports.
15. Let's discover outer space: deals with the solar system the universe, astronomy, and space travel.
16. Let's discover index: A topical index to the 15 volumes of the Let's discover series.

III. AGE LEVEL: Primary, Intermediate
Interest Level: Grades K-6 (Ages 5-11)
Reading Level: Grade 2 (Spache Formula)

IV. SPECIAL FEATURES:

- A. GLOSSARY: Words are defined the way they are used in the book.
- B. FURTHER READING: Bibliography of books for additional information.
- C. QUESTIONS TO THINK ABOUT:
 1. Review questions on material covered in the book.
 2. Research questions about related subjects.
- D. PROJECTS: Enrichment projects are given with instructions for each.
- E. INDEX: Each volume carries it's own index with all materials combined in the 16th volume index.

I. TITLE and DATE: Life Cycles, c1979.

II. AUTHOR: Paula Z. Hogan.

III. FORMAT:

A. NO. OF VOLUMES: Sixteen (16). Each volume has 32 pages.

- | | |
|---------------------------|--------------------------|
| 1. <u>The Beaver.</u> | 9. <u>The Honeybee.</u> |
| 2. <u>The Black Swan.</u> | 10. <u>The Kangaroo.</u> |
| 3. <u>The Butterfly.</u> | 11. <u>The Oak Tree.</u> |
| 4. <u>The Crocodile.</u> | 12. <u>The Penguin.</u> |
| 5. <u>The Dandelion.</u> | 13. <u>The Salmon.</u> |
| 6. <u>The Elephant.</u> | 14. <u>The Tiger.</u> |
| 7. <u>The Frog.</u> | 15. <u>The Whale.</u> |
| 8. <u>The Gorilla.</u> | 16. <u>The Wolf.</u> |

B. INDEX: None.

III. AGE LEVEL: Primary, Intermediate

Interest Level: Grades K-3 (Ages 5-8)
Reading Level: Grades 1-2

IV. SPECIAL FEATURES: Life Cycles takes children step-by-step through the growth process of familiar and interesting animals, insects and plants... with full-color illustrations that grab attention and simple clear text (both checked by scientific consultants for accuracy).
---From the Publisher

A. GLOSSARY: Most books contain a glossary that explains new words.

- I. Title and Date: Merit Student's Encyclopedia - 1983
- II. Format:
 - A. Number of Volumes: 20
 - B. Arrangement: Alphabetical letter by letter
 - C. Index: Located in Volume 20, includes picture notations
- III. Age Level: Intermediate to Adult (specifically geared to fifth grade)
- IV. Special Features:
 - A. "Fact Boxes" and "Student Guides" assist in quick location of essential data.
 - B. List of contributors - Gives names of people who wrote the articles.
 - C. Bibliographies appear with major articles.
 - D. Pronunciation is given for difficult words that appear in the title or text of many-articles.
 - E. Charts and diagrams clarify difficult subjects.
 - F. Maps provide graphic information on physical features or political boundaries.
 - G. Illustrations include quality reproductions of works of art.
 - H. Trans-Vision Illustrations provide three-dimensional information in a two-dimensional form especially on anatomical articles.

I. TITLE: National Geographic Index.

II. FORMAT:

A. NO. OF VOLUMES:

1. National Geographic Index, 1888-1946.
2. National Geographic Index, 1947-1976.
3. National Geographic Index, 1977-1982.
4. National Geographic Index, 1947-1983.

Six-month indexes, available to school/library subscribers on request.

B. ARRANGEMENT: Alphabetical listings include subject, author, illustrator, and title. Information indexed include nature, science, biography, history, and geography.

III. AGE LEVEL: Intermediate to Adult.

IV. SPECIAL FEATURES: Preceding the index section of the hard-backed volumes are special sections, for example, in the 1947-1976 volume are:

- A. FOREWORD: by Robert E. Doyle, President, National Geographic Society.
- B. INTRODUCTION: "Bringing the World into your home" by Gilbert M. Grosvenor, Editor, National Geographic Magazine outlines the many reasons for the success of National Geographic since 1947.
- C. HISTORY: "A Picture History of National Geographic, 1947-1976" gives the highlights of three decades of photographs with brief year-to-year summaries of the milestones of the Society's history.
- D. EXPEDITIONS AND SCIENTIFIC RESEARCHES OF THE SOCIETY: with a preface by Melvin M. Payne, Chairman, board of trustees, and Chairman, Committee for Research and Exploration. A guide to nearly 1,400 researches and expeditions from the year 1890.
- E. MEDALS AND AWARDS OF THE SOCIETY: Honors, both Medals and Awards, given by the Society to encourage exploration, to promote scientific advance, and to recognize outstanding service to geography are listed as well, as their recipients.
- F. FOUNDERS OF THE SOCIETY: The Society was founded on January 13, 1888 by 33 men at a meeting in Washington, D.C.
- G. PRESIDENTS AND MEMBERS OF THE BOARD OF TRUSTEES: All previous and present Presidents and Members of the Board are listed with terms of their office.
- H. GEOGRAPHICAL DISTRIBUTION OF MEMBERSHIP: The Society's membership is listed by country, state and other geographical designations.

- I. TITLE: National Geographic World Index, September 1975-August 1982.
- II. FORMAT:
- A. NO. OF VOLUMES: one (1)
 - B. ARRANGEMENT: Alphabetical listing for SUBJECTS. Major subjects are in boldface type: page numbers are in italics.
- III. AGE LEVEL: Primary to Jr. High (Grades 3 through 8).
- IV. SPECIAL FEATURES: None

- I. TITLE and DATE: Webster's New Biographical Dictionary. Merriam Webster, Inc., 1983.
- II. FORMAT:
- A. NO. OF VOLUMES: One (1).
- B. ARRANGEMENT: Alphabetical by surname (ordinary rules of alphabetization apply). Basic arrangement explaining in Explanatory Notes.
- III. AGE LEVEL: Intermediate to Adult.
- IV. SPECIAL FEATURES:
- A. ENTRIES: Provides information on more than 30,000 men and women from all parts of the world, all eras (NO LIVING PERSON INCLUDED), and all fields of endeavor. In general, entries in this book include the following elements:
1. Entry name, printed in bold type.
 2. Pronunciation (unless carried over from preceding entry).
 3. Prenames.
 4. Titles, epithets, pen names, nicknames, original names, etc.
 5. Birth and death dates or other indication of historical period.
 6. Nationality or, where more applicable, ethnic identification, followed by an occupational description and, for Americans, Canadians, and selected others, birthplace.
 7. Pertinent details of the subject's career.
- B. EXPLANATORY NOTES: Provides clarification of arrangement, mechanical details of typography and punctuation, spelling, syllabic division and pronunciation.
- C. GUIDE TO PRONUNCIATION: Gives a concise key to symbols used in pronunciation.
- D. ABBREVIATIONS IN THIS BOOK: An alphabetical arrangement of abbreviations.
- E. PRONUNCIATION SYMBOLS: A simplified listing (for more information see Guide to Pronunciation).
- F. PRONOUNCING LISTS OF NAME ELEMENTS, TITLES, AND PRENAMES: Lists indicate the end-of-line division and pronunciation for those name elements, titles, and prenames that are not given pronunciations in the entries themselves.

- I. Title: Webster's New Geographical Dictionary, 1980.
- II. Format:
 - A. Number of Volumes: 1
 - B. Arrangement: Alphabetical arrangement.
 - C. Index: none.
- III. Age Level: Upper elementary up to adult.
- IV. Special Features:
 - A. Pronunciation is marked and cross-references are given for alternate spellings.
 - B. Entries provide gazetteer-type information, geographical features, monuments, and a brief history.
 - C. Includes some 47,000 geographical names from biblical times, ancient Greece and Rome, medieval Europe and today's world.
 - D. There are 217 inset maps included in the text.
 - E. Additional features include a list of geographical terms, signs and symbols, and information on maps and map projections.

I. Title and Date: Webster's School Thesaurus - 1978

II. Format:

- A. Number of Volumes: 1
- B. Arrangement: The body of the book consists of main entries and secondary entries arranged alphabetically.
- C. Index - None

III. Age Level: Intermediate to Adult

IV. Special Features:

- A. Supplements synonym and antonym lists with related and contrasted word lists.
- B. Gives a brief statement showing exactly in which meaning a group of words are to be understood as synonyms.
- C. Contains a strictly alphabetical ordering of synonyms within the list.
- D. Lists the entry at its own alphabetical place of each word that is a synonym at a main entry.

- I. Title: Webster's Sports Dictionary, 1976.
- II. Format:
 - A. Number of volumes: 1
 - B.. Arrangement: Alphabetical, letter by letter.
 - C. Index: none
- III. Age level: Elementary students to adults.
- IV. Special Features:
 - A. Cross-references appear in small capitals and serve three principal functions:
 1. The "see" references direct the reader to a more common variant where the definition is given or to another entry where he will find additional information.
 2. The "see also" references are used for parallel or related terms.
 3. The "compare" references direct the reader to contrasting terms.
 - B. Verbal illustrations are used to show an entry word in context.
 - C. Separate entries marked by preceding raised numerals (² coach) are given for noun, verb, and adjective/adverb definitions.
 - D. Appendix: Included in the Appendix are:
 1. Abbreviations of sports terms.
 2. Referee signals.
 3. Scorekeeping.

- I. TITLE and DATE: Webster's Third New International Dictionary of the English Language. Unabridged. G. & C. Merriam, 1976.
- II. FORMAT:
- A. NO. OF VOLUMES: One (1).
 - B. ARRANGEMENT: Alphabetical arrangement with each term defined at its own place rather than treated as part of a group of related words.
 - C. INDEX: None.
- III. AGE LEVEL: Intermediate to Adult.
- IV. SPECIAL FEATURES:
- A. ENTRIES: Over 450,000 words using a new dictionary style based upon completely analytical one-phrase definitions. Entries include copious illustrative quotations (about 200,000), many of which are taken from contemporary sources.
 - B. CONTRIBUTORS: A complete listing of the editorial staff as well as a partial list of specialist who were asked to handle a considerable body of related terms.
 - C. EXPLANATORY CHART and NOTES: Presents a pictorial sample to which numbers are assigned. These numbers refer to a section in the "Explanatory Notes" following. The chief divisions are:

1. The Main Entry	13. Verbal Illustrations
2. The Pronunciation	14. The Taxonomic Entry
3. Functional Labels	15. Usage Notes
4. Inflectional Forms	16. Cross-References
5. Capitalization	17. Run-On Entries
6. Attributive Nouns	18. Synonyms
7. The Etymology	19. Abbreviations
8. Status Labels	20. Symbols
9. Subject Labels	21. Combining Forms
10. Subject Guide Phrases	22. The Vocabulary Entry
11. The Symbolic Colon	23. -Er, -Or, -Ize
12. Sense Division	24. Factotums
 - D. GUIDE TO PRONUNCIATION: Presentation of facts to explain the way that the symbols in pronunciation are used in this work.
 - E. PUNCTUATION: Chief marks of punctuation and reference, with their names.
 - F. FORMS OF ADDRESS: A listing of some alternative forms of address with the most formal address and salutation first.
 - G. ABBREVIATIONS USED IN THE DICTIONARY: Alphabetized list of abbreviations.
 - H. ADDENDA SECTION: Listing of words included after the main work was completed.
 - I. NOAH WEBSTER: A brief biography of the significance of Noah Webster's contributions.

- I. Title and Date: The World Almanac and Book of Facts 1984
- II. Format:
 - A. Number of Volumes: 1
 - B. Arrangement: Arranged by subject with an alphabetical listing in the index.
 - C. Index: A quick reference index is listed in the back of the book with a detailed index in the front.
- III. Age Level: Intermediate to Adult
- IV. Special Features:
 - A. Includes a detailed annual chronology, memorable dates, U.S. associations and institutions.
 - B. Contains U.S. population statistics and sections on famous personalities.
 - C. Gives information on foreign countries, including four pages of flags.
 - D. Presents statistics and other information on the latest sporting events.

- I. Title and Date: World Book Encyclopedia - 1983
- II. Format:
 - A. Number of volumes: 22
 - B. Arrangement: Alphabetical letter by letter
 - C. Index: Located in Volume 22; includes Reading and Study Guides and picture notations.
- III. Age Level: Intermediate and Junior High
- IV. Special Features:
 - A. Study Aid Section - Contains related articles, an outline and questions.
 - B. List of Contributors - Gives names of people who wrote the articles.
 - C. Facts in Brief - Provides information at a glance on political and physical features of the states and countries.
 - D. Tables of Terms - Presents information that defines certain words or phrases used in discussing technical topics.
 - E. Tables of Important Dates - Provides quick reference to outstanding events in the history of a topic.
 - F. Pronunciation - Gives the pronunciation of difficult words that appear in the title or text of many articles.
 - G. Charts and Diagrams - Clarify difficult subjects.
 - H. Maps - Provide graphic information on physical features, political boundaries and such special topics.
 - I. Science Projects - Accompany more than 15 science articles.
 - J. Illustrations - Include quality reproductions of works of art.
 - K. Trans-Vision Illustrations - Provide three-dimensional information in a two-dimensional form.

- I. Title: Young People's Science Encyclopedia, 1982.
- II. Format:
 - A. Number of volumes: 20
 - B. Arrangement: Alphabetical order, word by word (Compound words such as Aircraft come after terms such as Air Hammer)
 - C. Index: The last volume, number 20, contains the index.
 1. Major entries are in bold print; minor entries are in regular print and related entries are in italics.
 2. Pictures are indicated illus.
 3. Experiments and things to do are indicated by exp.
 4. Volume number is given first, followed by a colon and the page numbers: 2: 153-155
 5. Includes a beginning section entitled "Helping Young People in Science," written for parents and teachers.
 6. Includes an "Index of Things To Do" at the very back of the volume.
- III. Age Level: Elementary and Junior High School students (especially grades 3-9)
- IV. Special Features:
 - A. Split-level vocabulary
 1. The articles were written with an easy-to-difficult sequence of concepts and vocabulary.
 2. Each article begins with basic facts printed in larger type and gradually works into the more advanced technical concepts.

- B. Spellings and pronunciation:
 - 1. Modern spellings are used throughout the encyclopedia.
 - 2. If pronunciation of an entry title is necessary, it follows the title in parenthesis.
- C. Cross-references, of the "See" and "See Also" type, occur throughout the encyclopedia and are helpful to lure students into more advanced study.