

LIBRARY MEDIA SKILLS

TEACHING GUIDE:

A K-6 READING

PROGRAM PARTNERSHIP

EDITED BY

KAY P. BLAND

Director, Library Media Services
Pulaski County Special School District
Little Rock, Arkansas

1990

HI WILLOW RESEARCH AND PUBLISHING
CASTLE ROCK, COLORADO

Copyright c. 1990 Pulaski County Special School District
All Rights Reserved
Printed in the United States of America

No part of this publication may be reproduced for sale without prior permission of the publisher. Copies of handouts may be made for class use in an individual school. Each school using the guide is expected to purchase its own copy. Exceptions should be cleared in writing with the publisher.

Write: Hi Willow Research and Publishing
P.O. Box 266
Castle Rock CO 80104

ISBN: 0-931510-29-5 (loose leaf)

Table of Contents

Reference Tool Guidelines	iii
Acknowledgments	iv
Introduction	v
Correlation/Objectives, Levels K-6: Summary Sheets	x-xxix
K-6 Tracking Forms	xxx-xxxviii

Kindergarten - Our World Grows

September:	Our Library Media Center	1
October:	Books Are for Sharing	7
November:	Our World of Books	10
December:	Names in Our World	15
January:	Humor in Our World	18
February:	Our World Touches Others (Multicultural Opportunity) ...	21
March	Animals in Our World	24
April:	Looking at Our World (Multicultural Opportunity)	32
May	Who in the World (Authors)	35

First Year - Getting Acquainted

September:	Getting to know the Library Media Center	38
October:	Others...Just Like Me (Multicultural Opportunity)	46
November:	Imaginary Things and Real Things	53
December:	Can You Imagine That!	60
January:	It's Real...True Stories	66
February:	Animals As Characters	72
March:	Making Friends (Multicultural Opportunity)	76
April:	Stories to Make You Laugh	80
May	Story Settings...Places	84

Second Year - Let's Be Friends

September:	Let's Be Friends	89
October:	Our Friends, the Authors	93
November:	ABC Friends at Home	98
December:	Picture Friends	104
January:	Animal Friends	112
February:	Animal Friends as Pets (Multicultural Opportunity)	118
March:	Folktale Friends (Multicultural Opportunity)	130

April:	Poetry Friends	137
May	Vacation Friends	152
Below Third Year - Adventures		
	Fiction/Easy ("Jasper and the Hero Business" TG: 358-386) (Multicultural Opportunity)	155
	Fairy Tale/Play ("The Shoemaker and the Elves" TG: 396-421)	161
Below Third Year - Discoveries		
	Nonfiction ("Nocturnal Animals" TG: 114-133)	167
	Animals/Fables ("Birthdays" TG: 134-157)	173
Third Year - Caravans		
	Animal Stories ("What's the Matter with Carruthers" TG: 210-252)	180
	Informational Article ("Moose Baby" TG: 254-277)	226
Third Year - Journeys		
	Sensory Words ("Words in Our Hands" TG: 116-137) (Multicultural Opportunity)	245
	Folktales ("The Buried Treasure" TG: 358-385)	274
Fourth Year - Flights		
	Sports ("Hurdles" TG: 78-103) (Multicultural Opportunity)	281
	Fantasy ("My Town" TG: 344-366)	301
	Biography/Autobiography (Eugenie Clark: Shark Lady" TG: 474-513)	321
	Fictionalized Biography ("Bicycle Rider" TG: 638-662)	332
Fifth Year - Explorations		
	Distant Lands ("Shackelton's Epic Voyage" TG: 212-241)	346
	Historical Fiction ("Thank You, Phoebe Frauces" TG: 300-325) (Multicultural Opportunity).	359
	Humor ("The Golden Opportunity" TG: 500-519)	366
	Mystery Story ("The Paper Caper" TG: 716-741)	382
Sixth Year - Celebrations		
	Art and Music ("Maria Tallchief: Dancer with a Dream" TG: 30-51)	399
	Poetry/Haiku ("the Base Stealer" TG: 192-215)	410
	Adventure ("Conquering the Colorado" TG: 476-501)	446

Science/Science Fiction ("Partners in Pictures: The Camera and the Eye" TG: 630-653)	462
---	-----

Above Sixth Year - Pageants

Realistic Fiction ("M.C. Higgins, The Great" TG: 40-57)	475
Myths ("Arachne" TG: 214-241)	480

Reference Tool Guidelines

1. <i>Children's Britannica</i>	491
2. <i>Children's Magazine Guide</i>	492
3. <i>Compton's Encyclopedia and Fact Index</i>	493
4. <i>Golden Book Encyclopedia</i>	494
5. <i>Hammond Intermediate World Atlas</i>	495
6. <i>Junior Author Series</i>	496
7. <i>Lands and Peoples</i>	497
8. <i>Let's Discover Library</i>	498
9. <i>Life Cycle Series</i>	500
9A. <i>Lincoln Library of Sports Champions</i>	501
10. <i>Merit Student's Encyclopedia</i>	502
11. <i>National Geographic Index</i>	503
12. <i>Science and Technology Illustrated</i>	504
13. <i>Webster's New Biographical Dictionary</i>	505
14. <i>Webster's New Geographical Dictionary</i>	506
15. <i>Webster's School Thesaurus</i>	507
16. <i>Webster's Sports Dictionary</i>	508
17. <i>Webster's Third New International Dictionary of the English Language</i>	509
18. <i>World Almanac and Book of Facts</i>	510
19. <i>World Book Encyclopedia</i>	511
19A. <i>World of Science</i>	512
20. <i>Young People's Science Encyclopedia</i>	513

ACKNOWLEDGMENTS

Although all 23 elementary library media specialists in Pulaski Country Special School District made suggestions for correlation of the reading text, revision of literary/media skills sequence, and inclusion of certain multicultural concepts in the revised integrated reading/library media program, a group of four library media specialists completed the rewriting task during the summer of 1989. The members of the rewrite team were Carolyn Cook, Margaret Garrett, Bettye Kerns, and Iris Tucker. They all are to be commended for their efforts. A thank-you goes to all elementary library media specialists who were asked to proofread the units of instruction as well as field-test them.

Special thanks also go to Janis Lindley, secretary to the Director of Library Media Services, who input all of the units and the many changes, and Edith Young, District Media Center technician, who assisted elementary library media specialists in completing activities for unit instruction.

Since the title of this revised library media skills program uses the word partnership, the Director of Elementary Education, Sarah Womble, and the Assistant Superintendent for Instruction, Dr. Bobby Altom, need recognition for their support in the partnership process which allows the library media program to be fully integrated into the reading program. Another partner is Brenda Spriggs, Coordinator of Multicultural Curriculum Development, who reviewed the multicultural concepts used in the units.

INTRODUCTION

Library Media Skills Teaching Guide: A K-6 Reading Program Partnership is a revision of *Integrating Library Media Skills into the Reading Program: K-6* by Retta Patrick developed by Pulaski County Special School District in 1983; *Teaching Literary and Media Skills: K-6*, (1979); and *Resource Units for literary Appreciation* (1973). This program as the previous editions, is designed as an integral part of the adopted basal reading program. (Houghton Mifflin Reading Series)

This revision is an attempt to combine successful points in the earlier editions and to include multicultural concepts in the curriculum. Also included are units for third year students reading below grade level and for sixth grad students reading above grade level. Basic purposes of the program are:

1. to introduce students to the appreciation of all types of literature;
2. to create an enthusiasm for reading;
3. to strengthen literary skills introduced by the classroom teacher;
4. to teach student effective location, evaluation, use and reproduction of information;
5. to reinforce multicultural concepts.

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. For example, story sequence is introduced and reinforced at the K-2 levels and then again is taught as a part of the mystery story unit at the fifth year when a literary term such as plot development is used instead of beginning, middle and end. Another example is the introduction of the Precyclopedia and children's magazines during the second semester of the second year which culminates in an instructional unit utilizing a bibliography during the sixth year. Card catalog skills are taught beginning with author cards and ending with subject cards and then combined during the third year while emphasis on specialized subjects or authors is taught during the fourth through sixth year units.

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 the 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.

The program is also designed to build on children's knowledge and understanding of the key multicultural concepts as defined by the district's multicultural curriculum writing committee. The concepts are 1) racism/discrimination; 2) intercultural competence; 3) immigration/migration; 4) socialization; and 5) ethnicity/culture. This committee also designed a multicultural core reading list for the reading curriculum.

Units in the literary media skills curriculum which lend themselves to multicultural infusion are tagged with the term: Multicultural Opportunity. The specific concept is identified at the end of the unit. Library media specialists may find that the literature selection itself can lead to a discussion of a multicultural concept. Racism/discrimination can be discussed as part of the unit on Marie Tall Chief in the sixth year units while the socialization concept can be discussed on the kindergarten level.

LMC UNITS FOR K-2

Although not correlated directly with the reading series, library media units for kindergarten, first and second grade do emphasize literature stories in the basal, especially the multicultural core reading list. Units are designed for bimonthly sessions and have been developed around three broad themes that are familiar to children at these levels: Kindergarten: Our World Grows; Level One: Getting Acquainted; and Level Two: Let's Be Friends. Emphasis at levels K-2 is placed on:

1. creating enthusiasm for learning to read by exposing students to positive library media experiences;
2. providing students with the opportunity to practice reading skills taught in the classroom;
3. introducing beginning skills for locating, using, reproducing and sharing information.

Close cooperation and communication between the classroom teacher and library media specialist is important to the success of this program. Specific suggestions for teacher/LMS communication is listed in many of the units. For effective library media instruction one-half class sessions are recommended. 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.

LMC UNITS FOR LEVELS THREE THROUGH SIX

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 unit 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. Emphasis is on discussing the type of story just completed in the reading series; introducing books 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 books. Literary skills are further reinforced and practiced through: discussion of story elements (characters, setting, plot, etc.); evaluation of an author's style of writing (effectiveness of the techniques used, his/her qualifications for writing); and participation in creative writing activities using techniques of authors. In these sessions, reference and study skills are presented as a direct outgrowth of a need introduced in the unit. The current revision of the units has been developed using PET (Program for Effective Teaching) principles. Reinforcement activities have been included with many of the units and, in some instances, are included as part of the instruction. Since the units need to be personalized by the library media specialist, the activities are not labeled as required. Enrichment activities provide for application of the skills taught, using creative activities, production, and other approaches. Many of these are designed for independent student use in the classroom or library media center. Reading teachers and library media specialists are to plan for the most effective use of reinforcement and enrichment activities.

FORMAT

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

1. Unit Topic (also includes name of correlating selection, with page number of Houghton Mifflin Teacher's Guide at levels 3-6)
2. Unit Objective (divided according to literary and media skills at levels 3-6)
3. Library Media Staff Preparation
 - a. Materials
 - b. Equipment
 - c. Student Activities
4. Suggested Procedure (minimum sessions required to teacher the unit)
 - a. Session I: Instructions for teaching (Objectives)
 - i. Introduction (relationship to previous learning, statement of learning)

- ii. 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 above)

5. Glossary

6. Bibliography

- a. Books
- b. Software (many units utilize sound filmstrips from Pied Piper Media)
- c. Professional Materials

7. Reinforcement and Enrichment Activities (Reinforcement activities may be listed as part of the instruction and, therefore, one may wish to consider them as required although library media specialists may design other activities depending upon group needs. Enrichment activities may allow students media production experience. Instructions and/or masters for reproducing activities are available)

THE PARTNERSHIP PROCESS

Close cooperation and communication between the reading teacher and library media specialist is vital to effective integration of reading and library media instruction. The school or district administrators should assist in development of procedures to implement the program in each school. Houghton Mifflin Teacher's Guides, (*Adventures through Pageants*), should be marked at each story to be followed by library media units. Multicultural opportunities should be highlighted as well. The library media specialist is responsible for maintaining a record of students in each reading group and working closely with classroom teachers to ensure that all groups are scheduled for each unit. Since each session builds on skills presented in the previous sessions, the classroom teacher's willingness to release students for LMC instruction is vital to the success of the integration of these programs. The library media specialist must be committed to assuming the instructional role explained in *Information Power* and must promote curriculum involvement. (Forms for planning are included.)

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 library media center curriculum involvement. If clerical assistance is not available, blocks of teaching time for literary media skills instruction could be set aside while blocks of time would be set aside for "free flow," browsing and resource information. Planning for information access would be essential and classroom teachers would have to assist with large group utilization of the library media center.

Library Media Skills Teaching Guide: A K-6 Reading Program Partnership can be a catalyst for an integrated approach to information skills instruction in all areas of the curriculum. It is hoped that this guide will help library media specialists help their students become powerful users of information.

Kay P. Bland

LEVEL: KINDERGARTEN

SEPTEMBER

I. Unit Topic: Our Library Media Center

II. Unit Objectives: Students will:

- A. recognize that the library media center is a busy, friendly, "fun" place to visit.
- B. identify the library media staff as people who help students to use the library media center.
- C. identify acceptable behavior during storytime/media skills lessons.
- D. listen to a story without interrupting.
- E. identify correct way to turn pages and carry a book.
- F. recognize the importance of proper care of books.

OCTOBER

I. Unit Topic: Books Are For Sharing

II. Unit Objective: Students will:

- A. recognize acceptable behavior during library media center visits.
- B. recall basic procedures to care for books.
- C. identify the Easy section of the library media center as the area where picture books are located.
- D. listen to a story without interrupting.

NOVEMBER

I. Unit Topic: Our World of Books

II. Unit Objectives: Students will:

- A. locate the Easy section of the library media center.
- B. demonstrate acceptable behavior during library media center visits.
- C. identify the spine of a book.
- D. identify that an easy book has an E on the spine.

DECEMBER

I. Unit Topic: Names In Our World

II. Unit Objective: Students will:

- A. identify the front, back and spine of a book.
- B. recognize that every book has a spine.
- C. identify the name of a book on its cover. (title)
- D. recall that an easy book is marked with an E on its spine.
- E. relate the E on an easy book's spine to its location in the Easy section.
- F. identify letters of the alphabet on the spine of easy books.

JANUARY

I. Unit Topic: Humor In Our World

II. Unit Objectives: Students will:

- A. follow directions to choose a book from the Easy section.
 - B. recognize that funny stories make people laugh.
 - C. recall simple details in a story.
 - D. identify humor in story events.
 - E. recognize that pictures help tell a story.
-

FEBRUARY
(Multicultural Opportunity)

I. Unit Topic: Our World touches Others

II. Unit Objective: Students will:

- A. follow directions to return a book to the library media center.
- B. identify feelings described on a recording or in pictures.
- C. predict feelings and actions of people and of story characters.
- D. follow directions to check out a book independently.

MARCH

I. Unit Topic: Animals In Our World

II. Unit Objective: Students will:

- A. demonstrate correct procedures for returning books to the library media center.
- B. use picture clues to "read" an Easy book.
- C. interpret details and story situations in a picture.
- D. arrange a series of pictures in sequence of events.
- E. tell a story in sequence with the aid of pictures.
- F. demonstrate correct procedures to check out a book independently.

APRIL
(Multicultural Opportunity)

I. Unit Topic: Looking At Our World

II. Unit Objectives: Students will:

- A. identify likenesses and differences in books and/or people.
- B. recognize that books differ in color, shape, size and content.
- C. recognize that all books are important just as all people are important.
- D. demonstrate circulation procedures.

MAY

I. Unit Topic: Who In the World? (Authors)

II. Unit Objectives: Students will:

- A. recognize an author as the person who thinks up the story in a book.
 - B. recall that every book in the library media center has its own special place on the shelves (address).
 - C. demonstrate circulation procedures.
-

It is suggested that library media specialists work closely with kindergarten teachers to determine their requirements regarding their students' independent access to resources. Providing equal access is a library media program goal.

The K-2 units are designed to be taught to small groups (usually at most, one-half of the class at one time). However, there may be situations or circumstances which may warrant an occasional whole class presentation. Again, it is suggested that library media specialists work closely with teachers in scheduling small groups and in suggesting resources or activities to reinforce library media skills back in the classroom.

LEVEL: FIRST YEAR

SEPTEMBER

I. Unit Topic: Getting to Know the Library Media Center

II. Unit Objectives: Students will:

- A. identify library media staff.
- B. identify the Easy section and circulation area.
- C. recall correct procedures to care for books.
- D. follow directions to select and check out a book from the Easy section.

OCTOBER

(Multicultural Opportunity)

I. Unit Topic: Others...Just Like Me

II. Unit Objectives: Students will:

- A. identify an author as the person who writes a book.
- B. identify the title as the name of the book.
- C. recall that the author's name and the title of a book are printed on the book.
- D. recognize happy and sad feelings.
- E. recognize that children in books have some of the same feelings as the reader.

NOVEMBER

I. Unit Topic: Imaginary Things and Real Things

II. Unit Objectives: Students will:

- A. define the meaning of real and imaginary things.
- B. recognize that an author may write books about imaginary or real things.
- C. relate letters of the alphabet to the first letter in an author's last name.
- D. recognize that books in the Easy section are arranged by the first letter in the author's last name.

DECEMBER

I. Unit Topic: Can You Imagine That?

II. Unit Objectives: Students will:

- A. identify illustrations as the pictures in a book.
- B. recognize the illustrator as the person who draws or paints the pictures for a book.
- C. recognize the Caldecott Medal Award and its purpose.
- D. identify the call letters on Easy books.
- E. identify how the Easy book call letters relate to the author's last name.

LEVEL: FIRST YEAR

JANUARY

- I. Unit Topic: It's Real...True Stories
- II. Unit Objectives: Students will
 - A. recall real things depicted in book illustrations.
 - B. recall alphabetical order of the letters in the alphabet.
 - C. relate letters of the alphabet to alphabetizing authors' last names.

FEBRUARY

- I. Unit Topic: Animals As Characters
- II. Unit Objectives: Students will:
 - A. define a character as the person or animal who does things in a story.
 - B. identify characters in specific picture books.
 - C. locate and identify the title page in a book.
 - D. recognize the title and the author on the title page.

MARCH
(Multicultural Opportunity)

- I. Unit Topic: Making Friends
- II. Unit Objectives: Students will:
 - A. recognize friends as people who share and enjoy good times together.
 - B. recognize books as friends to share and to enjoy.
 - C. locate and identify the spine of the book.
 - D. recall the call letters on Easy books.

APRIL

- I. Unit Topic: Stories To Make You Laugh
- II. Unit Objectives: Students will:
 - A. recognize a funny story as a story that makes one laugh.
 - B. name the parts of a story as beginning, middle, and end.
 - C. retell a given story in sequence.

MAY

- I. Unit Topic: Story Settings... Places
 - II. Unit Objectives: Students will:
 - A. recognize setting as the place where the story happens.
 - B. predict the outcome of a story.
-

LEVEL: SECOND YEAR

SEPTEMBER

- I. Unit Topic: Let's Be Friends
- II. Unit Objectives: Students will:
 - A. recall the purpose and functions of the library media center.
 - B. recall the proper care of books.
 - C. follow library media center procedures for book circulation.

OCTOBER

- I. Unit Topic: Our Friends, the Authors
- II. Unit Objectives: Students will:
 - A. recognize authors as real people.
 - B. locate a call number on the spine of the book.
 - C. identify the parts of a call number.
 - D. use a call number to locate a book's address.

NOVEMBER

- I. Unit Topic: ABC Friends at Home
- II. Unit Objectives: Students will:
 - A. recall the proper care of books and equipment.
 - B. recognize that dictionaries help in defining, pronouncing, and spelling words.
 - C. use ABC order to find food words in the dictionary.

DECEMBER

- I. Unit Topic: Picture Friends
 - II. Unit Objectives: Students will:
 - A. recognize that the title of a book often tells something about the book.
 - B. define illustrator as the person who draws picture friends.
 - C. identify the Caldecott Medal.
 - D. recognize picture details.
 - E. relate a story in sequence.
-

LEVEL: SECOND YEAR

JANUARY

- I. Unit Topic: Animal Friends
- II. Unit Objectives: Students will:
- A. identify true stories as nonfiction stories.
 - B. locate the Nonfiction area of the library media center.
 - C. distinguish between make-believe stories and true stories.
 - D. identify the Dewey Number System as the way nonfiction books are located.

FEBRUARY
(Multicultural Opportunity)

- I. Unit Topic: Animal Friends as Pets
- II. Unit Objectives: Students will:
- A. identify the Reference section of the library media center.
 - B. recognize the Precyclopedia as a source of information about a wide variety of topics.
 - C. recognize the purpose of guide letters on the spine of volumes of the Precyclopedia.
 - D. use guide letter to locate information in the Precyclopedia.

MARCH
(Multicultural Opportunity)

- I. Unit Topic: Folktale Friends
- II. Unit Objectives: Students will:
- A. define folktales as stories that have been told and retold, passing down from one person to another and finally written down.
 - B. recognize that people of all countries have their own folktales.
 - C. identify the area of the library media center where folktales are shelved.

APRIL

- I. Unit Topic: Poetry Friends
- II. Unit Objectives: Students will:
- A. recognize poetry as a literary form.
 - B. identify the area of the library media center where poetry books are shelved.
 - C. complete a poem using rhyming words.
 - D. operate a cassette recorder.

LEVEL: SECOND YEAR

MAY

I. Unit Topic: Vacation Friends

II. Unit Objectives: Students will:

- A. recognize that authors write special stories for special reasons.
 - B. recall that true stories are nonfiction stories.
 - C. identify the area of the library media center where the magazines are kept.
 - D. review contents of children's magazines.
-

LEVEL: BELOW THIRD YEAR - ADVENTURES

(Multicultural Opportunity)

I. Unit Topic: Fiction/Easy (correlated with "Jasper and the Hero Business",
Unit 17, TG pp. 358-386)

II. Unit Objectives:

A. Literary Skills: Students will:

1. recall that stories which are "made-up" are fiction stories.
2. recognize that the person who "makes-up" the story is called an author.

B. Library Media Skills: Students will:

1. identify the Easy section of the library media center.
2. identify the Fiction section of the library media center.
3. recall circulation procedures in the library media center.
4. identify an author's name as one way to find a book listed in a card catalog.
5. use the information on an author card (call number, author, and title) to locate a fiction book.
6. alphabetize to the third letter.

I. Unit Topic: Fairy Tale/Play (correlated with "The Shoemaker and the Elves",
Unit 19, TG pp. 396-421)

II. Unit Objectives:

A. Literary Skills: Students will:

1. identify a fairy tale.
2. recognize the characteristics of a fairy tale.
3. recognize a play as a form of literature.

B. Library Media Skills: Students will:

1. identify the call number of fairy tales.
 2. locate the fairy tale section of the library media center.
 3. identify a title of a book as being one way to locate a book in the card catalog.
 4. use the information from a title card (call number, author, and title) to locate a fairy tale on the shelf.
 5. recognize the guide letters as alphabetical helpers.
-

LEVEL: BELOW THIRD YEAR - DISCOVERIES

I. Unit Topic: Nonfiction (correlated with "Nocturnal Animals, Unit 7,
TG pp. 114-133)

II. Unit Objectives:

A. Literary Skills: Students will:

1. recall that books about real things are called nonfiction books.

B. Library Media Skills: Students will:

1. locate the Nonfiction section of the library media center, especially the 500's.
 2. identify the subject of a book as being one way to locate a book in the card catalog.
 3. use the information from the subject card to locate a nonfiction book on the shelf. (call number, author, and title)
 4. alphabetize some subjects. (3rd letter alphabetizing)
-

I. Unit Topic: Animals/Fables (correlated with "Birthdays", Unit 8,
TG pp. 134-157)

II. Unit Objectives:

A. Literary Skills: Students will:

1. recall that animals may be characters in a story.
2. recognize that some animal stories are realistic and some are fantasy.
3. distinguish between animal stories and animal facts.
4. recognize a fable as an animal story.

B. Library Media Skills: Students will:

1. distinguish between author, title, and subject cards.
 2. use guide letters to locate the correct tray to find authors, titles, and subjects in the card catalog.
 3. use the information from the author, title and subject cards to locate books on the shelf.
-

LEVEL: CARAVANS

I. Unit Topic: Animal Stories (correlated with: "What's the Matter With Carruthers?", Units 11 & 12, TG pp. 210-252)

II. Objectives:

A. Literary Skills: Students will:

1. define an animal story.
2. distinguish between fiction and nonfiction animal stories.

B. Library Media Skills: Students will:

1. identify the card catalog.
 2. recognize the purpose of guide letters on drawers in the card catalog.
 3. recognize that guide words or letters in the card catalog drawers can be used to find cards more quickly.
 4. name the three (3) kinds of cards in the card catalog.
 5. identify information found on the author card necessary for locating a book by the author.
 6. locate a book on the shelf by using information on author card.
-

I. Unit Topic: Informational Article (correlated with "Moose Baby", Unit 13, TG pp. 254-277)

II. Unit Objectives:

A. Literary Skills: Students will:

1. define informational article.
2. identify an informational article.

B. Library Media Skills: Students will:

1. name four sources of informational articles.
 2. identify a table of contents and an index.
 3. recognize a subject card in the card catalog.
 4. identify the information on a subject card necessary for locating a book by subject.
 5. locate specific subjects in the card catalog.
 6. locate a book on the shelf by using information on a catalog card.
-

LEVEL: JOURNEYS

(Multicultural Opportunity)

I. Unit Topic: Sensory Words: (correlated with: "Words in Our Hands", Unit 7, TG pp. 116-137)

II. Unit Objectives:

A. Literary Skills: Students will:

1. define sensory words.
2. use sensory words.

B. Library Media Skills: Students will:

1. identify a dictionary as a book of words arranged in alphabetical order that tells what the words mean.
 2. define entry words.
 3. identify the section of the dictionary where a specific word is located. (front, middle, back)
 4. define guide words.
 5. use guide words.
-

I. Unit Topic: Folktales (correlated with "The Buried Treasure", Unit 18, TG pp. 358-385)

II. Unit Objectives:

A. Literary Skills: Students will:

1. identify folktales as a form of literature.
2. identify characteristics of folktales.

B. Library Media Skills: Students will:

1. locate folktale area in library media center.
 2. identify call number of folktales.
 3. recognize a title card.
 4. identify the information on a title card necessary for locating a book by title.
 5. locate book on shelf by using information on title card.
-

LEVEL: FLIGHTS

(Multicultural Opportunity)

I. Unit Topic: Sports (correlated with "Hurdles", Unit 5, TG pp. 78-113)

II. Unit Objectives:

A. Literary Skills: Students will:

1. identify sports stories.
2. recall that sports stories are located in fiction and nonfiction books, magazines and newspapers.

B. Library Media Skills: Students will:

1. define sports dictionary and sports encyclopedia.
 2. define encyclopedia.
 3. define encyclopedia index.
 4. define newspaper index or sports magazine index.
 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.
-

I. Unit Topic: Fantasy (correlated with "My Town", Unit 18, TG pp. 344-366)

II. Unit Objectives:

A. Literary Skills: Students will:

1. distinguish between fantasy and realism.
2. define story elements: characters, setting and plot.
3. identify main characters, setting and plot in a given story.

B. Library Media Skills: Students will:

1. organize factual information using a simple outline form.
 2. identify an atlas as a resource containing maps and other geographic information.
 3. use an atlas to find information.
-

LEVEL: FLIGHTS

I. Unit Topic: Biography/Autobiography (correlated with "Eugenie Clark: Shark Lady", Unit 24, TG pp. 474-513)

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 the 900's as the section where biography books are kept.
 2. define biography call numbers.
 3. locate biographies in the card catalog by using the biographee's last name.
 4. locate biographies on the shelves by call number and title.
 5. use an encyclopedia index to locate information about a person.
-

I. Unit Topic: Fictionalized Biography (correlated with "Bicycle Rider", Unit 32, TG pp. 638-662)

II. Unit Objectives:

A. Literary Skills:

1. Recall differences between fiction and nonfiction.
2. Identify narration as a way an author tells a story.

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.
 4. identify other biographical resources, especially multicultural resources.
-

LEVEL: EXPLORATIONS

I. Unit Topic: Distant Lands (correlated with "Shackelton's Epic Voyage",
Unit 11, TG pp. 214-241)

II. Unit Objectives:

A. Literary Skills: Students will:

1. identify fiction and nonfiction.
2. recognize narrative style of non fiction writing.
3. recognize that the setting of a story influences the action of the
the story characters in a fiction story.

B. Library Media Skills: Students will:

1. identify five special reference books that can be used to locate
information on different lands and peoples: Lands and Peoples
Encyclopedia, Hammond Intermediate World Atlas, World Almanac,
Webster's Geographic Dictionary, and the National Geographic Index.
 2. use the World Almanac to locate information.
-

(Multicultural Opportunity)

I. Unit Topic: Historical Fiction (correlated with "Thank You, Phoebe Frances",
Unit 15, TG pp. 300-325)

II. Unit Objectives:

A. Literary Skills: Students will:

1. define historical fiction.
2. compare and distinguish between historical fiction and factual history
books.
3. describe the process an author must take when writing historical
fiction.
4. recognize award winning historical fiction stories.

B. Library Media Skills: Students will:

1. identify the 900's as the section where history books are kept.
 2. locate books by using title cards in the card catalog.
 3. relate cause and effect statements.
-

LEVEL: EXPLORATIONS

I. Unit Topic: Humor (correlated with "The Golden Opportunity", Unit 24, TG pp. 500-519)

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 puns.

B. Library Media Skills: Students will:

1. use an author card in card catalog to find titles of humorous books or verse.
 2. identify biographical information about authors of humorous stories and humorous verse by using the Junior Authors and Illustrators Series.
-

I. Unit Topic: Mystery Story (correlated with "The Paper Caper", Unit 35, TG pp. 716-741)

II. Unit Objectives:

A. Literary Skills: Students 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: Students will:

1. use the subject heading MYSTERY AND DETECTIVE STORIES to locate mystery stories in the card catalog.
 2. identify the main idea.
 3. determine an appropriate subject heading for locating information in the card catalog.
-

LEVEL: CELEBRATIONS

I. Unit Topic: Art and Music (correlated with "Maria Tallchief: Dancer With a Dream", Unit 2, TG pp. 30-51)

II. Unit Objectives:

A. Literary Skills: Students will:

1. recognize art and music as a means of communications.
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 900's (biographies) 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. identify a bibliography.
-

Multicultural Opportunity

I. Unit Topic: Poetry/Haiku (correlated with "The Base Stealer", Unit 10, TG pp. 192-215)

II. Unit Objectives:

A. Literary Skills: Students will:

1. identify poetry as a form of literature.
2. recognize mood, rhythm, rhyme, and free verse in poetry.
3. identify haiku as a type of poetry.
4. recognize the five (5) basic guides to create a haiku.

B. Library Media Skills: Students will:

1. identify the 800's as the section where poetry books are kept.
 2. locate poetry books on the shelf by using subject, author, or title cards.
-

LEVEL: CELEBRATIONS

I. Unit Topic: Adventure (correlated with "Conquering the Colorado", Unit 23, TG pp. 476-501)

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. recall how to use the card catalog to find adventure stories.
 2. identify a thesaurus.
 3. use a thesaurus to locate action words and descriptive words.
-

I. Unit Topic: Science/Science Fiction (correlated with "Partners in Pictures: The Camera and the Eye", Unit 30, TG pp. 630-653)

II. Unit Objectives:

A. Literary Skills: Students will:

1. recall definitions of fiction and nonfiction.
2. identify science fiction.
3. distinguish between science fiction and nonfiction books.

B. Library Media Skills: Students will:

1. identify the 500's and 600's as the sections where science books are kept.
 2. identify Science and Technology Illustrated.
 3. locate a given scientific discovery in Science and Technology Illustrated.
-

LEVEL: ABOVE SIXTH YEAR - PAGEANTS

Multicultural Opportunity

I. Unit Topic: Realistic Fiction (correlated with "M.C. Higgins, The Great", Unit 3, TG pp. 40-57)

II. Unit Objectives:

A. Literary Skills: Students will:

1. define realistic fiction.
2. recall realistic fiction titles.
3. recognize that authors write about what they know best.

B. Library Media Skills: Students will:

1. recall state and national awards given to authors of books for children.
2. identify award winning realistic fiction titles and their authors.
3. use Junior Author and Illustrators Series to research award winning authors.

I. Unit Topic: Myths (correlated with "Archne", Unit 12, TG pp. 214-241)

II. Unit Objectives:

A. Literary Skills: Students will:

1. define a myth.
2. recall titles of myths.

B. Library Media Skills: Students will:

1. identify the 200's as the area in the library media center where mythology books are located.
 2. use Merit Student Encyclopedia to locate information on mythology characters. (World Book Encyclopedia may be substituted.)
-

LITERARY AND MEDIA SKILLS: KINDERGARTEN
(OUR WORLD GROWS)

_____ Teacher

Dates of Sessions

- _____ September: Our Library Media Center/Care of Books
- _____ October: Books Are for Sharing/Easy Section Identification
- _____ November: Our World of Books/ Easy Book Identification
- _____ December: Names in our World/Parts of a Book Ident.
- _____ January: Humor in Our World/ Humorous Story Detail
Identification
- _____ February: Our World Touches Others/ Independent Book
Check-out/ Predicting Feelings (Multicultural
Opportunity)
- _____ March: Animals in Our World/Sequence Identification.
- _____ April: Looking at Our World/Likes and Differences
- _____ May: Who in the World/Author Identification

Students

Students

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

LITERARY AND MEDIA SKILLS: FIRST YEAR
(GETTING ACQUAINTED)

_____ Teacher

Dates of Sessions

_____ September: Getting to know the Library Media Center/
Care of Books and Circulation Procedures
_____ October: Others--Just Like Me/Author and Title
(Multicultural Opportunity)
_____ November: Imaginary Things and Real Things/ Arrangement
of Easy Call Numbers
_____ December: Can You Imagine That/Illustrations and Caldecott
Medal Award
_____ January: It's Real...True Stories/ABC Order
_____ February: Animals As Characters/Characters & Title Page
_____ March: Making Friends/Books to Share
_____ April: Stories to Make You Laugh/Parts of Story (Beginning,
Middle, & End) (Multicultural Opportunity)
_____ May: Story Settings...Please/Settings of Stories

Students

Students

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

LEVEL: KINDERGARTEN - OUR WORLD GROWS (SEPTEMBER)

I. Unit Topic: Our Library Media Center

II. Unit Objectives: Students will:

- A. recognize that the library media center is a busy, friendly, "fun" place to visit.
- B. identify the library media staff as people who help students to use the library media center.
- C. identify acceptable behavior during storytime/media skills lessons.
- D. listen to a story without interrupting.
- E. identify correct way to turn pages and carry a book.
- F. recognize the importance of proper care of books.

III. Library Media Staff Preparation:

A. Materials:

1. Books (see "Resources")
2. "Oscar - Puppet"

B. Equipment (none)

C. Student Activities:

1. "Glad Brad" and "Sad Sid" posters

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I: (Objectives A, B, C, D, and E)

1. Introduction

- a) Your teacher has already told you that you would be visiting a special place today. This is the library media center. Your teacher uses many of the library media center materials in your classroom. You will be coming to the library media center for storytime/media skills lesson. Soon you will be finding books to read for yourselves.
- *b) Statement of Learning: Today you will be taking a "trip" around the library media center so you can see what a busy, friendly, "fun" place it is. You will also learn how to take care of books, listen to a story without interrupting, and learn acceptable library media center behavior.

2. Instruction

- a) Guide children on a brief tour of the library media center while explaining acceptable library media center behavior.
- b) Introduce the library media staff. Explain that the library media specialist is a person who works in the library media center and is there to help students find and use materials in the library

media center.

- c) Following the tour through the library media center, check children's knowledge of the library media center and its staff by asking questions such as: Why is the library media specialist here?
- d) Read a story such as Blue Bug Goes To The Library by Virginia Poulet.
- e) After reading the story, discuss the story. Recognize students who listened attentively without interrupting. (See "Oscar - Puppet".)
- f) Point out the correct way to turn pages in a book and how to carry a book. Spend as much time as possible with care of books. (More can be done in next session and next month.)
- *g) Closure: Today you have learned about the "fun" things that you can do in the library media center. You have met the library media specialist (repeat LMS's name); you have talked about how to behave in the library media center; and you have learned to take care of books by turning pages and carrying them correctly.

3. Evaluation: Can students:

- a) recognize the library media center as a busy, friendly, "fun" place to visit?
- b) identify the library media staff?
- c) identify acceptable behavior during storytime/media skills lessons?
- d) listen to a story without interrupting?
- e) identify correct way to turn pages and carry a book?

4. Reinforcement

- a) Oscar should be allowed to visit the classroom of students who are extra attentive during storytime. Preplan with the classroom teacher for a short, positive statement from Oscar when the students return to the classroom.

B. Session II: (Objective F)

1. Introduction

- a) Using books that range from new to tattered (torn pages, marked with crayons, dirty, etc.), lead children to identify the different types of ways books have been abused.
- b) Read one of the books (a short one). Pretend to have difficulty while trying to read a dirty page.
- *c) Statement of Learning: Today you will learn how you can be a good media center helper by taking care of books. You will select a book for your room collection so that you can show how well you have learned to take care of a book.

2. Instruction

- a) Introduce the posters "Glad Brad" and "Sad Sid." Tell students that they can make Brad "Glad" by washing their hands after they put away their crayons and paste before they handle the pages of their books. Show them how to turn pages correctly so that the corners of the pages will not be bent and ragged. Remind them of dirty and marked books which they identified earlier. Tell them that those books make Sid "Sad."
- b) Let students point to the appropriate poster while leading a discussion of some of the ways books are treated.
- c) Allow students to select a book for the room collection following classroom teacher's recommendation.
- *d) Closure: Now you have learned that it is important that you take care of the books which you borrow from the library media center.

3. Evaluation: Can students:

- a) recognize the importance of proper care of books?

4. Reinforcement

- a) This concept will be reinforced continuously as students borrow and return books. Library media specialist and teacher will comment on students' care of books.

V. Resources

A. Books

Bonsall, Crosby	<u>Tell Me Some More</u>	Harper, 1961
Charles, Donald	<u>Calico Cat Meets Bookworm</u>	Childrens, 1978
Cohen, Miriam	<u>When Will I Read?</u>	Greenwillow, 1977
Frandsen, Karen	<u>I Started School Today</u>	Childrens, 1984
Poulet, Virginia	<u>Blue Bug Goes To The Library</u>	Childrens, 1979
Tester, Sylvia	<u>We Laughed A Lot, My First Day Of School</u>	Childrens, 1979

KINDERGARTEN: SEPTEMBER
Our World Grows
Reinforcement Activity
"Glad Brad/Sad Sid"

GLAD BRAD/SAD SID

Objective: Students will identify how to care for books.

Materials Needed:

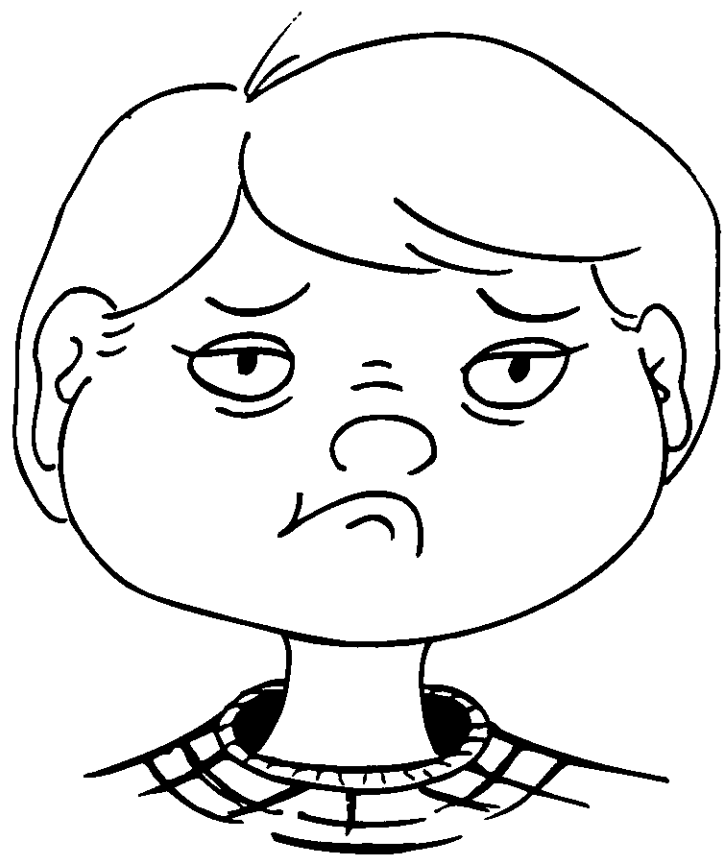
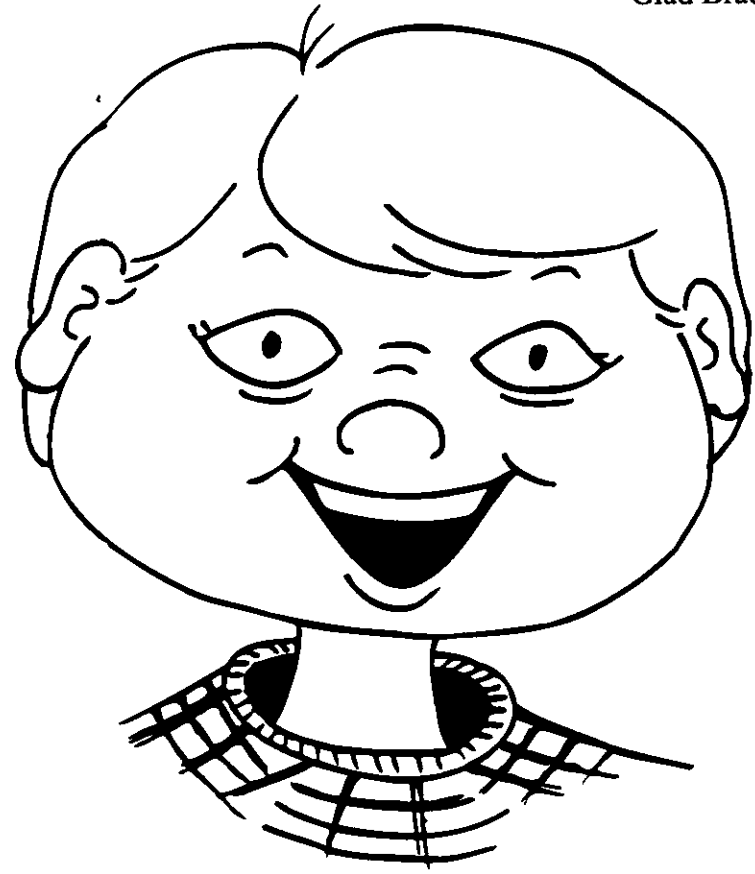
1. Pictures of Glad Brad and Sad Sid
2. Posterboard
3. Marking pens

Instructions for Making Activity:

1. Enlarge pictures of Glad Brad and Sad Sid on a sheet of posterboard.
2. Color pictures with marking pens.

Student Instructions for Using Activity:

1. Let students point to the appropriate poster as library media specialist leads a discussion of some of the ways books are treated.



KINDERGARTEN: SEPTEMBER
Our World Grows
Reinforcement Activity
"Oscar - Puppet"

OSCAR - PUPPET

Objective: Students will identify acceptable behavior during storytime.

Materials Needed:

1. Any puppet that fits on the hand and is limber enough to fall over

Directions for Use:

Place the puppet on your hand. Introduce Oscar. Tell the students the following: I am going to read a story, and Oscar wants to hear it. He wants to show you how to listen quietly and pay attention as I read the story. Sometimes Oscar forgets to listen and needs to be reminded to listen to the story. If you notice Oscar not being a good listener, I want you to clap your hands to remind him. He will be glad for you to do that because he is really trying to be a good library media center helper. (If the children's attention begins to wander, let the puppet "fall over." As the children clap their hands, Oscar will pay attention again.)

Student Instructions for Using Activity:

Students will be instructed by the media specialist to participate in the activity by clapping their hands when they see Oscar fall over.

LEVEL: KINDERGARTEN - OUR WORLD GROWS (OCTOBER)

I. Unit Topic: Books Are For Sharing

II. Unit Objectives: Students will:

- A. recognize acceptable behavior during library media center visits.
- B. recall basic procedures to care for books.
- C. identify the Easy section of the library media center as the area where picture books are located.
- D. listen to a story without interrupting.

III. Library Media Staff Preparation

A. Materials

1. Books (see "Resources")

B. Student Activities

1. Have enough easy books for each student to practice turning pages.

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I: (Objectives A, B, and C)

1. Introduction

- a) Thank the students for remembering to come into the library media center quietly and orderly.
- *b) Statement of Learning: Today you will learn where the Easy section is; how to take care of books; and how to behave in the library media center.

2. Instruction

- a) Lead students to the Easy book section. Tell them that the books on these shelves are the favorite books of most boys and girls of their age because these books have more pictures and are easier to read.
- b) Review acceptable behavior in the library media center.
- c) Review students on the proper way to carry a book and how to turn pages.
- d) Read a picture (easy) book, demonstrating the correct way to turn pages.
- e) Give each student an easy book with which to practice turning pages.
- f) Help the students when necessary.

g) Discuss other ways to care for books:

- 1) keep clean hands while reading.
- 2) keep the book safe at all times.
- 3) keep the book in a special place in classroom when not reading it.

*h) Closure Today you have learned where the Easy section is located; how to care for books; and how to behave in the library media center.

3) Evaluation: Can students:

- a) recognize acceptable behavior during library media center visits?
- b) recall basic procedures to care for books?
- c) identify the Easy section of the library media center as the place to find picture books?

B. Session II: (Objectives B and D)

1. Introduction

- a) Comment on students' good behavior as they arrived.
- *b) Statement of Learning: Today you will learn how to care for books and listen to a story without interrupting.

2. Instruction

- a) Read a book such as In Fall by Rochelle Barshun and Jane Moncure.
- b) Comment on students who have listened to story without interrupting.
- c) Recall the proper care of books.
- d) Allow students to practice turning pages again.
- e) Help the students who are having difficulty in properly turning pages in a book.
- *f) Closure: Today you have learned how to care for books and listened to a story without interrupting.

3. Evaluation: Can students:

- a) recall basic procedures to care for books?
- b) listen to a story without interrupting?

4. Reinforcement

- a) After reading another story, hand the book to a child and ask the child to demonstrate to the class the correct procedures for book care, especially turning pages.

V. Resources

A. Books

- Barshun, Rochelle and Jane Moncure. In Fall. Childrens, 1985.
Galdone, Paul. The Three Billy Goats Gruff. Houghton, 1973.
Galdone, Paul. The Three Little Pigs. Clarion, 1970.
(and other fairy tales by Galdone)

B. Software

- The Three Little Pigs (sound filmtrip). Weston Woods, 1980.

LEVEL: KINDERGARTEN - OUR WORLD GROWS (NOVEMBER)

I. Unit Topic: Our World of Books

II. Unit Objectives: Students will:

- A. locate the Easy section of the library media center.
- B. demonstrate acceptable behavior during library media center visits.
- C. identify the spine of a book.
- D. identify that an easy book has an E on the spine.

III. Library Media Staff Preparation:

A. Materials

1. Books (see "Resources")
2. Clear oven-proof pie plate (optional)
3. Food coloring (optional)

A. Equipment

1. Overhead projector (optional)

C. Student Activities

1. "Spine Game"
2. "Mixing Colors" (optional)

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I: (Objectives A, B, C, and D)

1. Introduction

a) Compliment students who have arrived orderly.

*b) Statement of Learning: Today you will learn where the Easy section of the library media center is located; that a book has a spine; and that the spines of the books in the Easy section are marked with an E. You will also review acceptable behavior in the library media center.

2. Instruction

a) Review acceptable behavior in the library media center.

b) Identify and locate the Easy section in the library media center.

c) Point out that humans have spines and that books have spines.

d) Compare the two kinds of spines.

- e) Read Blue Bug's Book of Colors by Virginia Poulet or another book that's appropriate for kindergarten. If using the Poulet book, mix colors in the clear oven-proof pie plate placed on the overhead projector stage as part of the instruction. (See "Mixing Colors" activity.)
- f) Have books for the students to enjoy.
- g) Ask students to locate the spine on their books.
- h) Identify the E on the spine.
- i) Ask students to point to the E on the spine of their books.
- *j) Closure: Today you have learned where the Easy section is; that books have spines; and that easy books have an E on the spine. You have also reviewed acceptable behavior in the library media center.

3. Evaluation: Can students:

- a) demonstrate acceptable behavior in the library media center?
- b) locate the Easy section?
- c) identify the spine of a book?
- d) locate the E on the spine?

4. Reinforcement

- a) Students will be allowed to lead the classroom teacher to the Easy section.
- b) Students will identify the spine of the books for the teacher.

B. Session II: (Objectives A, C, and D, reinforce)

1. Introduction

- a) Ask a student to lead the group to the Easy section.
- *b) Statement of Learning: Today you will learn that Easy books are located in the Easy section and that they have an E on the spine.

2. Instruction

- a) Point out to the students that each book on the easy shelves has an E on the spine and that it stands for "Easy section."
- b) Read a easy book such as Little Bear's Thanksgiving by Janice.
- c) Use "The Spine Game".
- d) Closure: Today you have learned to locate the Easy section, that books have spines, and that easy books have an E on the spine.

3. Evaluation: Can students:

- a) locate the easy section?
- b) identify the spine of a book?
- c) locate the E on the spine?

V. Resources

A. Books

- Bulla, Clyde. Squanto, Friend of the Pilgrims. Crowell, 1954.
Daugherty, James. Land of the Pilgrims. Random, 1950.
Delage, Ida. Pilgrim Children Come to Plymouth. Garrard, 1981.
Delage, Ida. Pilgrim Children On the Mayflower. Garrard, 1980.
Devlin, Wende. Cranberry Thanksgiving. Four Winds, 1971.
Janice. Little Bear's Thanksgiving. Lothrop, 1967.
Poulet, Virginia. Blue Bug's Book of Colors. Childrens, 1981.
Rock, Gail. Thanksgiving Treasure. Knopf, 1974.
Schulz, Charles. Charlie Brown's Thanksgiving. Random, 1974.
Spinelli, Eileen. Thanksgiving At the Tapleton's. Addison, 1982.

B. Software

- The Bears Find Thanksgiving (sound filmstrip). SVE, 1982.

KINDERGARTEN: NOVEMBER
Our World Grows
Reinforcement Activity
"Mixing Colors"

MIXING COLORS

Objective: Demonstrate how to mix colors.

Materials Needed:

1. Clear oven-proof pie plate
2. Water
3. Food coloring (Red, Yellow, Blue, Green)
4. Overhead projector

Instructions:

1. Put an oven-proof pie plate on the overhead projector.
2. Pour a little water in the plate.
3. Drop a few drops of red and yellow food coloring to demonstrate the mixing of colors.
4. Empty this water, add clear water and add other combinations of colors.

KINDERGARTEN: NOVEMBER/DECEMBER
Our World Grows
Reinforcement Activity
"The Spine Game"

THE SPINE GAME

Objective: Student will recall that an easy book is marked with an E on its spine.

Materials Needed:

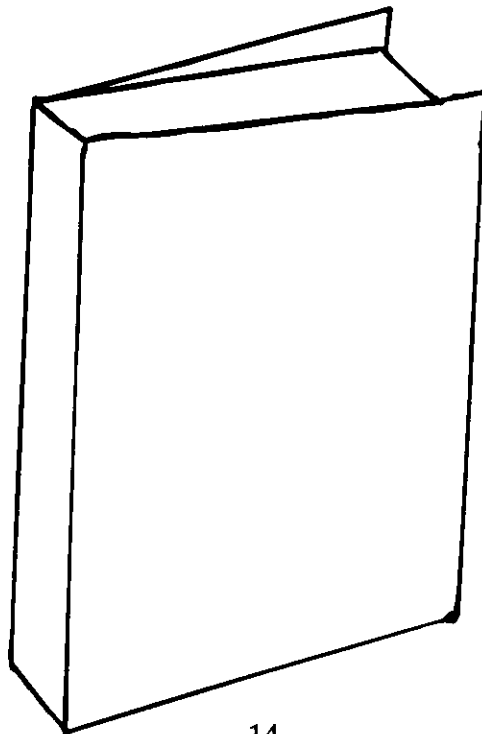
1. Set of laminated cut out books with E on spine (Use Ellison Letter Cutting Machine or make handdrawn books.)
2. Folder for cut out books
3. Non-permanent marker

Instructions for Using Activity:

1. Give each child a cut out book marking the book with the first letter of the child's last name.
2. Ask them to line up alphabetically by last name.
3. Let them walk back to the classroom in alphabetical order.

Notes:

1. Make an extra set for classroom teacher.
2. Make a set with E through E to use.
A Z



LEVEL: KINDERGARTEN - OUR WORLD GROWS (DECEMBER)

I. Unit Topic: Names In Our World

II. Unit Objectives: Students will:

- A. identify the front, back and spine of a book.
- B. recognize that every book has a name.
- C. identify the name of a book on its cover. (title)
- D. recall that an easy book is marked with an E on its spine.
- E. relate the E on an easy book's spine to its location in the Easy section.
- F. identify letters of the alphabet on the spine of easy books.

III. Library Media Staff Preparation:

A. Materials

1. Books (see "Resources")

B. Equipment (none)

C. Student Activities

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I: Objectives A, B, C, D, and F)

1. Introduction

- a) Compliment students who have arrived orderly.

*b) Statement of Learning: Today you will identify three parts of a book, identify the name of the book, and learn about the letter under the E on the spine of a book.

2. Instruction

- a) Lead students to the Easy section of the library media center.

b) Pull the book Santa Mouse or other Christmas story from its section (be sure it is there). Relate that all books have a name.

- c) Recall the spine of the book.

d) Turn the book with its front toward the students. Identify this as the front of the book. Turn the book over and identify the back. Turn the book over several times and emphasize the words front, back, and spine.

- e) Identify the name of the book as the title.

f) Read Santa Mouse or Christmas story from school's collection.

- g) Recall the E on the spine of the book.
- h) Identify the letter on the spine under the E.
- *i) Closure: Today you learned to identify three parts of a book, to identify the name of a book, and to identify that there is another letter on the spine under the E.

3. Evaluation: Can students:

- a) identify the front, back and spine of a book?
- b) recognize that every book has a name?
- c) identify the name of the book as title?
- d) recall that an easy book is marked with a E on the spine?
- e) identify another letter under the E?

4. Reinforcement

- a) Use the "Spine Game" activity from November lesson.

B. Session II: (Objectives E and F)

1. Introduction

- a) Say to the students: "The last time you were here we talked about the parts of a book. Who can show me the spine on a book (hold up the book, let a volunteer point out the spine)?" Ask a specific student to show his front, back, and spine on his or her body. Point out these same parts on the book to be used with class.
- *b) Statement of Learning: Today you will learn more about the letters on the spine of books and how these letters tell where the book belongs on the shelves of the Easy section.

2. Instruction

- a) Hold up Christmas book which has been selected. Read the title. Show the back of the book where there is nothing. Turn the book over and read the title again. Tell students: "I recognize this book's title because I can read it." Call several students by name. Tell students: "I recognize your titles (names) because I know your names." Relate that students must know more about the book than its name to find it on the shelf.
- b) Ask students what letter is on the top line of the call number on the spine. (E) Remind students that the E on the spine tells that the book belongs in the Easy section.
- c) Point out the letter under the E on the spine of the easy book.
- d) Point out how this letter tells where the books belong in the Easy section. Remind students how to use shelf markers to find where books belong in the Easy section.
- e) Read a Christmas book.

- *f) Closure: Today you have learned that the bottom letter on the spine of easy books tells where the books belong in the Easy section.

3. Evaluation: Can students:

- a) relate the E on an Easy book's spine to its location in the Easy section?
- b) identify letters of the alphabet on spine of easy books?

4. Reinforcement

- a) Have Christmas or winter books pulled. Let students select books for room collection. (Since students are selecting a room collection this sharing does not violate the intent of the Confidentiality Law. The sharing only reinforces the learning.) As each student selects a book, read its name and identify its name as its title. Let each student repeat the title of his/her book. Let each student point to the E on spine and to the other letter under the E on the spine of the book selected.

V. Resources

A. Books

- Brown, Michael. Santa Mouse. Grossett, 1967.
Delage, Ida. ABC Christmas. Garrard, 1978.
Devlin, Wende. Cranberry Christmas. Four Winds, 1976.
Erickson, R. Warton's Christmas Eve Adventure. Lothrop, 1977.
Janice. Little Bear's Christmas. Lothrop, 1964.
Knight, Hilary. The Twelve Days of Christmas. Macmillan, 1981.
May, Robert. Rudolph the Red-Nosed Reindeer. Follett, 1973.
Moncure, Jane. In Winter. Childrens, 1985.
Watson, Clyde. How Brown Mouse Kept Christmas. Farrar, 1980.

LEVEL: KINDERGARTEN - HUMOR IN OUR WORLD (JANUARY)

I. Unit Topic: Humor In Our World

II. Unit Objectives: Students will:

- A. follow directions to choose a book from the Easy section.
- B. recognize that funny stories make people laugh.
- C. recall simple details in a story.
- D. identify humor in story events.
- E. recognize that pictures help tell a story.

III. Library Media Staff Preparation:

A. Materials:

1. Books (see "Resources")
2. Filmstrip, The Bear and the Fly (Weston Woods) (optional)
3. Practice copies of the check out card.

B. Equipment

1. Sound filmstrip projector.

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I: (Objectives A, B, C, and D)

1. Introduction

- a) You have already learned so much about the library media center. You have learned about the Easy section, the parts of a book and the letters on the spine, and how to take care of a book.
- *b) Statement of Learning: Today you will learn that some stories make us laugh (humorous story) and you will choose a book from the Easy section.

2. Instruction

- a) Read Animals Should Definitely Not Wear Clothing or another humorous book. Show The Bear and the Fly as an alternative to reading a story.
- b) Ask questions to determine that the students understand the humor and the simple details in the story read or viewed.
- c) Recall that easy books have a special place on the shelf. (Letter under the E on the spine.)
- d) Allow students to choose a book from the Easy section. Remind them to return to the correct shelf the books they do not want. Shelf markers (pieces of cardboard, rulers, etc.) can be used to mark the space on the shelf when a book is pulled by a student for circulation consideration.

e) Teacher or library media specialist will assist students in signing check out cards or in following the circulation procedure used for student confidentiality.

*f) Closure: Today you have learned that some books make us laugh and you have chosen a book from the Easy section.

3. Evaluation: Can students:

- a) choose a book from the Easy shelves?
- b) recognize that funny stories make people laugh?
- c) recall simple details in a story?
- d) identify humor in story events?

4. Reinforcement

- a) Allow students to check out humorous books from a collection of humorous books. (Put the books on a cart with a picture of a book character above the cart. Make sure that the book character is smiling.)

B. Session II (Objective E)

1. Introduction

- a) Allow students to return books from the previous session on humorous books. Take time to ask students who may wish to share if any of their books were funny stories. Reinforce concept of title, if appropriate.
- *b) Statement of Learning: Today you will look at pictures and recognize that pictures can help tell a story.

2. Instruction

- a) Show students the book Harry By the Sea. Read the title and show the parts of the book. Read Harry By the Sea without showing the pictures.
- b) After reading the story, show the students the pictures and ask a question with each picture.
- c) Recall that easy books have a special place on the shelf. (Letter under the E on the spine.)
- d) Allow students to choose a book. Remind them to return to the correct shelf the books they do not want.
- e) Teacher or media specialist will assist the students in signing check out cards or in following circulation procedure used for student confidentiality.
- f) Recall the correct way to carry a book.
- *g) Closure: Today you have learned that pictures can help tell a funny story. When you come to the library media center the next time

you will learn the correct way to return a book.

3. Evaluation: Can students:

- a) recognize that pictures help tell a story?

4. Reinforcement

For the Classroom--have filmstrips available on Harry, the Dirty Dog or other funny filmstrips. Plan with the classroom teacher to let students retell simple details from a story after viewing a filmstrip.

5. Enrichment

- a) Show the filmstrip Curious George.
- b) Use the alphabet chart inside the filmstrip kit to identify in chorus, the animals and alphabet letters. Use a pointer to identify the letter and animal that comes next. For example:
A - Alligator.
- c) Students may check out Curious George books.

V. Resources

A. Books

Barrett, Judith. Animals Should Definitely Not Wear Clothing. Childrens, 1970.
Phillips, Louis. Upside Down Riddle Book. Lothrop, 1982.
Rose, Anne. Triumph of Fuzzy Fogtop. Dial, 1979.
Rey, H. A. Curious George (series). Houghton, 1941.
Schwartz, Alvin. There's A Carrot In My Ear. Harper, 1982.
Zion, Gene. Harry By the Sea. Harper, 1965.

B. Software

The Bear and the Fly (sound filmstrip) Weston Woods, 1977.
Curious George (sound filmstrip) Random House, 1971.
Harry, The Dirty Dog (sound filmstrip) Random House, 1977.

LEVEL: KINDERGARTEN - OUR WORLD GROWS (FEBRUARY)
(Multicultural Opportunity)

- I. Unit Topic: Our World Touches Others
- II. Unit Objectives: Students will:
 - A. follow directions to return a book to the library media center.
 - B. identify feelings described on a recording or in pictures.
 - C. predict feelings and actions of people and of story characters.
 - D. follow directions to check out a book independently.
- III. Library Media Staff Preparation:
 - A. Materials
 1. Books (see "Resources")
 2. Software (see "Resources")
 3. "Practice Circulation Cards" (See September Unit, First Year)
 - B. Equipment
 1. Record player (optional)
 - C. Student Activities (may practice signing name on cards in classroom if this is procedure used for circulation)
- IV. Suggested Procedure: (Minimum Sessions Required: 2)
 - A. Session I: (Objectives A, B, and D)
 1. Introduction
 - a) Greet the students as they arrive and show them where and how you wish them to return LMC books.
 - b) Lead a short discussion about feelings. (Ask how they would feel if there had been an argument on the playground, if a friend were sick, or if it were their birthday.)
 - *c) Statement of Learning: Today you have already learned how to return books to our library media center and you will learn that we have different feelings at different times. You will also learn how to check out a book by yourself.
 2. Intruction
 - a) Read On Mother's Lap by Ann Herbert Scott. (Multicultural Core Reading List)
 - b) Discuss the feelings of the characters.

c) Demonstrate to the students the way they need to sign the check out card. (The circulation procedure may vary because of the library patron confidentiality law or because of automated circulation system utilization.)

- 1) Show the students a card and review what they need to write on the card.
- 2) Show the students where to put the check out card.
- 3) Ask the classroom teacher to help students practice, using the practice cards.

*d) Closure: Today you have learned how to return books, that people and book characters have different feelings, and how to check out a book.

3. Evaluation: Can students:

- a) demonstrate how to return a book?
- b) identify feelings?
- c) demonstrate how to check out a book?

B. Session II: (Objective C)

1. Introduction

a) Recall the various feelings discussed at the last session.

*b) Statement of Learning: Today you will learn to predict feelings and actions of people and book characters.

2. Instruction

a) Show the students some pictures in the book which has been chosen to be read to them during the session.

b) Ask them to predict the feelings which the book may cause them to have. Also, ask them to predict the action in the book.

c) Read the book.

d) Discuss their predictions, checking to see if their predictions were accurate.

*e) Closure: Today you have learned to predict the feelings and actions of people and book characters.

3. Evaluations: Can students:

- a) predict the feelings and actions of people and book characters?

V. Resources

A. Books

Aliki. Keep Your Mouth Closed, Dear. Dial, 1966

Halliman, P. That's What A Friend Is. Childrens, 1977.
Hanlan. What If a Lion Eats Me. Delacorte, 1975.
Hoffman, Phyllis. Steffie & Me. Harper, 1970.
Kantrowitz, Mildred. Maxie. Parents, 1970.
LeSieg, Theo. I Wish That I Had Duck Feet. Random, 1965.
McDonnell, Janet. What's So Special About Me? I'm One of A Kind. Childrens, 1988.
Rockwell, Anne. Sick In Bed. Macmillan, 1982.
Scott, Ann Herbert. On Mother's Lap. McGraw, 1972.
Sharmat, Marjorie. Gladys Told Me To Meet Her Here. Harper, 1970.
Stecher, Miriam. Daddy & Ben Together. Lothrop, 1981.
Van Woerkom, Dorothy. Queen Who Couldn't Bake Gingerbread. Knopf, 1975.
Wells, Rosemary. Timothy Goes To School. Dial, 1981.

B. Software

Many Moods of Mother Goose (study prints) Child's World, 1971.
Getting To Know Yourself (record) Educational Activities.

Multicultural Note: Discussing self-esteem, predicting feelings and actions, and sharing books on these topics are part of the multicultural curriculum infusion into the reading program. Concept: Socialization

LEVEL: KINDERGARTEN - OUR WORLD GROWS (MARCH)

I. Unit Topic: Animals In Our World

II. Unit Objectives: Students will:

- A. demonstrate correct procedures for returning books to the library media center.
- B. use picture clues to "read" an Easy book.
- C. interpret details and story situations in a picture.
- D. arrange a series of pictures in sequence of events.
- E. tell a story in sequence with the aid of pictures.
- F. demonstrate correct procedures to check out a book independently.

III. Library Media Staff Preparation

A. Materials

1. Books (see "Resources")
2. Sufficient sets of simple pictures for sequencing (mounted and laminated)
3. Piece of cord for "clothesline" between two chairs
4. Clothespins for attaching pictures to line

B. Student Activities

1. "Pictures for Sequencing"

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I: (Objectives A, B, C, and F)

1. Introduction

- a) Observe the students as they correctly return their books to the library media center.
- b) Begin a discussion with students about books they have read. Usually one will respond that he/she cannot read. This gives an opening to demonstrate how to "read" pictures. Pick up an animal book or picture book and ask students what they see or what is happening in the picture. Tell students that they have been "reading" for a long time and that some books do not have words in them and can only be read by looking at the pictures.
- *f) Statement of Learning: Today you are going to "read" the pictures in an animal book and will again check out a book by yourself.

2. Instruction

- a) "Read" with the student's cooperation What Whiskers Did by Ruth Carroll (an animal story without words). Suggest that they look for other picture books with animals as they choose books to check out. Another picture book may be substituted for What Whiskers Did.

- b) Allow students to check out a book; assist those who are having difficulty.
- *c) Closure: Today you have learned to read books with pictures, and have again checked out books. The next time you are here you will make stories from pictures.

3. Evaluation: Can students:

- a) demonstrate correct procedures for returning books to the LMC?
- b) use picture clues to "read" an Easy book?
- c) interpret a series of pictures in a book?
- d) demonstrate correct procedure for checking out a book independently?

4. Reinforcement

- a) Encourage students to practice their interpretation of pictures by "reading" the books they check out and by telling the story to someone else.

B. Session II: (Objectives C, D, and E)

1. Introduction

- a) Clip pictures from "Sequencing" activity to a clothesline--not in correct sequence. Tell students that in their last visit, they learned that pictures tell a story. Pictures from animal stories can be substituted for instructional activity.
- *b) Statement of Learning: Today you will arrange pictures in correct order to tell a story.

2. Instruction

- a) Ask students to look at each picture separately and to tell what is happening.
- b) Lead students to identify which picture will come first in the story of happenings which they are telling.
- c) Rearrange pictures on the line in proper sequence as the story develops.
- *d) Closure: Now you have learned to arrange pictures in order and to tell a story with them.

3. Evaluation: Can students:

- a) arrange a series of pictures in sequence of events?
- b) tell a story in sequence with the aid of pictures?

4. Reinforcement

- a) Give each child a set of different pictures to sequence. As they finish, listen to their stories. Give those students who finish first additional pictures to keep them occupied. Move around within the group to hear all stories.

V. Resources

A. Books

- Adler, David. Bunny Rabbit Rebus. Crowell, 1983.
Alexander, Martha. Maggie's Moon. Dial, 1982.
Baker, Alan. Benjamin's Book. Lothrop, 1983.
Brenner, Barbara. Mr. Tall & Mr. Small. Scott, 1966.
Caldwell, Mary. Morning, Rabbit, Morning. Harper, 1982.
Carroll, Ruth. What Whiskers Did. Walck, 1965.
Weisner, David. Free Fall. Lothrop, 1988.

B. Software

- Picnic (sound filmstrip) Weston Woods, 1985.

KINDERGARTEN: MARCH
Animals in Our World
Reinforcement Activity
"Pictures For Sequencing"

PICTURES FOR SEQUENCING

Objective: Students will tell a story in sequence with the aid of pictures.

Materials Needed:

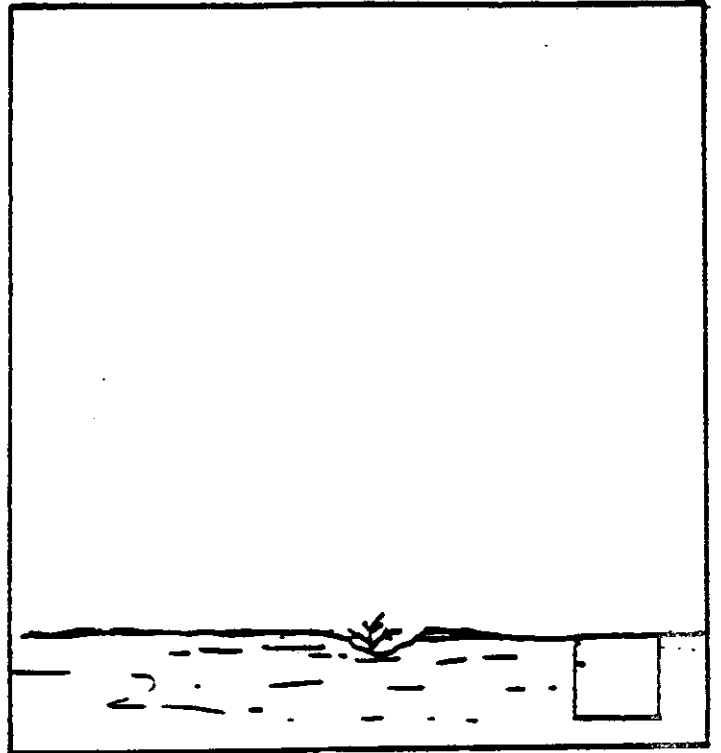
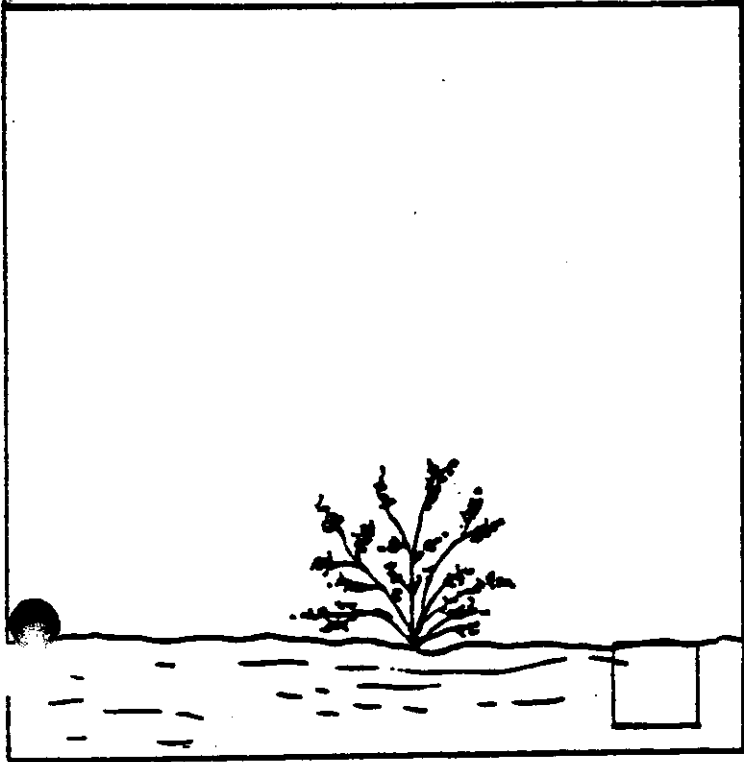
1. Four sets of pictures for sequencing
2. Board for mounting pictures (poster or tag)
3. Piece of cord for clothesline between two chairs

Instructions for Making Activity:

1. Mount the four (4) sets of pictures for sequencing.
2. Laminate the pictures.

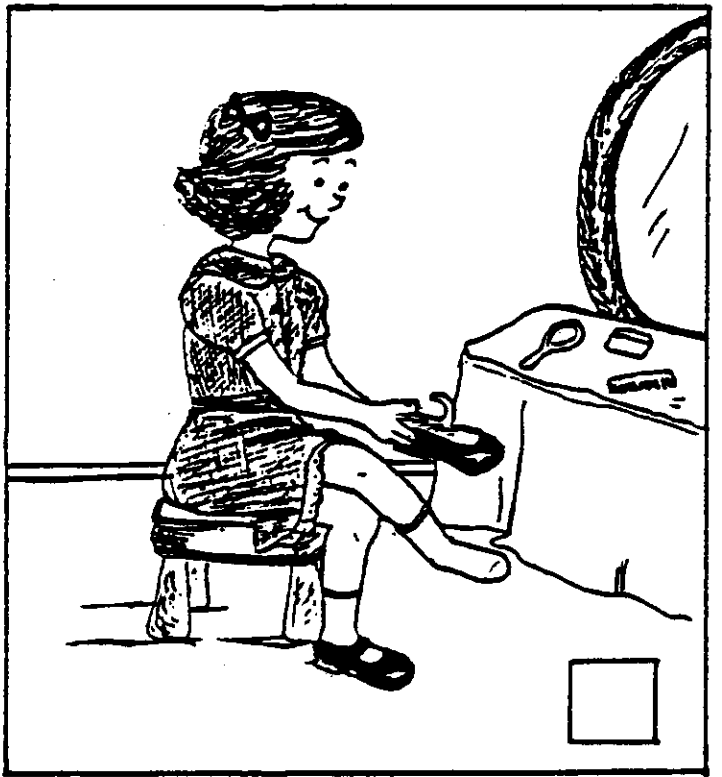
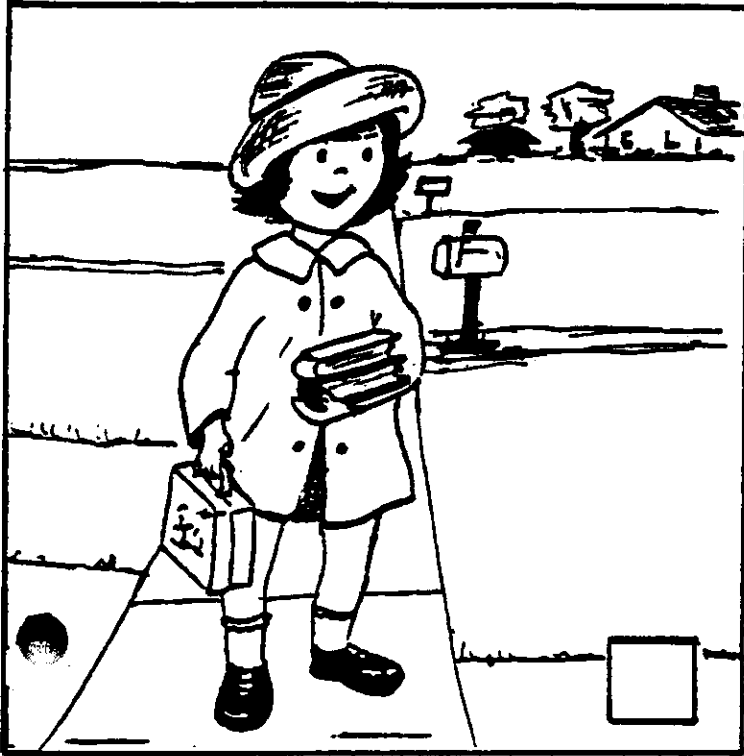
Students Instructions for Using Activity:

1. Distribute pictures to students in sets of four.
2. Let students tell which picture will come first in the sequence.
3. Place pictures on a clothesline in proper sequence as the story develops.
4. Sequence cards can be placed on any flat surface.

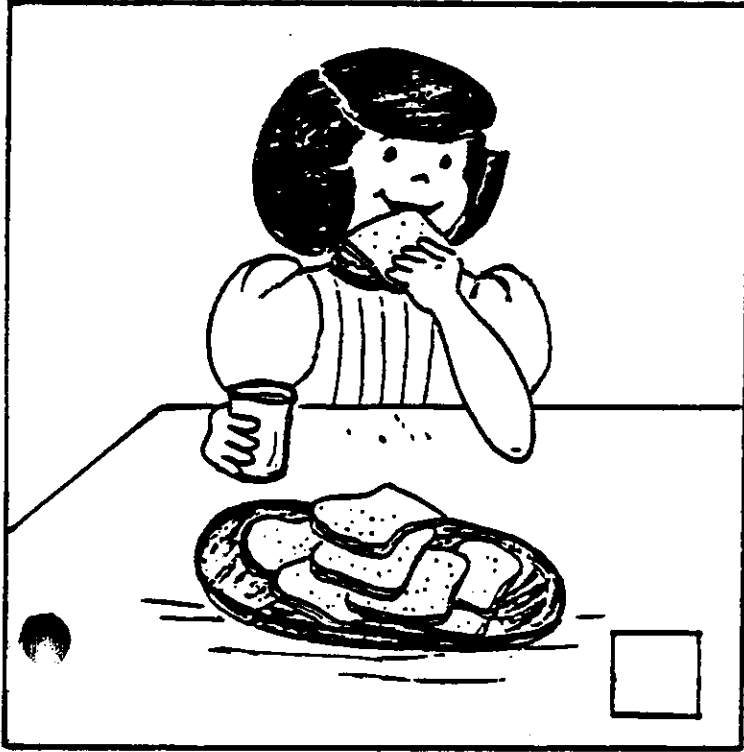




KINDERGARTEN: MARCH
Animals in Our World
Reinforcement Activity
"Pictures For Sequencing"



KINDERGARTEN: MARCH
Animals in Our World
Reinforcement Activity
"Pictures For Sequencing"



LEVEL: KINDERGARTEN - OUR WORLD GROWS (APRIL)
(Multicultural Opportunity)

I. Unit Topic: Looking At Our World

II. Unit Objectives: Students will:

- A. identify likenesses and differences in books and/or people.
- B. recognize that books differ in color, shape, size and content.
- C. recognize that all books are important just as all people are important.
- D. demonstrate circulation procedures.

III. Library Media Staff Preparation:

A. Materials

1. Books (see "Resources")

B. Equipment

C. Student Activities

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I: (Objectives A, B, C, and D)

1. Introduction

a) Have several books available:

- 1) different colors, sizes, etc.
- 2) some with pictures, some without.

b) Briefly discuss that these books look different but they are all books.

*c) Statement of Learning: Today you will learn that there are many different kinds of books in the library media center and they all are important.

2. Instruction

a) Tell the students that a chameleon really can change colors to match his surroundings.

b) Read The Mixed-Up Chameleon by Eric Carle.

c) Discuss the story:

- 1) Was the chameleon happy with himself?
- 2) Why?
- 3) Name some of the ways he wished to change.
- 4) Did that make him happy?
- 5) What made him wish to be himself again?

- d) Recall that books can be different, but that they are all still important.
- e) Lead students to see that people can be different, but that they are all still important.
- f) Allow students to check out a book using the procedure which protects student confidentiality.
- *g) Closure: Today you have learned that some books and people can be alike and some can be different, but that they are all important. (Make an appropriate statement about the next session. See second session closure.)

3. Evaluation: Can students:

- a) identify likenesses and differences in books and or people?
- b) recognize that books differ in color, shape, size, and content?
- c) recognize that all books are important just as all people are important?
- d) demonstrate circulation procedures?

4. Reinforcement

- a) Students will identify likenesses and differences to the teacher.

B. Session II: (Objectives A, B, C, and D)

1. Introduction

- a) You have learned that there are different kinds of books.
- *b) Statement of Learning: Today you will learn more about likenesses and differences in books and people.

2. Instruction

- a) Remind students that books have different shapes, sizes, colors and content.
- b) Discuss the book from Session I and introduce the book for Session II.
- c) Read a book such as I'm One of A Kind by Janet McDonald.
- d) Discuss the book, especially in terms of likenesses and differences in people.
- e) Allow students to check out a book, helping those who need it.
- *f) Closure: Today you have learned that there are many likenesses and differences in people and books. The next time you come to the library media center you will learn about the person who thinks up the stories in books. Next year you will learn more about different kinds of books.

3. Evaluation: Can students:

- a) identify likenesses and differences in books and/or people?
- b) recognize that books differ in color, shape, size, and content?
- c) recognize that all books are important just as all people are important?
- d) demonstrate circulation procedures?

V. Resources

A. Books

Carle, Eric. The Mixed-Up Chameleon. Crowell, 1984.

English, Jennifer. My Mommy's Special. Childrens, 1988.

McDonald, Janet. I'm One of a Kind. Childrens, 1988.

Richard, Dorothy. Marty Finds a Treasure: (A Story About Prejudice). Childrens, 1983.

Multicultural Note: Discussing likenesses and differences is an important part of the multicultural curriculum infusion into the reading program. Concept: Intercultural Competence.

LEVEL: KINDERGARTEN - OUR WORLD GROWS (MAY)

I. Unit Topic: Who In the World? (Authors)

II. Unit Objectives: Students will:

- A. recognize an author as the person who thinks up the story in a book.
- B. recall that every book in the library media center has its own special place on the shelves (address).
- C. demonstrate circulation procedures.

III. Library Media Staff Preparation:

A. Materials

1. Books (see "Resources")

B. Activities

1. Students will shelve books while matching call letters and/or call numbers.

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I: (Objectives A, B, and C)

1. Introduction

(This lesson may best be taught in the Easy section.)

- a) Tell the students that they have learned that the names of books are called titles and that there are letters on the spines of books.

*b) Statement of Learning: Today you will learn that the person who writes the book is called the author and that every book has a special place on the shelves (address).

2. Instruction

- a) Point out that today's book was thought up (written) by Eric Carle. (Remind students that last month's book, The Mixed-Up Chameleon was also written by Eric Carle.)
- b) Show them a picture of Eric Carle. (See Fourth Book of Junior Authors & Illustrators. p. 68.)
- c) Read The Tiny Seed or another book by Eric Carle.
- d) Remind students that all books have a home just as they have homes. To find their homes, they must know their addresses. (Let several students tell their addresses.) The book's address is found on the spine.

- e) Point out the letters on the spine of the book and tell the students that they already know that the E stands for the Easy section; that they should notice that the bottom letter matches a letter on the shelf; and that they should notice that all the books on that shelf have the same letter.

(Do not try to teach everything about call numbers. Much more is taught in first grade.)

- f) Show the students where the books belong.
- g) Allow students to check out a book or books according to circulation procedures used to protect student confidentiality.
- *h) Closure: Today you have learned that the person who thinks up a story is called an author and that the bottom letter on the spine of the book tells where the book is shelved. (Make a statement about next year. See Closure on Session II.)

3. Evaluation: Can students:

- a) recognize a person who thinks up a story as an author?
- b) recall that every book in the library media center has its own special place?
- c) demonstrate circulation procedures?

4. Reinforcement

- a) Provide the teacher with information about authors.

B. Session II: (Objectives A and B)

1. Introduction

- a) Ask a student to tell the class what has been learned this month. (The person who thinks up the story in a book is called the author.)
- *b) Statement of Learning: Today you will learn about another author.

2. Instruction

- a) Recall that the authors are the persons who write books.
- b) Tell the students that today's author is Donald Crews and show them a picture. (Fifth Book of Junior Authors & Illustrators p. 89.)
- c) Read several of Donald Crews's books.
- d) Review how the letters on the spine of the book help when shelving the books in the correct place.
- e) Allow students to shelve a book.

f) Allow students to check out a book or books according to circulation procedures used to protect privacy.

*g) Closure: Today you have learned about another author who has thought up a book and about the letters on the spine of books that help us shelve books. Next year you will learn more about these letters and more about the library media center.

3. Evaluation: Can students:

- a) recognize an author as the person who thinks up a story?
- b) recall that every book in the library media center has its own special place (address) on the shelves?

V. Resources

A. Books

- Carle, Eric. Mixed-Up Chameleon. Childrens, 1984.
Carle, Eric. The Secret Birthday Message. Childrens, 1972.
Carle, Eric. The Tiny Seed. Picture Bks, 1987.
Carle, Eric. The Very Hungry Caterpillar. Philomel, 1979.
Crews, Donald. Freight Train. Greenwillow, 1978.
Crews, Donald. Light. Greenwillow, 1981.
Crews, Donald. Talking Stone.
Crews, Donald. Truck. Greenwillow, 1980.
Crews, Donald. We Read: A To Z. Greenwillow, 1984.

LEVEL: FIRST YEAR - GETTING ACQUAINTED (SEPTEMBER)

I. Unit Topic: Getting to Know the Library Media Center

II. Unit Objectives: Students will:

- A. identify library media center staff.
- B. identify the Easy section and circulation area.
- C. recall correct procedures to care for books.
- D. follow directions to select and check out a book from the Easy section.

III. Library Media Staff Preparation:

A. Materials:

1. Books (see "Resources")
2. Book puppets
3. 22" X 28" poster circulation card (optional, depending on circulation procedure)
4. Copies of circulation cards

B. Equipment: (none)

C. Student Activities:

1. "Book Care Stick Puppets"
2. "22" X 28" Circulation Card"

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I: (Objectives A, B, and C)

1. Introduction

- a) Welcome students to the library media center.

*b) Statement of Learning: Today you will learn about this special place and the people who work here.

2. Instruction

- a) Introduce staff to students. Explain the role of the staff. (Help students to learn to use and enjoy the library media center.)

- b) Tour library media center and identify areas of the center, activities that take place and types of materials and equipment housed there. Special emphasis should be placed on location/purpose of Easy book section and circulation area.

- c) Read a book such as Quiet! There's a Canary in the Library. Lead students in a brief discussion of the story.

- d) Use the book care stick puppets to explain proper care of books.

*3. Closure: Today you have toured the library media center and met the staff. You have learned where the Easy section and circulation areas are located and you have reviewed the proper way to care for books. (Make a statement about the next visit. See Session II Closure.)

4. Evaluation: Can students:

- a) identify the library media center staff?
- b) identify the Easy book section and the circulation area?
- c) recall correct procedures to care for books?

5. Reinforcement

- a) Students may return to the library media center for another tour in small groups until they can correctly locate the Easy section and the circulation area.

B. Session II: (Objective D)

1. Introduction

- a) Remind students that on their last visit they took a tour of library media center and learned the names of the people who work in the LMC.
- *b) Statement of Learning: Today you will learn how to select and borrow a book from the library media center.

2. Instruction

- a) Discuss circulation procedures with students. Stress the following points:
 - 1) books are borrowed.
 - 2) books belong to all students.
 - 3) taking care of books is part of being a good library media center user.
- b) Use the large tag board circulation card to introduce and to explain the signing of cards to students. (22" X 28" Circulation Card.) Have students take turns signing the circulation card. Explain confidentiality procedures.
- c) Ask students to identify and to locate the Easy section.
- d) Demonstrate the correct procedure for selecting a book from the Easy section. Also demonstrate how to return a book.
- e) Guide students as they select and check out a book. (Students who can sign their names independently may do so. Media staff will assist others.)
- f) Read and discuss a book, such as Petunia.

*g. Closure: Today you have learned how to check out a book from the library media center. As you look at the book you have checked out, see if you can find a boy or girl in it that is "just like you" or someone you know. We'll talk about books and the people you meet in them on your next visit.

3. Evaluation: Can students:

a) follow directions to check out a book?

4. Reinforcement

a) To develop independence in signing names on cards, give copies of circulation cards to all first year teachers for students to practice signing cards.

b) To reinforce understanding of proper book care, students may work in pairs and use puppets to recall the "do's" and the "don'ts" of book care.

V. Resources

A. Books

Charles, Donald. Calico Cat Meet Bookworm. Children's Press, 1978.

Duvoisin, Roger. Petunia. Knopf, 1950.

Freeman, Don. Quiet! there's a Canary in the Library. Children's Press, 1969.

VI. Glossary

A. Easy Books--books with many pictures and large print written especially for boys and girls.

B. Circulation Card--a card to be signed when books are borrowed from the library media center.

C. Circulation Desk--area where books are checked out and returned.

D. Library Media Center--a place where students can find and enjoy using books, materials and equipment.

E. Library Media Aide--person who helps the media specialist and students.

F. Library Media Specialist--person who helps students learn to use and to enjoy the library media center.

GETTING ACQUAINTED: SEPTEMBER
Reinforcement Activity
"Book Care Stick Puppets"

BOOK CARE STICK PUPPETS

Objective: Students will recall proper book care by using stick puppets.

Materials Needed:

1. Tag board or poster board
2. Marking pens
3. Laminating film
4. Scissors
5. Masking tape
6. Pencil
7. Crayon
8. Candy
9. Tongue depressors (7)

Directions for Making:

1. Trace each pattern on tag board or poster board.
2. Color each puppet with marking pens.
3. Laminate each puppet and cut out.
4. Tape tongue depressor on back of each puppet with masking tape.
5. Tape a piece of candy on hand of candy puppet.
6. Tape crayon to back of crayon puppet.

Directions For Use:

1. Discuss with students how to care for books:

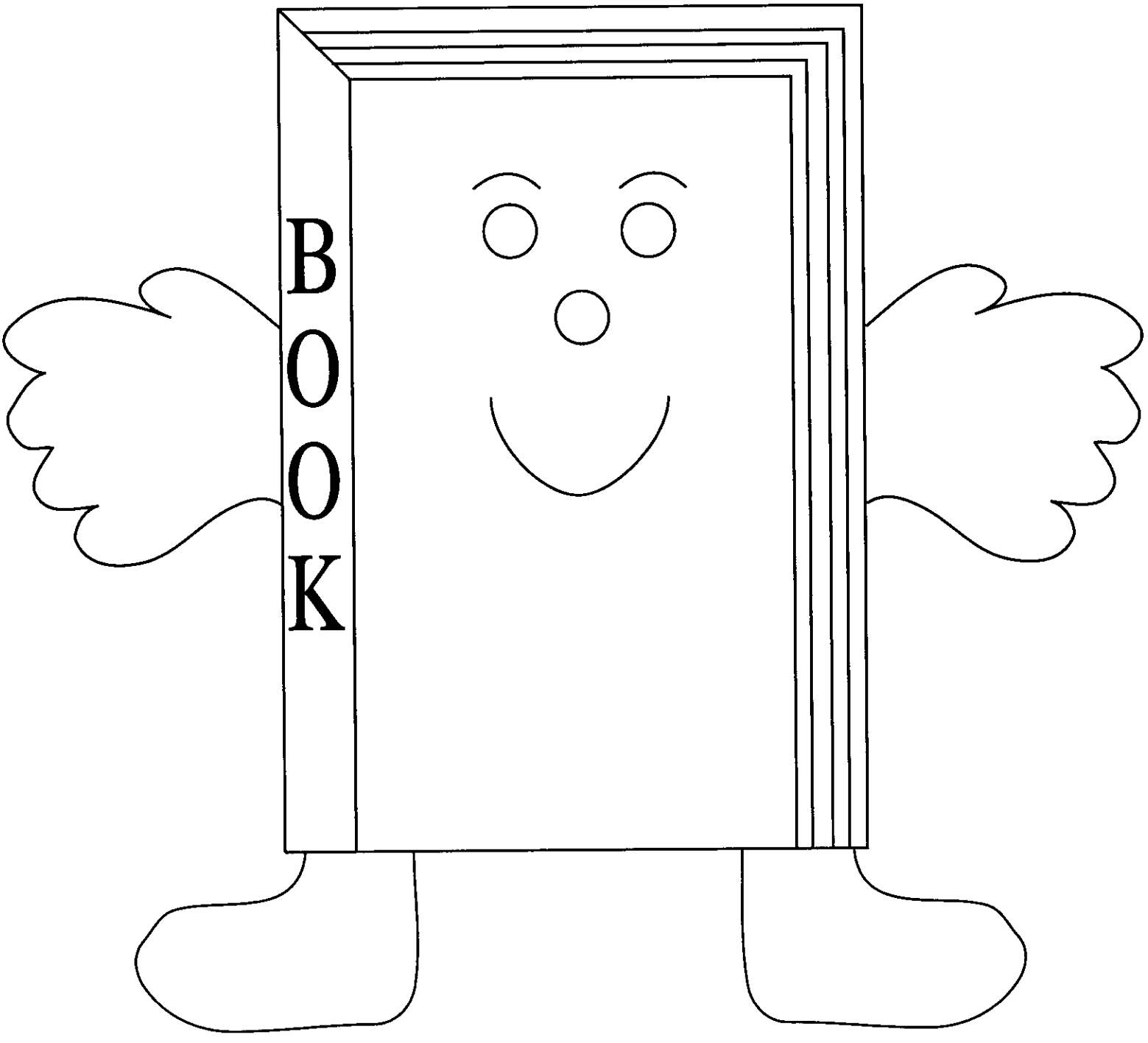
Examples:

- a) Dirty Stick Puppet. Media specialist says, "Someone had dirty hands when he looked at Mr. Book and this has made Mr. Book very sad. Now he has dirty pages and pictures. Should we have dirty hands when we look at a book?" (Students answer NO.)
- b) Follow above procedure with paste, scissors, candy, pencil and crayon stick puppets.
- c) Clean Hands Stick Puppet. Media specialist says, "Is Mr. Book happy?" (Students answer YES.) Media specialist says, "He is happy because boys and girls who look at him have clean hands. Clean hands keep Mr. Book's pages and pictures clean. We take care of books by having clean hands."

Patterns for Stick Puppets:

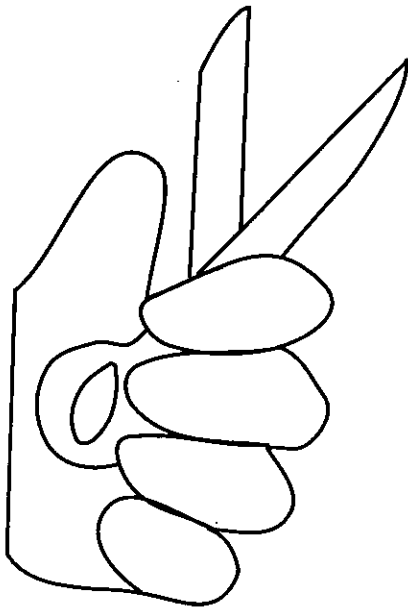
Make 6 puppets with frown and
1 puppet with smile

FIRST YEAR: GETTING ACQUAINTED
(SEPTEMBER)
Reinforcement Activity
"Book Care Stick Puppets"

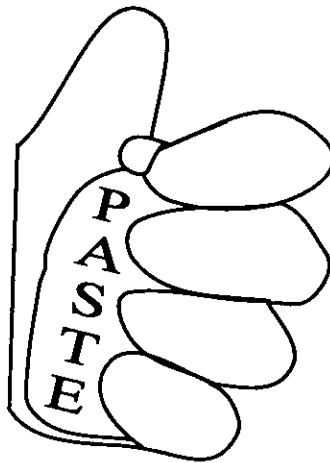


FIRST YEAR: GETTING ACQUAINTED
(SEPTEMBER)
Reinforcement Activity
"Book Care Stick Puppets"

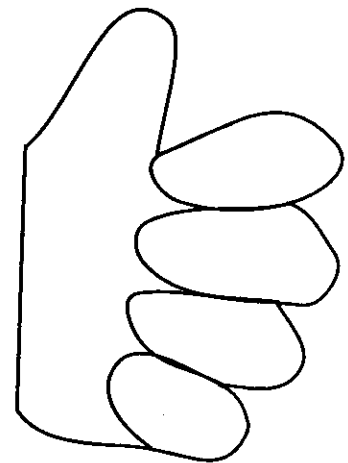
Patterns for right hands of puppets:



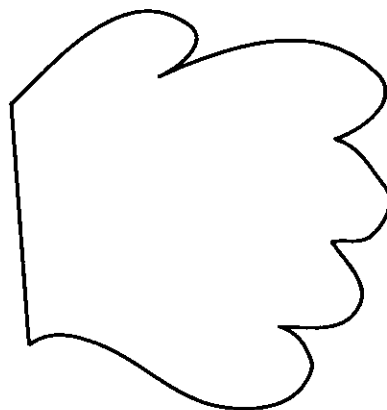
1 Scissors Puppet



1 Paste Puppet



1 Crayon Puppet
1 Pencil Puppet



1 Candy Puppet
1 Dirty Hands Puppet
1 Clean Hands Puppet

GETTING ACQUAINTED: SEPTEMBER
Reinforcement Activity
"22" X 28" Circulation Card"

22" X 28" CIRCULATION CARD

Objective: Students will demonstrate proper procedure in signing circulation card.

Materials Needed:

1. Poster board (22" X 28")
2. Marking pen
3. Laminating film

Directions for Making:

1. Copy a circulation card on the poster board.
2. Print the call number, accession number, author and title on the card.
3. Laminate the card.

Directions for Use:

1. Explain circulation card to students.
2. Use a marking pen to show students where to sign the card, etc.
3. Have students to take turns signing the circulation card using the privacy protection procedure.

Practice Circulation Cards

DATE DUE	BORROWER'S NAME	ROOM NUMBER

HIGHSMITH #42-312W

FIRST YEAR: GETTING ACQUAINTED
(SEPTEMBER)
Reinforcement Activity
Teacher Follow-Up

DATE DUE	BORROWER'S NAME	ROOM NUMBER

HIGHSMITH #42-312W

DATE DUE	BORROWER'S NAME	ROOM NUMBER

HIGHSMITH #42-312W

DATE DUE	BORROWER'S NAME	ROOM NUMBER

HIGHSMITH #42-312W

LEVEL: FIRST YEAR - GETTING ACQUAINTED (OCTOBER)
(Multicultural Opportunity)

I. Unit Topic: Others...Just Like Me

II. Unit Objectives: Students will:

- A. identify an author as the person who writes a book.
- B. identify the title as the name of the book.
- C. recall that the author's name and the title of a book are printed on the book.
- D. recognize happy and sad feelings.
- E. recognize that children in books have some of the same feelings as the reader.

III. Library Media Staff Preparation:

A. Materials:

1. Books (see "Resources")
2. Sound filmstrip: "Just Like Me" (Pied Piper, 11 minutes)
3. Study prints: "Moods and Emotions" (Child's World)

B. Equipment

1. Sound filmstrip projector
2. Slide projector (optional, Session II)

C. Student Activities:

1. "Feelings"
2. "Happy and Sad Slides" (write-on slides; optional, Session II)

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I: (Objectives A, B, and C)

1. Introduction

- a) Discuss with the children happy and sad feelings. Remind students that children in books have these same feelings.
- *b) Statement of Learning: Today you will learn about the person who writes a book and you will learn about the name of a book.

2. Instruction

- a) Tell students: "Some of you have told about things that have happened to you to make you happy or sad. If you could write down the story you told, and if the story were put into a book, you would be an author. An author is the person who writes a book."

- b) Introduce the filmstrip, "Just Like Me" by telling the students to see if they can tell how the children in the stories feel. Stop the filmstrip before the questions are asked at the end.
- c) Explain to students that all books have an author and that when children tell or write a story they become an author. When an author's story is printed in a book and put in the library media center, he/she wants everyone to know who wrote the book. That is the reason the author's name is written on the outside of the book.
- d) Tell students that something else is always written on the outside of a book - the name of the story. After writing a story, an author always gives the story a name. Lead students to think of a name for some of the stories they have told. Tell them that another word for the name of a book is title.
- e) Question students to determine their understanding of author, title, and the location of each (see evaluation).
- f) Show the author's name and the title on the cover of the book, Sam, and on the cover of the book, Umbrella.
- g) If time permits, read and discuss a book such as Alexander and the Terrible, Horrible, No Good, Very Bad Day. Call special attention to the author's name, to the title of the book and to the feelings displayed in the book, especially if reading aloud time is not available.
- h) Have each student select a book to check out and show the book to the class as the library media specialist reads aloud the author's name and the title of the book.
- *i) Closure: Today you have learned that an author is the person who writes a book and you have learned that the title is the name of the book. You also have learned that an author's name and the title of a book are printed on the outside of a book. (Make a statement about the next visit. See Session II Closure.)

3. Evaluation: Can students:

- a) identify an author as the person who writes a book?
- b) identify the title as the name of a book?
- c) recall that the author's name and title are printed on the outside of a book?

4. Reinforcement

- a) Have students practice locating the author's name and the title on a book cover.

5. Enrichment

- a) Provide a place in the library media center for an author's corner. Display the author's picture with a short biographical sketch (may be recorded) along with books the author has written.
- b) Classroom Activity: Students may dictate 3-5 sentences about a good or bad day they have had. These may be illustrated by the student to show feelings. "Books" may be stapled together and given a title and author (student's name.) Books could be displayed in the library media center.

B. Session II: (Objectives D and E)

1. Introduction

- a) Display two pictures, one showing a happy child with the caption "Happy" and one showing a sad child with the caption "Sad." (Flashcards)
- *b) Statement of Learning: Today you will learn about feeling happy and sad. Also, you will learn that boys and girls in books have some of the same feelings that you have.

2. Instruction

- a) Lead students to recall times they have felt happy or sad, why they felt as they did and how they showed their feelings.
- b) Display and discuss the study prints, "Moods and Emotions." (Child's World)
- c) Discuss the questions at the end of the filmstrip which was shown in the last session.
- d) Go to the Easy shelves and select some picture books. Show pictures that depict happy or sad children. Tell students that pictures often give clues to the feeling of people in books.
- e) Guide students to browse through picture books. Suggest that they select and check out a book that shows boys and girls who feel the way they feel. Ask for volunteers to show a picture from books they have checked out. Ask them to tell whether the child in the picture is happy or sad and why they think the way they do about the child in the picture.
- *f) Closure: Today you have learned about feeling happy and sad. You also have learned that some of your book friends have the same feelings you do. On your next visit you will learn about real and imaginary things and that authors write about real and imaginary things.

3. Evaluation: Can students:

- a) recognize happy and sad feelings depicted on study prints and in picture books?
- b) recognize that children in books show the same feelings which they have?

4. Reinforcement

- a) Listening Center: Set up the sound filmstrip of "Just Like Me" (Pied Piper) for students to come to the library media center to view again.
- b) Activity "Feelings."
- c) Handmade slides: Students will make slides showing feelings using write-on slides.

V. Resources

A. Books

- Mayer, Mercer. There A Nightmare In My Closet. Dial, 1968
Scott, Ann. Sam. McGraw, 1967
Viorst, Judith. Alexander And The Terrible, Horrible No Good, Very Bad Day. Atheneum, 1972
Yashima, Taro. Umbrella. Viking, 1958
Zolotow, Charlotte. The Quarreling Book. Harper, 1963

B. Software

- Early Childhood Study Prints: Moods and Emotions (study prints).
The Child's World, 1969.
Literature For Children, Series 7A: Just Like Me (sound filmstrip).
Pied Piper Media, 1982.

VI. Glossary:

- A. Author--person who writes the book.
- B. Happy--feeling or showing pleasure or gladness.
- C. Sad--not happy; sorrowful.
- D. Title--name of the book.

Multicultural Note: Discussing feelings and sharing books on this topic are part of the multicultural curriculum infusion into the reading program. Concept: Socialization

GETTING ACQUAINTED: OCTOBER
Reinforcement Activity
"Feelings"

FEELINGS

Objective: Students will recognize happy and sad feelings.

Materials Needed:

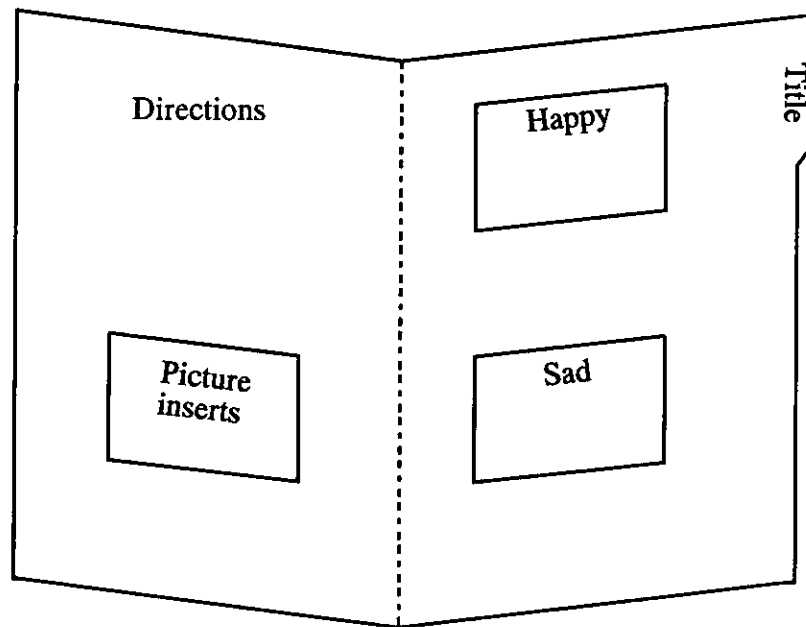
1. Magazine pictures of happy/sad children
2. Colorful file folder
3. 3 pockets
4. Colored tagboard

Instructions for Making Activity:

1. Cut pictures of happy/sad children from magazines.
2. Mount pictures on tagboard squares; laminate.
3. Decorate folder: place three pockets inside (happy, sad, picture inserts).
4. Laminate.

Student Instructions for Using Activity:

1. Take a picture from the picture pocket
2. Is the boy or girl happy or sad?
3. Put the picture in the "happy" or "sad" pocket.



GETTING ACQUAINTED: OCTOBER
Reinforcement Activity
"Happy and Sad Slides"

HAPPY AND SAD SLIDES

Objective: Students will illustrate happy and sad feelings.

Materials Needed:

1. Pattern sheets for ideas
2. Pencils
3. Write-on slides
4. Marking pens for slides
5. Sample - completed happy/sad slides

Equipment Needed:

1. Slide projector
2. Slide tray
3. Screen

Instructions for Making Activity:

1. Use pattern sheets and pencils to create slide patterns keeping them simple.
2. Trace pattern on write-on slides with marking pens.
3. Put slides in slide tray.
4. View slides using slide projector.

Student Instructions for Using Activity:

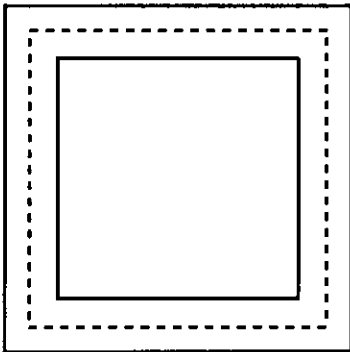
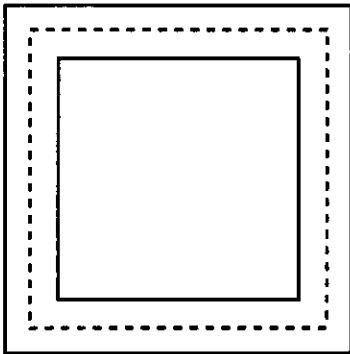
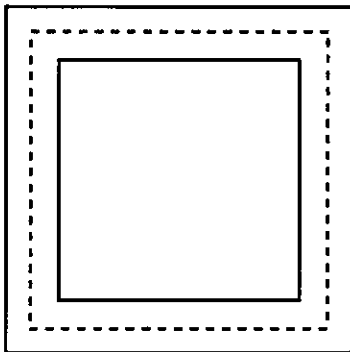
1. After sharing a story such as Sam, ask students to draw how Sam felt when he felt no one wanted him around and to draw how Sam felt at the end of the story. Use the pattern sheets for the pencil drawings.
2. Ask students to transfer the pencil drawings to write-on slides using a tracing technique.
3. Help students put slides into the tray.
4. View slides asking students to describe the feelings depicted on the slides.

HAPPY AND SAD SLIDES

Pattern Sheet for Ideas

VISUAL

AUDIO



LEVEL: FIRST YEAR - GETTING ACQUAINTED (NOVEMBER)

I. Unit Topic: Imaginary Things and Real Things

II. Unit Objectives: Students will:

- A. define the meaning of real and imaginary things.
- B. recognize that an author may write books about imaginary or real things.
- C. relate letters of the alphabet to the first letter in an author's last name.
- D. recognize that books in the Easy section are arranged by the first letter in the author's last name.

III. Library Media Staff Preparation:

A. Materials:

1. Books (see "Resources") Select other books with illustrations of dragons/castles.
2. Fiction and nonfiction books about the same animal
3. Sound filmstrip: "Imagine That!" (Pied Piper, 10 minutes)
4. "Beginning, Middle, End" Transparency (optional, Session II)

B. Equipment:

1. Sound filmstrip projector
2. Overhead projector (optional, Session II)

C. Student Activities:

1. "Real and Imaginary Animals"

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I (Objectives A and B)

1. Introduction

- a) Ask students if they have ever seen a real dragon...a real castle. Review the meaning of real things (they can actually be touched/felt with the hands, seen with the eyes) and imaginary things (something pictured in the mind).
- *b) Statement of Learning: Today you will learn about real things and imaginary things. You will learn that authors write stories that may be real or imaginary.

2. Instruction

- a) Show illustrations of a dragon and/or castle from picture books. Ask students to compare the dragon or castle in the picture(s) with the one they "saw" in their minds.

- b) Introduce and show the sound filmstrip, "Imagine That!" Tell students to look for the dragon and the castle which children imagined in the filmstrip. (Note: Do not use the Activites at the end of the filmstrip.)
- c) Discuss the filmstrip briefly. Tell students that many of the books in the library media center are about real or imaginary things. Some books are about imaginary animals doing things that could not really happen. (example: Sendak's Where The Wild Things Are) Some books are about real animals doing the things that real animals do. (Show a nonfiction animal book.)
- d) Lead students to a table or shelves displaying a selection of easy nonfiction and easy fiction books about animals. Have students browse through the books, select one and check it out.
- *e) Closure: Today you have learned about imaginary things and real things. You have learned that authors write imaginary books about things they see in their minds and that authors write books about real things they actually see with their eyes or that they know are true. You have checked out a book about something real or imaginary. (Make a statement about the next visit. See Session II Closure.)

3. Evaluation: Can students:

- a) define the meaning of real and imaginary things?
- b) recognize that authors write both real and imaginary stories?

4. Reinforcement

- a) Learning Center: Set up "Real and Imaginary Animals" activity using a file folder with two pockets labeled "Real" and "Imaginary." Students may work individually or in pairs.

B. Session II (Objectives C and D)

1. Introduction

- a) As students enter the library media center, give each child a large alphabet card to correspond with his/her last name.
- b) After a brief review of the meaning of Imaginary and Real (using flashcards from activity), ask children to volunteer information about their books telling whether it was about real or imaginary animals or things. As students respond (giving a reason for the answer) have them place their books by the appropriate label for each book--Real or Imaginary. (Use flashcards displayed on a table.)
- c) Tell the students: You have learned the difference between real and imaginary things in books. You also know that authors write books about both imaginary things and real things.

- *d) Statement of Learning: Today you will learn how we use the alphabet and an author's last name to help us decide on a special place on the shelves to keep imaginary books written by each author.

2. Instruction

- a) Review the meaning of author (person who writes a story). Recall the location of the author's name on the outside of a book (October unit). Using the books placed on the table by students, read names of authors and stress first and last names.
- b) Ask each student to tell his/her name. As the names are given, print names on a transparency, chalkboard, chart, or sheet of paper. Have students to point to their first name, then to their last name. Underline each last name as the student points to it. Ask children to point to the first letter in their last names. Draw a circle around the first letter of each child's last name. As the circle is drawn, ask each child to look at the alphabet letter given to him/her at the beginning of the session. Ask students why they think they were given that special letter of the alphabet. (They should relate the letter to the first letter of their last names.)
- c) Explain to students that most authors have first and last names. It is important to know an author's last name because people who work in the library media center use the author's last name to decide on a special place to put each author's books.
- d) Using the Transparency: "Beginning, Middle, End", ask students to form a line (left to right) as the beginning letters A-G are pointed to and called. (Students with last names matching A-G.) Students should hold up their alphabet letter as each repeats, "My letter is A, because my last name is Allen," etc. When all children in the first group have given their letters and last names, follow the same procedure using the letters H-Q and R-Z until all children in the group are standing. (optional)
- e) Lead children to the Easy section of the library media center. Point out the shelf labels. Lead students through the shelves showing each letter of the alphabet. After shelf labels for all letters of the alphabet have been pointed out, ask students to find the letter on the shelves to match the first of their last names. Have students to stand by the shelf and to point to their letter and the matching shelf label until each response is checked. Tell students that if they were to write an imaginary story that their book would be at that special place on the shelves.

- f) Ask children to locate a book (on the shelf where each is standing) by an author whose last name begins with the same letter as theirs. Ask students to point to the author's last name on the outside of the book as their responses are checked.
- g) Ask students to browse through books by authors whose last names begin with the same letter as their last name. Encourage them to select and to check out a book by one of "their" authors.
- *h) Closure: Today you have learned how the alphabet and an author's last name is used to decide on a special place to keep imaginary books written by each author. You will learn more about books on your next visit.

3. Evaluation: Can students:

- a) relate letters of the alphabet to the first letter in an author's last name?
- b) relate an author's last name to the location on the shelves of books by that author?

4. Reinforcement

- a) To reinforce location of author names on book covers, recognition of last names and author letters: Mount and laminate fronts of book jackets showing title and author names. Have students to locate author names, underline the last name, and circle the first letter of the author's last name, using washable marker. Media staff or older student may check responses.
- b) To give practice in locating the specific author letters on the shelves: Let older students assist children in matching author letters to shelf labels.

5. Enrichment

- a) Classroom: Let students use their imaginations to create a story that could not happen. These may be recorded on cassette or dictated/written (language experience chart), and illustrated with pictures in various formats.

V. Resources

A. Books

- Alexander, Martha. Blackboard Bear. Dial, 1969
 Mahy, Margaret. A Lion In the Meadow. Watts, 1969
 Scheer, Julian. Rain Makes Applesauce. Holiday, 1964
 Sendak, Maurice. Where The Wild Things Are. Harper, 1963
 Shecter, Ben. Conrad's Castle. Harper, 1967
 Van Allsburg, Chris. The Garden of Abdul Gasazi.
 Houghton Mifflin, 1979

B. Software

Literature for Children, Series 7A: Imagine That! (sound filmstrip)
Pied Piper Media, 1982.

VI. Glossary:

- A. Real things--things that actually can be touched/felt or seen with the eyes.
- B. Imaginary things--something pictured in the mind.
- C. Real stories--stories about things that an author knows to be true or has actually seen with his/her eyes; true stories.
- D. Imaginary stories--stories made up in an author's mind about things that are not real or could not actually happen.

**FIRST YEAR: GETTING ACQUAINTED
(NOVEMBER)
Reinforcement Activity
"Real and Imaginary Animals"**

REAL AND IMAGINARY ANIMALS

Objective: Students will identify real and imaginary animals.

Materials Needed:

1. Two tagboard flashcards
2. Pictures from catalogs and magazines of real animals and fantasy animals (Dumbo, Mickey Mouse, Donald Duck, Dr. Sues characters, etc.)
3. 2 1/2" X 4" cards
4. Paste

Directions for making the activity:

1. Letter flashcards with the following words: **REAL** or **IMAGINARY**.
2. Paste animal pictures on 2 1/2" X 4" cards.

Directions for using the activity:

1. Student chooses a card and tells if that animal would be in a real story or an imaginary story and gives a reason for his/her response.
2. Student matches the picture with the appropriate flashcard: **REAL** or **IMAGINARY**.

ALPHABET

Beginning

A B C D E F G

Middle

H I J K L M N O P

End

Q R S T U V W X Y Z

LEVEL: FIRST YEAR - GETTING ACQUAINTED (DECEMBER)

I. Unit Topic: Can You Imagine That!

II. Unit Objectives: Students will:

- A. identify illustrations as the pictures in a book.
- B. recognize the illustrator as the person who draws or paints the pictures for a book.
- C. recognize the Caldecott Medal Award and its purpose.
- D. locate the call letters on Easy books.
- E. locate how Easy book call letters relate to the author's last name.

III. Library Media Staff Preparation:

A. Materials:

1. Books (see "Resources")
2. Book jackets from Caldecott Medal Award books

B. Student Activities:

1. "Fishing For Illustrators"

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I (Objectives A and B)

1. Introduction

- a) Tell the students: You have learned how authors use their imaginations to write stories. Sometimes authors have someone to help them to tell their stories by drawing or painting pictures to go along with the stories.

*b) Statement of Learning: Today you will learn that the person who draws the pictures is called an illustrator and that the pictures in a book are called illustrations.

2. Instruction

- a) Discuss that the illustrations in a book are the pictures that one person saw in their mind to go with the story. That person is called an illustrator.
- b) Identify Clement Moore as a man who wrote a poem "The Night Before Christmas" over 100 years ago.
- c) Read the poem "The Night Before Christmas" and have students make pictures in their minds to illustrate the story.
- d) Show two or more illustrator's versions of the "The Night Before Christmas" and have students compare them to the ones they imagined.

*e) Closure: Today you have learned that illustrators are people who draw pictures in books and that these pictures are called illustrations. (Make a statement about next visit. See Session II Closure.)

3. Evaluation: Can students:

- a) identify illustrations as the pictures in a book?
- b) recognize that illustrator is another name for the person who draws or paints the pictures in a book?

4. Reinforcement

- a) Use "Fishing for Illustrators" activity.

B. Session II (Objectives C, D, and E)

1. Introduction

- a) Display several books with their original jackets--some Caldecott winners, some non-winners. Ask children if they see anything different about the books. (Someone should notice that some books have the gold seal on the jackets while others do not.)
- b) Tell students: On your last visit, we learned about illustrations (pictures) and illustrators (people who draw or paint pictures in books).
- *c) Statement of Learning: Today you will learn about an award that is given each year to the person voted as the best illustrator of children's books. You will also learn about special clues on each book that will help you to find books on the Easy shelves.

2. Instruction

- a) Read Polar Express, or another Caldecott winner. Point out that only one book can receive the Caldecott Award each year. Many excellent books are printed each year, but only one can win each year--that is why it is so special.
- b) Guide students to locate the names of the Caldecott illustrators on the front of each book displayed.
- c) Explain that the "E" on the top line of the call letters stands for the word "Easy." (Show the flashcard of the word "Easy" and point out the "E" at the beginning.) Explain that the bottom letter is the first letter in the author's last name. (Demonstrate by pointing out the last name on the front of the book, its first letter, and the call letter on the spine.)

- d) Check student's understanding of call letters by holding up various easy books as children do the following:
- 1) locate the name of the author (or author/illustrator) on the book's cover.
 - 2) point to last name of author (or author/illustrator).
 - 3) identify the first letter of the last name.
 - 4) locate the letter corresponding to the author's last name on the spine of the book.
- e) Permit students to go to the Easy section to practice locating call letter clues. Encourage them to find and to check out a book.
- *f) Closure: Today you have learned about a special prize, the Caldecott Award, that is given each year to a special illustrator of children's books. You have learned how books are marked so that each author's books can be kept in their own places on the shelves, along with other Easy books.

3. Evaluation: Can students:

- a) recognize the Caldecott Medal Award and why it is so special?
- b) identify the call letters on an Easy book?
- c) identify how the Easy book call letters relate to an author's last name? (See instruction: #2-d for evaluation steps.)

4. Reinforcement

- a) Place Easy books in a learning center. Permit older students to assist children as they follow the five (5) steps listed in #2-d.

5. Enrichment

- a) Set up a learning center using the sound filmstrip The Biggest Bear (Weston Woods)--or another Caldecott Award winner. Allow students to watch the filmstrip without the sound. After they have watched the filmstrip, allow students to record their interpretations of the story on a blank cassette.
- b) See also: "Extended Learning" in Teacher's Guide to accompany sound filmstrip which could be used in this unit: "Stories Without Words" (Pied Piper Media).

V. Resources

A. Books

- Briggs, Raymond. The Snowman. Random, 1978
De Paola, Tomie. Flicks. Harcourt, 1979
Emberly, Edward. Drummer Hoff. Prentice Hall, 1968
Hutchins, Pat. Changes, Changes. Macmillan, 1971
Panek, Dennis. Catastrophe Cat. Bradbury, 1978

Spier, Peter. Noah's Ark. Doubleday, 1977
Van Allsburg, Chris. Polar Express. Houghton Mifflin, 1985
Wezel, Peter. The Good Bird. Harper, 1966

B. Software

Ward, Lynd, The Biggest Bear (sound filmstrip). Weston Woods, 1952.

VI. Glossary

- A. Illustrations--the pictures in a book.
- B. Illustrator--the person who draws or paints the pictures for a book.
- C. Caldecott Medal Award--a gold medal given each year to the person voted the best illustrator of children's books.
- D. Call letters--letters marked on the Easy books to give a special place on the shelves.

FIRST YEAR: GETTING ACQUAINTED
(DECEMBER)
Reinforcement Activity
"Fishing for Illustrators"

FISHING FOR ILLUSTRATORS

Objectives: Students will recognize illustrators of Caldecott Medal Award books.

Materials Needed:

1. Fish pattern
2. Construction paper of various colors
3. Magnetic strip or paper clips
4. Small magnet
5. Dowel rod
6. String
7. Box
8. Blue paper or blue paint
9. Marking pens

Directions for Making:

1. Trace the fish pattern on construction paper.
2. Make a fishing pole from the dowel rod and a piece of string. Attach a small magnet to the end of the string for a hook.
3. On each fish pattern, glue a magnetic strip for an eye and write a Caldecott Medal Award Illustrator's name on the fish. Suggested Caldecott Medal Award Illustrators:

Brown
De Regniers
Emberley
Hader
Keats
Lawson
Lobel
McCloskey

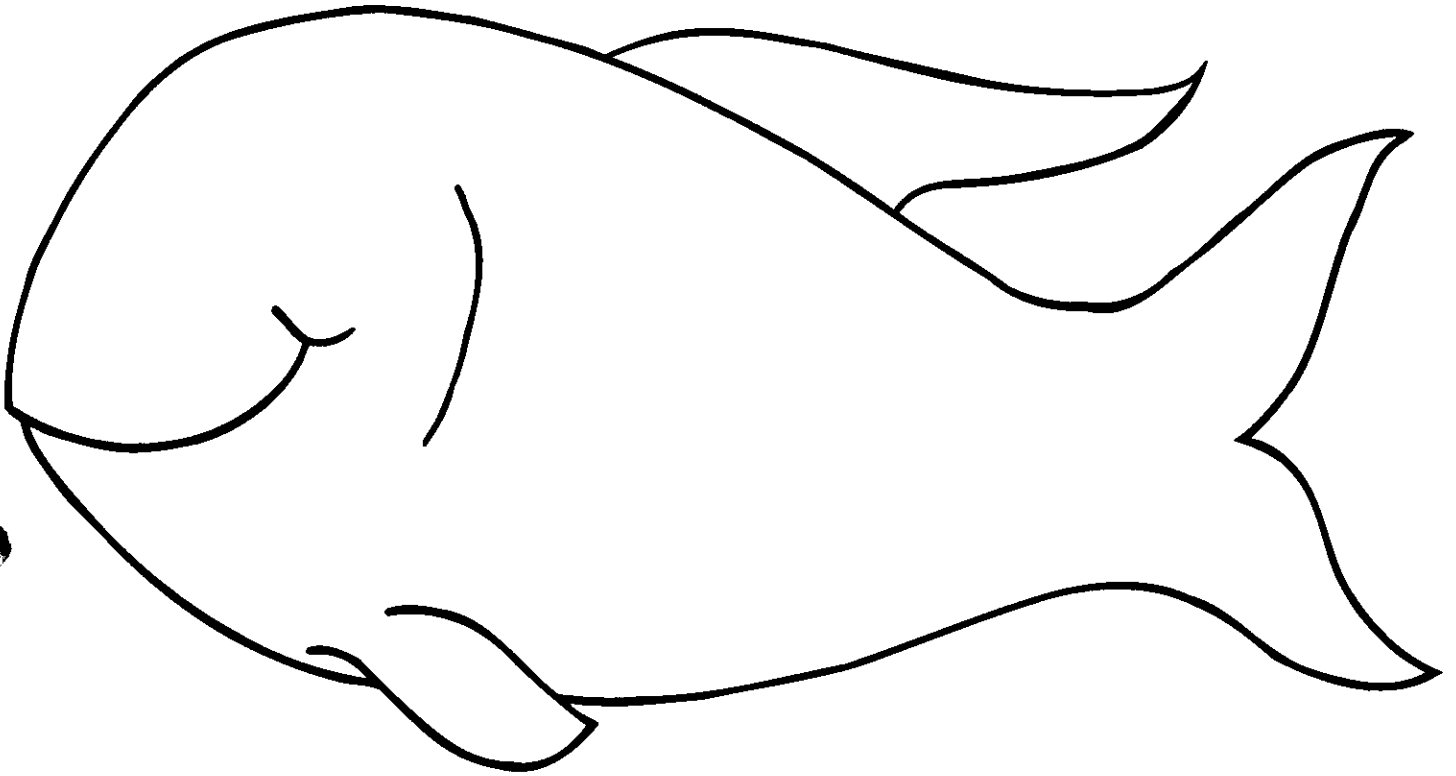
McDermott
Sendak
Spier
Steig
Udry
Ward
Zamach

4. Cover a box with blue paper or paint the box blue. Place the fish in the box.

Directions for Use:

1. Students take turns "fishing". Read the illustrator's name as the students catches a fish.

FIRST YEAR: GETTING ACQUAINTED
(DECEMBER)
Reinforcement Activity
"Fishing For Illustrators"



LEVEL: FIRST YEAR - GETTING ACQUAINTED (JANUARY)

I. Unit Topic: It's Real...True Stories

II. Unit Objectives: Students will:

- A. recall real things depicted in book illustrations.
- B. recall alphabetical order of the letters in the alphabet.
- C. relate letters of the alphabet to alphabetizing authors' last names.

III. Library Media Staff Preparation:

A. Materials:

1. Books (see "Resources") Select other books about real things.
2. Sound filmstrip: "Books About Real Things" (Pied Piper, 11 minutes.)
3. Jar of ants or picture of ants.
4. "ABC Cards"
5. "Author ABC Popcorn" cards
6. Bowl of popcorn kernels and bowl of popped corn. (optional)

B. Equipment:

1. Sound filmstrip projector

C. Student Activities:

1. "ABC Cards"
2. "Author ABC Popcorn"

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I: (Objective A)

1. Introduction

- a) Display several picture books showing real things. Open two or three books briefly showing the illustrations. Explain that these books are about real things.
- *b) Statement of Learning: Today you will learn about stories of real things. You will learn that some authors write stories about real things.

2. Instruction

- a) Lead students to recall real things they have seen in books such as bears, dinosaurs, boats, rockets, trains and airplanes.
- b) Review the meaning of real stories (stories about things that an author knows to be true or has actually seen with his/her own eyes).

- c) Introduce the sound filmstrip, "Books About Real things" (Pied Piper), by showing a jar of ants. If not available, use a picture of ants. Tell students to look for the ants in the filmstrip.
- d) Discuss the filmstrip briefly using questions at the end of the filmstrip. Tell students that many of the books in the library media center are about real things.
- e) Lead students to a table displaying a selection of easy nonfiction books. Have students to browse through the books, select one and check it out.
- *f) Closure: Today you have learned about real stories. You have learned that some authors write stories about real things. (Make statement about next visit. See Session II Closure.)

3. Evaluation: Can students:

- a) recall real things depicted in book illustrations?

4. Reinforcement

- a) Listening Center: Set up the sound filmstrip of "Books About Real Things" (Pied Piper) for students to come to the library media center to view again.

B. Session II: (Objectives B and C)

1. Introduction

- a) Display a bowl of popcorn kernels and bowl of popped corn.
- *b) Statement of Learning: At your last visit you learned about real things in a book. On previous visits, you have learned that all books have authors. Today you will learn about placing an author's name in ABC (alphabetical) order.

2. Instruction

- a) Review letters of the alphabet by having students place the ABC cards in alphabetical order on the floor or on a table. (Student Activity: "ABC Cards".)
- b) Ask students to select a card with the first letter of their last name and line up alphabetically in groups of six while holding the card of the first letter of their last name.
- c) Review author (person who writes the story). Explain that an author's name is placed in ABC order by the first letter of his/her last name.
- d) Have students place the author popcorn cards in alphabetical order on the floor. (Student Activity: "Author ABC Popcorn")

- e) Read the book, The Popcorn Book. Stress that this is a book about real things and that the author's last name (Tomie de Paola) begins with a D.
- f) Guide students to browse through picture books on the Easy shelves and to select and check out a book of their choice.
- *g) Closure: Today you have learned to put your names and authors' names in ABC (alphabetical) order.

3. Evaluation: Can students:

- a) recall alphabetical order of the letters in the alphabet?
- b) relate letters of the alphabet to alphabetizing authors' last names?

4. Reinforcement

- a) Repeat the "ABC Cards" and "Author ABC Popcorn" activities.

5. Enrichment

- a) Show the students popcorn kernels. Explain that the small kernels of corn will be popped when added to oil and heated. Pop the corn and allow students to eat it.

V. Resources

A. Books

- Aliki. My Visit To the Dinosaurs. Crowell, 1969
De Paola. The Popcorn Book. Holiday, 1978
Garten, Jan. The Alphabet Tale. Random, 1964
George, Jean. All Upon A Sidewalk. Dutton, 1974
Harris, Susan. Space. Watts, 1979
Marston, Hope. Big Rigs. Dodd, 1980
Zacharias, Thomas. But Where Is The Green Parrot?. Delacorte, 1968

B. Software

- Literature For Children, Series 7A: Books About Real Things (sound filmstrip). Pied Piper Media, 1982.

VI. Glossary:

- A. Alphabet--the letters used to write words.
- B. Alphabetical order--arranged in the order of the letters of the alphabet. (A, B, C, ...)
- C. Author--person who writes the story.
- D. Real things--things that actually can be touched/felt or seen with the eyes.
- E. Real stories--stories about things that an author knows to be true or has actually seen with his/her eyes; true stories.

FIRST YEAR: GETTING ACQUAINTED
(JANUARY)
Reinforcement Activity
"ABC Cards"

ABC CARDS

Objectives: Students will place alphabet cards in alphabetical order.

Materials Needed:

1. Large blank cards
2. Marking pen

Directions for making the activity:

1. Write each letter of the alphabet on a card. Make four sets of the alphabet cards.

Directions for student use of the activity:

1. Divide students into groups of six. Each student chooses the beginning letter of his/her last name and stands in alphabetical order holding his/her card.

FIRST YEAR: GETTING ACQUAINTED
(JANUARY)
Reinforcement Activity
"Author ABC Popcorn"

AUTHOR ABC POPCORN

Objectives: Students will alphabetize by the first letter in an author's last name.

Materials Needed:

1. Twenty-six popcorn shapes
2. Marking pen

Directions for making the activity:

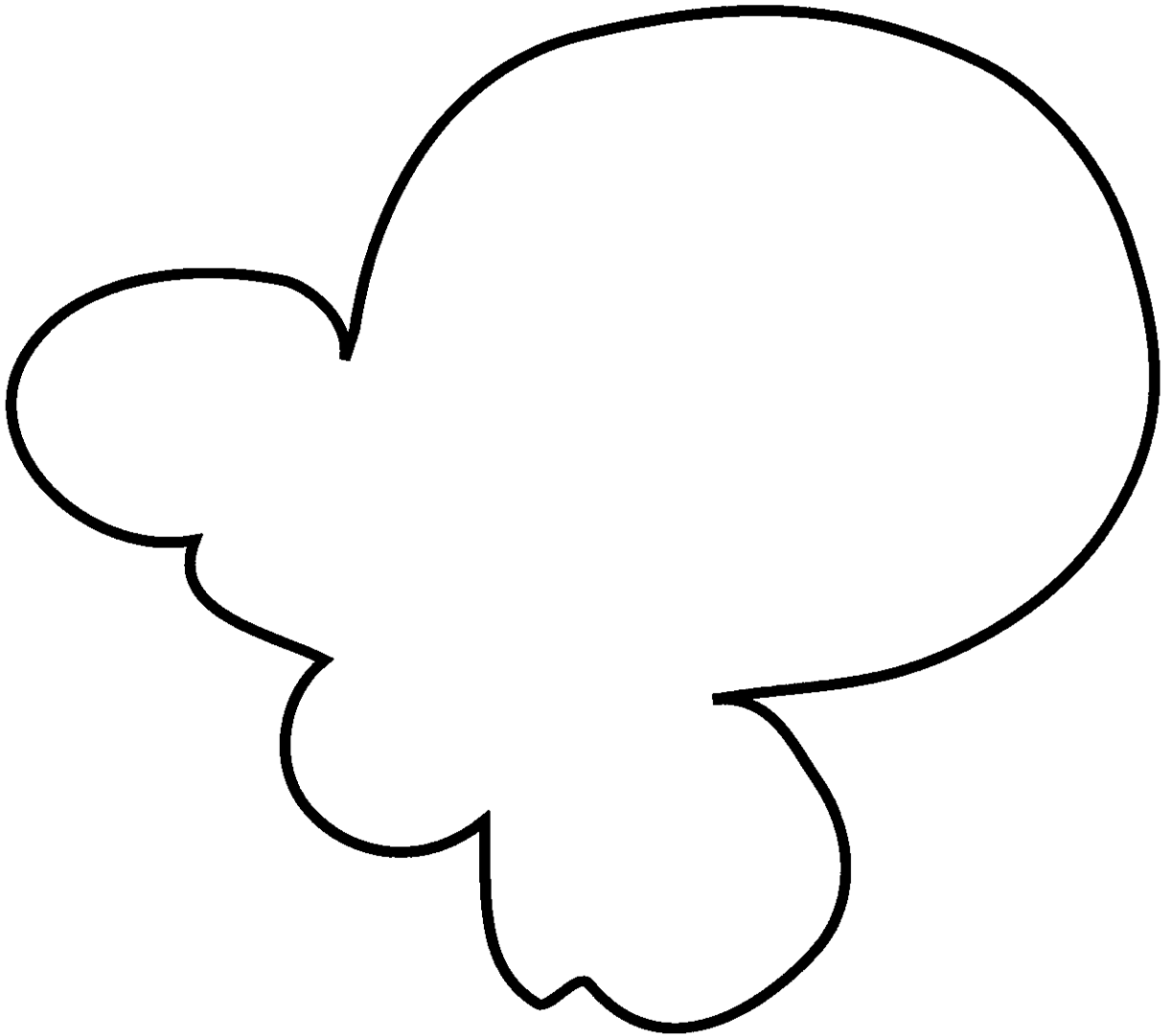
1. Write author names on the twenty-six popcorn shapes.
2. Suggested author names:

Alexander
Brown
Corbett
Davis
Emberley
Freeman
Grimm
Hurd
Iverson
Jennings
Kent
Low
Montgomery

Nickols
Oakley
Parish
Quackenbush
Rey
Seuss
Thayer
Ungerer
Vaughn
Ward
Xibalba
Young
Zolotow

Directions for using the activity:

1. Have students place the author popcorn pieces in alphabetical order.



LEVEL: FIRST YEAR - GETTING ACQUAINTED (FEBRUARY)

I. Unit Topic: Animals As Characters

II. Unit Objectives: Students will:

- A. define a character as the person or animal who does things in a story.
- B. identify characters in specific picture books.
- C. locate and identify the title page in a book.
- D. recognize the title and the author on the title page.

III. Library Media Staff Preparation:

A. Materials:

1. Books (see "Resources") Select other books whose characters are animals.
2. Sound filmstrip: "Animal Stories" (Pied Piper, 10 minutes)
3. Paper, pencils and crayons
4. Stuffed toy animal book characters

B. Equipment

1. Sound filmstrip projector
2. Record player (optional)

C. Student Activities

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I: (Objectives A and B)

1. Introduction

- a) Welcome students and ask them to tell some animal sounds or listen to Sounds of Animals record.
- *b) Statement of Learning: Today you will learn that people or animals in a story are called the characters and you will recall specific characters from books.

2. Instruction

- a) Lead students to recall books about animals which they have read or which have been read to them.
- b) Define and discuss characters in a book. (Animals or people who do things in a story.)
- c) Display familiar picture books and have students name the characters in the books. (Suggested titles: Curious George, Petunia, There's a Party At Mona's Tonight, Madeline, Five Chinese Brothers and Amelia Bedelia.)

- d) Introduce the sound filmstrip, "Animal Stories" (Pied Piper), by asking students to look for the main characters in the filmstrip. Show the filmstrip.
- e) Discuss the filmstrip briefly. Lead students to name the main characters in Little Gorilla (Little Gorilla), Leo The Late Bloomer (Leo), George And Martha Rise And Shine (George and Martha), and Katy No-Pocket (Katy).
- f) Guide students to a table display of easy fiction books about animals. Allow students to browse through the books, to select one and to check it out using the confidentiality circulation procedures in place in school's library media center.
- *g) Closure: Today you have learned that characters in a book are animals or people in the story. (Make a statement about next visit. See Session II Closure.)

3. Evaluation: Can students:

- a) identify a character as the animal or person who does things in a story?
- b) identify characters in specific picture books?

4. Reinforcement

- a) Listening Center: Set up the sound filmstrip of "Animal Stories" (Pied Piper) for students to come to the library media center to view again.

B. Session II: (Objectives C and D)

1. Introduction

- a) Display stuffed toy animal book characters (Curious George and Paddington) with the books.
- *b) Statement of Learning: Today you will learn about the title page and where it is located in a book.

2. Instruction

- a) Recall that the title is the name of the book.
- b) Use a book to identify the title and author information on a title page. Call special attention to the location in a book for the title page.
- c) Allow each student to select a book from a display of books. Each student will show the title page to the class as the library media specialist reads the title and author information on the title page.

d) Read the book Mr. Tall And Mr. Small. Call special attention to the title page. At the end of the story, have students identify the characters in the story. (Mr. Tall, giraffe; Mr. Small, mouse)

*e) Closure: Today you have learned where the title page is located in a book. You also have learned that the title or name of the book and the author's name are on the title page.

3. Evaluation: Can students:

- a) locate and identify the title page in a book?
- b) recognize the title and author information on the title page in a book?

4. Reinforcement

- a) Interest Center: Display books and have students locate and identify the title page. Media staff or older student may check responses.

5. Enrichment

- a) Interest Center: Allow students to make a clay model of one of their favorite animal book characters. Media staff will assist students in writing the name of the character on a card to display with the clay model in the library media center.
- b) Ask students to draw a picture of their favorite animal book character. (Student Activity: "Animal Pictures")

V. Resources

A. Books

Brenner, Barbara. Mr. Tall and Mr. Small. Young Scott, 1966
Bornstein, Ruth. Little Gorilla. Houghton Mifflin, 1976
Kraus, Robert. Leo The Late Bloomer. Simon & Schuster, 1971
Marshall, James. George and Martha Rise and Shine. Houghton Mifflin, 1976
Payne, Emmy. Katy No-Pocket. Houghton Mifflin, 1969
Rey, H.A. Curious George. Houghton Mifflin, 1941
Ward, Lynd. The Biggest Bear. Houghton Mifflin, 1952

B. Software

Literature For Children, Series 7B: Animal Stories (sound filmstrip).
Pied Piper Media, 1982.
Sounds of Animals (record). Folkway Records, 1955.

VI. Glossary:

- A. Character--the animal or person who does things in a story.
- B. Title--the name of the book.
- C. Title page--a page of information located near the front of the book which gives the name of the book and the author's name.

LEVEL: FIRST YEAR - GETTING ACQUAINTED (MARCH)
(Multicultural Opportunity)

I. Unit Topic: Making Friends

II. Unit Objectives: Students will:

- A. recognize friends as people who share and enjoy good times together.
- B. recognize books as friends to share and to enjoy.
- C. locate and identify the spine of the book.
- D. recall the call letters on Easy books.

III. Library Media Staff Preparation:

A. Materials:

- 1. Books (see "Resources") Select other books about friends.
- 2. Sound filmstrip: "Stories About Friends" (Pied Piper, 9 minutes)
- 3. 2" X 8 1/2" paper strips or bookmarks.
- 4. "Friends" (flashcards)

B. Equipment:

- 1. Sound filmstrip projector

C. Student Activities:

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I (Objectives A and B)

1. Introduction

- a) Display easy books about friends together with the caption:
"Friends." (flashcard)

*b) Statement of Learning: Today you will learn how boys and girls in storybooks make friends. You will also learn how books can be shared and enjoyed just as friends can share and enjoy things.

2. Instruction

- a) Lead students to discuss friends, the importance of friends, and the fun one can have with a friend.
- b) Let students recall some things they have done with their friends.
- c) Explain to students that books can become friends and that book characters can become friends.

- d) Introduce and show the sound filmstrip, "Stories About Friends" (Pied Piper). Tell students to choose someone in the filmstrip that they would like to have for a friend.
- e) Discuss the filmstrip briefly:
 1. Which person in the filmstrip did you choose for a friend?
 2. Why did you choose that person?
- f) Briefly and simply review call letters. The top letter "E" means "easy" and the bottom letter stands for the first letter of the author's last name. Call letters help in finding books on the shelf in the library media center. They tell the books' addresses.
- g) Guide students to browse through picture books, to select one, and to check out a book that shows boys and girls who are friends. Use confidentiality circulation procedure in place in library media center.
- *h) Closure: Today you have learned that boys and girls in storybooks make friends and that friends, like books, are meant to be shared and enjoyed. (Make a statement about the next visit. See Session II Closure.)

3. Evaluation: Can students:

- a) recognize friends as people to share and enjoy good times together?
- b) recognize books as friends to share and enjoy?

4. Reinforcement

- a) Listening Center: Set up the sound filmstrip of "Stories About Friends" (Pied Piper) for students to come to the library media center to view again.

B. Session II: (Objectives C and D)

1. Introduction

- a) Display several books on a table with book spines showing.
- b) Tell the students: You have learned about friends and that books are also your friends and can be enjoyed over and over.
- *c) Statement of Learning: Today you will learn about a part of the book called the spine and about the letters (call letters) on the spine.

2. Instruction

- a) Review the definition of the spine of a book. (The part of the book that shows when it is standing on the shelf.)

- b) Review the meaning of author (person who writes a story).
- c) Briefly and simply review call letters. The top letter "E" means "easy" and the bottom letter stands for the first letter of the author's last name. Call letters help in finding books on the shelf in the library media center. They tell the books' addresses.
- d) Guide students to the "Easy" shelves to select a book of their choice to check out. The students will show the library media specialist the location of the spine and the call numbers for their books. Use confidentiality circulation procedures in place in school's library media center.
- e) Read the book, Something Queer At The Library. Call attention to the location of the book's spine and the call letters. Also, remind students of the need to care for books by holding the spine correctly.
- *f) Closure: Today you have learned the location of the spine of the book and the location of the call letters on the spine of an Easy book as being the book's address. Also, you have learned some new ways of caring for books.

3. Evaluation: Can students:

- a) locate and identify the spine of the book?
- b) locate the call letters on Easy books?

4. Enrichment

- a) Interest Center: Let students create a bookmark using paper strips, pencils and crayons.

V. Resources

A. Books

- Clifton, Lucille. My Friend Jacob. Dutton, 1980
 Cohen, Miriam. Will I Have A Friend?. Macmillan, 1967
 Hazen, Barbara. Why Are People Different? Childrens, 1985
 Keats, Ezra Jack. Goggles!. Macmillan, 1969
 Levy, Elizabeth. Something Queer At The Library. Delacorte, 1976
 Viorst, Judith. Rosie and Michael. Atheneum, 1974
 Zolotow, Charlotte. Hating Book. Harper, 1969

B. Software

1. Literature For Children, Series 7B: Stories About Friends (sound filmstrip). Pied Piper Media, 1982.

VI. Glossary:

- A. Author--person who writes the book.

- B. Bookmark--a strip of paper used to mark one's place in a book.
- C. Call letters--letters marked on the Easy books to give books a special place on the shelf.
- D. Spine--the part of the book that shows when it is standing on the shelf.

Multicultural Note: Discussing friends, friendships, and books which depict prejudice reduction is a part of the multicultural curriculum infusion into the reading curriculum. **Concept:** Socialization

LEVEL: FIRST YEAR - GETTING ACQUAINTED (APRIL)

I. Unit Topic: Stories To Make You Laugh

II. Unit Objectives: Students will:

- A. recognize a funny story as a story that makes one laugh.
- B. name the parts of a story as beginning, middle, and end.
- C. retell a given story in sequence.

III. Library Media Staff Preparation:

A. Materials

- 1. Books (see "Resources") Select other funny stories.
- 2. Sound filmstrip: "What's So Funny?" (Pied Piper, 13 minutes)
- 3. Paper and pencils
- 4. Comic strips

B. Equipment

- 1. Sound filmstrip projector

C. Student Activities

- 1. "Comic Strip Sequence"

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I (Objectives A and B)

1. Introduction

- a) Ask students what makes them laugh.

- *b) Statement of Learning: Today you will learn about stories that make you laugh. Some people call them "funny stories." Also, you will learn that all stories have a beginning, middle, and end.

2. Instruction

- a) Lead students to define "funny" (something that makes one laugh). Discuss stories that make people laugh, such as The Cat In the Hat, Curious George, and Amelia Bedelia.
- b) Introduce and show the sound filmstrip, "What's So Funny?" (Pied Piper). Ask students to watch for something funny in the filmstrip.
- c) Identify the parts of a story (beginning, middle, and end). Every story has a beginning part, middle part, and an end part.

- d) Explain and discuss that a story is told in order as it happens. That is called "telling the story in sequence."
- e) Lead students to a table or to shelves displaying a selection of easy books that are funny. Have students to browse through the books, to select one and to check it out.
- *f) Closure: Today you have learned about stories that make you laugh and that books have a beginning, a middle, and an end. (Make a statement about the next session. See Session II Closure.)

3. Evaluation: Can students:

- a) recognize a funny story as a story that makes one laugh?
- b) name the parts of a story as beginning, middle, and end.

4. Reinforcement

- a) Listening Center: Set up the sound filmstrip of "What's So Funny?" (Pied Piper) for students to come to the library media center to view again.

B. Session II: (Objectives B and C)

1. Introduction

- *a) Statement of Learning: Today you will learn that all stories have a beginning, a middle, and an end. Also, you will learn to tell a story in correct order as it happened. That is called "telling the story in sequence."

2. Instruction

- a) Review the parts of a story as beginning, middle, and end.
- b) Recall that the sequence is the order of the things that happen in a story.
- c) Read the book, There's A Party At Mona's Tonight. Lead students to retell the story in correct order as it happened: (sequence)
 - 1. beginning--Potter Pig is nightfishing and someone shouts, "There's a party at Mona's tonight!"
 - 2. middle--Potter Pig dresses in different disguises to get into Mona's house for the party. Mona will not let Potter Pig in the door.
 - 3. end--Potter Pig is kicked out of Mona's house. He returns to the door disguised as Aunt Gertrude.
- d) Use "Comic Strip Sequence" activity.

- e) Allow students to browse and to select a book of their choice to check out. Ask students to look for the beginning, middle, and end parts of the book.
- *f) Closure: Today you have learned about the beginning, middle, and end of a story and you have learned to tell a story in the order it has happened. That is called "telling the story in sequence."

3. Evaluation: Can students:

- a) name the parts of a story as beginning, middle, and end?
- b) retell a given story in sequence?

4. Reinforcement

- a) Learning Center: Have students repeat the "Comic Strip Sequence" activity.

V. Resources

A. Books

- Allard, Harry. The Stupids Step Out. Houghton Mifflin, 1974
Allard, Harry. There's A Party At Mona's Tonight. Doubleday, 1981
Kahl Virginia. The Duchess Bakes A Cake. Scribner, 1955
Low, Joseph. A Mad Wet Hen And Other Riddles. Greenwillow, 1977
Parish, Peggy. Amelia Bedelia. Harper, 1963
Rey, H.A. Curious George. Houghton Mifflin, 1941
Seuss, Dr. The Cat In The Hat. Random, 1957

B. Software

- Literature For Children, Series 7B: What's So Funny? (sound filmstrip).
Pied Piper Media, 1982.

VI. Glossary:

- A. Beginning--the first part of a story.
- B. Middle--the part of the story between the beginning and the end.
- C. End--the very last part of a story.
- D. Funny--something that makes one laugh.

**FIRST YEAR: GETTING ACQUAINTED
(APRIL)
Reinforcement Activity
"Comic Strip Sequence"**

COMIC STRIP SEQUENCE

Objective: Students will tell a story in sequence using comic strips.

Materials Needed:

1. Comic strips with few or no words
2. 3" X 5" cards
3. Paste

Directions for making the activity:

1. Cut comic strips in sections.
2. Paste each section on a card.

Directions for using the activity:

1. Give each student a set of comic strip cards to place in correct sequence.

LEVEL: FIRST YEAR - GETTING ACQUAINTED (MAY)

I. Unit Topic: Story Settings...Places

II. Unit Objectives: Students will:

- A. recognize setting as the place where the story happens.
- B. predict the outcome of a story.

III. Library Media Staff Preparation:

A. Materials:

1. Books (see "Resources") Select other books about new places.
2. Sound filmstrip: "Exploring New Places" (Pied Piper, 8 minutes)
3. Picture of the four (4) phases of the moon
4. Pictures of city and country scenes
5. Pictures of city and mountain settings (see student activity "Story Setting")
6. Large still pictures (see student activity: "Picture Outcome")

B. Equipment:

1. Sound filmstrip projector

C. Student Activities:

1. "Story Setting"
2. "Picture Outcome"

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I: (Objective A)

1. Introduction

- a) Show display of city and country scenes. Ask students to tell which pictures remind them of the city and which pictures remind them of the country.
- *b) Statement of Learning: Today you will learn about places where stories happen. Some of these places may be new to you.

2. Instruction

- a) Define and discuss setting in a story as the place where the story happens.
- b) Display the book Swimmy. Briefly show some of the illustrations in the book. Ask students to look for the place where the story happens. Lead students to observe that the setting for Swimmy is water.

- c) Introduce and show the sound filmstrip, "Exploring New Places" (Pied Piper). Tell students to look for faraway places, example: Paris, France; space, etc.
- d) Discuss the filmstrip briefly. Tell students that many of the stories in the library media center happen in different places.
- e) Use "Story Setting" activity if time permits.
- f) Lead students to a table display of a selection of easy books with a city or country setting. Have students browse through the books and make a selection to check out. Use the confidentiality circulation procedures in place in school's library media center.
- *g) Closure: Today you have learned about stories that happened in new places and about the settings for these stories. (Make a statement about next visit. Refer to Session II Closure.)

3. Evaluation: Can students:

- a) recognize setting as the place where the story happens?

4. Reinforcement

- a) Repeat "Story Setting" activity.

B. Session II: (Objective B)

1. Introduction

- a) You have learned about the setting for a story. Tell students that they will hear an imaginary story about the moon today (display a picture of the four (4) phases of the moon).
- *b) Statement of Learning: Today you will learn about the ending of a story and predict the outcome in a story.

2. Instruction

- a) Lead students to tell the story setting for the book they checked out at the last visit. Ask them if they knew ahead of time how the story would end.
- b) Use "Picture Outcome" activity.
- c) Read the book Moon Man and stop just before the end. Ask students to tell how they think the story will end. (Moon Man returns to his home on the moon.) Lead students to tell the setting of this story. (Earth)
- d) Guide student to browse through picture books on the Easy section and to select a book to check out using the confidentiality circulation procedures in place in school's library media center.

*e) Closure: Today you have learned how to predict the outcome of a story by guessing what might happen at the end of a story.

3. Evaluation: Can students:

a) predict the outcome of a story?

4. Reinforcement

a) Repeat the "Picture Outcome" activity.

V. Resources

A. Books

Bernelmans, Ludwig. Madeline. Viking, 1939

Damjan, Mischa. The Little Green Man. Parents, 1972

Lionni, Leo. Swimmy. Pantheon, 1963

Taylor, Mark. Henry Explores the Mountains. Atheneum, 1975

Ungerer, Tomi. Moon Man. Harper, 1967

B. Software

Literature For Children, Series 7B: Exploring New Places (sound film-strip). Pied Piper Media, 1982.

VI. Glossary:

A. Outcome--what happens at the end of the story.

B. Setting--place where the story happens.

FIRST YEAR: GETTING ACQUAINTED
(MAY)
Reinforcement Activity
"Story Setting"

STORY SETTING

Objective: Students will identify settings.

Materials Needed:

1. File folder
2. Pictures relating to a city setting
3. Pictures relating to a mountain setting
4. Construction paper
5. Paste
6. Marking pen

Directions for making the activity:

1. Cut pictures from magazines which relate to city and mountain settings.
(Bear, subway, deer, fire truck, river and McDonald's)
2. Paste the pictures on construction paper.
3. Inside the file folder, paste a picture of a city scene on the left side
and paste a picture of a mountain scene on the right side.
4. Write "CITY SETTING" and "MOUNTAIN SETTING" below each scene.

Directions for using the activity:

1. Students will take picture cards and place them with the correct story setting.

FIRST YEAR: GETTING ACQUAINTED
(MAY)
Reinforcement Activity
"Picture Outcome"

PICTURE OUTCOME

Objective: Students will predict the outcome from seeing a picture.

Materials Needed:

1. Large still pictures
2. Construction paper
3. Paste

Directions for making the activity:

1. Cut pictures and paste them on construction paper.

Directions for using the activity:

1. Show a picture and ask students to tell what might happen next (predicting the outcome).

LEVEL: SECOND YEAR - LET'S BE FRIENDS (SEPTEMBER)

I. Unit Topic: Let's Be Friends

II. Unit Objectives: Students will:

- A. recall the purpose and functions of the library media center.
- B. recall the proper care of books.
- C. follow library media center procedures for book circulation.

III. Library Media Staff Preparation:

A. Materials

1. "Dinosaur Display"
2. Books (see "Resources")
3. Dinosaur Bookmarks
4. Software (see "Resources")
5. Large Cardboard Circulation Card Model

B. Equipment

1. Sound Filmstrip Projector
2. Easel for Circulation Card Model

C. Student Activities

1. "Dinosaur Display"

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I: (Objectives A and B)

1. Introduction

- a) Welcome students and remind them of names of staff members in the library media center.
- *b) Statement of Learning: Today you are going to learn about all the different things you can do in the library media center and you are going to learn about the proper care of books.

2. Instruction

- a) Introduce a sound filmstrip about dinosaurs, or a dinosaur book. (see "Resources") After viewing or reading, use the "Dinosaur Display" to discuss areas and functions of the library media center.
- b) Review the proper procedure for taking care of books using the theme of becoming a friend to books.
- *c) Closure: Today you have learned about the many different areas and functions of the library media center and how to be a friend to books by properly taking care of them. (Make a statement for next session. See Session II Closure.)

3. Evaluation: Can students:

- a) recall the purposes and functions of the library media center?
- b) recall the proper care of books?

4. Reinforcement

- a) Encourage students to visit the library media center to review purposes and functions.

B. Session II: (Objective C)

1. Introduction

- a) Show students a book display featuring dinosaur books.
- b) Relate book checkout procedures used in the school's library media center especially as they relate to confidentiality.
- *c) Statement of Learning: Today you are going to check out a book using the circulation procedures in the library media center.

2. Instruction

- a) Ask students to demonstrate proper procedures for browsing and choosing a book.
- b) Use a large cardboard model of a circulation card to demonstrate proper signing of book card. (See First Year September Unit.)
- c) Demonstrate circulation procedure for confidentiality.
- d) Each child will select and check out a book. Give each child a Dinosaur Bookmark to use with the book they check out.
- *e) Closure: Today you have learned how you will check out and return books this year.

3. Evaluation: Can students:

- a) follow library media center procedures for book circulation?

4. Reinforcement

C. Notes

- 1. If another session is possible, it would be a good idea to focus on periodicals so that perhaps they could be better utilized during the school year.

V. Resources

A. Books

- Aliki. My Visit to the Dinosaurs. Crowell, 1969
Andrews, F. Emerson. Nobody Comes to Dinner. Little, 1977
Berger, Terry. A Friend Can Help. Raintree, 1974
Botner, Barbara. Horrible Hannah. Crown, 1980
Boynton, S. Hippos Go Berserk. Little, 1979
Carle, Eric. Do You Want To Be My Friend? Crowell, 1971
Clark, Mary Lou. Dinosaurs. Childrens, 1981
Cole, J. Dinosaur Story. Morrow, 1974
Cohen, D. What Really Happened to Dinosaurs. Dutton, 1977
De Regniers, Beatrice. May I Bring a Friend? Atheneum, 1964
Emberley, M. Dinosaurs Drawing Book. Little, 1980
Kaufman, J. Little Dinosaurs and Early Birds. Crowell, 1977
Lauber, Patricia. Dinosaurs Walked Here and Other Stories
Fossils Tell. Bradbury, 1987
Most, B. If the Dinosaurs Came Back. Harcourt, 1978
Parish, P. Dinosaur Time. Harper, 1974
Radlauer, E. Dinosaur Mania. Childrens, 1979
Selmer M. Tyrannosaurus Rex. Harper, 1978

B. Software

- Danny and the Dinosaur (sound filmstrip) Weston Woods, 1965.
Dinosaurs (sound filmstrip) SVE, 1978.
Gail Gibbons Dinosaurs (sound filmstrip) Pied Piper, 1988.
Learn About Dinosaurs (sound filmstrip) Guidance Associates, 1979.
When Dinosaurs Ruled the Earth (sound filmstrip) SVE, 1985.

C. Other

- Bookmark/Dinosaur, Ellison Enterprises, \$75.00

(SEPTEMBER)
Reinforcement Activity
"Dinosaur Display"

DINOSAUR DISPLAY

Objective: Students will identify functions and areas in the library media center.

Materials Needed:

1. Cutouts of Dinosaurs (Ellison Letter Machine)
2. Felt tip markers

Instructions for Making Activity:

1. Cut different dinosaur patterns
2. Write areas/functions of LMC on dinosaur patterns

Teacher Instructions for Using Activity:

1. LM specialist will show dinosaur pattern and describe area or function of LMC written on different dinosaur patterns. (Example: Easy for Easy Shelving.)
2. Pictures depicting the area or function could be placed on dinosaur pattern and shown to students. (Example: Picture of circulation desk.)

LEVEL: SECOND YEAR - LET'S BE FRIENDS (OCTOBER)

I. Unit Topic: Our Friends, the Authors

II. Unit Objectives: Students will:

- A. recognize authors as real people.
- B. locate a call number on the spine of the book.
- C. identify the parts of a call number.
- D. use a call number to locate a book's address.

III. Library Media Staff Preparation:

A. Materials

1. Books (see "Resources")
2. Sound filmstrip: "Scary Stories" (Pied Piper, 11 minutes)

B. Equipment

1. Sound filmstrip projector

C. Student Activities

1. "Author Picture Cards"
2. "Sample Call Numbers"

IV. Suggested Procedure: (Minimum Sessions Required: 2)

1. Introduction

- a) Show students a picture of a well-known author. Consider using authors of some Halloween books or scary books. (See "Resources")
- *b) Statement of Learning: Today you will learn that authors are real people and that knowing the author's last name and how it is used in the call number of the book can help you find the book.

2. Instruction

- a) Introduce the sound filmstrip, "Scary Stories". After viewing, discuss the authors introduced in the filmstrip as being real people.
- b) Show the students the call number of the spine of one of the books featured in the sound filmstrip or a Halloween book.
- c) Explain and discuss the parts of a call number. The top part will tell what section the book is in while the bottom will be the first letter or the first three letters of the author's last name.

- *d) **Closure:** Today you have learned that authors are real people and that the author's last name is used in the call number of the book. The call number is found on the spine of the book and the call number will help you to know where the book belongs on the shelf. (Make statement regarding next session. See Session II Closure.)

3. Evaluation: Can students:

- a) recognize that authors are real people?
- b) locate a call number on the spine of the book?
- c) identify the parts of a call number?

4. Reinforcement

- a) **Learning Center:** Keep a set of "Author Picture Cards" in a decorated box for students to look at independently. Make a cassette recording describing the authors that the students can listen to while they are looking at the cards.

5. Enrichment

- a) Have students draw a picture of an author they like. The author can be doing something they have learned about from the Author Cards.
- b) Have students make a book jacket and include information about the author on the jacket.

B. Session II: (Objectives C and D)

1. Introduction

- a) Welcome students to the library media center and ask if they can tell the address where they live.
- b) Remind students that when they tell someone their address, that person is able to find their house.
- *c) **Statement of Learning:** Today you are going to learn that a book has an address, too; that the book's address is called a call number; and that the call number can help in finding the book's address.

2. Instruction

- a) Read a Halloween or scary story to the students.
- b) After the book has been read, show the students the call number on the spine and explain to the students that this is where the call number is always found.
- c) Explain and discuss the parts of a call number. The top part will tell what section the book is in, and the bottom is the first letter or first three letters of the author's last name.

- d) Give the students sample call numbers and ask them to locate a book on the shelf with the same call number.
- *e) Closure: Today you have learned that the call number is found on the spine of the book and is the book's address. The call number will help you to know where the book belongs on the shelf.

3. Evaluation: Can students:

- a) recognize a call number and know where it is found on the spine of the book?
- b) explain the two parts of a call number?

V. Resources

A. Books

- Bang, Molly. Wiley and the Hairy Man. Macmillan, 1976
 Brown, Marcia. Shadow. Scribner, 1982
 Brown, Ruth. A Dark, Dark Tale. Dial, 1981
 Galdone, Joanna. Tailypo. Houghton, 1977
 Galdone, Paul. King of the Cats. Houghton, 1980
 Galdone, Paul. The Monster and the Tailor. Houghton, 1982
 Harper, Wilhelmina. The Gunniwolf. Dutton, 1967
 Krahn, Fernando. Secret in the Dungeon. Houghton, 1983
 Mayer, Mercer. Lisa Lou and the Yeller Belly Swamp. Four Winds, 1980
 Meddaugh, Susan. Beast. Houghton, 1981
 Merriam, Eve. Halloween ABC. Macmillan, 1987
 Musgrove, Margaret. Ashanti to Zulu: African Traditions. Dial, 1976
 Schertle, Alice. The Gorilla in the Hall. Lothrop, 1977
 Stevenson, James. We Can't Sleep. Greenwillow, 1982
 Turkle, Brinton. Do Not Open. Dutton, 1981
 Van Allsburg, Chris. Jumanji. Houghton, 1981
 Wallace, Daisy. Monster Poems. Holiday House, 1976

B. Software

- Literature for Children, Series 7C: Scary Stories (sound filmstrip).
 Pied Piper Media, 1984.
Paul Galdone's Spooky Stories (sound filmstrip). SVE, 1988.

IV. Glossary

- A. Author--person who writes the book.
- B. Call number--the top of the call number stands for what section the book is located, and the bottom contains the first three letters of the author's last name.

SECOND YEAR: LET'S BE FRIENDS
(OCTOBER)
Reinforcement Activity
"Author Picture Cards"

AUTHOR PICTURE CARDS

Objective: Students will recognize authors as real people.

Materials Needed:

1. 9" x 12" construction paper
2. Felt tip markers
3. Picture of authors cut from catalogs and book jackets

Instructions for Making Activity:

1. Cut different colors of 9" x 12" construction paper in half. This will serve as the author picture card.
2. Cut as many pictures as can be found of easy book authors. These can be found on book jackets and in AV and book catalogs.
3. Write the author's name at the top with the last name first, as it would be found on a card catalog card. The name can be written in felt-tip pen. Under the name write one or two interesting facts about the author. The Junior Book of Authors and Illustrators Series could be used in finding facts, but most book jackets would have sufficient information. Try to write the information as briefly as possible, using words that second level students would recognize.
4. If there is room, glue the author's picture at the bottom of the card. If there is not enough room, the picture may be glued on the back of the card.
5. If an appropriate picture is available, and if room allows on the card, glue a picture of one of the author's book characters on the card.

Student Instructions for Using the Activity:

1. Library media specialist will give each student an "Author Picture Card".
2. Students will read cards and study picture.
3. Students will stand and share information about "their" author. They may describe him/her and read aloud what is written on the cards.

SECOND YEAR: LET'S BE FRIENDS
(OCTOBER)
Reinforcement Activity
"Sample Call Numbers"

SAMPLE CALL NUMBERS

Objective: Students will be able to locate a book on shelf using a call number.

Materials Needed:

1. Patterns for sample call numbers (Halloween cutout could be used.)
2. Felt tip markers

Instructions for Making Activity:

1. Cut several shapes using Ellison letter cutting machine, if available.
2. Write sample call number on shapes (Example: E
B)

Student Instructions for Using the activity:

1. LM specialist will give each student a call number.
2. Student will go to shelf to find a book with the same call number.



LEVEL: SECOND YEAR - LET'S BE FRIENDS (NOVEMBER)

I. Unit Topic: ABC Friends at Home

II. Unit Objectives: Students will:

- A. recall the proper care of books and equipment.
- B. recognize that dictionaries help in defining, pronouncing, and spelling words.
- C. use ABC order to find food words in the dictionary.

III. Library Media Staff Preparation:

A. Materials

1. Books (see "Resources")
2. Software (see "Resources")
3. Sound Filmstrip: "Yummy Stories About Food" (Pied Piper, 11 minutes)

B. Equipment

1. Sound filmstrip projector

C. Student Activities

1. "Fun Food Word Finder"

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I (Objectives A and B)

1. Introduction

- a) Welcome students and remind them of proper book care and mention proper care of audiovisual equipment such as the sound filmstrip projector.
- *b) Statement of Learning: Today you will learn about ABC order and how it is used in the library media center and how you can use it in using a dictionary.

2. Instruction

- a) Introduce the sound filmstrip, "Yummy Stories About Food". After viewing, review the portion of the filmstrip which discusses how dictionaries define, pronounce and spell words.
- b) Review that ABC order is a way of arranging words by using the alphabet. All words that start with A would come first, all words that start with B would be second and so on until all letters of the alphabet are used.
- c) Remind students that they have learned about ABC order as a way to arrange easy books by the author's last name.

- d) Explain to students that ABC order is the way that words are arranged in the dictionary.
- *e) Closure: Today you have been reminded how to properly care for books and equipment and you have learned that dictionaries help in defining, pronouncing and spelling words. (Make a statement about next session. See Session II Closure.)

3. Evaluation: Can students:

- a) recall the proper care of books and equipment?
- b) recognize that dictionaries help in defining, pronouncing, and spelling words?

4. Reinforcement

- a) Learning Center: Keep a set of "Fun Food Word Finder" games in a decorated box for students to use independently. Make the games in a variety of formats.

5. Enrichment

- a) Have students draw pictures of foods they like to use in a sample picture dictionary.
- b) Have students share the dictionary skills they have learned with the classroom teacher.

B. Session II: (Objective C)

1. Introduction

- a) Welcome students and remind them about how dictionaries can help them with their word friends.
- *b) Statement of Learning: Today you will use ABC order to find food words in the dictionary.

2. Instruction

- a) Review some of the words in the stories in the sound filmstrip shown during the first session. (Examples: cloudy, meatballs)
- b) Review ABC order using the words from the stories.
- c) Review that ABC order is the way books are arranged on the Easy shelves and the way words are arranged in the dictionary.
- d) Using the "Fun Food Word Finder", instruct students how to use ABC order to find words in the sample picture dictionary.
- *e) Closure: Today you have learned how to use ABC order to find food words in the dictionary.

3. Evaluation: Can students:

- a) use ABC order to find food words in the sample picture dictionary?

4. Reinforcement

- a) Have students return to the library media center to work independently on the "Fun Food Word Finder" activity.

5. Enrichment

- a) Let students make their own ABC book or dictionary by drawing a picture to represent each letter of the alphabet.
- b) Let students make a slide show by drawing a picture to represent each letter of the alphabet. Use a Visual Maker to make the slides from the drawings. Let students make a cassette recording giving each student a chance to describe his or her own picture. Write-on slides might be used in this activity.

V. Resources

A. Books

- Anno, Mitsumasa. Anno's Alphabet. Crowell, 1975
Barrett, Judith. Cloudy With a Chance of Meatballs. Atheneum, 1978
Brown, Marcia. Stone Soup. Scribner, 1947
De Paola, Tomie. The Popcorn Book. Scholastic, 1979
De Paola, Tomie. Strega Nona. Prentice-Hall, 1975
De Paola, Tomie. Watch Out for the Chicken Feet In Your Soup. Prentice-Hall, 1974
Glazer, Tom. On Top of Spaghetti. Doubleday, 1982
Rey, H. A. Curious George Learns the Alphabet. Houghton, 1983
Sendak, Maurice. Alligators All Around. Harper, N.D.
Sendak, Maurice. Chicken Soup with Rice. Harper, 1962
Sharmat, Mitchell. Gregory the Terrible Eater. Four Winds, 1980

B. Software

- Alligators All Around (sound filmstrip). Weston Woods, 1976.
Berenstain's B Book (sound filmstrip). Cream of the Crop, N.D.
Children's Classics: The Town Mouse and the Country Mouse (sound filmstrip). SVE, 1966.
Dr. Suess's ABC (sound filmstrip). Cream of the Crop, N.D.
Literature for Children Stories, Series 7C: Yummy Stories About Food (sound filmstrip). Pied Piper Media, 1984.
Little Monster's Alphabet Book (sound filmstrip). Cream of the Crop, N.D.

IV. Glossary

- A. Alphabetical order--arranged in the order of the letters of the alphabet. (A, B, C,

SECOND YEAR: LET'S BE FRIENDS
(NOVEMBER)

Reinforcement Activity
"Fun Food Word Finder"

FUN FOOD WORD FINDER

Objective: Students will alphabetize food words as if they were using a sample picture dictionary.

Materials Needed:

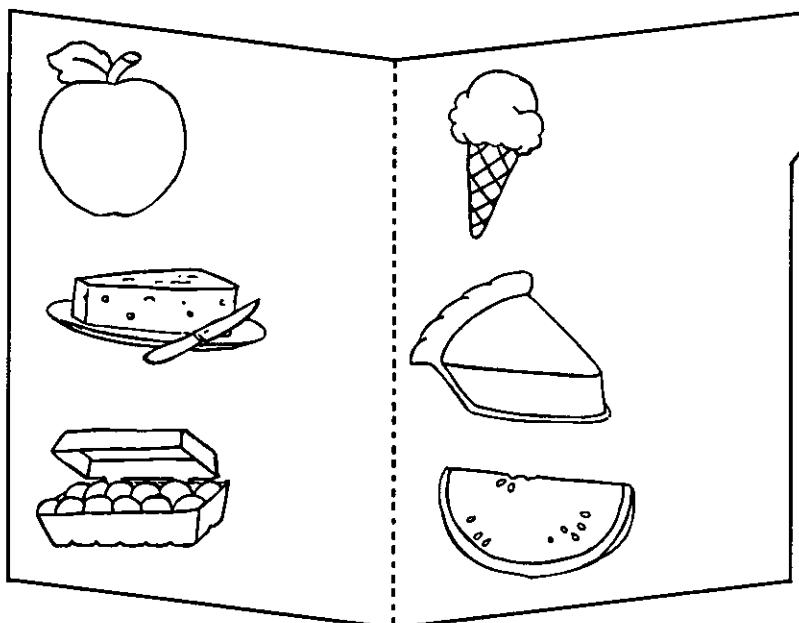
1. File folder
2. Food Word Cards
3. Felt tip markers

Instructions for Making Activity:

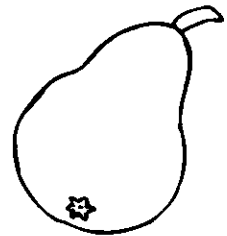
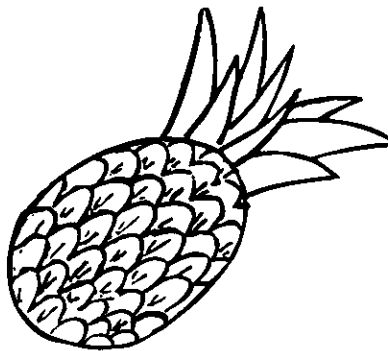
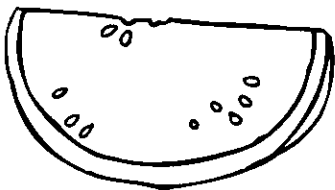
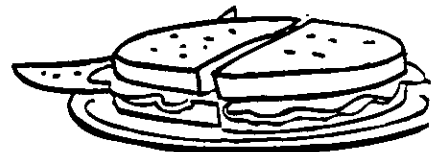
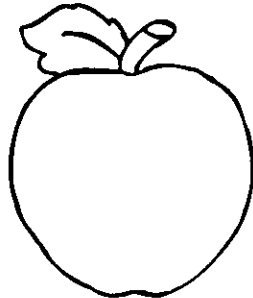
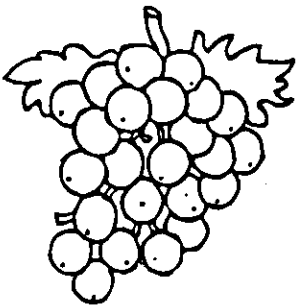
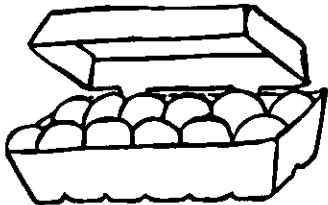
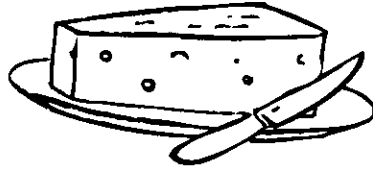
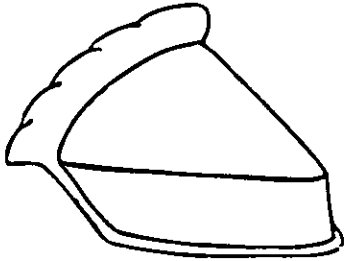
1. Prepare Food Word Cards
2. Prepare file folder as sample picture dictionary

Teacher Instructions for Using Activity:

1. After preparing game, instruct students to alphabetize the food words in order to match the picture of the food.
2. Game will be self-checking.
3. Game can be increased in difficulty if food words all begin with same letters.



SECOND YEAR: LET'S BE FRIENDS
(NOVEMBER)
Reinforcement Activity
"Fun Food Word Finder"



SECOND YEAR: LET'S BE FRIENDS
(NOVEMBER)
Reinforcement Activity
"Fun Food Word Finder"

PIE

CHEESE

ICE CREAM

EGGS

CUPCAKE

HOT DOG

GRAPES

APPLE

SANDWICH

WATERMELON

PINEAPPLE

PEAR

LEVEL: SECOND YEAR - LET'S BE FRIENDS (DECEMBER)

I. Unit Topic: Picture Friends

II. Unit Objectives: Students will:

- A. recognize that the title of a book often tells something about the book.
- B. define illustrator as the person who draws picture friends.
- C. identify the Caldecott Medal.
- D. recognize picture details.
- E. relate a story in sequence.

III. Library Media Staff Preparation:

A. Materials:

1. Books (see "Resources")
2. Sound filmstrip: Owl Moon (Weston Woods, 8 minutes)
3. Chalkboard, chart, or write-on transparencies
4. Caldecott Medal

B. Equipment

1. Sound filmstrip projector
2. Overhead projector (optional)

C. Student Activities

1. "Santa's Stocking Stories"
2. "Caldecott Medal Color Sheet"
3. "Story In Sequence"

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I: (Objectives A, B, and C)

1. Introduction

- a) Begin the session by asking students to name Christmas stories they recall that are favorites. Ask the students if the titles of the stories help them to know what the stories are about. Ask the students if they can name Christmas or other stories which have pictures which they really remember.
- *b) Statement of Learning: Today you will learn that authors often give a story a title that helps the reader to know what the story is about. You will also learn that the person who draws pictures is called an illustrator and that this person can win an important medal called the Caldecott Medal.

2. Instruction:

- a) Introduce the sound filmstrip, Owl Moon. After viewing, ask students if the title of the story tells them something about the story.
- b) Explain to the students that the book Owl Moon, was awarded the Caldecott Medal for the illustrations.
- c) Define illustrator as a person who draws the pictures for a book.
- d) Show the students a picture of the Caldecott Medal. One may want to relate "John Gilpin's Ride" from Randolph Caldecott's John Gilpin and Other Stories. (This may be too hard for students to understand as read. It may be better to explain the poem and show them the pictures.)
- e) Have a display of the Caldecott Medal Winners. Allow time for students to browse through these books.
- *f) Closure: Today you have learned that the title of a story will often tell you a little bit about the story itself. You have also learned that the person who draws pictures for a book is called an illustrator and that the illustrator can win an award called the Caldecott Medal. (Make statement about the next session. See Session II Closure.)

3. Evaluation: Can students:

- a) recognize that the title of a book often tells something about the book?
- b) define illustrator as the person who draws picture friends for books?
- c) identify the Caldecott Medal?

4. Reinforcement

- a) Have students complete "Santa's Stocking Stuffers" Activity.
- b) Give each student a picture of the Caldecott Medal to color.

5. Enrichment

- a) Contract with students to read a number of Caldecott Medal winners.
- c) More Caldecott Medal books can be read with the students making their own pictures using a method of art similar to that used in the book.

Suggestions:

1. Using "A STORY, A STORY" - Student could create illustrations by making vegetable prints
2. "A SNOWY DAY" - collage
3. "CINDERELLA" - watercolors

These pictures could be displayed in the Library Media Center or in the classroom.

B. Session II: (Objectives D and E)

1. Introduction

- a) Assist the students in recalling picture books they have enjoyed. Help them to recall title, author, and illustrator as terms they should know. Remind them that some of the books they enjoy have won the Caldecott Medal.
- *b) Statement of Learning: Today you will learn to recognize picture details as a way to learn more about a book and you will relate a story in sequence.

2. Instruction:

- a) Review the story Owl Moon asking students to relate details about the pictures they saw.
- b) Review the story sequence in Owl Moon.
- c) If time permits share another story such as the Funny Little Woman by Arlene Mosel with the students and ask them to relate the details as well as recall the story sequence. Suggested questions include:
 - 1) What is happening in the pictures? (The pictures show what is happening in the Funny Woman's house while she is away.)
 - 2) Who is the person in the pictures? (We don't know. It may be a neighbor, a friend, a relative, etc.)
 - 3) What do the changes in seasons tell us? (She was gone a long time - maybe even a year.)
- d) On the chalkboard, chart, or overhead transparency, write what the students dictate about what happened in the beginning of the story, middle of the story, and in the end of the story.
- *e) Closure: Today you have learned that pictures can give you details about a story and that stories have a beginning, middle, and ending. This is called a story sequence.

3. Evaluation: Can students:

- a) recognize picture details in a story?
- b) relate a story in sequence?

4. Reinforcement

- a) Using the "Story in Sequence" activity sheet, have the students draw a picture of something that happened in the beginning, middle, and end of the story. Have them use the list from the chalkboard.

5. Enrichment

- a) Set up an interest center for students containing holiday books by some of their favorite authors. Allow students to visit the library media center and read these stories during free time.

V. Resources

A. Books

- Aardema, Verna. Why Mosquitoes Buzz in People's Ears. Dial, 1975
Ackerman, Karen. Song and Dance Man. Knopf, 1989
Bemelmans, Ludwig. Madeline. Viking, 1939
Brown, Marcia. Cinderella. Scribner, 1954
Brown, Marc. Arthur's Eyes. Little, 1979
Brown, Marc. Arthur's Halloween. Little, 1982
Brown, Marc. Arthur's Valentine. Little, 1980
Brown, Michael. Santa Mouse. Grosset, 1967
De Regniers, Beatrice. May I Bring A Friend?. Harcourt, 1954
Emberley, Barbara. Drummer Hoff. Prentice, 1967
Goble, Paul. The Girl Who Loved Wild Horses. Bradbury, 1979
Hader, Berta & Elmer. Big Snow. Macmillan, 1948
Hader, Berta & Elmer. Reindeer Trail. Hall, Donald. The Ox-Cart Man. Viking, 1979
Hoff, Syd. Santa Mouse. Harper, 1979
Hogrogian, Nonny. One Fine Day. Macmillan, 1971
Keats, Ezra Jack. The Snowy Day. Viking, 1962
Lobel, Arnold. Fables. Harper, 1980
Mosel, Arlene. The Funny Little Woman. Dutton, 1972
Provinsen, Alice. The Glorious Flight. Viking, 1984
Sendak, Maurice. Where the Wild Things Are. Harper, 1963
Seuss, Dr. How the Grinch Stole Christmas. Random, 1957
Udry, Janice May. A Tree Is Nice. Harper, 1956
Van Allsburg, Chris. The Polar Express. Houghton, 1986
Yolan, Jane. Owl Moon. Philomel, 1988
Yorinks, Arthur. Hey, Al. Farrar, 1987

B. Software

- Owl Moon (sound filmstrip). Weston Woods, 1988.

VI. Glossary

- A. Illustrator--the person who draws the pictures for a book.
- B. Caldecott Medal--A gold medal given each year to the book with the best illustrations.

SECOND YEAR: LET'S BE FRIENDS
(DECEMBER)
Reinforcement Activity
"Santa's Stocking Stories"

SANTA'S STOCKING STORIES

Objective: Students will create a title for a short story.

Materials Needed:

1. Colored tagboard
2. Old Christmas cards

Instructions for Making Activity:

1. Mount pictures from old Christmas cards on tagboard.
2. Cut tagboard large enough to have room for a three line story.
3. Write a three line story leaving enough space for students to add a title.
4. Construct a stocking to keep stories in or cover a box with Christmas wrapping paper.

Student Instructions for Using Activity:

1. Look at the picture.
2. Read the short story.
3. Give the story a title.

SECOND YEAR: LET'S BE FRIENDS
(DECEMBER)
Reinforcement Activity
"Caldecott Medal"



SECOND YEAR: LET'S BE FRIENDS
(DECEMBER)
Reinforcement Activity
"Story in Sequence"

STORY IN SEQUENCE

Objective: Students will illustrate a story in sequence: beginning, middle, and end.

Materials Needed:

1. Activity sheets
2. Crayons
3. Pencils

Instructions for Making Activity:

1. Duplicate student activity sheets.

Student Instructions for Using activity:

1. Draw a picture about something that happened in the beginning of the story.
2. Draw a picture about something that happened in the middle of the story.
3. Draw a picture about something that happened at the end of the story.

BEGINNING

Once upon a time in the mountains
A long time ago in Africa
It was the year 2010 on Mars
Today we moved into a new house

MIDDLE

a young girl lived alone with her grandfather
a young tribesman went on his daily hunting trip
a robot was taking samples of the soil
I now have my own room

END

and listened to his stories every night by the fire.
and saved some villagers from wild animal attack.
and kept its information on a computer.
and I have the responsibility for keeping it clean.

SECOND YEAR: LET'S BE FRIENDS
(DECEMBER)
Reinforcement Activity
"Story in Sequence"

STORY IN SEQUENCE

Directions: From the list on the board, draw a picture about one of the sentences from the list marked BEGINNING, a picture about one of the sentences from the list marked MIDDLE, and a picture about one of the sentences from the list marked END. Underneath your picture, write the sentence you chose.

BEGINNING

MIDDLE

END

LEVEL: SECOND YEAR - LET'S BE FRIENDS (JANUARY)

I. Unit Topic: Animal Friends

II. Unit Objectives: Students will:

- A. identify true stories as nonfiction stories.
- B. locate the Nonfiction area of the library media center.
- C. distinguish between make-believe stories and true stories.
- D. identify the Dewey Number System as the way nonfiction books are located.

III. Library Media Staff Preparation:

A. Materials

1. Books (see "Resources")
2. Sound filmstrip: "Animals" (Pied Piper, 12 minutes)
3. Dewey Decimal Chart

B. Equipment

1. Sound filmstrip projector
2. Record player (optional)

C. Student Activities

1. "Laundry Line-Up"
2. "Dewey Number Cards"

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I (Objectives A, B, and C)

1. Introduction

- a) Ask students to name animal books which they have enjoyed. Discuss whether the animals were real or "made-up".
- *b) Statement of Learning: Today you will learn about true stories and where they are kept in the library media center. You will also learn to tell the difference between true and make-believe stories.

2. Instruction

- a) Introduce the sound filmstrip, "Animals" (Pied Piper, Series 2). Prepare students for the fact that they will be viewing stories which are not usually found in the easy section but in the fiction section. (Sharing only a portion of the filmstrip may be preferred.)

- b) After viewing the filmstrip, ask the students if King of the Wind is a story about a real horse. Discuss made-up or make-believe stories as being fiction stories. Point out Fiction section in the library media center.
- c) Define the word nonfiction. (Nonfiction means a book that is true. It gives facts and information).
- d) Question students for examples of books that are true or non-fiction books.
- e) Point out Nonfiction section. Tell the students that true or nonfiction books are kept in a special area of the library media center called the Nonfiction section.
- f) Discuss what students would expect to find in a nonfiction book. (Nonfiction books would have true facts and photographs.) Discuss what they would expect to find in a make-believe (fiction) story. (Animals might wear clothes, animals might talk.)
- g) Introduce "Laundry Line-up" activity by telling the students that now they will get to practice telling the difference in a book that is make-believe and a book that is a nonfiction book. Use "Laundry Line-up" activity.
- h) Let students browse in the Nonfiction section as time permits.
- *i) Closure: Today you have learned about real or true books. Who remembers what name we give true books? (Nonfiction) You learned that these books are in the area of the library media center called the Nonfiction section. You also were able to tell the difference in a nonfiction book and a make-believe book. (Make a statement about next session. See Session II Closure.)

3. Evaluation: Can students:

- a) identify true stories as nonfiction stories?
- b) locate the Nonfiction section of the library media center?
- c) distinguish between make-believe stories and true stories?

4. Reinforcement

- a) Set up a display of make-believe and nonfiction books. Students will look at books and separate them into two stacks: make-believe and nonfiction.

B. Session II: (Objective D)

1. Introduction

- a) Read a story about numbers. Hippos Go Berserk by Sandra Boynton is a good choice. One might also want to show a filmstrip or sing a number song. (see "Resources")

- *b) Statement of Learning: Today you will learn one way to use numbers in the library media center. You will learn that nonfiction books are found by using numbers.

2. Instruction

- a) Remind students that every book has a home. Explain that non-fiction books have numbers on their spines to help users to put them in order or to find their homes. This system of numbers is called the Dewey Decimal System.
- b) If possible, show a picture of Melvil Dewey and explain that he is the man who invented the Dewey Decimal System.
- c) Show the students a simple Dewey Decimal chart. One may want to make his or her own using subjects in which students would be interested and with words students would understand easily. Explain at this time that students are not expected to memorize all the numbers, but that by using the chart and reading the signs on the shelves, they will be able to find the subjects which they want. As the chart is shown, point out each number on the shelves.
- d) Introduce "Dewey Number Cards" activity by telling the students that now they will practice finding the numbers in the Non-fiction section.
- e) Have students bring a book from the Nonfiction section back to the group and explain what section it came from and what the book is about.
- *f) Closure: Today you have learned one way numbers are used in the library media center - to locate nonfiction books. We call this system of numbers the Dewey Decimal System.

3. Evaluation: Can students:

- a) identify the Dewey Decimal System as the way nonfiction books are located?

4. Reinforcement

- a) Have students return to the library media center independently. Let the students take a stack of Dewey Number Cards and find the correct place for the number on the shelf. They can write down a title to match the number.

5. Enrichment

- a) Have students choose a Dewey Number and make a mural showing the different subjects under that number.

- b) Have students draw pictures to represent each Dewey number. Use a Visual Maker to make slides of the pictures. Have students make a cassette tape to describe their pictures.
- c) Have students make transparencies explaining the Dewey Numbers and what they represent.

V. Resources

A. Books

Allard, Harry. Miss Nelson is Missing. Houghton, 1977
 Berenstain, Stanley. Bears in the Night. Random, 1971
 Brown, Marc Tolon. Arthur's Eyes. Little, 1979
 DePaola, Tomi. Big Anthony and the Magic Ring. Harcourt, 1979
 Hoban, T. Count and See. Macmillan, 1972
 Kellogg, Steven. Mysterious Tadpole. Dial, 1977
 Kepes, J. Five Little Monkeys. Houghton, 1952
 Rey, H. A. Curious George Takes A Job. Houghton, 1947
 Sendak, Maurice. Where the Wild Things Are. Harper, 1963
 Seuss, Dr. McElligott's Pool. Random, 1947

B. Software

Literature for Children, Series 2: Animals (sound filmstrip)
 Pied Piper Media, 1970.
One Was Johnny (sound filmstrip) Weston Woods, 1976.

VI. Glossary

- A. Dewey Decimal System--a number system for putting non-fiction books in order.
- B. Non-fiction--a book that is true; gives facts and information.
- C. Non-fiction Section--the area of the Library Media Center where true books are kept.

SECOND YEAR: LET'S BE FRIENDS
(JANUARY)
Reinforcement Activity
"Laundry Line-Up"

LAUNDRY LINE-UP

Objective: Students will distinguish between make-believe stories and nonfiction stories.

Materials Needed:

1. Book jackets (from nonfiction and easy fiction books)
2. Tagboard
3. Laundry basket
4. Clotheslines
5. Clothespins
6. T-shirt shape

Instructions for Making Activity:

1. Mount book jackets on tagboard T-shirt shape.
2. Mark one shirt "Make-believe" and one "Nonfiction~.
3. Put up two clotheslines. Pin "Make-believe" T-shirt to one line and "Nonfiction" T-shirt to the other.
4. Place T-shirt book jackets in laundry basket between the two lines.

Student Instructions for Using Activity:

1. Students form two relay teams.
2. Each student will select a book jacket from the basket.
3. Student will study the book jacket and decide on which clothesline the shirt belongs.
4. Student will pin shirt on proper line.
5. First team to finish is winner.

SECOND YEAR: LET'S BE FRIENDS
(JANUARY)
Reinforcement Activity
"Dewey Number Cards"

DEWEY NUMBER CARDS

Objective: Students will identify the Dewey Number System as the way to locate nonfiction books.

Materials Needed:

1. Construction paper (assorted colors)
2. Markers
3. Magazines, book jackets

Instructions for Making Activity:

1. Cut different colors of 9" x 12" construction paper for cards.
2. With felt tip pen, place a general Dewey number at the top of the card.
(100, 200, 300, 400, 500, 600, 700, 900, 000)
3. Cut pictures from magazines and book jackets that illustrate the Dewey area and glue under printed numbers.

Student Instructions for Using Activity:

1. Choose a Dewey Picture card.
2. Take the card, look at the number and the picture.
3. Find the location of that section in school library media center.
4. Look at some of the books in that section.
5. Choose one book from that section to read.

LEVEL: SECOND YEAR - LET'S BE FRIENDS (FEBRUARY)
(Multicultural Opportunity)

I. Unit Topic: Animal Friends as Pets

II. Unit Objectives: Students will:

- A. identify the Reference section of the library media center.
- B. recognize the Precyclopedia as a source of information about a wide variety of topics.
- C. recognize the purpose of guide letters on the spine of volumes of the Precyclopedia.
- D. use guide letter to locate information in the Precyclopedia.

III. Library Media Staff Preparation:

A. Materials

1. Compton's Precyclopedia
2. Sound filmstrip: "Stories About Pets" (Pied Piper, 11 minutes)

B. Equipment

1. Sound filmstrip projector

C. Student Activities

1. "Gorilla Guide Letters"
2. "Precyclopedia Pals"
3. "Precyclopedia Search"

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I: (Objectives A, B, and C)

1. Introduction

- a) Discuss the sections of the library media center that students know about already. (Easy, Nonfiction, and Fiction)
- *b) Statement of Learning: Today you will learn about a special section of the library media center and you will learn about some of the books which are there.

2. Instruction

- a) Introduce the sound filmstrip, "Stories About Pets". After viewing, ask students if they would like to know more facts about pelicans or about cats or even about pets? There is a special place in the library media center where they can learn these facts.
- b) Define and point out Reference section. (The Reference section is a special area in the library media center where books with all kinds of information can be found.)

- c) Tell students that the books in the Reference section may not be checked out. These books are used for looking up facts and information. They are not usually read from cover to cover.
- d) Introduce Compton's Precyclopedia as one set of books the students may enjoy. Describe it as having information about many different things. Show students several colorful articles to capture their interest.
- e) Tell the students that before they can enjoy these books they must learn how to use them. Define volume as another word that means book. Point out the guide letters of the spine of each volume in the Precyclopedia. Ask students to note the order of the letters. (ABC)
- f) Explain the purpose of the guide letters: they tell the first letters of all the main topics or subjects found in each volume. Demonstrate choosing the correct volume by using the guide letters to find specific animals. Point out that some volumes have two or more letters on the spine.
- g) Have students practice using guide letters with "Gorilla Guide Letters" activity.
- *h) Closure: Today you have learned about a special section of the library media center. Who can remember what it is called? (Reference section) You also learned about a special set of books called the Precyclopedia and you learned how the guide letters on the spine of these books will help you use them.

3. Evaluation: Can students:

- a) identify the Reference section of the library media center?
- b) recognize the Precyclopedia as a source of information about a wide variety of topics?
- c) recognize the purpose of guide letters on the spine of volumes of the Precyclopedia?

4. Reinforcement

- a) Students can come to the library media center to receive individual help by the library media specialist in using guide letters.

B. Session II: (Objective D)

1. Introduction

- a) Review the things taught in the first session:
 - 1) definition of Reference section
 - 2) recognition of the Precyclopedia
 - 3) purpose of guide letters on spine of volumes of the Precyclopedia

- *b) Statement of Learning: Today you will learn how to use the Precyclopedia to find information about an animal.

2. Instruction

- a) Demonstrate use of "Precyclopedia Pals" cards. Point out that the name of the animal on each card will be in a box at the top of the page where the information is found.
- b) Assist students as needed as they use "Precyclopedia Pals" activity.
- *c) Closure: Today you have learned to use the Precyclopedia to find information about an animal. Now you will be able to use the Reference section of the library media center.

3. Evaluation: Can the students:

- a) locate information in the Precyclopedia by using guide letters?

4. Reinforcement

- a) Set up "Precyclopedia Pals" activity. Have students use it individually with observation by the library media specialist.

5. Enrichment

- a) Use the Precyclopedia index to teach the use of the index. Students will complete "Precyclopedia Search" activity.

V. Resources

A. Books

- Balian, Lorna. The Animal. Abingdon, 1962
- Brett, Jan. Fritz and the Beautiful Horses. Houghton, 1981
- Calhoun, Mary. Cross-Country Cat. Morrow, 1979
- Carrick, Carol. The Foundling. Houghton, 1977
- Freeman, Don. Come Again, Pelican. Viking, 1961
- Furchgott, Terry. Phoebe and the Hot Water Bottles. Deutsch, 1979
- Gag, Wanda. Millions of Cats. Putnam, 1928
- Graham, Margaret. Benjy's Boat Trip. Harper, 1977
- Griffith, Helen. Mine Will, Said John. Greenwillow, 1980
- Keats, Ezra Jack. Pet Show! Macmillan, 1972
- Kellogg, Steven. Can I Keep Him? Dial, 1971
- Kellogg, Steven. Mysterious Tadpole. Dial, 1979
- Kellogg, Steven. Pinkerton, Behave! Dial, 1979
- Kellogg, Steven. Tallyho, Pinkerton. Dial, 1982
- Most, Bernard. My Very Own Octopus. Harcourt, 1980
- Wong, Herbert H. My Goldfish. Addison-Wesley, 1969
- Zimelman, Nathan. Postively No Pets Allowed. Dutton, 1980

B. Reference Sources

Compton's Precyclopedia. F. E. Compton Company, 1977.

C. Software

Literature for Children, Series 7C: Stories about Pets.

(sound filmstrip) Pied Piper Media, 1984.

Stories about Animal Friends (sound filmstrip) SVE, N.D.

VI. Glossary:

- A. Guide letters--letters on the spine of books that help us locate information quickly.
- B. Reference section--the area of the library media center where books with all kinds of information can be found.
- C. Volume--a word that means book.

Multicultural Note: Pet Show by Ezra Jack Keats is a feature of the sound filmstrip and is considered part of the multicultural core collection of children's literature and is a part of the multicultural infusion into the reading curriculum. Concept: Socialization

SECOND YEAR: Let's Be Friends
(FEBRUARY)
Reinforcement Activity
"Gorilla Guide Letters"

GORILLA GUIDE LETTERS

Objective: Student will choose the correct volume of Compton's Precyclopedia by using the guide letters.

Materials Needed:

1. "Gorilla Guide Letters" activity sheet.

Instructions for Making Activity:

1. Reproduce "Gorilla Guide Letters" activity sheet for each student.

Student Instructions for Using Activity:

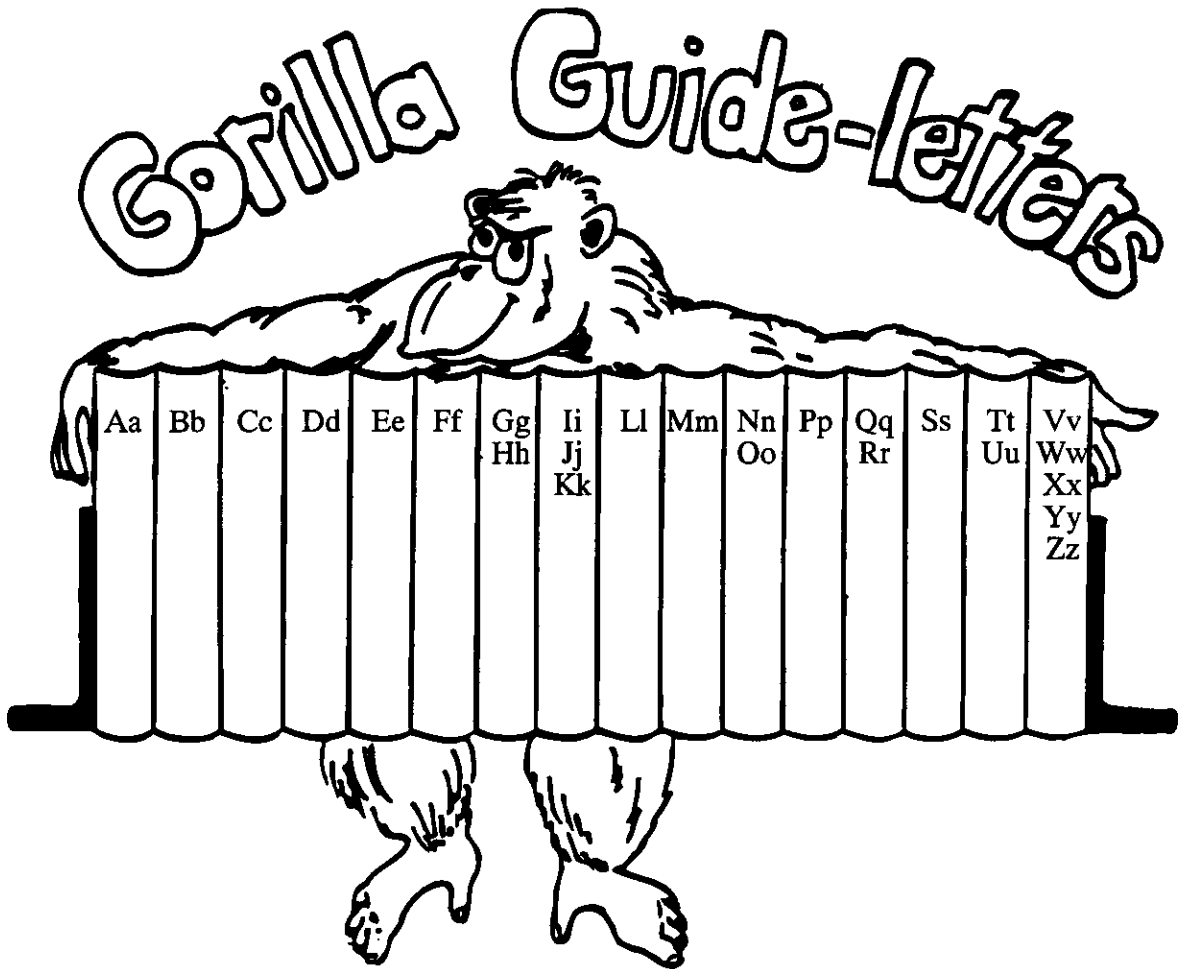
1. Study the set of Compton's Precyclopedia shown below.
2. Write the guide letters of the book you would use to find each of the animals on your list.

SECOND YEAR: LET'S BE FRIENDS
(FEBRUARY)
Reinforcement Activity
"Gorilla Guide Letters"

GORILLA GUIDE LETTERS

Student Instructions:

1. Study the set of Compton's Precyclopedia shown below.
2. Write the guide letters of the book you would use to find each of the animals on your list.



PORCUPINES _____ GORILLAS _____

KANGAROOS _____ RABBITS _____

ELEPHANTS _____ FROGS _____

ANTS _____ HORSES _____

MICE _____ SNAKES _____

SECOND YEAR: LET'S BE FRIENDS
(FEBRUARY)
Reinforcement Activity
"Precyclopedia Pals"

PRECYCLOPEDIA PALS

Objective: Students will locate information about an animal in Compton's Precyclopedia.

Materials Needed:

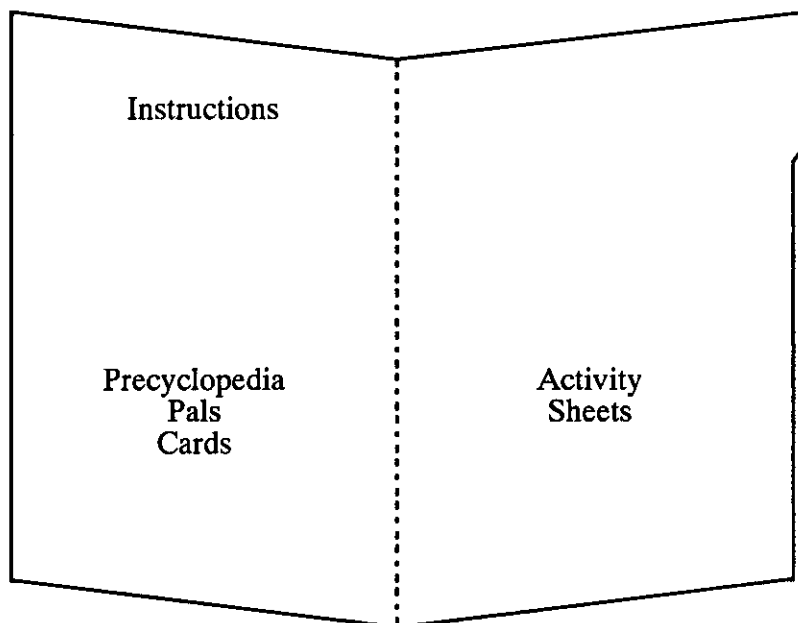
1. "Precyclopedia Pals" cards
2. "Precyclopedia Pals" activity sheet
3. Colored folder with 2 pockets

Instructions for Making Activity:

1. Mount colorful picture of animal on front of folder.
2. Place pockets and student instructions inside folder and laminate.
3. Cut and mount animal names on pals cards and laminate.
4. Prepare student activity sheets for each student.

Student Instructions for Using Activity:

1. Take one card from the card pocket and an activity sheet.
2. Find the animal on your card in Compton's "Precyclopedia".
3. Answer the questions on the activity sheet about your animal.
4. Replace your card in the pocket.



ANTS

GORILLAS

RABBITS

BATS

KOALA BEARS

SHARKS

CATS

LIZARDS

TURTLES

DINOSAURS

MONKEYS

WHALES

EAGLES

OPOSSUM

FROGS

PETS

**SECOND YEAR: Let's Be Friends
(FEBRUARY)
Reinforcement Activity
"Precyclopedia Pals"**

1. What is the name of your animal? _____
2. What volume is it in? _____
3. What page is it on? _____
4. Look at the story about your animal. Tell one thing you liked about this story. _____

5. If you finish, draw a picture of your animal at the top of this page.

SECOND YEAR: LET'S BE FRIENDS
(FEBRUARY)
Enrichment Activity
"Precyclopedia Search"

PRECYCLOPEDIA SEARCH

Objective: Students will use the index to the Precyclopedia to locate the volume and page where information can be found about certain countries.

Materials Needed:

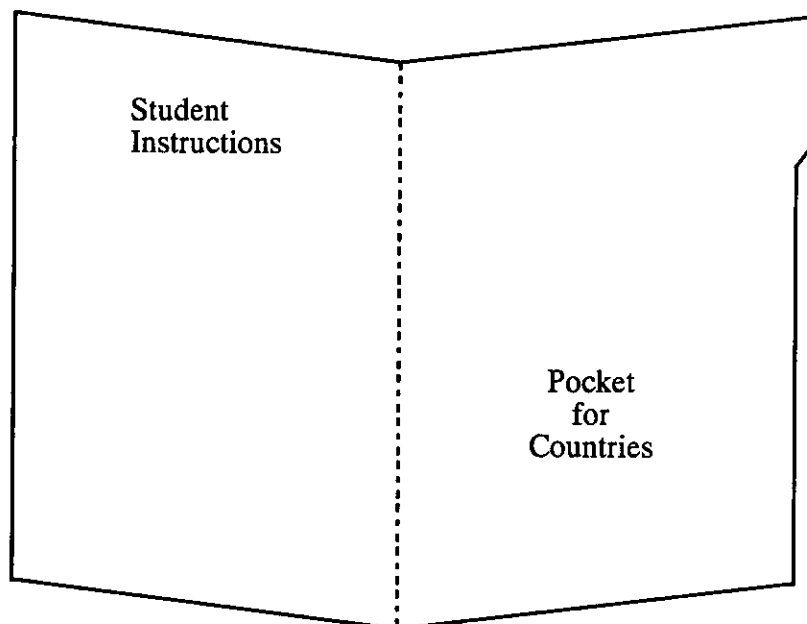
1. Country Patterns
2. Tagboard
3. Washable pens
4. Index to Compton's Precyclopedia
5. Colored folder

Instructions for Making Activity:

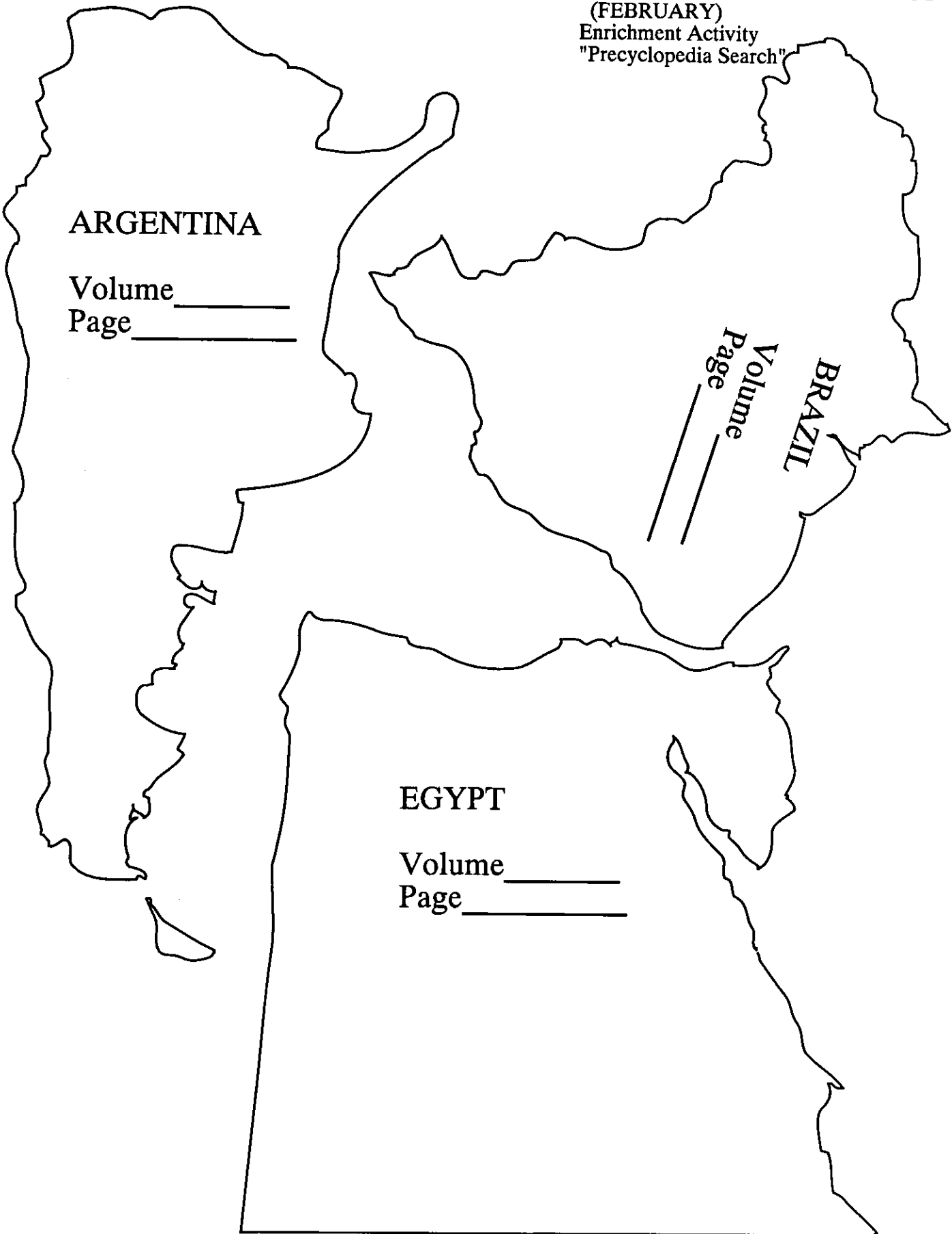
1. Mount country shapes on tagboard and laminate
2. Decorate folder and place pocket for countries as shown below.
3. Put answers on back, if desired.

Student Instructions for Using Activity

1. Choose a country from the pocket.
2. Look in the index to the Precyclopedia for that country.
3. Write the volume and the page number on the country where it would be found.
4. Try as many as you like.
5. Have the library media specialist check your work.



SECOND YEAR: LET'S BE FRIENDS
(FEBRUARY)
Enrichment Activity
"Precyclopedia Search"



ARGENTINA

Volume _____
Page _____

BRAZIL

Volume _____
Page _____

EGYPT

Volume _____
Page _____

SECOND YEAR: LET'S BE FRIENDS
(FEBRUARY)
Enrichment Activity
"Precyclopedia Search"



GERMANY

Volume _____
Page _____



ITALY

Volume _____
Page _____



SPAIN

Volume _____
Page _____



FRANCE

Volume _____
Page _____

LEVEL: SECOND YEAR - LET'S BE FRIENDS (MARCH)
(Multicultural Opportunity)

- I. Unit Topic: Folktale Friends
- II. Unit Objectives: Students will:
 - A. define folktales as stories that have been told and retold, passing down from one person to another and finally written down.
 - B. recognize that people of all countries have their own folktales.
 - C. identify the area of the Library Media Center where folktales are shelved.
- III. Library Media Staff Preparation:
 - A. Materials
 1. Books (see "Resources")
 2. Globe
 - B. Equipment
 1. Sound filmstrip projector (optional)
 - C. Student Activities
 1. "Stone Soup"
 2. "Folktale Puzzle"
- IV. Suggested Procedure: (Minimum Sessions Required: 2)
 - A. Session I: (Objectives A and C)
 1. Introduction
 - a) Begin the session by asking students if they have ever helped prepare meals for their family. Discuss whether they used a written recipe or were told by their mother how to prepare the dish.
 - b) Point out to students that some recipes are written down and others are told from person to person and finally written down.
 - *c) Statement of Learning: Today you will discover that there are stories which have been told and retold and finally written down for you to read and enjoy. These stories are called folktales. You will also learn that folktales are shelved in a special area of the library media center.
 2. Instruction
 - a) Introduce the book or the filmstrip Stone Soup by telling students that in this folktale the main characters use a special recipe to get food for themselves.
 - b) Ask the students to listen carefully so that they can recall the recipe's ingredients when they "prepare" stone soup.

- c) Use the illustrations in the book or filmstrip as the story is told or viewed.
- d) After telling or viewing the story, use the "Stone Soup" activity.
- e) After retelling the story using the activity, point out the section of the library media center where folktales are shelved. Let students browse in this section, if time permits.
- *f) Closure: Today you have learned that there are special stories called folktales. These stories have been told and retold and were finally written down. You have also learned where these books are shelved in the library media center. (Make a statement about the next session. See Session II Closure.)

3. Evaluation: Can students:

- a) define folktales?
- b) identify the area of the library media center where folktales are shelved?

4. Reinforcement

- a) Set up an interest center of sound filmstrips, cassettes, and books that are folktales for students to listen, read or view independently.

B. Session II: (Objective B)

1. Introduction

- a) Ask the students to recall the definition of a folktale.
- b) Ask students to recall the title of the folktale they heard on their last visit. (Stone Soup) Point out that this story came from the country of France. Show the students the location of France on a globe.
- *c) Statement of Learning: Today you will learn that all countries have their own folktales.

2. Instruction

- a) Introduce the story or filmstrip, Tikki Tikki Tembo, by Arlene Mosel by pointing out that this story came from China.
- b) Read or view the story. Have the students chorus "Tikki Tikki Tembo No-Sa Rembo Chari Bari Ruchi Pip Peri Pembo."
- c) Question students to see if they can recall where this story originated. Point out the location of China on a globe.
- d) Review with the students where folktales are shelved in the library media center and that these folktales are kept there even though they come from many countries.

*e) Closure: Today you have learned that all countries have their own folktales.

3. Evaluation: Can students:

a) recognize that people of all countries have their own folktales?

4. Enrichment

a) "Folktale Puzzle" Activity

V. Resources

A. Books

Bang, Molly. Wiley and the Hairy Man. Macmillan, 1976
Brown, Marcia. Stone Soup. Scribner, 1947
Galdone, Paul. Old Woman and Her Pig. McGraw, 1960
Mosel, Arlene. Tikki Tikki Tembo. Holt, Rinehart, 1968
Sawyer, Ruth. Journey Cake, Ho! Viking, 1982
Tresselt, Alvin. The Mitten. Lothrop, 1964

B. Software

Stone Soup (sound filmstrip) Weston Woods, 1958.
Tikki Tikki Tembo (sound filmstrip) Weston Woods, 1970.

VI. Glossary

A. Folktales--stories that have been told and retold, passing down from one person to another, and finally written down.

Multicultural Note: Discussing the diversity of various cultures is a part of any research done about countries of the world and is a part of the multicultural curriculum infusion into the reading curriculum. **Concept:** Ethnicity/Culture

SECOND YEAR: Let's Be Friends
(MARCH)
Reinforcement Activity
"Stone Soup"

STONE SOUP

Objective: Students will recall the ingredients in the folktale Stone Soup.

Materials Needed:

1. Food patterns
2. Tagboard
3. Real cooking pot or tagboard pot with pocket

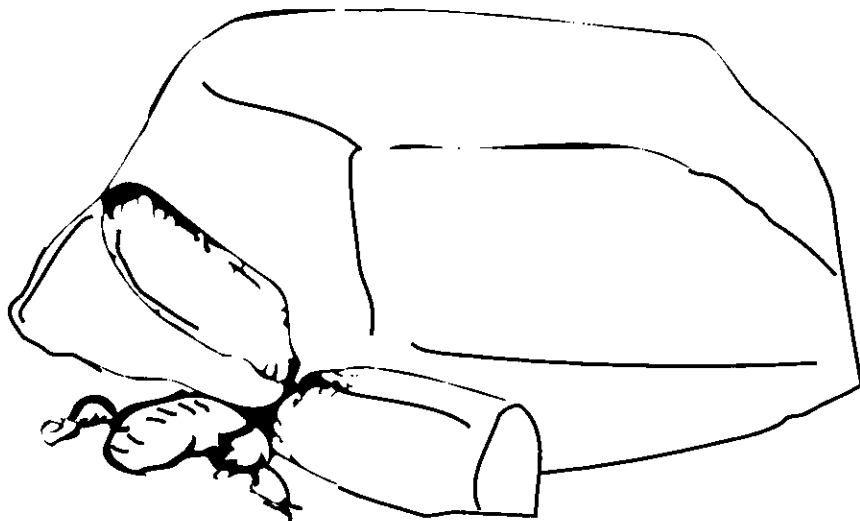
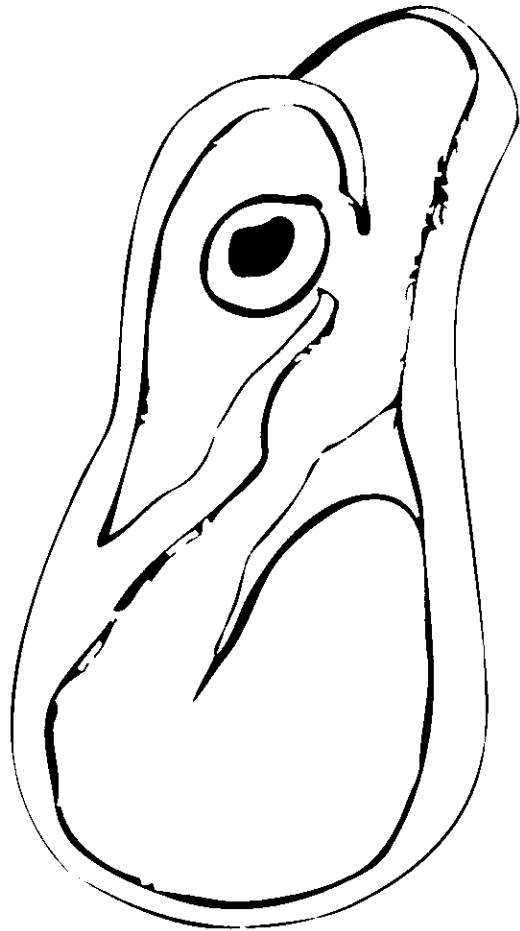
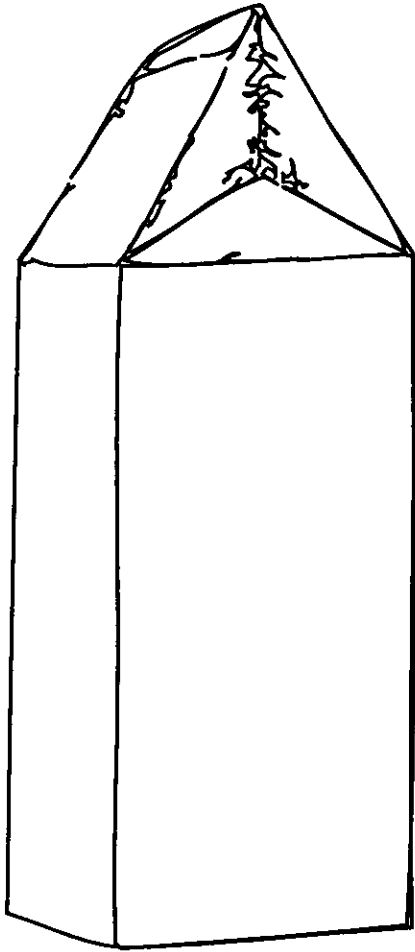
Instructions for Making Activity:

1. Mount and laminate food patterns.
2. If using tagboard pot, mount pocket on front and laminate.

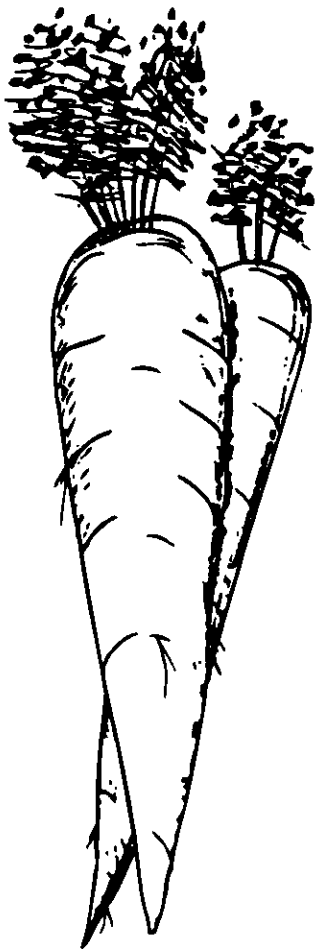
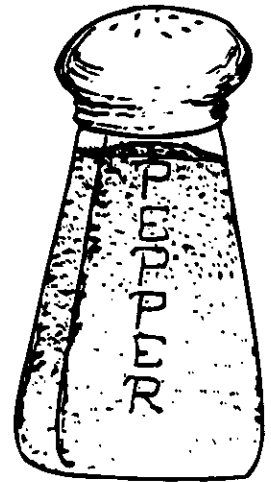
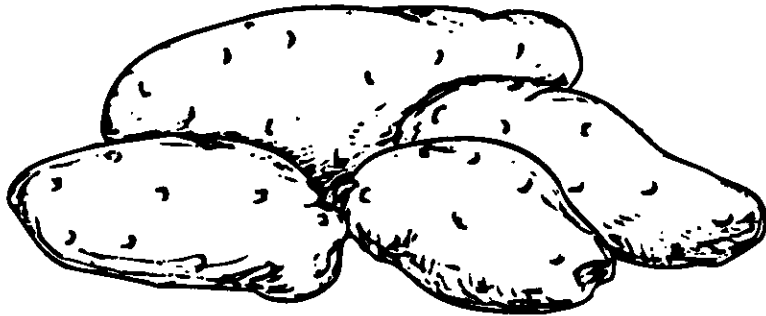
Instructions for Using Activity:

1. Pass out pieces of food to students.
2. Retell story, letting students recall the ingredients of the soup and put each piece of food into the pot.

SECOND YEAR: LET'S BE FRIENDS
(MARCH)
Enrichment Activity
"Stone Soup"



SECOND YEAR: LET'S BE FRIENDS
(MARCH)
Enrichment Activity
"Stone Soup"



SECOND YEAR: Let's Be Friends
(MARCH)
Enrichment Activity
"Folktale Puzzle"

FOLKTALE PUZZLE

Objective: Students will identify the area of the library media center where folktales are kept.

Materials Needed:

1. Book jackets of folktales
2. Tagboard
3. Large envelopes to store each puzzle

Instruction for Making Activity:

1. Mount book jackets on tagboard.
2. Cut into puzzle pieces.
3. Store in large envelope.

Student Instructions for Using Activity:

1. Work the folktale puzzle in the envelope.
2. Go to the 398 section of the media center and look for the folktale which was in the puzzle you worked.

LEVEL: SECOND YEAR - LET'S BE FRIENDS (APRIL)

I. Unit Topic: Poetry Friends

II. Unit Objectives: Students will:

- A. recognize poetry as a literary form.
- B. identify the area of the library media center where poetry books are shelved.
- C. complete a poem using rhyming words.
- D. operate a cassette recorder.

III. Library Media Staff Preparations:

A. Materials

1. Books (see "Resources")
2. Blank tape
3. Sound filmstrip: "Nature Stories and Poems" (Pied Piper, 11 minutes)

B. Equipment

1. Cassette recorder
2. Sound filmstrip projector

C. Student Activities

1. "Poetry Pie"

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I: (Objectives A and B)

1. Introduction

- a) Ask students to tell what they think of when they hear the word "Poetry". (some responses may be that it rhymes; it is something funny; it is short, etc.)
- b) Guide the students in recalling that their first experiences with poetry were probably nursery rhymes. Ask the students to recall the names of some of their favorites. Tell the students one poetry author, Lee Bennett Hopkins, says....

"Poetry can -
Make you chuckle,
Or laugh, or cry,
Make you dance
Or shout, or sigh"*

Ask the students: "Do you think this is a poem or a story?"
"Why?" (Student responses will vary).

*Hopkins, Lee Bennett. Pass the Poetry Please!, Citation Press, 1972, pp. 176. (1987 edition of book is available.)

- *c) Statement of Learning: Today you are going to learn about a special type of literature called poetry. You will also learn where poetry books are shelved in the library media center.

2. Instruction

- a) Read excerpts from Let's Marry Said the Cherry by N.M. Bodecker. Explain to the students that poetry can be funny or it can be serious; that it can sound like music; and that it can have rhythm, rhyme, tunefulness, and special messages.
- b) Introduce the sound filmstrip: "Nature Stories and Poems". Tell the students that nature is often a subject of serious poetry. Remind students that they will be viewing stories and poetry in the filmstrip.
- c) After viewing the filmstrip, remind students where they would be able to find stories about nature. (Fiction or Easy Sections)
- d) Point out to students that poetry books are found in the Non-fiction section of the library media center. (January unit) Also, point out that the Dewey classification is 800. (January unit)
- e) If time permits, allow students to browse in the poetry section. They may select books and share poems with classroom teacher.
- *f) Closure: Today you have talked about poetry and about where poetry books are shelved in the library media center. (Make a statement about the next session. See Session II Closure.)

3. Evaluation: Can students:

- a) recognize poetry as a literary form?
- b) identify the area of the library media center where poetry books are shelved?

4. Reinforcement

- a) Allow students to come to the library media center independently and browse in the poetry section to find nature poems.

B. Session II: (Objectives C and D)

1. Introduction

- a) Ask students to recall elements of poetry and to tell where poetry books are shelved in the library media center. (Poetry sounds like music. It has rhythm, rhyme, tunefulness and special messages.)
- *b) Statement of Learning: Today you are going to complete some poems by using rhyming words. Then you are going to record these poems by using a cassette recorder.

2. Instruction

- a) Pass out "Poetry Pie" activity cards. Have the students complete the poems by using a rhyming word.
- b) Instruct the students in the use of the cassette recorder.
- c) Have them practice the use of the recorder by taping the poems they have completed using "Poetry Pie."
- *d) Closure: Today you have completed poems by using rhyming words. You also learned how to operate a cassette recorder. On your next visit you will be introduced to a special resource in the library media center - magazines.

3. Evaluation: Can students:

- a) complete a poem by using a rhyming word?
- b) operate a cassette recorder?

4. Enrichment

- a) Poetry usually lends itself well to making poetry collections for booklets. One can work with individual teachers to encourage the students to collect poems for individual poetry booklets. A cover should be designed along with a title page which can reinforce other skills learned through the year about parts of a book, etc.

V. Resources

A. Books

- Bodecker, N. M. Let's Marry Said the Cherry. Atheneum, 1974
- Brewton, J. They Discovered a Head in the Box for the Bread. Crowell, 1978
- Bulla, Clyde Robert. Keep Running, Allen! Harper, 1978
- Ciardi, J. I Met a Man. Houghton, 1956
- Domanska, Janina. What Do You See? Macmillan, 1974
- Duvoisin, Roger. House Of Four Seasons. Lothrop, 1956
- Fisher, Aileen. Going Barefoot. Harper, 1960
- Freschet, Berniece. Turtle Pond. Scribner, 1971
- Geismer, Barbara. Very Young Verses. Houghton, 1956
- Gundersheimer, K. Happy Winter. Harper, 1982
- Hazen, Barbara. Where Do Bears Sleep? Addison-Wesley, 1970
- Himler, Ronald. Wake Up, Jeremiah. Harper, 1979
- Hopkins, Lee. Morning, Noon and Nighttime. Harper, 1980
- Johnson, Crockett. Will Spring Be Early? Or Will Spring be Late. Harper, 1959
- Keats, Ezra Jack. A Snowy Day. Viking, 1962
- Livingston, Myra. A Circle of Seasons. Holiday House, 1982
- McCloskey, Robert. Time of Wonder. Viking, 1957
- Merriam, Eve. The Birthday Cow. Knopf, 1978
- Prelutsky, Jack. Rolling Harvey Down the Hill. Greenwillow, 1980
- Prelutsky, Jack. Random House of Poetry for Children. Random House, 1983
- Provensen, Alice & Martin. Year At Maple Hill Farm. Atheneum, 1978
- Spier, Peter. Peter Spier's Rain. Doubleday, 1982
- Tripp, Wallace. A Great Big Ugly Man Came and Tied His Horse to Me. Little, 1973

Udry, Janice. A Tree Is Nice. Harper, 1956
Ward, Leila. I Am Eyes - Ni Macho. Greenwillow, 1978
Williams, Vera B. Three Days on a River in a Red Canoe. Greenwillow, 1982
Zolotow, Charlotte. The Song. Greenwillow, 1982
Zolotow, Charlotte. Summer Is... Crowell, 1983

B. Software

Humorous Rhymes for Children (sound filmstrip) SVE, N.D.
Literature for Children 7C: Nature Stories and Poems (sound filmstrip) Pied Piper Media, 1984.

C. Professional Materials

"Poet's Corner" Forte, Imogene and Joy Mackenzie. Kids Stuff Reading and Language Experience, Primary Level. Incentive, Publications, 1975.

VI. Glossary

- A. Poem--poetry sounds like music. It has rhythm, rhyme, tunefulness and special messages.

SECOND YEAR: LET'S BE FRIENDS
(APRIL)
Reinforcement Activity
"Poetry Pie"

POETRY PIE

Objective: Complete a poem by using a rhyming word.

Materials Needed:

1. "Poetry Pie" cards
2. Colored file folder
3. Answer key

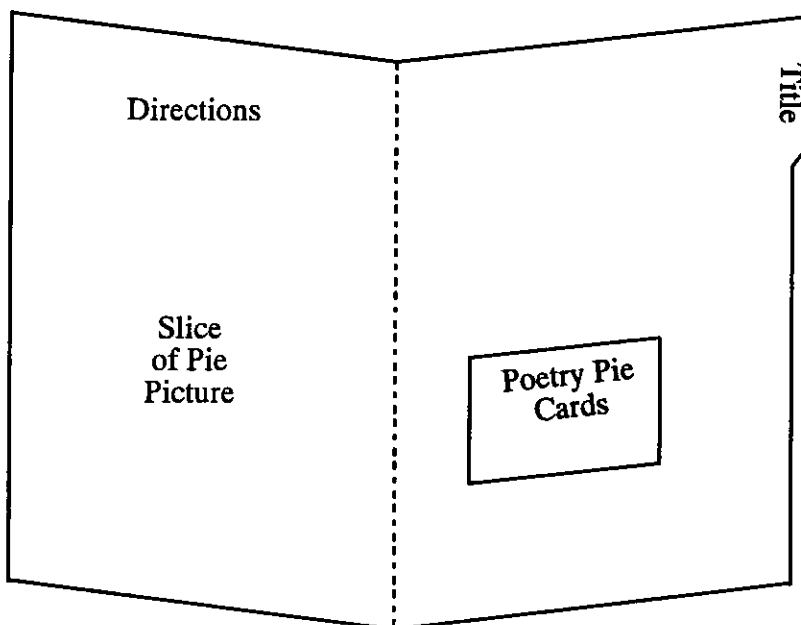
Instructions for Making Activity:

Prepare file folder as follows:

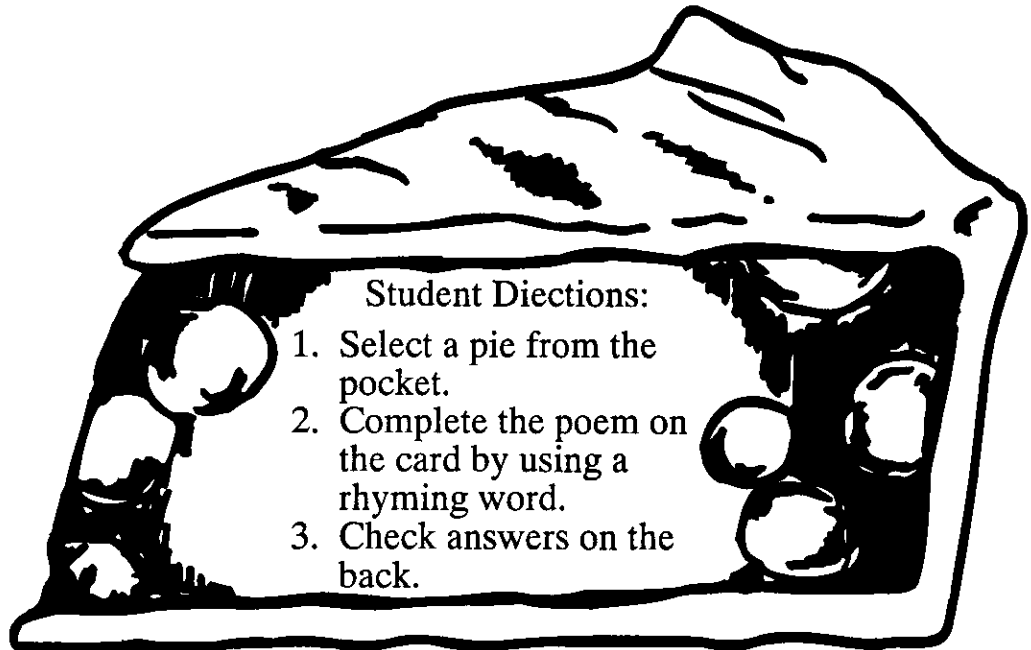
1. Cut out pie and mount on front of folder.
2. Mount pocket on right side of open folder for "Poetry Pie" cards.
3. Place student directions on left side of open folder.
4. Place answer key on back of folder.

Student Instructions for Using Activity:

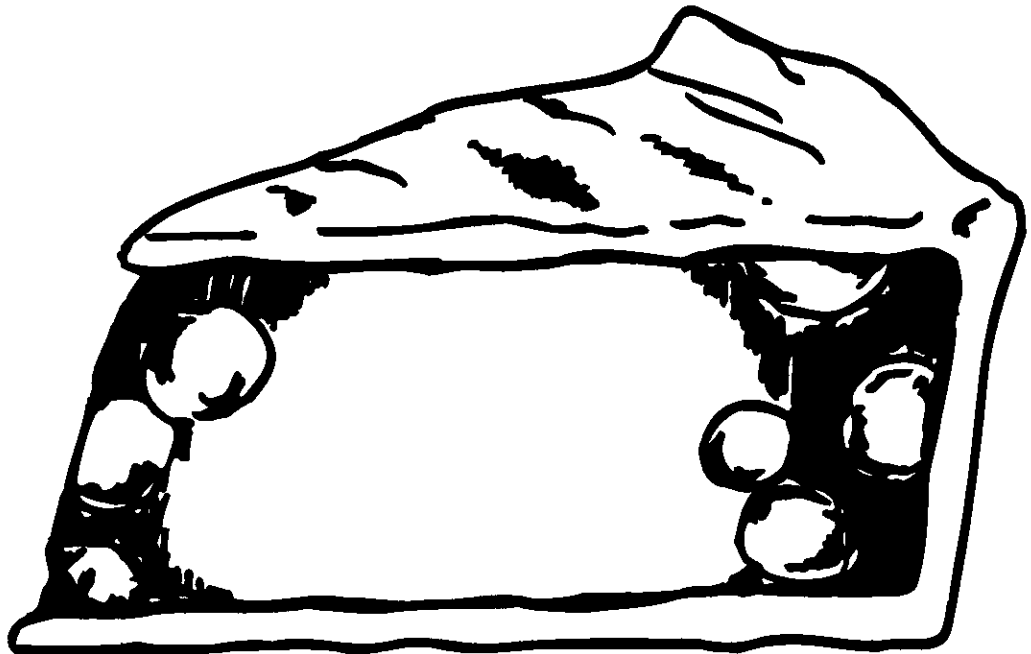
1. Select a "pie" from the pocket.
2. Complete the poem on the card by using a rhyming word.
3. Check your answer with answer key on back of folder.



SECOND YEAR: LET'S BE FRIENDS
(APRIL)
Reinforcement Activity
"Poetry Pie"

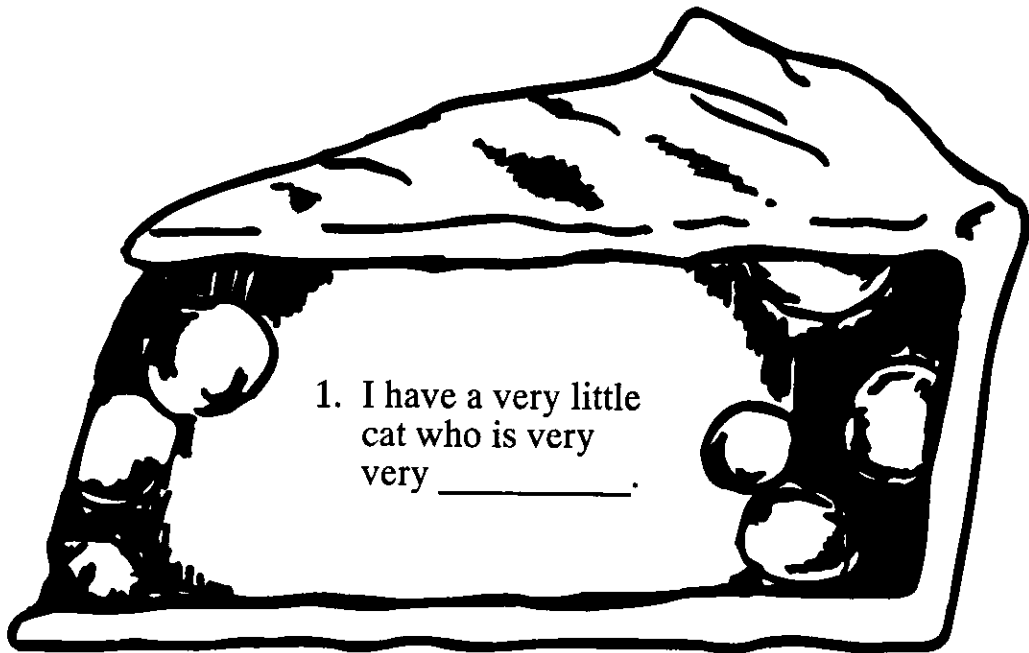
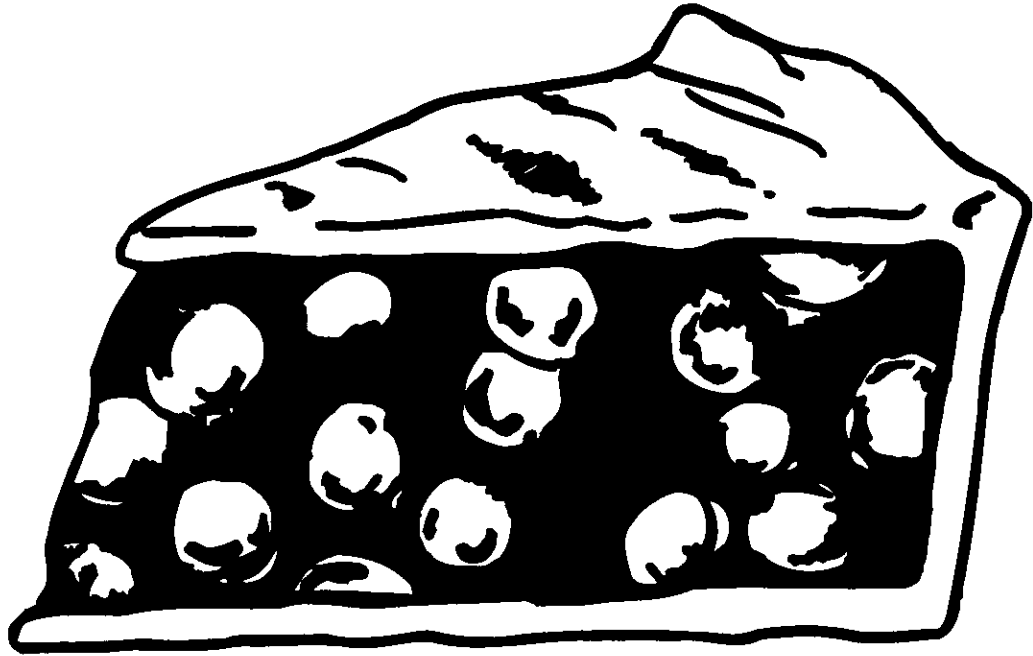


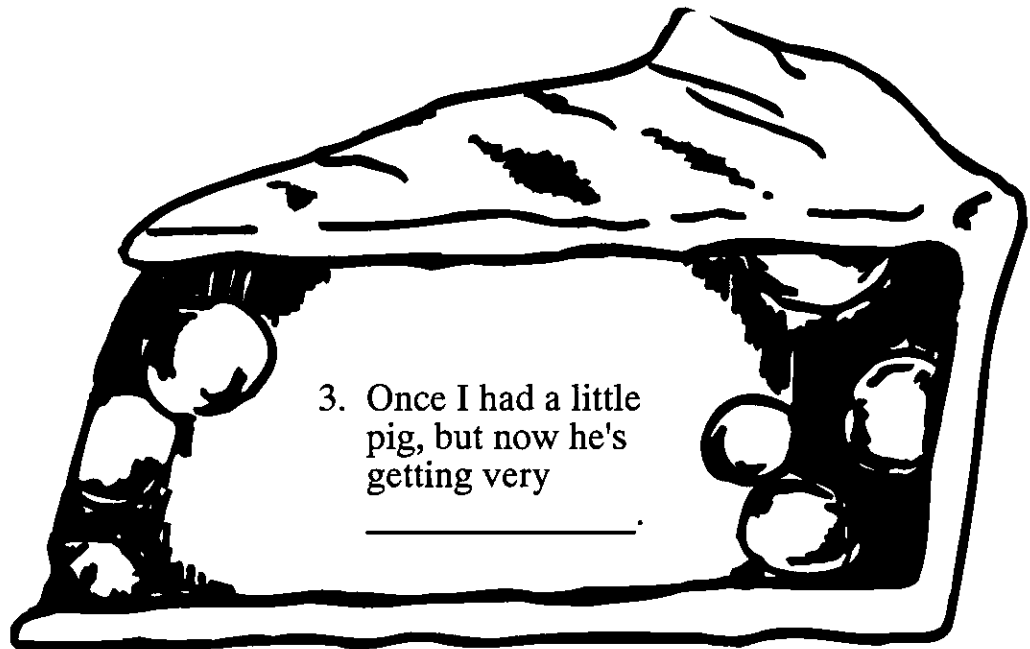
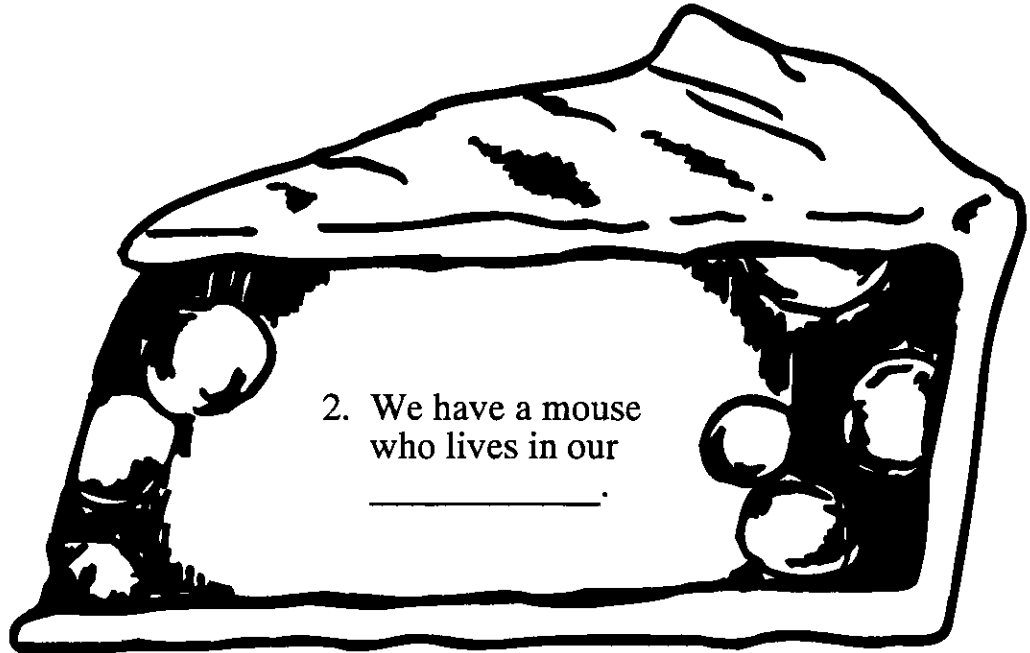
EXTRA!
YUM!



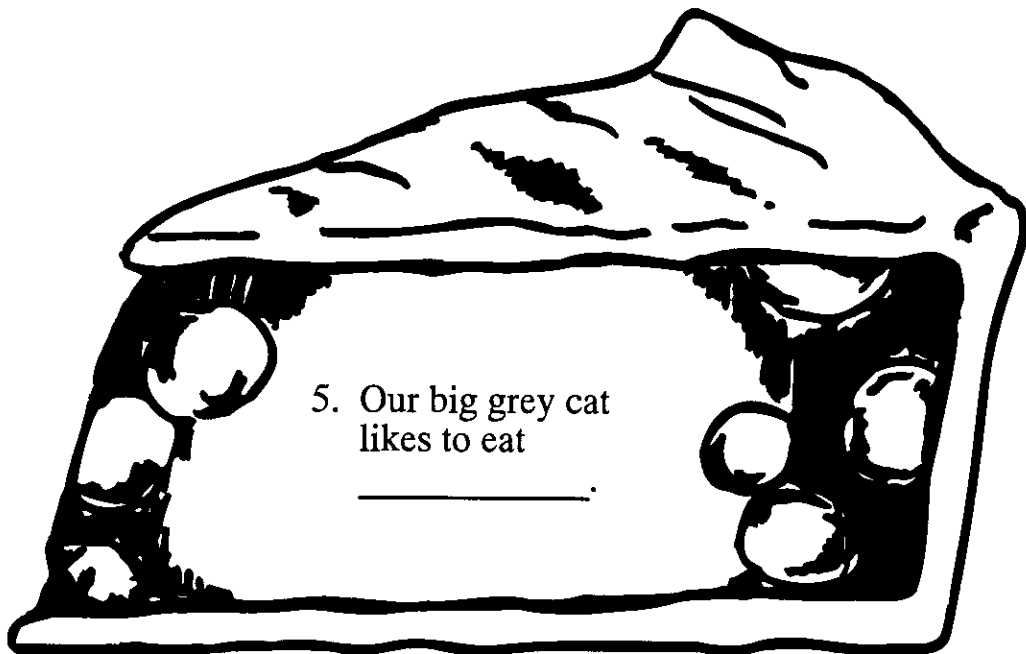
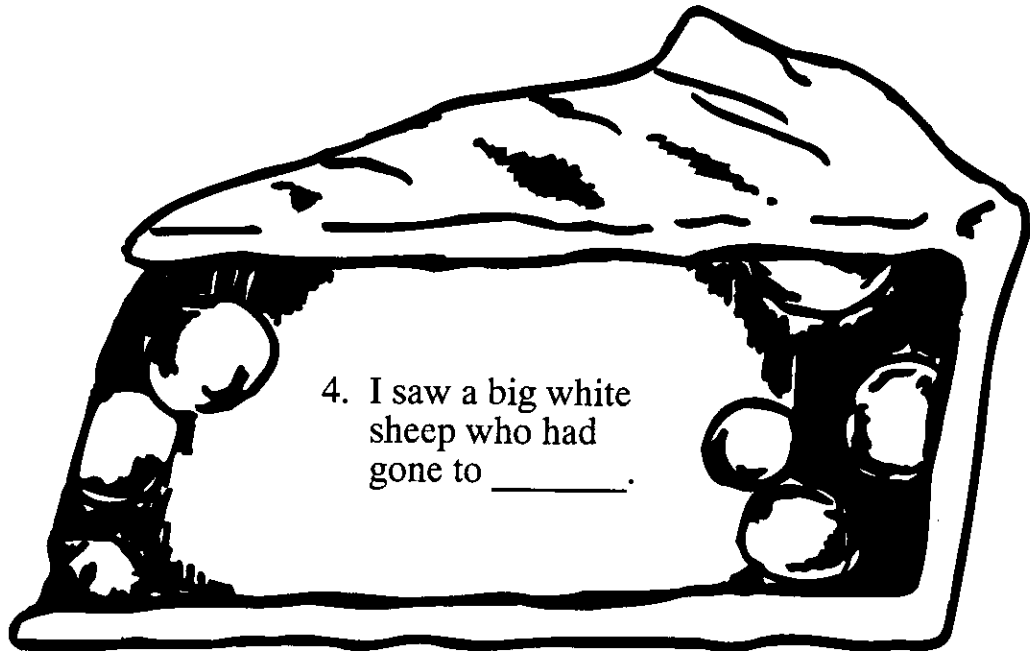
SECOND YEAR: LET'S BE FRIENDS
(APRIL)
Reinforcement Activity
"Poetry Pie"

FRONT

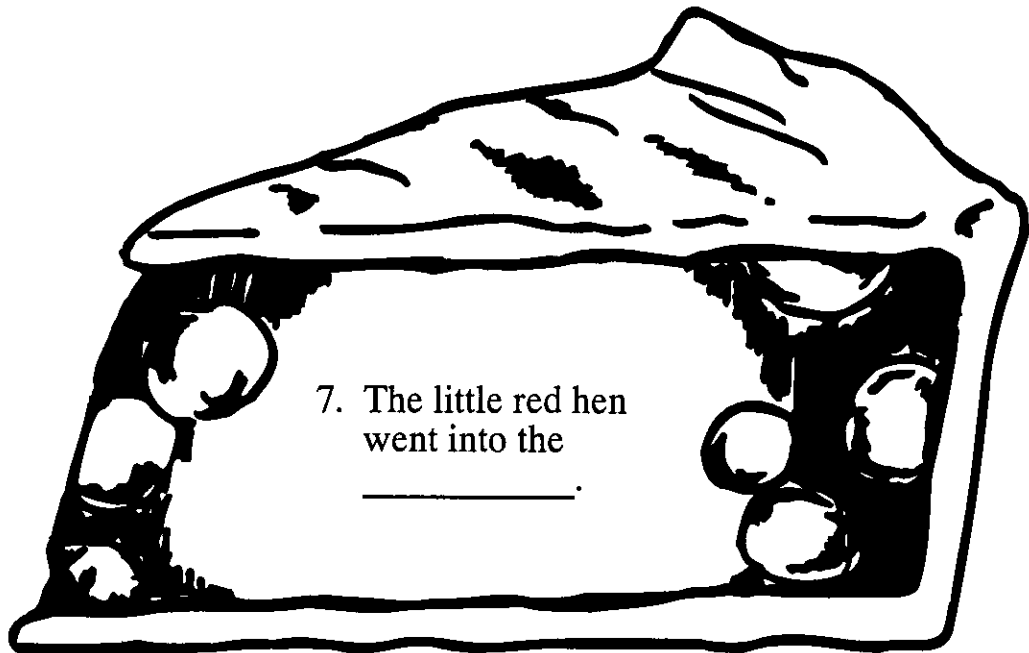
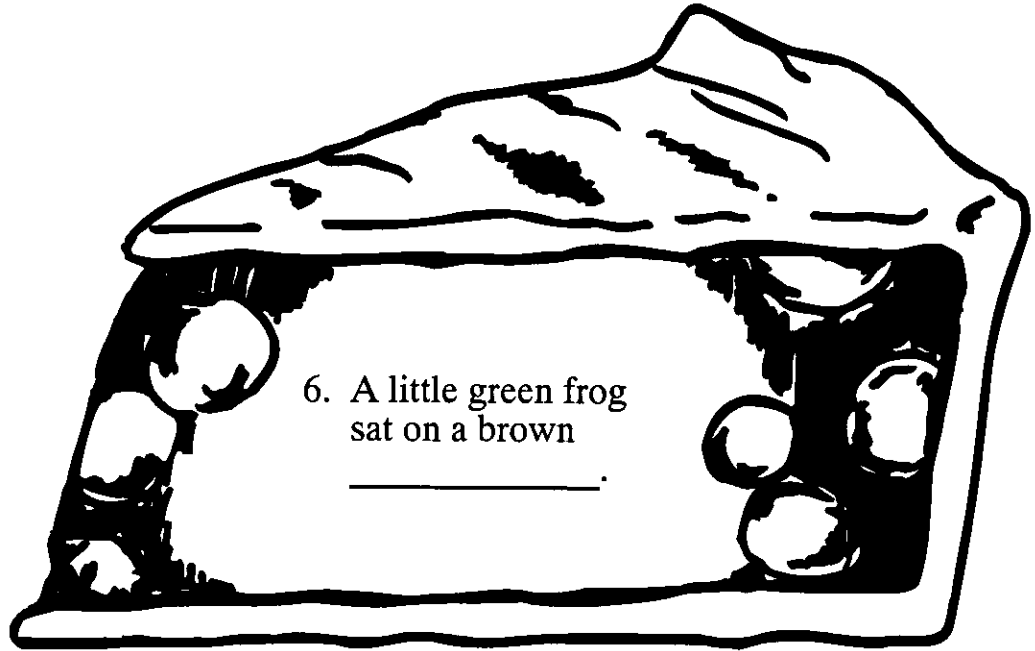


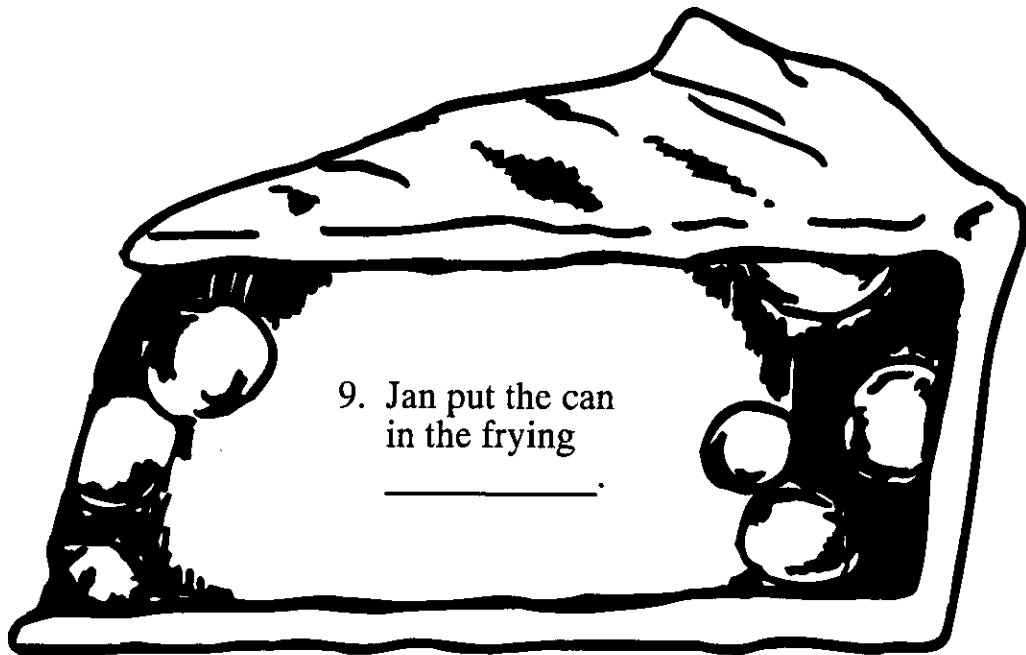


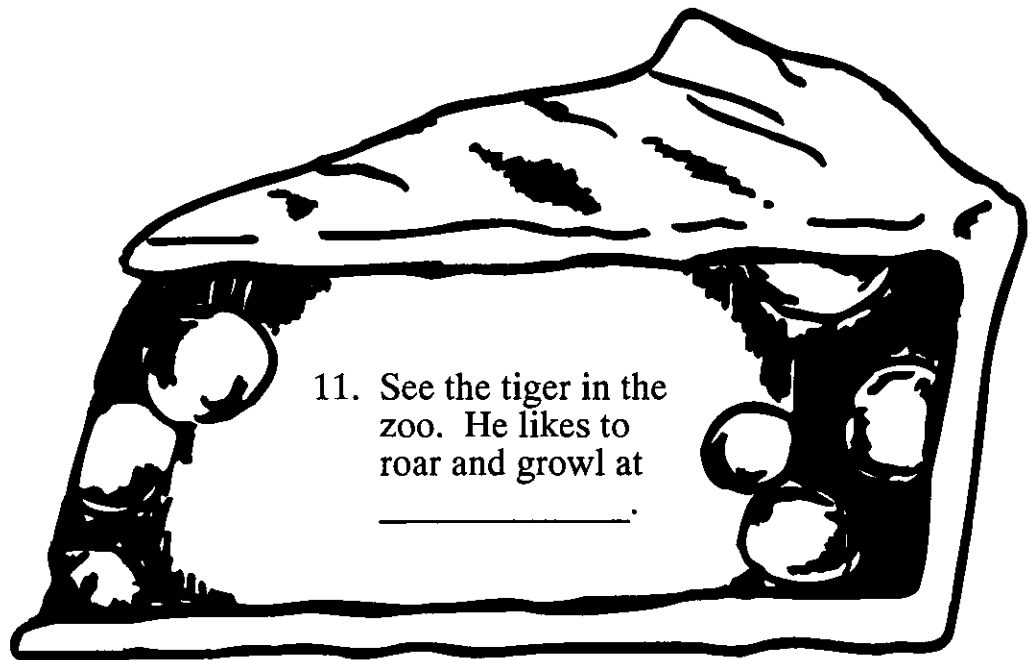
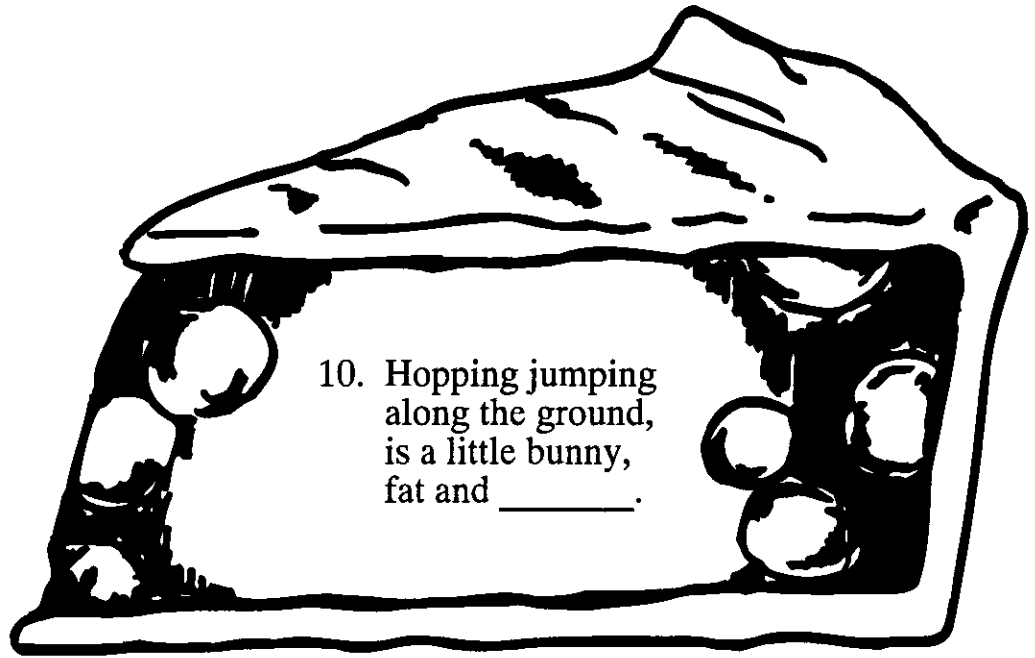
SECOND YEAR: LET'S BE FRIENDS
(APRIL)
Reinforcement Activity
"Poetry Pie"



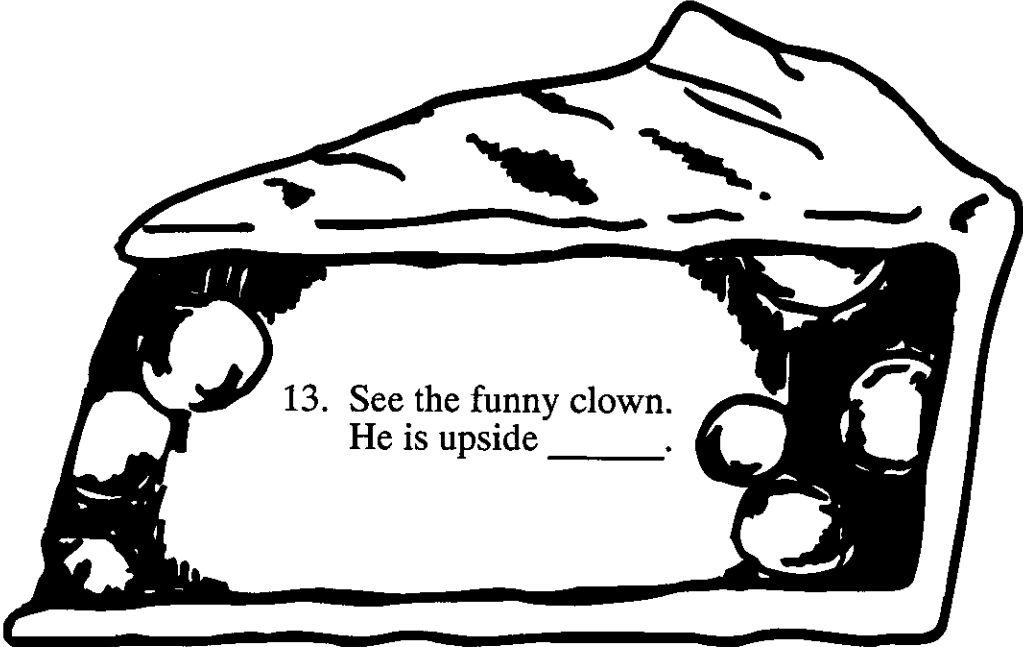
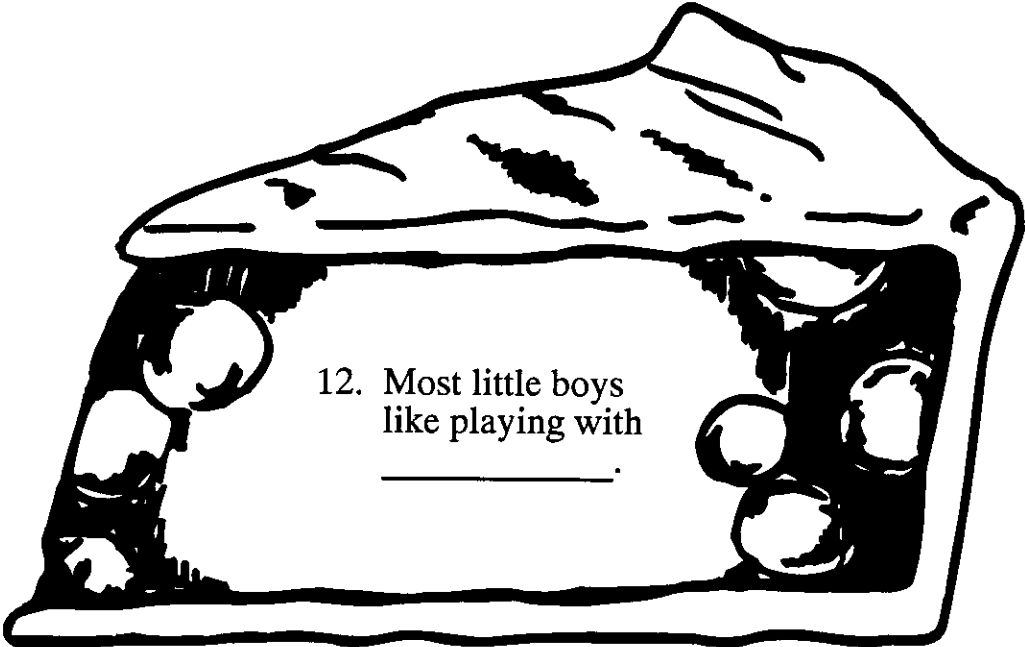
SECOND YEAR: LET'S BE FRIENDS
(APRIL)
Reinforcement Activity
"Poetry Pie"

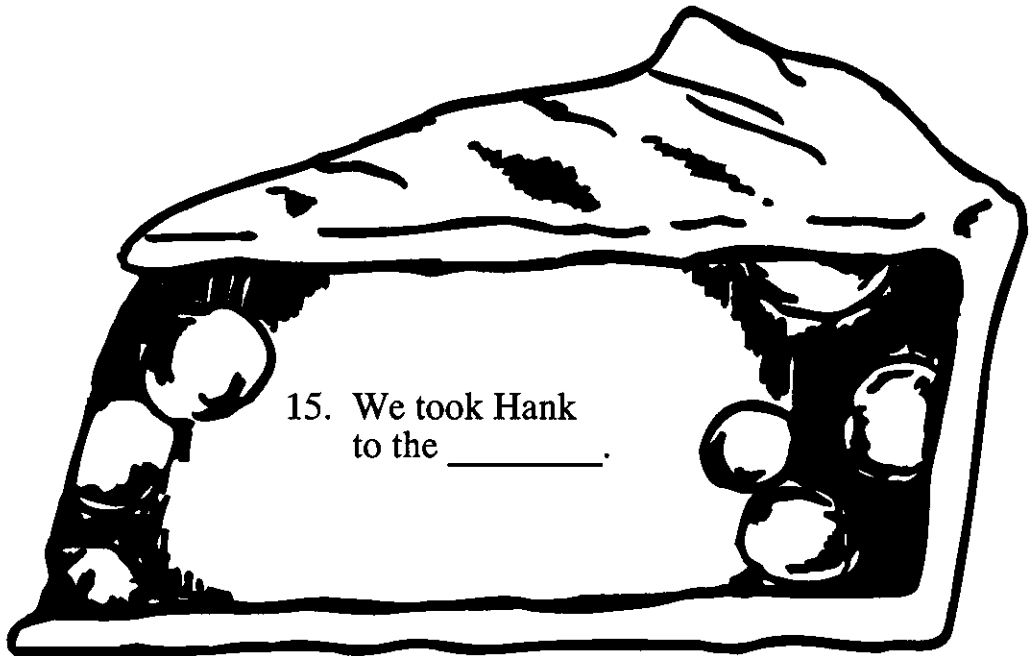
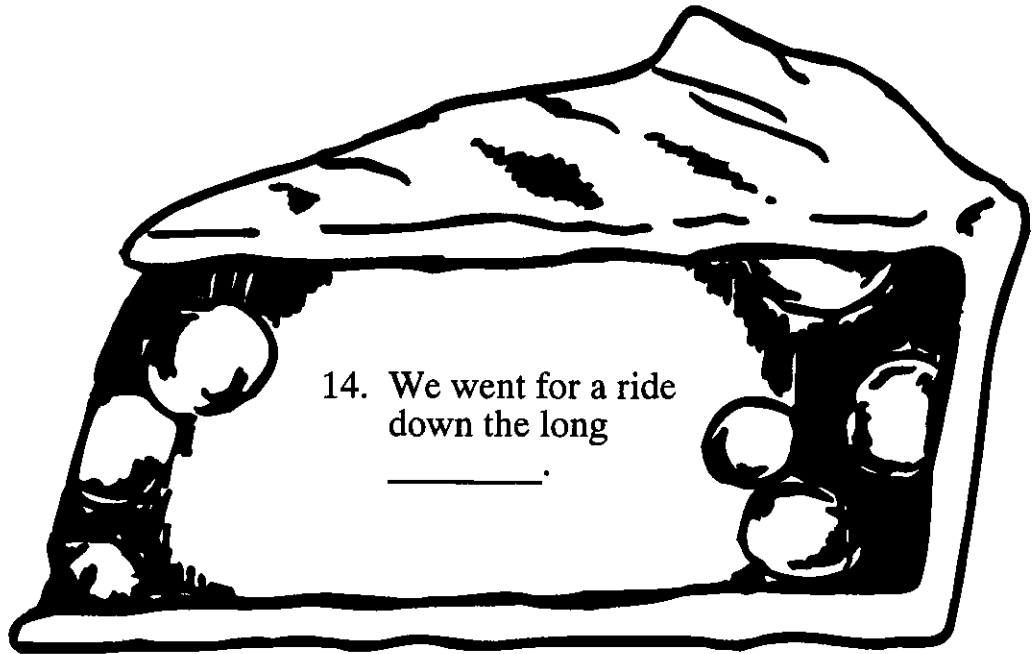






SECOND YEAR: LET'S BE FRIENDS
(APRIL)
Reinforcement Activity
"Poetry Pie"





SECOND YEAR: LET'S BE FRIENDS
(APRIL)
Reinforcement Activity
"Poetry Pie" Answers

POETRY PIE ANSWERS

1. FAT
2. HOUSE
3. BIG
4. SLEEP
5. RATS
6. LOG
7. PEN
8. BLOWING
9. PAN
10. ROUND
11. YOU
12. TOYS
13. DOWN
14. SLIDE
15. BANK

LEVEL: SECOND YEAR - LET'S BE FRIENDS (MAY)

- I. Unit Topic: Vacation Friends
- II. Unit Objectives: Students will:
 - A. recognize that authors write special stories for special reasons.
 - B. recall that true stories are nonfiction stories.
 - C. identify the area of the library media center where the magazines are kept.
 - D. review contents of children's magazines.
- III. Library Media Staff Preparations:
 - A. Materials
 1. Books (see "Resources")
 2. Sound filmstrip: "By the Sea" (Pied Piper, 11 minutes)
 3. Back Issues - Children's Magazines
 - B. Equipment
 1. Sound filmstrip projector
 - C. Student Activities
- IV. Suggested Procedure: (Minimum Sessions Required: 2)
 - A. Session I: (Objectives A and B)
 1. Introduction
 - a) Ask students to relate what summer plans they may have while stressing to them the possibility of summer reading fun.
 - *b) Statement of Learning: Today you are going to learn that authors write special stories for special reasons and you are going to learn more about true stories.
 2. Instruction
 - a) Introduce the sound filmstrip, "By The Sea". After viewing discuss the "sea" stories.
 - b) Relate to students that authors often write about what they know best. Ask if they think the authors of the stories in the filmstrip might know about what they write. (Example: Do you think Ronda Armitage knew about seagulls when writing The Lighthouse Keeper's Lunch?)
 - C) Ask students to name other favorite stories about the sea (McCloskey's Burt Dow; Deep Water Man; Zion's Harry by the Sea) Discuss if they think these authors made-up the stories because they had special reasons for doing so.

- d) Review that some stories are "made-up" (fiction) while others are not. (nonfiction)
- e) Remind students that authors use reference materials to get information to do true stories and that they have learned how to find information in nonfiction books (January unit) and in reference books (October unit - Dictionaries) (February unit - Precyclopedia).
- *f) Closure: Today you have learned to recognize that authors write special stories for special reasons and that if they write true stories, these stories are called nonfiction stories. (Make statement about the next session. See Session II Closure.)

3. Evaluation: Can students:

- a) recognize that authors write special stories for special reasons?
- b) recall that true stories are nonfiction stories?

4. Reinforcement

- a) Share sea poems or stories with teacher.

5. Enrichment

- a) Let students create their own seaside stories. Fish patterns could be used for this writing exercise.

B. Session II: (Objectives C and D)

1. Introduction

- a) Remind the students that they learned about special sea stories and poems in the last session. Remind them, too, that they learned about children's magazines while viewing the filmstrip at the last session. (Note: Be sure to point out that the filmstrip information on magazine check-out may not be the procedure in the library media center.)
- *b) Statement of Learning: Today you are going to learn that you can find information (real and "made-up") in children's magazines and and you will learn where to find these magazines in the school library media center.

2. Instruction

- a) Review with the students that they have learned how to find information from dictionaries (October) and Precyclopedia (February) this year.
- b) Show the students the area of the library media center where children's magazines are kept and review the school's policy on utilization and/or check-out.

c) Using sample back issues of magazines identify contents available in children's magazines (stories, poems, puzzles, informational articles). If possible, use contents relating to the sea.

*d) Closure: Today you have learned where children's magazines are kept in the library media center and you have learned what kinds of things you can find in children's magazines.

3. Evaluation: Can students:

- a) identify the area of the library media center where magazines are kept?
- b) review contents of children's magazines?

4. Reinforcement

- a) Have students answer questions about magazines found in the sound filmstrip.
 - 1) How are magazines and books alike?
 - 2) What things can you find in a magazine that you cannot find in a book?
 - 3) About how often are magazines published?

5. Enrichment

- a) Share magazine information with teacher.

V. Resources

A. Books

Armitage, Ronda. The Lighthouse Keeper's Lunch. Deutsch, 1977
Bowden, Joan. Why the Tides Ebb and Flow. Houghton, 1979
Burningham, John. Mr. Gumpy's Outing. Holt, 1970
Ipcar, Dahlov. The Biggest Fish in the Sea. Viking, 1972
Lionni, Leo. On My Beach There are Many Pebbles. Obolensky, 1961
McCloskey, Robert. Burt Dow: Deep Water Man. Viking, 1963
Peet, Bill. Cyrus the Unsinkable Sea Serpent. Houghton, 1975
Spier, Peter. Noah's Ark. Doubleday, 1977
Stevenson, James. Seaview Hotel. Greenwillow, 1978
Tresselt, Alvin. Hide and Seek Fog. Lothrop, 1965
Van Allsburg, Chris. Wreck Of the Zephyr. Houghton, 1983

B. Software

Literature for Children, Series 7C: By the Sea. (sound filmstrip)
Pied Piper Media, 1984.

VI. Glossary

- A. Magazine--a publication with a variety of fiction and nonfiction stories plus photographs and other illustrations published on a periodic basis. (i.e. weekly, monthly)

LEVEL: BELOW THIRD YEAR - ADVENTURES
(Multicultural Opportunity)

I. Unit Topic: Fiction/Easy (correlated with "Jasper and the Hero Business", Unit 17, TG pp. 358-386)

II. Unit Objectives:

A. Literary Skills: Students will:

1. recall that stories which are "made-up" are fiction stories.
2. recognize that the person who "makes-up" the story is called an author.

B. Library Media Skills: Students will:

1. identify the Easy section of the library media center.
2. identify the Fiction section of the library media center.
3. recall circulation procedures in the library media center.
4. identify an author's name as one way to find a book listed in a card catalog.
5. use the information on an author card (call number, author, and title) to locate a fiction book.
6. alphabetize to the third letter.

III. Library Media Staff Preparation:

A. Materials:

1. 22" X 28" Author Card with book from shelf
2. Author Card Transparency with book from shelf (optional)

B. Equipment:

1. Overhead projector (optional)

C. Student Activities:

1. "Award An Author" (locating fiction or easy titles activity)
2. "Footprint Footrace" (alphabetizing activity)

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I: (Objectives A-1, A-2, B-1, B-2, B-3, B-4, and B-5)

1. Introduction

- a) Remind students that they have learned that stories which are "made-up" are called fiction and that the person who "makes-up" the story is called an author.

- *b) Statement of Learning: Today you are going to use the author's name from the catalog card in order to locate a fiction or easy book on the shelf.

2. Instruction

- a) Discuss "Jasper and the Hero Business" to determine that it is a fiction selection. (realistic fiction) (multicultural opportunity)
- b) Locate the Fiction section of the LMC.
- c) Tell students that there are books on many reading levels in the Fiction section.
- d) Assure the students that they may continue to read from the Easy section.
- e) Using an easy or fiction title, show the students an enlarged (22" X 28") Author Card or use an Author Card Transparency on the overhead projector to:
 - 1) point out the author line, title line, and call number.
 - 2) tell the students that this is the information needed to locate a book on the shelf.
 - 3) show the book to students in order for them to see information on book.
- f) Take the students to the card catalog and point out the guide letters on the outside as well as the guide cards in the tray.
- g) Look up an author card together. (Use one of the "Award An Author" activity cards.)
- h) Point out the call number, author, and title.
- i) Go to the shelf together to find the book. Point out the alphabetical order. (Make sure book is on shelf beforehand.)
- j) Allow students (perhaps working with a partner) to use the "Award An Author" activity to locate more books on the fiction/easy shelves.
- k) Recall check-out procedures remembering to discuss the confidentiality procedures.
- *1) Closure: Today you have learned:
 - 1) that "made-up" stories are called fiction.
 - 2) that the person who "makes-up" a story is the author.
 - 3) where the fiction and easy sections are.
 - 4) and that you can locate a book on the shelf if you look up the author's name in the card catalog and use the information you find on the card. The next time you come to the library media center you will alphabetize and locate more books on the shelf.

3. Evaluation: Can students:

- a) recall that "made-up" stories are called fiction?
- b) recognize the person who "makes-up" these stories as the author?
- c) identify the fiction and easy sections of the library media center?
- d) recall circulation procedures?
- e) identify an author's name as one way to find a book listed in the card catalog?
- f) use the call number, author, and title to locate a book on the shelf?

4. Reinforcement

- a) Allow students to return to the library media center to use the "Award An Author" activity.
- b) Tell the teacher that the students have learned to locate fiction books.
- c) Share fiction filmstrips or read-along cassettes with the teacher.

B. Session II: (Objectives B-6, B-4, and B-5)

1. Introduction

- a) Remind students that the last time they came to the library media center they located books on the shelf using the call number and that these books were in alphabetical order.
- *b) Statement of Learning: Today you are going to put some words in alphabetical order, identify the author as one way to find information in the card catalog, and find books on the shelf.

2. Instruction

- a) Use "Footprint Footrace" activity to teach alphabetizing to the third letter monitoring activity to begin with review of first letter and second letter, if needed.
- b) Take students to the card catalog and point out the guide letter, just as was done in the first session. ("Award An Author" activity.)
- c) Look up another author card together.
- d) Ask a student to lead the group to the correct shelf in the Fiction section to find the title on the author card. (Make sure book is on shelf beforehand.)
- e) Allow students to locate a book using the "Award An Author" activity.

*f) **Closure:** Today you have alphabetized to the third letter, identified the author as one way to look up a book in the card catalog, and have located books on the fiction shelf by using the call number, author, and title. The next time you come to the library media center you will learn about fairy tales and that there is another way to look up a book in the card catalog.

3. Evaluation: Can students:

- a) alphabetize to the third letter?
- b) identify the author as one way to locate information in the card catalog?
- c) locate a fiction book on the shelf by using the call number, author, and title?

4. Reinforcement

- a) Share the results of this lesson with the teacher.

V. Resources

A. Books

Select fiction books easy enough for third graders to enjoy from the library media center collection.

B. Software

Select fiction sound filmstrips from library media center collection.
Select read-along cassettes from library media center collection.

Multicultural Note: "Jasper and the Hero Business" is a sample of realistic fiction which should appeal to all students. The discussion about self concept in the story is part of the multicultural education infusion into the reading curriculum.
Concept: Socialization

ADVENTURES
Fiction/Easy
Reinforcement Activity
"Award An Author"

AWARD AN AUTHOR

Objective: Students will locate fiction/easy books on the shelf.

Materials Needed:

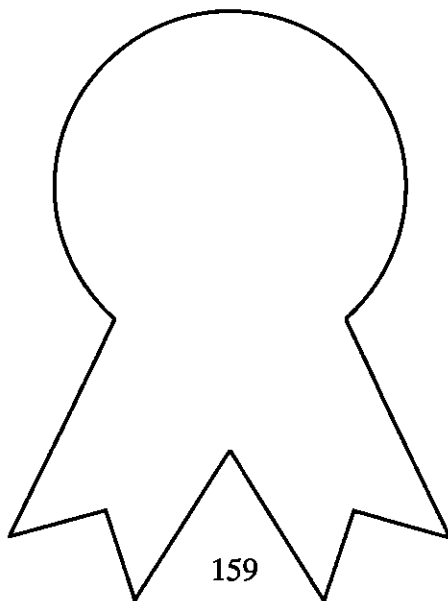
1. Award pattern (Ellison Letter Cutter or handdrawn shape)
2. Colorful tagboard, posterboard or construction paper
3. Laminating film (optional)
4. Felt tip or other markers
5. Typewriter (optional)

Instructions for Making Activity:

1. Determine appropriate titles to be used from easy and fiction collections.
2. All easy titles should be on one color while all fiction titles should be on another color.
3. Cut out award shapes.
4. Write or type the call number, author, and title of a book on each award.
5. Laminate shapes, if desired.
6. Store shapes in plastic ziploc bags, large envelopes or file folders.

Student Instructions for Using the Activity:

1. Take an award shape from the library media specialist.
2. Use the information on the award to locate a fiction/easy book on the shelf.
3. Ask the library media specialist for help, if needed.



FOOTPRINT FOOTTRACE

Objective: Students will alphabetize to the third letter.

Materials Needed:

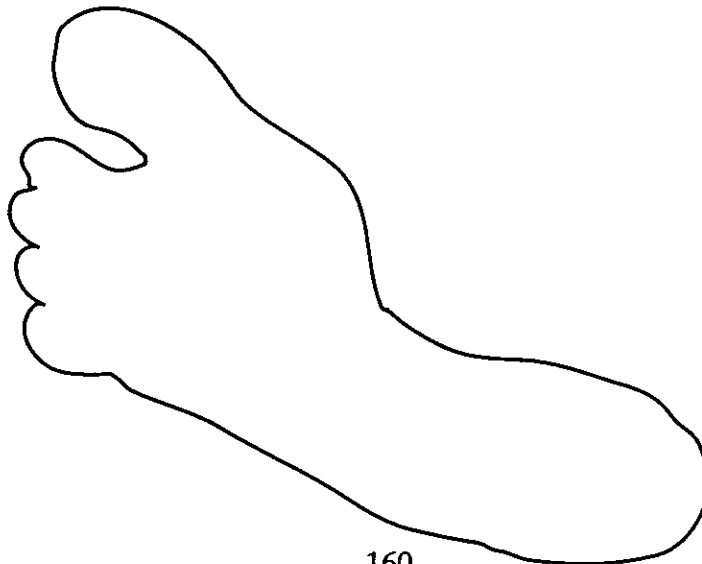
1. Footprint pattern (Ellison Letter Cutter or handdrawn shape)
2. Colorful tagboard, posterboard, or construction paper
3. Laminating film (optional)
4. Felt tip or other markers
5. Typewriter (optional)

Instructions for Making Activity:

1. Use different colors for different levels of difficulty.
2. Cut out footprint shapes.
3. Type or write "first letter" words on one color of footprint shapes, "second letter" words on another color, and "third letter" words on third color.
4. Make several sets.
5. Laminate shapes, if desired.
6. Store shapes in plastic ziplock bags, large envelopes, or file folders.

Student Instructions for Using Activity:

1. Alphabetize each set of footprints as directed by the library media specialist.
2. Ask the library media specialist for help, if needed.



LEVEL: BELOW THIRD YEAR - ADVENTURES

I. Unit Topic: Fairy Tale/Play (correlated with "The Shoemaker and the Elves"
Unit 19, TG pp. 396-421)

II. Unit Objectives:

A. Literary Skills: Students will:

1. identify a fairy tale.
2. recognize the characteristics of a fairy tale.
3. recognize a play as a form of literature.

B. Library Media Skills: Students will:

1. identify the call number of fairy tales.
2. locate the fairy tale section of the LMC.
3. identify a title of a book as being one way to locate a book in the card catalog.
4. use the information from a title card (call number, author, and title) to locate a fairy tale on the shelf.
5. recognize the guide letters as alphabetical helpers.

III. Library Media Staff Preparation:

A. Materials:

1. 22" x 28" Title Card with book from shelf
2. Title Card Transparency with book from shelf (optional)

B. Equipment:

1. Overhead projector (optional)

C. Student Activities:

1. "Books" (locating fairy tales activity)

IV. Suggested Procedure:

A. Session I: (Objectives A-1, A-2, A-3, B-1, B-2, B-3, and B-4)

1. Introduction

a) Remind students that they have already learned where fiction stories are in the library media center and that they have learned how to use the card catalog if they know the name of an author.

*b) Statement of Learning: Today you will learn about a special kind of "made-up" story called a fairy tale, and you will learn how to use the card catalog to locate a book if you know the title.

2. Instruction

- a) Discuss "The Shoemaker and the Elves" to determine that it is a fairy tale.
 - 1) It has make believe characters.
 - 2) The characters do magical things. (TG p. 403)
- b) Point out that this fairy tale was written in the form of a play in their reading text and that plays are a form of literature. Poetry and prose are also forms of literature.
- c) Explain the fairy tale call number. (398.2)
 - 1) Even though the story is "made-up" it is in the Nonfiction section.
 - 2) Fairy tales were told over and over before being written down.
 - 3) They were told in many different countries.
 - 4) They became part of different societies' customs and are included in the social studies section of the library media center.
- d) Point out the fairy tale section of the library media center.
- e) Recall that books listed in the card catalog can be found if one knows the author.
- f) Explain that books listed in the card catalog can be found if one knows the title of the book.
- g) Show the students an enlarged (22" x 28") title card or use a Title Card Transparency on the overhead projector to:
 - 1) point out the call number, author, and title.
 - 2) note that the title is on the card twice.
 - 3) explain that the title will always be under the author's name.
 - 4) show the book to students in order for them to see the title card information on the book.
- h) Go to the card catalog. Ask a student to help find the tray needed to locate a title by looking at the guide letters on the outside. (Use one of the titles from "Books".)
- j) Allow students to use the guide cards in the tray to help locate the title, but don't belabor the point.
- k) Point out the call number, author, and title.
- l) Go to the shelf together to find the book. (Make sure the book is on the shelf beforehand.)
- m) Recall that the students practiced alphabetizing the last time they came to LMC and therefore the call numbers will be easier to locate.

n) Allow students to locate fairy tales by using title cards and/or call number information.

*o) Closure: Today you have learned:

- 1) what a fairy tale is.
- 2) what a play looks like.
- 3) where the fairy tale section is.
- 4) that the call number for fairy tales is 398.2.
- 5) and that you can locate a book on the shelf if you look up the title in the card catalog. The next time you will practice using the guide letters on the card catalog.

3. Evaluation: Can students:

- a) identify a fairy tale?
- b) recognize the characteristics of a fairy tale?
- c) recognize a play as a form of literature?
- d) identify the call number of a fairy tale?
- e) locate the fairy tale section of library media center?
- f) identify a title of a book as being one way to locate a book in card catalog?
- g) use the information from a title card to locate a fairy tale on the shelf?

4. Reinforcement

- a) Allow students to return to the library media center to locate fairy tales.
- b) Tell the teacher that students have learned to use the call numbers.
- c) Share fairy tale filmstrips or read-along cassettes with the teacher.

B. Session II: (Objectives B-5, B-3, and B-4)

1. Introduction

- a) Remind students that they have learned that the card catalog can help in locating books on the shelves of the library media center.
- b) Recall that the cards are in alphabetical order.
- *c) Statement of Learning: Today you will learn to use the guide letters on the card catalog so that you can find information for yourself.

2. Instruction

- a) Take the students to the card catalog.
- b) Explain more about guide letters than was done in first session.
 - 1) Point out that the word to be looked up must come between the two sets of letters, alphabetically.

- 2) Point out the guide cards inside the trays.
 - 3) Point out that students will practice more at another time.
- c) Allow students to use "Books" to locate fairy tale titles in the card catalog.
 - d) Allow students to find these books on the shelves, giving assistance, if needed.
 - *e) Closure: Today you have learned to use the guide letters on the card catalog to locate titles and you have located these books on the shelves. The next time you come to the library media center you will learn another way to use the card catalog to locate a book on the shelf. (Subjects will be taught in Discoveries, "Nocturnal Animals".)

3. Evaluation: Can students:

- a) recognize the guide letters as alphabetical helpers?
- b) identify the title of the book as being one way to locate a book in the card catalog?
- c) use the information from a title card (card number, author, title) to locate a fairy tale on the shelf?

V. Resources

A. Books

- Andersen, H.C. Little Mermaid. Farrar, 1981
- Arnott, Kathleen. Dragons, Ogres, & Scary Things. Garrard, 1974
- Berson, Harold. Charles and Claudine. Macmillan, 1980
- Brenner, Barbara. Little One Inch. Macmillan, 1980
- Cohen, Barbara. Lovely Vassillissa. Atheneum, 1980
- Daniels, P. Aladdin & the Magic Lamp. Raintree, n.d.
- Daniels, P. Ali Baba & the Forty Thieves. Raintree, n.d.
- Daniels, P. Beauty and the Beast. Raintree, n.d.
- Daniels, P. Cinderella. Raintree, n.d.
- Daniels, P. Rumplestiltskin. Raintree, n.d.
- Daniels, P. Sinbad the Sailor. Raintree, n.d.
- Daniels, P. Sleeping Beauty. Raintree, n.d.
- Daniels, P. Snow White & The Dwarfs. Raintree, n.d.
- De Paola, Tomie. Fin M'Coul: The Giant of Knockmony Hill. Holiday, 1981
- De Paola, Tomie. Legend of Old Befana. Harcourt, 1980
- Dos Santos, J. Diviner. Lippincott, 1980
- Duff, Maggie. Princess and the Pumpkin. Macmillan, 1980
- Galdone, P. Cinderella. McGraw-Hill, 1978
- Galdone, P. Hansel and Gretel. McGraw-Hill, 1982
- Grimm, The Bros. Hansel and Gretel. Watts, 1982
- Grimm, The Bros. Rapunzel. Crowell, 1975
- Grimm, The Bros. Seven Ravens. Morrow, 1981
- Grimm, The Bros. Sleeping Beauty. Atheneum, 1979
- Grimm, The Bros. Thorn Rose. Bradbury, 1977
- Grimm, The Bros. Twelve Dancing Princesses. Viking, 1978
- Grimm, Jacob. Snow White. Little, 1974
- Grimm, Jacob. Snow White and Rose Red. Scribner, 1964

- Haviland, V. Favorite Fairy Tales Told In Czechoslovakia. Little, 1966
 Haviland, V. Denmark. Little, 1971
 Haviland, V. France. Little, 1959
 Haviland, V. Greece. Little, 1970
 Haviland, V. India. Little, 1973
 Haviland, V. Japan. Little, 1967
 Haviland, V. Norway. Little, 1961
 Haviland, V. Sweden. Little, 1966
 Mayer, Mariana. Beauty and the Beast. Four Winds, 1978
 Mayer, Mercer. Favorite Tales From Grimm. Four Winds, 1982
 Perrault, C. Glass Slipper. Four Winds, 1981
 Robertson, D.L. Fairy Tales From the Phillipines. Dodd, 1971
 Steptoe, John. Mufaro's Beautiful Daughters: An African Tale. Lothrop, 1987

B. Software

- Literature for Children, Series 2: Fairy Tales (sound filmstrip). Pied Piper Media, 1970.
Treasury of Fairy Tales (sound filmstrip). SVE, 1971.

VI. Glossary

- A. Fairy Tale--a type of folk tale with special characteristics such as: usually starts "once upon a time" or "long, long ago"; has the numbers 3 or 7; has magical creatures or events; has a good character; and usually has a happy ending.
- B. Modern Fairy Tales--is one that was not handed down from generation to generation. It is an original story written by an author in present times.
- C. Play--form of literature which uses dialogue rather than poetry or prose.

BOOKS

Objective: Students will locate fairy tale books on the shelf.

Material Needed:

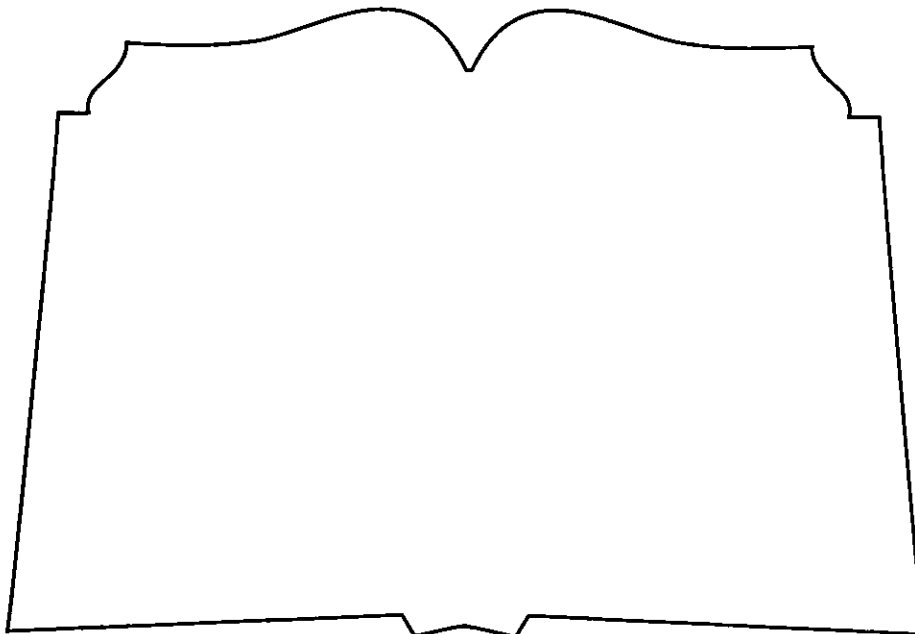
1. Book pattern (Ellison Letter Cutter or handdrawn shapes)
2. Colorful tagboard, posterboard, or construction paper
3. Laminating film (optional)
4. Felt tip or other markers
5. Typewriter (optional)

Instructions for Making Activity:

1. Cut several copies of the "Books."
2. Type or write the call number, author, and title of a fairy tale book on each shape.
3. Laminate the shapes, if desired.
4. Store in ziplock bags, large envelopes, or file folders.

Student Instructions for Using Activity:

1. Take a book shape from the library media specialist.
2. Use the information on the book to locate a fairy tale book on the shelf.
3. Ask the library media specialists for help, if needed.



LEVEL: BELOW THIRD YEAR - DISCOVERIES

I. Unit Topic: Nonfiction (correlated with "Nocturnal Animals" Unit 7, TG pp. 114-133)

II. Unit Objectives:

A. Literary Skills: Students will:

1. recall that books about real things are called nonfiction books

B. Library Media Skills: Students will:

1. locate the nonfiction section of the library media center, especially the 500's.
2. identify the subject of a book as being one way to locate a book in the card catalog.
3. use the information from the subject card to locate a nonfiction book on the shelf. (call number, author, and title)
4. alphabetize some subjects. (3rd letter alphabetizing)

III. Library Media Staff Preparations:

A. Materials

1. 22" X 28" subject card with book from shelf
2. Subject card transparency with book from shelf (optional)
3. Small cards or slips of paper

B. Equipment

1. Overhead projector (optional)

C. Student Activities

1. "ABC Subjects" (Card catalog activity and alphabetizing activity)

IV. Suggested Procedure:

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

1. Introduction

- a) Remind students that they have already learned to locate several kinds of books in the library media center.
- b) Recall that fairy tales are in the nonfiction section even though they are "made-up."
- *c) Statement of Learning: Today you will learn where the other nonfiction books are located, especially the animal books, and you will learn how to use the card catalog to locate a book if you know what subject you need or want.

2. Instruction

- a) Discuss "Nocturnal Animals" to determine that it has facts about animals.
- b) Recall that books that have facts are in the Nonfiction section.
- c) Recall that students have already located books by looking up authors and titles.
- d) Explain that today students will be looking up subjects, especially animals.
- e) Show the students an enlarged (22" X 28") subject card or a Subject Card Transparency on the overhead projector to:
 1. point out the call number, author, title, and subject.
 2. note that the subject is in all capital letters.
 3. recall that the title is always under the author's name.
 4. show the book to students in order for them to see the subject card information on the book.
- f) Go to the card catalog; use "ABC Subjects". (Be sure to use subjects and books from school's collection.)
- g) Allow students to help find the correct tray.
- h) Locate an animal subject card together.
- i) Point out the call number, author, title, and subject heading.
- j) Write call numbers, author and title on a card or slip of paper.
- k) Work with students to locate several subjects in the card catalog.
- l) Go to the shelves, together, to locate an animal book.
- m) Allow students to locate as many nonfiction books as time allows. (It may be crowded if everyone tries to locate an animal book. One may wish to direct the students to various sections of the 500's.)
- *n) Closure: Today you have learned:
 1. to locate the Nonfiction section of the media center, especially the 500's.
 2. that you can locate a book on the shelf if you look up the subject in the card catalog. The next time you come to the library media center you will learn to alphabetize words to the third letter and you will learn to find subjects in the card catalog by yourself.

3. Evaluation: Can students:

- a) recall that books about real things are called nonfiction books?
- b) locate the Nonfiction section of the library media center?
- c) identify the subject of a book as being one way to locate a book in the card catalog?
- d) use the information from the subject card to locate a nonfiction book on the shelf?

4. Reinforcement

- a) Share what the students have learned with the teacher.
- b) Allow the students to return to the library media center to locate more nonfiction books.

B. Session II: (Objectives B-4, B-2, and B-3)

1. Introduction

- a) Remind students that they have learned that there are three (3) ways to look up information in the card catalog:
 - 1. if one knows the author's name.
 - 2. if one knows the title.
 - 3. if one knows the subject of a book.
- b) Recall that students have also discovered that they need to be able to alphabetize.
- *c) Statement of Learning: Today you are going to alphabetize some subjects and you are going to locate books on the shelf again, by looking up subjects in the card catalog.

2. Instruction

- a) Use "ABC Subjects" activity to alphabetize subjects.
- b) Go to the card catalog with students.
- c) Allow students to look up subjects of their choice or use "ABC Subjects" to look up subjects.
- d) Allow students to write call numbers and other book information on slips of paper and go to the shelves to locate books.
- *e) Closure: Today you have alphabetized subjects and located books on the shelf by looking up subjects in the card catalog.

3. Evaluation: Can students:

- a) alphabetize subjects? (3rd letter alphabetizing)
- b) identify the subject of a book as being one way to locate a book in the card catalog?

- c) use this information from the subject card to locate a nonfiction book on the shelf?

4. Reinforcement

- a) Share the results of this session with the teacher.
- b) Encourage the teacher to assign these students a subject to find in the card catalog.

V. Resources

A. Books

Select nonfiction books easy enough for third graders to enjoy from the library media center collection.

B. Software

Select nonfiction sound filmstrips from library media center collection.

Select read-along cassettes from library media center collection.

DISCOVERIES
Nonfiction
Reinforcement Activity
"ABC Subjects"

ABC SUBJECTS

Objective: Students will alphabetize subject headings.

Materials Needed:

1. Several 3" X 5" cards in different colors
2. Typewriter
3. Laminating film and laminator (optional)

Instructions for Making Activity:

1. Type each set of words on different colors.
2. Type one word on each card.
3. Number the back of each card if the cards are to be self-checking.
4. Laminate each card, if desired.
5. Store in folders or ziplock bags.
7. Make multiple sets.

Student Instructions for Using Activity:

1. Take out one set of words at a time.
2. Put the words in alphabetical order.
3. Ask library media specialist to check your work before removing another set of words.

DISCOVERIES
Nonfiction
Reinforcement Activity
"ABC Subjects"

ABC SUBJECTS

ANIMALS
ANIMALS--STORIES
BADGERS
ELEPHANTS
OTTERS
OWLS

GOLDFISH
ICE
MICE
MICE--FICTION
PIGS
PIGS--FICTION

FLOODS
FLOWERS
FROGS
RABBITS
RIVERS
ROCKS

ANIMALS
ANIMALS--DISEASES
BATS
BEARS
BIRDS
BIRDS--COLOR

ANIMAL TRACKS
ANIMALS
ANIMALS--HABITS AND BEHAVIOR
PIGS
PORCUPINES
POSSUMS

SEEDS
SKUNKS
SNOW
WALRUSES
WATER
WOLVES
WOLVES--STORIES

LEVEL: BELOW THIRD YEAR - DISCOVERIES

I. Unit Topic: Animals/Fables (correlated with "Birthdays" Unit 8, TG pp. 134-157)

II. Unit Objectives:

A. Literary Skills: Students will:

1. recall that animals may be characters in a story.
2. recognize that some animal stories are realistic and some are fantasy.
3. distinguish between animal stories and animal facts.
4. recognize a fable as an animal story.

B. Library Media Skills: Students will:

1. distinguish between author, title, and subject cards.
2. use guide letters to locate the correct tray to find authors, titles, and subjects in the card catalog.
3. use the information from the author, title and subject cards to locate books on the shelf.

III. Library Media Staff Preparation:

A. Materials:

1. Fiction and nonfiction books about the same kind of animal
2. Transparencies from first three units (optional)

B. Equipment:

1. Overhead projector (optional)

C. Student Activities:

1. "Bats"
2. "Guide Letter Search"

IV. Suggested Procedure:

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

1. Introduction

- a) Remind students that some animal books are "made-up" and some have facts.
- b) Recall that students also know that there are three ways to look up books in the card catalog.

*c) Statement of Learning: Today you will learn to distinguish between the two kinds of books. (realistic animal stories and fantasy animal stories.) Also you will learn to distinguish between author, title, and subject cards.

2. Instruction

- a) Discuss "Birthdays" to determine that:
 1. it has animals for characters.
 2. it is fantasy because the animals talk, etc.
- b) Recall that some animal stories can be realistic fiction -- then the story is made-up but the animals act like animals should act.
- c) Recall that some selections in the reader and some books in the library media center have facts about animals; these are called nonfiction.
- d) Show the students both fiction and nonfiction books about the same kind of animal.
- e) Ask them to distinguish between the two kinds of books.
- f) Recall the three ways students can look up books in the card catalog: author, title, and subject.
- g) If time permits, use the transparencies from the last three (3) units to explain:
 1. that there are three kinds of cards in the card catalog - author, title, and subject.
 2. that the top line determines the type of card.
- h) Use the "Bats" activity to allow the students to distinguish between the three types of cards.
- *i) Closure: Today you have learned that there are fiction and nonfiction books about animals. You have also learned the difference between author, title, and subject cards. The next time you come to the library media center you will use all three cards in the card catalog to locate books on the shelf.

3. Evaluation: Can students:

- a) recall that animals may be characters in a story?
- b) recognize that some animal stories are realistic and some are fantasy?
- c) distinguish between animal stories and animal facts?
- d) distinguish between author, title, and subject cards?

4. Reinforcement

- a) Share the results of this session with the teacher.
- b) Encourage teacher to use an author, title, subject card activity.

B. Session II: (Objectives B-2, B-3, and A-4)

1) Introduction

- a) Remind students that they know that cards in the card catalog are in alphabetical order and that there are guide letters on the outside of the drawers which can help in finding the correct tray.
- *b) Statement of Learning: Today you are going to use these guide letters to look up authors, titles, and subjects by yourself and find the books on the shelves. One subject you will look for is FABLES.

2. Instruction

- a) Share a fable with students and explain that a fable is a type of animal story. Tell students that they will look up FABLES in the card catalog.
- b) Use "Guide Letter Search" or make an activity to match library media center's card catalog.
- c) Take the students to the card catalog pulling out one drawer. Show the guide letters on the drawer and explain how the first letters represent the first card in the tray and how the last letters represent the last card in the tray.
- d) Help students to understand that the word they are looking up must come between two sets of guide letters.
- e) Use the author, title, and subject activities from the three (3) previous sessions.
- f) Allow the students to locate an author, title, and subject. (They may work with a partner.)
- g) Point out that the call numbers indicate if the book is fiction or nonfiction.
- h) Allow students to locate as many books on the shelves as time allows.
- *i) Closure: Today you have learned how to use guide letters to locate authors, titles, and subjects in the card catalog and how to use this information to locate books on the shelf. You have also learned to recognize fables as an animal story. When you return to the library media center you will learn about other types of books and other sections of the library media center.

3. Evaluation: Can students:

- a) use guide letters to locate the correct tray to find authors, titles, and subjects in the card catalog?
- b) use the information from the author, title, and subject cards to locate books on the shelf?

c) recognize fables as an animal story?

V. Resources

A. Books

Select animals stories easy enough for third graders to enjoy from the library media center collection.

B. Software

Select animal stories sound filmstrips from library media center collection.

Select read-along cassettes from library media center collection.

DISCOVERIES
Animals/Fables
Reinforcement Activities
"Guide Letter Search"

GUIDE LETTER SEARCH

Objective: Students will determine which words belong between two guide words.

Materials Needed:

1. 3" X 5" cards or animal shapes
2. Felt tip markers or other marking pens
3. Typewriter (optional)

Instructions for Making Activity:

1. Type or write each set of words on a separate card. (Use an animal shape, if desired.)
2. Laminate each card.
3. Make a set for each student, if desired.
4. Do not use this information in worksheet format.

Student Instructions for Using Activity:

1. Put an "X" on the line in front of the words that belong between each set of guide words.

DISCOVERIES
Animals/Fables
Reinforcement Activity
"Guide Letter Search"

SAMPLE GUIDE LETTER SEARCH CARDS

Ame Ari
____ Animals
____ Bats
____ Animals--Stories
____ Snow
____ Ice

Bar Bee
____ Birds
____ Bears
____ Bats
____ Badgers
____ Birds--Color

Ele Foo
____ Elephants
____ Egrets
____ Fables
____ Forest
____ Fiction

Pal Pot
____ Partridges
____ Pandas
____ Opposums
____ Puppets
____ Porcupines

Rep Rul
____ Bats
____ Rocks
____ Flowers
____ Rivers
____ Rabbits

Wag Wea
____ Water
____ Walruses
____ Wolves
____ Otters
____ Walruses--Fiction

DISCOVERIES
Animals/Fables
Reinforcement Activity
"BATS"

"BATS"

Objective: The students will distinguish between author, title, and subject cards.

Materials Needed:

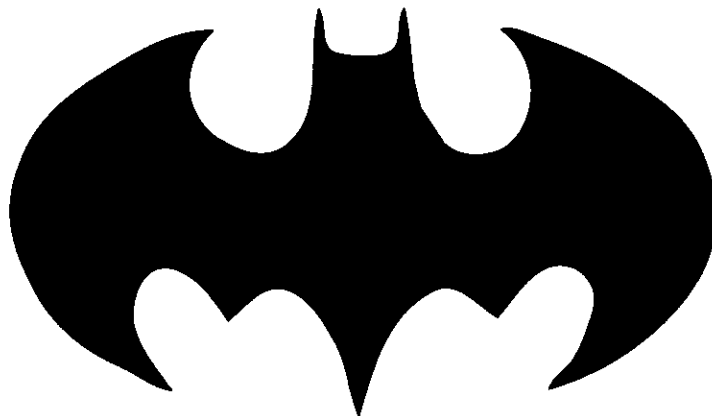
1. Bat shapes
2. Felt tip markers
3. Old Author, Title, Subject Cards
4. File folder

Instructions to Library Media Specialist:

1. Cut three bat shapes.
2. Mark one Bat shape with A for authors'; mark one Bat shape with T for titles; and mark one Bat shape with S for subjects.
3. Mount Bat shapes on file folder.
4. Mount card pocket under each bat on the folder.
5. Mount a large pocket on back with several author, title, subject cards in the pocket.
6. Duplicate as many copies of the activity as possible.

Instructions to Student:

1. Remove card catalog cards from pocket.
2. Read each card.
3. Decide whether the card is an author, title, or subject card.
4. Put the card in the pocket under the correct bat.
5. Ask library media specialist to assist with checking your work.



LEVEL: CARAVANS

I. Unit Topic: Animal Stories (Correlated with: "What's the Matter With Carruthers?" Units 11 & 12, TG pp. 210-252)

II. Objectives:

A. Literary Skills: Students will:

1. define an animal story.
2. distinguish between fiction and nonfiction animal stories.

B. Library Media Skills: Students will:

1. identify the card catalog.
2. recognize the purpose of guide letters on drawers in the card catalog.
3. recognize that guide words or letters in the card catalog drawers can be used to find cards more quickly.
4. name the three (3) kinds of cards in the card catalog.
5. identify information found on the author card necessary for locating a book by the author.
6. locate a book on the shelf by using information on author card.

III. Media Staff Preparation:

A. Materials

1. Felt tip markers (for enlarging card catalog information)
2. "Calling All Animals" - Transparency

B. Equipment

1. Overhead projector

C. Student Activities

1. "Calling All Animals" (activity with transparency)
2. "Card Catalog Guide Letters" (activity)
3. "Card Catalog Treasures" (activity)
4. "Elephant Clue" (enrichment activity)

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I: (Objectives A-1, A-2, and B-4)

1. Introduction

- a) Discuss "What's the Matter With Carruthers?"
 - 1) Who was Carruthers? (A bear)
 - 2) Who were some of the other characters? (Emily, a pig; and Eugene, a turtle)

- *b) Statement of Learning: Today you are going to learn what an animal story is, distinguish between fiction/nonfiction animal stories and identify three types of catalog cards.

2. Instruction

- a) Tell the students that if a story has animals for characters, it is called an animal story.
- b) Remind students that they learned last year that fiction books are "made-up" stories and that nonfiction books have facts.
- c) Discuss "...Carruthers?" again to determine that it is fiction.
 - 1) Did the animals talk? (Yes)
 - 2) Did they do any other things like humans? (Yes, wear clothes, rake leaves, etc.)
 - 3) Could this story have really happened? (No)
- d) Point out that they have not read a nonfiction animal selection in this reader, yet; but they have read one nonfiction selection. ("Digging Up Dinosaurs" Unit 7, TG p. 120)
- e) Point out that they will read a nonfiction animal story when they read "Moose Baby" Unit 13, TG p. 254 and "When Winter Comes" Unit 15, TG p. 287.
- f) Use "Calling All Animals" transparency to teach the difference between fiction and nonfiction call numbers

E	Fic	599
M	Mor	Ebe

- 1) Remind students that "E" stands for easy books (and these are usually made up stories, like fiction); M is for the author's last name.
 - 2) Tell them that "Fic" is for fiction, and "Mor" is the first 3 letters of the author's last name.
- g) Remind students that when they need to find a certain book in the library media center they need to know how to use the card catalog and that there are three types of cards in the card catalog.
 - h) Show examples of the three kinds of cards, identifying each. (Use a transparency or a set of large cards from "Calling All Animals".)
 - i) Tell students that the top line on a card is the clue to which kind of card it is:

Author card - Last name first with a comma
Title card - Only the first letter of the first word is capitalized except for proper nouns and the title is on the 1st and 3rd lines written identically

Subject card - Subject is written in all capital letters.

- j) Using large cards, call on students to identify various catalog cards.
- k) Using a sample set of cards (duplicate sets of catalog cards) have each student find the author, title and subject card.
- l) Using a large card, identify the following:
 - author
 - title
 - call number
 - illustrator
 - publisher
 - copyright date
 - number of pages or (unpaged)
 - tracings

m) Call on students to identify these parts of the catalog card.

*n) Closure:

- 1) Today you have learned a definition for animal stories and have distinguished between fiction and nonfiction animal stories.
- 2) You have also learned to name the three kinds of cards in the card catalog.
- 3) At the next session you will start learning more about the card catalog.

3. Evaluation: Can students:

- a) define an animal story?
- b) distinguish between fiction and nonfiction animals books?
- c) name the three (3) kinds of cards in the card catalog?

4. Reinforcement

- a) LMS will review the definition of an animal story, then students will complete "Animal Search" activity.

B. Session II (Objectives B-1, B-2, B-3, B-4, and B-6)

1. Introduction

- a) Briefly discuss first session's activities.
- *b) Statement of Learning: Today you will learn more about the card catalog, about the guide letters on the drawers, and review the three (3) different kinds of cards in the card catalog. You will also use the author card to find a book on the shelf.

2. Instruction

- a) Take the students to the card catalog and explain that it is the key to locating all materials in the library media center. It contains three (3) kinds of cards and they are in alphabetical order. Review the three kinds of cards.
- b) Point out the labels on the front of the drawers. Explain that these labels are called guide letters and that they show which cards are in each drawer. The first three (3) letters on the drawer label will be found on the top line of the first card in the drawer. The last three letters (3) on the drawer label will be found on the top line of the last card in the drawer.
- c) Use "Card Catalog Guide Letters" activity.
 - 1) The library media specialist will do the first two or three words to fully explain.
 - 2) Various students will do a few words orally.
 - 3) Allow students to do a few alone. (Check these.)
- d) Use "Calling All Animals" activity to allow students to practice locating books on the shelf using the author card.

*e) Closure

- 1) Today you have learned that the key to the library media center is called the card catalog.
- 2) You have learned that there are guide letters on the drawers to help in locating a word.
- 3) You also know that there are three (3) kinds of cards in the card catalog (author, title and subject) and how to use the author card to find a book on the shelf.
- 4) When you read "Moose Baby" in your reader, you will come back to the library media center to learn more about using the card catalog.

3. Evaluation: Can students:

- a) identify the card catalog?
- b) recognize the purpose of guide letters?
- c) recognize that guide words or letters in the card catalog drawers can be used to find words more quickly?
- d) identify information found on the author card necessary for locating the book on the shelf?
- e) use the author card to find a book on the library media center shelf?

4. Reinforcement

- a) Allow students to complete "Card Catalog Card Guide Letters" activity. (Library media specialist will provide guidance as needed.)
- b) Allow students to complete "Card Catalog Treasures" activity. (Library media specialist will provide guidance as needed.)

5. Enrichment

- a) Set up a listening center using any fiction filmstrip in school library media center collection about animals or using any nonfiction animal filmstrip in school library media center collection.
- b) Allow students to use "Elephant Clue" activity.

V. Resources

A. Books

Easy

Alexander, Martha. Blackboard Bear. Dial, 1969
Brown, Margaret W. Runaway Bunny. Harper, 1977
Fatio, Louise. The Happy Lion and the Bear. McGraw-Hill, 1964
Freeman, Don. Bearymore. Viking, 1976
Freeman, Don. The Turtle and the Dove. Viking, 1964
Hoban, Lillian. Mr. Pig and Family. Harper, 1980
Hoff, Syd. Henrietta Goes to the Fair. Garrard, 1979
Keats, Ezra Jack. Hi, Cat. Macmillan, 1970
Lobel, Arnold. Small Pig. Harper, 1969
McCloskey, Robert. Blueberries for Sal. Viking, 1948
Marshall James. What's the Matter With Carruthers. Houghton, 1970
Peet, Bill. The Wingdingdilly. Houghton, 1970
Selsam, Millicent. Let's Get Turtles. Harper, 1965
Ward, Lynd. The Biggest Bear. Houghton, 1952
Zion, Gene. Harry the Dirty Dog. Harper, 1956

Fiction

Bond, Michael. A Bear Called Paddington. Houghton, 1960
Brewster, Patience. Ellsworth and the Cats from Mars. Clarion, 1981
Cleary, Beverly. Socks. Morrow, 1973
Coatsworth, Elizabeth. The Cat Who Went to Heaven. Macmillan, 1958
Cowley, Joy. The Duck in the Sun. Doubleday, 1969
Morey, Walt. Gloomy Gus. Dulton, 1970
Peet, Bill. Chester the Worldly Pig. Houghton, 1965

White, E.B. Charlotte's Web Harper, 1952
Galdone, Paul. The Hare and the Tortoise McGraw-Hill, 1962
Galdone, Paul. The Three Little Pigs Seaburg, 1970
Lafontaine, Jean de. The Hare and the Tortoise Watts, 1966

Nonfiction

Adrian, Mary. Secret Neighbors: Wildlife Sin a City Lot. Hastings House,
Ames, Lee J. Draw 50 Dogs. Doubleday, 1981
Darling, Lois. Turtles. Morrow, 1962
Eberle, Irmengarde. The Bear Family. Morrow, 1960
Emberley, Ed. Ed Emberley's Drawing Book of Animals. Little/Brown, 1970
Fields, Alice. Pets. Watts, 1981
Fischer, Aileen. Listen, Rabbit. Crowell, 1964
Fischer, Aileen. Do Bears Have Mothers, Too? Crowell, 1973
Freschat, Berniece. Turtle Pond. Scribner, 1971
Ilse, Elizabeth M. Hey Bug! Am. Heritage, 1972
Jacobs, Leland B. Animal Antics in Limerick Land. Garrard, 1971
McClung, Robert. Animals That Build Their Homes. Nat. Geo., 1976
Nussbaum, Hedda. Animals Build Amazing Homes. Random, 1979

B. Reference Sources

C. Software

Animal Homes. (cassette) Media Materials. 10 copies of worksheet.
English Composition for Children: Being The Thing. (sound filmstrip)
Pied Piper Media.
First Choice: Authors and Books: Brighty of the Grand Canyon. (sound
filmstrip) Pied Piper Media.
First Choice: Authors and Books: The Cat and Mrs. Cary. (sound film-
strip) Pied Piper Media.
First Choice: Authors and Books: The Mouse and the Motorcycle. (sound
filmstrip) Pied Piper Media.
First Choice: Authors and Books: Ribsy. (sound filmstrip) Pied Piper
Media.
First Choice: Authors and Books: White Bird. (sound filmstrip) Pied
Piper Media.

VI. Glossary

- A. Animal story--a story that has animals as characters.
- B. Fiction--a story with characters and events that are not real; made-up story.
- C. Nonfiction--a book or selection that is real; it has facts.
- D. Call number--the number/letters that help in locating a book on the shelf.

- E. Card catalog--a cabinet of drawers with cards in ABC order. These cards have information that help in locating materials in the library media center.
- F. Guide letters--letters on the drawers that help in locating words.

CARAVANS
Animal Stories
Reinforcement Activity
"Calling All Animals"
Transparency Master

E
M Marshall, James
What's the matter with
Carruther's?

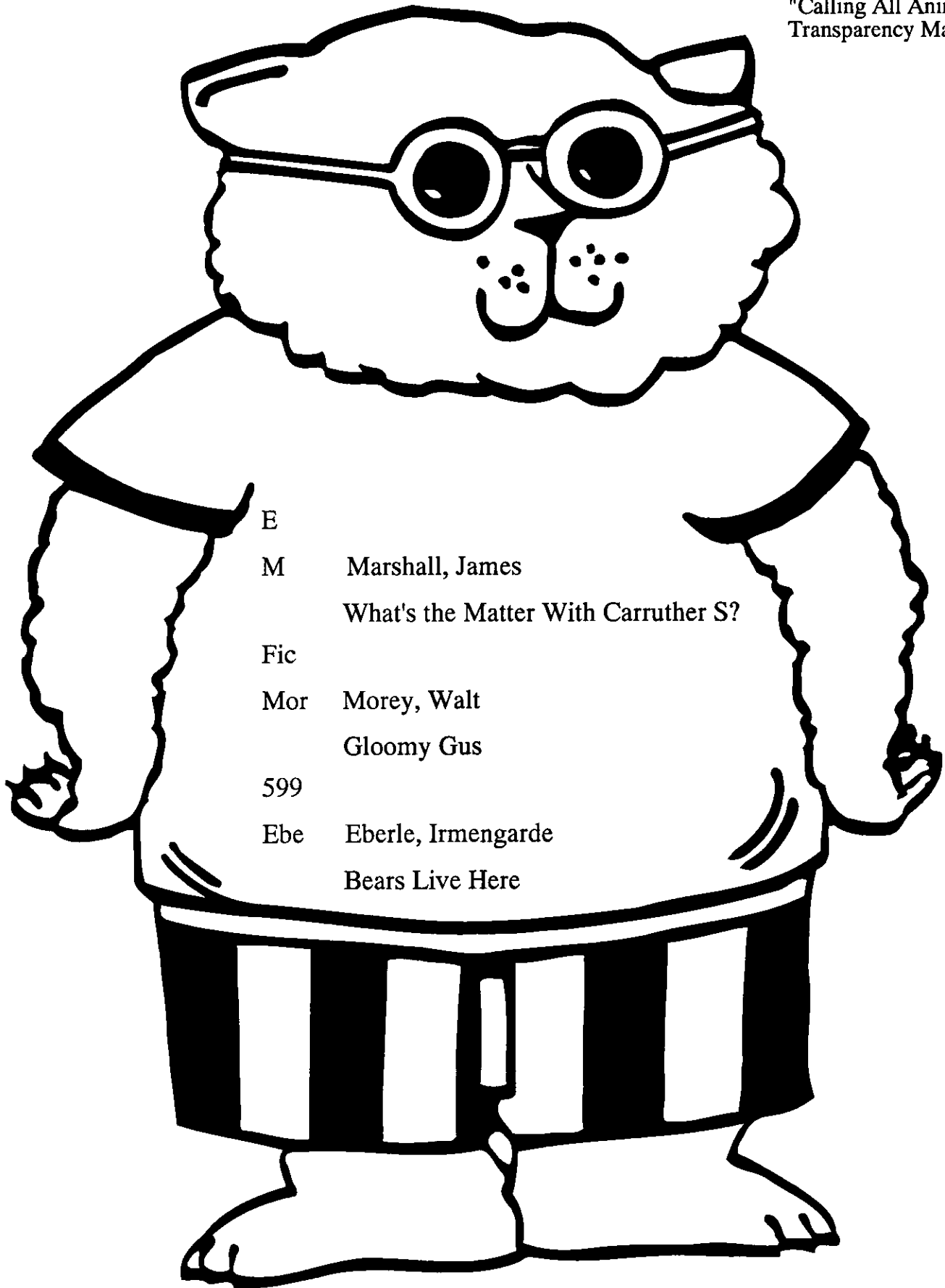
What's the matter with Carruther's?

BEARS - FICTION

Author

Subject

Title



E

M Marshall, James

What's the Matter With Carruther S?

Fic

Mor Morey, Walt

Gloomy Gus

599

Ebe Eberle, Irmengarde

Bears Live Here

CARAVANS
Animal Stories
Reinforcement Activity
"Calling All Animals"

CALLING ALL ANIMALS

Objective: Students will distinguish between fiction/nonfiction animal books and locate animal books by using author card.

Materials Needed:

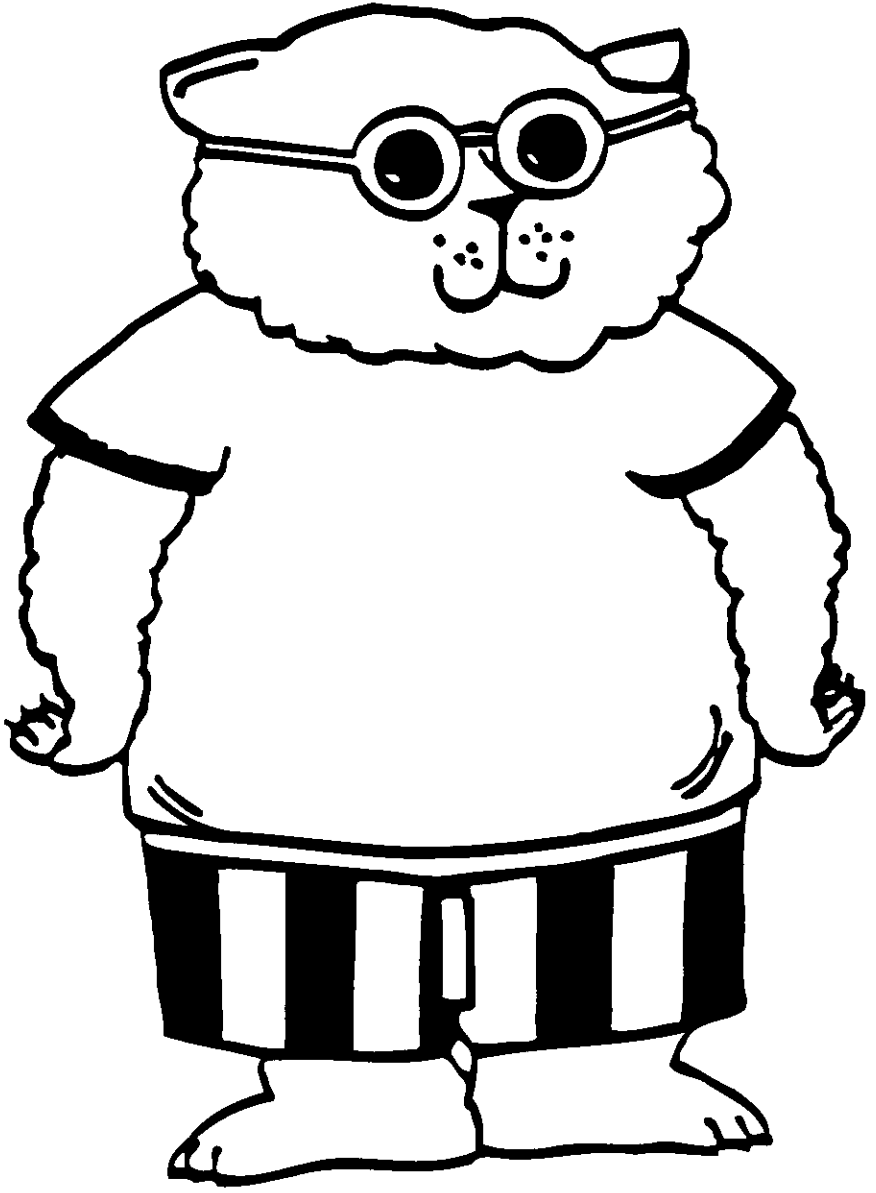
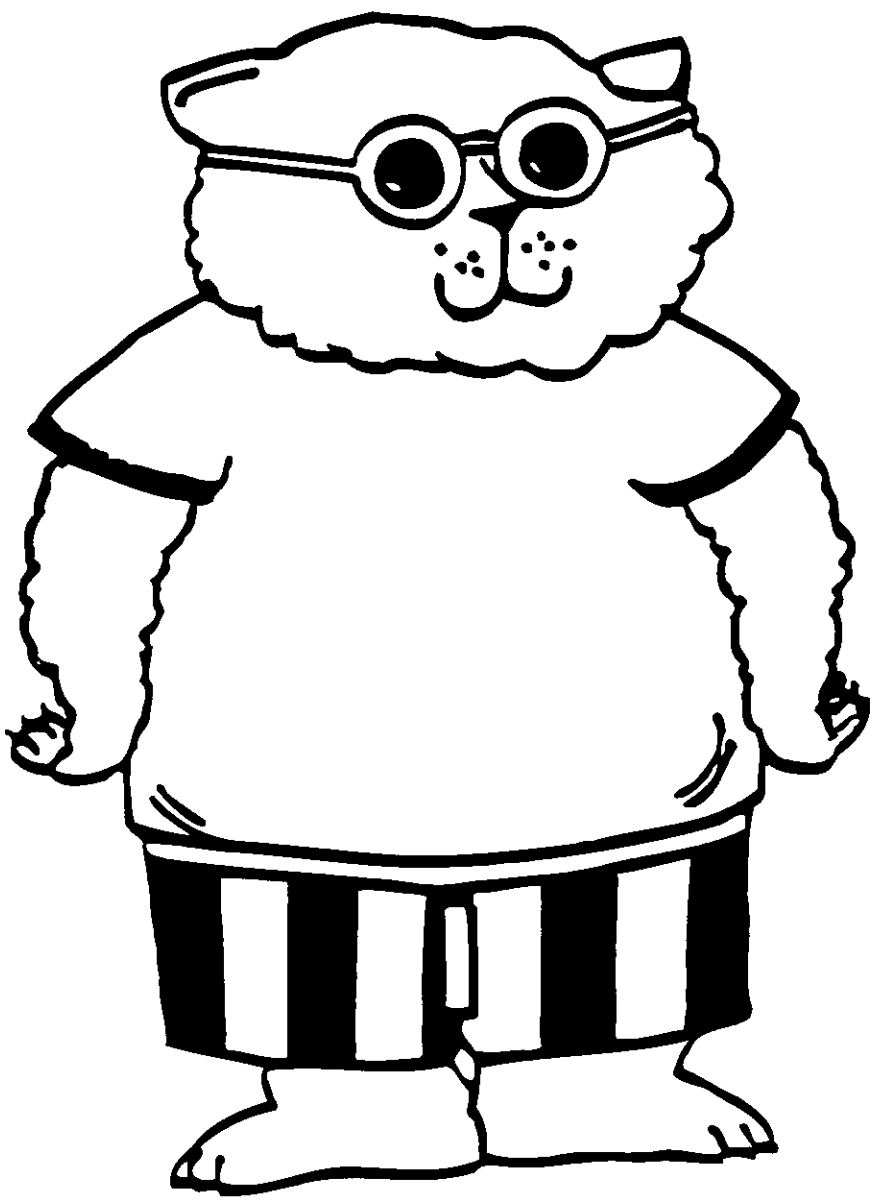
1. File folders
2. Colored paper
3. Laminating film

Instructions for Making Activity:

1. Copy the animal pictures found on the next page. (Make enough copies for each student in the group to have two or three animals.)
2. Type an author from a book in school's library media center on each. Number nonfiction items with odd numbers and fiction items with even numbers to make the activity self-checking.
3. Cut apart.
4. Glue or rubber cement pockets inside file folder.
 - a) one large pocket to hold all cards.
 - b) one labeled "fiction".
 - c) one labeled "nonfiction".
5. Laminate cards and folders.

Student Instructions for Using Activity:

1. Take the cards out of the big pocket.
2. Look at the author. Use the card catalog to locate the author card and write down the title and the call number.
3. Look at the call numbers. Put fiction call numbers in "Fiction" pocket. (Remember that easy books are considered fiction books.) Put nonfiction call number in "Nonfiction" pocket.
4. See answer keys on the back of the folder to check your answers.
5. Choose one easy book, one fiction book, and one nonfiction book. Go to the shelves and find your books.



**CARAVANS
Animal Stories
Reinforcement Activity
"Animal Search"**

ANIMAL SEARCH

Objective: Students will locate fiction and nonfiction animal books by using call number, author and title.

Materials Needed:

1. Colored paper

Instructions for Making Activity:

1. Copy the animal on colored paper.
2. Type a number, author and title on the back of each animal. (Be sure the books are in school's library media center.)

Student Instructions for Using Activity:

1. Ask students to locate book(s) by using call number, author and title.

CARAVANS
Animal Stories
Reinforcement Activity
"Animal Search" Game

Supplementary Bibliography
These books may be used for any of the games in this unit.

Easy

- Alexander, Martha. Bobo's Dream. Dial, 1970.
Bach, Alice. The Most Delicious Camping Trip Ever. Harper, 1976.
McCloskey, Robert. Blueberries for Sal. Viking, 1948.
Titus, Eve. Anatole and the Pied Piper. McGraw, 1979.

Fiction

- Bainden, Nina. The Peppermint Pig. Lippincott, 1975.
Bourne, Mariam, Anne. Raccoons Are for Loving. Random, 1968.
Cleary, Beverly. Ribsy. Morrow, 1964.
Gardiner, John Reynolds. Stone Fox. Crowell, 1980.
George, Jean Craighead. The Wounded Wolf. Harper, 1978.
Hader, Berta. Big Snow. Macmillan, 1976.
Lawson, Robert. Rabbit Hill. Viking, 1972.
Minarik, Else Holmelund. A Kiss for Little Bear. Harper, 1968.
Oakley, Graham. The Church Mice Spread Their Wings. Macmillan, 1975.
Sachs, Marilyn. The Bears' House. Doubleday, 1971.
Stolz, Mary. Emmett's Pig. Harper, 1959.
Wahl, Jan. A Wolf of My Own. Macmillan, 1969.
Wallace, Bill. A Dog Called Kitty. Holiday, 1980.

CARAVANS
Animal Stories
Reinforcement Activity
"Animal Search" Game

Supplementary Bibliography
These books may be used with any of the games in this unit.

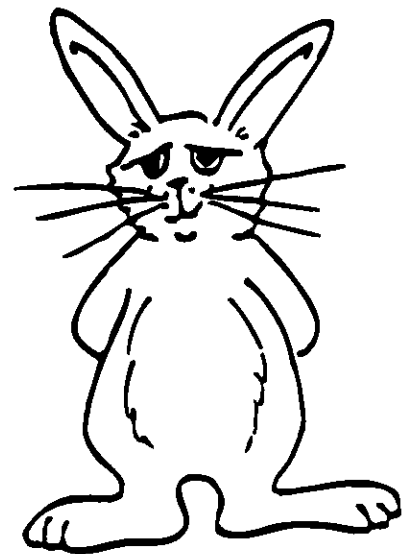
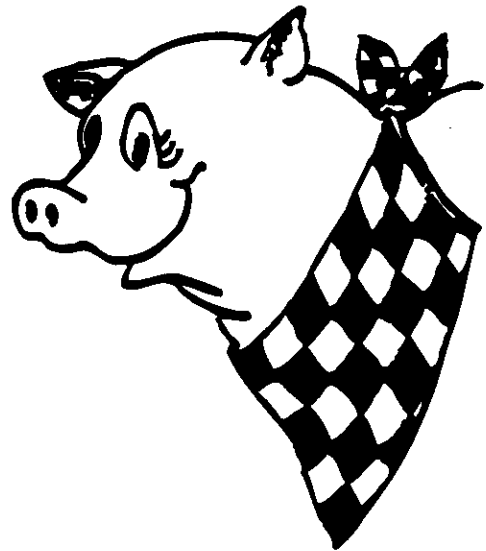
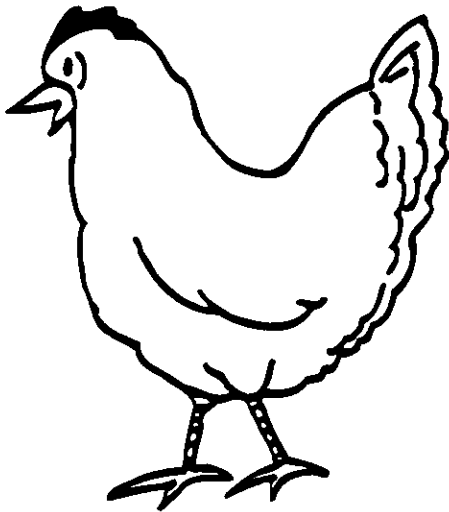
Nonfiction

- Branley, Franklyn. Big Tracks, Little Tracks. Crowell, 1969.
- Cartwright, Sally. Animal Homes. Coward, 1973.
- Fish, Enrica. The Cat In Art. Lerner, 1970.
- Fisher, Aileen. Feathered Ones and Furry. Crowell, 1971.
- Henry, Marguerite. Album of Horses. Macmillan, 1951.
- Hunt, Patricia. Koalas. Dodd, 1980.
- Reit, Seymour. Animals Around My Block. McGraw-Hill, 1970.
- Venino, Suzanne. Amazing Animal Groups. National Geographic, 1981.

STUDENT INSTRUCTIONS:

1. LOCATE BOOKS BY USING THE CALL NUMBER,
AUTHOR, AND TITLE PRINTED ON THE
BACK OF THE CARDS.

ANIMAL SEARCH



CARAVANS
Animal Stories
Reinforcement Activity
"Card Catalog Guide Letters"

CARD CATALOG GUIDE LETTERS

Objective: Students will identify the guide letters between which a given subject would be located in the card catalog drawers.

Materials Needed:

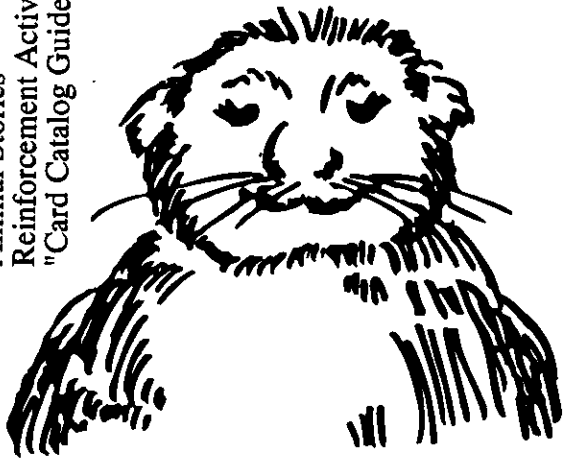
1. File folders (enough for each student in the group)
2. Felt tip markers

Instructions for Making Activity:

1. Make the guide letters match those on school's library media center card catalog.
2. Color the animals or copy them on colored paper.
3. Cut out each part and arrange attractively on the folder.
 - a) The card catalog should be on the top of the folder.
 - b) The words should be at the bottom.
4. Laminate the folders.

Student Instructions for Using Activity:

1. Choose the correct card catalog drawer for each card.
2. Write the number of the drawer on the line.



DUCK _____

DOG _____

BAT _____

MOUSE _____

PIG _____

TIGER _____

BEAR _____

WHALE _____

ELEPHANT _____

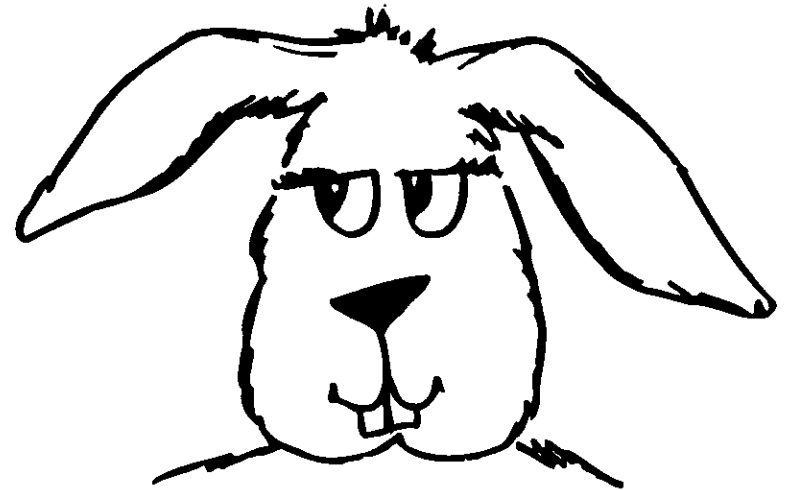
OWL _____

TURTLE _____

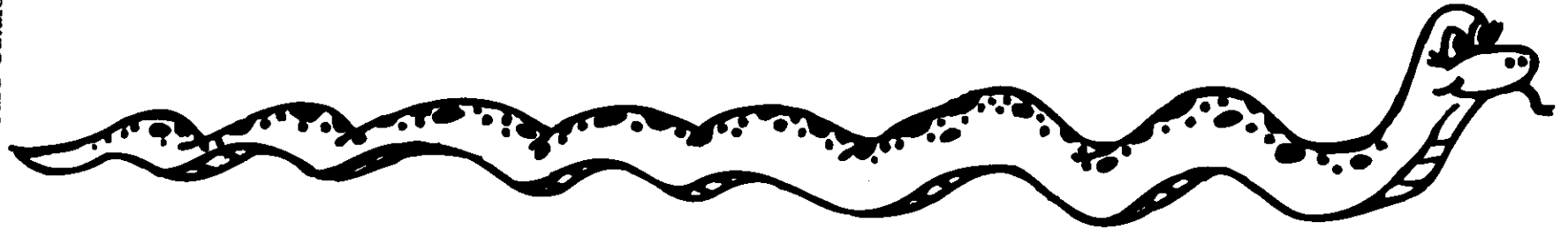
HORSE _____

INSTRUCTIONS:

1. Choose the correct card catalog drawer for each word.
2. Write the number of the drawer on the line by the word.



CARD CATALOG GUIDE LETTERS



1	5	9
2	6	10
3	7	11
4	8	12

13	17	21
14	18	22
15	19	23
16	20	24

CARAVANS
Animal Stories
Reinforcement Activity
"Card Catalog Treasures"

CARD CATALOG TREASURES

Objective: Students will identify the guide letters between which a given subject would be located in the card catalog drawers.

Materials Needed:

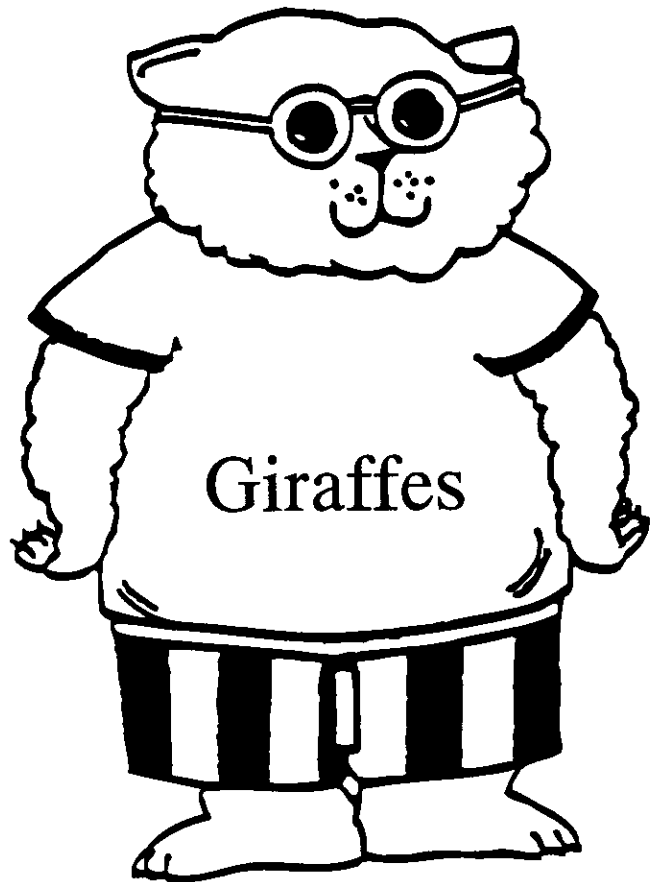
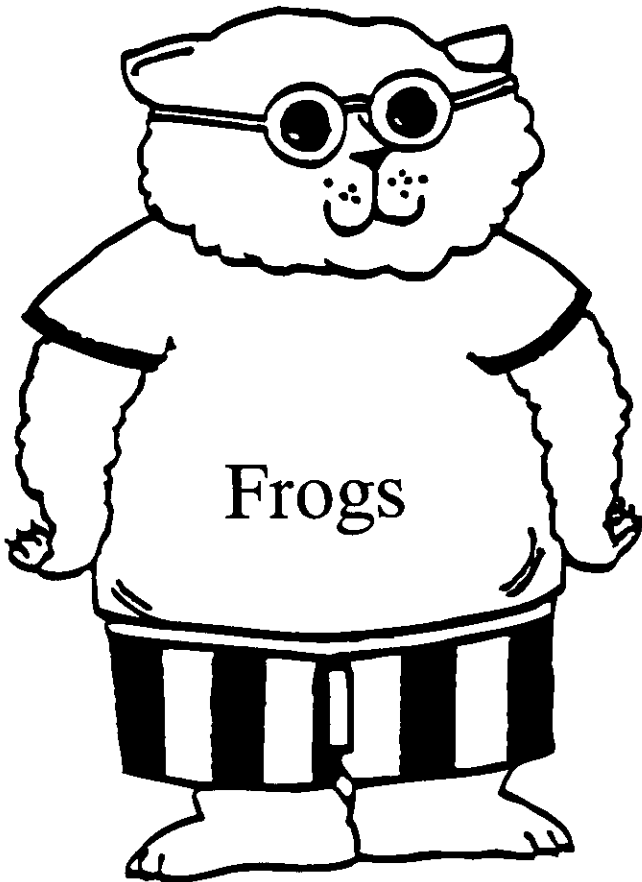
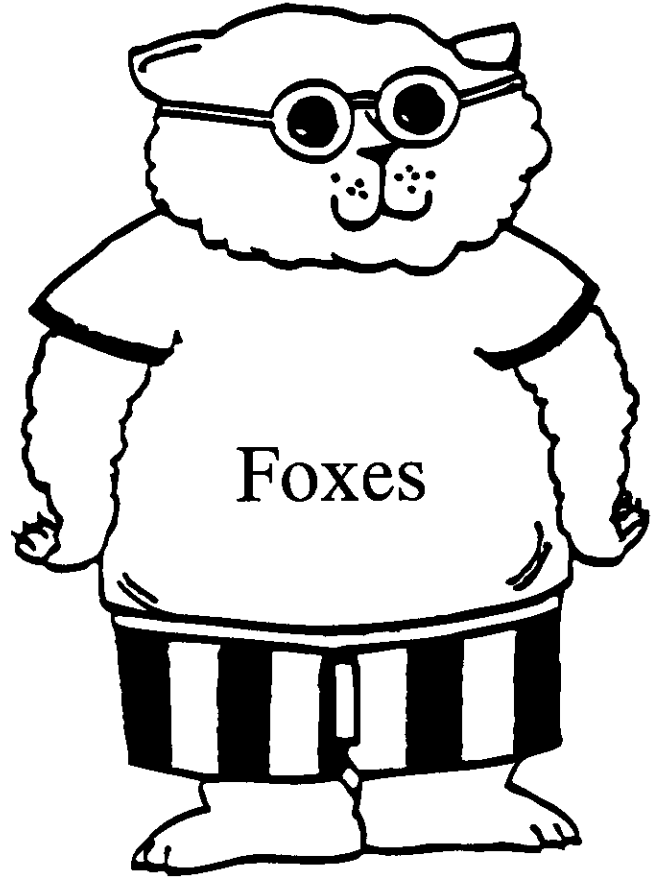
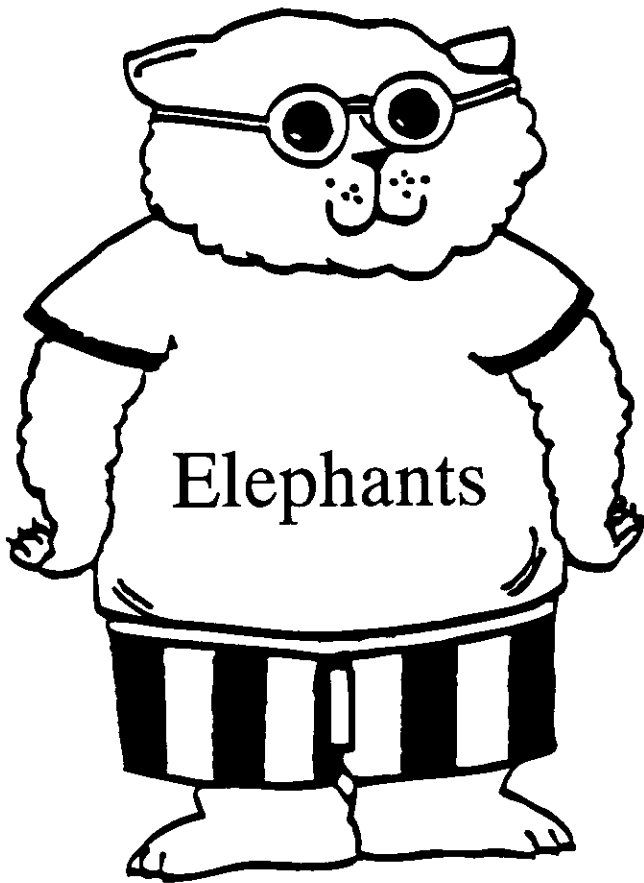
1. Colored paper
2. Laminating film

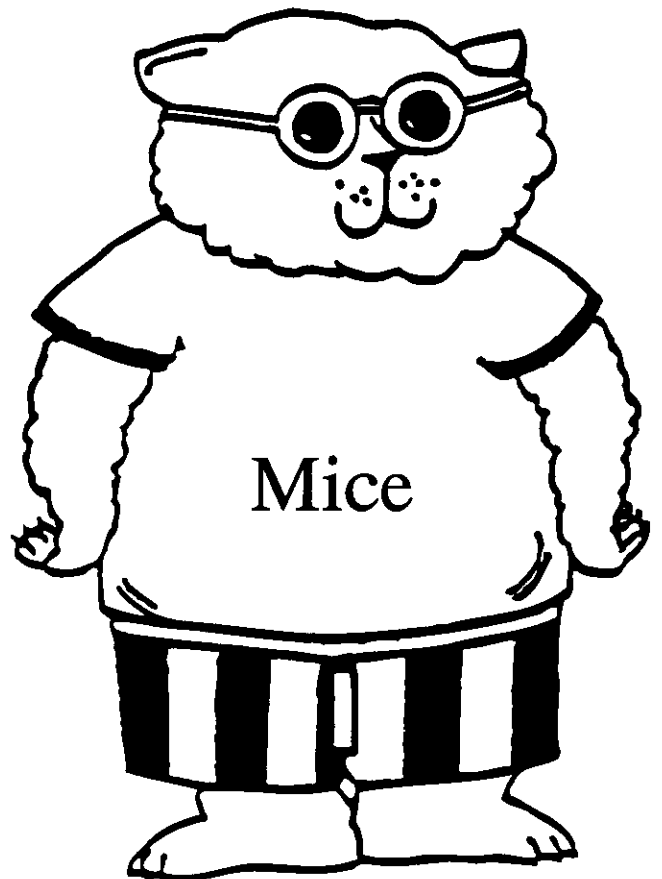
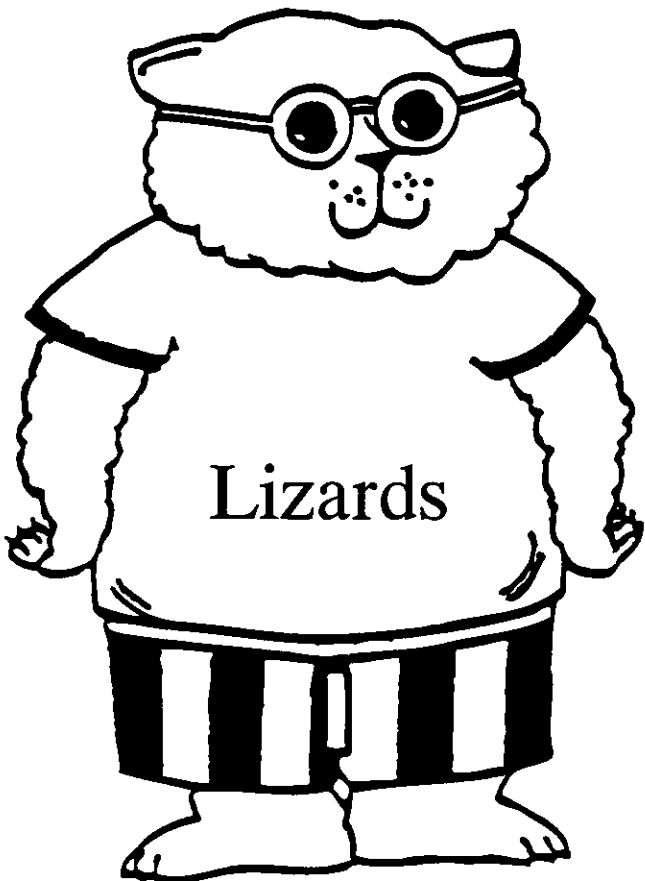
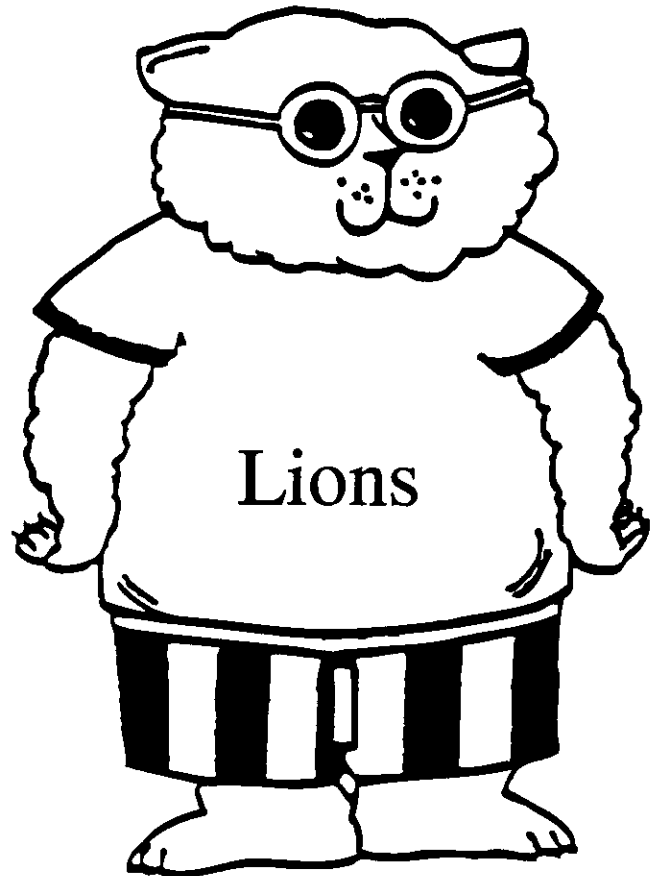
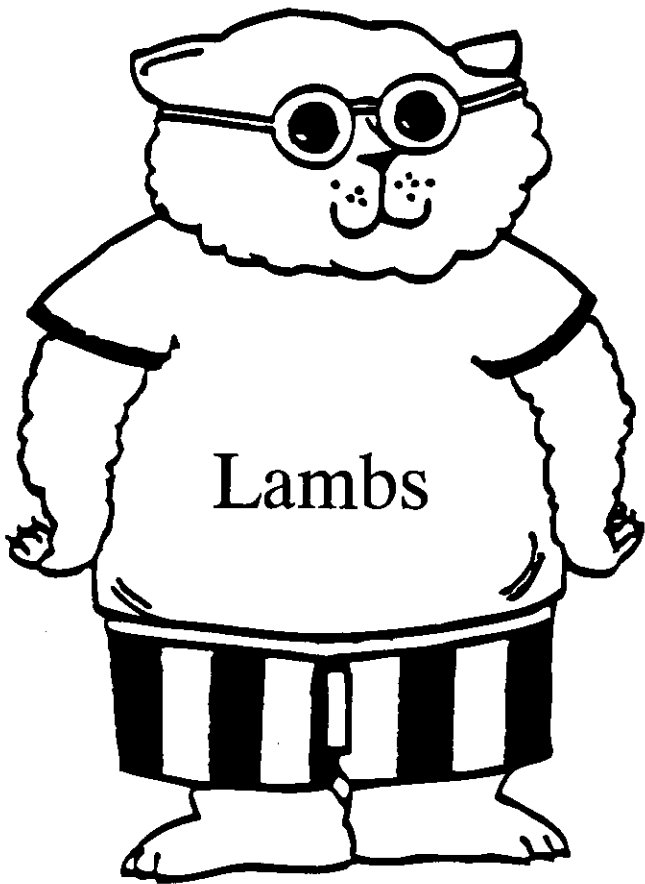
Instructions for Making Activity:

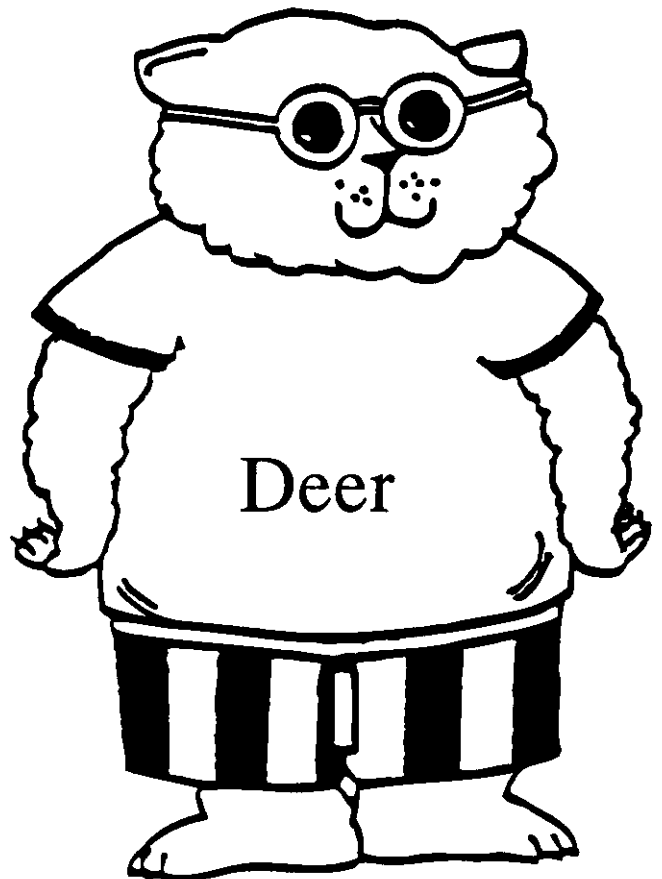
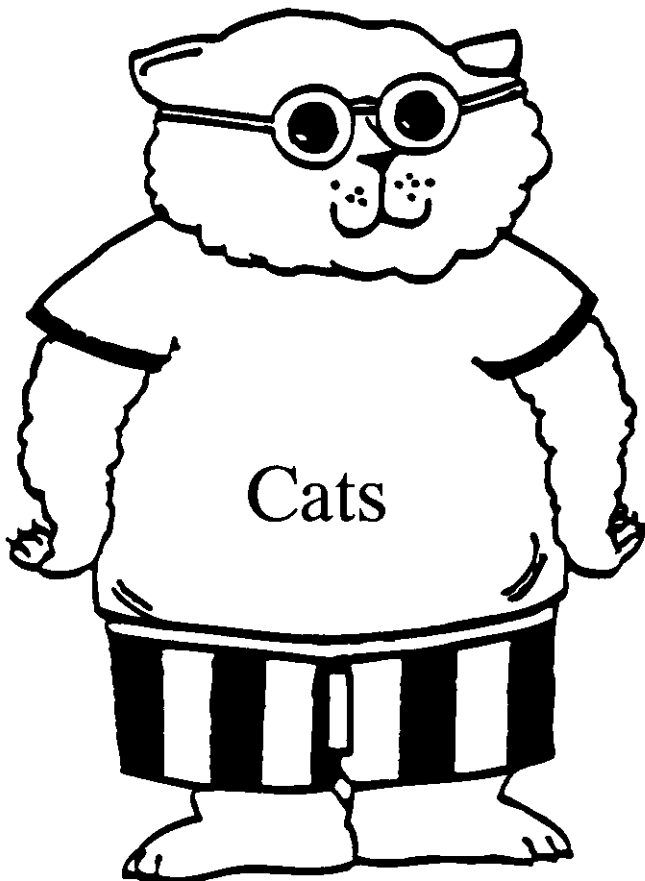
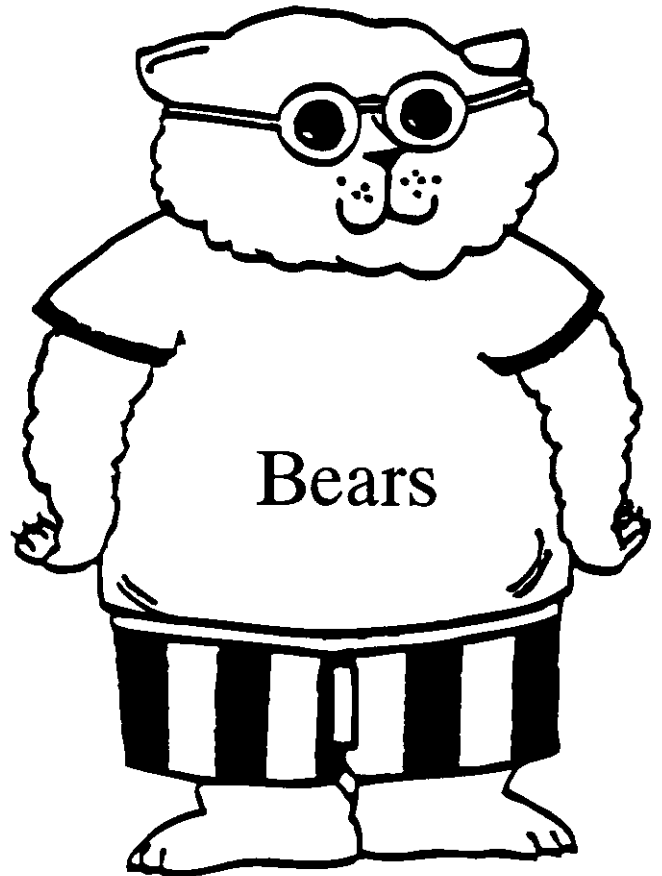
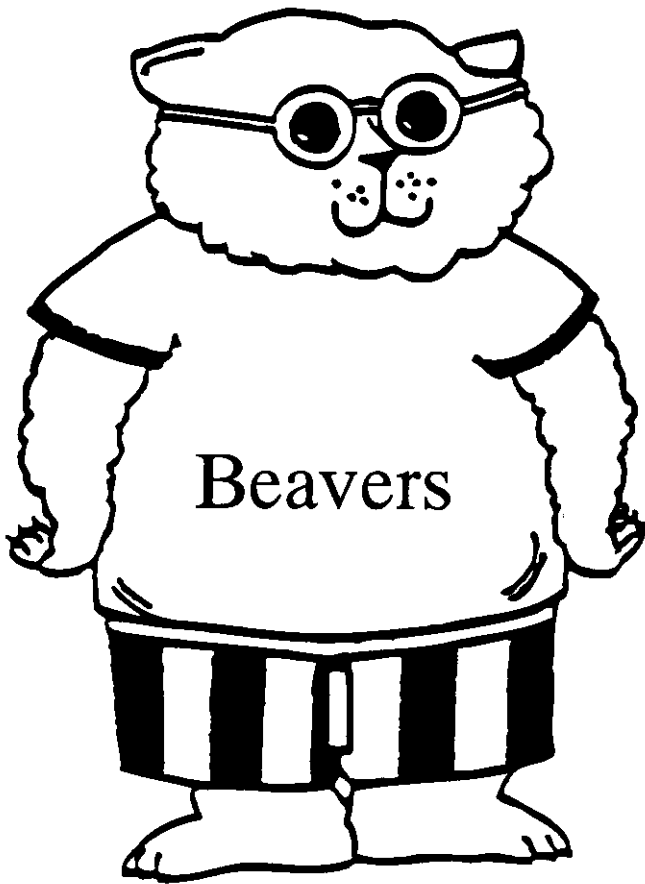
1. Copy the attached sheets on colored paper.
2. Cut out and laminate each game card.

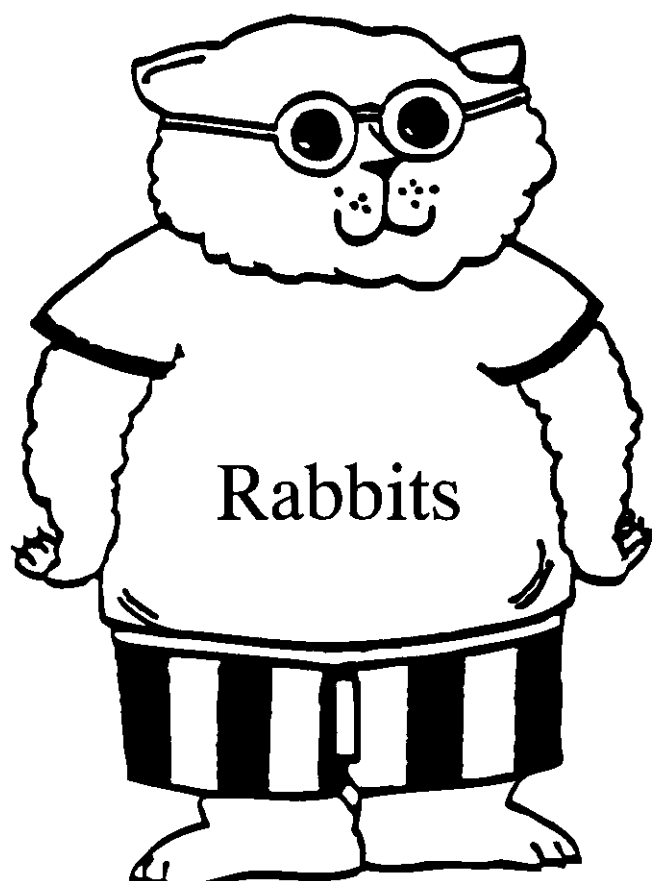
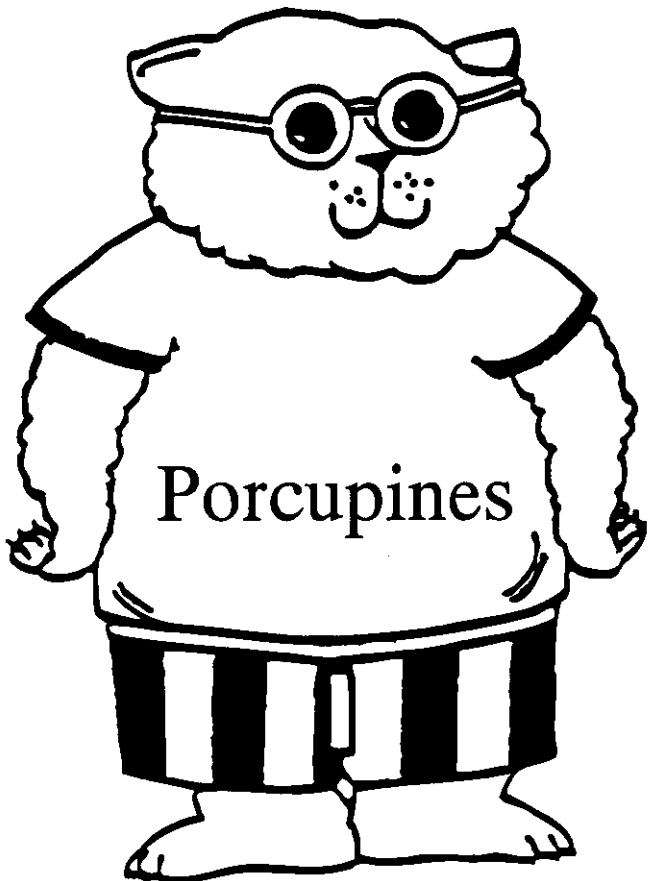
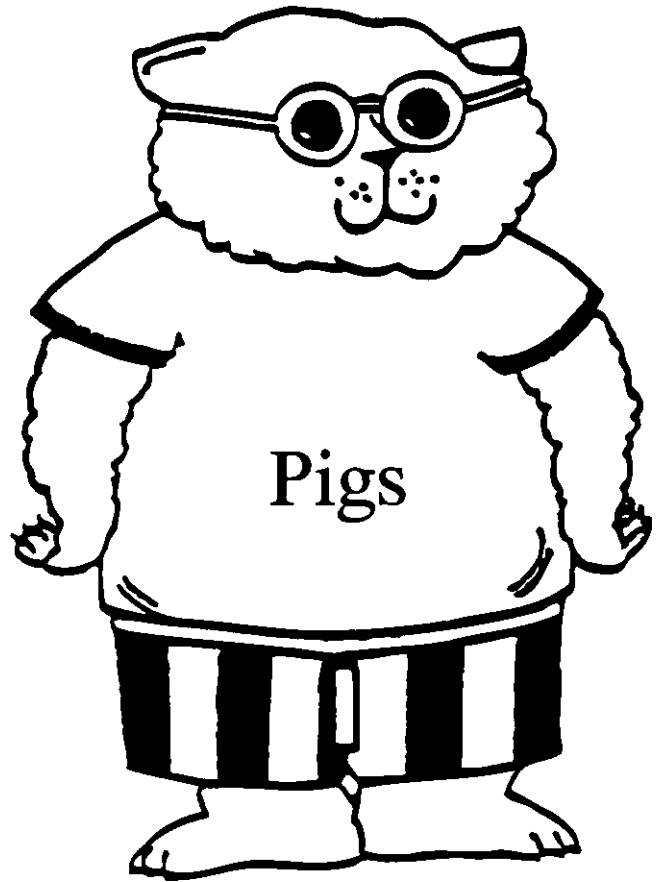
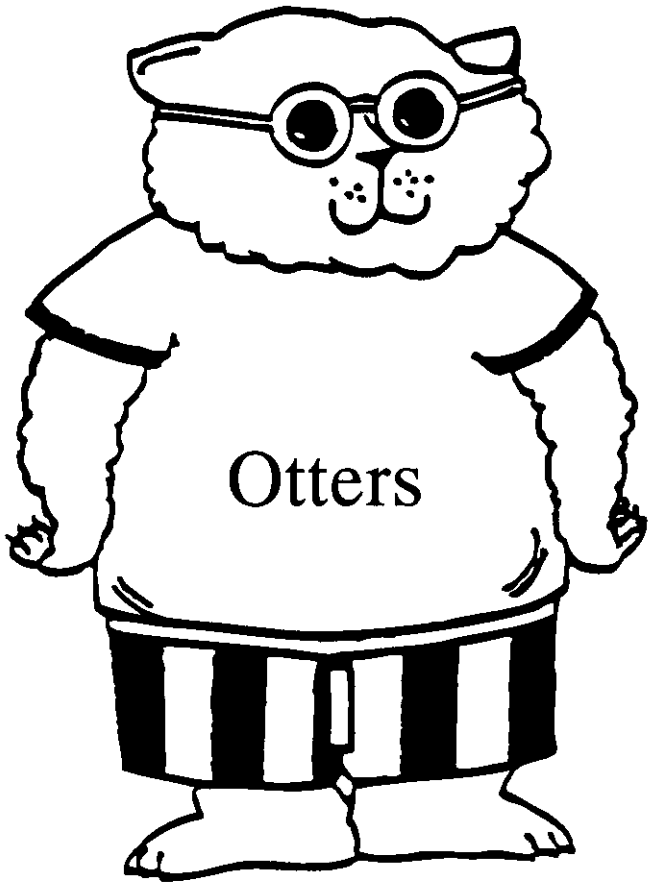
Student Instructions for Using Activity:

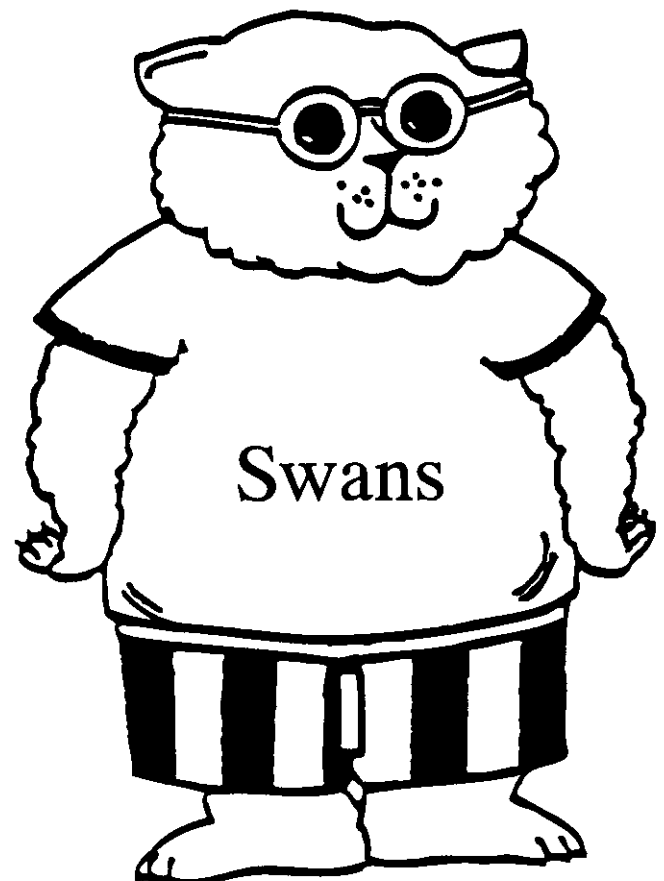
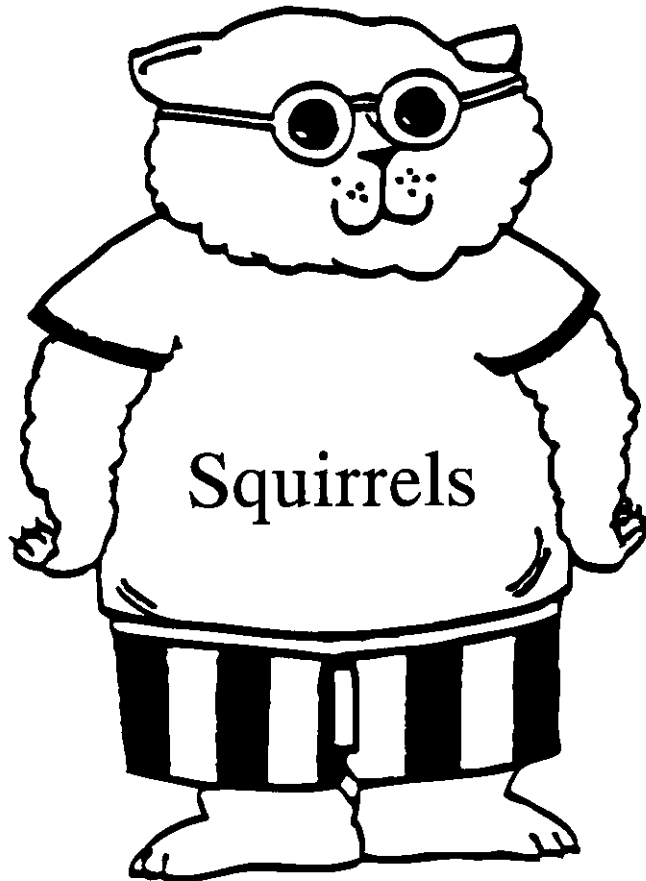
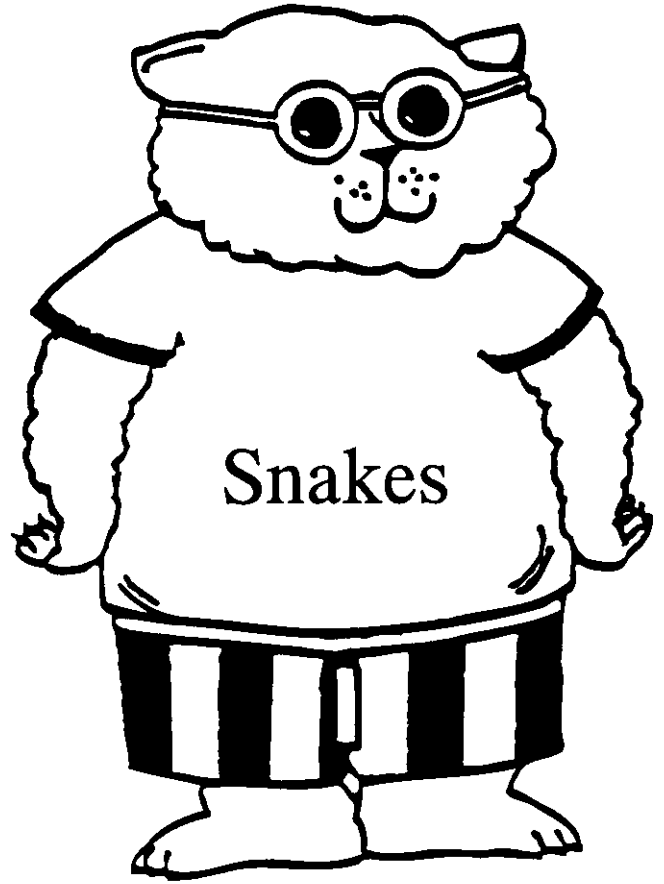
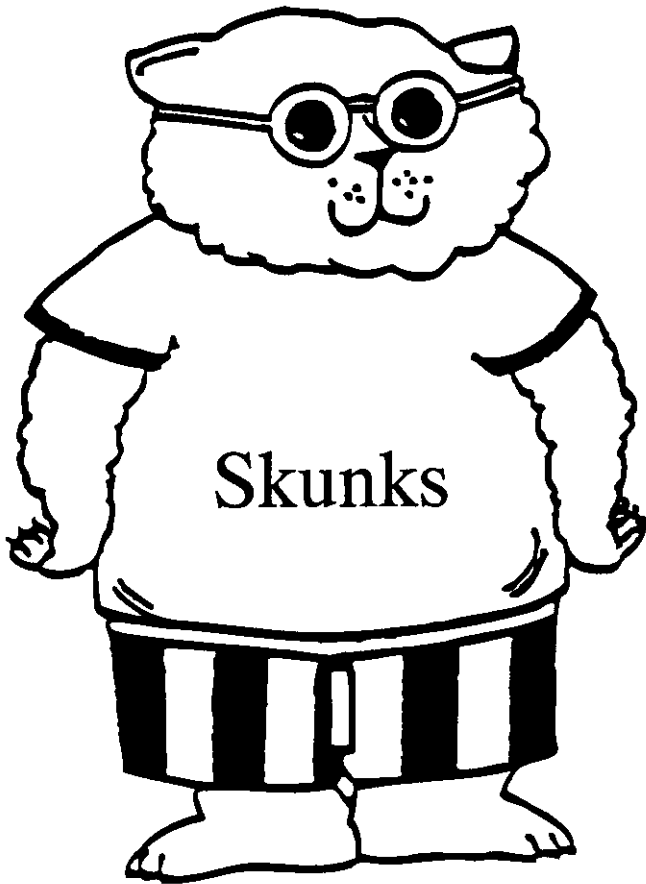
1. Look at the word on your "animal".
2. Decide which drawer of the card catalog you would need to find your word.
3. Bring the drawer to your library media specialist.

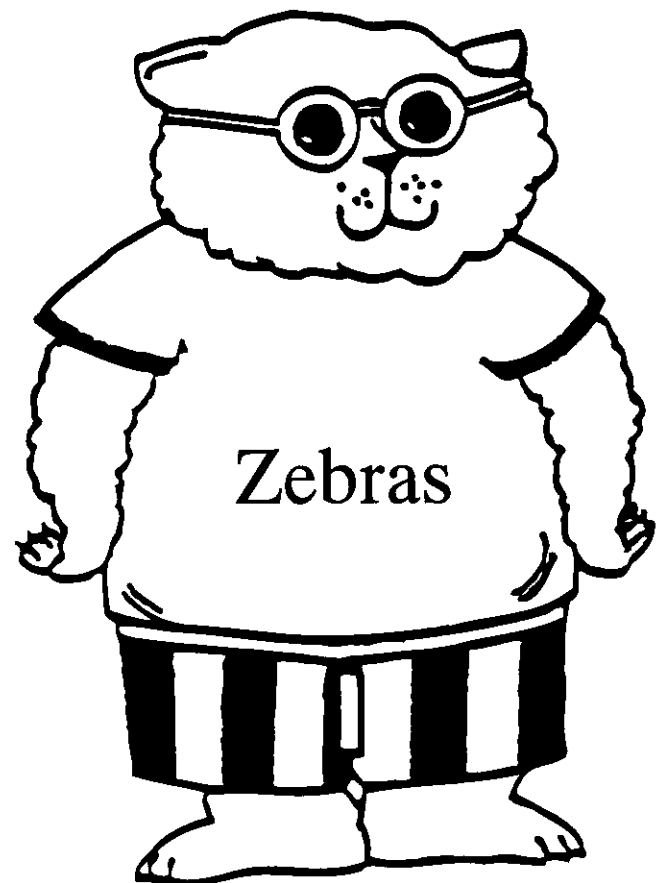
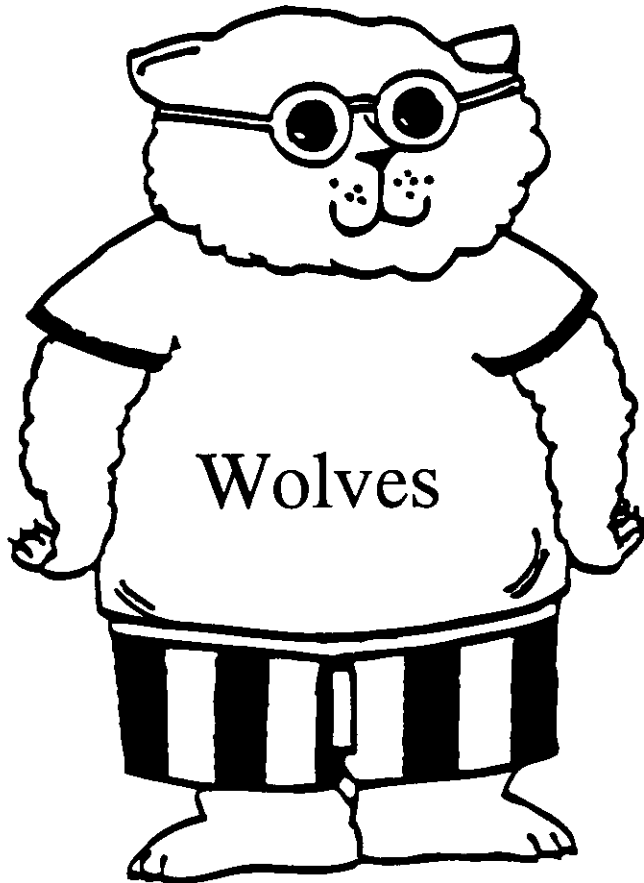
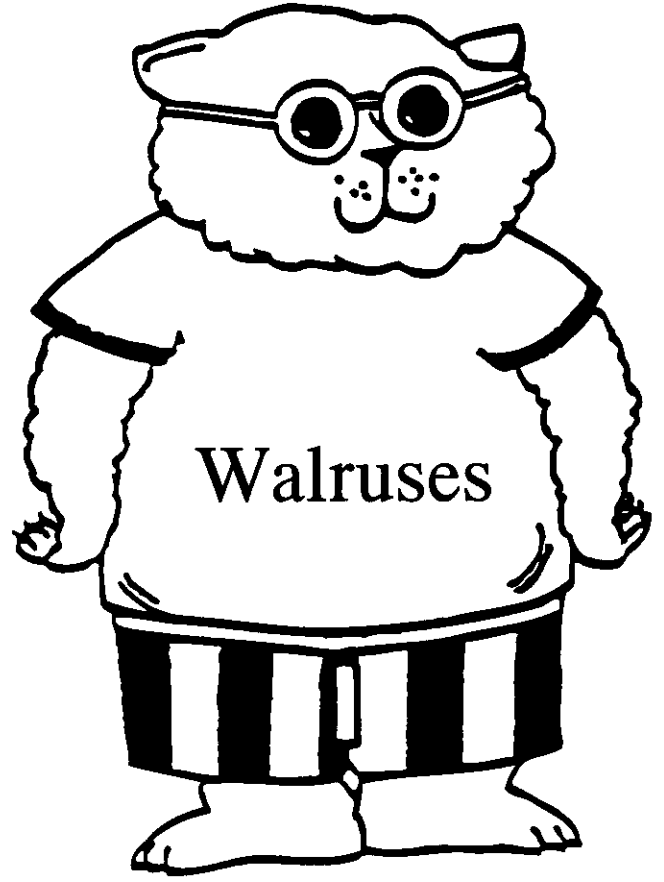
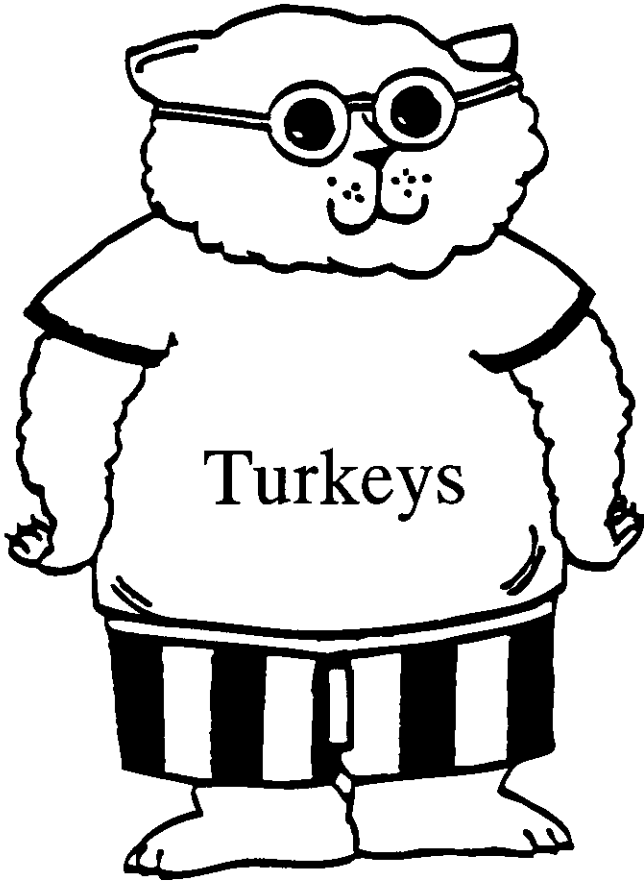












**CARAVANS
Animal Stories
Reinforcement Activity
"Card Catalog Treasures"**

CARD CATALOG TREASURES

Objective: Students will identify the guide letters between which a given subject would be located in the card catalog drawers.

Materials Needed:

1. Colored paper
2. Laminating film

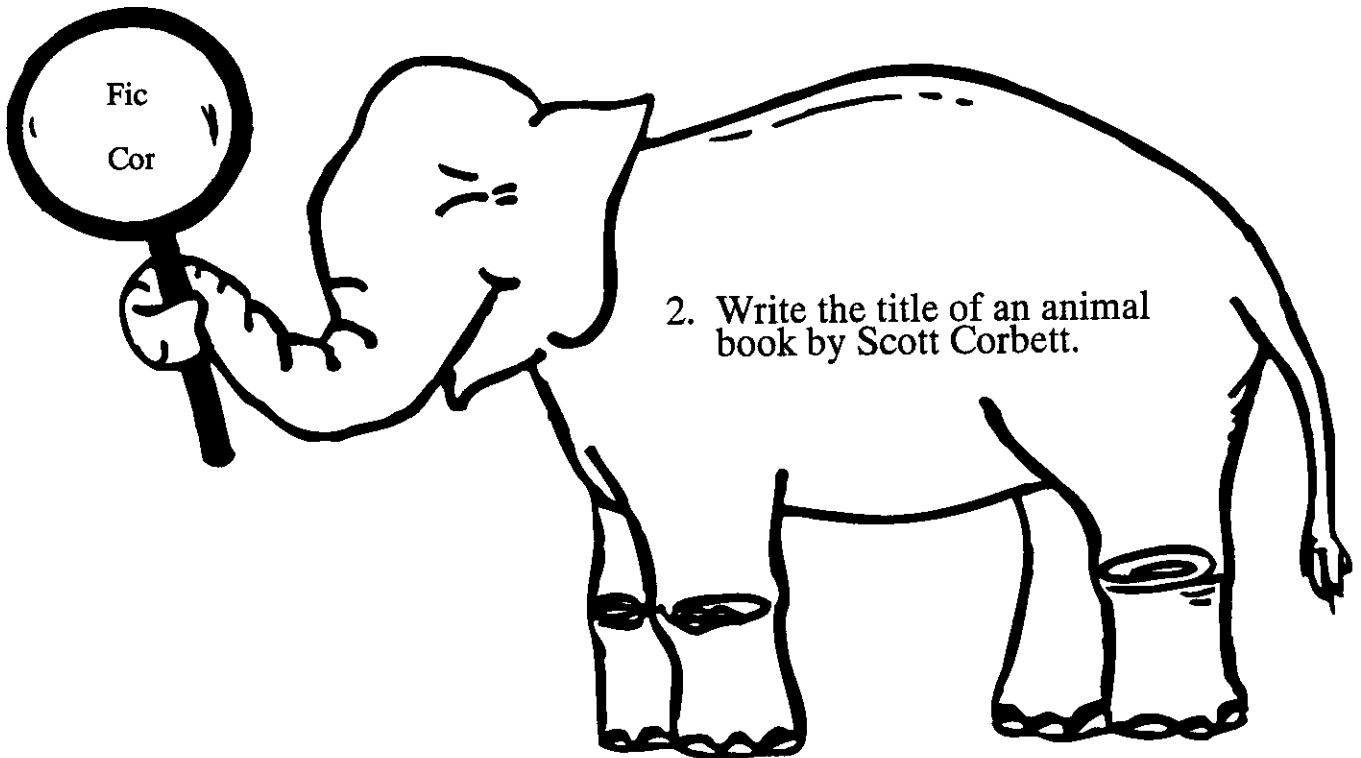
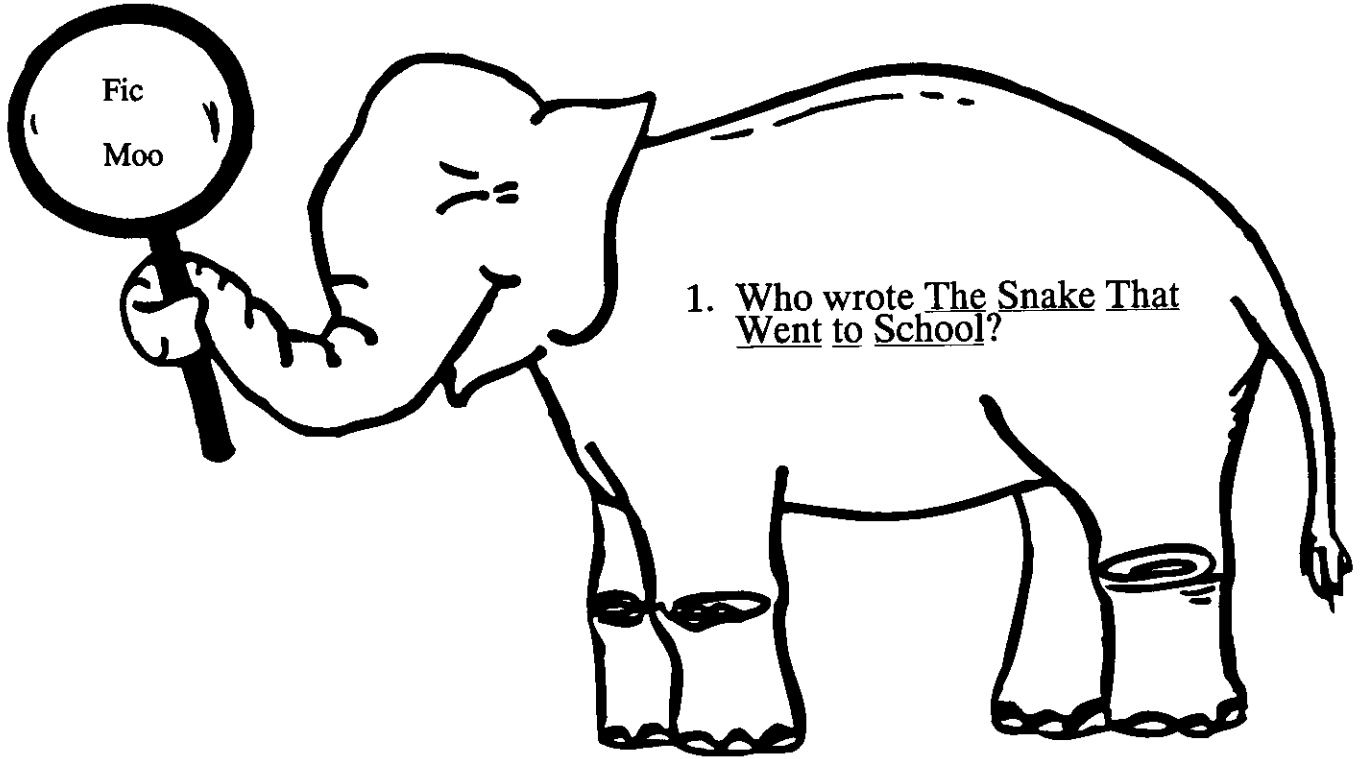
Instructions for Making Activity:

1. Copy the attached sheets on colored paper.
2. Cut out and laminate each game card.

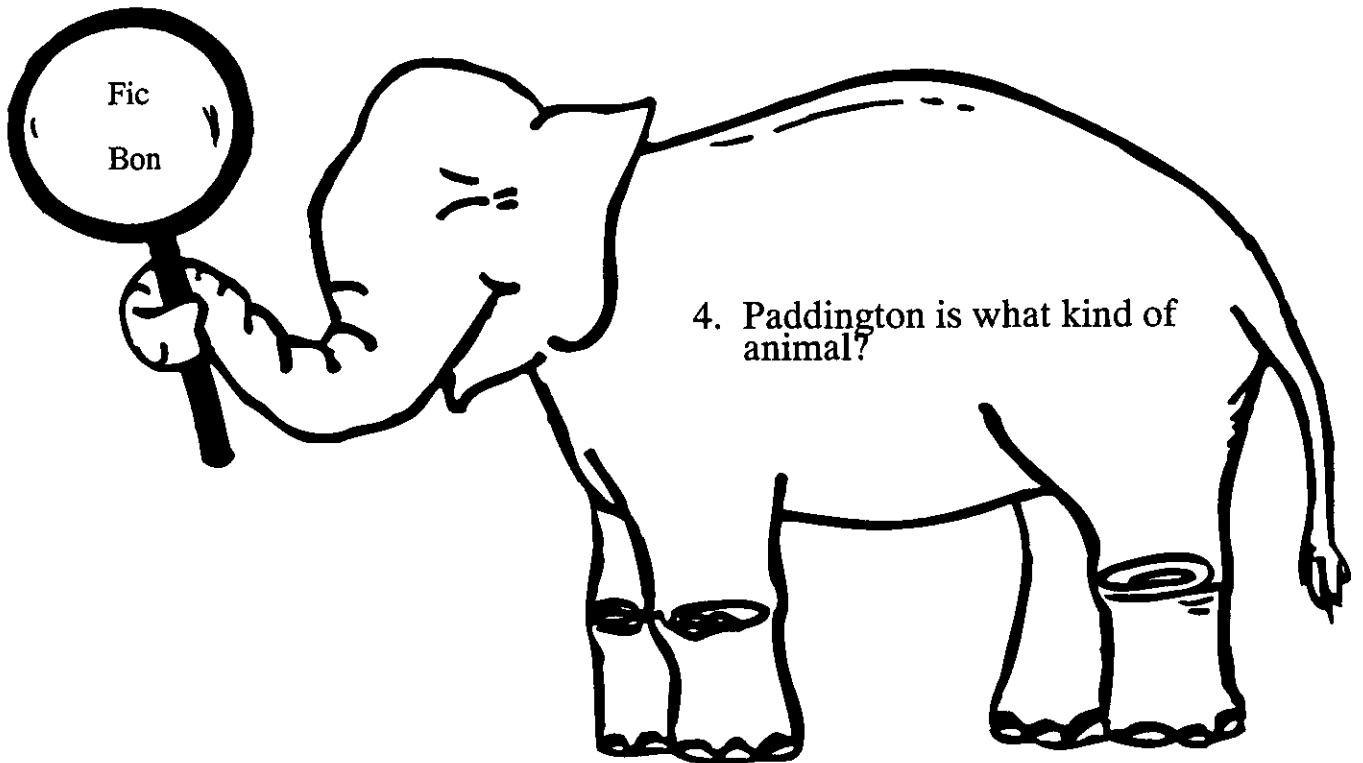
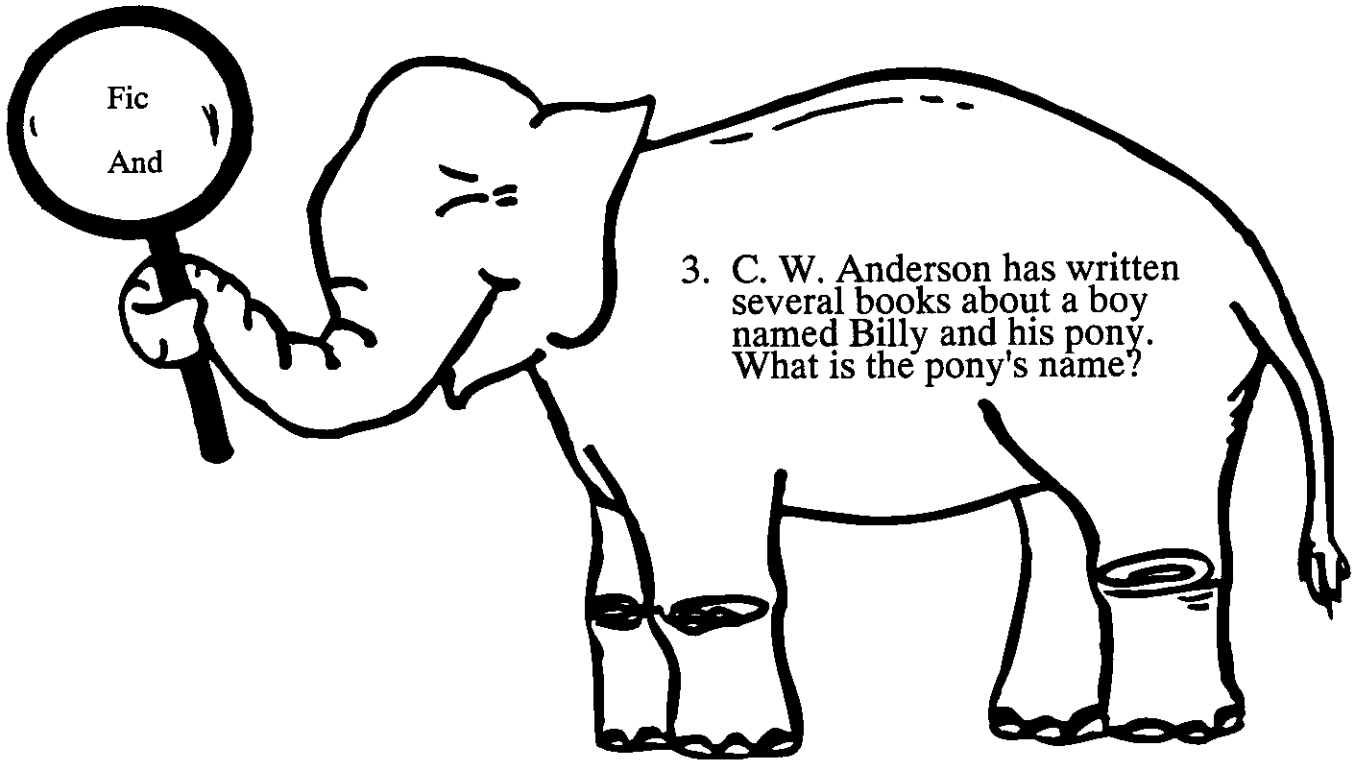
Student Instructions for Using Activity:

1. Look at the word on your "animal".
2. Decide which drawer of the card catalog you would need to find your word.
3. Bring the drawer to your library media specialist.

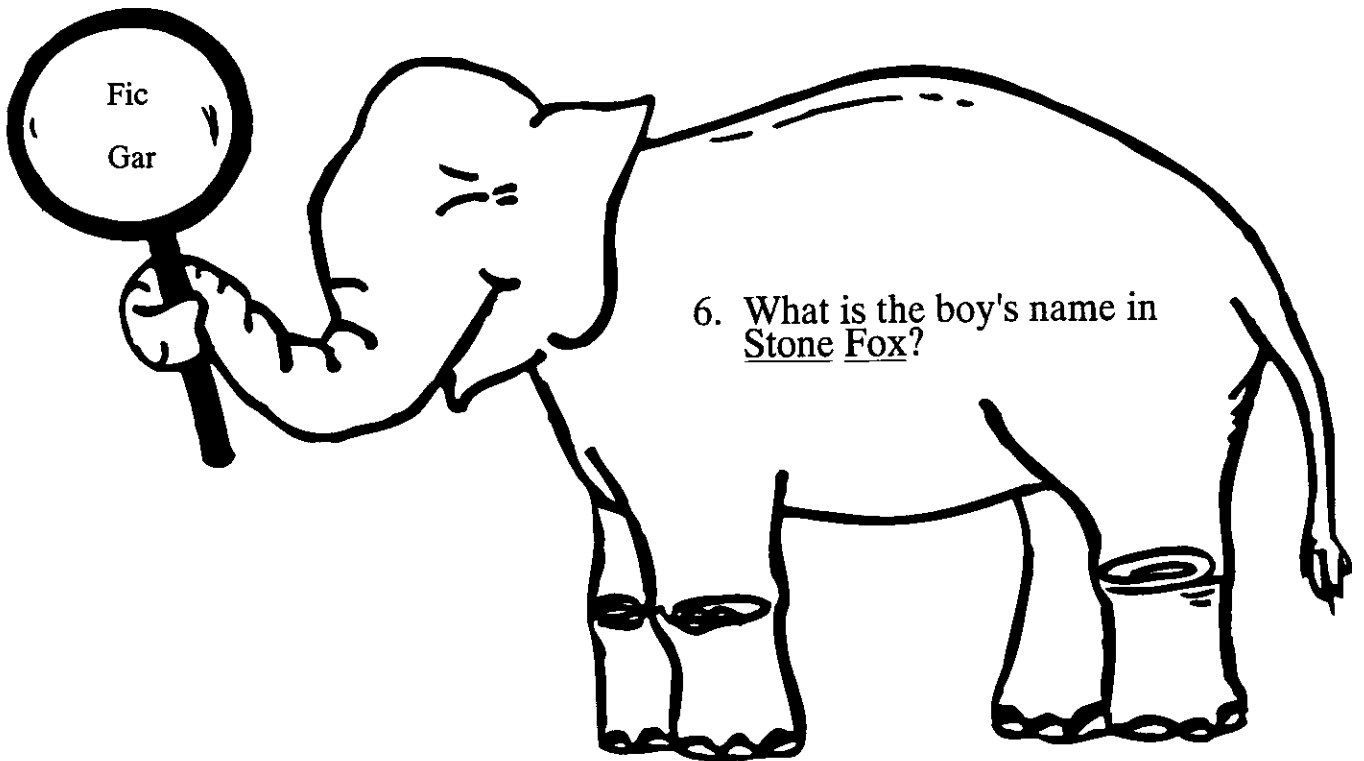
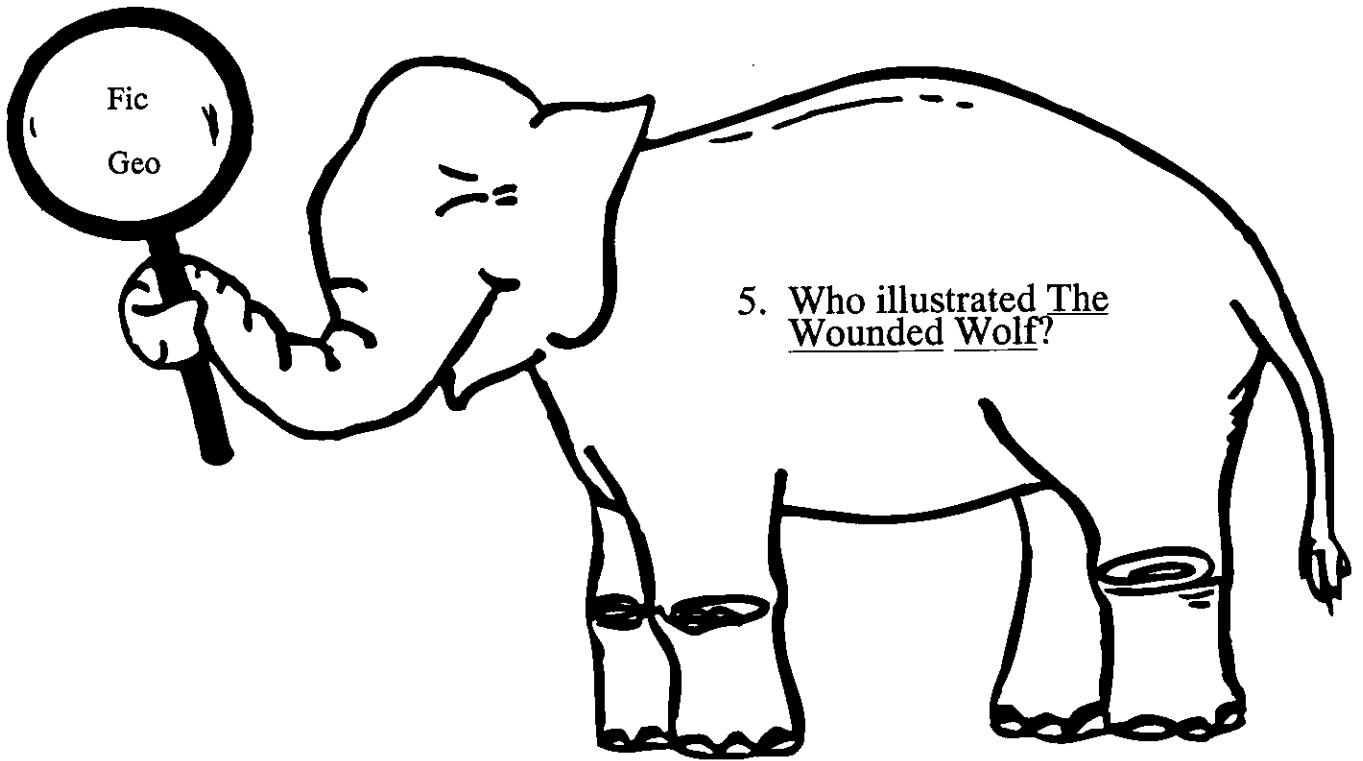
"Elephant Clue"



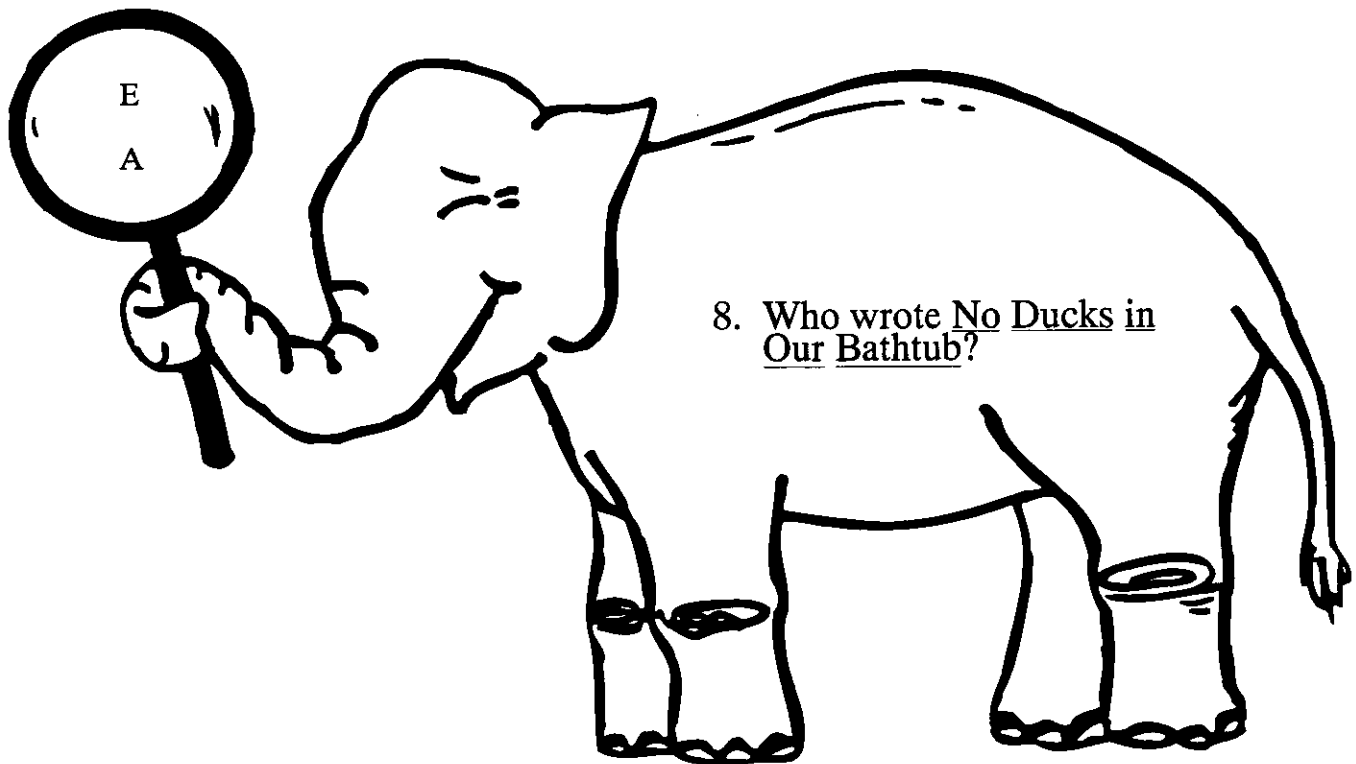
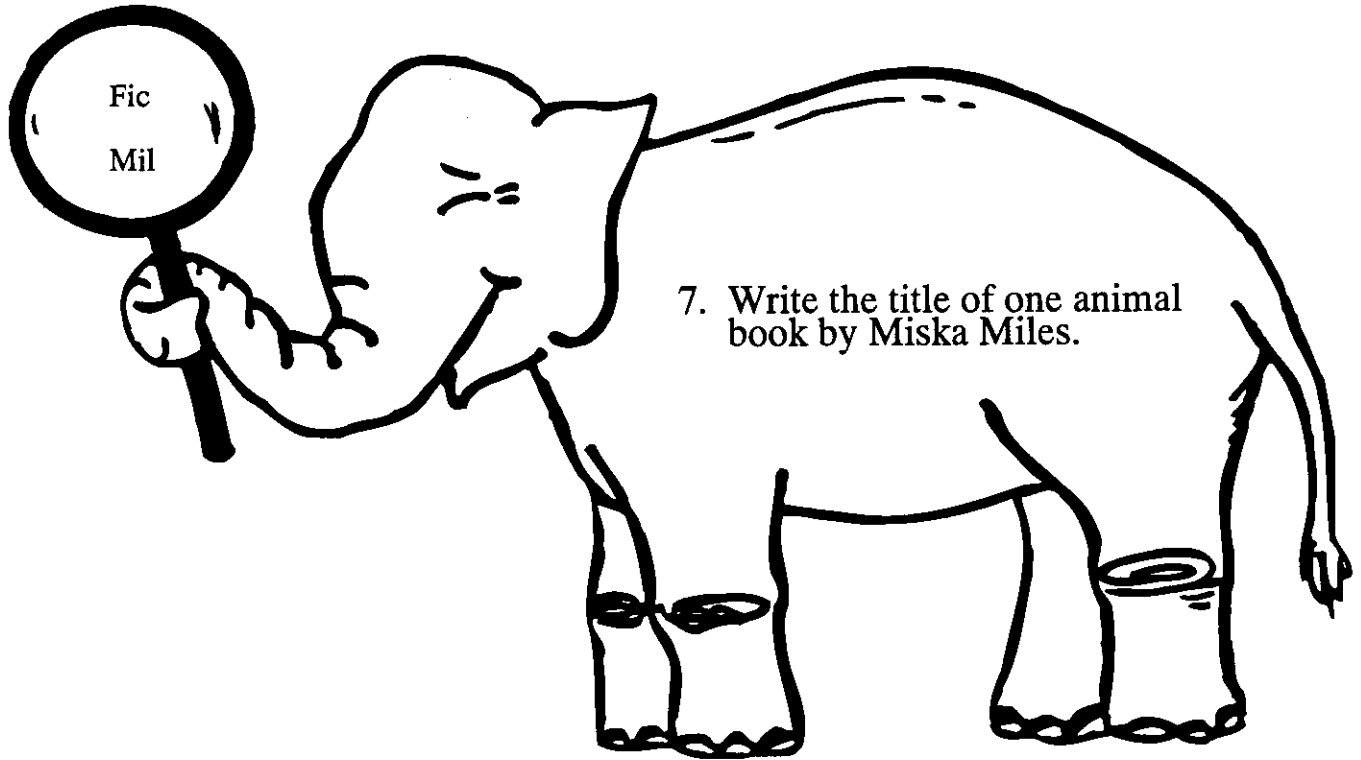
"Elephant Clue"



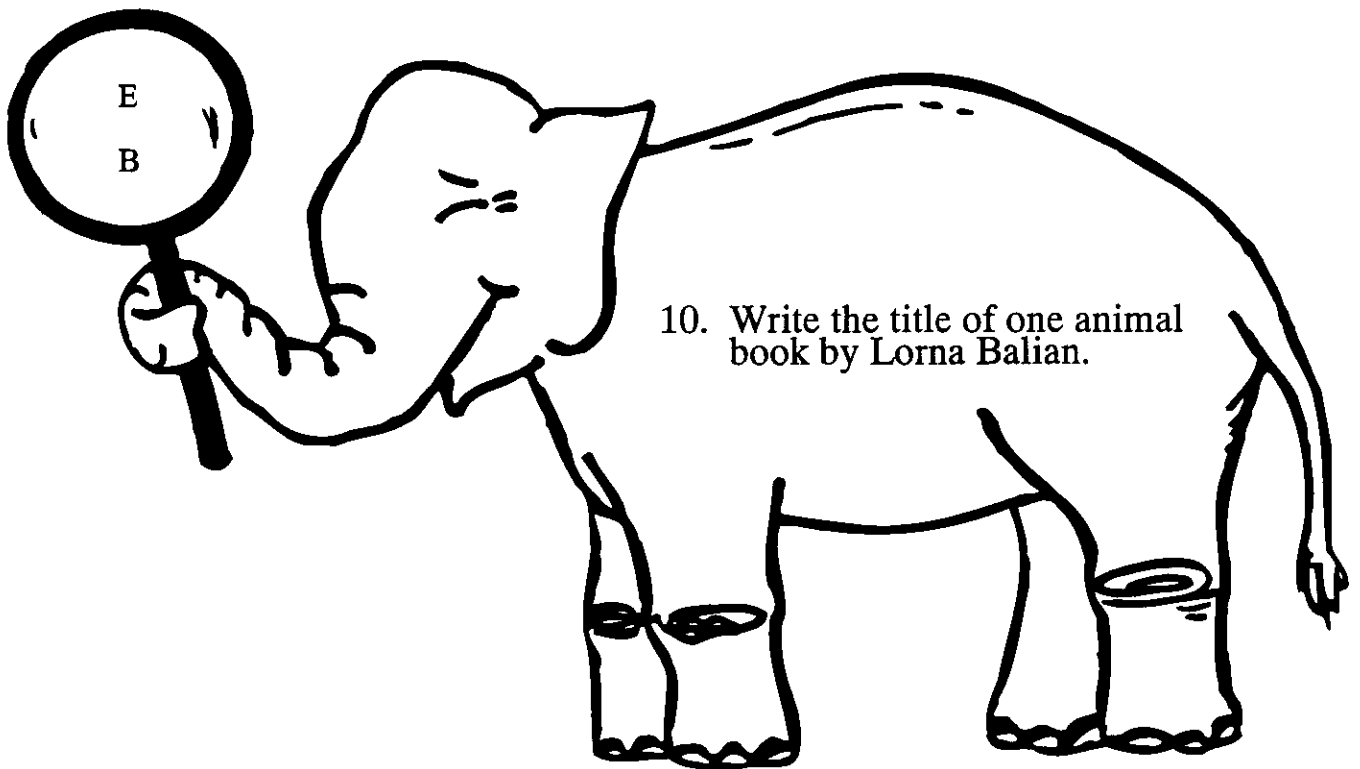
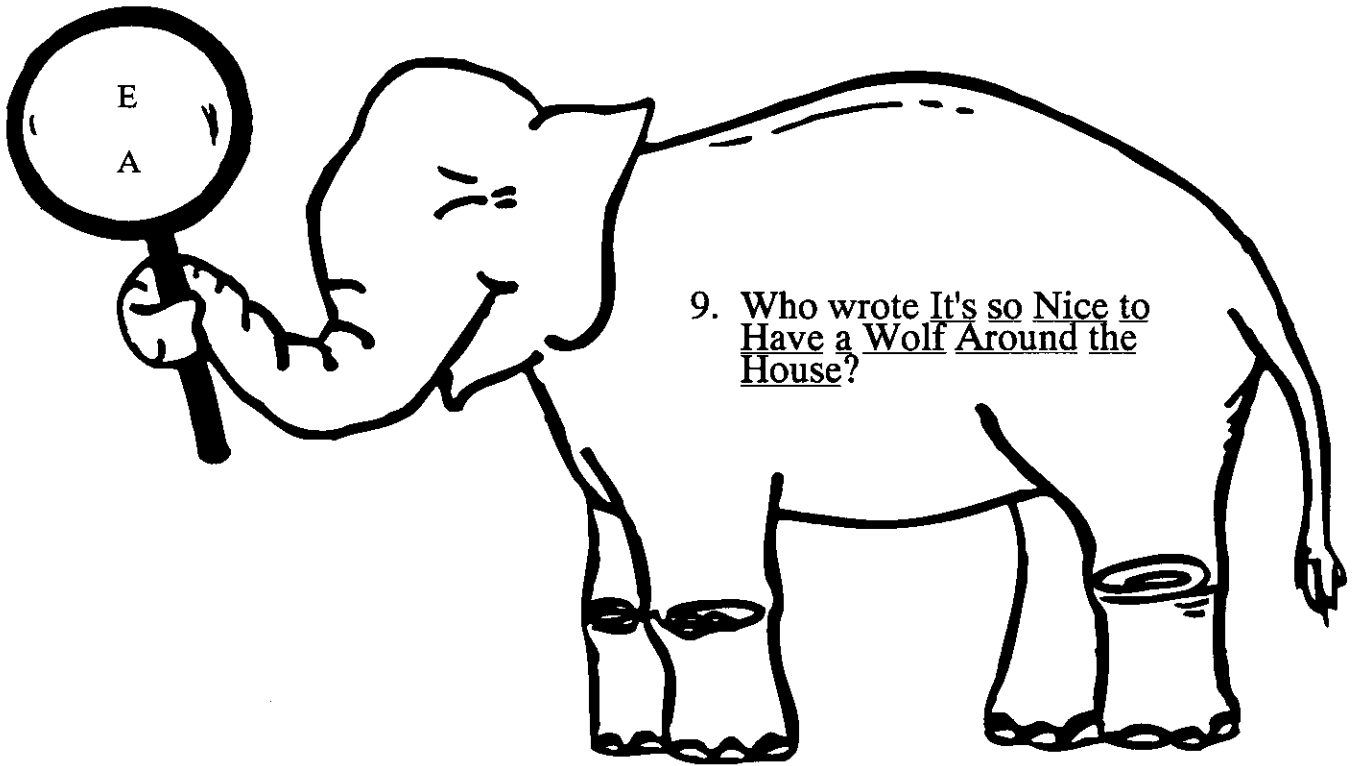
"Elephant Clue"



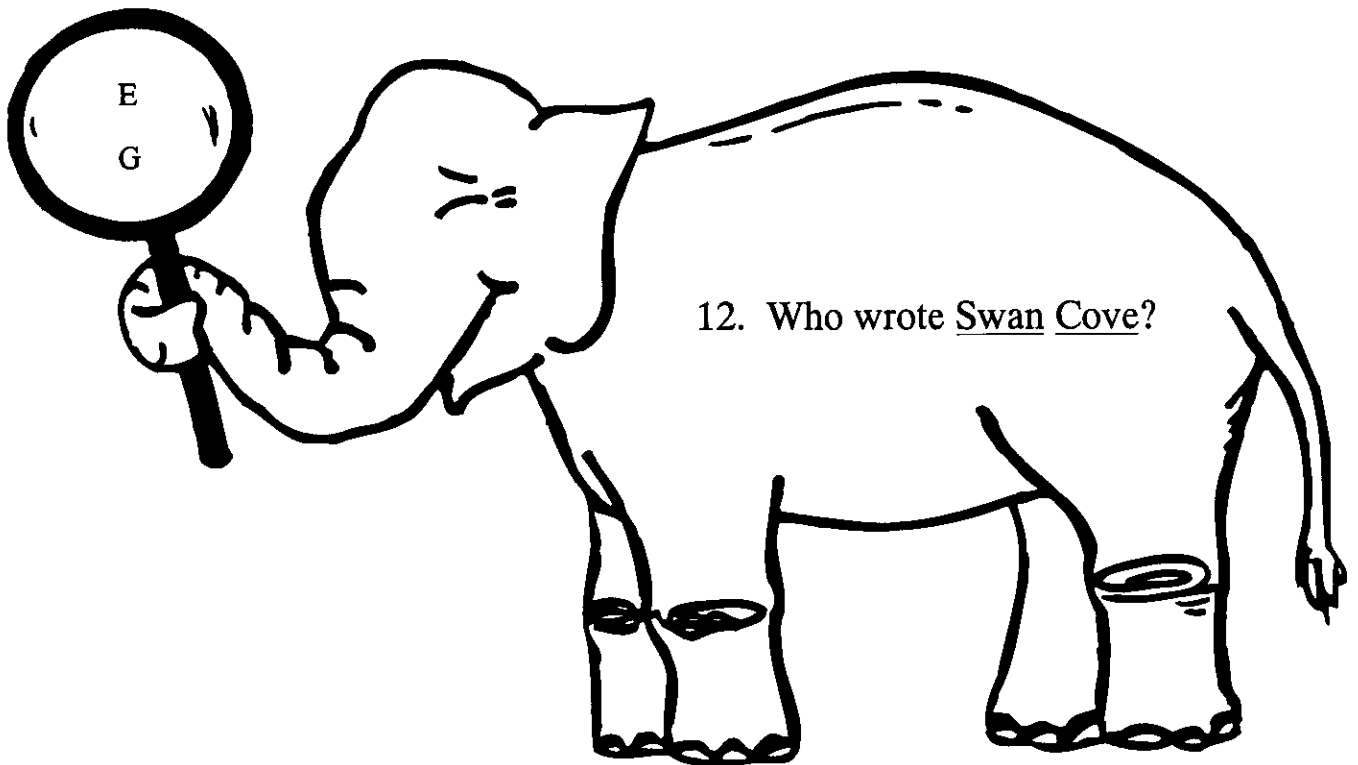
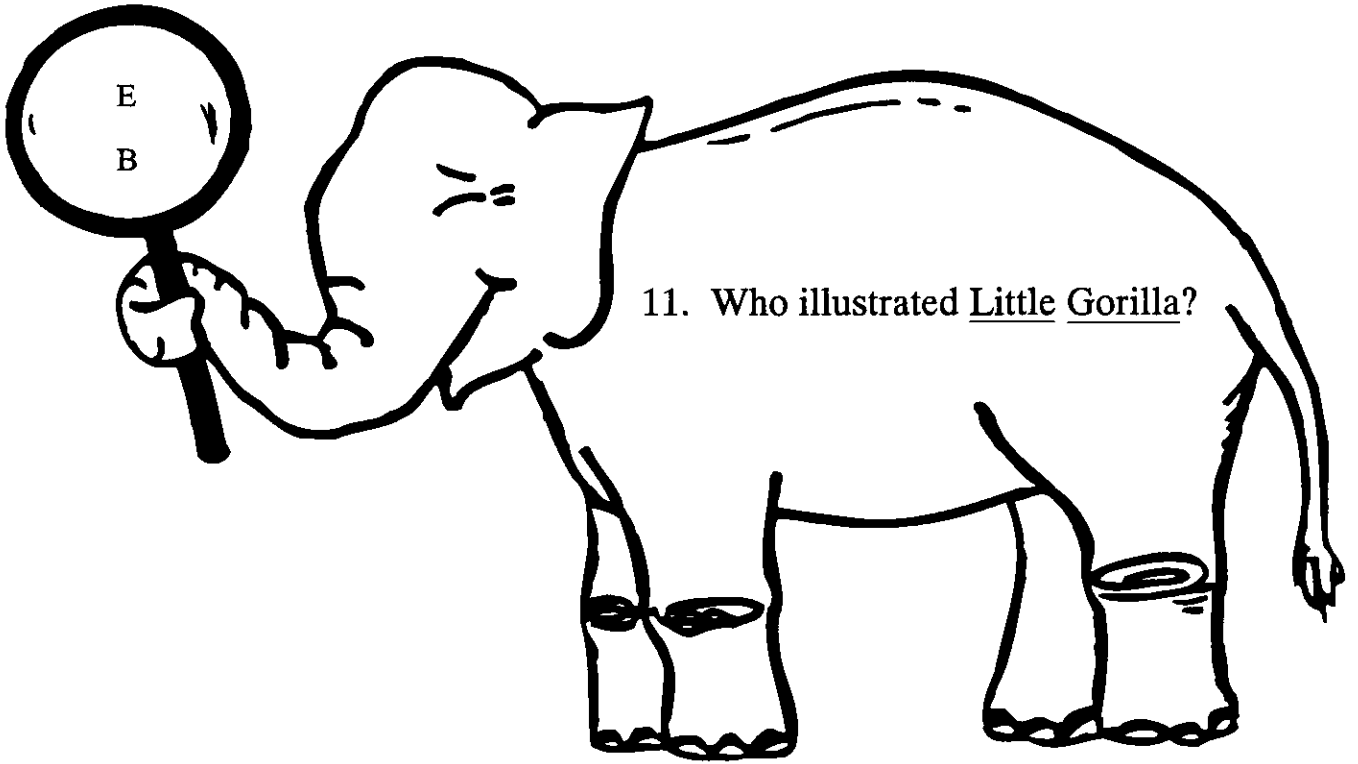
"Elephant Clue"



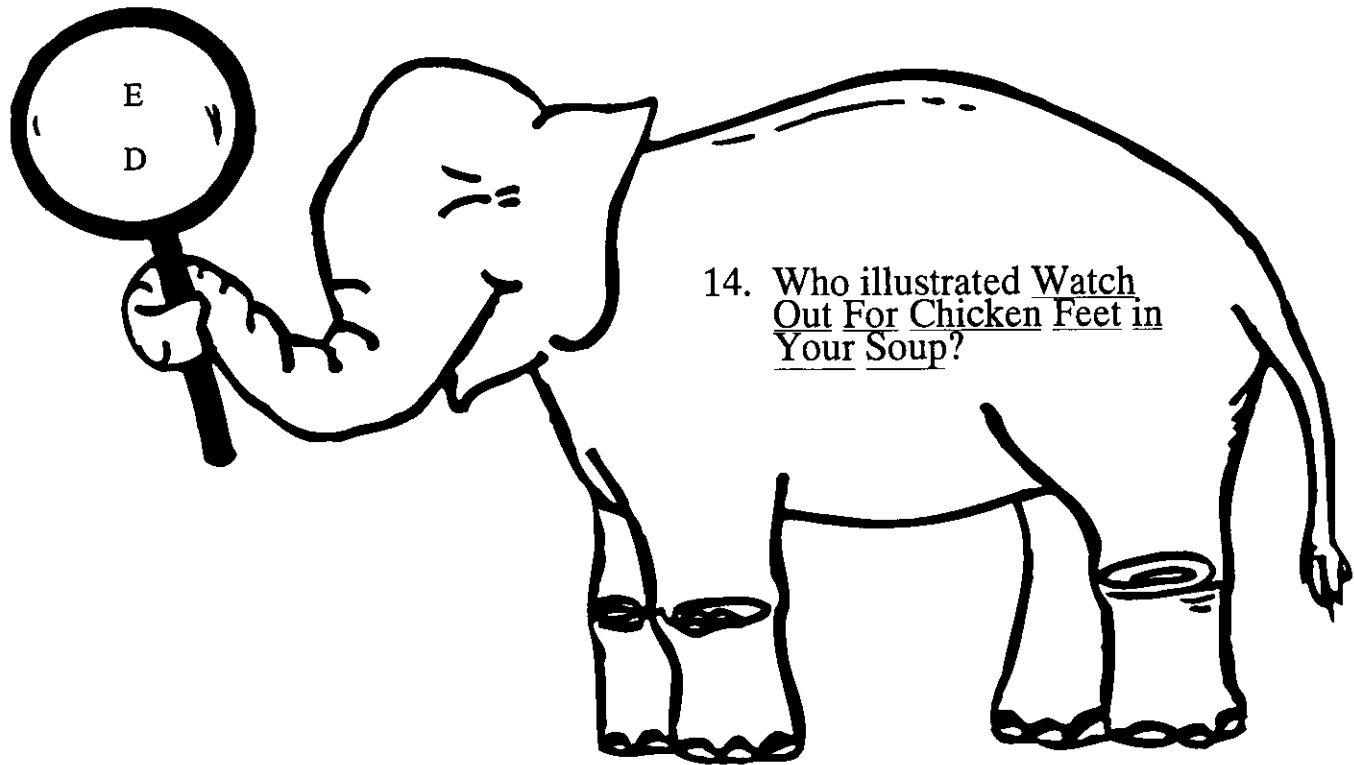
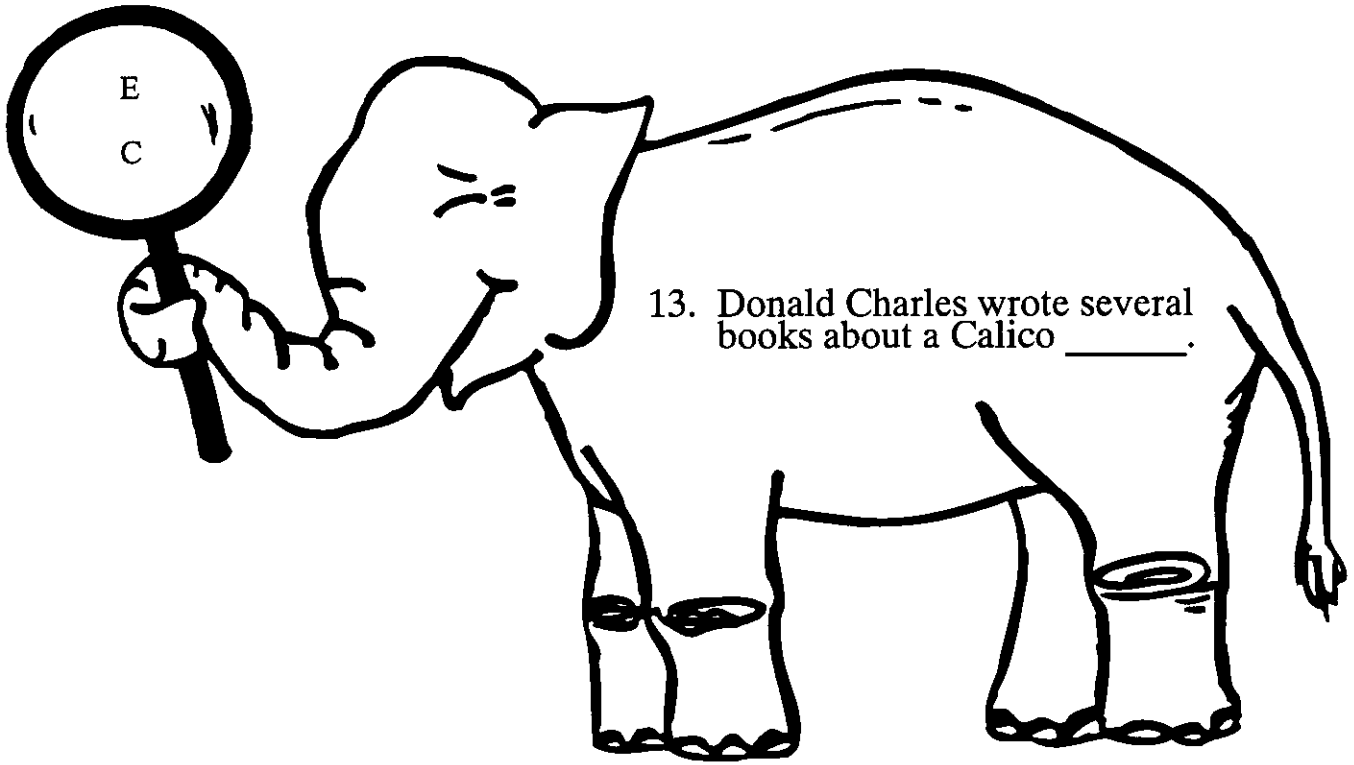
"Elephant Clue"



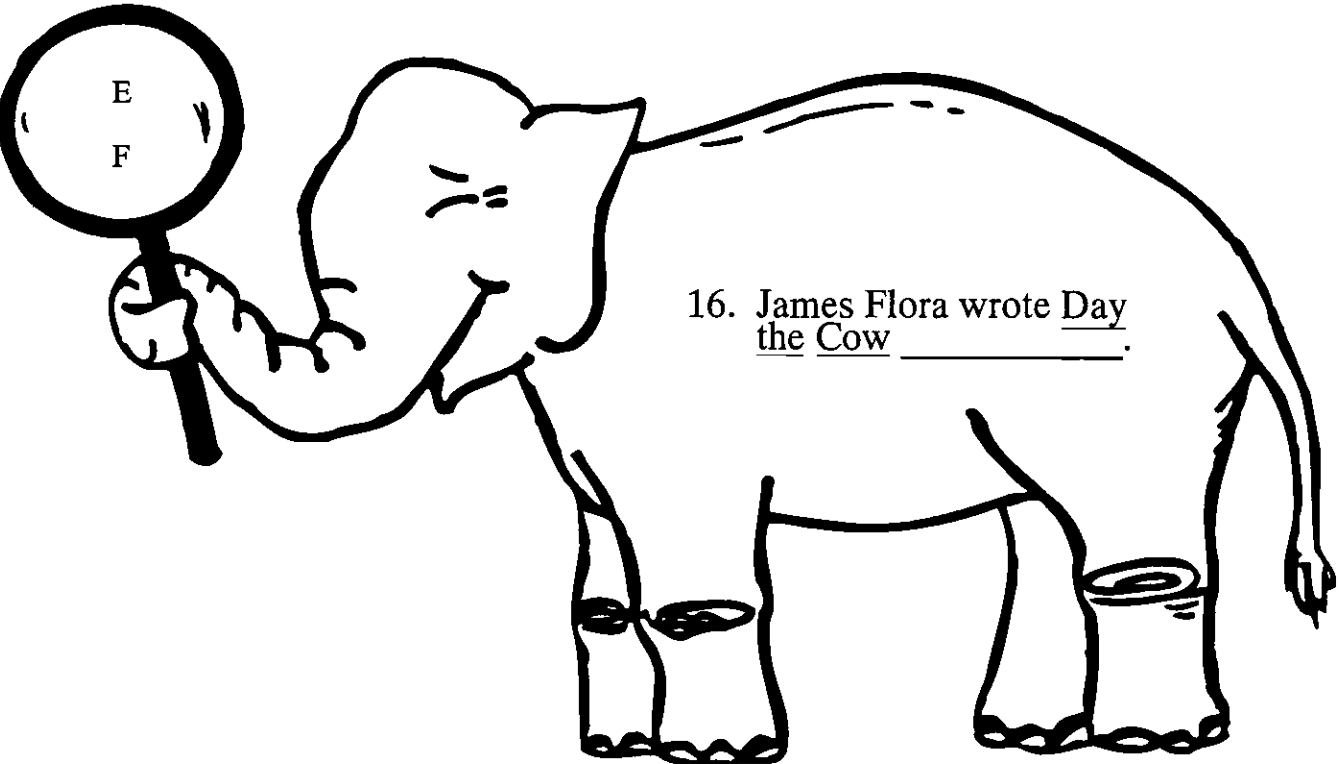
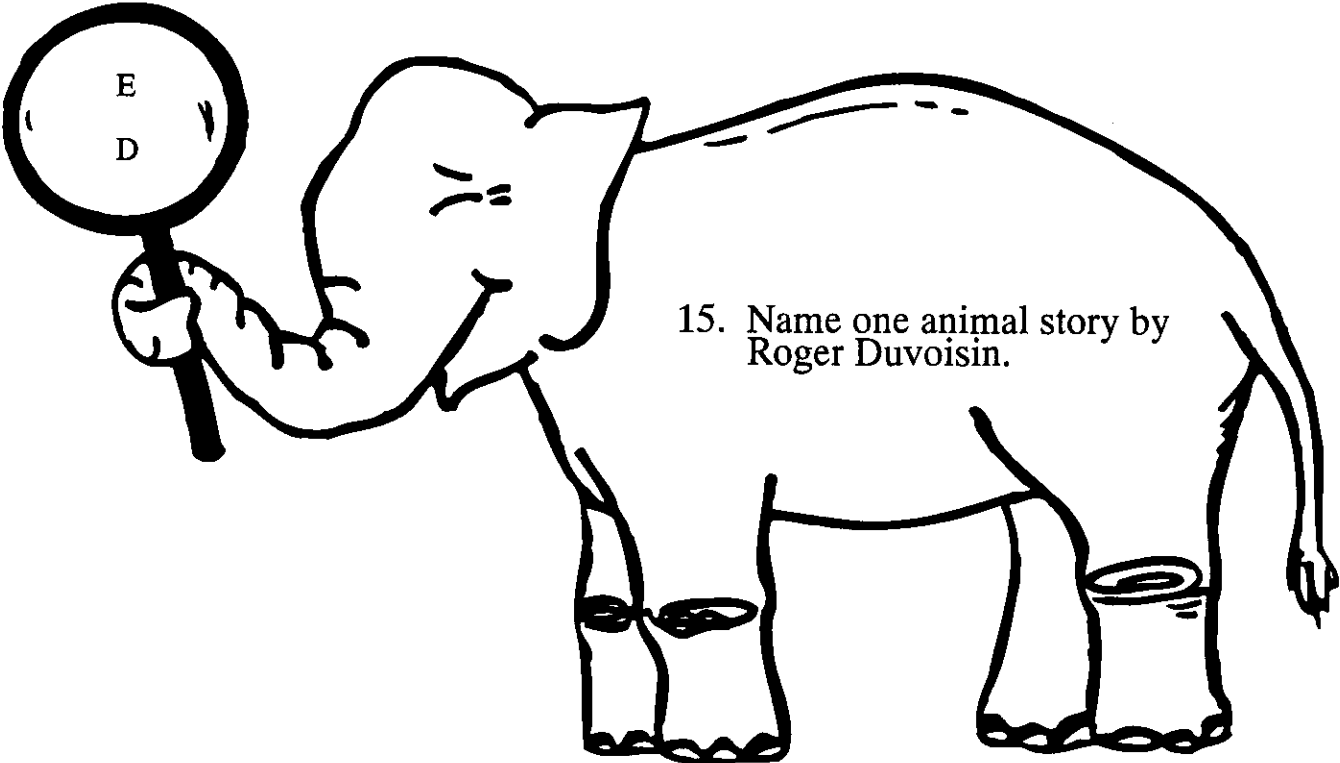
"Elephant Clue"



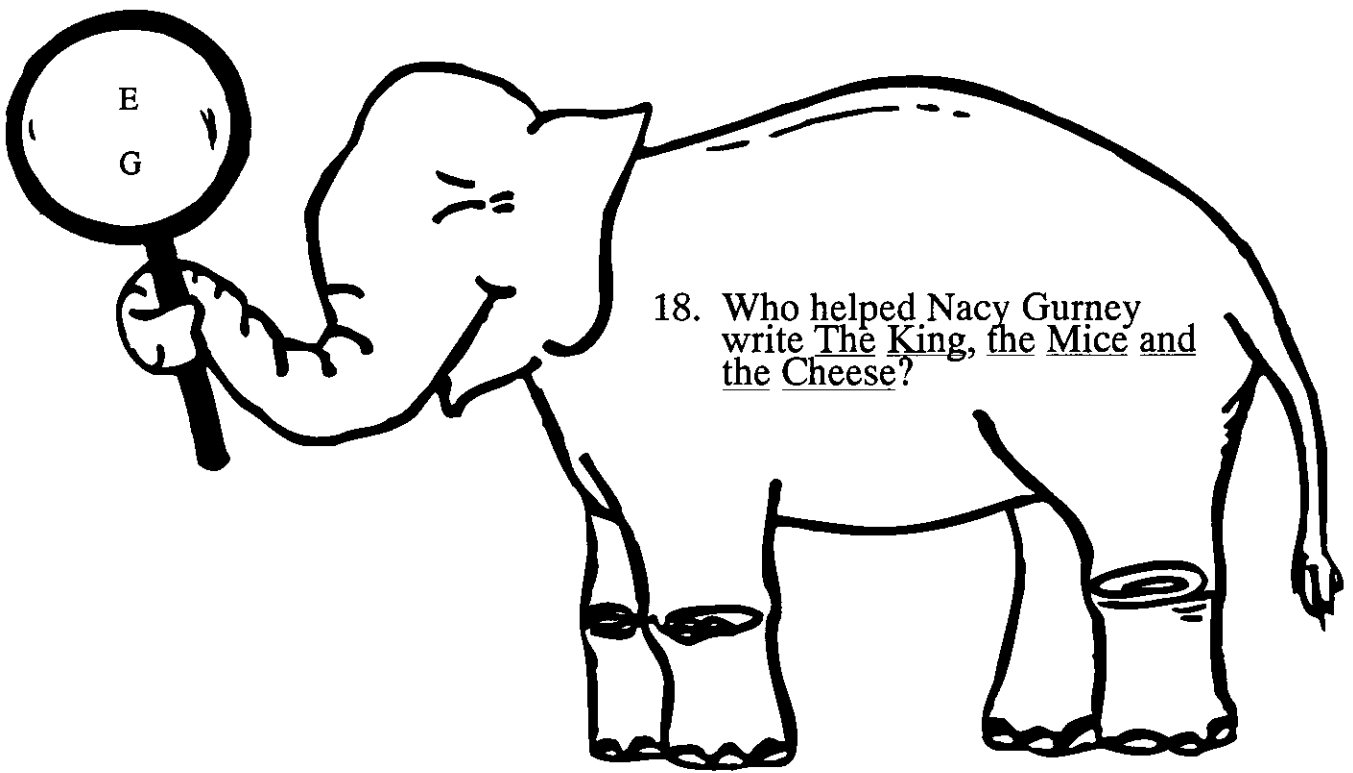
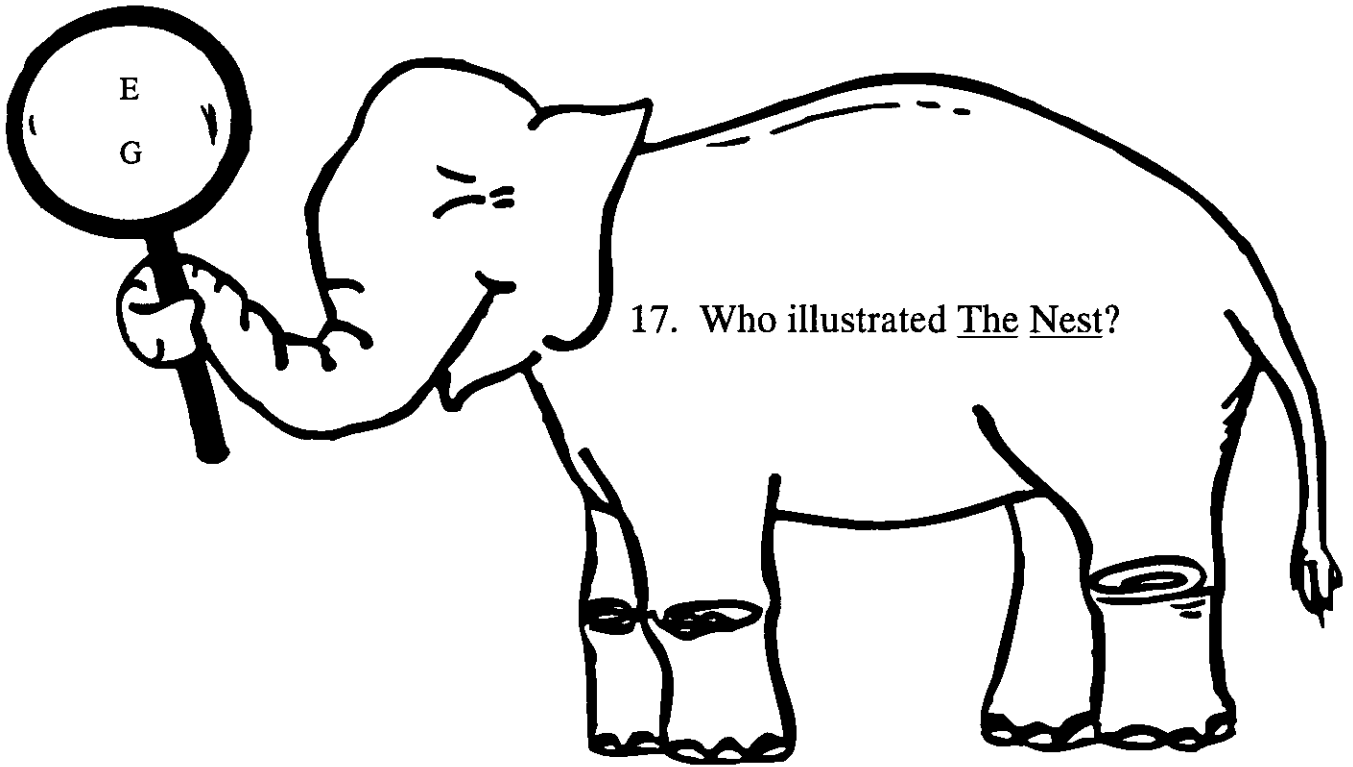
"Elephant Clue"



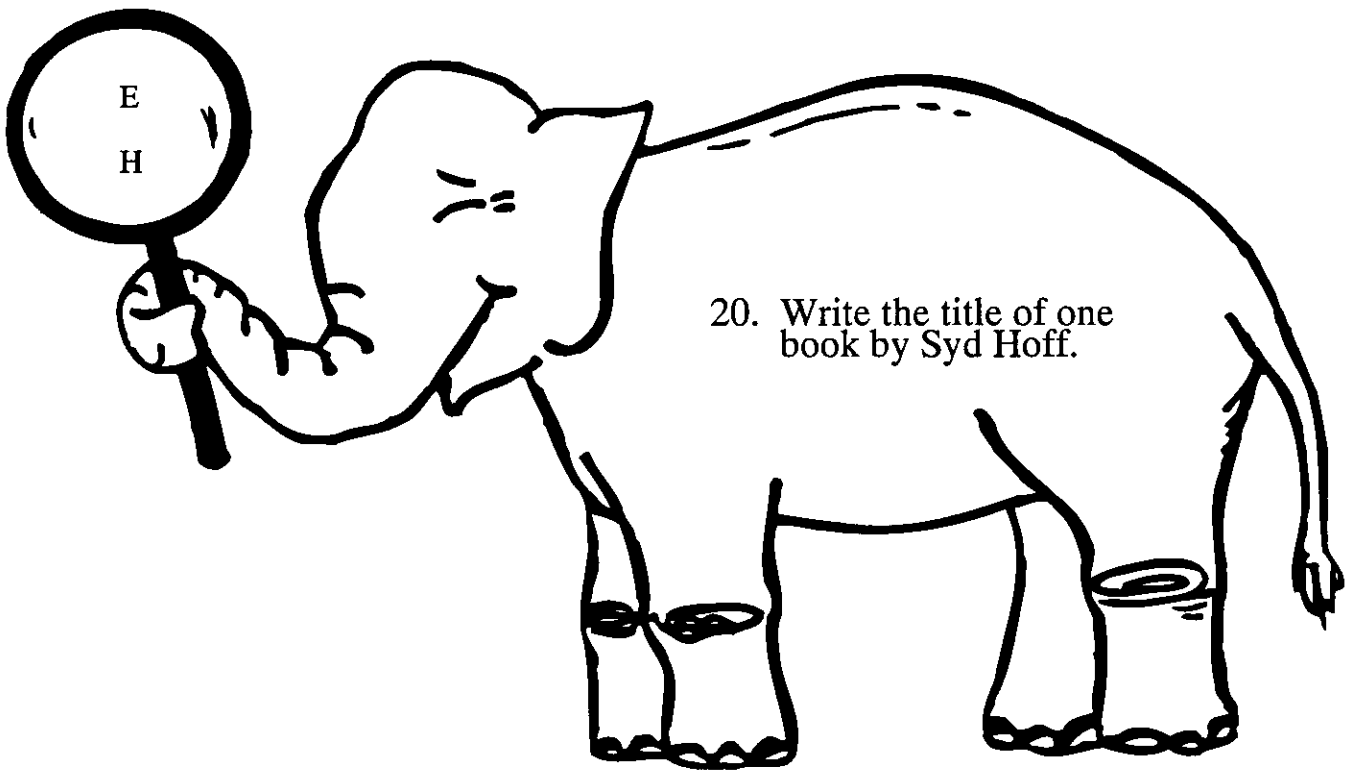
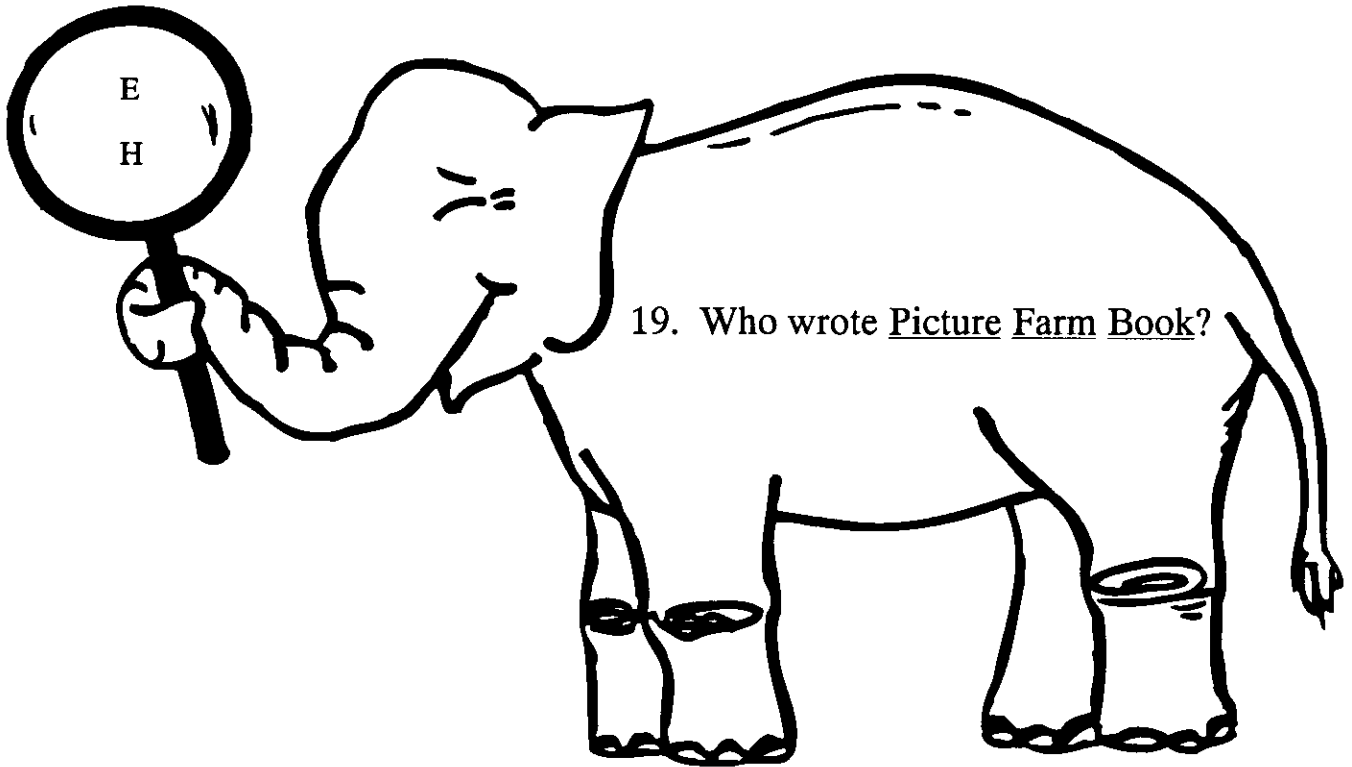
"Elephant Clue"



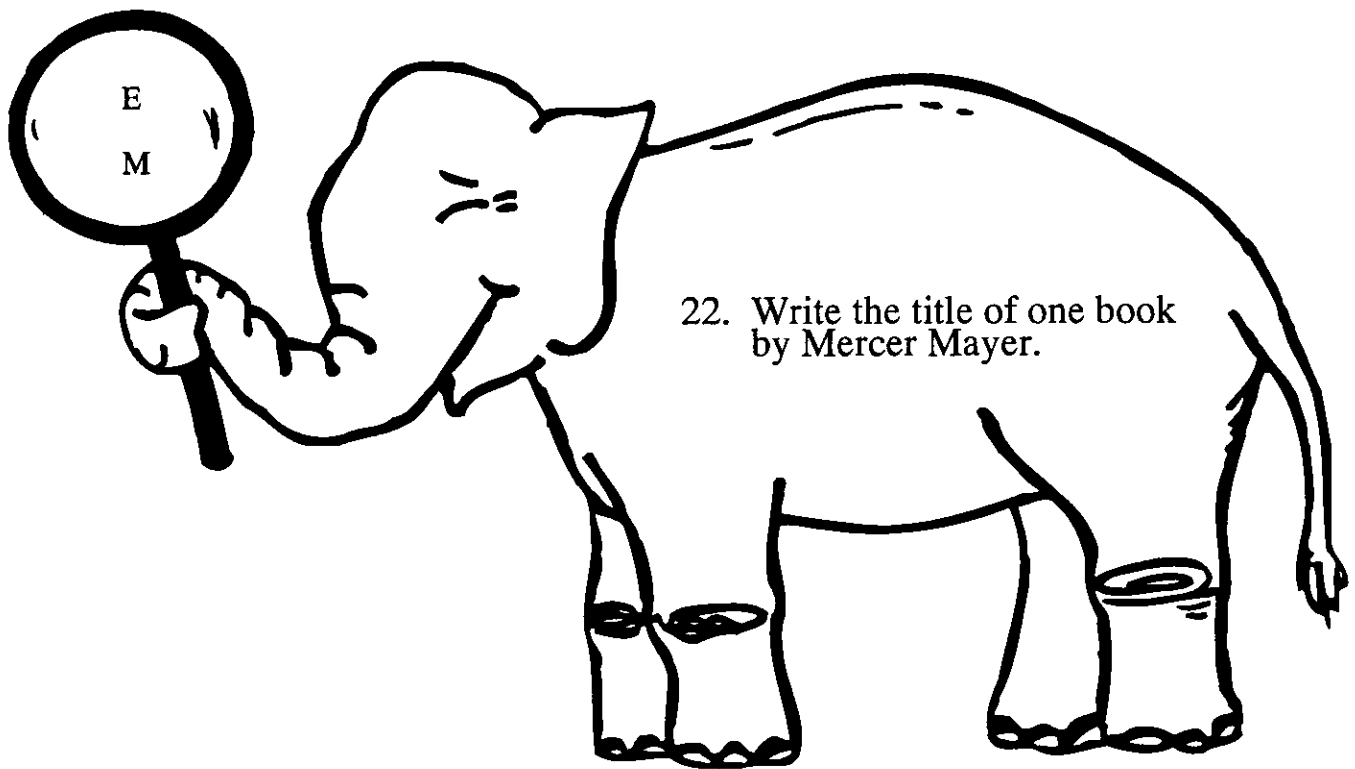
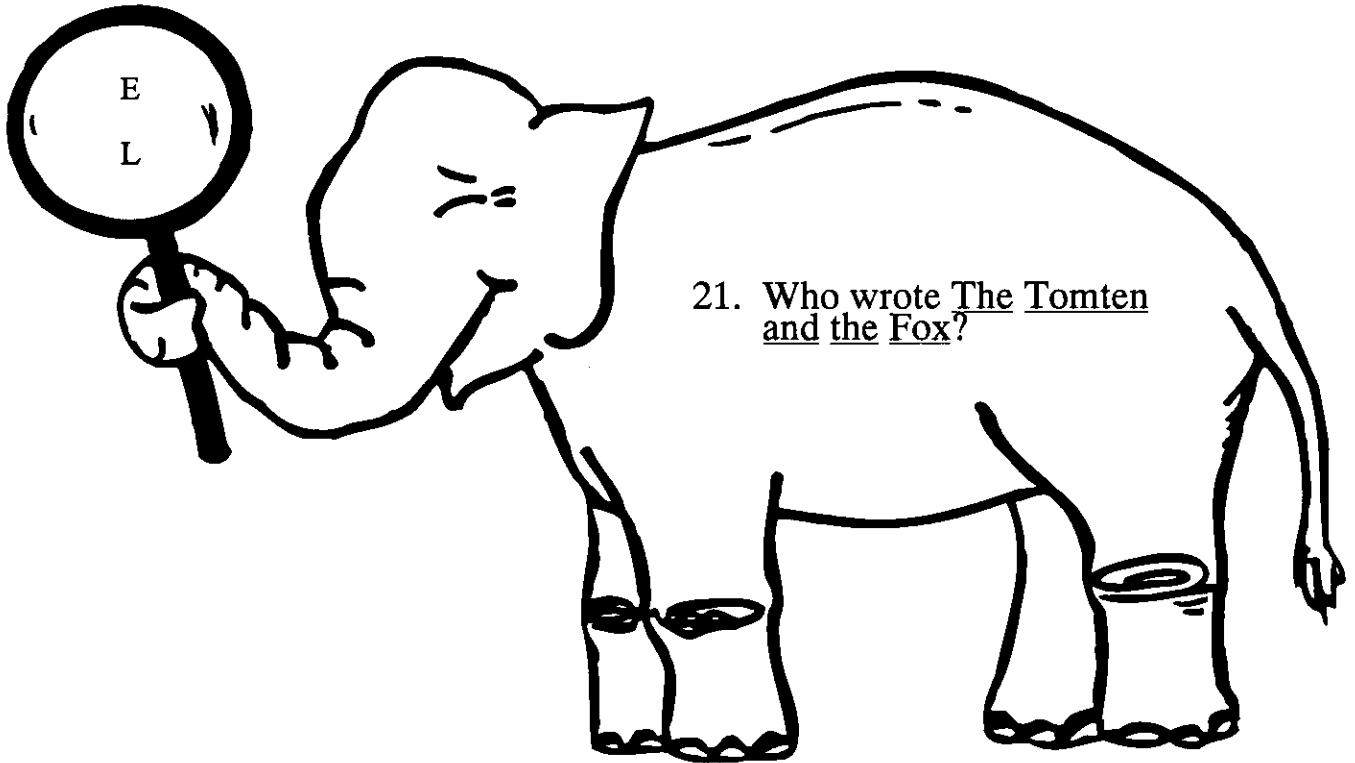
"Elephant Clue"



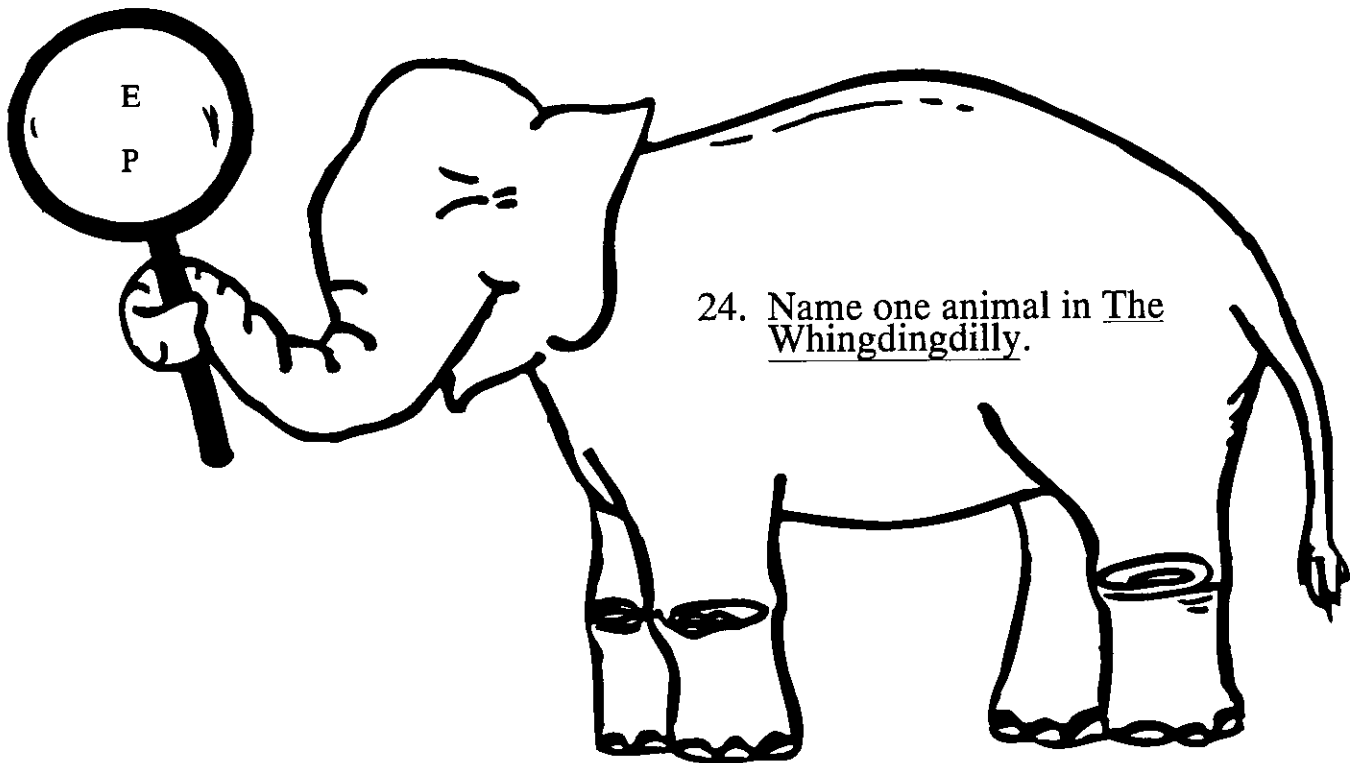
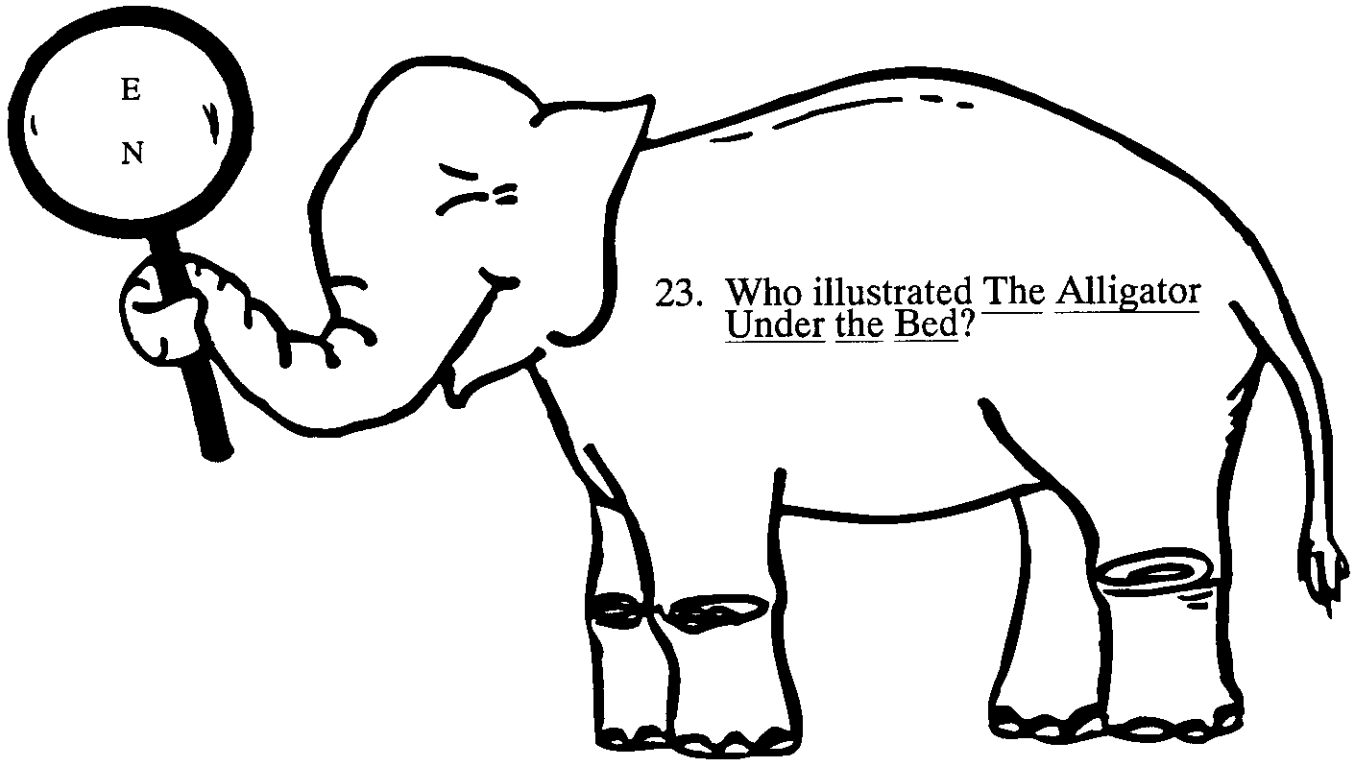
"Elephant Clue"



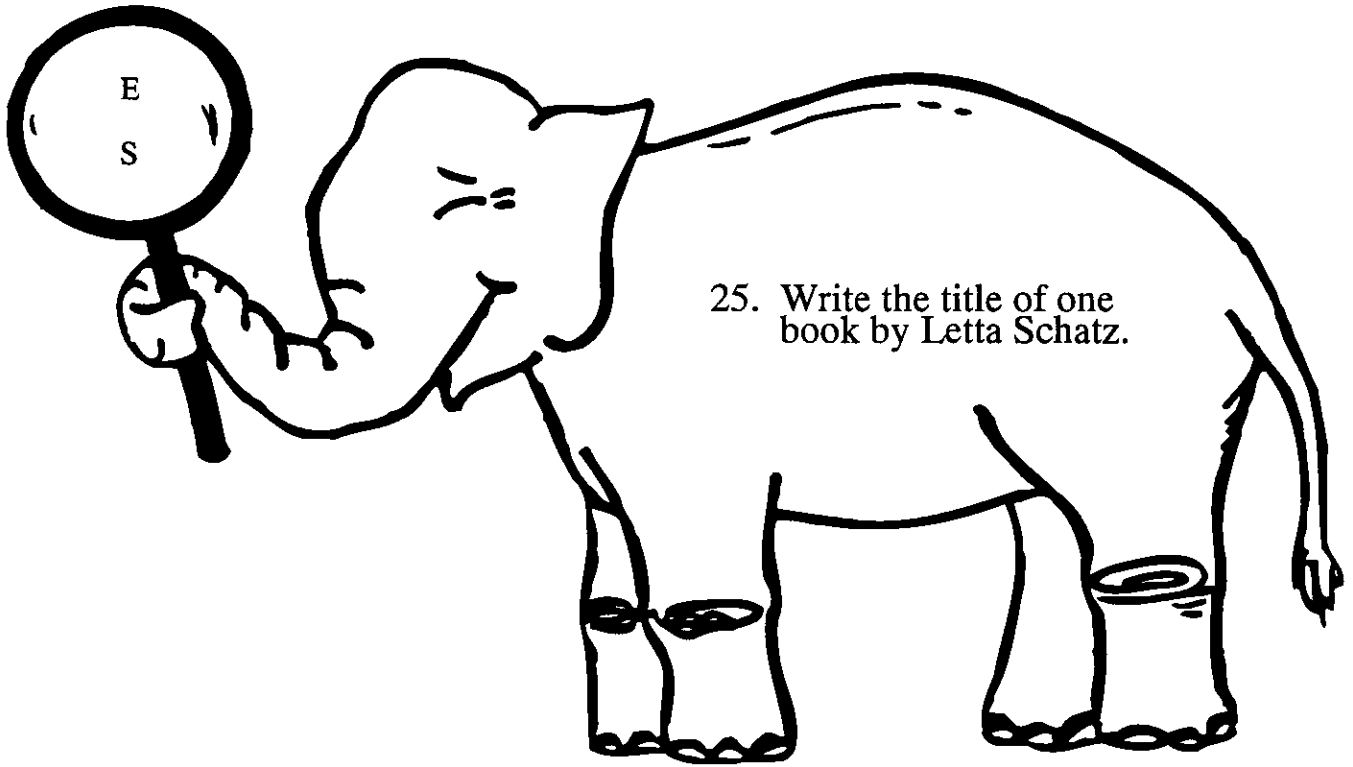
"Elephant Clue"



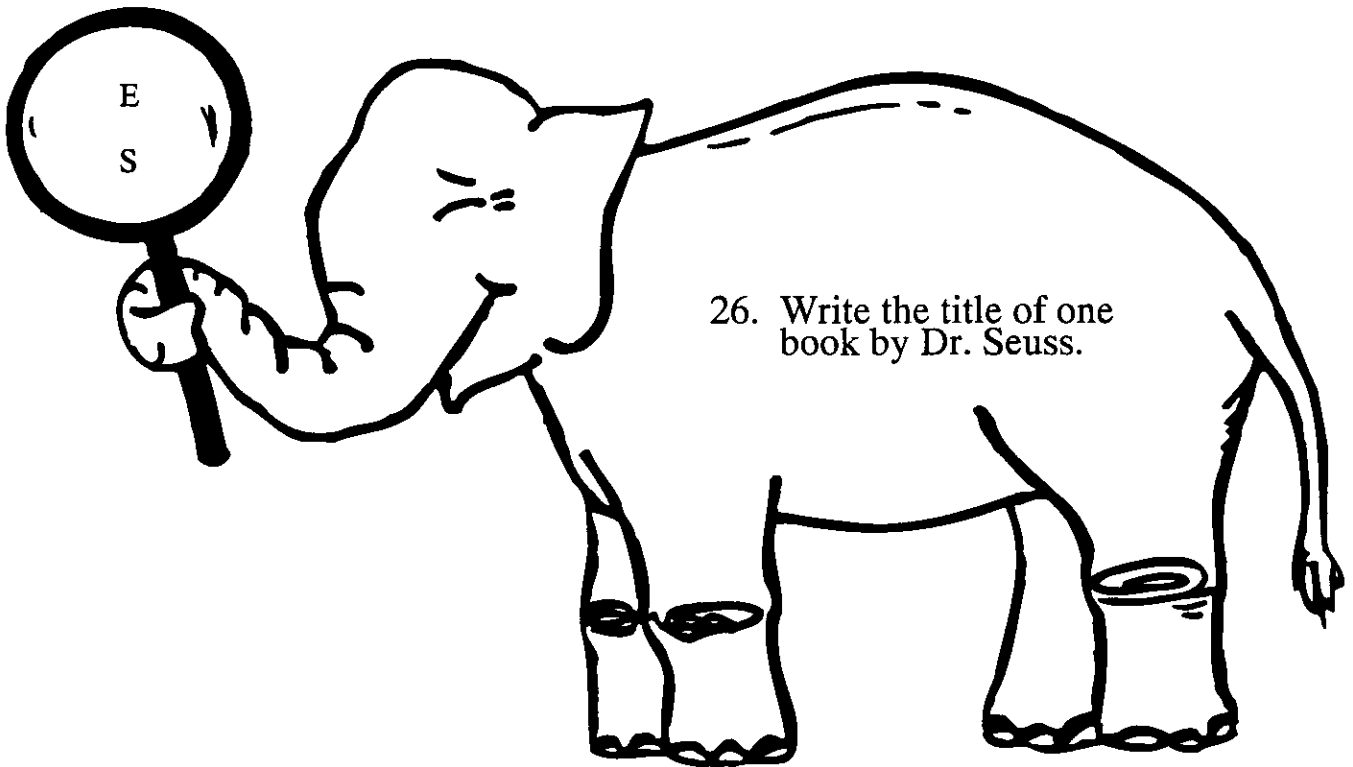
"Elephant Clue"



"Elephant Clue"

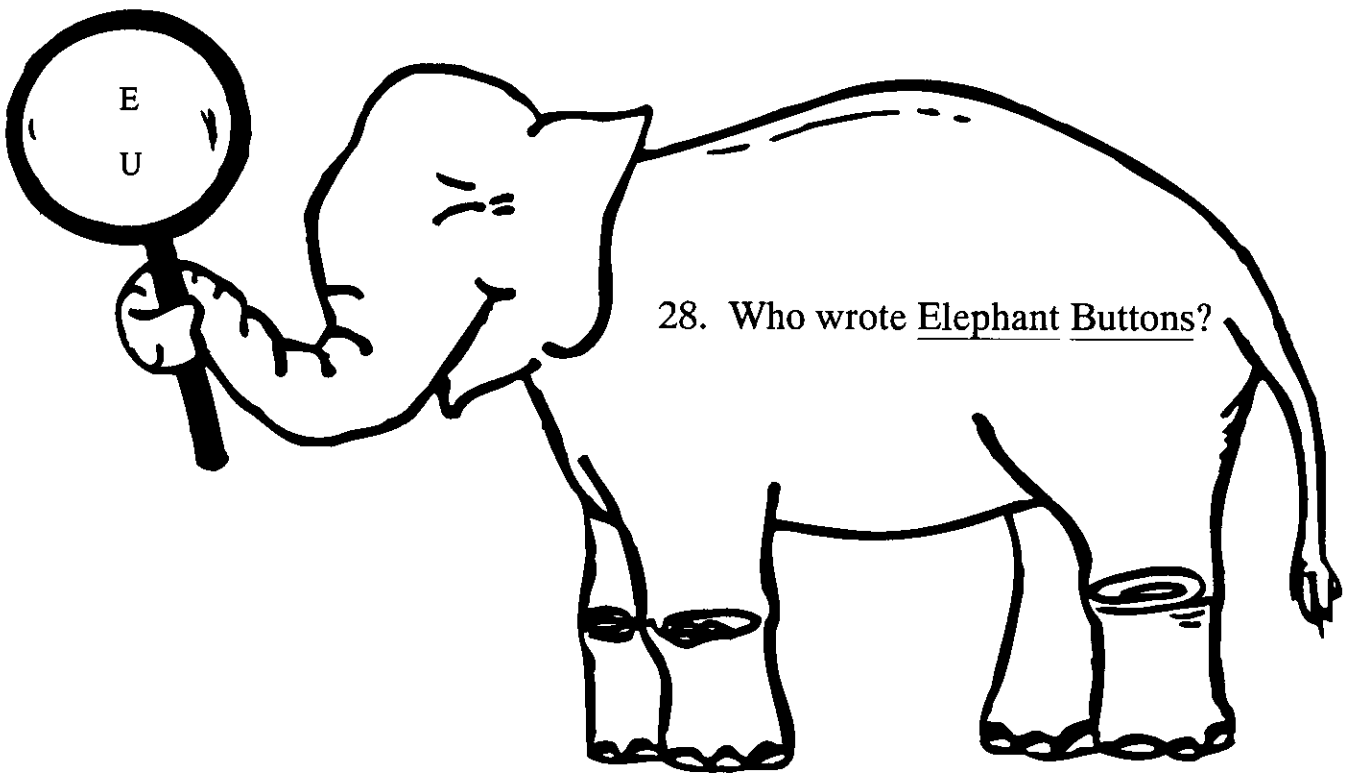
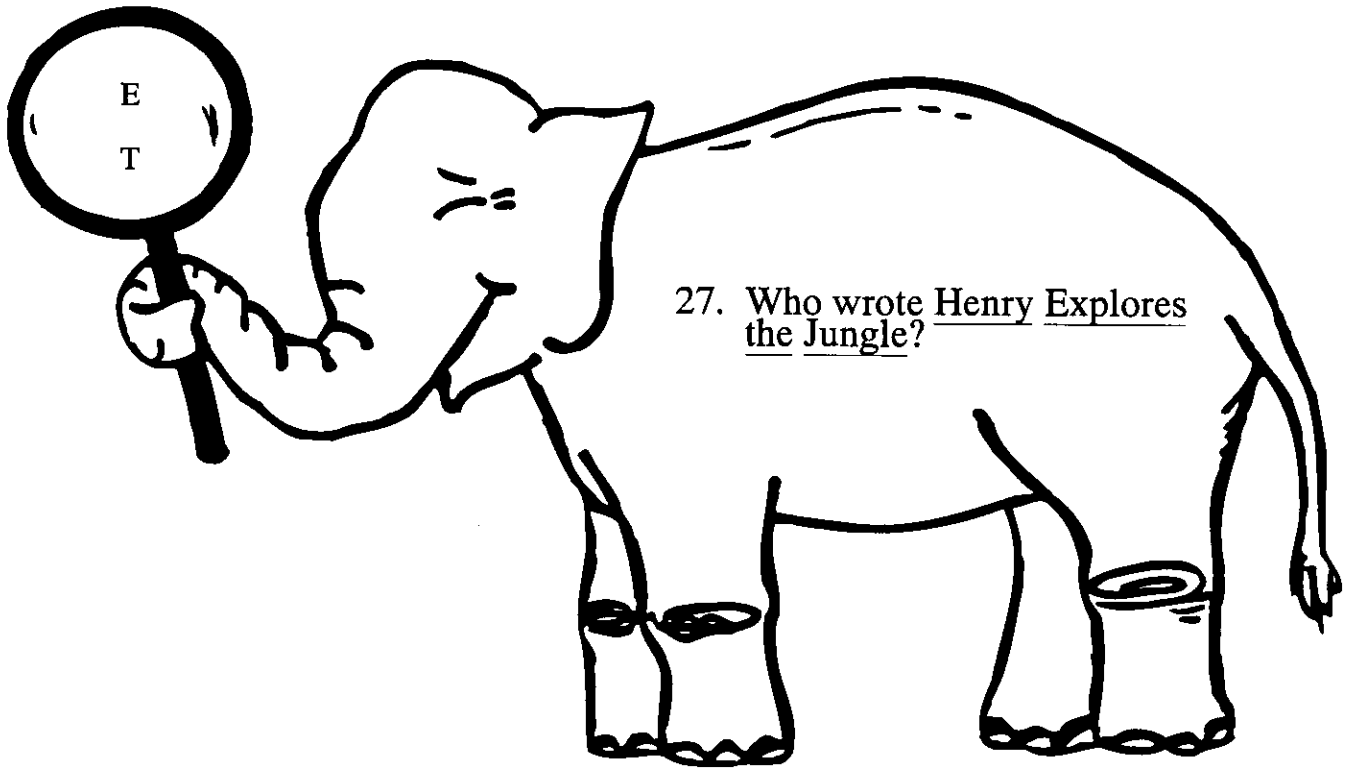


25. Write the title of one
book by Letta Schatz.

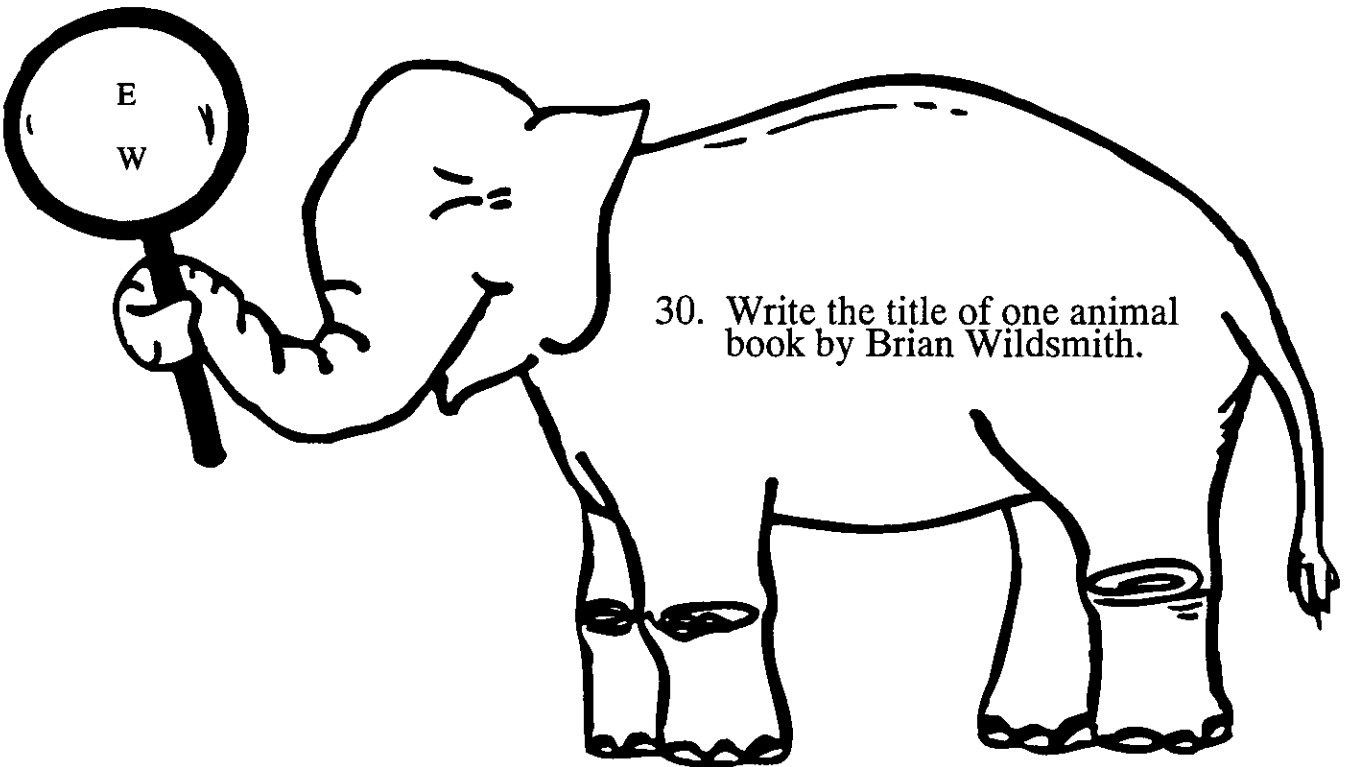
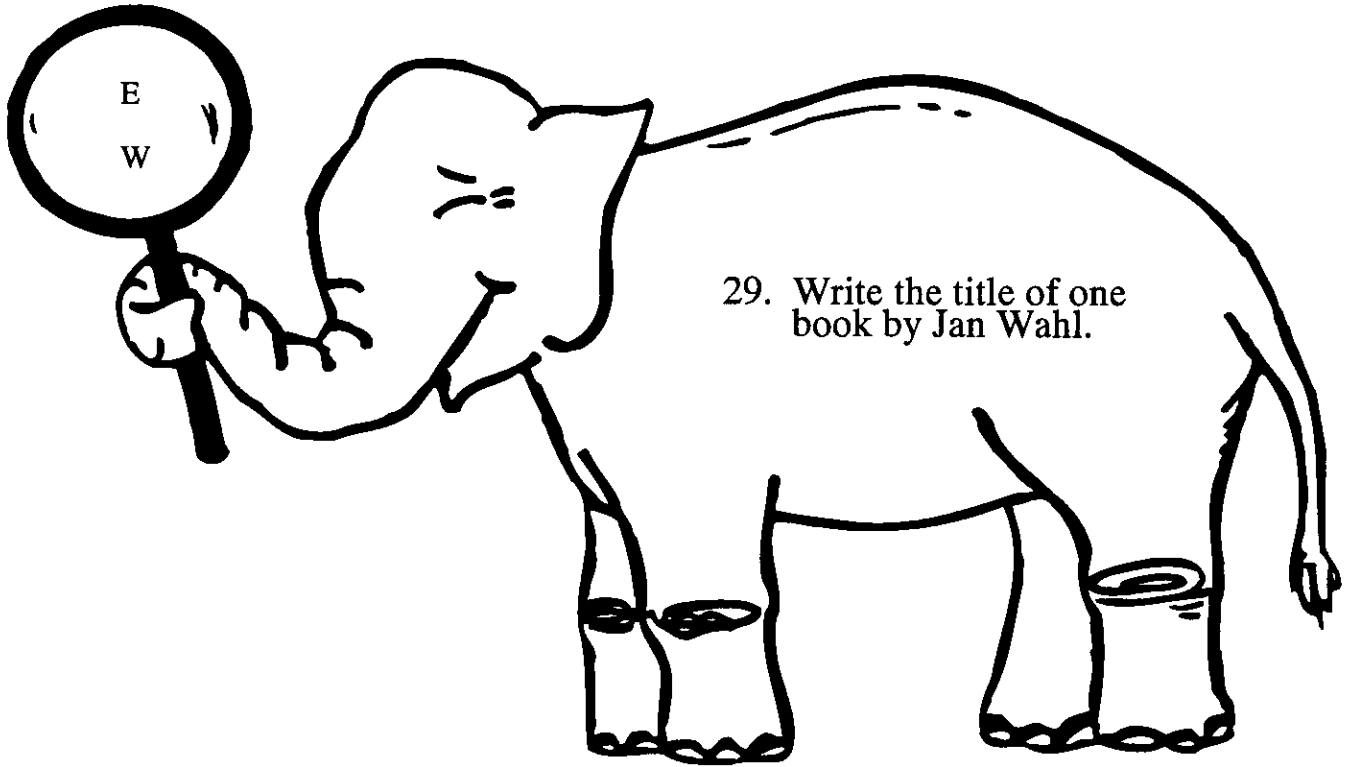


26. Write the title of one
book by Dr. Seuss.

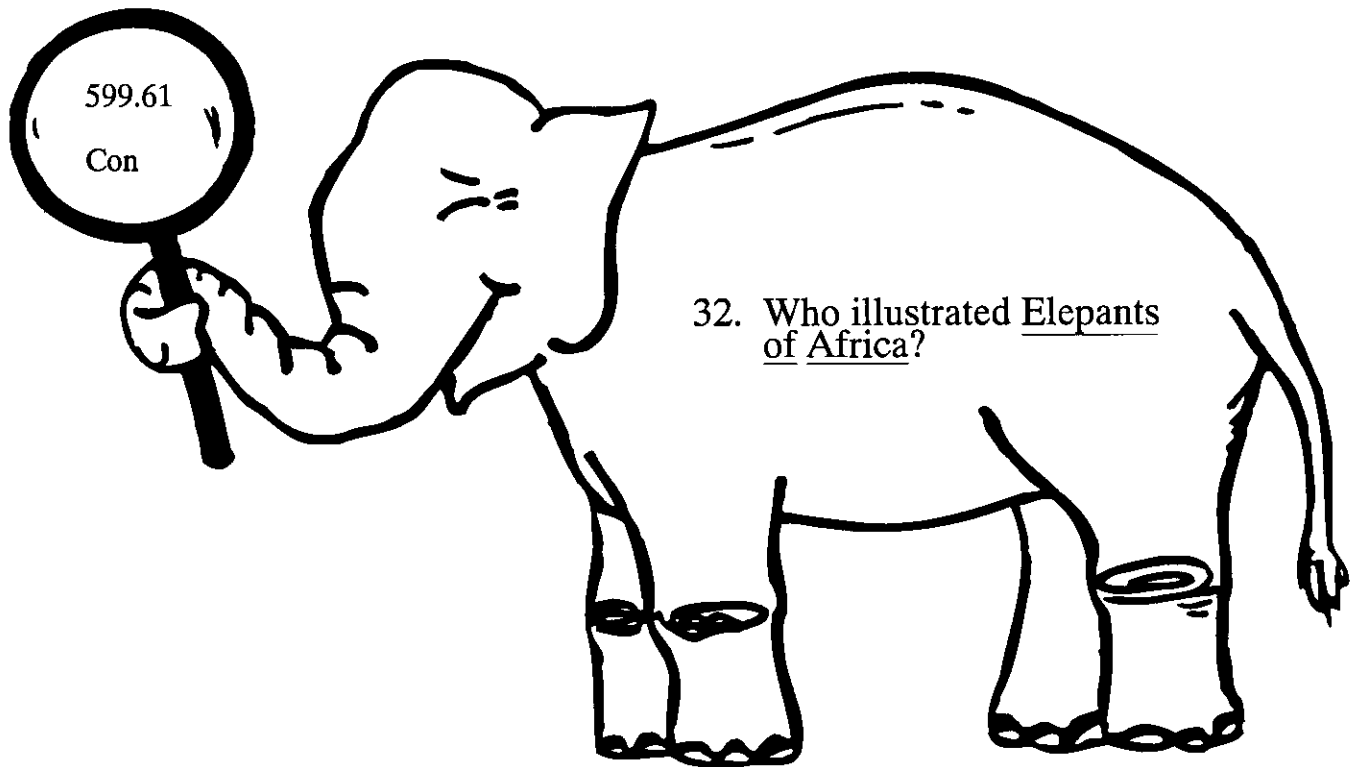
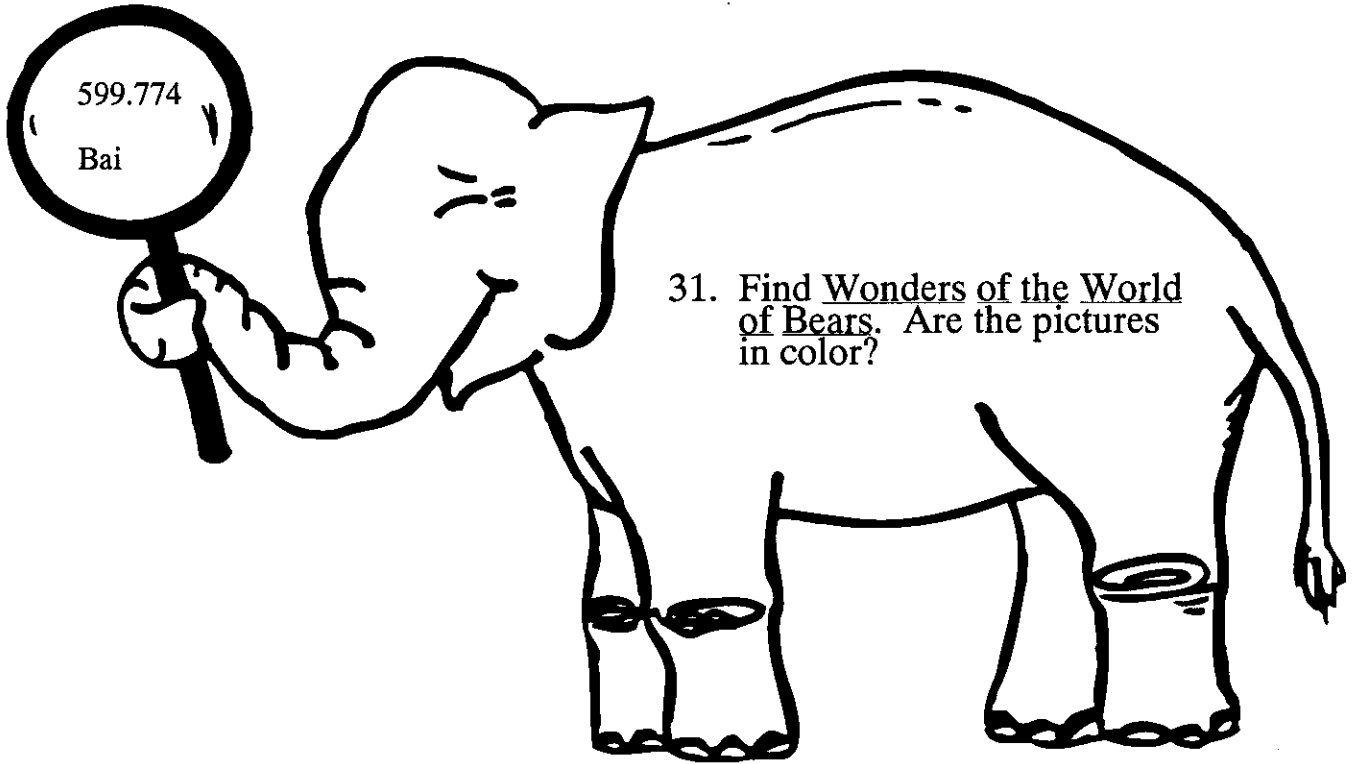
"Elephant Clue"



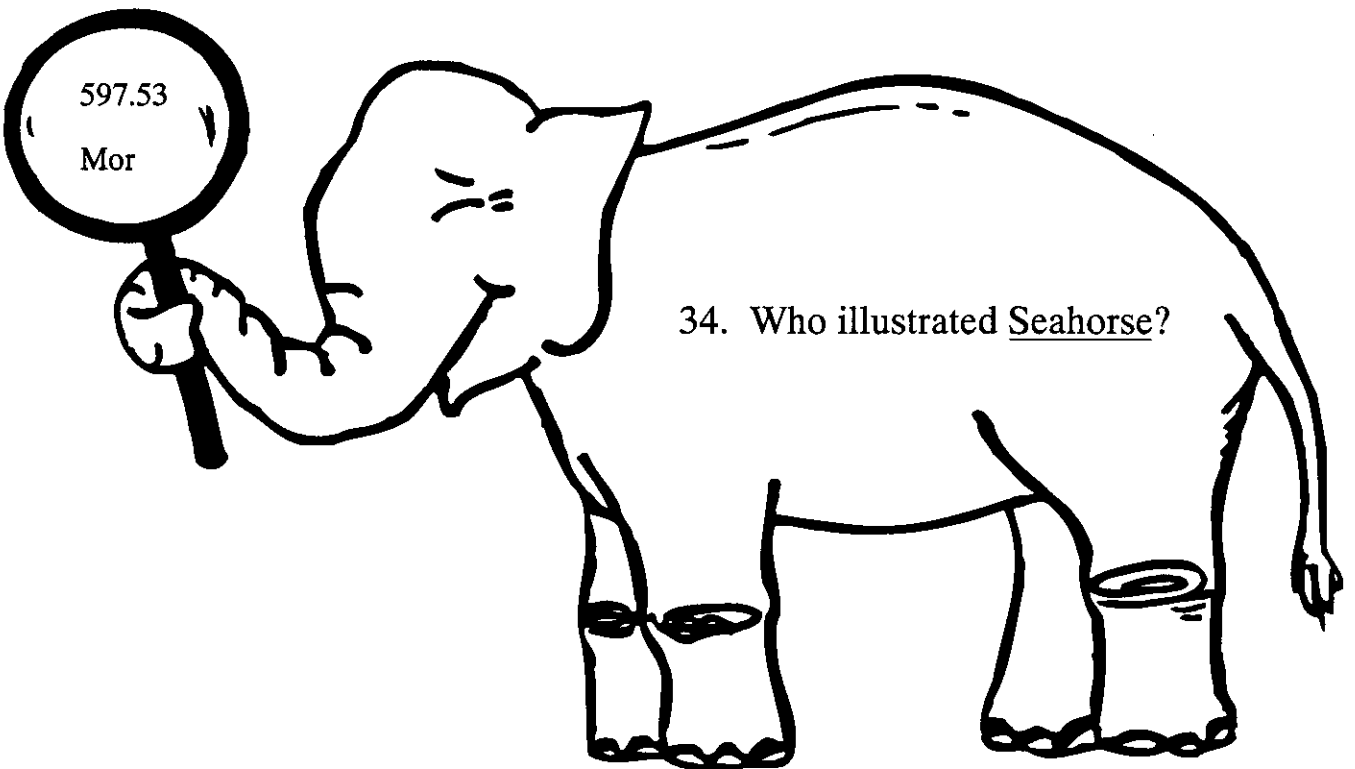
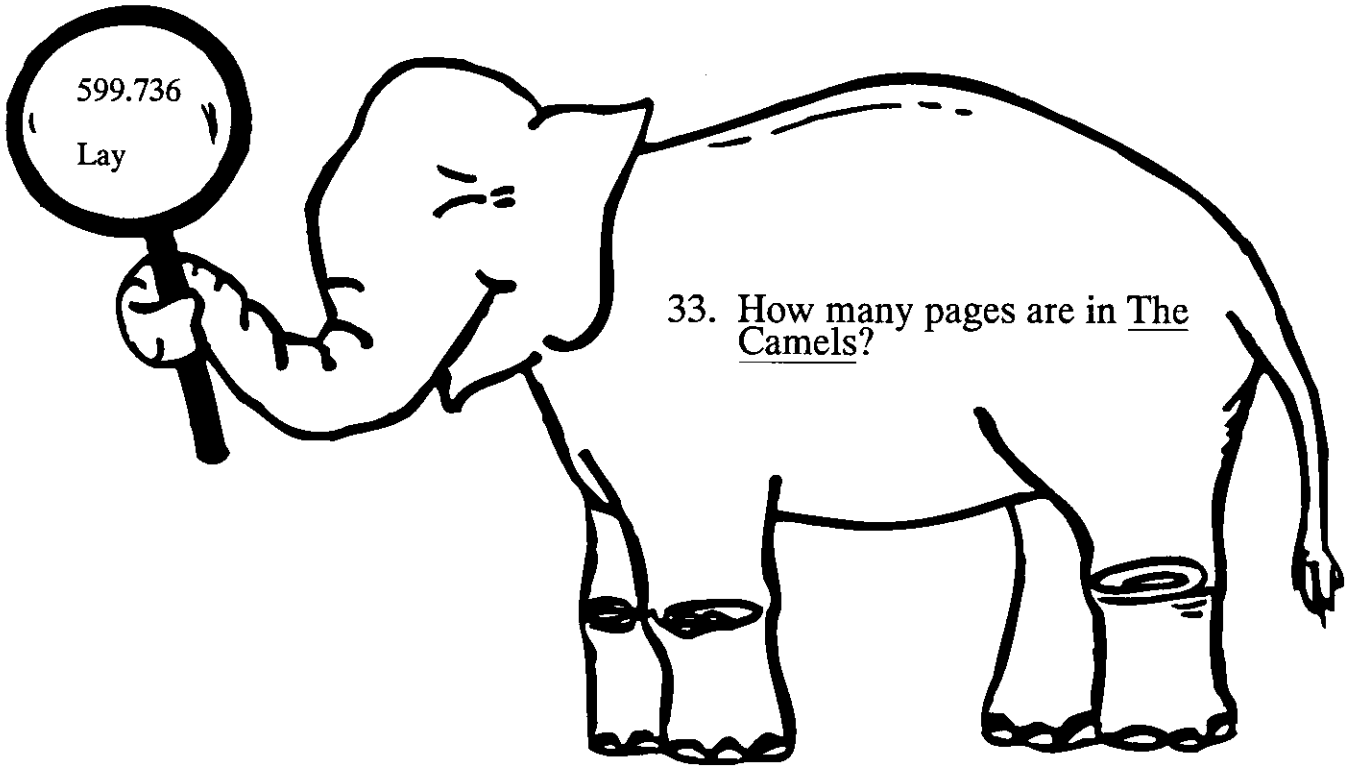
"Elephant Clue"



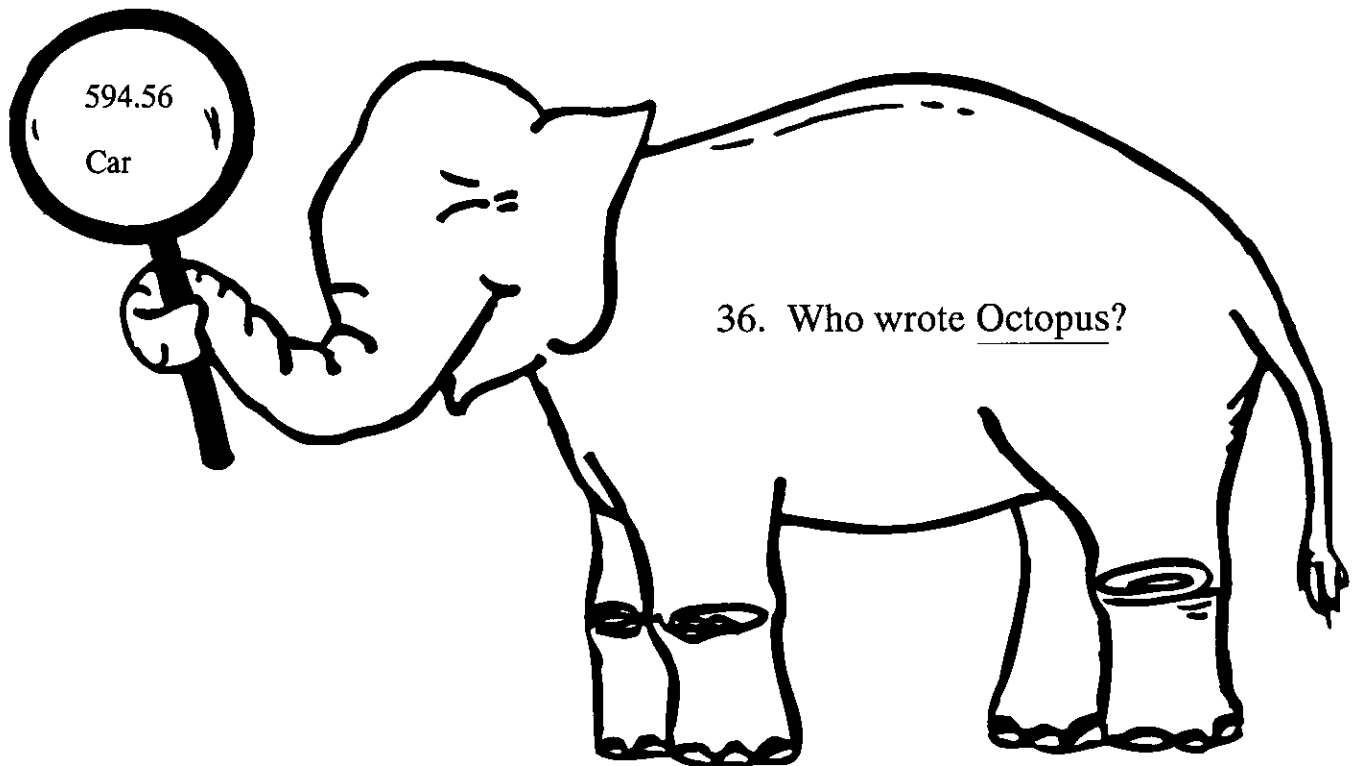
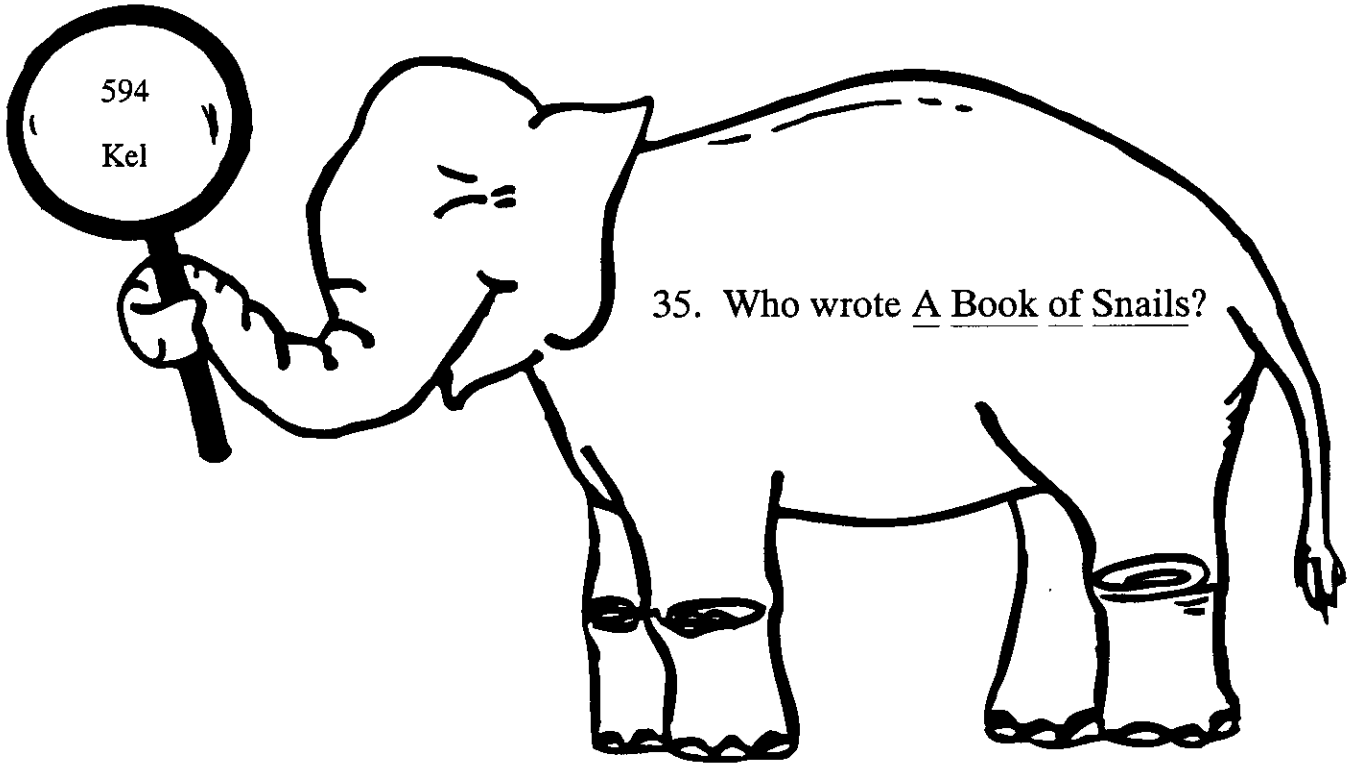
"Elephant Clue"



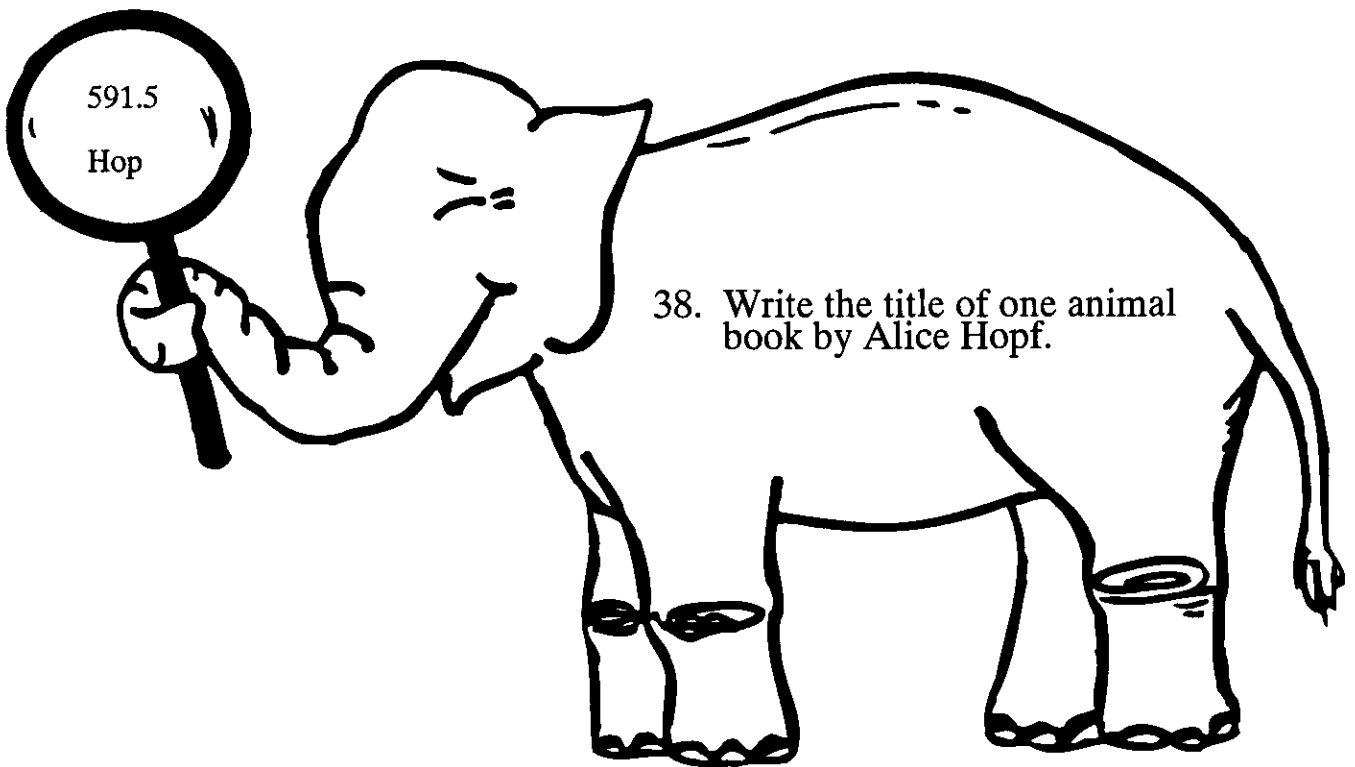
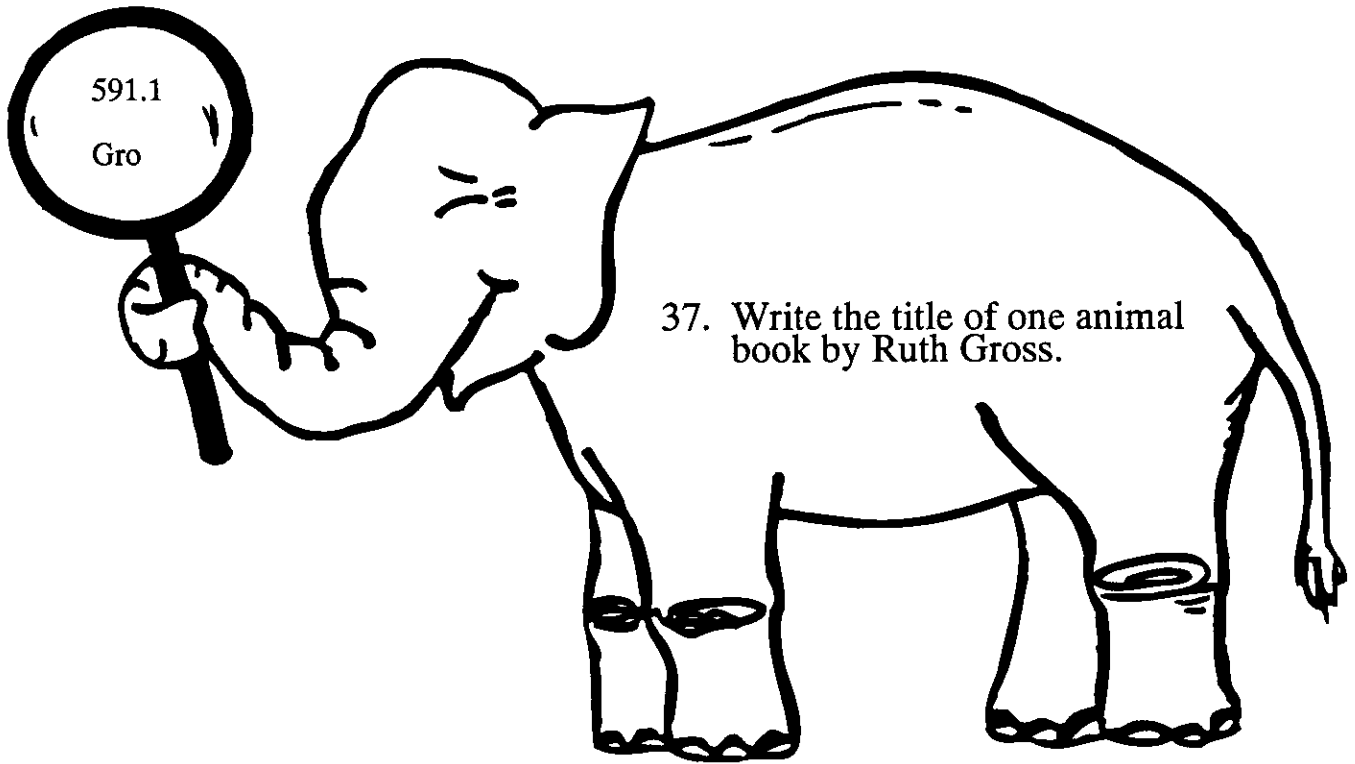
"Elephant Clue"



"Elephant Clue"



"Elephant Clue"



CARAVANS
Animal Stories
Enrichment Activity
"Elephant Clue" - Answers

1. Lillian Moore
2. The Disappearing Dog Trick
3. Blaze
4. Bear
5. John Schoenherr
6. Willy
7. Answers will vary
8. Martha Alexander
9. Harry Allard
10. Answers will vary
11. Ruth Bornstein
12. Jane White Canfield
13. Cat
14. Tomi DePaola
15. Answers will vary
16. Sneezed
17. Bethany Tudor
18. Eric
19. Lucy Hawkinson
20. Answers will vary
21. Astrid Lindgren
22. Answers will vary
23. Jan Hughes
24. horse, dog, bird -- others
25. Answers will vary
26. Answers will vary
27. Mark Taylor
28. Ueno Noriko
29. Answers will vary
30. Answers will vary
31. No, Black and white photos
32. Joseph Celline
33. 58
34. Arnold Lobel
35. Sally Moffet Kellin
36. Carol Carrick
37. Answers will vary
38. Answers will vary

LEVEL: CARAVANS

I. Unit Topic: Informational Article (Correlated with "Moose Baby" Unit 13, TG pp. 254-277)

II. Unit Objectives:

A. Literary Skills: Students will:

1. define informational article.
2. identify an informational article.

B. Library Media Skills: Students will:

1. name four sources of informational articles.
2. identify a table of contents and an index.
3. recognize a subject card in the card catalog.
4. identify the information on a subject card necessary for locating a book by subject.
5. locate specific subjects in the card catalog.
6. locate a book on the shelf by using information on a catalog card.

III. Library Media Staff Preparation:

A. Materials

1. Sample of table of contents
2. Sample of index
3. Transparency of sample catalog card (optional)
4. Encyclopedia indexes
5. Children's Magazine Guide

B. Equipment:

1. Overhead projector (optional)

C. Student Activities:

1. "Subject Search" (activity)

IV. Suggested Procedure: (Minimum Sessions Required: 2)

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

1. Introduction

- a) Review the differences between fiction and nonfiction.
- b) Briefly discuss the article "Moose Baby," using questions to guide students in identifying it as nonfiction:

- 1) Does "Moose Baby" tell about real people or real things? (Yes, moose and their surroundings.)
- 2) Does "Moose Baby" give information about something? (Yes, moose, their surroundings, habits, enemies, etc.)
- 3) Which is "Moose Baby", fiction or nonfiction? (Nonfiction) (It tells about real things and gives information.)

*c) Statement of Learning: Today you will learn about a special kind of nonfiction--an informational article--and how to identify a table of contents and an index.

2. Instruction

- a) Define an informational article as a kind of nonfiction written to provide information about a particular subject.
- b) Ask students: Can you name an informational article you have read recently in Caravans? (Students should identify "Moose Baby" as an informational article because it provides information about moose. They may also identify "Digging Up Dinosaurs", Unit 7, TG p. 120, as an informational article read earlier in their text.)
- c) Discuss other places (besides the reading text) where informational articles can be found. (magazines, newspapers, encyclopedias and nonfiction books)
- d) Show students an example of a table of contents and an index and tell them that using these can make locating information faster. They will learn more about these later in their textbook.
- e) Show an encyclopedia index and Children's Magazine Guide. Give students some time to look at these. Point out that these are also indexes that students will later learn to use in order to locate information in encyclopedias and magazines.
- *f) Closure: Today you have learned to:
 - 1) identify and define an informational article.
 - 2) name four sources of informational articles.
 - 3) identify a table of contents and an index.

On your next visit you will learn how to use the card catalog which is the index to the library media to locate a book by subject.

3. Evaluation: Can students:

- a) distinguish between fiction and nonfiction? (Review)
- b) define informational article?
- c) identify informational article?
- d) name four sources of informational articles?
- e) identify a table of contents and an index?

4. Reinforcement

- a) Students will receive individual help from library media specialist.

B. Session II: (Objectives B-3, B-4, B-5, and B-6)

1. Introduction

- a) Review how an index can help in locating the information in a book.
- b) Tell students the library media center also has an index--the card catalog. Include the following in the discussion:
 - 1) Review alphabetical arrangement (including guide letters and guide cards).
 - 2) Review the three kinds of cards. (Remind students that if just one of these is known it can be used to locate cards in the catalog.)
- *c) Statement of Learning: Today you will review how to recognize author, title or subject card and identify the information on the catalog card and use the subject card to locate a book on the shelf.

2. Instruction

Note: This is a repeat of the instruction used in Caravans "Animal Story". Use it as needed for a report or review or use the activity "Subject Search."

- a) Show examples of the three kinds of cards, identifying each. (Use a transparency or a set of large cards.) (See Below Level Third Year - Adventures/Discoveries)
- b) Tell students that the top line on a card is the clue to which kind of card it is:

Author card - Last name first with a comma
Title card - Only the first letter of the first word is capitalized except for proper nouns and the title is on the 1st and 3rd lines written identically.
Subject card - Subject is written in all capital letters.
- c) Using large cards or transparencies, call on students to identify various catalog cards.
- d) Using a sample set of cards (duplicate sets of catalog cards) have each student find the author, title and subject card.

e) Using a large card, identify the following:

author
title
call number
illustrator
publisher
copyright date
number of pages or (unpaged)
tracings

f) Call on students to identify these parts of the catalog card.

g) Use "Subject Search" activity.

*h) Closure: Today you have learned how to:

- 1) recognize an author, title and subject card.
- 2) identify the information on a catalog card.
- 3) locate a book using a subject card.

3. Evaluation: Can students:

- a) recognize a subject card?
- b) identify the information on a subject card necessary for locating a book by subject? (title, call number)
- c) locate specific subjects in the card catalog?
- d) locate a book on the shelf by using the information on a subject card? (title, call number)

4. Reinforcement

- a) Give the student a subject to locate in the card catalog. The library media specialist will assist the student.

5. Enrichment

- a) Learning Center: Students may write a brief report using the table of contents and/or index of a book to locate the information needed to answer specific questions. The student may produce transparencies to illustrate his/her report.

V. Resources:

A. Books

Let's Discover Library. Raintree Publishers, 1981. 16v.

VI. Glossary:

- A. Informational article--a kind of nonfiction written to provide information about a particular subject.

- B. Table of contents--a list of all the stories in a book and the page numbers on which they begin.
- C. Index--a list of the main topics that a book tells about including the page numbers telling when the information begins and ends. It is usually found at the back of the book.
- D. Subject Card--a catalog card with the subject (what the book is about) on the top line printed in all capital letters.

CARAVANS
Informational Article
Reinforcement Activity
"Subject Search"

SUBJECT SEARCH

Objective: Students will distinguish between fiction/nonfiction animal books and locate animal books by using subject card.

Materials Needed:

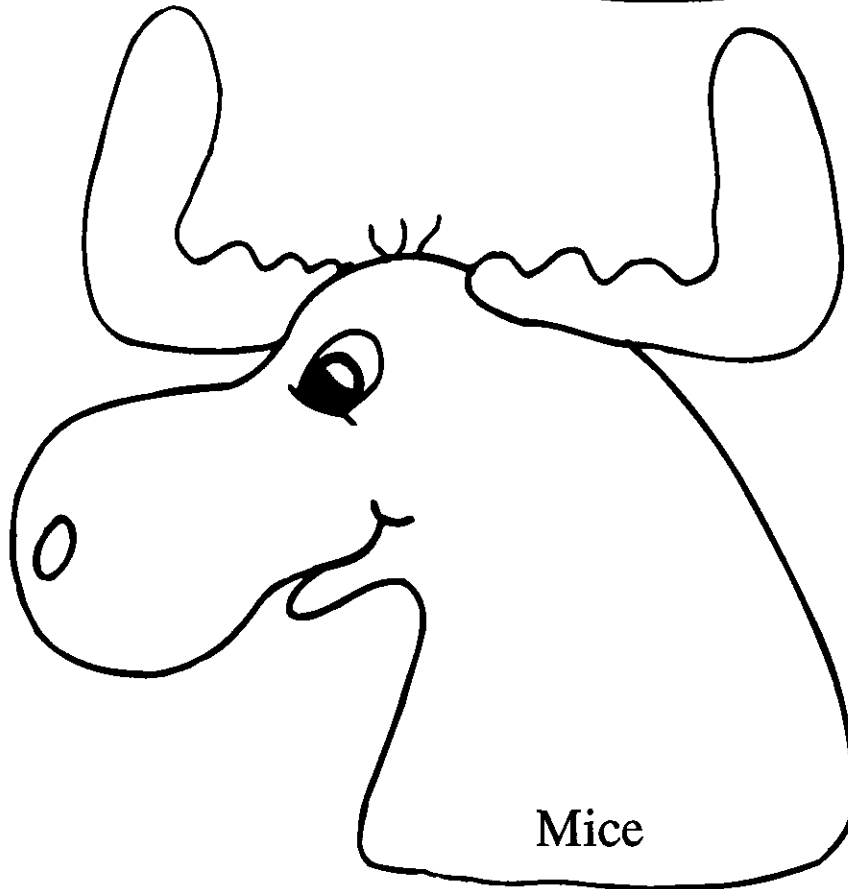
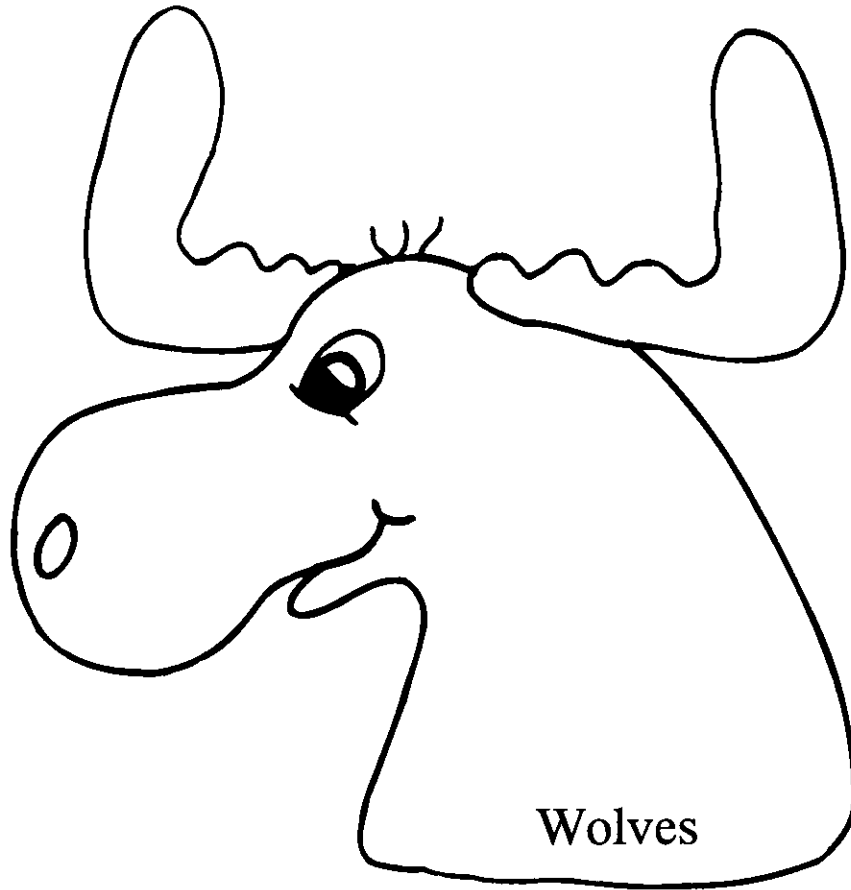
1. File folders
2. Colored paper
3. Laminating film

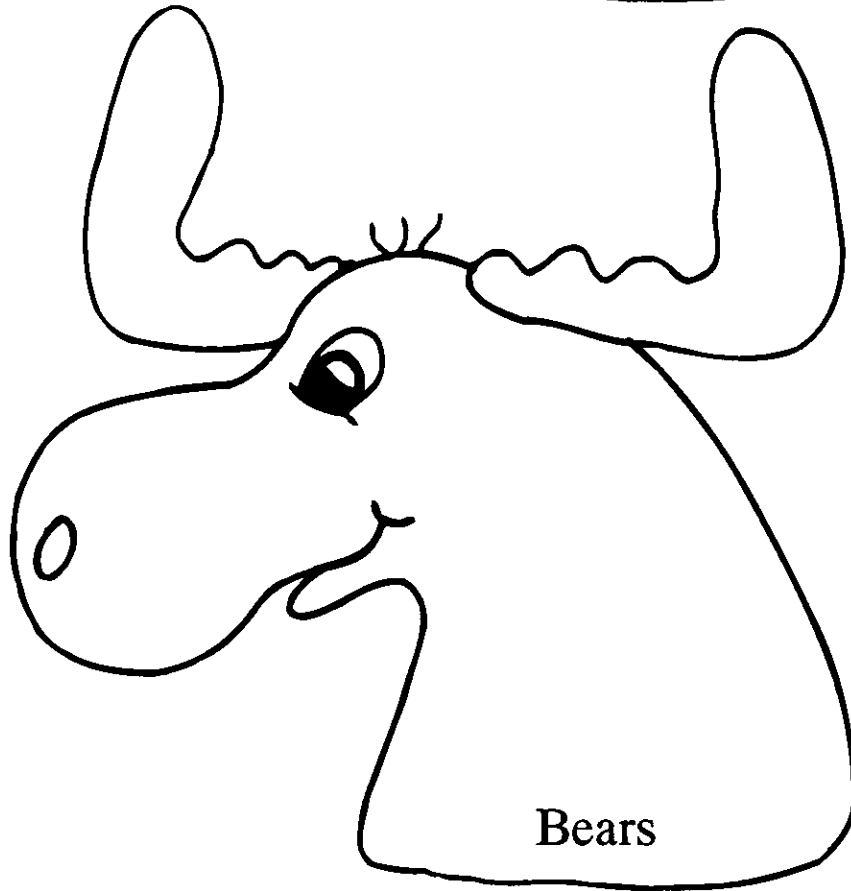
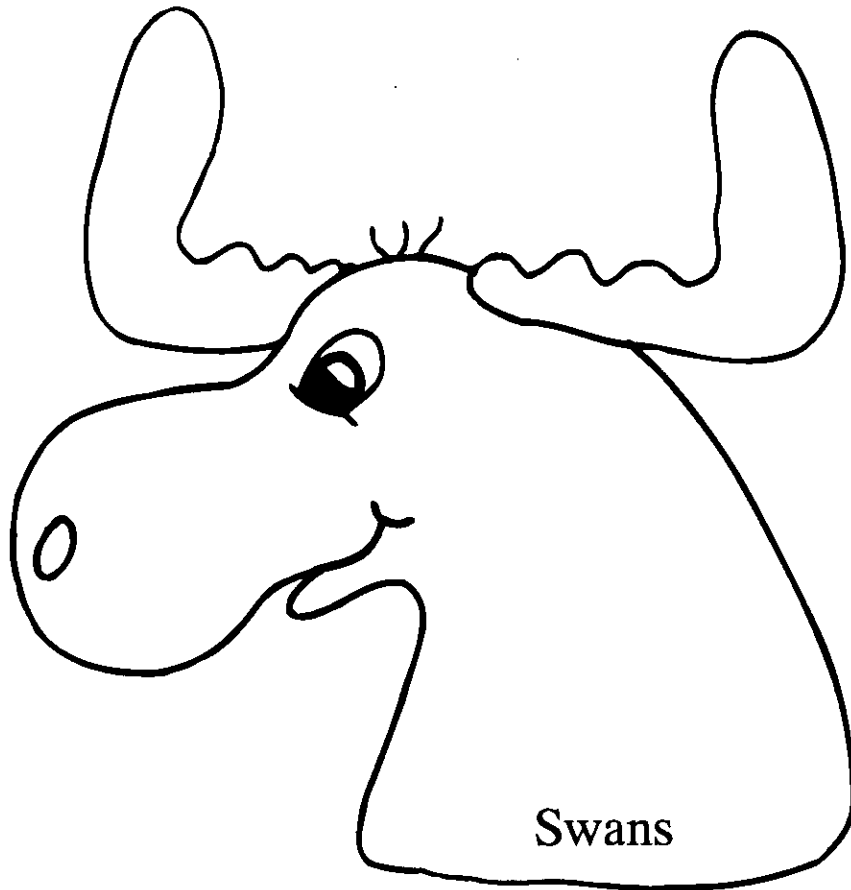
Instructions for Making Activity:

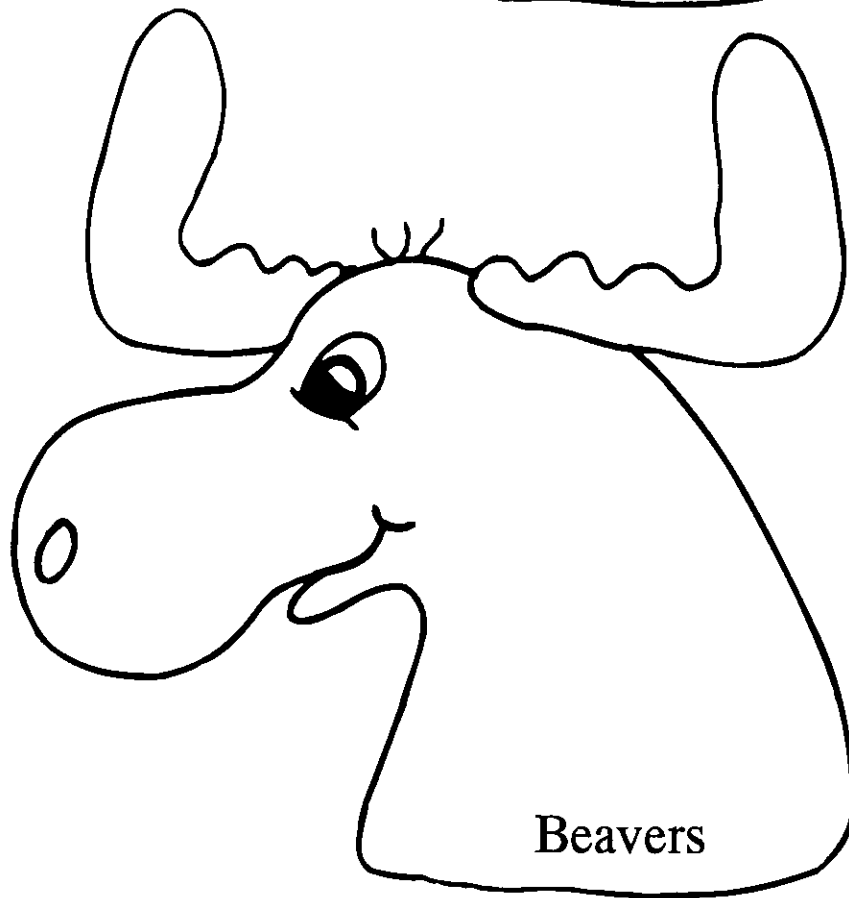
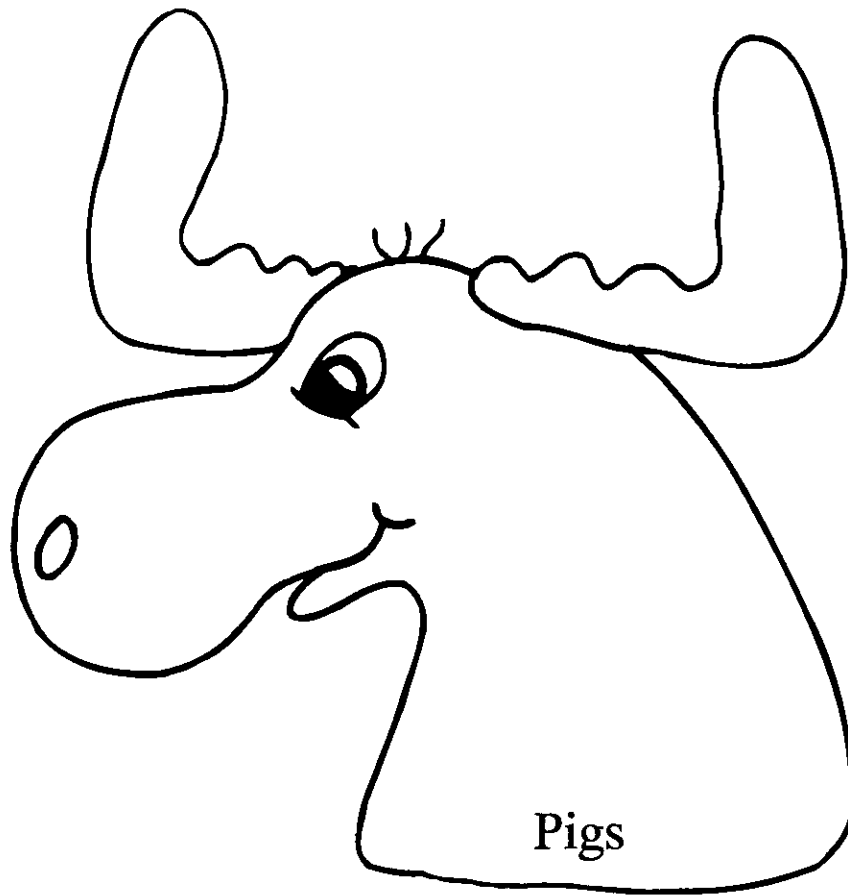
1. Copy the animal pictures found on the next pages. (Make enough copies for each student in the group to have two or three animals.)
2. Type subject from a book in school's library media center on each.
3. Cut apart.
4. Glue or rubber cement pockets inside file folder.
 - a) use one large pocket to hold all cards.
 - b) use one labeled "fiction".
 - c) use on labeled "nonfiction".
5. Laminate cards and folders.

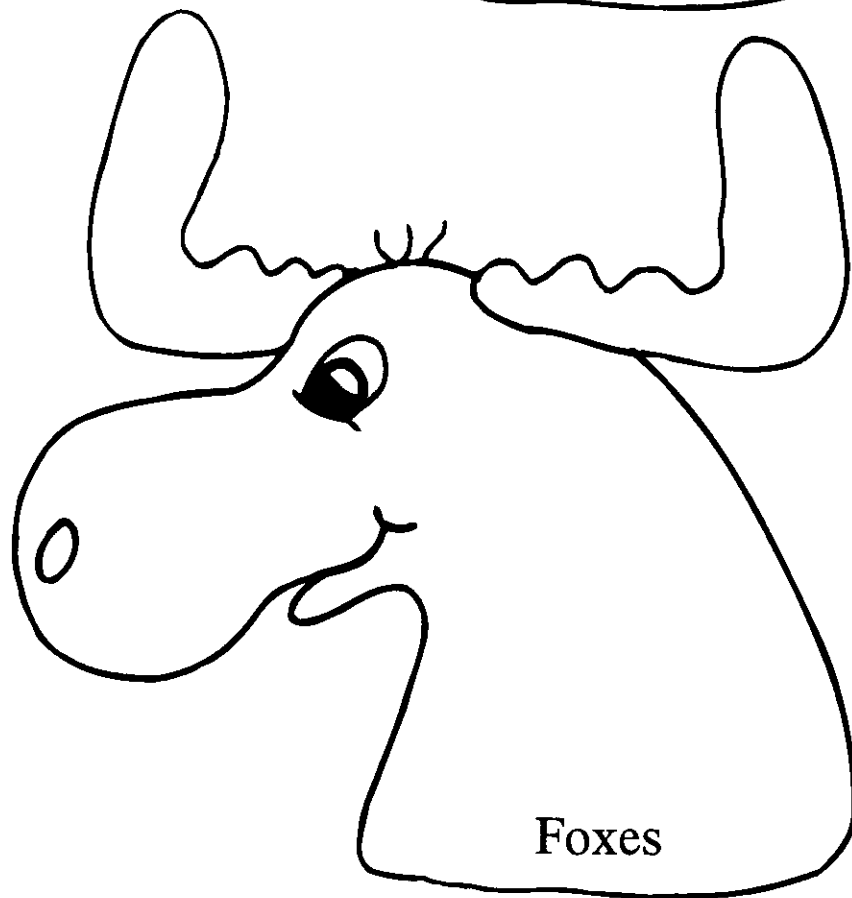
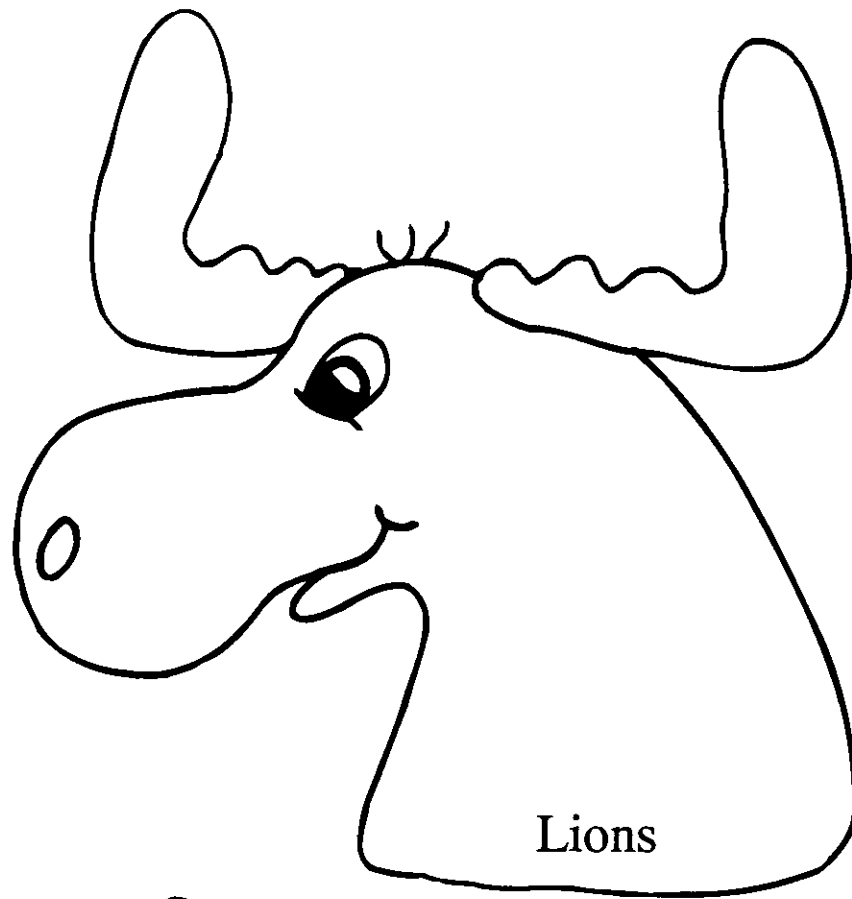
Student Instructions for Using Activity:

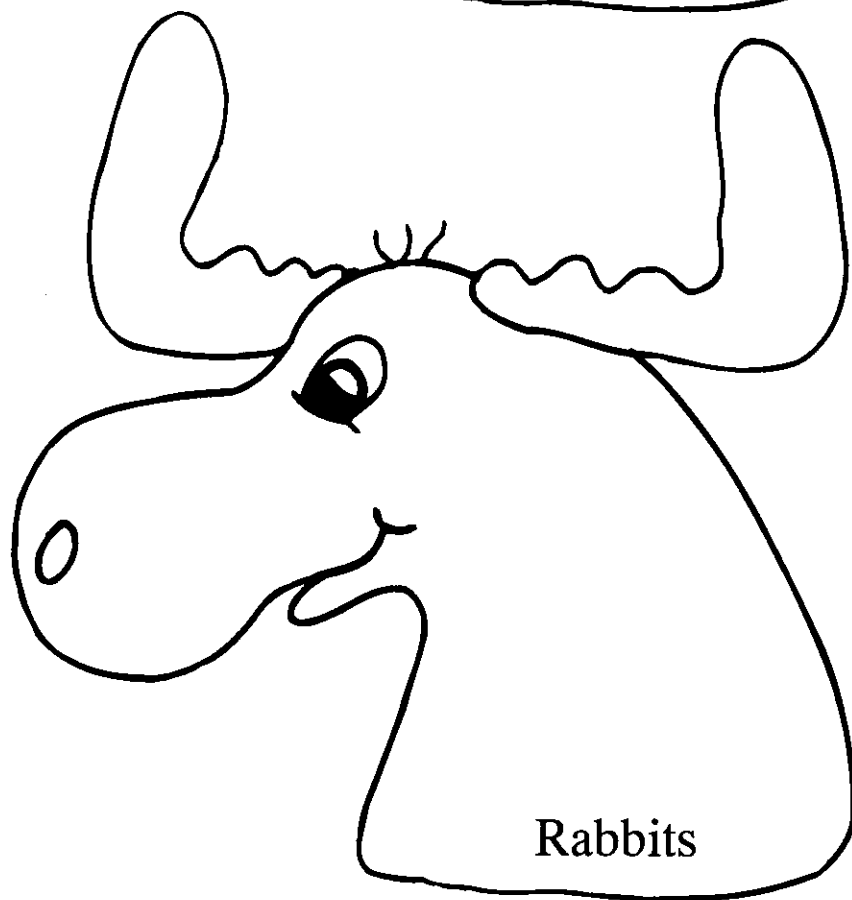
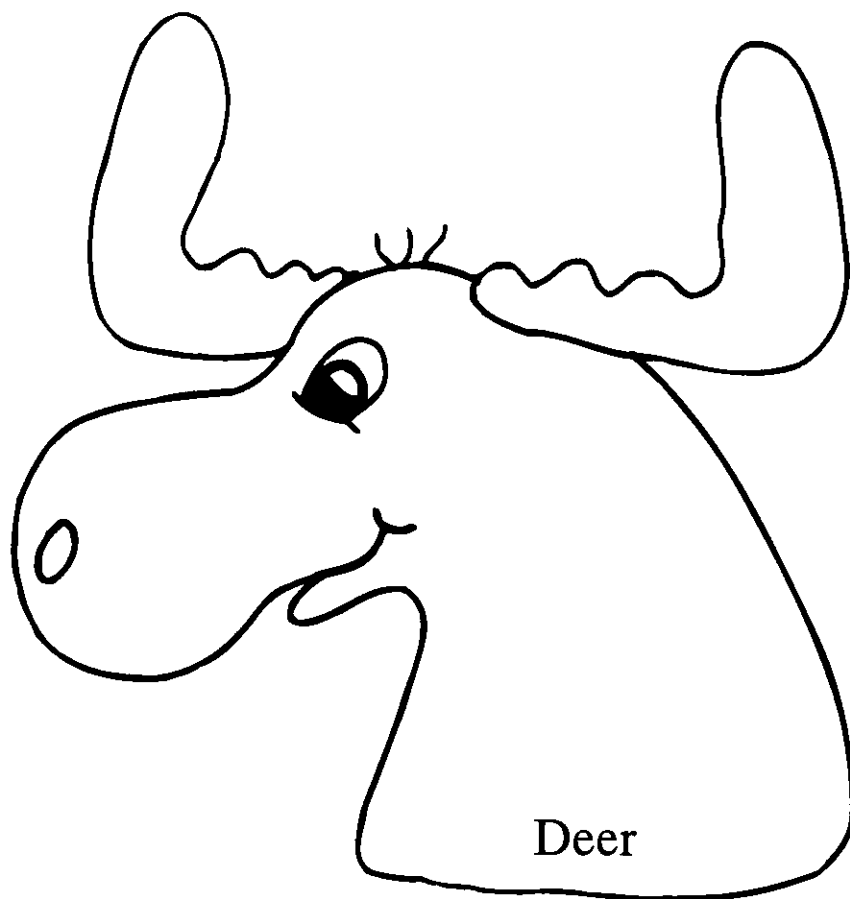
1. Take the cards out of the big pocket.
2. Look at the subject. Use the card catalog to locate the subject card and write down the title, the author and the call number.
3. Look at the call numbers. Put fiction call number in "Fiction" pocket. (Remember that easy books are considered fiction books). Put nonfiction call number in "Nonfiction" pocket.
4. Ask library media specialist to check your answers.
5. Choose one easy book, one fiction book, and one nonfiction book.

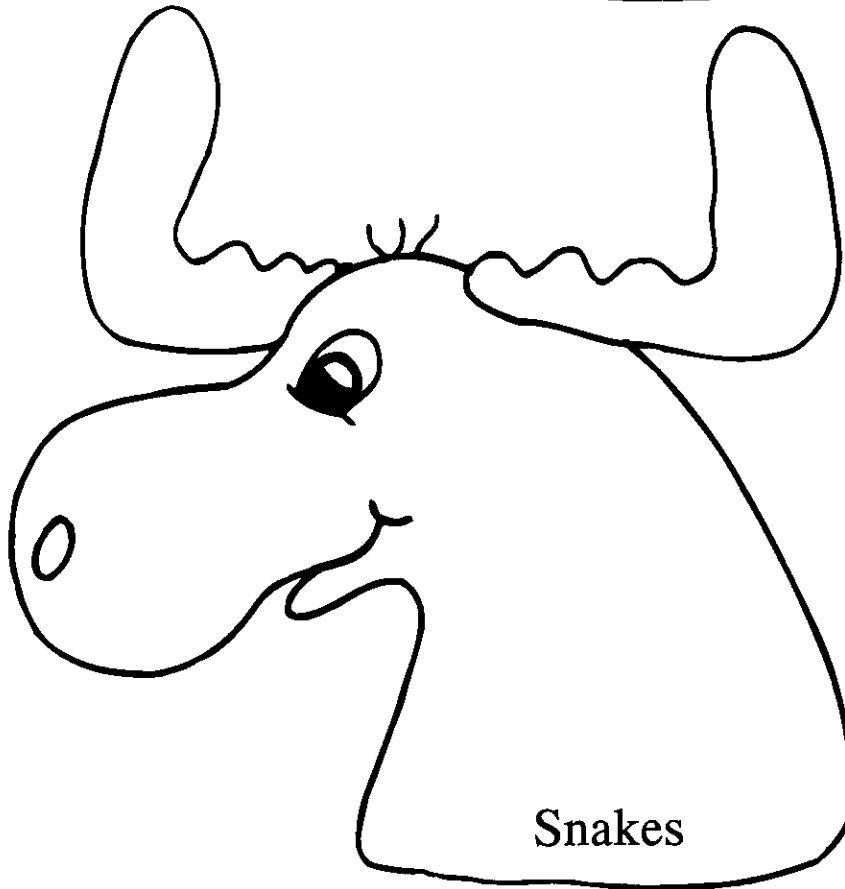
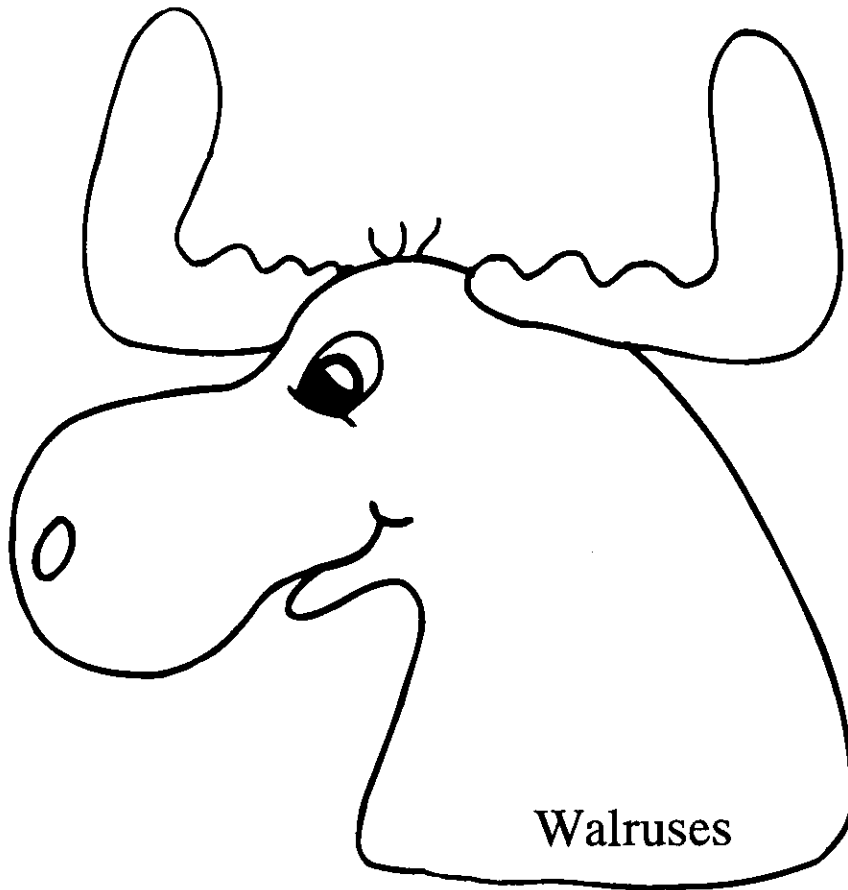


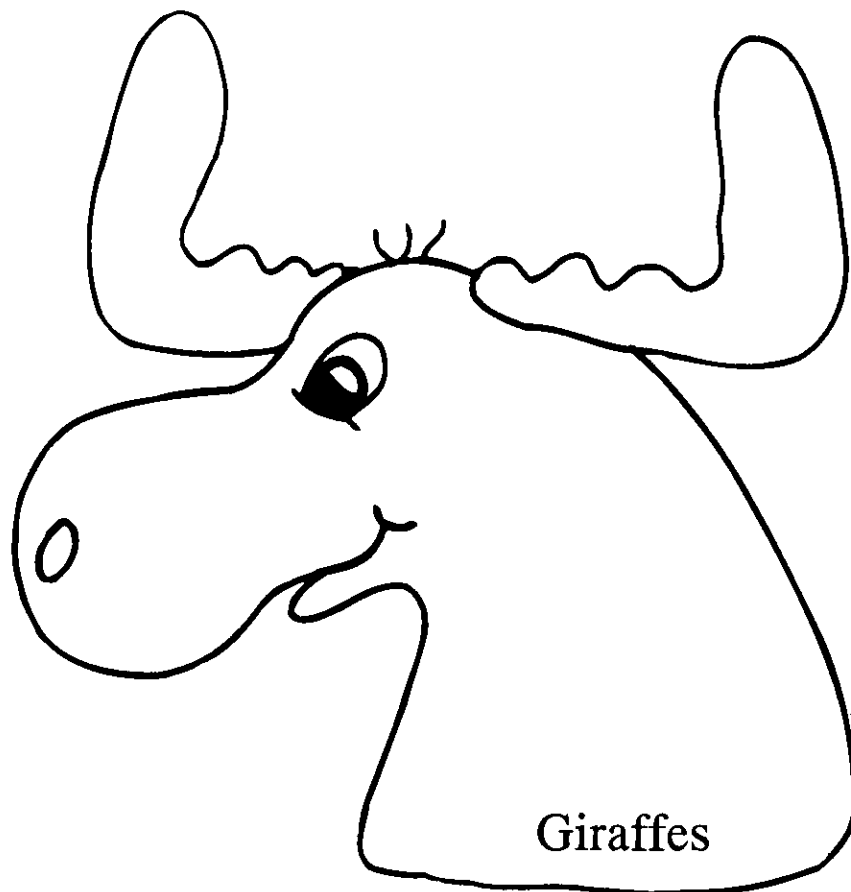




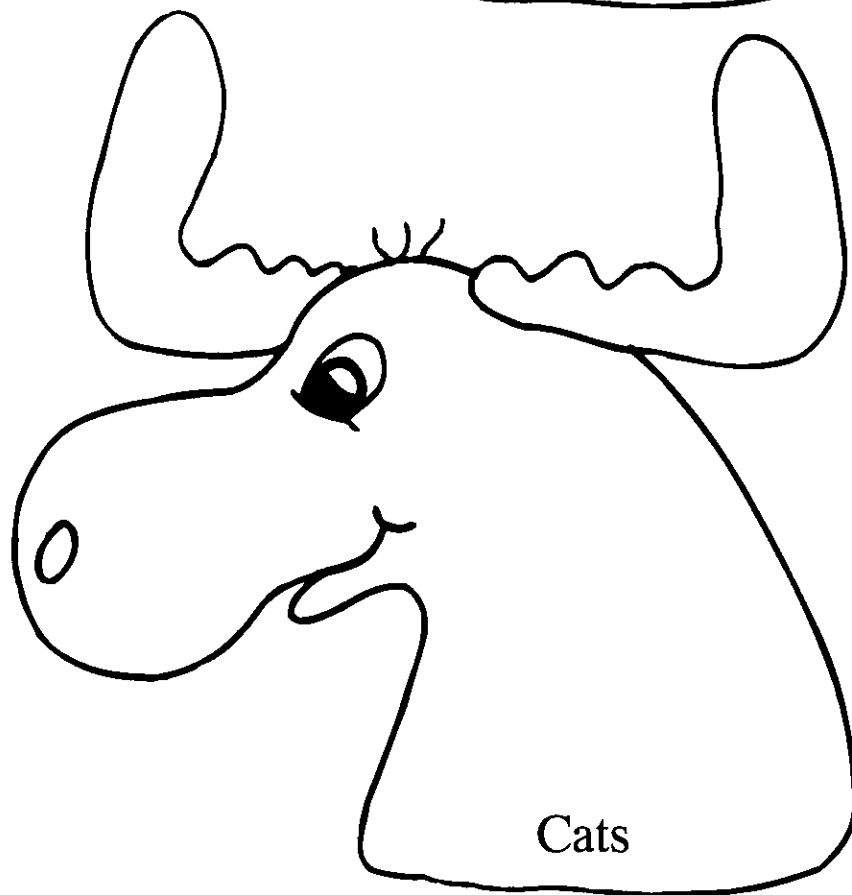




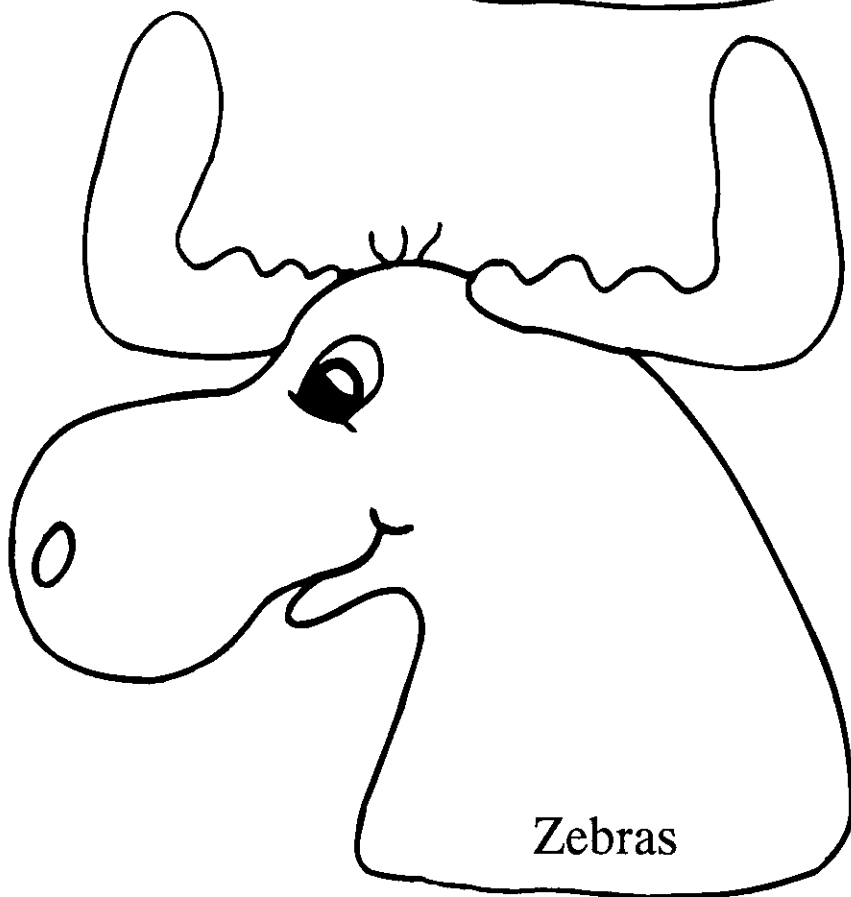
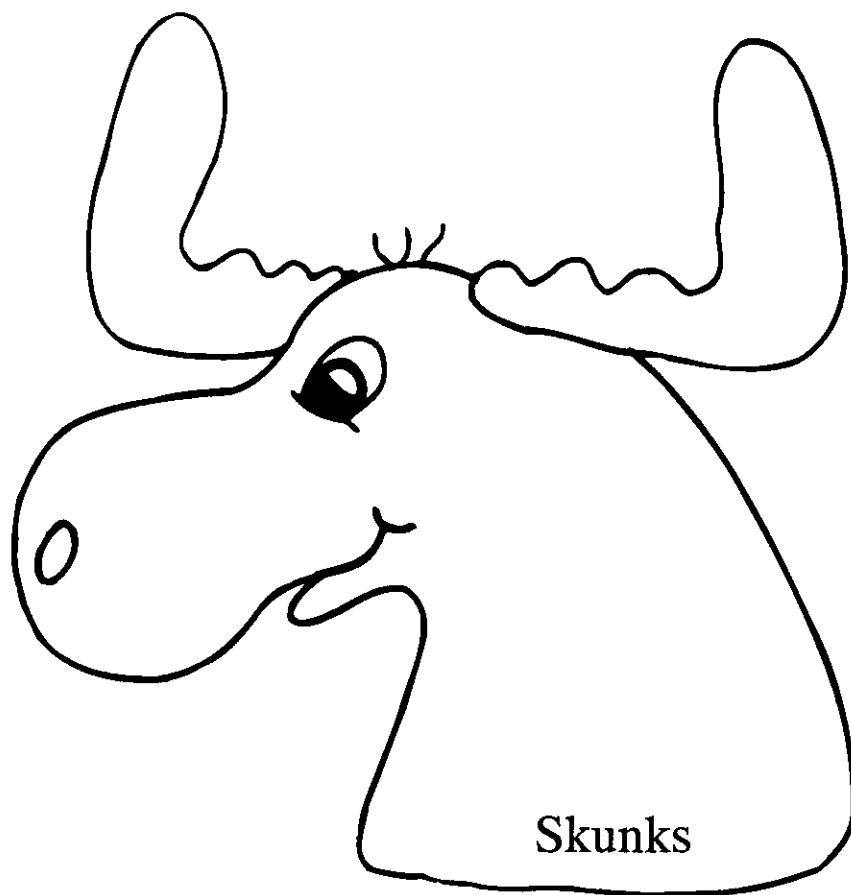


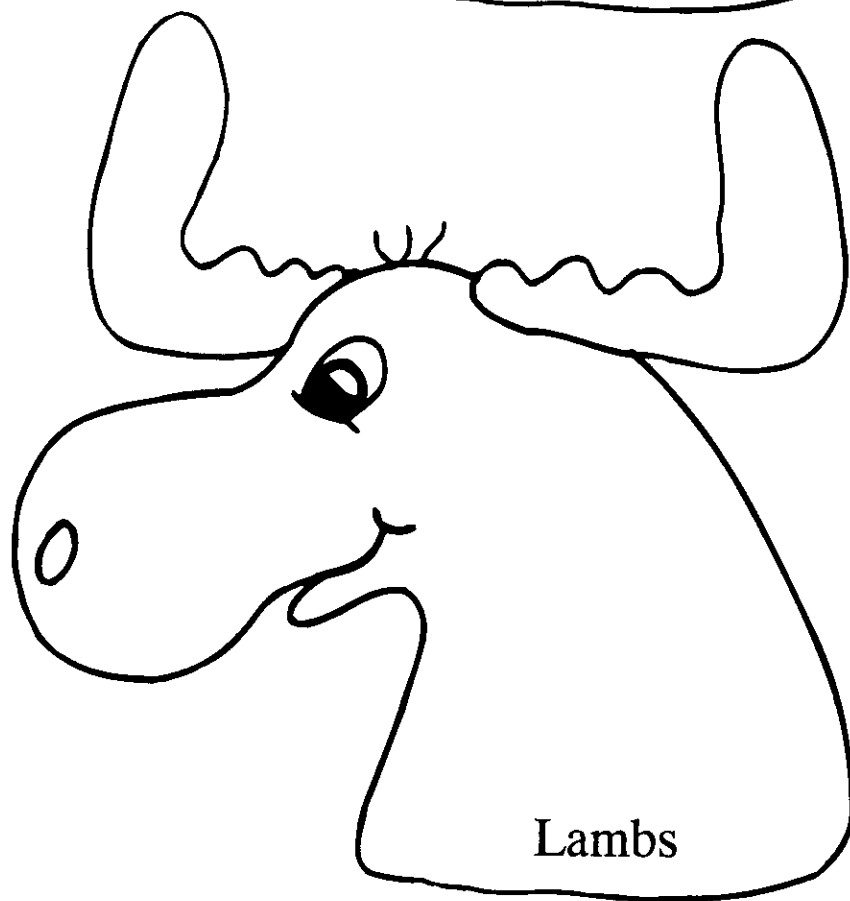
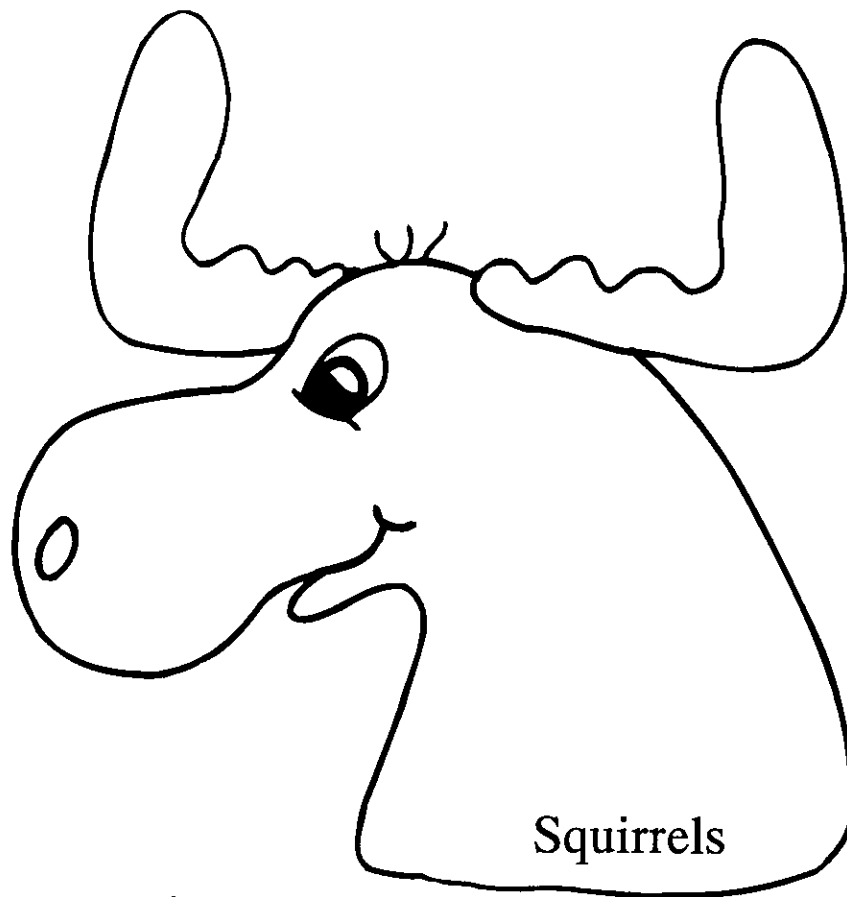


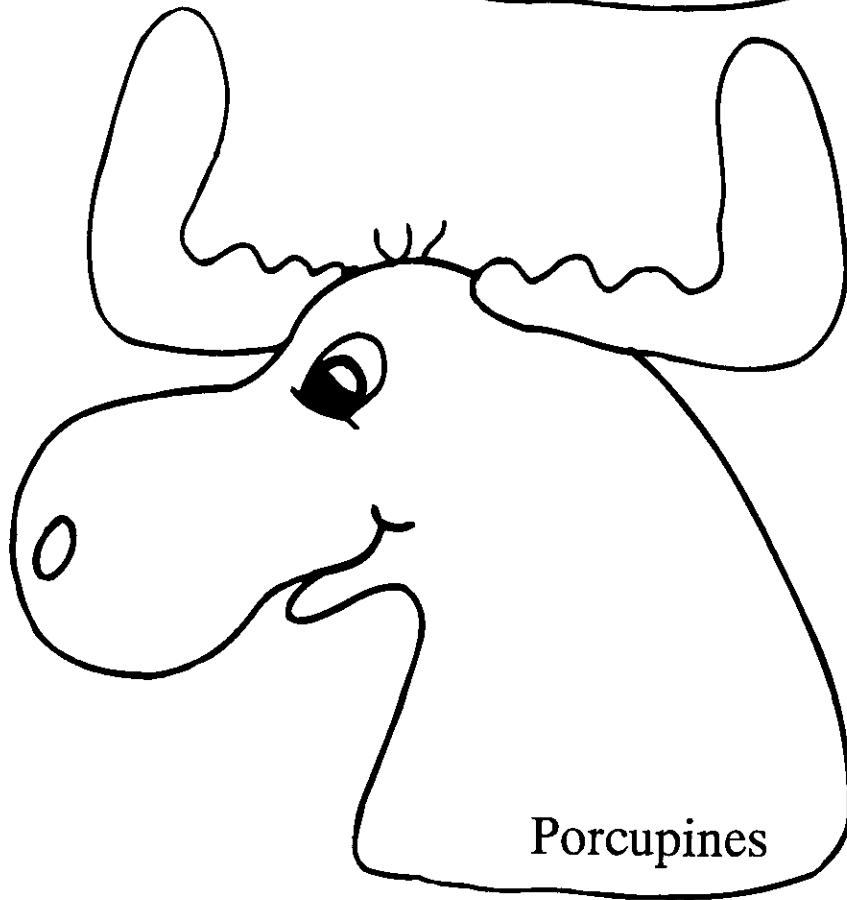
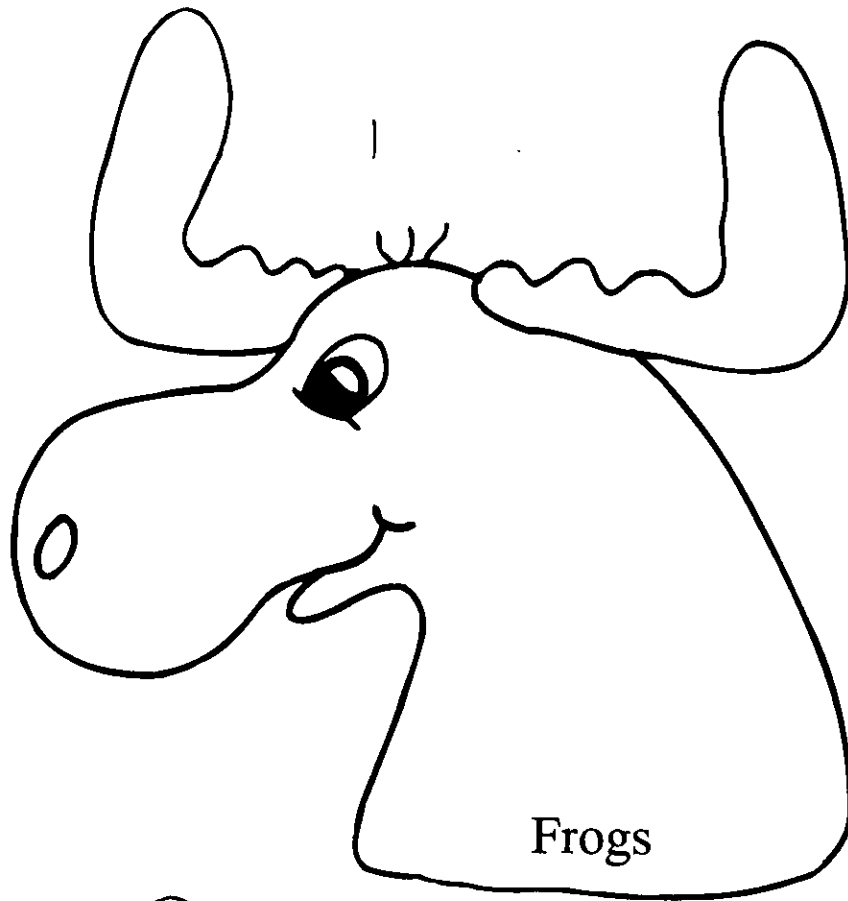
Giraffes

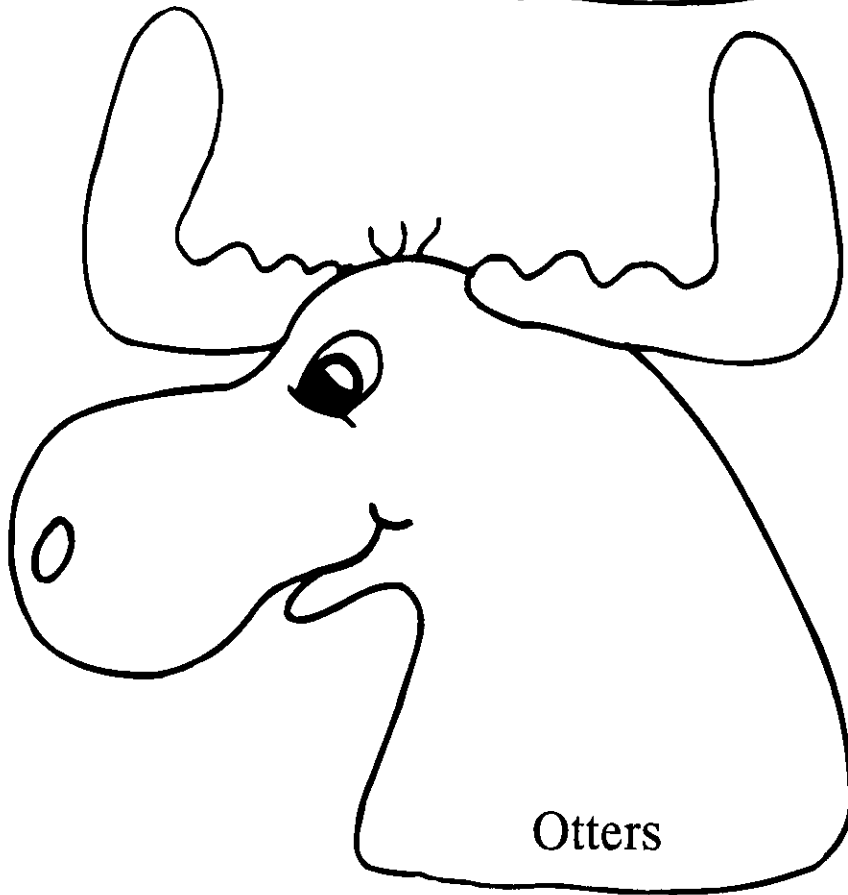
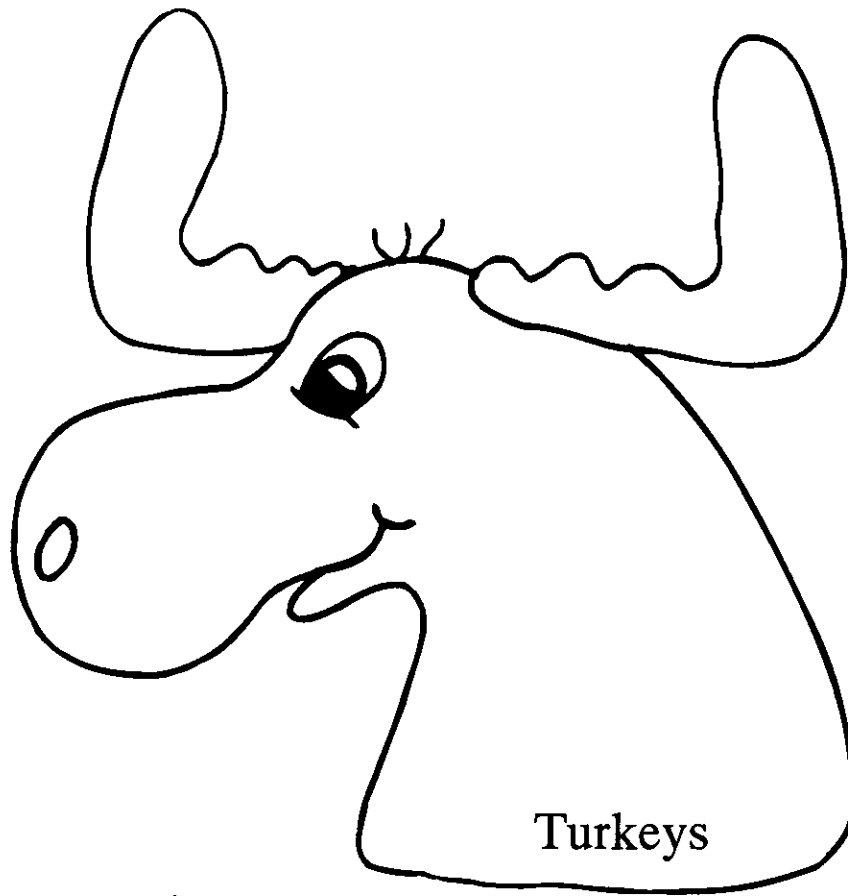


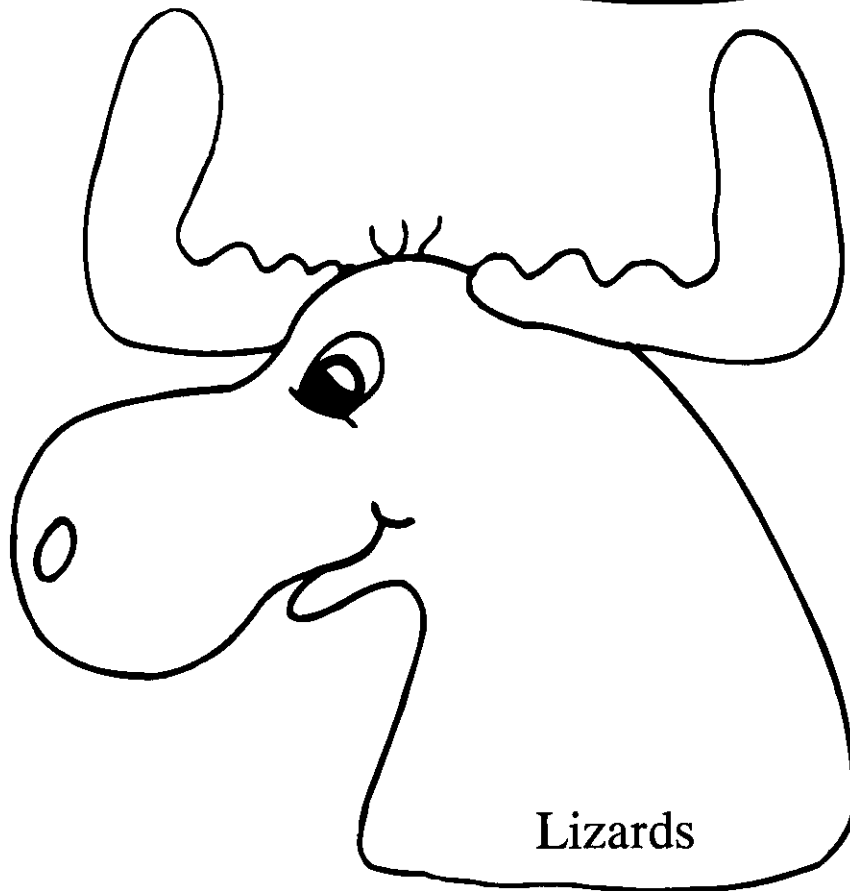
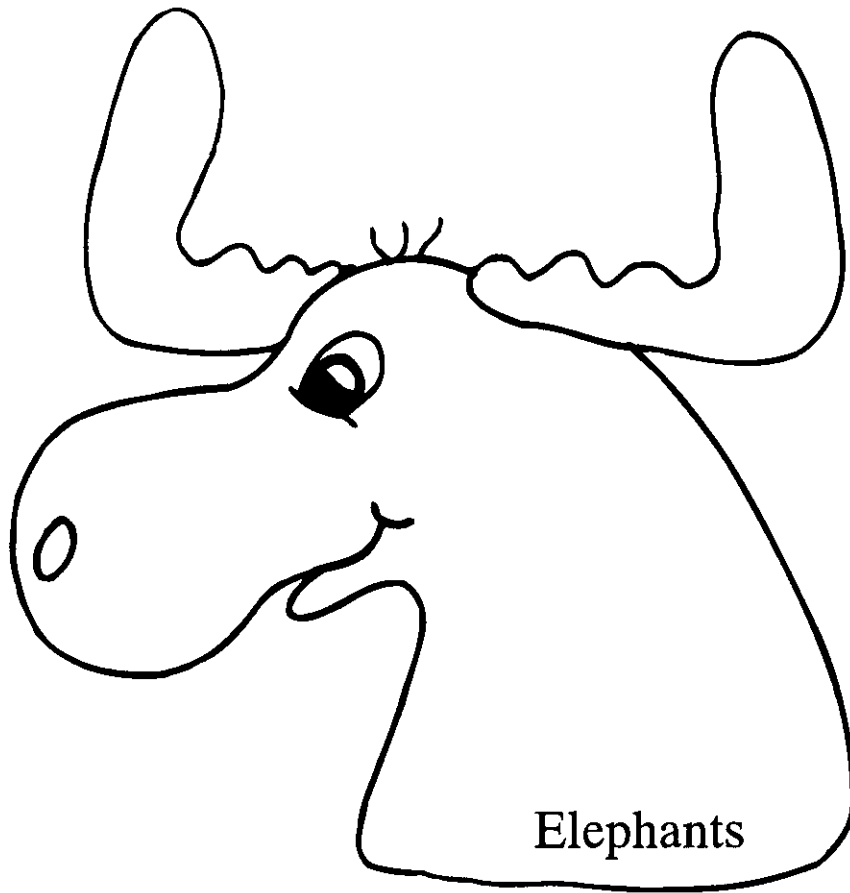
Cats

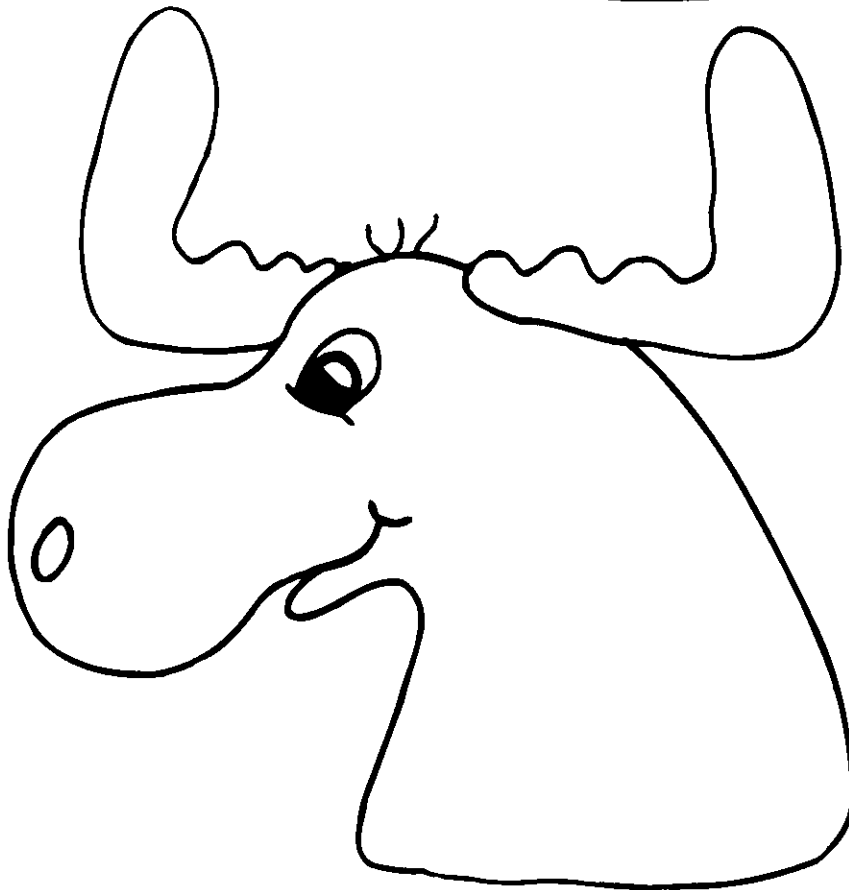
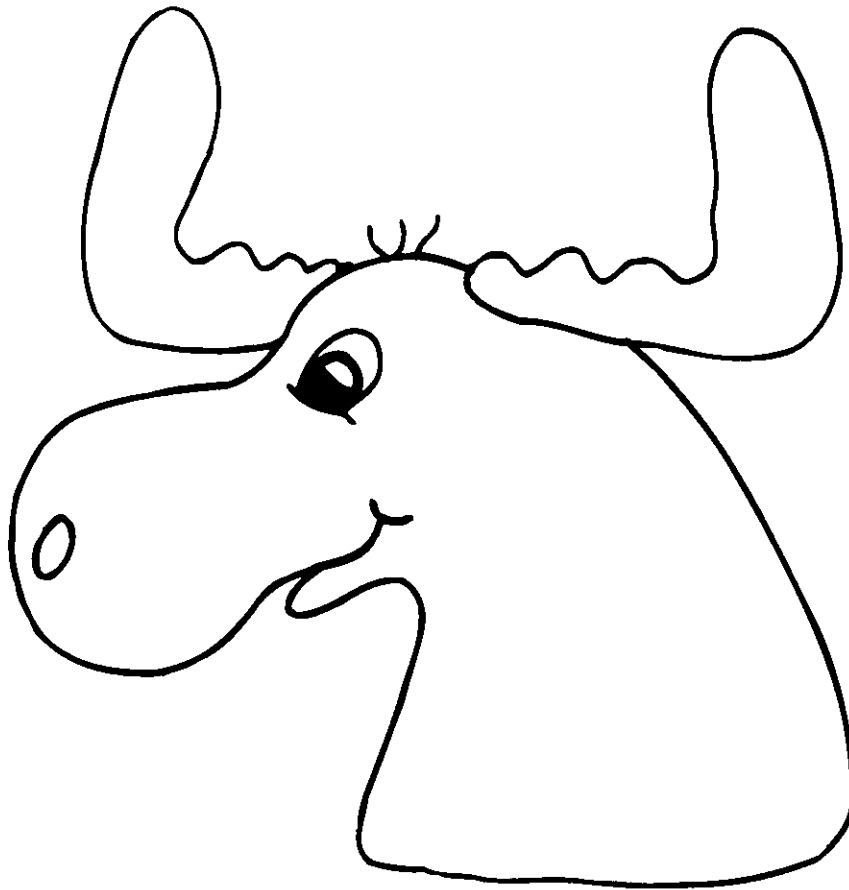












LEVEL: JOURNEYS
(Multicultural Opportunity)

I. Unit Topic: Sensory Words: (correlated with: "Words in Our Hands", Unit 7, TG pp. 116-137)

II. Unit Objectives:

A. Literary Skills: Students will:

1. define sensory words.
2. use sensory words.

B. Library Media Skills: Students will:

1. identify a dictionary as a book of words arranged in alphabetical order that tells what the words mean.
2. define entry words.
3. identify the section of the dictionary where a specific word is located. (front, middle, back)
4. define guide words.
5. use guide words.

III. Library Media Staff Preparation:

A. Materials

1. Macmillan Beginning Dictionary for each student.
2. Sound filmstrip: "Sensory Description" (Pied Piper)
This sound filmstrip may be replaced with Literature for Children, Series 2: Descriptive Words (Pied Piper, 1972).
The substitution would involve changing the instruction to reflect descriptive words found in poetry. The basal reading text correlation could still be used and descriptive words would replace sensory words in objectives, instruction, and evaluation of Session I. Session II would still be taught as is substituting descriptive words for sensory words in the introduction.
3. "Guide Words" Transparency (optional)

B. Equipment

1. Sound filmstrip projector
2. Overhead projector (optional)

C. Student Activities

1. "Dictionary Doggie" (activity)
2. "ABC Bookworm" (enrichment activity)
3. "Match Up" (activity)
4. "Guide Words" (activity with transparency)
5. "Dictionary Dally" (enrichment activity)

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I: (Objectives A-1 and A-2)

1. Introduction

- a) Discuss the story "Words in Our Hands"
1. Who were the main characters? (Michael Turner and his family)
 2. What was special about Michael's parents? (deaf from birth)
 3. What happened to the family that changed the way they looked at the new town? (They attended the National Theatre of the Deaf and found that many people in their new town knew sign language.)
- b) Review the meaning of the term deaf. (unable to hear, TG p. 121)
Tell students that hearing is only one of the five senses.
Lead students in naming the other four. (touch, taste, smell, sight)
- *c) Statement of Learning: Today you will learn that there is a special term to use when referring to words which appeal to the five senses (sensory words). You will also learn to use these words to make sentences more interesting.

2. Instruction

- a) Introduce the sound filmstrip, "Sensory Words" (Pied Piper), by asking the students to watch for:
1. words that describe sight, taste, touch, smell and hearing.
 2. ways these special words help make communications to others more interesting.
- b) View filmstrip.
- c) Have students orally complete filmstrip activities I, II, and III.
- *d) Closure: You have learned that words which describe the five senses are called sensory words, and you have also learned to use these words to make descriptions more interesting and clear.

On your next visit, you will learn to use a dictionary, a special book in which sensory words and many other words can be found.

3. Evaluation: Can Students:

- a) define sensory words?
- b) use sensory words?

4. Reinforcement

- a) Allow students to use "Sensory Description" (Pied Piper, Series 2) activity sheet.
- b) Allow students to use "Match Up" activity.

B. Session II: (Objectives B-1, B-2, B-3, B-4, and B-5)

1. Introduction

- a) Remind students that on their last visit they learned that special words called sensory words make reading more exciting. Many times when students are reading they find words that are unfamiliar to them. To become better readers they need to be able to find the meanings by using a dictionary.
- *b) Statement of Learning: Today you will learn what a dictionary is and how it is arranged. You will also learn how to locate words in a dictionary more quickly.

2. Instruction

- a) Library media specialist will give each student a copy of Macmillan Beginning Dictionary. Have the students examine the dictionary. Lead the students in answering these questions:
 - 1) What is a dictionary? (A book that has words in alphabetical order together with information about them. Macmillan Beginning Dictionary, p. G182)
 - 2) How are the words arranged? (alphabetically)
- b) Ask students to turn to page three (3) in their dictionaries. Note that each word listed in heavy black print is called an entry word, that these words are placed at the left-hand side of the column, and that this arrangement makes finding a word much easier.
- c) Have all students locate the same entry word on a given page. (example: Blue, p. 72) Note the alphabetical arrangement of all of the words on the page. Point out that the meaning of the word follows the entry word.
- d) Give each student an entry word to locate. (Use small slips of paper on which is typed a word and its page number.) Allow students to locate words and read the word and its definition aloud. (Use of the "Guide Words Transparency" is recommended if time permits.)
- e) Explain to students that to locate words quickly one can think of the dictionary as being divided into three (3) sections: Front A-G; Middle H-P; Back Q-Z.
- f) Have students examine the dictionary and locate words in each of the three (3) sections. Ask:
 - 1) Who can find a word beginning with the letter "D"?
 - 2) What section of the dictionary is it in? (front)

Repeat this activity until students are familiar with the sections.

g) Use "Dictionary Doggie" activity.

*h) Closure: Today you have learned what a dictionary is; that it is arranged in alphabetical order; and that it is divided into Front, Middle and Back. You have also learned that words found in the dictionary are called entry words and you located entry words and their meanings.

3. Evaluation: Can students:

- a. identify the dictionary as a book of words arranged in alphabetical order that tells what the words mean?
- b. define entry words?
- c. use entry words?
- d. identify the section of the dictionary where a specific word is located?

4. Reinforcement

- 1) Allow students to use "Dictionary Doggie" activity.

5. Enrichment

- 1) Allow students to use "ABC Bookworm" activity.
- 2) Allow students to use "Dictionary Dally" activity.

V. Resources

A. Books

- Adams, Barbara. Like It Is: Facts and Feelings about Hadicaps from Kids Who Know. Walker, 1979
- Caudill, R. A Certain Small Shepherd. Holt, 1965
- Corbin, W. Golden Mare. Coward-McCann, 1955
- Cunningham, J. Burnish Me Bright. Patheon, 1970
- Davidson, M. Louis Braille. Hastings House, 1972
- DeAngeli, M. The Door in the Wall. Doubleday, 1964
- Gage, Wilson. Down the Boondocks. Greenwillow, 1977
- Hunter, E. F. Child of the Silent Night. Houghton, 1963
- Jensen, V. A. What's That?. Collins, 1979
- Kamien, Janet. What If You Couldn't..? A Book about Special Needs. Scribner, 1979
- Keats, Ezra. Apt. 3. Macmillan, 1971
- Levine, E. S. Lisa and Her Soundless World. Human Sciences Press, 1974
- Litchfield, A. B. A Button in Her Ear. Whitman, 1976
- Little, Jean. Mine For Keeps. Little, 1962
- Malone, M. Annie Sullivan. Putnam, 1971
- Peter, Diana. Claire and Emma. Day, 1977
- Petersen, Palle. Sally Can't See. Day, 1977
- Peterson, Jeann. I Have a Sister-My Sister is Deaf. Harper, 1977

- Pevsner, S. Keep Stompin' Till the Music Stops. Seabury, 1977
 Robinson, V. David in Silence. Lippincott, 1966
 Stein, Sara. About Handicaps: An Open Family Book of Parents and Children Together. Walker, 1974
 Sullivan, Mary. Feeling Free. Addison-Wesley, 1979
 White, Paul. Janet at School. Crowell, 1978
 Winthrop, E. Journey to the Bright Kingdom. Holiday House, 1979
 Wolf, Bernard. Anna's Silent World. Lippincott, 1977
 Wolf, Bernard. Connie's New Eyes. Lippincott, 1976
 Wolf, Bernard. Don't Feel Sorry for Paul. Lippincott, 1974
 Yolen, J. The Seeing Stick. Crowell, 1977

B. Reference Sources

C. Software

Literature for Children, Series 2: Sensory Description, (sound filmstrip). Pied Piper Media, 1972.

VI. Glossary

- A. Sensory words--words which appeal to the five senses (sight, smell, touch, hearing and taste).
- B. Card catalog--a cabinet of drawers with cards in ABC order. These cards have information that help in locating materials in the library media center.
- C. Deaf--unable to hear. TG p. 121
- E. Guide words--words printed at the outer edge of the top of the page to help find the article one is looking for more quickly.

Multicultural Note: The selection in the basal reading text can be used to discuss prejudice reduction in terms of handicapping conditions. This is part of the multicultural curriculum infusion into the reading program. Concept: Racism/ Discrimination

JOURNEYS
Sensory Words
Enrichment Activity
"Dictionary Doggie"

DICTIONARY DOGGIE

Objective: Students will identify the section of the dictionary where a special word is located. (front, middle, back)

Materials Needed:

1. File folders
2. Laminating film

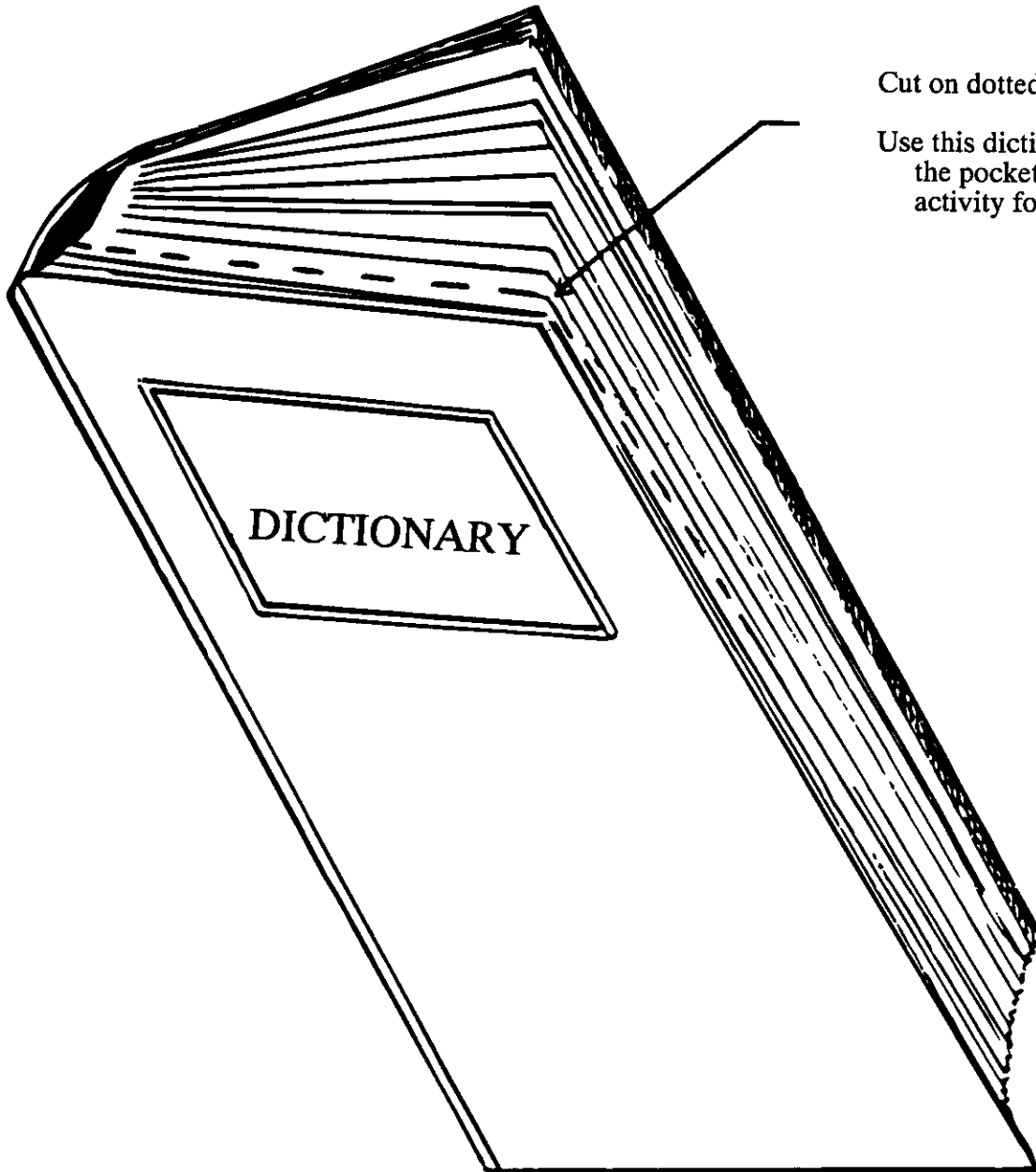
Instructions for Making Activity:

1. Cut out dog and dictionary.
2. Glue dog across the inside bottom of file folder. (Do not glue on pockets on sweater.) Glue instructions and dictionary pocket above the dog.
3. Cut out bones. Write "A-G", "H-P", or "Q-Z" on the back of each bone for self-checking.
4. Laminate.
5. Slit dictionary and sweater pockets. Add words to extra bones to use for reinforcement activity.

Student Instructions for Using Activity:

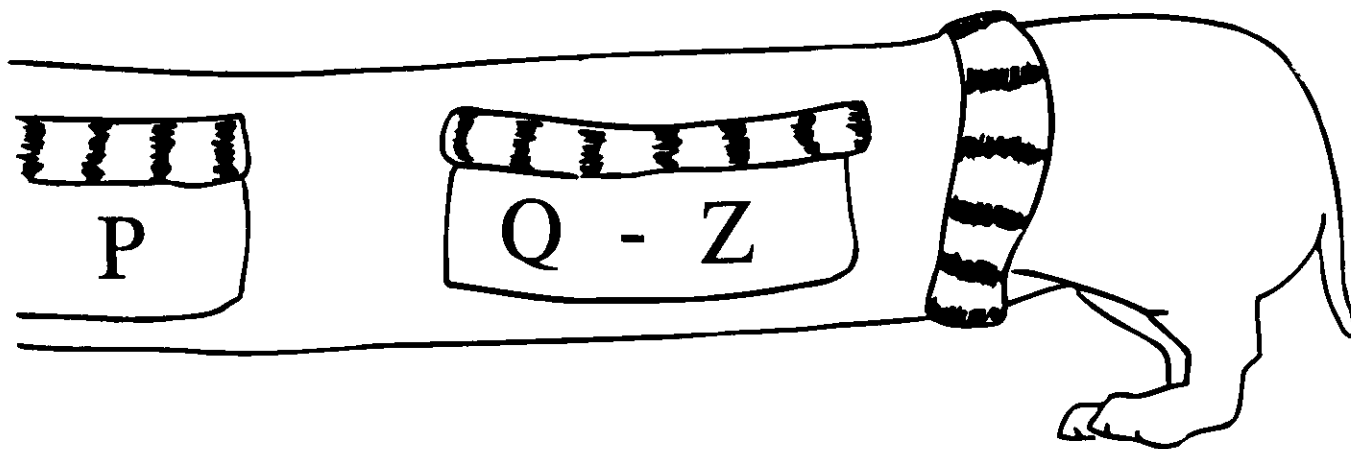
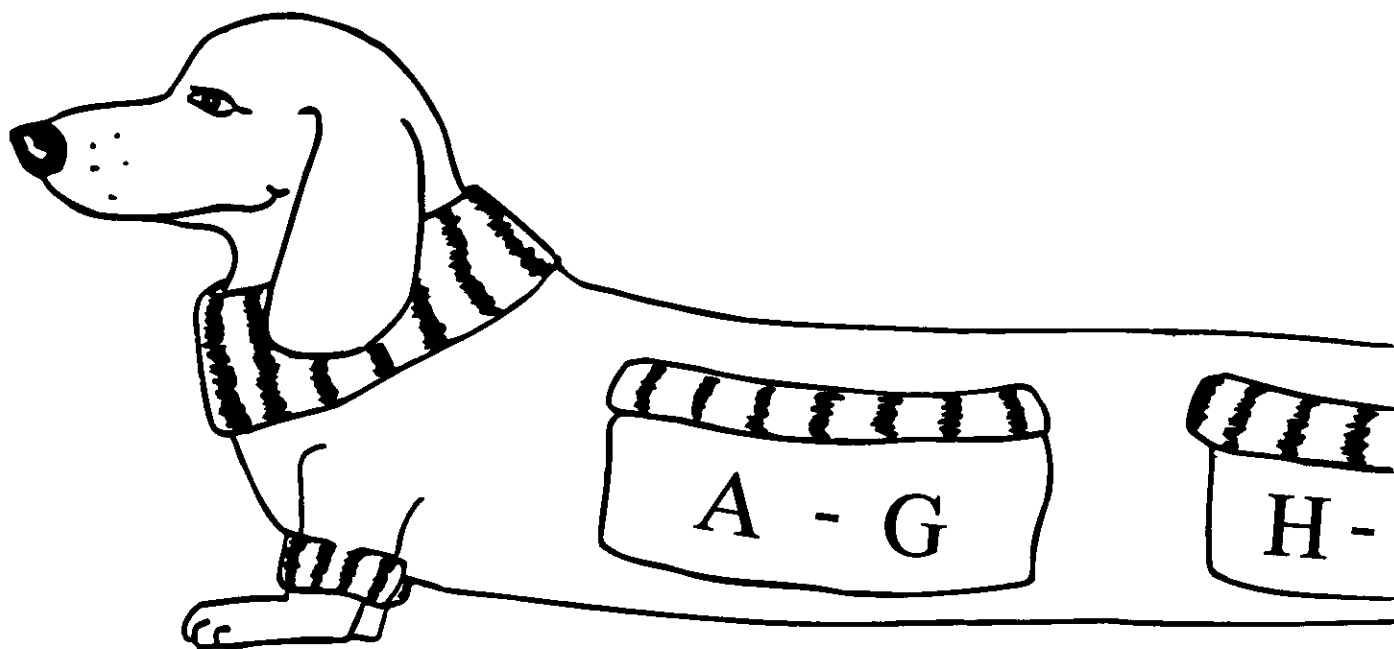
1. Take a "bone" from the dictionary pocket.
2. Read the word on the bone and decide in which section of the dictionary the word would be found.
3. Place the card in the correct pocket on the dog.
4. Check answers on back of bone.

JOURNEYS
Sensory Words
Reinforcement Activity
"Dictionary Doggie"



Cut on dotted line.

Use this dictionary for
the pocket on the
activity folder.



alarm

relief

bitter

spray

camera

trace

dozen

urgent

emergency

fantasy

pierce

gorgeous

honor

operator

imagine

vanity

knead

weave

liquid

mood

nervous

JOURNEYS
Sensory Words
Reinforcement Activity
"Dictionary Doggie"

a - g

h - p

q - z

ape
bat
duck
goose

horse
jaguar
leopard
mole
owl
porcupine

rhinoceros
snake
tiger
whale
whale

ant
beaver
buffalo
elephant
fox
giraffe

hawk
lamb
mouse
otter
panther

sheep
skunk
turtle
viper
wren

antelope
bear
bird
camel
dog

hippopotamus
hog
lion
lizard
ox
pig

rat
sandpiper
seal
tortoises
walrus

badger
bison
cat
deer
frog

hare
llama
opossum
monkey
panda

rabbit
squirrel
swan
turkey
zebra

JOURNEYS
Sensory Words
Enrichment Activity
"ABC Bookworm"

ABC BOOKWORM

Objective: Students will alphabetize to the third letter.

Materials Needed:

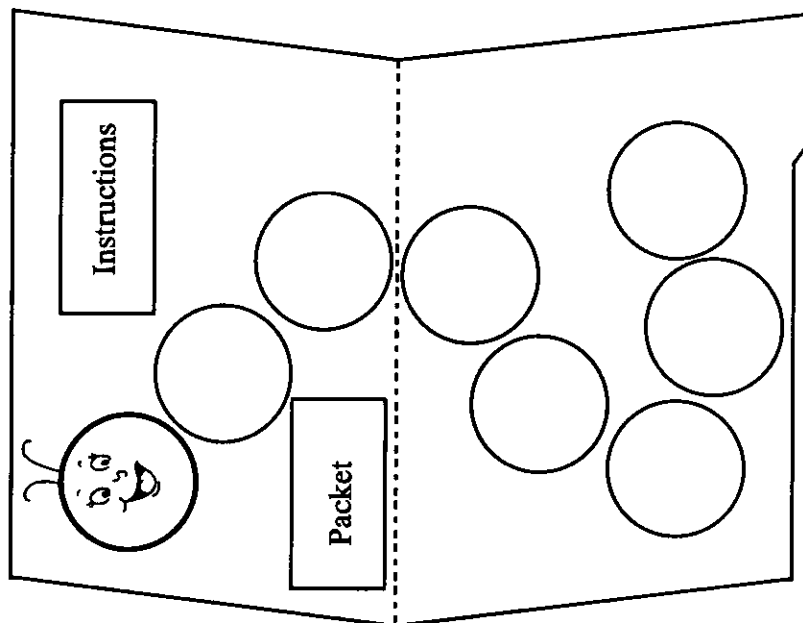
1. File folders

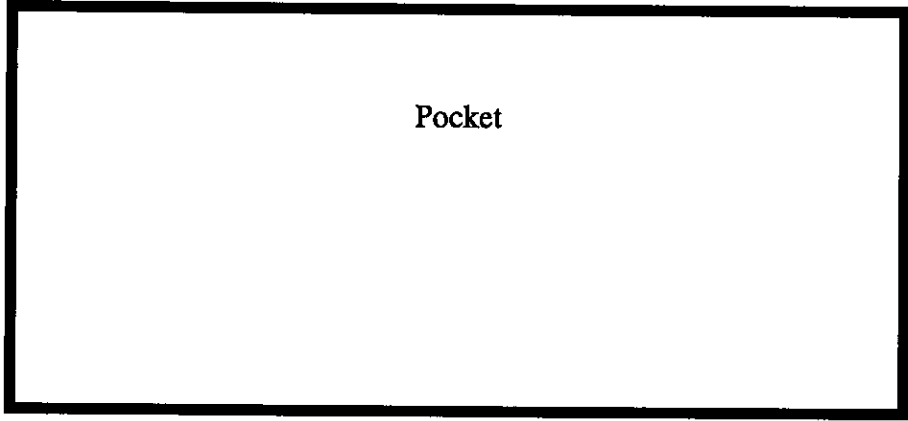
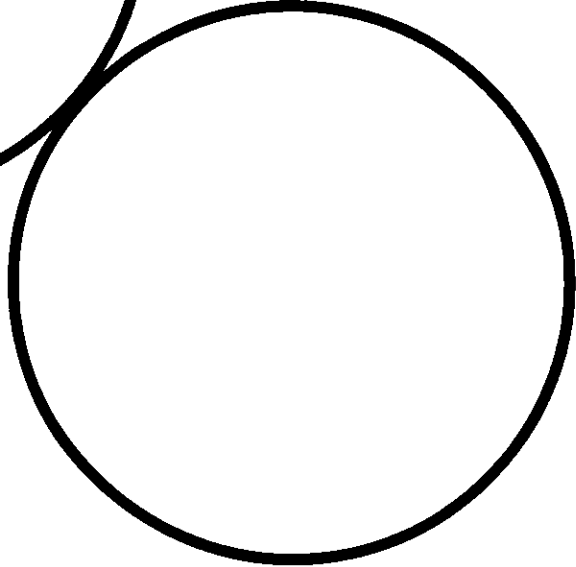
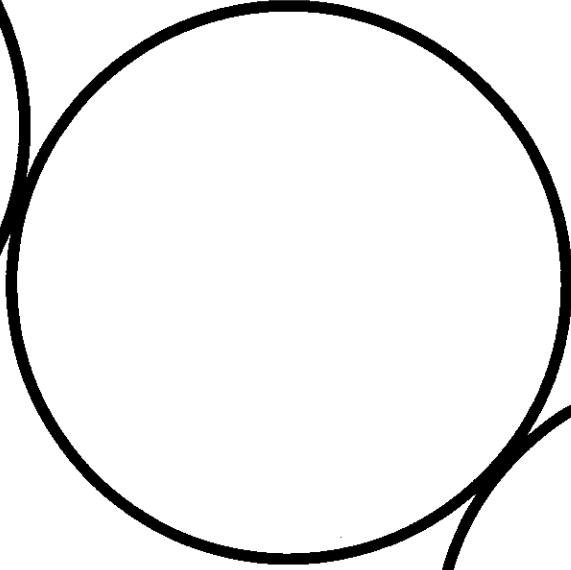
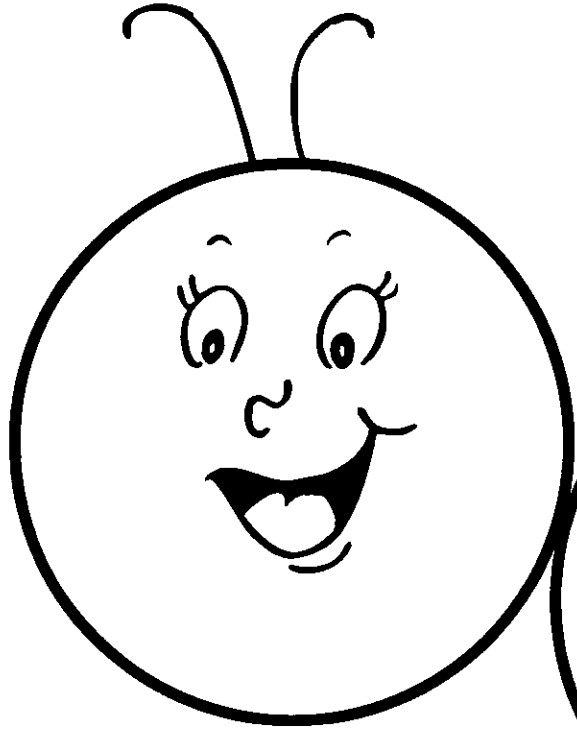
Instructions for Making Activity:

1. Use the pattern to draw the bookworm on each folder.
2. Cut at least 6 circles for each folder.
3. Type an author and title on each circle.
4. Laminate.

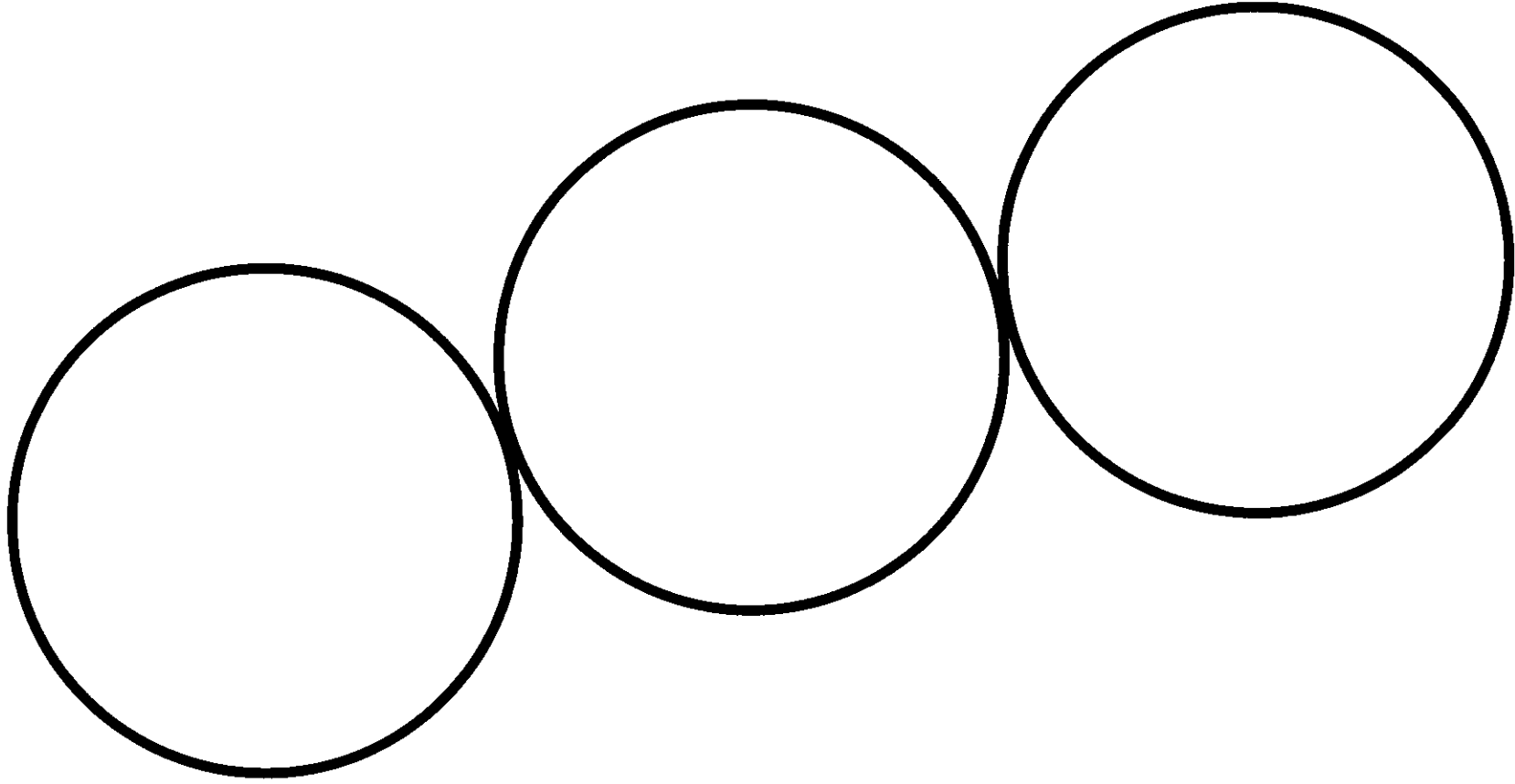
Student Instructions for Using Activity:

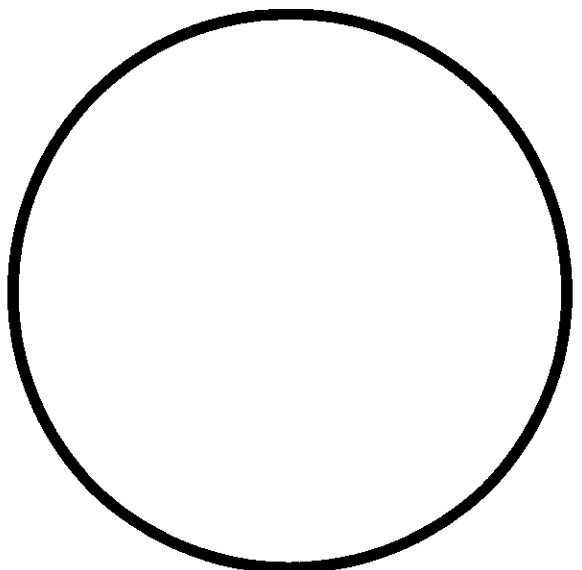
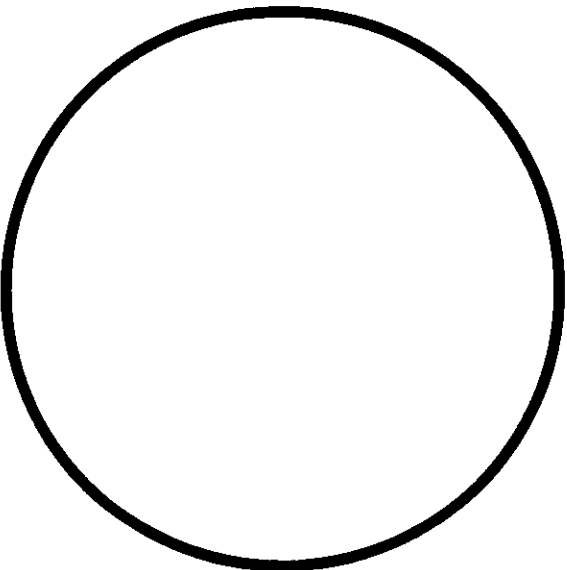
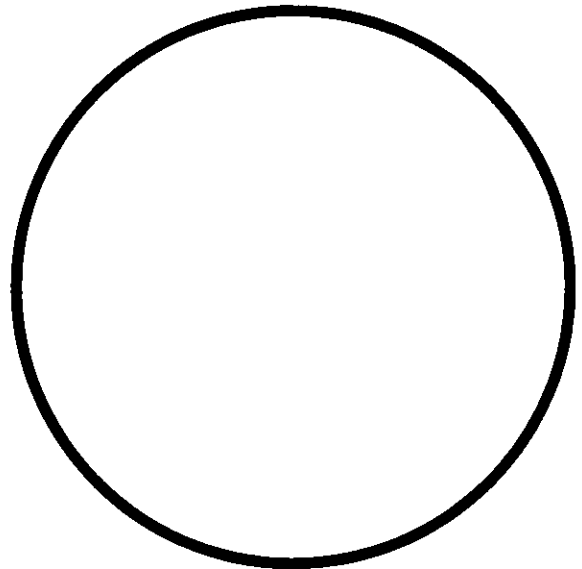
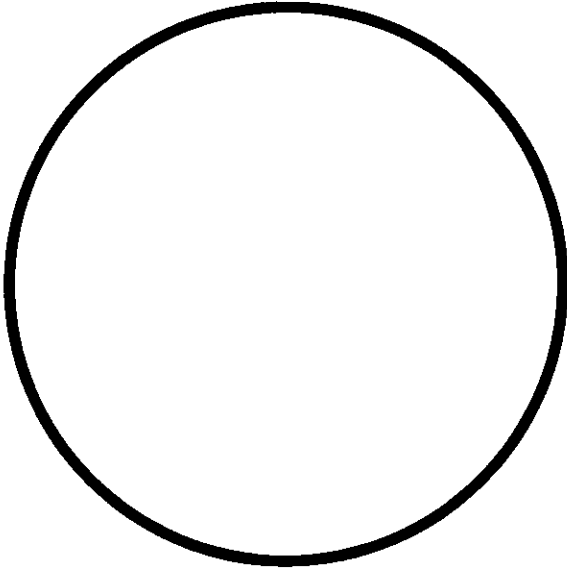
1. Look at the author's name on each circle.
2. Place the circles on the bookworm in ABC order.





Pocket





JOURNEYS
Sensory Words
Reinforcement Activity
"Match Up"

MATCH UP

Objective: Students will practice in identifying sensory words that appeal to one of the five senses.

Materials Needed:

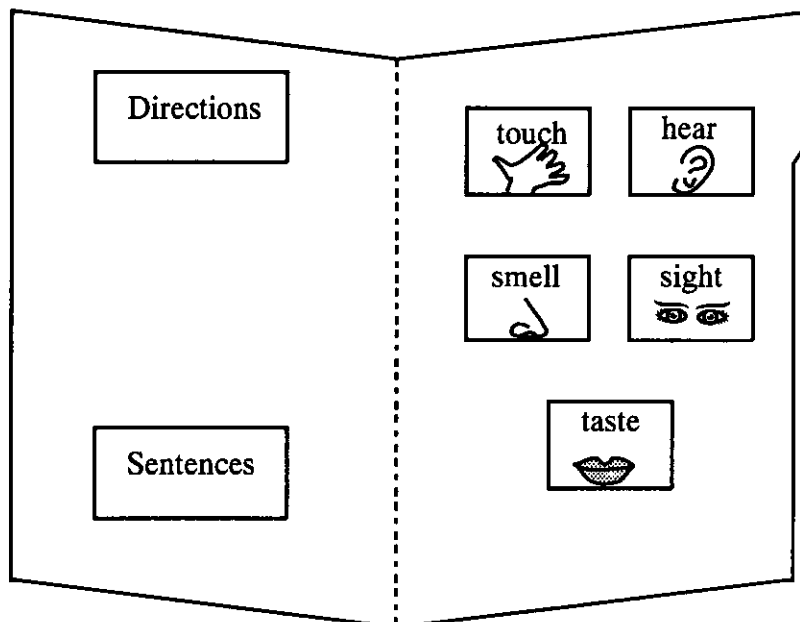
1. File folder
2. Tagboard or pockets
3. Laminating film
4. Marking pens
5. Scissors

Instructions for Making Activity:

1. Make six pockets:
 - a) Glue one pocket on the lower left side and label it "Sentences."
 - b) Position and glue the five pockets on the right side and label each for one of the senses: sight, smell, touch, hearing and taste.
 - c) Glue directions on the upper left side.
2. Laminate.
3. Cut along top of all pockets.
4. Type sentences on cards and laminate.
5. Put cards in pocket labeled "Sentences."

Student instructions of Using Activity:

1. Take all the cards out of the pocket labeled "Sentences".
2. Read the first sentence.
3. Decide if the sentence appeals to the sense of sight, touch, hearing, or taste.
4. Put the card in the pocket with that label.
5. Do the other sentences.
6. When finished, check your work using the answer key on back.
7. Return all sentences to the pocket labeled "Sentences."



JOURNEYS
Sensory Words
Reinforcement Activity
"Match Up"

MATCH UP SENTENCES

1. The ice was cold and wet.
2. Thousands of flowers waved their colorful heads in the wind.
3. Tad dragged his toes in the warm sand.
4. A light flashed on and off.
5. The sound of the waves smashing against the rocks was deafening.
6. The strawberries were sweet and juicy.
7. The sound of the rattlers gave the snake away.
8. The dew in the spider's web sparkled like diamonds.
9. the witches' brew boiled in the old black pot.
10. A twig broke not far from where I stood.
11. The rotting wood gave out a musty odor.
12. The boxer buried his fist in the flesh of the other fighter.
13. The odor coming from the dog told us that the skunk had won.
14. Listen to the rustling of the Fall leaves.
15. The knife ripped through the skin.
16. Jingle, jingle, the bells are ringing.
17. The skin of the horse was like velvet.
18. The cries of the lost animal made our ears ache.
19. The clock alarm rang early.
20. Honk, honk, went the horn.
21. I left the water cold as an icicle.
22. Smooth and wet was the nose of the puppy.
23. Snow covered the ground like a white blanket.
24. The pain was all around the sore. (The cut was very painful.)
25. The sunset filled the sky with shades of red, orange and yellow.

JOURNEYS
Sensory Words - Session II
Reinforcement Activity
"Guide Words Transparency"

GUIDE WORDS TRANSPARENCY

Objective: Students will use guide words.

Materials Needed:

1. Transparency for overhead
2. Overhead marking pens
3. Dictionaries

Directions for Construction:

Make transparency from "Guide Words Transparency" sheet attached.

Directions for Use:

1. Place transparency on overhead.
2. Assign each student a word from the transparency list.
3. Tell student to look up guide words for his/her entry word and to write the guide words on the transparency next to the assigned word.

GUIDE WORDS TRANSPARENCY

AGE _____

CRY _____

DREAM _____

LION _____

LEAP _____

ME _____

PEEK _____

PIZZA _____

READ _____

SAIL _____

BOTH _____

FEED _____

LOVE _____

HOBBY _____

MONEY _____

OLD _____

SEESAW _____

SKIN DIVING _____

TELESCOPE _____

WASP _____

JOURNEYS
Sensory Words
Reinforcement Activity

GUIDE WORDS TRANSPARENCY

AGE AFIRE
AGED

CRY CRUMB
CRYSTAL

DREAM DRAWN
DRIED

LION LINE
LIST

LEAP LEAN
LEAVE

ME MAYOR
MEASURE

PEEK PECK
PEEP

PIZZA PITCH
PLACE

READ RAW
READ

SAIL SAD
SAINT

BOTH BORN
BOUND

FEED FEAST
FEEL

LOVE LOT
LOW

HOBBY HIVE
HOG

MONEY MONEY
MONTHLY

OLD OIL
OLYMPIC GAMES

SEESAW SEED
SELECTION

SKIN DIVING SKI
SKIP

TELESCOPE TEASE
TELL

WASP WARN
WASTE

DICTIONARY DALLY

Objective: Students will use entry words to locate guide words.

Materials Needed:

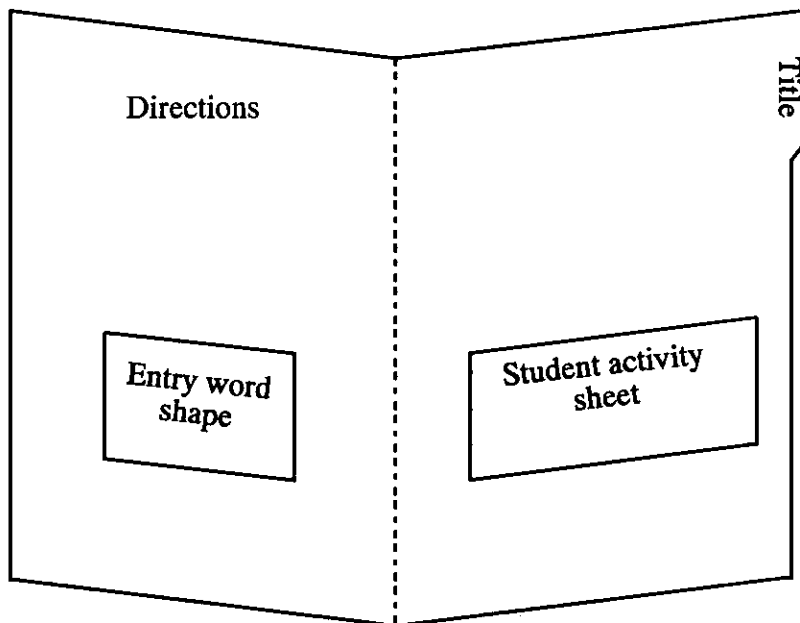
1. Entry words
2. Colorful folder
3. Student dictionary
4. Student activity sheet

Instructions for Making Activity:

1. Cut and mount a sample entry word shape on front of folder.
2. Mount pocket for entry shape words on left side of file folder.
3. Place directions at top of left side of folder.
4. Mount pocket for activity sheets on right side of folder.

Student Instructions for Using Activity:

1. Take entry word shape from pocket.
2. Look entry word up in the dictionary.
3. Using the student activity sheet, write the guide words for your entry word. Also, write 3 sensory words for your entry word.



JOURNEYS
Sensory Words
Enrichment Activity
"Dictionary Dally"

DICTIONARY DALLY
(student activity sheet)

1. Apple
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____
2. Banana
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____
3. Cat
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____
4. Deer
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____
5. Hippopotamus
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____
6. Lemon
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____
7. Snake
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____
8. Snowflake
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____
9. Sand
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____
10. Rose
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____

JOURNEYS
Sensory Words
Enrichment Activity
"Dictionary Dally"
Page 2

11. Moon

Guide words _____

Sensory words 1. _____ 2. _____ 3. _____

12. Rainbow

Guide words _____

Sensory words 1. _____ 2. _____ 3. _____

13. Pumpkin

Guide words _____

Sensory words 1. _____ 2. _____ 3. _____

14. Ketchup

Guide words _____

Sensory words 1. _____ 2. _____ 3. _____

15. Wave

Guide words _____

Sensory words 1. _____ 2. _____ 3. _____

16. Tadpole

Guide words _____

Sensory words 1. _____ 2. _____ 3. _____

17. Toucan

Guide words _____

Sensory words 1. _____ 2. _____ 3. _____

18. Watermelon

Guide words _____

Sensory words 1. _____ 2. _____ 3. _____

19. Bowl

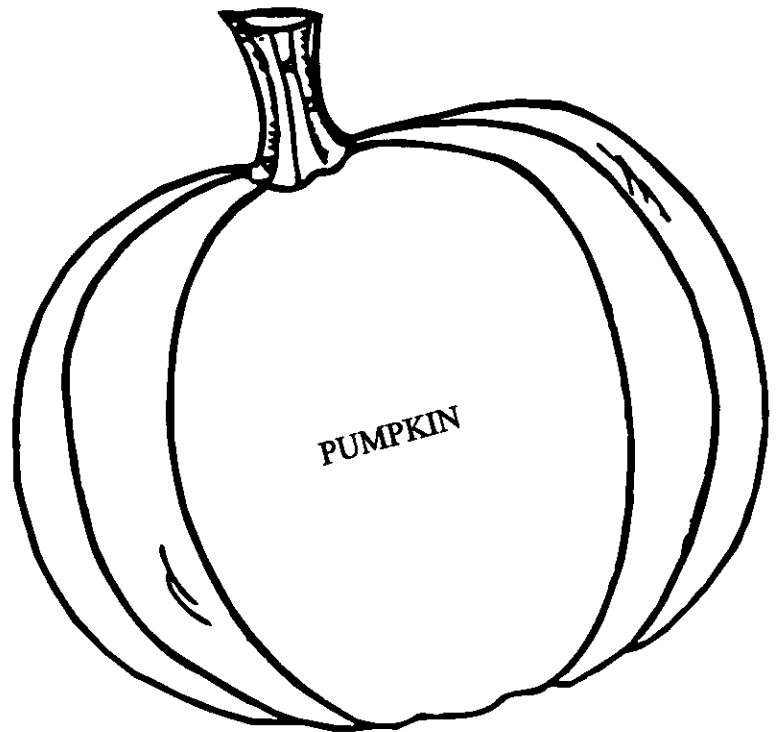
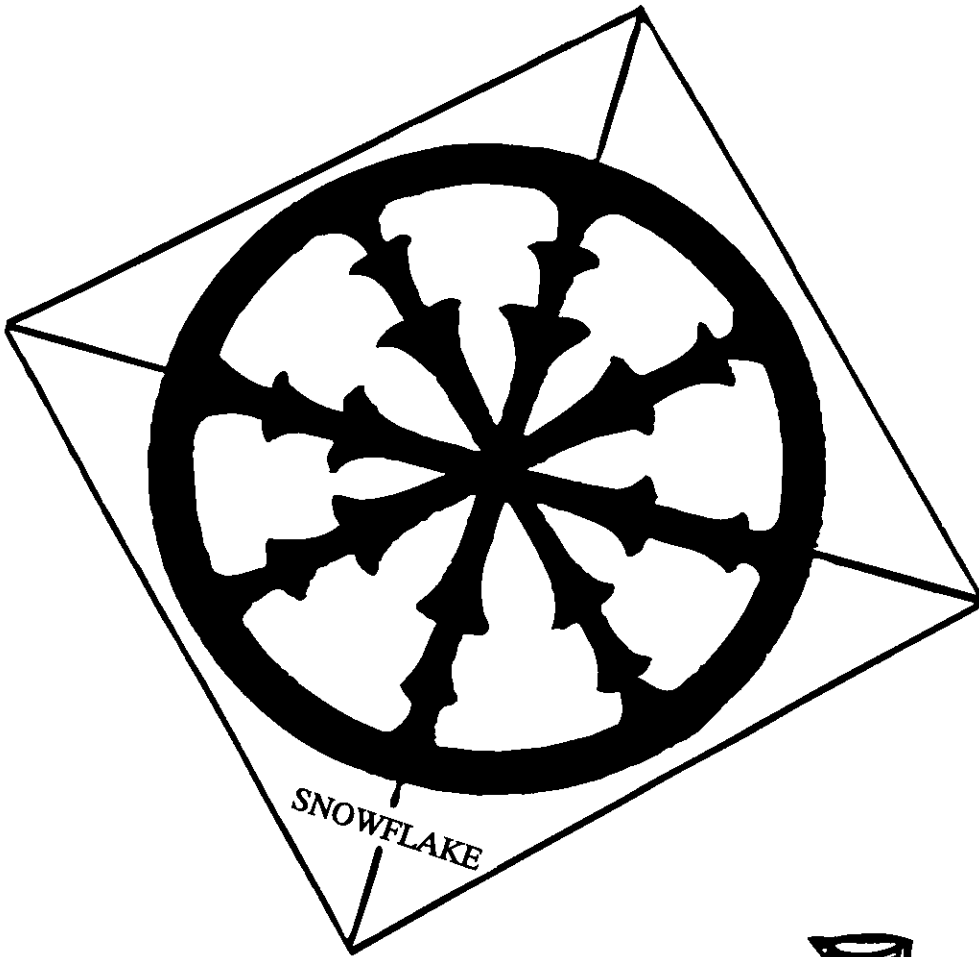
Guide words _____

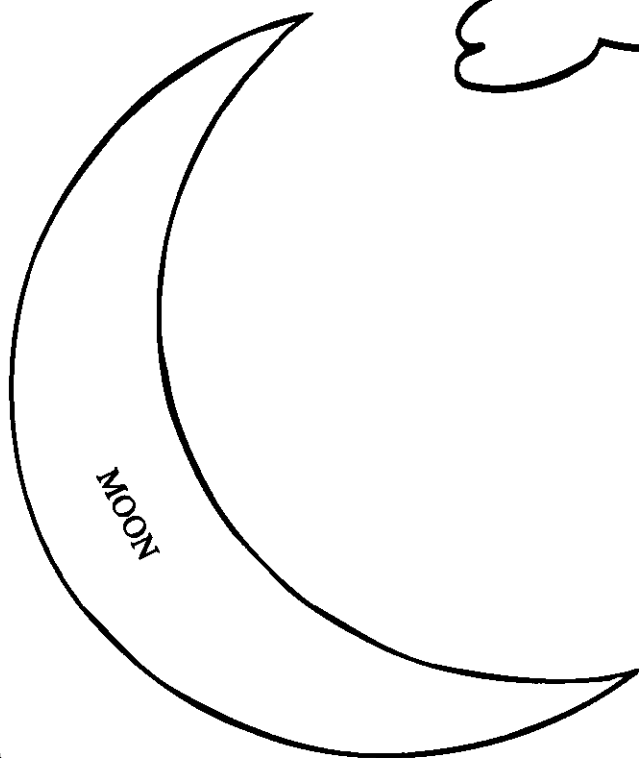
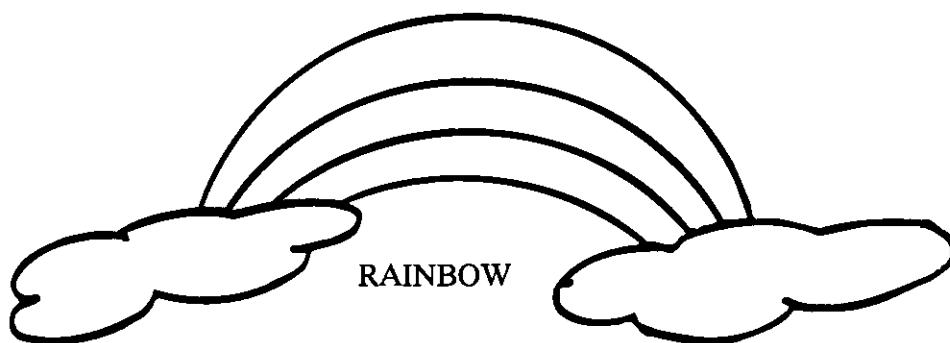
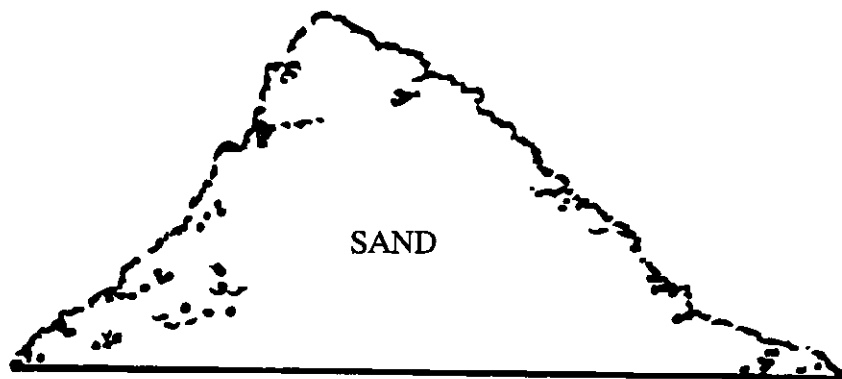
Sensory words 1. _____ 2. _____ 3. _____

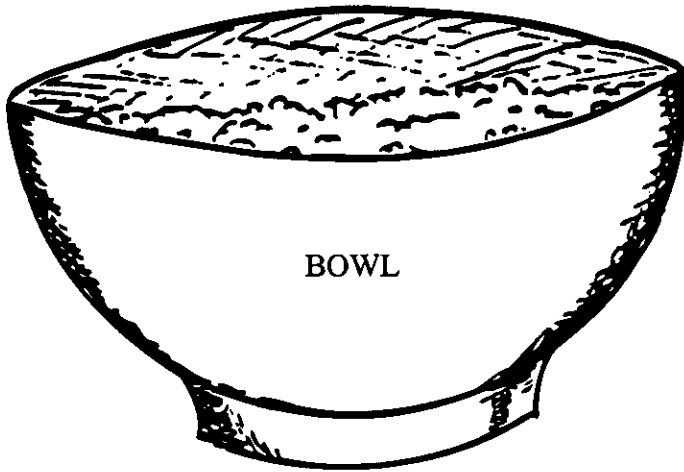
20. Leather

Guide words _____

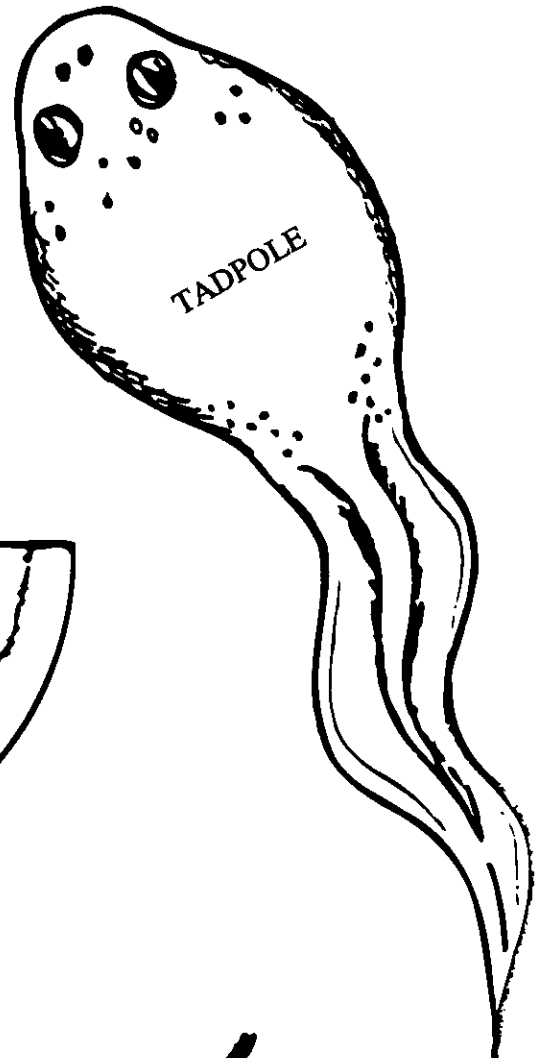
Sensory words 1. _____ 2. _____ 3. _____



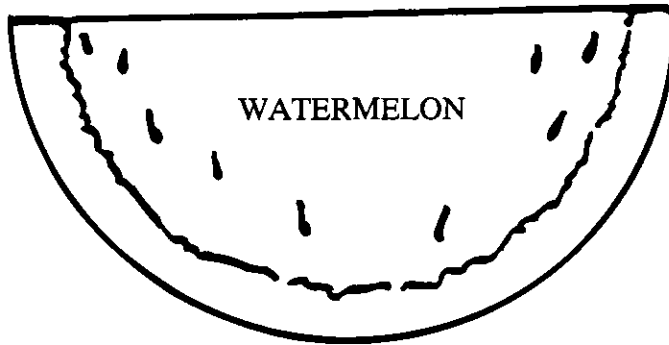




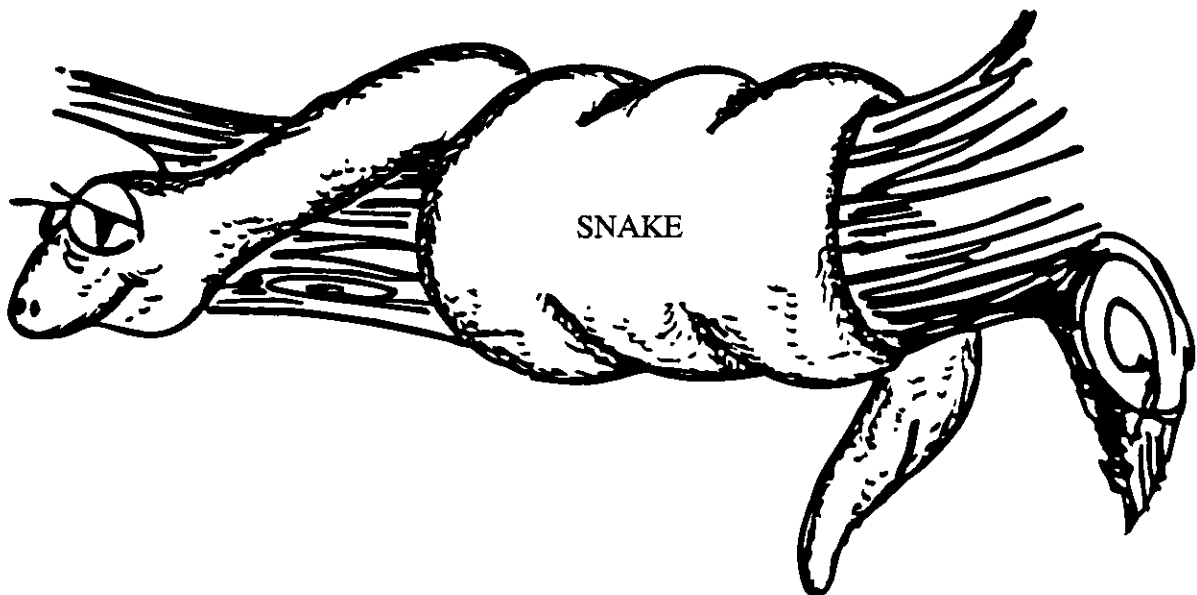
BOWL



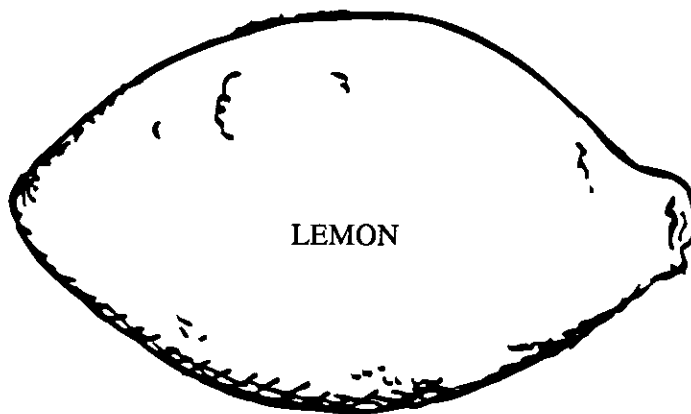
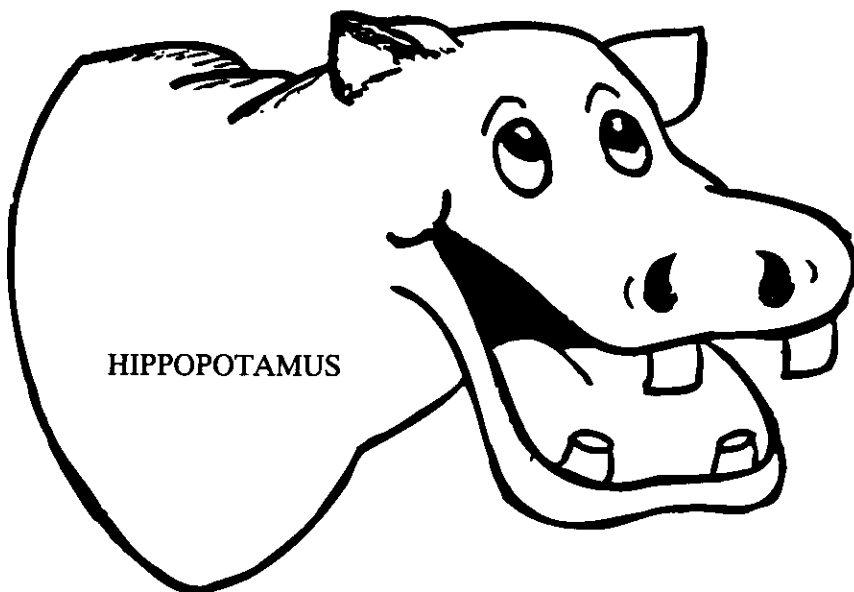
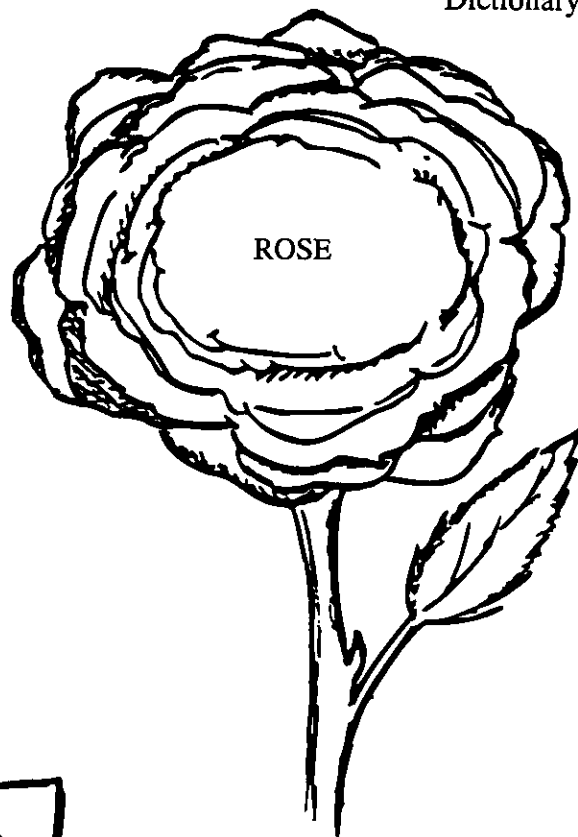
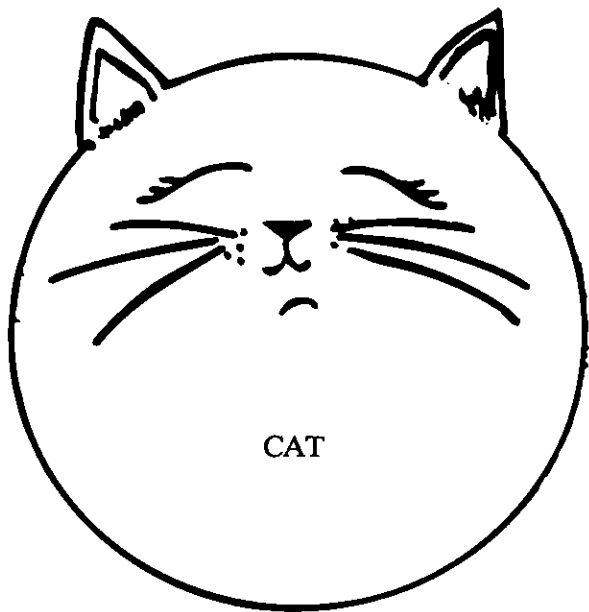
TADPOLE

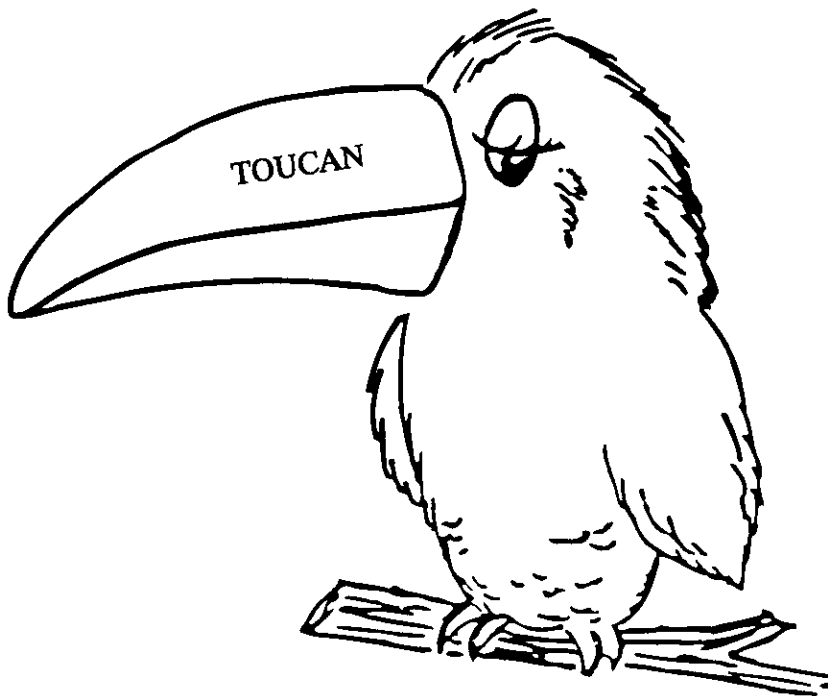
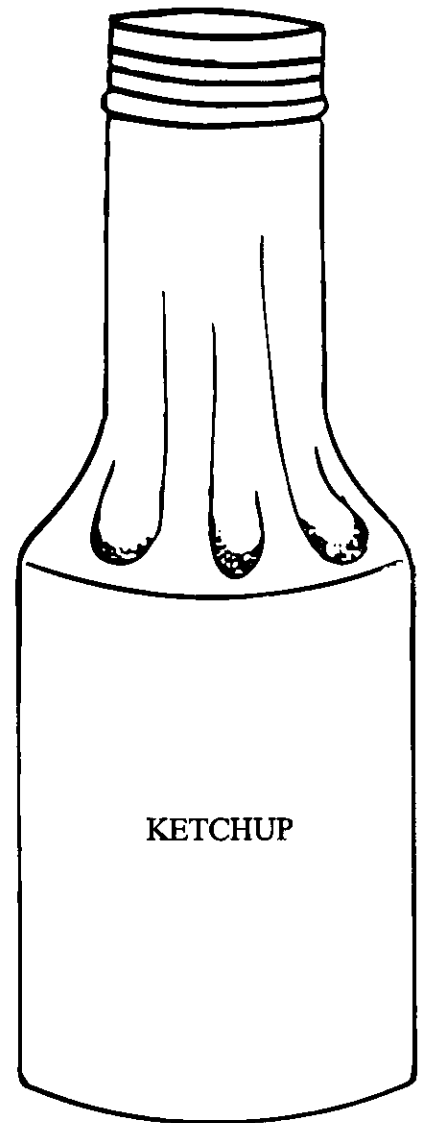
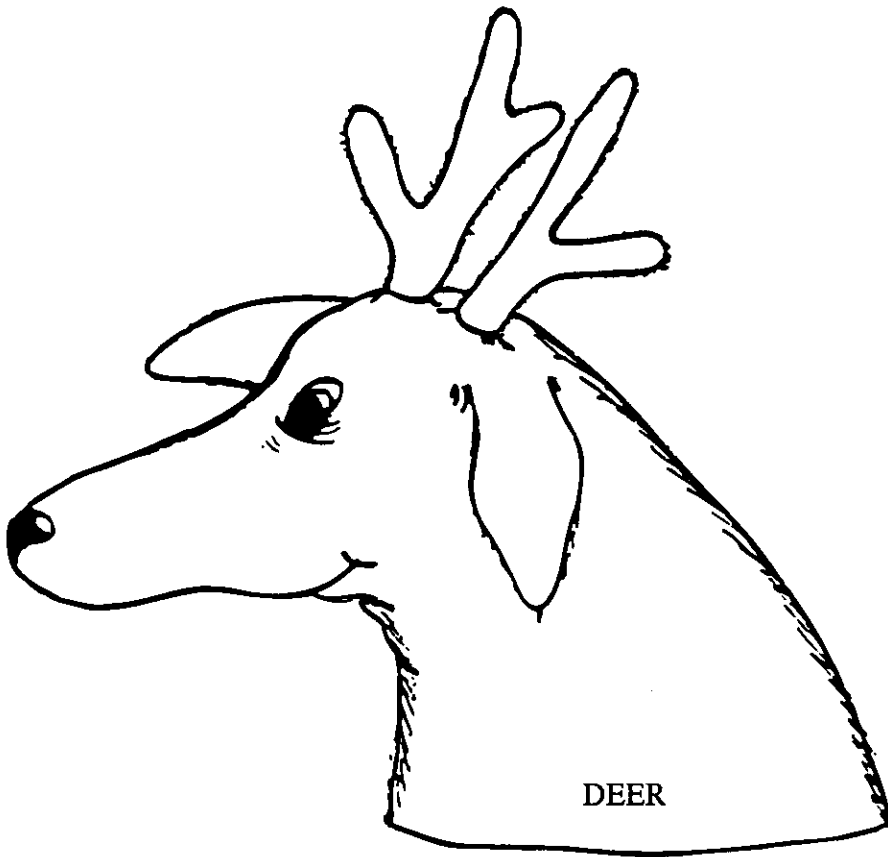


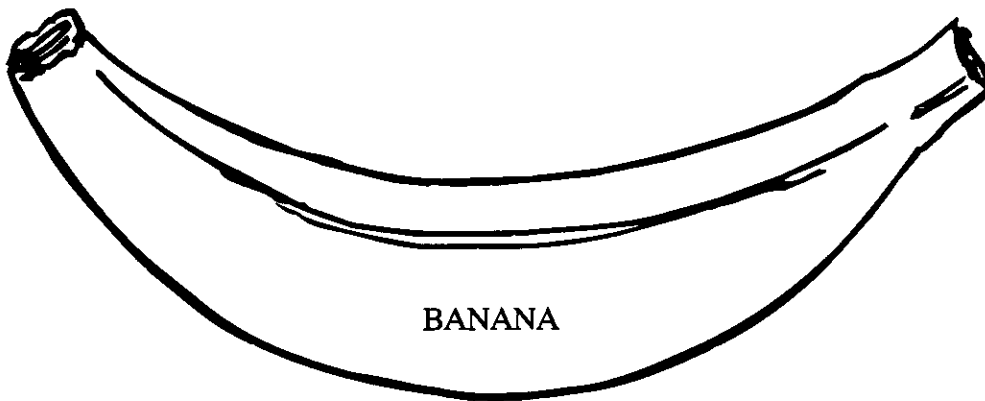
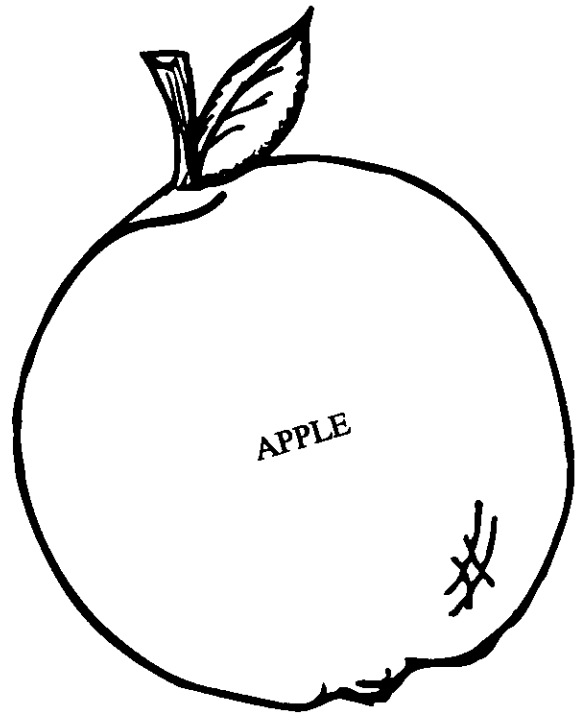
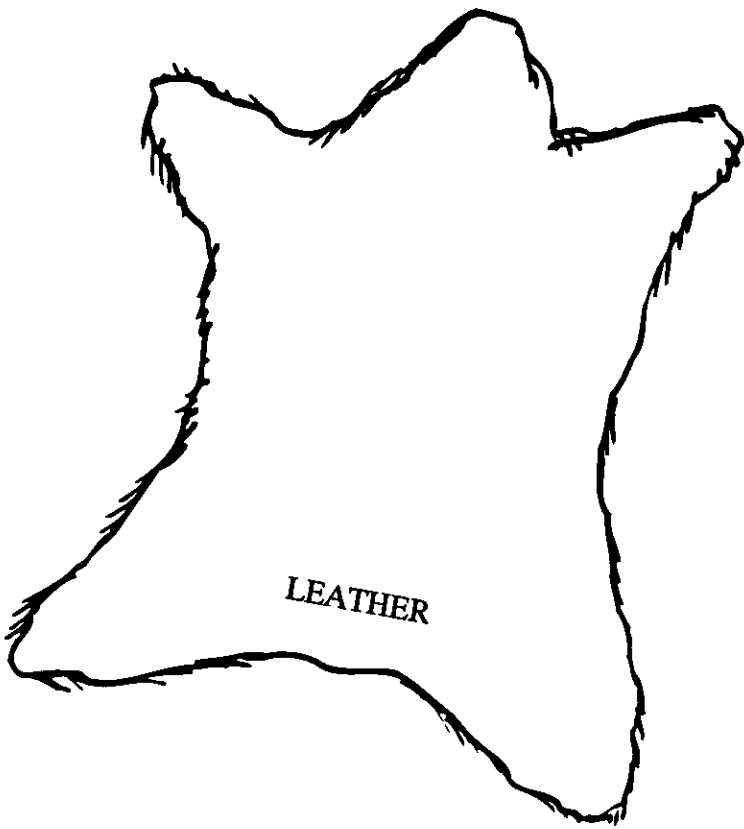
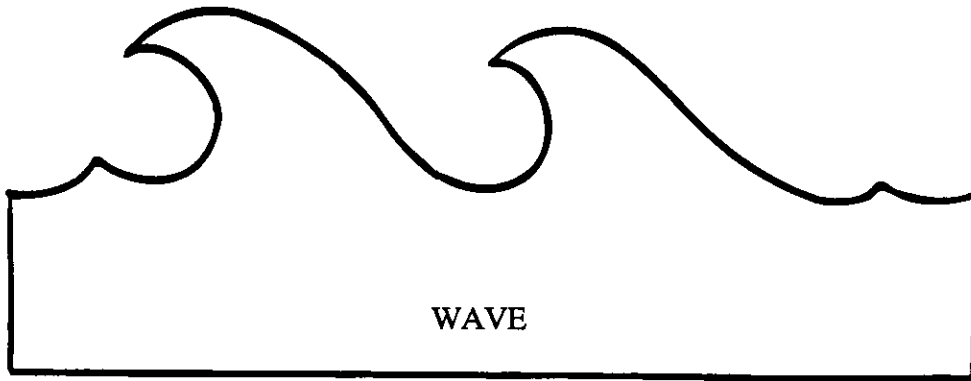
WATERMELON



SNAKE







LEVEL: JOURNEYS

I. Unit Topic: Folktales (Correlated with "The Buried Treasure" Unit 18, TG pp. 358-385)

II. Unit Objectives:

A. Literary Skills: Students will:

1. identify folktales as a form of literature.
2. identify characteristics of folktales.

B. Library Media Skills: Students will:

1. locate folktale area in Library Media Center.
2. identify call number of folktales.
3. recognize a title card.
4. identify the information on a title card necessary for locating a book by title.
5. locate book on shelf by using information on title card.

III. Library Media Staff Preparation:

A. Materials

1. Sound filmstrip: "Folktales Then and Now" (Pied Piper, 12 min.)

B. Equipment

1. Sound filmstrip projector
2. Cassette player

C. Student Activities

1. "Treasure Hunt" (activity)

IV. Suggested Procedure (Minimum Sessions Required: 2)

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

1. Introduction

a) Discuss briefly "The Buried Treasure". In this folktale from Russia, a man has three lazy sons who do not care for hard work. Before he dies he tells his sons that a treasure is buried in his garden.

- 1) What work does the father do in his garden? (hoeing, digging, planting and carrying water)
- 2) What did the father tell his sons about the garden? (treasure is buried in his garden)
- 3) What was the real treasure? (beauty of the garden)

- *b) Statement of Learning: Today you are going to learn the characteristics of a folktale and why they originated; the call number for folktales; and the location of folktales in the library media center.

2. Instruction

- a) Define folktale as a story that has been told and retold over the years in a particular region or country. At first, these stories were not written down. People told each other the stories, and when they grew up, they told the stories to others. And so the stories were passed on for hundreds of years until someone finally wrote them down.
- b) Introduce the sound filmstrip, "Folktales Then and Now" by asking students to:
- 1) watch for other folktales mentioned that they might want to read.
 - 2) note why folktales were so important in early days.
 - 3) note how folktales changed as they were told from generation to generation.
 - 4) note location of folktales in the library media center.
- c) Following viewing of the filmstrip, discuss the questions in Section I.
- 1) Why were folktales so important in early days? (They were a main source of entertainment. There were no T.V.'s movies, radios, or even books.)
 - 2) Why did folktales change as they were told from generation to generation? (Each storyteller told the story in his or her own words.)
 - 3) How did Charles Perrault and the Brothers Grimm help many people to enjoy folktales? (They collected folktales.)
 - 4) In what section of the library media center can folktales be found? (Folktales are found in the Folklore/398 section of the library media center.)
- d) Discuss why folktales are classified as nonfiction. (Folktales are classified as nonfiction since they were handed down by word of mouth from generation to generation in a particular country or tribe of people. These stories usually reveal much about the traditions, beliefs, and customs, and are the carriers of the moral and social codes of the particular group of people from which they came.)
- e) Have students locate the 398 section and check out a folktale to read.
- *f) Closure: Today you have learned three things that will help you identify and locate folktales:

- 1) what the characteristics of a folktale are and why they originated;
- 2) what the call number for folktales is; and
- 3) the location of folktales in the library media center.

3. Evaluation: Can students:

- a) identify folktales as a form of literature?
- b) identify characteristics of folktales?
- c) identify the call number for folktales?
- d) locate the folktale area in the library media center?

4. Reinforcement

- a) **Listening/Viewing Center:** Set up sound filmstrip of folktales for individual students to come to the library media center to view on their own.

B. Session II (Objectives: B-3, B-4, and B-5)

1. Introduction

- a) Review the definition of a folktale.
- *b) Statement of Learning: Today you are going to use a title card in the card catalog to locate a folktale.

2. Instruction

- a) Review the three (3) kinds of cards found in the card catalog. Stress the information found on a title card.
- b) Use "Treasure Hunt" activity to allow students to practice locating books on the shelf using the title card.
- c) Closure: Today you have learned to recognize a title card and use the information to locate a book on the shelf.

3. Evaluation: Can students:

- a) recognize a title card?
- b) identify the information on the title card necessary for locating a book by title?
- c) locate a book on the shelf by the information on the title card?

4. Reinforcement

- a) Student will repeat "Treasure Hunt" with extra help from the library media specialist.

5. Enrichment

- a) Students can make a list of folktales from different countries and share them with their classmates.

V. Resources

A. Books

- Aliki. The Eggs. Pantheon, 1969
- Andersen, Hans C. Thumbelina. Morrow, 1980
- Ashjornsen, Peter C. Gudbrand on the Hillside from East of the Sun. West of the Moon. Viking, 1967
- Ashjornsen, Peter C. The Runaway Bunny. Larousee, 1980
- Berson, Harold. Why the Jackal Won't Speak to the Hedgehog. Houghton, 1969
- Brown, Marcia. The Bun. Harcourt, 1972
- Brown, Marcia. Stone Soup. Harcourt, 1972
- Bryan, Ashley. Lion and the Ostrich Chicks and Other African Foltales. Atheneum, 1987
- Chase, Richard. Jack and the Bean Tree from the Jack Tales. Houghton, 1943
- DeRegniers, Beatrice. Little Sister and the Month Brothers. Seabury, 1976
- Gag, Wanda. Gone is Gone. Coward-McCann, 1955
- Galdone, Paul. Cinderella. McGraw Hill, 1978
- Galdone, Paul. History of Mother Twaddle and the Marvelous Achievements of Her Son Jack. Houghton, 1974
- Galdone, Paul. Monkey and the Crocodile. Houghton, 1969
- Grimm, Jakob. Hans in Luck. Atheneum, 1975
- Grimm, Jakob. Rumpelstiltskin. Harcourt, 1967
- Grimm, Jakob. The Seven Ravens. Harcourt, 1963
- Grimm, Jakob. Tom Thumb. Atheneum, 1973
- Hamilton, Virginia. The People Could Fly: American Black Folktales. Knopf, 1986
- McDermott, Gerald. Stonecutter: Japanese Folk Tales. Viking, 1975
- Ness, Evaline. Tom Tit Tot. Scribner, 1965
- Perrault, Charles. Cinderella. McKay, 1971
- Perrault, Charles. Diamonds and Toads from the Glass Slipper. Four Winds, 1981
- Ruse, Anne. Akimba and the Magic Cow. Scholastic, 1976
- Tabrah, Ruth. Island Heritage. Issunboshi, 1974
- Zemach, Harve. Nail Soup. Follett, 1964
- Zemach, Harve. Duffy and the Devil. Farrar, 1973

B. Software

- Literature for Children, Series 8: Folktales Then and Now (sound filmstrip). Pied Piper Media.
- "Instructional Catalog Card Set". (flashcards) Highsmith.
- Stone Soup (sound filmstrip). Weston Woods.
- The Stonecutter (sound filmstrip). Weston Woods.
- Strega Nona (sound filmstrip). Weston Woods.
- Why Mosquitoes Buzz in People's Ears (sound filmstrip). Weston Woods.

C. Professional Materials

Mallett, Jerry J., Library Skills Activities Kit. The Center for Applied Research in Education, Inc., 1981
Sumey, Violet and Sandra Wade, Library Displays. T. S. Denison and Company, Inc., 1981.

VI. Glossary

- A. Folktale--a story that has been told and retold from generation to generation and from country to country, then finally collected and written down by someone.

Multicultural Note: Learning about the diversity among cultures through literature, especially folktale literature is a multicultural concept which can be infused into the reading program.

JOURNEYS
Folktales
Reinforcement Activity
"Treasure Hunt"

TREASURE HUNT

Objective: Students will practice using a title card to locate a folktale on the shelf.

Materials Needed:

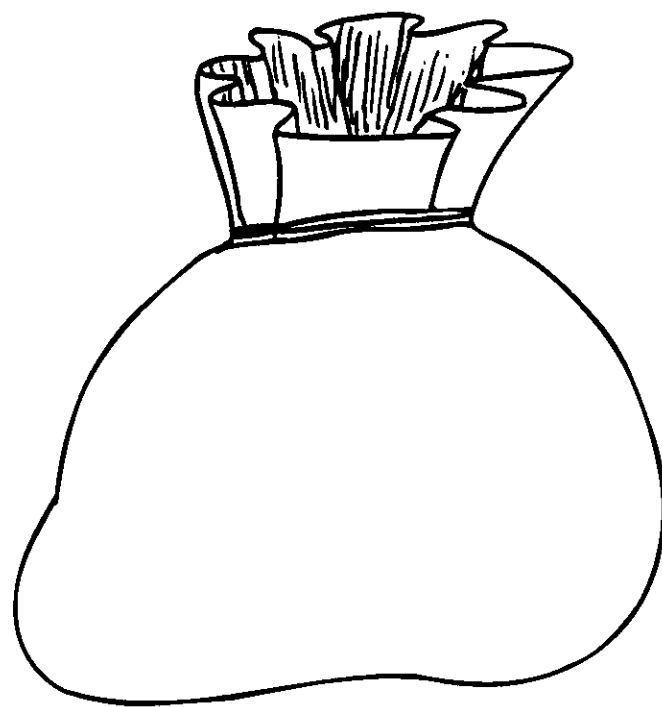
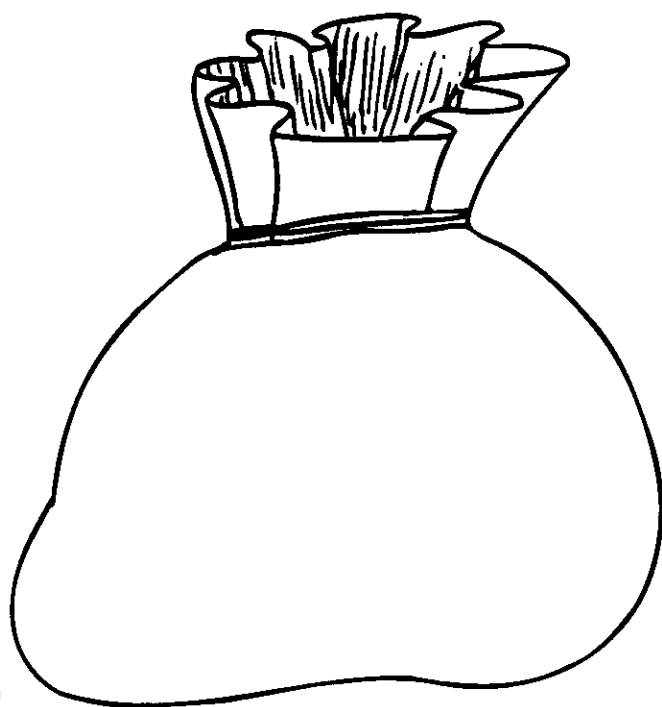
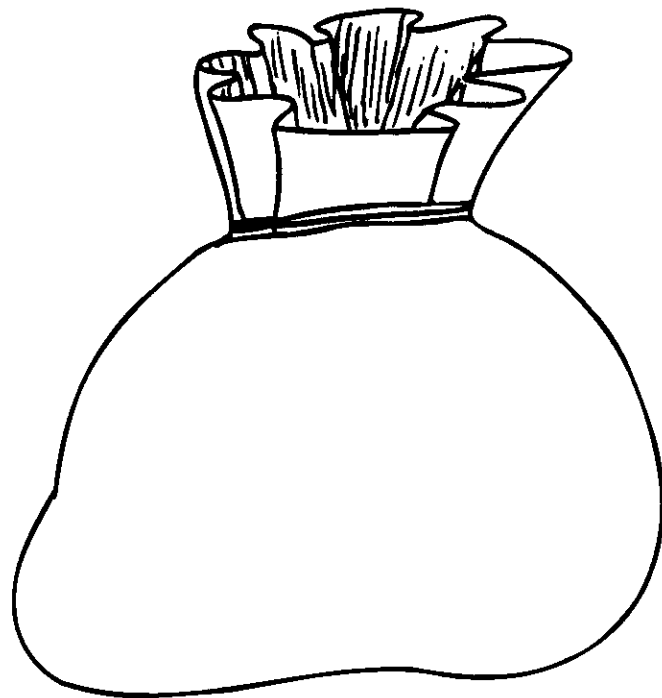
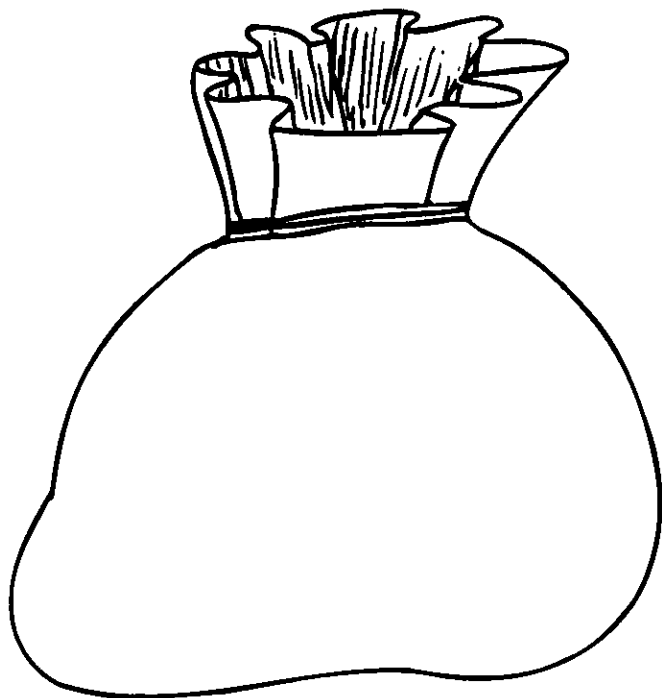
1. File folder
2. Colored paper
3. Laminating film

Instructions for Making Activity:

1. Copy the bags pictures found on the next page. (Make enough copies for each student in group to have two or three bags.)
2. Type the title from a folktale book in your library media center on each.
3. Cut apart.
4. Put a pocket inside a file folder.
5. Laminate cards and folders.

Student Instructions for Using Activity:

1. Take a card out of the pocket.
2. Look at the title. Use the card catalog to locate the folktale and write down the author and call number.
3. Using this information, locate the book on the shelf.
4. Show your book to the library media specialist.



LEVEL: FLIGHTS
(Multicultural Opportunity)

I. Unit Topic: Sports (Correlated with "Hurdles" Unit 5, TG pp. 78-103.)

II. Unit Objectives

A. Literary Skills: Students will:

- 1) identify sports stories.
- 2) recall that sports stories are located in fiction and nonfiction books, magazines and newspapers.

B. Library Media Skills: Students will:

- 1) define sports dictionary and sports encyclopedia.
- 2) define encyclopedia.
- 3) define encyclopedia index.
- 4) define newspaper index or sports magazine index.
- 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. Webster's Sports Dictionary (see Reference Tool Guideline #16)
2. General and Special Encyclopedias
3. Sound filmstrip: "How to Use Children's Magazine Guide" and workbooks.
4. Current and back issues of Children's Magazine Guide
5. Newspapers

B. Equipment

1. Overhead projector

C. Student Activities

1. "Hit or Miss" (activity)
2. "Magazine Match" (enrichment activity)
3. "You Be the Editor" (enrichment activity)

IV. Suggested Procedure (Minimum Sessions Required: 2)

A. Session I: (Objectives: A-1, A-2, B-1, B-2, B-3, and B-4)

1. Introduction

- a) Have the students tell about "Hurdles" in their own words.
(prejudice reduction by working together to reach common goal)
- b) What sports were in the Triathlon? (skating, swimming, and hurdles)

- *c) Statement of Learning: Today you will learn that sports information can be found in both fiction and nonfiction books, magazines, newspapers, encyclopedias, and dictionaries. You will also learn that an index is a faster way to find this information.

2. Instruction

- a) Ask if students will share titles of books about sports which they have used from the school library media center. If titles are named, ask in which section the books are located.
- b) Show examples of sports stories that are located in fiction and non-fiction sections of the library media center.
- c) Describe several magazines found in the library media center that contain sports stories.
- d) Show students how to locate the sports section of the newspaper.
- e) Show Webster's Sports Dictionary and define a sports dictionary as a book with definitions of sports terms arranged in alphabetical order.
- f) Have students examine the Webster's Sports Dictionary.
- g) 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.
- h) In addition to the sports dictionary, ask the students where they would look if they needed more information about a sport.
- i) Show students where the general and special encyclopedias are located in the library media center.
- j) Define an encyclopedia as a book or set of books with alphabetically arranged information on many subjects.
- k) Review guide letters on the spines of encyclopedias.
- l) Define key words as the word which most exactly names a subject.
- m) Define a heading as a word or words in large dark type which names a topic.
- n) Define subheading as a word or words which divide a heading into smaller parts.
- o) Review guide words.
- p) Remind students that when they look up a key word and there is no article listed for that word, they need to go to the index.

q) 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.

r) Use encyclopedia indexes to:

- 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;
- 3) Explain that sometimes the key word which has been chosen is not the key word chosen by the authors of the encyclopedia. When this happens many times the encyclopedia will refer one to another word. This is called a cross reference;
- 4) Point out examples of see and see also references.

s) Have students use "Hit or Miss" activity.

*t) Closure: Today you learned to use the index to the encyclopedia, and the location and definition of other sources of sports information.

3. Evaluation: Can students:

- a) identify sports stories?
- b) recall that sports stories are located in fiction and nonfiction books, magazines, and newspapers?
- c) define sports dictionary?
- d) define encyclopedia?
- e) define encyclopedia index?
- f) define newspaper index or sports magazine index?

4. Reinforcement

- a) Use "Hit or Miss" activity with extra help from library media specialist.
- b) Allow students to view "Sports and Hobbies" (Pied Piper).

5. Enrichment

- a) Use the reference tools to write a research paper on a sport or sports personality.

B. Session II (Objectives: B-5 and B-6)

1. Introduction

- a) Review the different sources of sports information.
- *b) Statement of Learning: Today you will learn how to use the Children's Magazine Guide to find information in magazines, especially sports magazines.

2. Instruction

- a) Show sports magazines and ask the students how they could find a specific article in one of these magazines. Lead discussion to table of contents in each magazine. Ask if students can suggest a faster way. (Index)
- b) Show the Children's Magazine Guides including current and back issues.
- c) Pass out individual volumes and let students examine them. Collect current and back issues and show where they are stored and how they should be returned after use.
- d) Show the filmstrip "How to Use the Children's Magazine Guide".
- e) Use the accompanying practice materials as needed to complete the skills lesson.
- f) If time permits, have students select a sport, sports personality or another topic and use the Children's Magazine Guide to locate the article and show the article to the library media specialist.
- *g) Closure: Today you have learned to use the Children's Magazine Guide.

3. Evaluation: Can Students:

1. identify the parts of an entry in Children's Magazine Guide?
2. locate an article in a magazine by using the Children's Magazine Guide?

4. Reinforcement

- a) Allow students to review filmstrip with extra help from the library media specialist.

5. Enrichment

- a) Allow students to use "Magazine Match" activity.
- b) Allow students to use "You Be the Editor" activity.

6. Student Media Production

- a) Student will select a topic and make a multi-media presentation using the reference tools in this unit for research.
- b) 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

Antonacci, Robert. Basketball for Young Champions. McGraw, 1979

Antonacci, Robert. Football for Young Champions. McGraw, 1979
 Antonacci, Robert. Soccer for Young Champions. McGraw, 1976
 Antonacci, Robert. Tennis for Young Champions. McGraw, 1978
 Christopher, Matt. Dog that Stole Baseball Plays. Little, 1980
 Christopher, Matt. Year Mom Won the Pennant. Little, 1968
 Clark, Steve. Illustrated Basketball Dictionary for Young People. Harvey, 1965
 Corbett, Scott. Baseball Trick. Little, 1965
 Corbett, Scott. Hockey Girls. Dutton, 1976
 Gault, William. Wild Willie, Wide Receiver. Dutton, 1974
 Higdon, Hal. Team That Played in the Space Bowl. Dutton, 1981
 Konisburg, E. L. About the B'nai Bagels. Atheneum, 1969
 Lee, Alton. Seven Feet Four and Growing. Westminster, 1978
 Madison, Arnold. How to Play Girls' Softball. Messner, 1981
 Slote, Alfred. Hang Tough, Paul Mather. Lippincott, 1973
 Slote, Alfred. Matt Gargan's Boy. Lippincott, 1973
 Radlauer, Ed. Bicycle Motocross. Childrens, 1979
 Radlauer, Ed. Some Basics about Karate. Childrens, 1981
 Radlauer, Ed. Some Basics about Running. Childrens, 1979
 Radlauer, Ed. Some Basics about Women's Gymnastics. Childrens, 1980
 Sullivan, George. Better Baseball for Boys. Dodd, 1981
 Sullivan, George. Better Basketball for Girls. Dodd, 1978
 Sullivan, George. Better Gymnastics for Girls. Dodd, 1977
 Sullivan, George. Better Soccer for Boys and Girls. Dodd, 1978
 Sullivan, George. Better Softball for Boys and Girls. Dodd, 1975
 Sullivan, George. Better Volleyball for Girls. Dodd, 1979
 Winthrop, Eliz. Marathon Miranda. Holiday, 1979

B. Reference Sources

Compton's Encyclopedia. Britannica, 1988.
Lincoln Library of Sports Champions. Frontier Press, 1989.
Webster's Sports Dictionary. Merriam Webster, 1976.
World Book Encyclopedia. World Book Inc., 1983 and 1988.

C. Software

"How to Use the Children's Magazine Guide". (sound filmstrip)
Literature for Children, Series 5: Sports and Hobbies (sound filmstrip). Pied Piper Media, 1980.

VI. Glossary

- A. Cross reference--guides one to additional or related topic.
- B. Encyclopedia Index--an alphabetical list of the topics in the encyclopedia. The index refers one 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--indicates that the information one is seeking appears under another heading, rather than the one 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.

Multicultural Note: Literature which teaches prejudice reduction is part of the multicultural curriculum infusion into the reading program. Concept: Racism/
Discrimination

FLIGHTS
Sports
Reinforcement Activity
"Hit or Miss"

HIT OR MISS

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

Materials Needed:

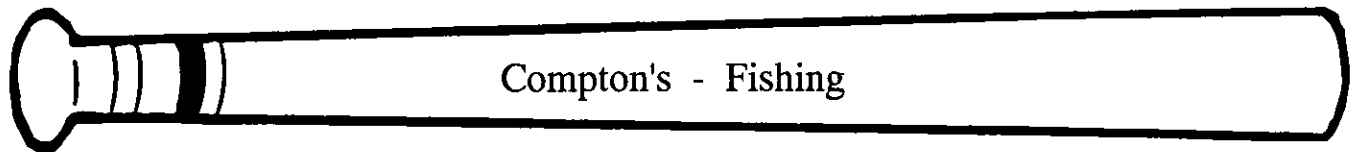
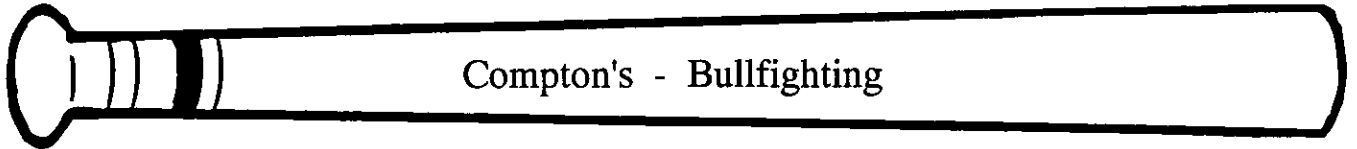
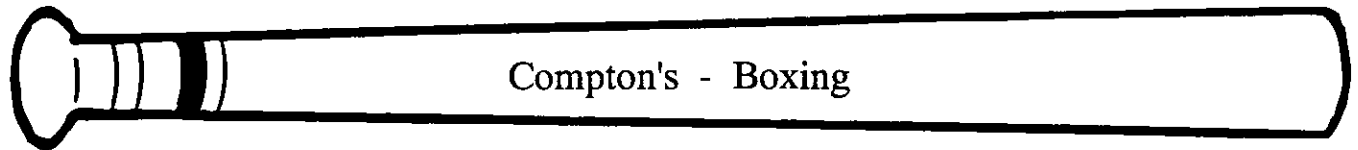
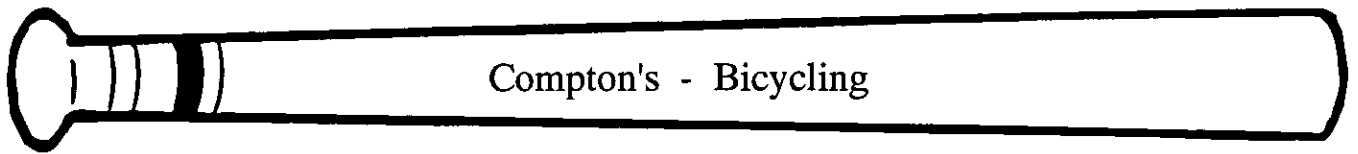
1. Zip lock bag (to be placed in sports shoe box)
2. "Hit or Miss" baseball bats
3. World Book Encyclopedia, c. 1983, and Compton's Encyclopedia, c. 1982 indexes. (Can use 1988 editions.)

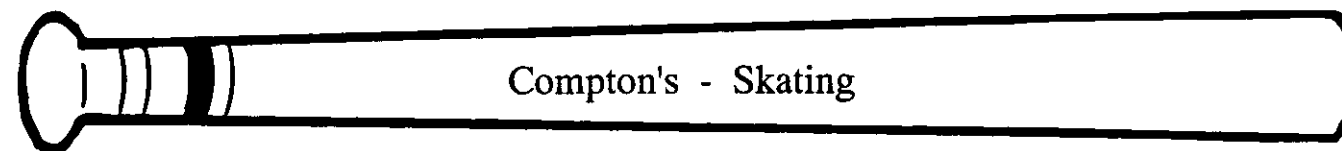
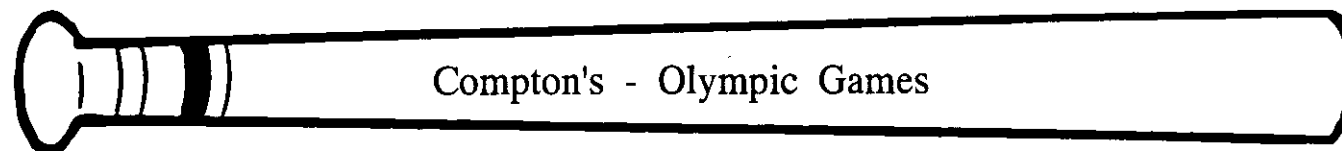
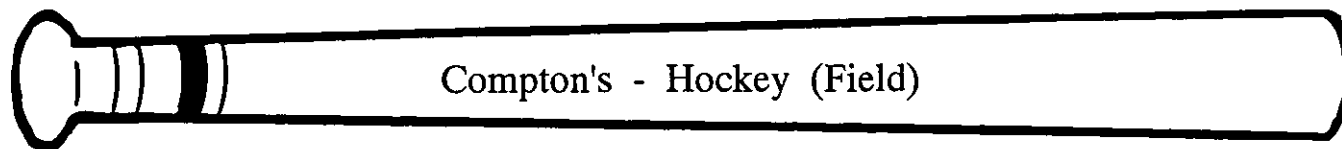
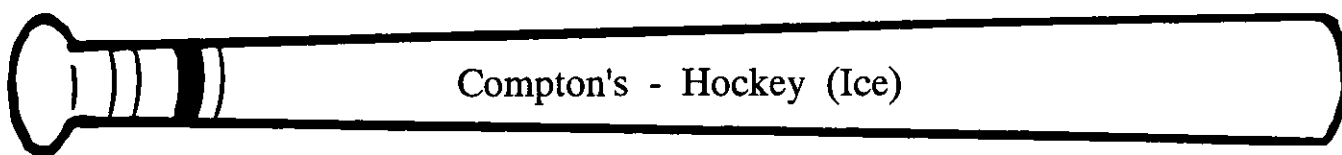
Instructions for Making Activity:

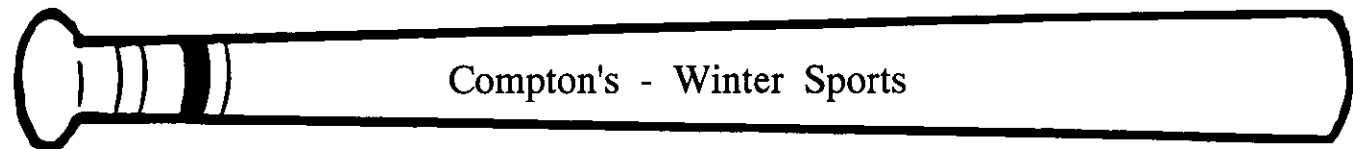
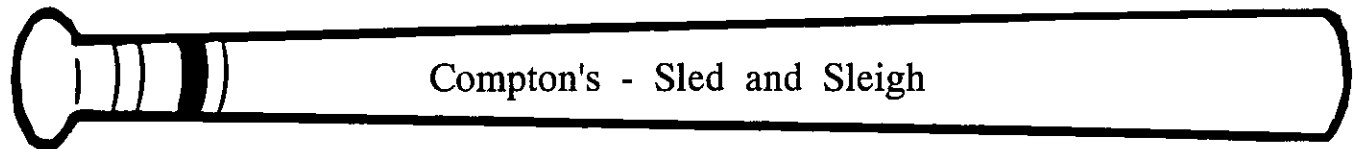
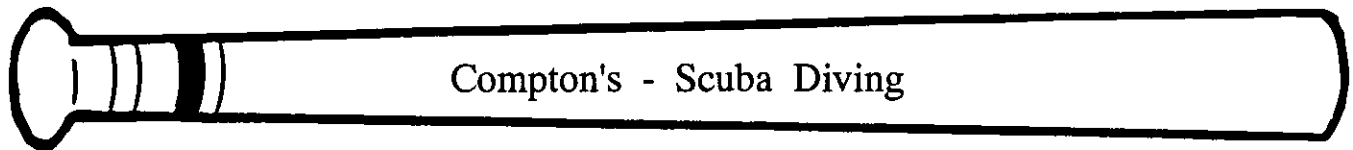
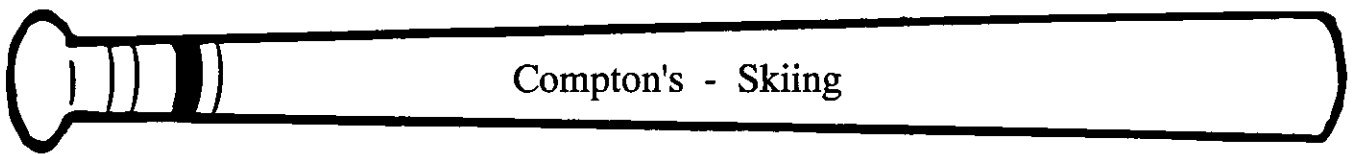
1. Cut, mount, laminate baseball bats with sports topics.
2. Place in zip lock bag and place in sports shoe box.

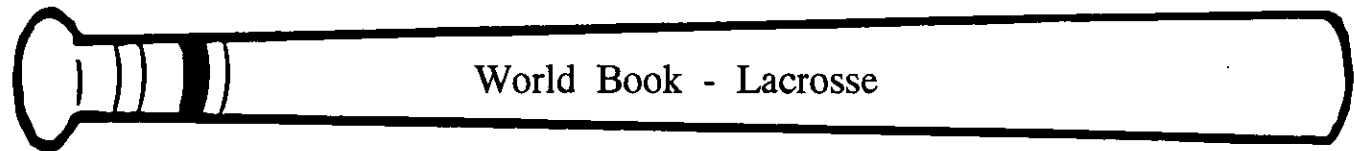
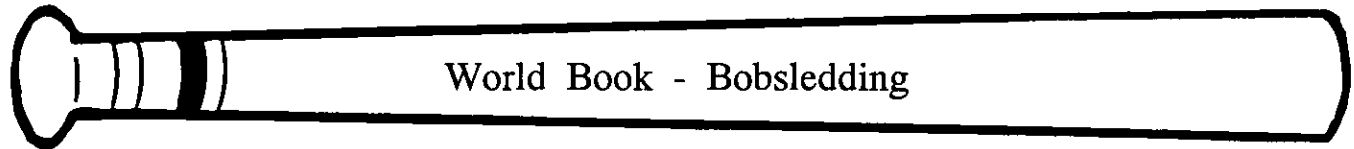
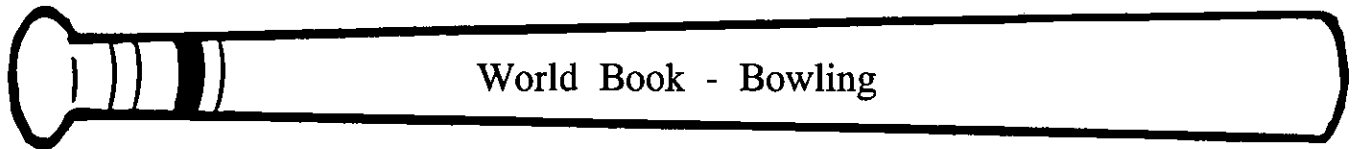
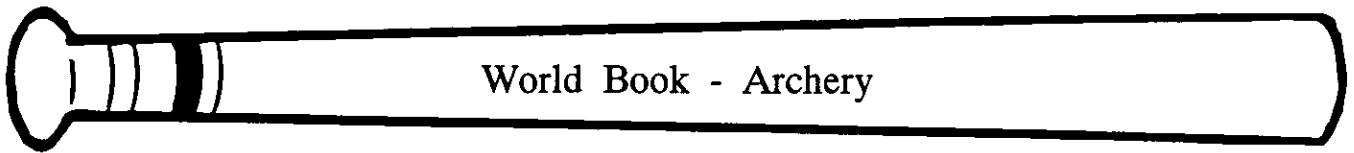
Student Instructions for Using Activity:

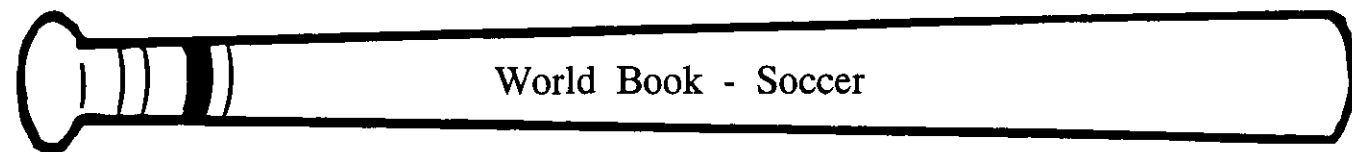
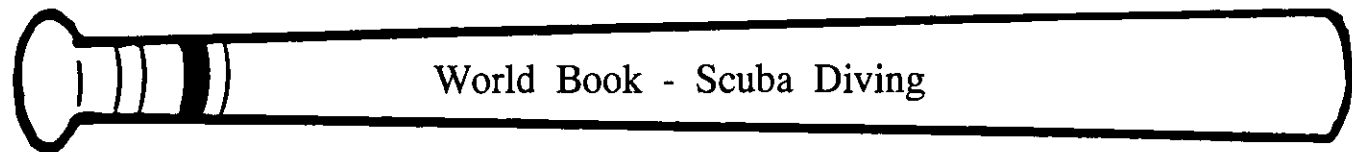
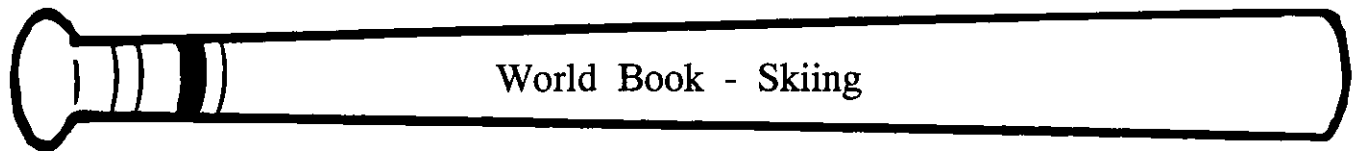
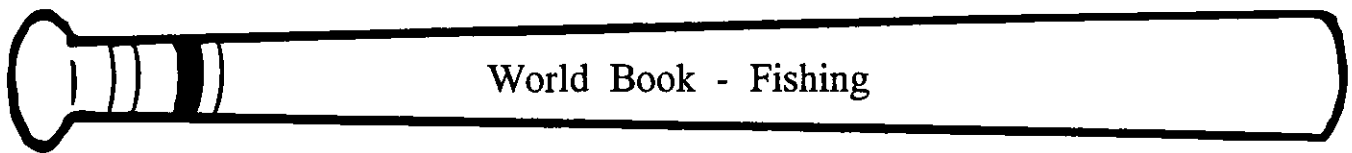
1. Choose a bat with a sports topic.
2. Look in the encyclopedia index and locate your topic.
3. If your topic has cross references, you may use them to find more information.
4. Students will report two (2) interesting facts from their topics.

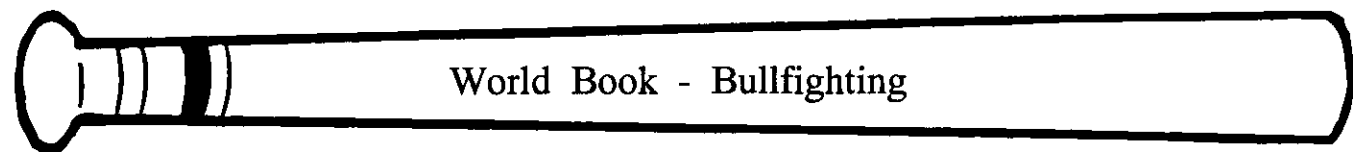
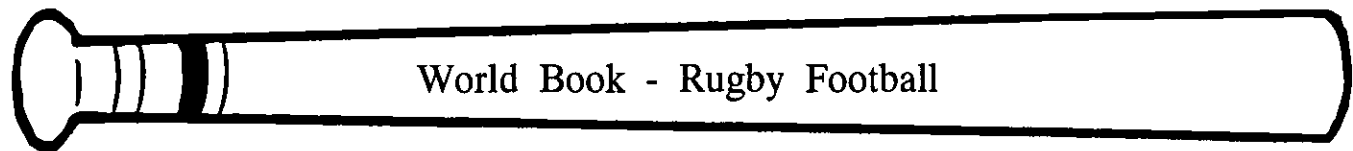
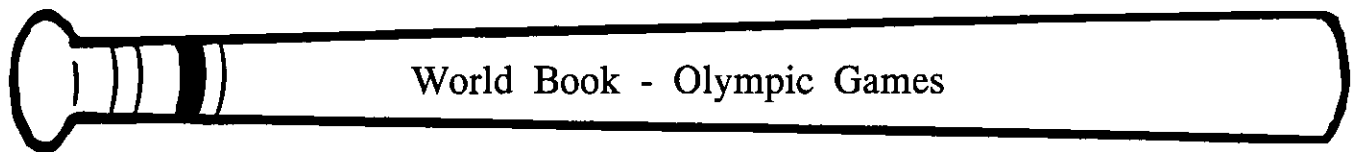
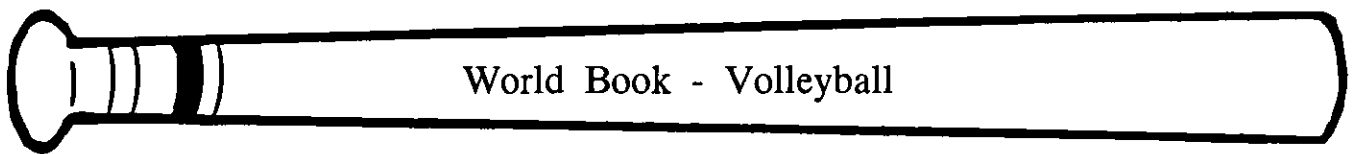


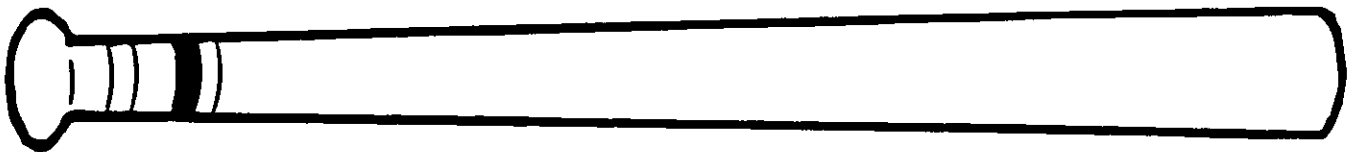
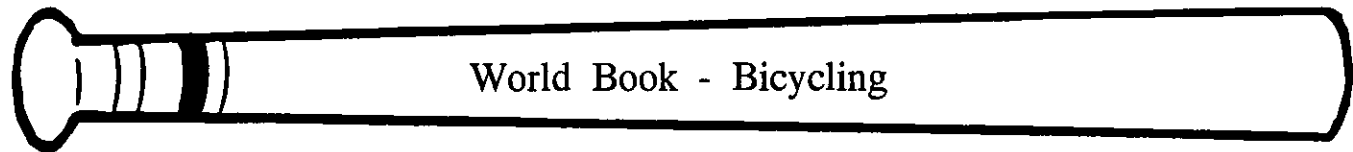
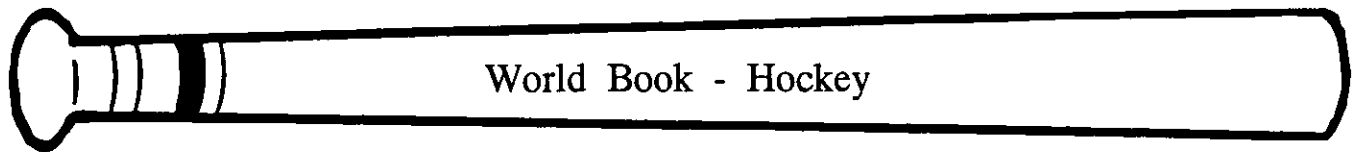
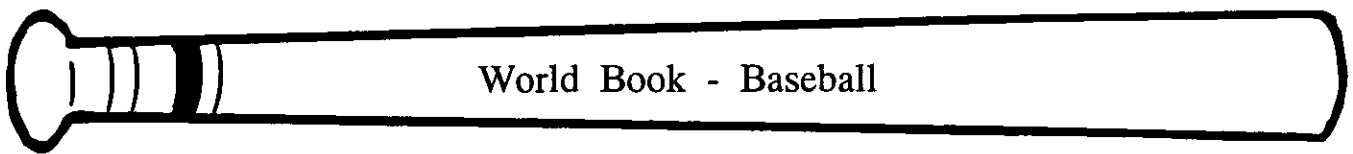












FLIGHTS
Sports
Enrichment Activity
"Magazine Match"

MAGAZINE MATCH

Objective: Students 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 Activity:

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 student instructions and glue on inside of folder.
4. Make game cards by cutting up the entry sheets and answer sheets provided and gluing the entry to the front of the card, with its corresponding answer glued to the back.
5. Decorate and laminate file folder.

Student Instructions for Using Activity:

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!

1
DOGS - POETRY

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

2
CARD TRICKS

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

3
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.

6

296

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
p.18-20

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

12

PUMPKINS - FICTION

The Biggest Pumpkin
in the World.

P. Mason. **Backyard**

Oct p12-13

BLACK HOLES

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

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

297

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

EXERCISE

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

CRYING

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

SATELLITES

Satellite Rescues Crash
Survive. Cur Sci Nov 19
'82 **pl4**

JEANS

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

HUMOROUS STORIES: SEE ALSO Anecdotes
A Cow in the House. M. Watts.
Humpty D Nov '82 p10-15

MOUNTAIN GOAT

Mountain Goat. (Pictures only)
Backyard Dec bc

ELECTIONS

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

COMPUTER ANIMATION

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

DESERT PLANTS

Gardens in the Desert. L.
Hancock. Nat Canada Oct-Nov
p10-12

DATING

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

GHOST TOWNS

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

FLIGHTS
Sports
Enrichment Activity
"Magazine Match"
Answer sheet

1. Article Title	2. Magazine	3. Date	4. Subject Heading	5. Article Title
6. Subject Heading	7. Page	8. Subject Heading	9. Page	10. Magazine
11. Date	12. Magazine	13. Magazine	14. Subject Heading	15. Article Title
16. Page	17. Page	18. Article Title	19. Magazine	20. Article Title
21. Date	22. Magazine	23. Subject Heading	24. Article Title	25. Subject Heading
26. Magazine	27. Page	28. Article Title	29. Subject Heading	30. Magazine
31. Date	32. Magazine	33. Subject Heading	34. Article Title	35. Magazine

FLIGHTS
ports
Enrichment Activity
"You Be the Editor"

YOU BE THE EDITOR

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

Materials Needed:

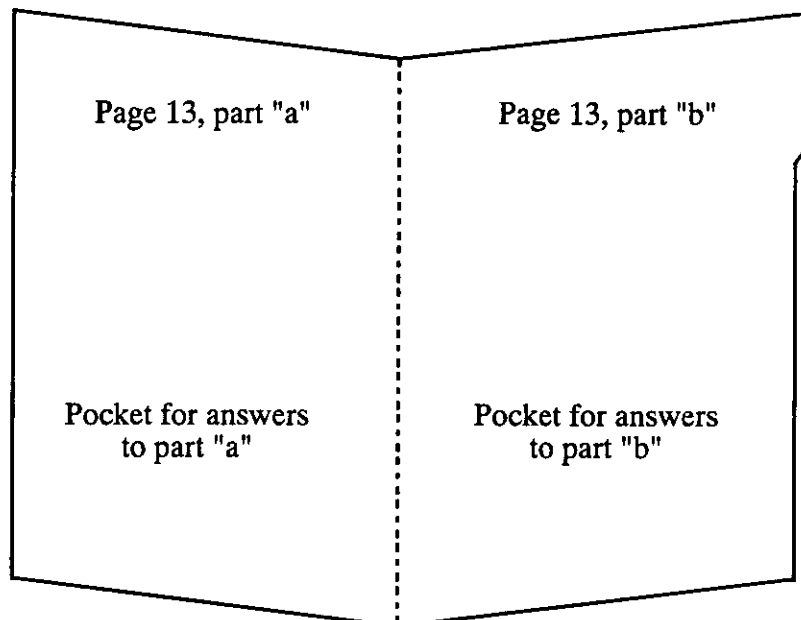
1. Colored file folder
2. Copy of the kit How to Use Children's Magazine Guide

Instructions for Making Activity:

1. Use page 13 from a copy of the booklet How to Use Children's Magazine Guide.
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 answer on the answer sheets in the pocket.



LEVEL: FLIGHTS

- I. Unit topic: Fantasy (Correlated with "My Town" Unit 18, TG pp. 344-366)
- II. Unit Objectives:
 - A. Literary Skills: Students will:
 1. distinguish between fantasy and realism.
 2. define story elements: characters, setting and plot.
 3. identify main characters, setting and plot in a given story.
 - B. Library Media Skills: Students will:
 1. organize factual information using a simple outline form.
 2. identify an atlas as a resource containing maps and other geographic information.
 3. use an atlas to find information.
- III. Library Media Staff Preparation:
 - A. Materials
 1. Books (See "Resources")
 2. Hammond Intermediate World Atlas student handbook
 3. Life Cycles (Series)-- "Reference Tool Guideline #9"
 4. Sound Filmstrip: "Fantasy" (Pied Piper, 12 min.)
 5. Paper, pencil
 6. "Beaver Outline Sample" (See "Blank Outline Form")
 - B. Equipment
 1. Sound filmstrip projector
 2. Overhead projector
 - C. Student Activities
 1. "Blank Outline Form" (activity)
 2. "Story Elements" (activity)
 3. "Atlas Activity" (activity)
 4. "Sammy Spider" (enrichment activity)
- IV. Suggested Procedure: (Minimum Sessions Required: 2)
 - A. Session I (Objectives: A-1, A-2, and A-3)
 1. Introduction
 - a) Explain that the story "My Town" from George Selden's book, Chester Cricket's Pigeon Ride, 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 Chester Cricket's Pigeon Ride? (fantasy) Why? (crickets 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 realism 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 Chester Cricket's Pigeon Ride and other familiar fiction stories:
 - 1) Who or what was the story about? (Characters--Chester Cricket, Lulu Pigeon)
 - 2) Where/when did the story take place? (Setting--New York City)
 - 3) What happened in the story? (Plot--Lulu Pigeon wants to show Chester Cricket New York City at night, but Chester suffers from fear of heights.)
- f) 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).
- g) 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.

h) 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.

*i) Closure: You have learned three things today:

- 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 visit, 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 (characters, setting and plot). You will gather and organize facts about an animal and you will use an atlas to locate the three places where the story originated and answer questions about the maps.

3. Evaluation: Can students:

- a) distinguish between fantasy and realism?
- b) define story elements: characters, setting, and plot?
- c) 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.
- b) Set up "Hocus Pocus" activity. This activity was taken from Rolling Into Primary Comprehension by Janet Delloso and Patti Carson (see "Resources").

- c) Listening center: Set up the sound recording of Cricket in Times Square (Miller Brody) or other fantasy stories for individual student listening in the library media center. After hearing the recording, the "Story Elements" activity sheet may be completed to reinforce understanding of characters, setting and plot.

B. Session II: (Objectives B-1, B-2, and B-3)

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. You will identify an atlas as a book of maps and will use an atlas to locate the three places where the story originated. Also, you will answer questions using the atlas.

2. Instruction

- 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.
- g) Another important tool to find facts is the atlas.
- h) Show the students where the atlases are located in school library media center.
- i) Distribute copies of Hammond Intermediate World Atlas student workbook.
- j) Explain to students that by using maps they can better understand the world in which they 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.

- k) 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.
- l) 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.
- m) 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. Then look the meaning up in the glossary.
- n) The next page (page 72) is a glossary of abbreviations. This is helpful when using 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)
- o) 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's 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.)

- p) The index on pages 75-79 is alphabetically arranged and identifies if the place is a river, capital, mountain, etc.
- q) Have students complete the "Atlas Activity" using the Hammond Intermediate World Atlas.
- *r) 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 and how to use an outline to group and organize factual information.

3. Evaluation: Can students:

- a) use an outline to group and organize facts?
- b) identify and use an atlas as a resource containing maps and other geographic information?

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.

5. Enrichment

- a) Set up "Sammy Spider Activity" for independent student use.

V. Resources

A. Books

- Baum, Frank. Wizard of Oz. Holt, 1982
Cameron, Eleanor. Time and Mr. Bass. Little, 1967
Hogan, Paula. The Life Cycle of the: (Series) Raintree, 1979
(12 volumes) Beaver
Black Swan
Butterfly
Crocodile
Elephant
Frog
Kangaroo
Penguin
Salmon
Tiger
Whale
Wolf
L'Engle, Madeline. A Wrinkle In Time. Ariel, 1962
Lewis, C. S. Prince Caspian. Macmillan, 1951
Lindgren, Astrid. Pippi Longstocking. Viking, 1950
Milne, A. A. Winnie the Pooh. Dutton, 1974

<u>The Blue Whale</u> (Set IV - (Books for Young Explorers)	Nat. Geo., 1977
<u>Cats</u> (Set III - Books for Young Explorers)	Nat. Geo., 1974
<u>Lion Cubs</u> (Set I - Books for Young Explorers)	Nat. Geo., 1972
<u>Namu</u> (Set II - Books for Young Explorers)	Nat. Geo., 1973
<u>Pandas</u> (Set II - Books for Young Explorers)	Nat. Geo., 1973
<u>The Playful Dolphins</u> (Set V - Books for Young Explorers)	Nat. Geo., 1976
<u>The Wild Ponies of Assateague</u> (Set IV - Books for Young Explorers)	Nat. Geo., 1975
Norton, Mary. <u>The Borrowers</u> . Harcourt, 1953	
Norton, Mary. <u>The Borrowers Aloft</u> . Harcourt, 1961	
Travers, P. L. <u>Mary Poppins</u> . Harcourt, 1934	
White, E. B. <u>Charlotte's Web</u> . Harper, 1952	

B. Reference Sources

Hammond Intermediate World Atlas. Hammond, current edition.

C. Software

Literature For Children: Series 1: "Fantasy" (sound filmstrip).
Pied Piper Media, 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 which 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.

FLIGHTS
Fantasy
Reinforcement Activity
"Blank Outline Form"

BLANK OUTLINE FORM

Objective: After locating factual information in the library media center, students will organize that information on the outline provided.

Materials Needed:

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

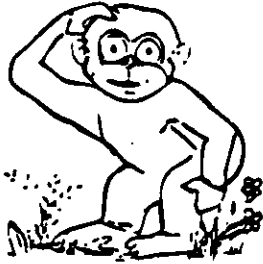
Instructions for Making Activity:

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.
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.

"Blank Outline Form"



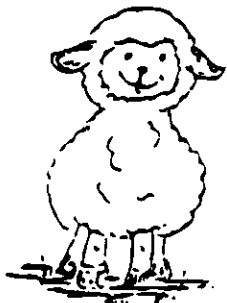
I. Appearance



II. Homes



III. Food



IV. Habits

FLIGHTS
Fantasy
Reinforcement Activity
"Beaver Outline Sample"

BEAVER

I. Appearance

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

II. Homes

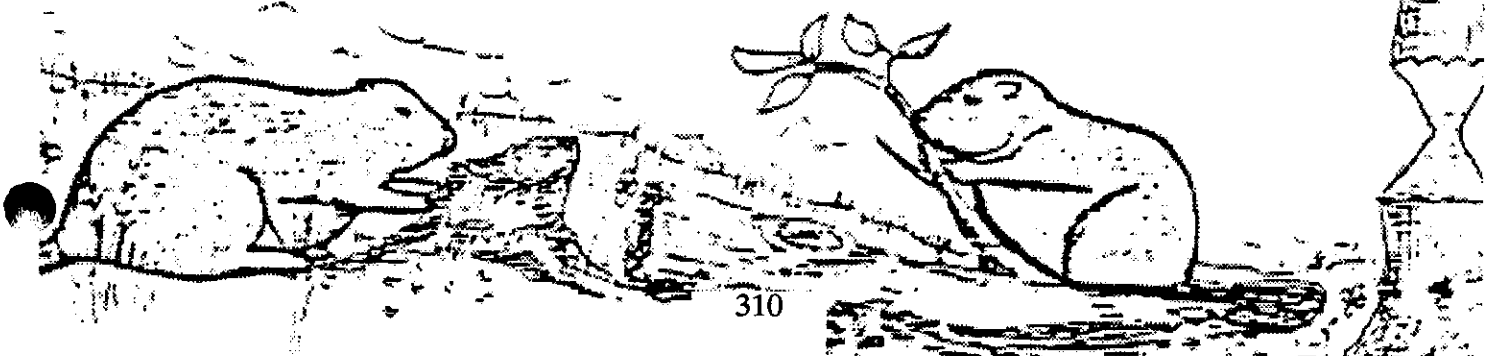
- A. Forest
- B. Ponds
- C. Dams
- D. Tunnels
- E. Under ice in winter

III. Food

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

IV. Habits

- A. Swims
- B. Closes mouths and ears under water
- C. Combs fur with back paws
- D. Works until sun sets
- E. Builds dams
- F. Slaps tail to warn others of danger
- G. Hides under water
- H. Leaves home at two years
- I. Cuts trees with teeth



FLIGHTS
Fantasy
Reinforcement Activity
"Story Elements"

STORY ELEMENTS

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. _____

FLIGHTS
Fantasy
Reinforcement Activity
"Atlas Activity"

ATLAS ACTIVITY

Objective: Students will examine the Hammond Intermediate World Atlas Student Workbook, locate the countries/state of North America, United States and New York 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 North America. What page will you look for? _____

List the 4 areas (land and water) that surround the United States.

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

Is the country of United States north, south, east or west of Canada? _____

What is the abbreviation for United States? _____

3. On what page would you find New York City, New York? _____

What is the population of New York (State)? _____

What is New York (State) area in square miles? _____

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

FLIGHTS
Fantasy
Reinforcement Activity
"Atlas Activity"

ATLAS ACTIVITY - KEY

Objective: Students will examine the Hammond Intermediate World Atlas Student Workbook, locate the countries/state of North America, United States and New York 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 North America. What page will you look for? -- 9

List the 4 areas (land and water) that surround the United States.

Canada
Mexico

Pacific Ocean
Atlantic Ocean

2. On what page would you find a map of United States? -- 12

Is the country of United States north, south, east or west of Canada? -- South

What is the abbreviation for United States? -- U.S.

3. On what page would you find New York City, New York? -- 14

What is the population of New York (State)? - 17,558,072

What is New York (State) area in square miles? -- 49, 108

4. What is the copyright date of your atlas? -- 1984

FLIGHTS
Fantasy
Enrichment Activity
"Sammy Spider"

SAMMY SPIDER

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

Instructions for Making Activity:

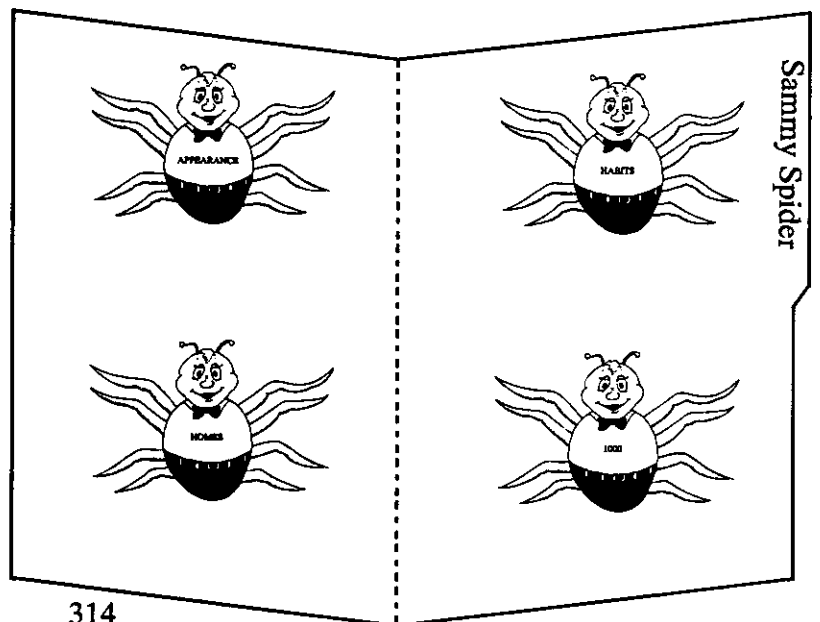
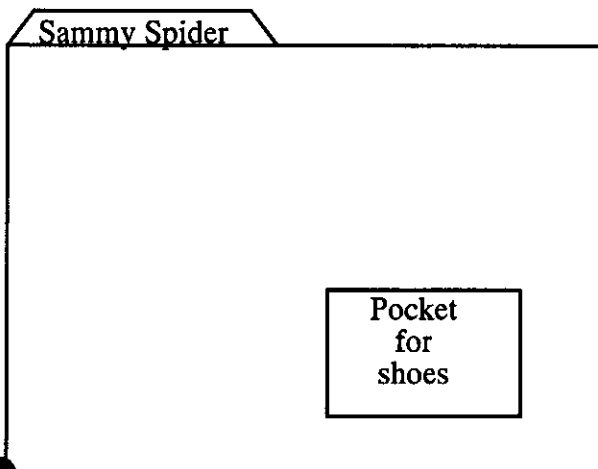
1. Mount student instructions on front of folder.
2. Mount pocket on front of folder shoes.
3. Mount the four spiders on inside of folder; 2 on each side.

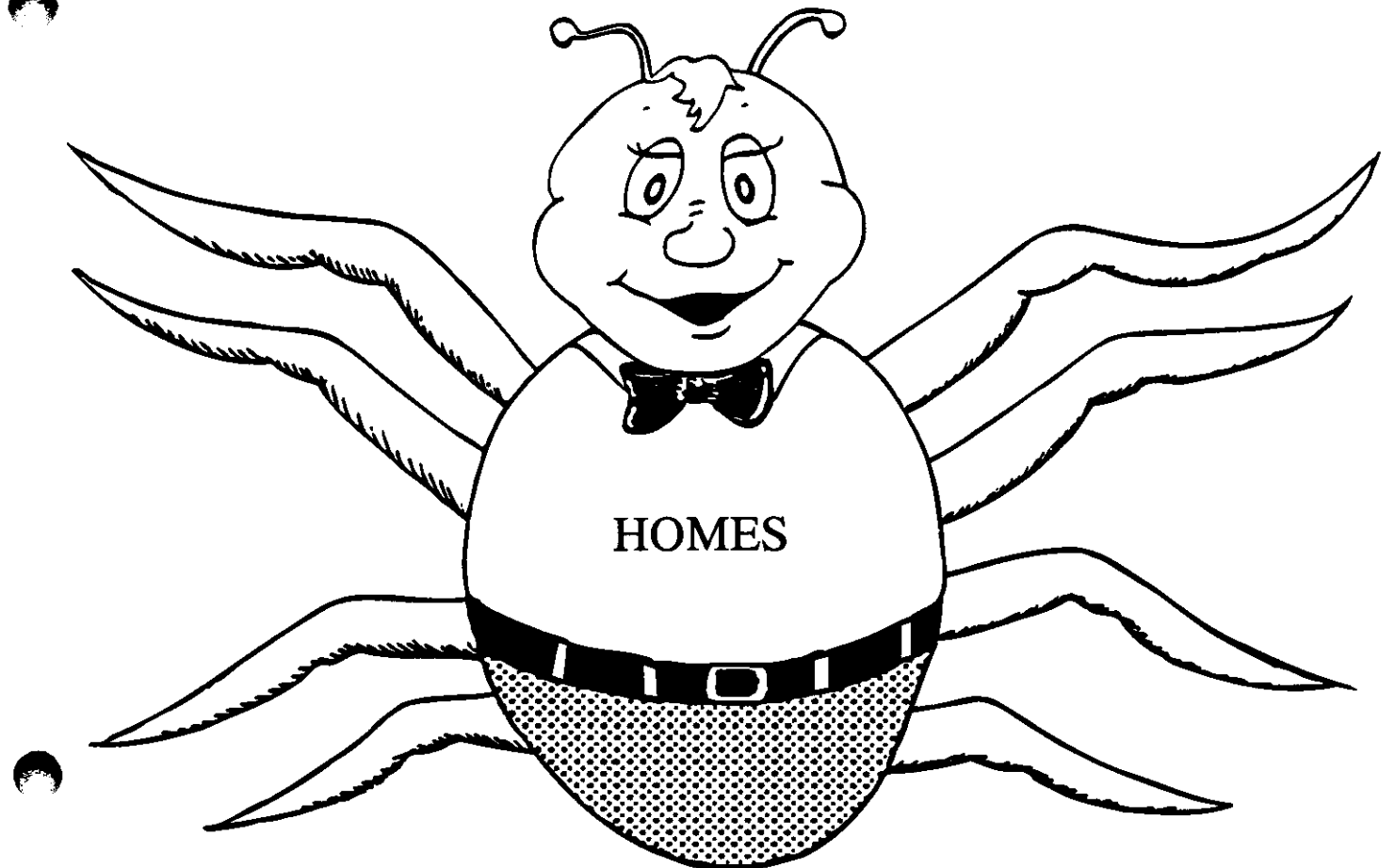
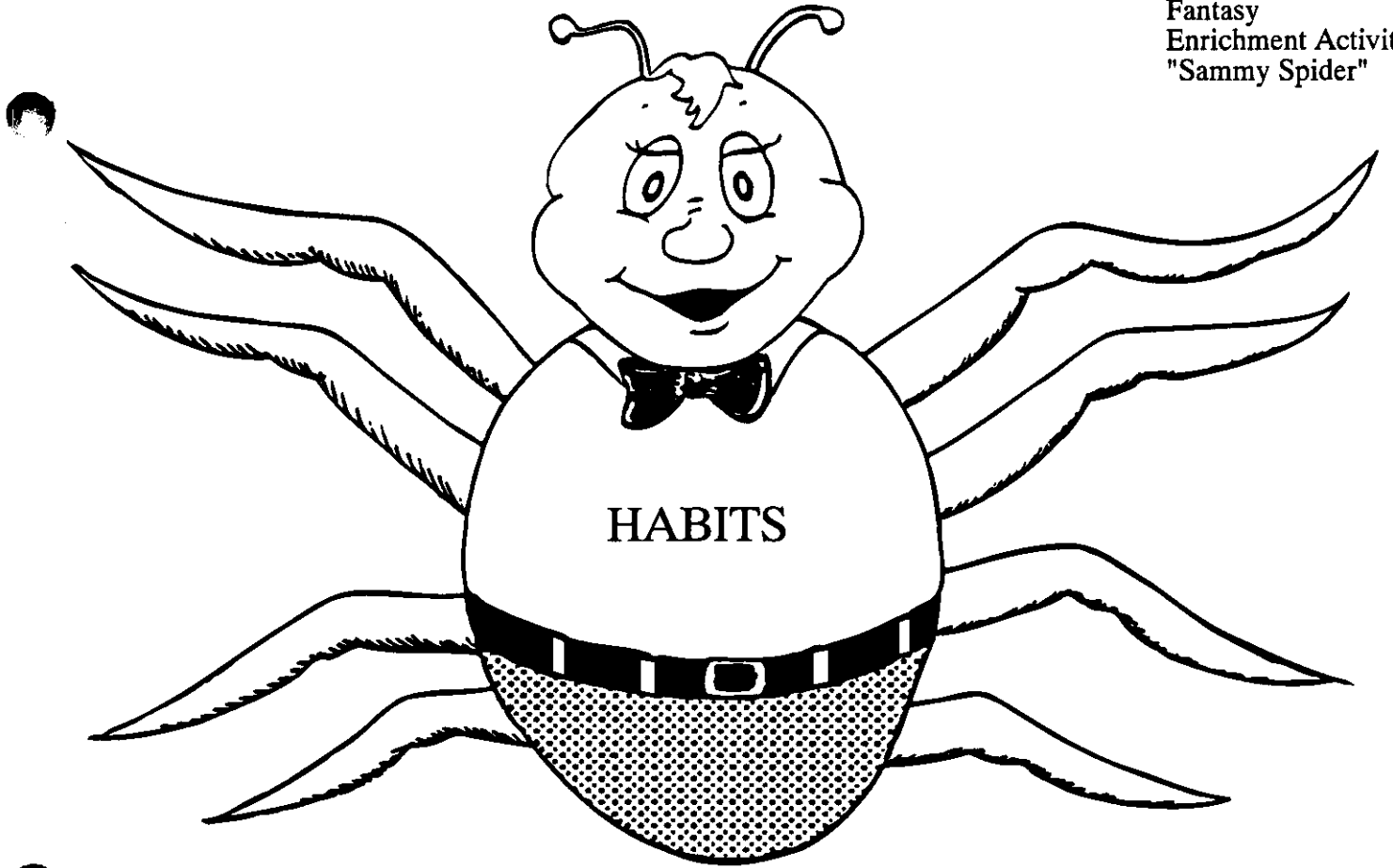
Student Instructions for Using Activity:

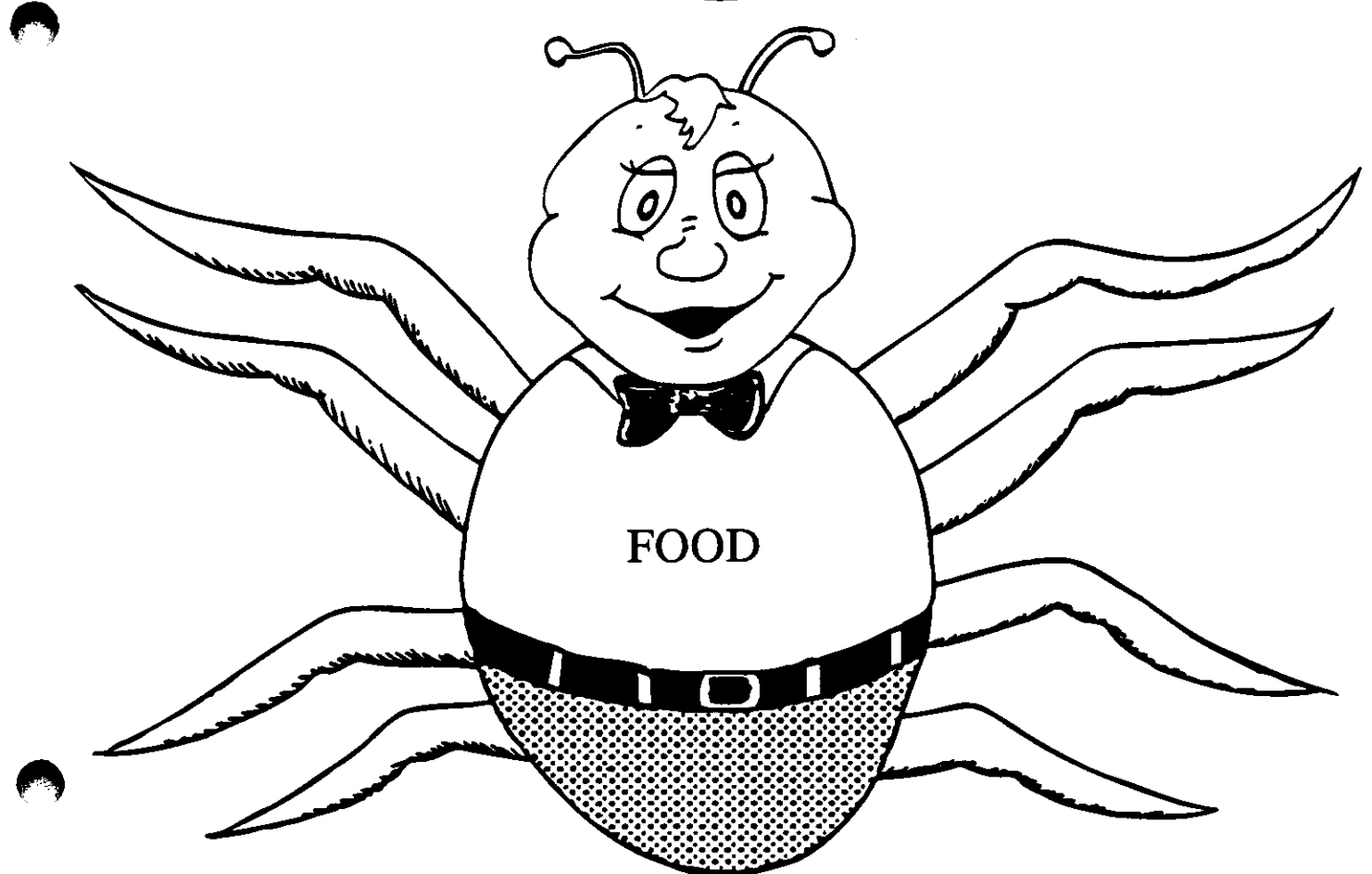
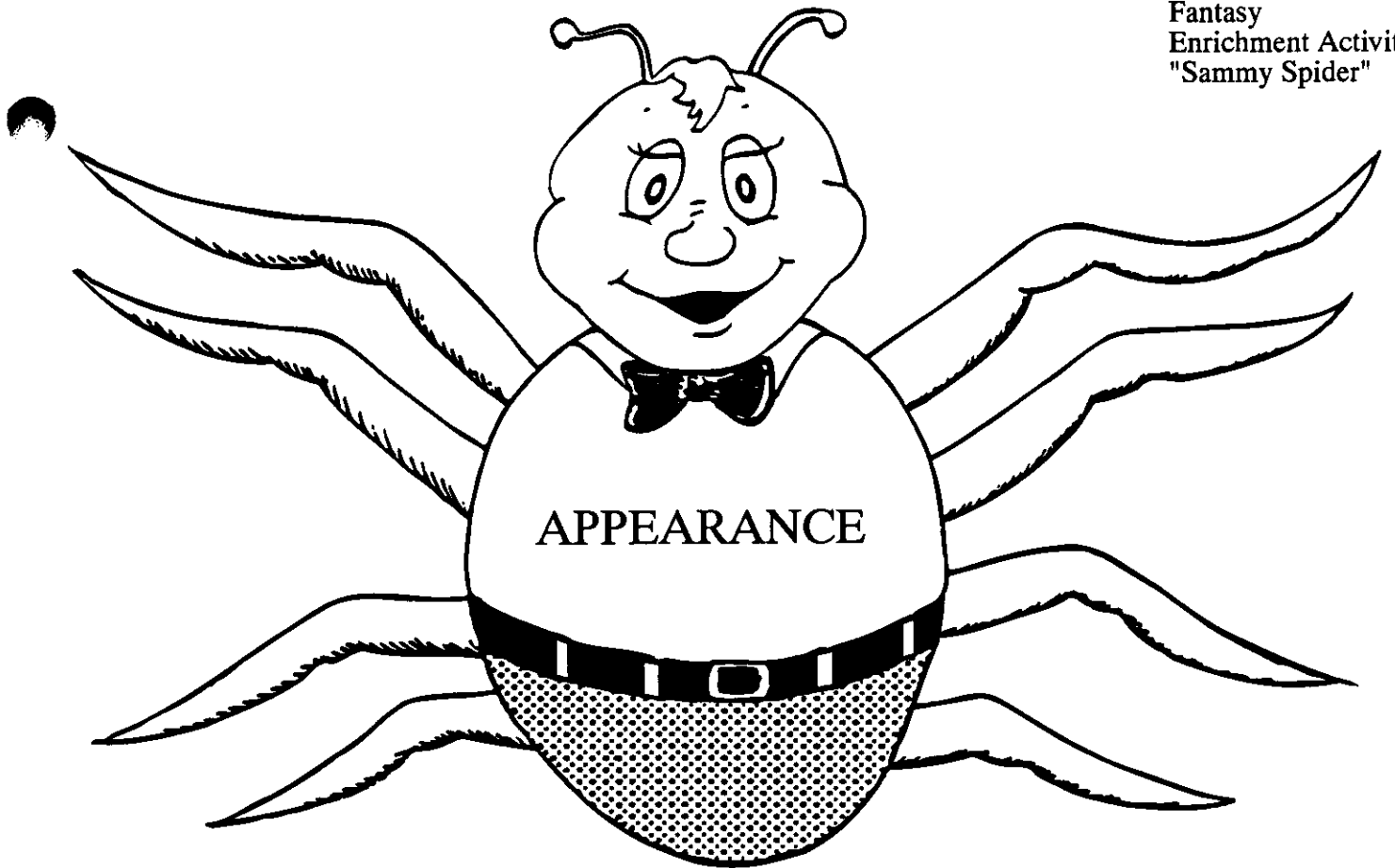
1. Remove shoes from pocket.
2. Determine if the information on each shoe relates to the spiders' appearance, homes, food or habits.
3. Look at identification on each spider.
4. Place shoe on correct leg.

Front of Folder

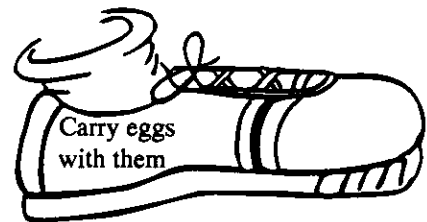
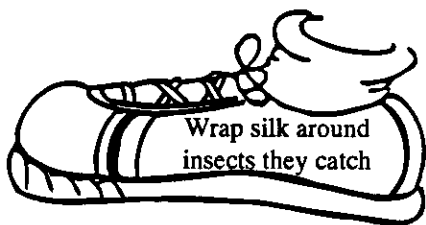
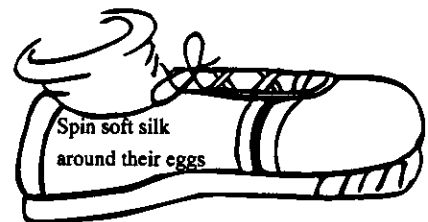
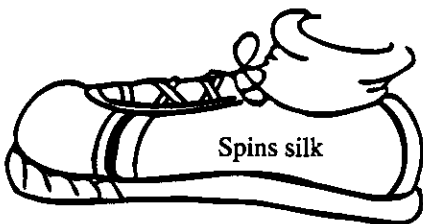
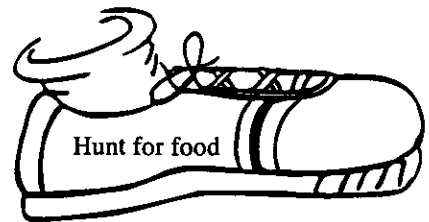
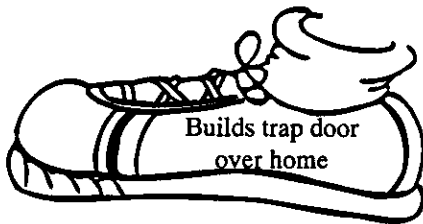
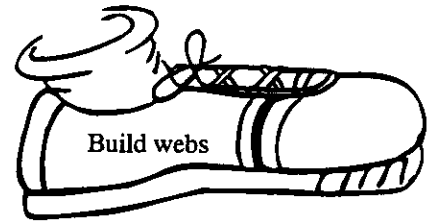
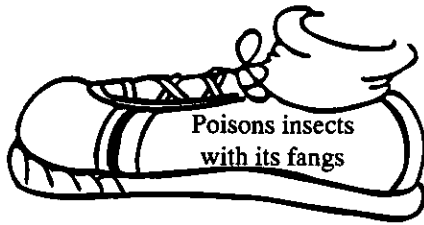
Inside of Folder



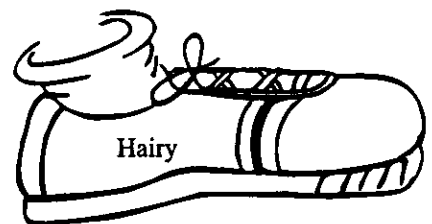
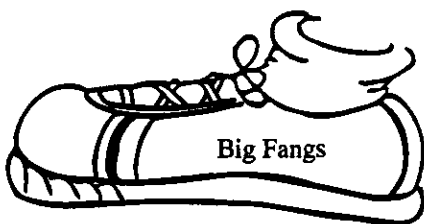
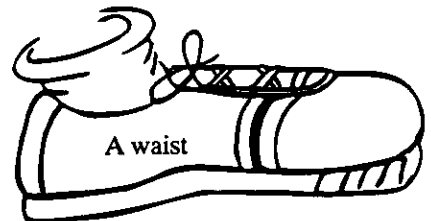
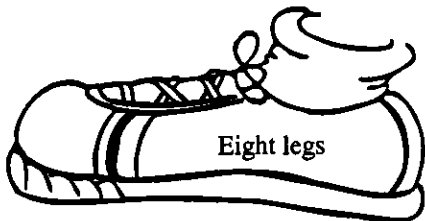
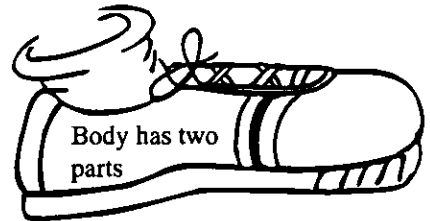
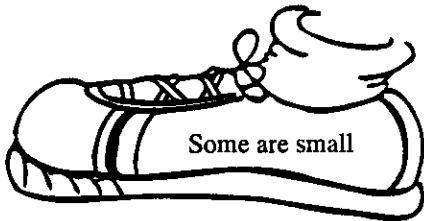
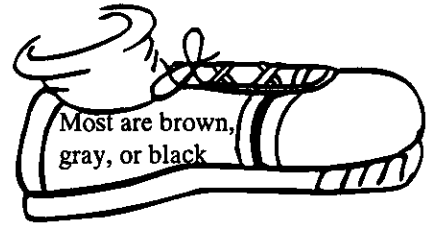
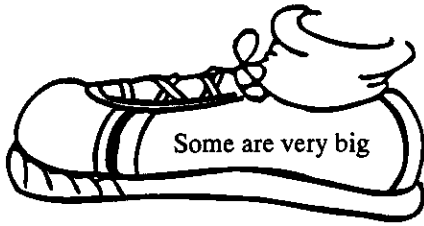




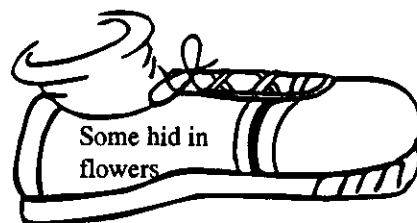
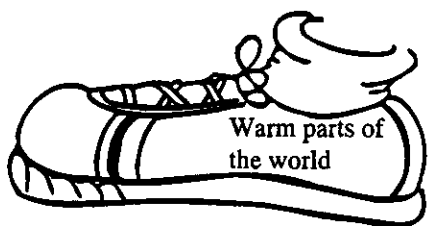
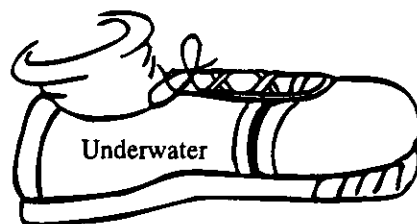
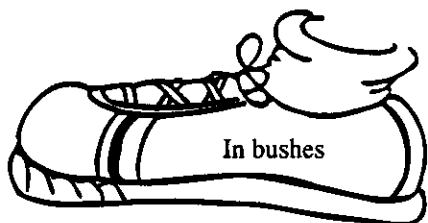
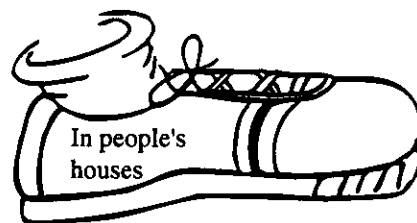
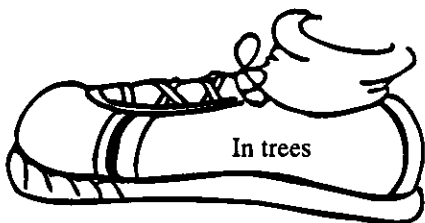
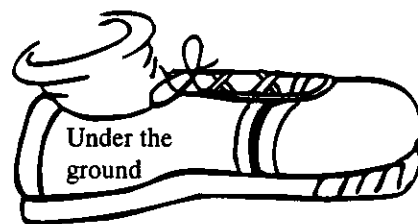
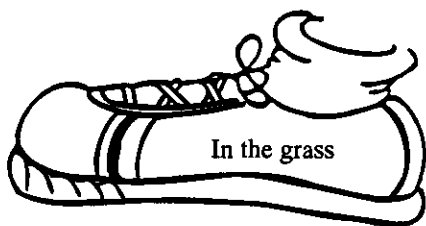
FLIGHTS
Fantasy
Enrichment Activity
"Sammy Spider"



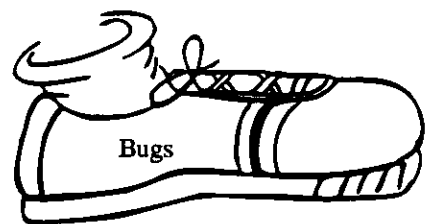
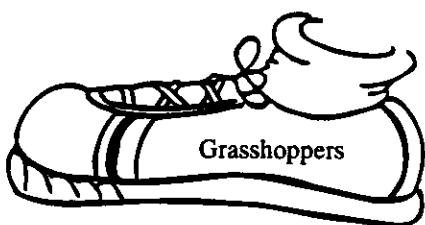
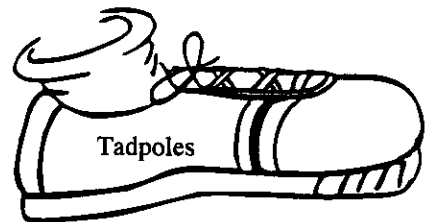
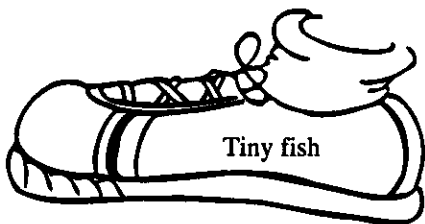
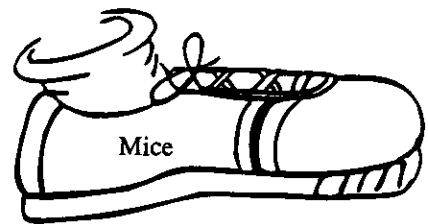
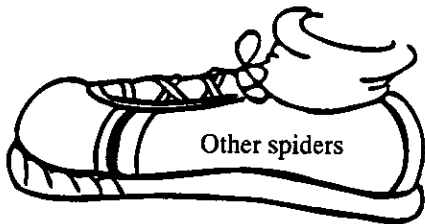
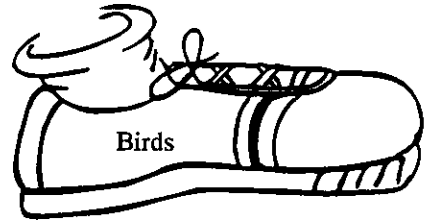
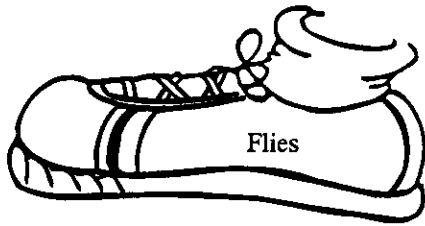
FLIGHTS
Fantasy
Enrichment Activity
"Sammy Spider"



FLIGHTS
Fantasy
Enrichment Activity
"Sammy Spider"



FLIGHTS
Fantasy
Enrichment Activity
"Sammy Spider"



LEVEL: FLIGHTS

1. Unit Topic: Biography/Autobiography (Correlated with "Eugenie Clark: Shark Lady" Unit 24, TG pp. 474-513.)

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 the 900's as the section where biography books are kept.
2. define biography call numbers.
3. locate biographies in the card catalog by using the biographee's last name.
4. locate biographies on the shelves by call number and title.
5. use an encyclopedia index to locate information about a person.

III. Library Media Staff Preparation:

A. Materials

1. Books (See "Resources")
2. Sound filmstrip: "Biography" (Pied Piper - 12 minutes)
3. Paper and pencils
4. Felt tip markers

B. Equipment

1. Sound filmstrip projector

C. Student Activities

1. "Biography Match" (activity)
2. "Biography Book Spines" (activity)
3. "Index Shark" (activity)

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I: (Objectives A-1, A-2, B-1, B-2, B-3, and B-4)

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.

(biography, autobiography, and collective biography)

- *b) Statement of Learning: Today you will learn how 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. (multicultural resource utilization)
 - 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. These books are a section of the 900's.)
 - h) Use "Biography Book Spine" to reinforce students' knowledge of call numbers for collective or individual biographies.
 - i) Lead students to card catalog and review how to look up a biography in the card catalog.
 - j) Let the students use the card catalog to find a biography to check out and read.
- *k) 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 use an encyclopedia index to find information about a person.

3. Evaluation: Can students:

- a) identify a biography?
- b) distinguish between biography, autobiography, and collective biography?
- c) identify the 900's as the section where biography books are kept?
- d) define biography call numbers?
- e) locate biographies in the card catalog using the biographee's last name?
- f) locate a biography on the shelf by using the card catalog?

4. Reinforcement

- a) Allow students to use "Biography Match" activity.

B. Session II: (Objective B-5)

1. Introduction

- a) Review encyclopedia index as defined in "Sports" unit and sources of indexes in school's library media center.

*b) Statement of Learning: Today you will use an encyclopedia index to locate information about a person.

2. Instruction

- a) Using different encyclopedia indexes, show students similarities and differences in the indexes. For example, most indexes will have guide words while some indexes may show text "with illustration" or "illustration on" citations. "Illustrations on" citations may refer to illustrations about the topic with unrelated text.

- b) Use "Index Shark" activity.

*c) Closure: You have learned how to use an encyclopedia index to locate information about a person.

3. Evaluation: Can students:

- a) use an encyclopedia index to find information about a person?

4. Reinforcement

- a) Use "Index Shark" with more individual help from library media specialist.

V. Resources

A. Books

Biographies of individuals on the list found in the activity "Index Shark."

B. Reference Sources

Children's Britannica. Encyclopaedia Britannica, Inc., 1988.

Compton's Encyclopedia and Fact-Index. Encyclopaedia Britannica, Inc., 1988.

Golden Book Encyclopedia. Golden, 1988.

World Book Encyclopedia. World Book, Inc. 1988.

C. Software

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

VI. Glossary

- A. Autobiography--a story that a person writes about his or her own life.
- B. Biographee--a name of the person about 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.

FLIGHTS
Biography/Autobiography
Reinforcement Activity
"Biography Match"

BIOGRAPHY MATCH

Objective: The student will identify biography call numbers by matching correct call number with biography title. (individual biographies)

Materials Needed:

1. Copies of activity

Instructions for Making Activity:

1. Use "Biography Call Numbers" master to make copies for each student. (One may make reusable copies by laminating the sheets.)

Student Instructions for Using Activity:

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

FLIGHTS
Biography/Autobiography
Reinforcement Activity
"Biography Match"

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 Squ	<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> by Jean Fritz
92 Poc	<u>Where Do You Think You're Going, Christopher Columbus</u> by Alik
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	<u>Pocahontas</u> by Ingri D'Aulaire

FLIGHTS
Biography/Autobiography
Reinforcement Activity
"Biography Book Spine"

BIOGRAPHY BOOK SPINE

Objective: The student will identify biography call numbers.

Materials Needed:

1. Tagboard
2. Laminating film

Instructions for Making Activity:

1. Use a variety of colors of tagboard.
2. Cut several "book spines". (enough for each student in the group to have 2 or 3)
3. Print a title and author on each "spine".
4. Laminate the spines.
5. 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 marker to write the correct call number for your title.
4. Check your answers by looking up your book titles in the card catalog.

Abraham
Lincoln

by

Ingri
D'Aulaire

FLIGHTS
Biography/Autobiography
Reinforcement Activity
"Index Shark"

INDEX SHARK

Objective: The student will use an encyclopedia index to locate information about a person.

Materials Needed:

1. Colored file folder
2. Cards with names from name list.
3. Pocket
4. Pictures (2)

Instructions for Making Activity:

1. Mount name of activity and a shark picture on front of the folder.
2. Mount other shark picture(s) on inside of folder.
3. Mount student directions and pocket on inside of folder.

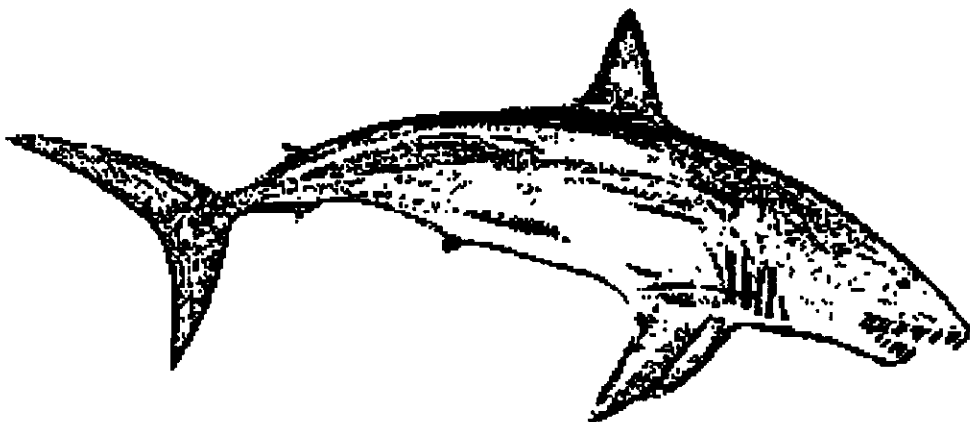
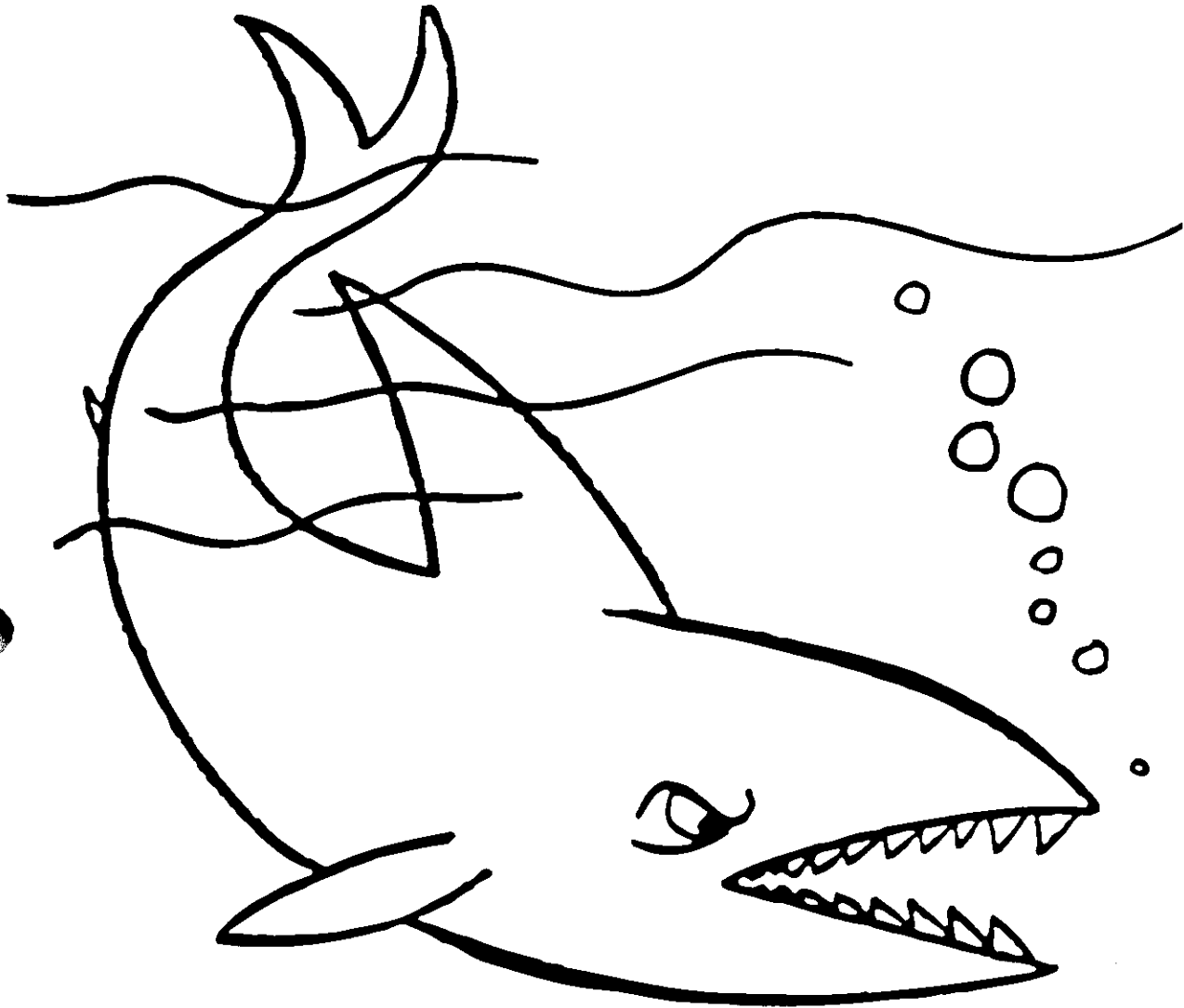
Student Instruction for Using Activity:

1. Select a card from pocket.
2. Go to encyclopedia index and locate your person. Using the information in the index, locate an article about your person.
3. Read the article to answer the following question about your person. Write your answer on your own paper.

- 1) Why is your person important enough to be in a reference tool?

Note: If time permits, select a second person and complete the activity. Compare the two individuals. How are they alike, how are they different? (Reinforces multicultural concept of comparing and contrasting)

INDEX SHARK



FLIGHTS
Biography/Autobiography
Reinforcement Activity
"Index Shark"

NAME LIST FOR INDEX SHARK

ASIAN

Buddha; Lu Pan; Mao Tse-tung; Smedley, Agnes; Gandhi; Mother Teresa; Ichiyo, Higuchi; Dengler, Dieter.

BLACK AMERICANS

Abdul-Jabbar, Kareem; Ali, Muhammad; Allen, Richard; Anderson, Marian; Armstrong, Louis; Attucks, Crispus; Baldwin, James A.; Banneker, Benjamin; Beckworth, James P.; Belafonte, Harry; Berry, Chuck; Bethune, Mary McLeod; Bradley, Thomas; Brown, Jim; Bunche, Ralph J.; Carmichael, Stockley; Carver, George Washington; Chamberlain, Wilt; Chisholm, Shirley; Cleaver, Eldridge; Delany, Martin; Douglas, Frederick; Drew, Charles R.; Du Sable, Jean Baptiste P.; Dunbar, Paul L.; Duvalier, Francois; Ellington, Duke; Fitzgerald, Ella; Forten, James; Gibson, Althea; Haley, Alex; Hamilton, Virginia; Handy, W. C.; Hatcher, Richard G.; Henson, Matthew A.; Holiday, Billie; Horne, Lena; Hughes, Langston; Jackson, Jesse; Joplin, Scott; Julian, Percy; King, Martin Luther, Jr.; Lawless, Theodore K.; Locke, Alain L.; Malcolm X; Matzelter, Jan E.; Mays, Benjamin E.; Mays, Willie; Meredith, James H.; Owens, Jesse; Paige, Satchel; Parks, Rosa; Poitier, Sidney; Rillieux, Norbert; Robinson, Jackie; Rustin, Bayard; Smith, Bessie; Taylor, Mildred; Terrell, Mary Church; Truth, Sojourner; Tubman, Harriet; Walker, David; Washington, Booker T.; Wheatley, Phyllis; White, Walter; Wilkins, Roy; Williams, Daniel Hale; Wonder, Stevie; Young, Andrew J.

HISPANICS

Carr, Vikky; Chaves, Cesar; Chavez, Carlos Anton; Cisneros, Henry; Clements, Roberto; Hernandez, Amalia; Huerta, Dolores; Jaramillo, Mari-Luci; Martinez, Vilma I.; Rivera, Susan Madrid; Trambly, Estela Porti; Trevino, Rita.

NATIVE AMERICANS

Black Hawk; Chief Joseph; Clum, John P.; Eastman, Charles; Geronimo; Ishil; Johnson, Pauline; Little Turtle; Nampeyo, Daisy Hooce; Naranjo, Michael; Osceola; Pocahontas; Pontiac; Red Cloud; Rogers, Will; Ross, John; Sacajawea or Sacagawea; Sealth, Sequoyah; Sitting Bull; Tecumseh; Winnemucca, Sarah.

WOMEN

Adams, Abigail; Bethune, Mary McLeod; Blackwell, Elizabeth; Cachola, Shirley; Carson, Rachel; Chien-Shiung Wu; Chisholm, Shirley; Earhart, Amelia; Huerta, Dolores; Keller, Helen; La Flesche, Susan; Lange, Dorothea; Lopez, Nancy; Manzano, Sonia; March Fong Eu; Parks, Rosa; Queen Liliuokalani; Stanton, Elizabeth Ca; Tallchief, Maria; Truth, Sojourner; Tubman, Harriet; Votaw, Carmen Delga; Wauneka, Annie; Winnemucca, Sarah.

LEVEL: FLIGHTS

I. Unit Topic: Fictionalized Biography (Correlated with: "Bicycle Rider" Unit 32, TG pp. 638-662)

II. Unit Objectives:

A. Literary Skills:

1. Recall differences between fiction and nonfiction.
2. Identify narration as a way an author tells a story.

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.
4. identify other biographical resources, especially multicultural resources.

III. Library Media Staff Preparation:

A. Materials

1. "Information found in Webster's New Biographical Dictionary", transparency.
2. "Sample entry from Webster'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" (worksheet to accompany transparency)
2. "People Pursuit Relay Game" (worksheet)
3. "Biographical Entry About Me" (worksheet)

IV. Suggested Procedure: (Minimum Sessions Required: 2)

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

1. Introduction

- a) Discuss the selection, "Bicycle Rider", from the reading series. Discussion questions could include:
 - 1) What was Marshall's first job? (Helping at a bicycle shop)
 - 2) Why did Marshall enter the first short race? (Remind people of bicycle shop)
 - 3) Where was the setting for the ten-mile race? (Indianapolis)
- b) Remind students that this is a fictionalized biography, but that Marshall Taylor was a real person and could be considered a minority role model.
- c) Review the definition of a biography. (A biography is a written account of a person's life.) (Flights TG p. 645)
- d) Note sources of biographies 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 you will learn how 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 in this specialized dictionary. Use the transparency "Information found in Webster's New Biographical Dictionary" to make these points:
 - 1) Contains short biographical sketches
 - 2) Contains more than 30,000 entries
 - 3) Living persons not included
 - 4) Important, celebrated, or notorious figures from the last 5,000 years included
- c) Model the use of the dictionary to look up Frederick Douglass. Note the tabs and guidewords for easier use.
- 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 dictionary.
- f) Have students practice using the parts of an entry with worksheets made from the "Sample Entry from Webster's New Biographical Dictionary."
- *g) **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. On your next visit you will learn more about other specialized biographical sources and discuss fiction versus nonfiction.

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?

4. Enrichment

- a) **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 library media center for other students to see.

B. Session II: (Objectives A-1, A-2, and B-4)

1. Introduction

- a) Remind students that they learned to use Websters New Biographical Dictionary at their last session.
- b) Remind students that they read the fictionalized biography "Bicycle Rider" in their reading text.
- *c) **Statement of Learning:** Today you are going to recall differences between fiction and nonfiction, identify narration as a way an author tells a story, and identify other biographical resources.

2. Introduction

- a) Ask students to recall the definition of fiction stories. (stories which are "made-up")
- b) Ask students to give an example of a fiction story they have learned about in the library media center. ("My Town" Unit 18, Flights)
- c) Remind students where fiction books are located in the library media center.
- d) Ask students to define nonfiction. (stories based on fact)
- e) Ask students to give an example of a nonfiction story they have learned about in the library media center. ("Eugenie Clark: Shark Lady" Unit 24, Flights)
- f) Remind students where nonfiction books are located in the library media center.
- g) Review definition of biography.
- h) Review definition of fictionalized biography.
- i) Remind students that authors of fictionalized biographies such as "Bicycle Rider" use narration to tell the story.
- j) Ask students to recall several narration sections:
 - 1) Marshall's conversation with his family at dinner table.
 - 2) Marshall's conversation with Mr. Hay on the day of the races.
- k) Review several biographical resources (see "Resources") which could be used to find information about such people as Marshall Taylor. (Note: Major Taylor is the name used in Encyclopedia of Black America.)
- *i) Closure: Today you have learned how to define fiction and non-fiction; how to identify narration as a way that authors tell a story; and how to identify other biographical resources.

3. Evaluation: Can students:

- a) recall the difference between fiction and nonfiction?
- b) identify narration as a way an author tells a story?
- c) identify other biographical resources, especially multicultural resources?

4. Enrichment

- a) Listening Center: Set up the sound filmstrips Great Women of the 20th Century (Disney) and Martin Luther King, Jr.: The Choice to be Great (Disney) for enjoyment of biographies.

V. Resources

A. Books

Hancock, Sybil Famous Firsts of Black Americans Pelican, 1983
Murphy, Jim Two Hundred Years of Bicycles Lippincott, 1983

B. Software

Martin Luther King, Jr.: The Choice to Be Great (sound filmstrip).
Disney, no date.
Great Women of the 20th Century (sound filmstrip). Disney, no date.

C. Reference

Dictionary of American Biography. Norton, 1982.
Encyclopedia of Black America. McGraw-Hill, 1981.
The Negro Almanac: A Reference Work on The Afro American. Bellivether,
1983.
Webster's New Biographical Dictionary. Merriam-Webster, 1983.

VI. Glossary

- A. Biography--a written account of a person's life. (Flights TG p. 645)
- B. Fiction--stories which are "made-up".
- C. Fictionalized Biography--a real story about a person with "made-up" parts.
- D. Narration--conversation in stories used by the author to tell the story.
- E. Nonfiction--stories with real facts.

FLIGHTS
Fictionalized Biography
Reinforcement Activity
"Biographical Dictionary"
Transparency

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

FLIGHTS

Fictionalized Biography

Reinforcement Activity

"*Webster's New Biographical Dictionary*:
Sample Entry"

WEBSTER'S NEW BIOGRAPHICAL DICTIONARY: SAMPLE ENTRY

Douglass, Frederick. *Orig.*. Frederick Augustus Washington Bailey \ 'ba-le\. 1817--1895. American abolitionist and writer, b. Tuckahoe, Md. Born a slave; escaped (1838); settled in New Bedford, Mass., changing his name to Frederick Douglass. Addressed antislavery convention, Nantucket (1841); engaged as agent of Massachusetts Anti-Slavery Society; published his autobiography, *Narrative of the Life of Frederick Douglass* (1845). Lectured in Britain and Ireland (1845-47); with proceeds from lectures, bought his freedom; settled at Rochester, N.Y.; founded and edited (1847-60), with M. R. Delany (q.v.), the *North Star* (from 1851 called *Frederick Douglass's Paper*), an abolitionist paper. Opposed radical abolitionism as espoused by W. L. Garrison and counseled against John Brown's raid (1859). At outbreak of Civil War, helped recruit Negro regiments; consulted by Lincoln. U.S. marshal for District of Columbia (1877-81); recorder of deeds, District of Columbia (1881-86); U.S. minister to Haiti (1889-91).

FLIGHTS
Fictionalized Biography
Reinforcement Activity
"Webster's New Biographical
Dictionary: Sample Entry"

SAMPLE ENTRY

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.

FLIGHTS

Fictionalized Biography

Reinforcement Activity

“Webster’s New Biographical Dictionary:

Sample Entry”

WEBSTER’S NEW BIOGRAPHICAL DICTIONARY: SAMPLE ENTRY

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

1. When was Frederick Douglass born? _____
2. When did he die? _____
3. How is his original name pronounced? _____
4. What was his original last name? _____
5. What is the title of the book for which Mr. Douglass is famous? _____
- 6/ Where did Mr. Douglass lecture? _____
7. Mr. Douglass was a U.S. minister to _____

Douglass, Frederick. *Orig.*. Frederick Augustus Washington Bailey \’ba-le\. 1817--1895. American abolitionist and writer, b. Tuckahoe, Md. Born a slave; escaped (1838); settled in New Bedford, Mass., changing his name to Frederick Douglass. Addressed antislavery convention, Nantucket (1841); engaged as agent of Massachusetts Anti-Slavery Society; published his autobiography, *Narrative of the Life of Frederick Douglass* (1845). Lectured in Britain and Ireland (1845-47); with proceeds from lectures, bought his freedom; settled at Rochester, N.Y.; founded and edited (1847-60), with M. R. Delany (q.v.), the *North Star* (from 1851 called *Frederick Douglass’s Paper*), an abolitionist paper. Opposed radical abolitionism as espoused by W. L. Garrison and counseled against John Brown’s raid (1859). At outbreak of Civil War, helped recruit Negro regiments; consulted by Lincoln. U.S. marshal for District of Columbia (1877-81); recorder of deeds, District of Columbia (1881-86); U.S. minister to Haiti (1889-91).

FLIGHTS

Fictionalized Biography

Reinforcement Activity

"Webster's New Biographical Dictionary:
Sample Entry"

WEBSTER'S NEW BIOGRAPHICAL DICTIONARY: SAMPLE ENTRY

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

1. When was Frederick Douglass born? 1817
2. When did he die? 1895
3. How is his original name pronounced? 'ba-le
4. What was his original last name? Frederick Augustus Washington Bailey
5. What is the title of the book for which Mr. Douglass is famous?

Narrative of the Life of Frederick Douglass

- 6/ Where did Mr. Douglass lecture? Britain and Ireland
7. Mr. Douglass was a U.S. minister to Haiti

Douglass, Frederick. *Orig.*. Frederick Augustus Washington Bai-ley \ 'ba-le\. 1817--1895. American abolitionist and writer , b. Tuckahoe, Md. Born a slave; escaped (1838); settled in New Bedford, Mass., changing his name to Frederick Douglass. Addressed antislavery convention, Nantucket (1841); engaged as agent of Massachusetts Anti-Slavery Society; published his autobiography, *Narrative of the Life of Frederick Douglass* (1845). Lectured in Britain and Ireland (1845-47); with proceeds from lectures, bought his freedom; settled at Rochester, N.Y.; founded and edited (1847-60), with M. R. Delany (q.v.), the *North Star* (from 1851 called *Frederick Douglass's Paper*), an abolitionist paper. Opposed radical abolitionism as espoused by W. L. Garrison and counseled against John Brown's raid (1859). At outbreak of Civil War, helped recruit Negro regiments; consulted by Lincoln. U.S. marshal for District of Columbia (1877-81); recorder of deeds, District of Columbia (1881-86); U.S. minister to Haiti (1889-91).

FLIGHTS
Fictionalized Biography
Reinforcement Activity
"People Pursuit"
(Set I, II, III)

PEOPLE PURSUIT

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

Materials Needed:

1. Copies of People Pursuit (Set I, II, III)
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 student 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 wins first.

Alternate Methods:

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

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

FLIGHTS
Fictionalized Biography
Reinforcement Activity
"People Pursuit" Set I

PEOPLE PURSUIT - SET I

Directions: Write the word from the list below in the space next to the matching statement.

SOJOURNER TRUTH PAULINE JOHNSON HARRIET TUBMAN RACHEL CARSON
CHIEF JOSEPH LILUOKALANI JOHN ROSS SEQUOYA
GEORGE CARVER ISHI

1. _____ CALLED THE MOSES OF HER PEOPLE
2. _____ CANADIAN POET, DAUGHTER OF MOHAWK CHIEF
3. _____ QUEEN OF THE HAWAIIAN ISLANDS, COMPOSED "ALOHA"
4. _____ AUTHOR OF "THE SEA AROUND US" AND "SILENT SPRING"
5. _____ AMERICAN INDIAN CHIEF OF THE NEZ PERCE TRIBE
6. _____ PREACHER FOR ABOLITION AND WOMEN SUFFRAGE
7. _____ STUDIED HIS OWN CHEROKEE LANGUAGE
9. _____ PRESIDENT OF LEAGUE OF NATIONS
10. _____ DEVELOPED OVER 300 PRODUCTS FROM PEANUTS

FLIGHTS
Fictionalized Biography
Reinforcement Activity
"People Pursuit" Set I
Answer Key

PEOPLE PURSUIT - SET I - ANSWER KEY

1. HARRIET TUBMAN
2. PAULINE JOHNSON
3. LILUOKANLANI
4. RACHEL CARSON
5. CHIEF JOSEPH
6. JOHN ROSS
7. SOJOURNER TRUTH
8. SEQUOYA
9. ISHII
10. GEORGE CARVER

FLIGHTS
Fictionalized Biography
Reinforcement Activity
"People Pursuit" Set II

PEOPLE PURSUIT - SET II

Directions: Write the word from the list below in the space next to the matching statement.

PERCY L. JULIAN	LANGSTON HUGHES	COUNTEE CULLEN	ARNA BONTEMPS
LITTLE TURTLE	CHARLES DREW	POCAHONTAS	OSCEOLA
JAMES JOHNSON	PONTIAC		

1. _____ INDIAN LEADER OF THE MIAMI TRIBE
2. _____ AMERICAN INDIAN LEADER OF THE SEMINOLE INDIANS
3. _____ INDIAN PRINCES WHO SAVED CAPTAIN JOHN SMITH
4. _____ AMERICAN NEGRO WRITER OF BOTH VERSE AND STORY
5. _____ AMERICAN AUTHOR WHO AWARDED SPINGARN MEDAL
6. _____ DEVELOPED NUMEROUS DERIVATIVES OF SOYA PRODUCTS
7. _____ DEVELOPED EFFICIENT WAY TO STORE BLOOD PLASMA
8. _____ INDIAN CHIEF OF THE OTTAWA TRIBE
9. _____ AMERICAN POET, LEADER IN HARLEM RENAISSANCE
10. _____ AMERICAN WRITER, WROTE "THE NEGRO SPEAKS"

FLIGHTS
Fictionalized Biography
Reinforcement Activity
"People Pursuit" Set II
Answer Key

PEOPLE PURSUIT - SET II - ANSWER KEY

1. LITTLE TURTLE
2. OSCEOLA
3. POCAHONTAS
4. ARNA BONTEMPS
5. JAMES JOHNSON
6. PERCY L. JULIAN
7. CHARLES DREW
8. PONTIAC
9. COUNTEE CULLEN
10. LANGSTON HUGHES

FLIGHTS
Fictionalized Biography
Reinforcement Activity
"People Pursuit" Set III

PEOPLE PURSUIT - SET III

Directions: Write the word from the list below in the space next to the matching statement.

LOUIS ARMSTRONG DANIEL WILLIAMS CARLOS CHAVEZ RICHARD ALLEN
BEN BANNEKER MARY BETHUNE WALTER WHITE BUDDHA
MAO TSE-TUNG GANDHI

1. _____ BORN IN KAPILAVASTER, NOW RUMMINDEI, NEP?
2. _____ FOUNDER OF CHINESE COMMUNIST PARTY
3. _____ AMERICAN SURGEON
4. _____ AMERICAN EDUCATOR
5. _____ HE WAS THE FIRST GREAT JAZZ VIRTUOSO
6. _____ FIRST NEGRO ORDAINED IN METHODIST CHURCH
7. _____ AUTHOR OF A RISING WIND
8. _____ SPIRITUAL LEADER OF INDIA
9. _____ MEXICAN ORCHESTRA CONDUCTOR AND COMPOSER
10. _____ HELPED SURVEY SITE OF DISTRICT OF COLUMBIA

FLIGHTS
Fictionalized Biography
Reinforcement Activity
"People Pursuit" Set 3
Answer Key

PEOPLE PURSUIT - SET 3 - ANSWER KEY

1. BUDDHA
2. MAO TSE-TUNG
3. DANIEL WILLIAMS
4. MARY BETHUNE
5. LOUIS ARMSTRONG
6. RICHARD ALLEN
7. WALTER WHITE
8. GANDHI
9. CARLOS CHEVEZ
10. BEN BANNEKER

FLIGHTS
Fictionalized Biography
Reinforcement Activity
"Biographical Entry About Me"

BIOGRAPHICAL ENTRY ABOUT ME

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-reference: _____

LEVEL: EXPLORATIONS

I. Unit Topic: Distant Lands (Correlated with "Shackelton's Epic Voyage," Unit 12, TG pp. 212-241)

II. Unit Objectives:

A. Literary Skills: Students will:

1. identify fiction and nonfiction.
2. recognize narrative style of nonfiction writing.
3. recognize that the setting of a story influences the action of the story characters in a fiction story.

B. Library Media Skills: Students will:

1. identify five special reference books that can be used to locate information on different lands and peoples: Lands and Peoples Encyclopedias, Hammond Intermediate World Atlas, World Almanac, Webster's Geographic Dictionary, and the National Geographic Index.
2. use the World Almanac to locate information.

III. Library Media Staff Preparation:

A. Materials

1. Fiction, nonfiction books (see "Resources")
2. Sound filmstrip: "Distant Lands" (Pied Piper, 12 minutes)
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 Geographical 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. "Country Comparison" (worksheet)
2. "Lands and Peoples" (worksheet)
3. "Geographical Greatness" (worksheet)

IV. Suggested Procedure (Minimum Sessions Required: 2)

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

1. Introduction

- a) Review definition of fiction and nonfiction stories.
- b) Tell students that "Shackelton's Epic Voyage" is a narrative non-fiction. Review the characteristics of a narrative nonfiction:
 - 1) tells a story
 - 2) events described as in other stories
 - 3) true story
- c) Remind students that the setting of a story is where/when a story takes place. What is the setting for "Shackelton's Epic Voyage"? (Antarctica/1915). The setting tells us where and when the story takes place.
- d) Discuss how this story would have been different if it had taken place in the area of the Hawaiian Islands instead of the Antarctic. (no ice or cold weather) How would it have been the same? (low food and water supplies, storms)
- *e) Statement of Learning: Today you will learn how the setting of a story influences the action of the characters in the story and you will distinguish between fiction, nonfiction and narrative nonfiction in stories that have settings in different lands.

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 "Shackelton's Epic Voyage".
- c) Tell students that they will review the reference books discussed in the filmstrip in the next session.
- *d) Closure: Today you have learned to distinguish between fiction, nonfiction and narrative nonfiction stories and you have seen how different settings influence the actions of the story characters.

3. Evaluation: Can students:

- a) identify fiction, nonfiction?
- b) recognize narrative style of nonfiction writing?
- c) recognize that the setting of a story influences the action of the story characters?

B. Session II: (Objectives B-1 and B-2)

1. Introduction

- a) Review definition of fiction, nonfiction, and narrative non-fiction stories.
- b) Review the fact that the setting of a story influences the action of the story characters.
- *c) Statement of Learning: Today you are going to discuss the reference books that can be used to locate information on different places and you 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) 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 discussed.
- c) Webster's Geographical Dictionary is a dictionary of places 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 the location of a place but does not give detailed information.
- d) 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.
- e) Review the types of information found in Hammond Intermediate World Atlas. (Flights - Fantasy Stories)
- f) Hand out copies of the World Almanac to the students. Instruct the students to follow along with the filmstrip, How to Use the World Almanac. It may be necessary to stop the filmstrip if students need help.
- *h) Closure: Today you have discussed the reference books which can be used to locate information on other countries and you have learned how to use the World Almanac.

3. Evaluation: Can students:

- a) use the World Almanac to locate information?
- b) identify several reference books that can be used to locate information on distant lands?

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.

5. Enrichment

- a) Students may design and develop an interest center on distant lands for the library media center.
- b) Students may wish to complete the "Country Comparison" activity.
- c) Student may wish to complete the "Lands and Peoples" activity.
- d) Students may wish to complete the "Geographical Greatness" Part I and Part II.

6. Student Media Production

- a) Students will produce a filmstrip on the special reference tools that will help introduce these tools to other students.
- b) Students will 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 and can be a multicultural activity.

V. Resources

A. Books

- Asimov, Isaac. How Did We Find Out About Antarctica.
Bond, Michael. Paddington Bear. Random, 1973
Buck, Pearl S. Big Wave. Day, 1973
Clark, Ann Nolan. Secret of the Andes. Viking, 1952
DeJong, Meindert. House of 60 Fathers. Harper, 1956
DeJong, Meindert. Wheel on the School. Harper, 1954
Ho, Minfong. Sing to the Dawn. Lothrop, 1975
Houston, Janus A. Long Claws. Atheneum, 1981
Kelly, Eric P. Trumpeter of Krakow. Macmillan, 1966
Lewis, Elizabeth. Young-Fu of the Upper Yangtze. H.R.W., Inc., 1973
Lindgren, Astrid. Pippi in the South Seas. Viking, 1950
Mohr, Nicholasa. Felita. Dial, 1979
Mukerji, Dhan. Gay-Neck. Dutton, 1968
O'Dell, Scott. Island of the Blue Dolphins. Houghton, 1960
Perl, Lila. Puerto Rico. Morrow, 1979
Say, Allen. Feast of Lanterns. Harper, 1976
Trevino, Elizabeth. Juan de Pareja. Farrar, 1965
Wojciechowska, M. Shadow of a Bull. Atheneum, 1964

B. Reference Sources

The World Almanac and Books of Facts. Newspaper Enterprise Assoc., (Current Edition).

The Almanac in the Classroom: A Teacher's Guide and Resource Book. The World Almanac Educational Division, 1980.

National Geographic Index. National Geographic Society, (Current Edition).

National Geographic World Index. National Geographic Society, 1975-82.

Grolier's Lands and Peoples Encyclopedia. Grolier, 1983.

Hammond Intermediate World Atlas. Hammond.

Hammond Intermediate World Atlas Student Workbook. Hammond, 1983.

C. Software

Literature for Children, Series 2: Distant Lands (sound filmstrip). Pied Piper Media, 1970.

Reading for the Fun of It - Distant Lands" (sound filmstrip). Guidance Associates.

Media: Resources for Discovery (sound filmstrip series). Encyclopaedia Britannica.

How to Use the World Almanac (sound filmstrip). Newspaper Enterprise Association.

Wheel on the School (sound filmstrip). Random House.

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

EXPLORATIONS: Distant Lands
Reinforcement Activity
"Country Comparison"

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? _____

EXPLORATIONS: Distant Lands
Reinforcement Activity
"Country Comparison"

COUNTRY COMPARISON - (Answers will vary according to choice)

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? _____

EXPLORATIONS
Distant Lands
Reinforcement Activity
"Lands and Peoples" Activity

LANDS AND PEOPLES ACTIVITY SHEET

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

Instructions: Examine the Lands and Peoples 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 State 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. _____

EXPLORATIONS
Distant Lands
Reinforcement Activity
"Lands and Peoples" Activity

LANDS AND PEOPLES ACTIVITY SHEET

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

Instructions: Examine the Lands and Peoples 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 State 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. Answers will vary.

EXPLORATIONS: Distant Lands
Reinforcement Activity
"Geographical Greatness" - Part I

GEOGRAPHICAL GREATNESS - Part I

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

Instructions: 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 corrector 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? _____

EXPLORATIONS: Distant Lands
Reinforcement Activity
"Geographical Greatness" - Part I

GEOGRAPHICAL GREATNESS - Part I

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

Instructions: 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 corrector 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 for A and B

B.

III. What is a periodical? Something published at regular intervals.

EXPLORATIONS: Distant Lands
Reinforcement Activity
"Geographical Greatness" - Part II

GEOGRAPHICAL GREATNESS - Part II

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

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. _____

EXPLORATIONS: Distant Lands
Reinforcement Activity
"Geographical Greatness" - Part II

GEOGRAPHICAL GREATNESS - Part II

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

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 for questions 3 and 4

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. _____

LEVEL: EXPLORATIONS
(Multicultural Opportunity)

I. Unit Topic: Historical Fiction (Correlated with "Thank You, Phoebe Fraunces", Unit 15, TG pp. 300-325.)

II. Unit Objectives:

A. Literary Skills: Students will:

1. define historical fiction.
2. compare and distinguish between historical fiction and factual history books.
3. describe the process an author must take when writing historical fiction.
4. recognize award winning historical fiction stories.

B. Library Media Skills: Students will:

1. identify the 900's as the section where history books are kept.
2. locate books by using title cards in the card catalog.
3. relate cause and effect statements.

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 worksheet)

IV. Suggested Procedures: (Minimum Sessions Required: 2)

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

1. Introduction

- a) Have the student tell about the story, "Thank You, Phoebe Fraunces", in their own words. (Multicultural aspect of story may be discussed.)

- *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.

2. Instruction

- a) Review the definition of fiction and history.
- b) The definition of historical fiction is based on the author's imagination and some historical facts. These facts may include the actual setting, historical events, and people who may once have lived. (Flights, TG p. 227)
- c) Compare a nonfiction book on World War II and The Cay to distinguish between these two types of historical books. Point out that historical books are found in 900's.
- d) Introduce Theodore Taylor as the author of The Cay.
- e) Tell the students they are going to listen to a recording of an interview between Theodore Taylor and a group of students.
- f) 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.
- g) Let the students listen to Mr. Taylor's interview and then answer the "Theodore Taylor" activity sheet questions.
- h) 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.
- *i) Closure: You have heard the definition of historical fiction and compared factual history and historical fiction books. Historical fiction books are found in the Fiction section and the actual history books are found in the 900's. You have heard Theodore Taylor describe the process an author must complete to write a historical fiction book. At your next session you will view the filmstrip of Mr. Taylor's book, The Cay, to see the end product of this process and you will locate award winning historical fiction books using title cards in the card catalog.

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?
- d) identify 900's as area where actual history books are found?

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 filmstrip. This filmstrip shows the process authors use to write a historical fiction book.

B. Session II: (Objectives A-4, B-2, and B-3)

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 relate cause and effect statement after you watch the filmstrip "The Cay" by Theodore Taylor. You will also locate award winning historical fiction books by using title cards in the card catalog.

2. Instruction

- a) Students will view the filmstrip, "The Cay".
- b) Students will answer the questions at the end of the filmstrip. Use the questions that teach cause and effect. (Prejudice reduction can also be a topic of discussion.)
- c) Review students on use of title cards in the card catalog.
- d) Students will use the card catalog to locate award winning history books in nonfiction and fiction areas using title cards.
- *e) Closure: You have learned to relate cause and effect statement and to locate award winning historical fiction books using the title cards in the card catalog.

3. Evaluation: Can students:

- a) recognize award winning historical fiction stories?
- b) relate cause and effect statements?
- c) locate award winning historical fiction books by using title cards in the card catalog?

4. Enrichment

- a) Students can read the book, The Cay, and write a learning packet to accompany it.

5. Student Media Production

- a) Students can research and produce a historical fiction story using video or other production media.
- b) Students can read a historical fiction book and make a filmstrip, slide or video presentation about the book.

V. Resources

A. Books

- Bliven, Bruce. American Revolution. Random House, 1958
- Brady, Esther Wood. Toliver's Secret. Crown, 1976
- Brink, Carol. Caddie Woodlawn. Macmillan, 1973
- Buehr, Walter. The French Explorers in America. Putnam, 1961
- Collier, James. My Brother Sam is Dead. Four Winds, 1974
- Collier, James. War Comes to Willy Freeman. Delacorte, 1983
- Collier, James. Winter Hero. Four Winds, 1983
- Davis, Burk. Black Heroes of the American Revolution. Harcourt, 1976
- Edmonds, Walter. The Matchlock Gun. Dodd, 1941
- Finlayson, Ann. Rebecca's War. Warner, 1972
- Forbes, Ester. Johnny Tremain. Houghton, 1943
- Fox, Paula. Slave Dancer. Bradbury, 1973
- Gridley, Marion E. American Indian Tribes. Dodd, 1974
- Hoobler, Dorothy. An Album of World War I. Watts, 1976
- Ingraham, Claire. An Album of Women in American History. Watts, 1972
- Keith, Harold. Rifles for Watie. Crowell, 1957
- Lawson, Don. The United States in the Civil War. Abelard, 1977
- Lawson, Robert. Ben and Me. Little, 1939
- Lee, Beverly. The Secret of Van Rink's Cellar. Lerner, 1979
- MacLachlan, Patricia. Sarah Plain and Tall. Harper, 1986
- O'Dell, Scott. Island of the Blue Dolphins. Houghton, 1960
- Schutzer, A. I. Great Civil War Escapes. Putnam, 1968
- Steele, William. Perilous Road. Harcourt, 1958
- Taylor, Mildred. Roll of Thunder, Hear My Cry. Dial, 1976
- Taylor, Mildred. The Friendship. Dial, 1988
- Taylor, Theodore. Air Raid -- Pearl Harbor! Crowell, 1971
- Taylor, Theodore. The Cay. Doubleday, 1969
- Taylor, Theodore. The Children's War. Doubleday, 1971
- Taylor, Theodore. The Odyssey of Ben O'Neal. Doubleday, 1977
- Taylor, Theodore. Rebellion Town, Williamsburg, 1776. Crowell, 1973
- Taylor, Theodore. Teetoncey. Doubleday, 1974
- Taylor, Theodore. Teetoncey and Ben O'Neal. Doubleday, 1975
- Tesgaskis, Richard. John F. Kennedy and PT 109. Random, 1962
- Wilder, Laura Ingles. Little House Series.

B. Software

- The Cay (sound filmstrip). Pied Piper Media, 1975.
- Literature for Children, Series 3: Historical Fiction (sound filmstrip). Pied Piper Media, 1971.

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.

Multicultural Note: Literature selections such as "Thank You, Phoebe Fraunces" can be considered a part of the multicultural infusion into the reading program. The Cay is also a multicultural literary work and can be used to focus discussions on prejudice reduction. **Concept: Racism/Discrimination**

EXPLORATIONS: Historical Fiction
Reinforcement Activity
"Theodore Taylor" Activity

THEODORE TAYLOR ACTIVITY

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 materials Mr. Taylor uses to research his books. _____

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

EXPLORATIONS: Historical Fiction
Reinforcement Activity
"Theodore Taylor" Activity

THEODORE TAYLOR ACTIVITY

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

1. How old was Mr. Taylor when he started writing? 13 years 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? 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? 10yrs.
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 years and 3 weeks
11. Name 3 types of materials Mr. Taylor uses to research his books. newspapers, morgues, libraries and old books
12. What did Mr. Taylor's parents want him to be? a decent human being

LEVEL: EXPLORATIONS

I. Unit Topic: Humor (Correlated with "The Golden Opportunity", Unit 24, TG pp. 500-519)

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 puns.

B. Library Media Skills: Students will:

1. use an author card in card catalog to find titles of humorous books or verse.
2. identify biographical information about authors of humorous stories and humorous verse by using the Junior Authors and Illustrators Series.

III. Library Media Staff Preparations:

A. Materials

1. Books (see "Resources")
2. Sound filmstrip: "Humor" (Pied Piper, 12 minutes)
3. Junior Authors and Illustrators Series

B. Equipment

1. Sound filmstrip projector

C. Student Activities

1. "Turn and Write - Humor" (enrichment activity)
2. "Author, Author" (enrichment activity)

IV. Suggested Procedure (Minimum Sessions Required: 2)

A. Session I: (Objectives: A-1 and A-2)

1. Introduction

- a) Discuss "The Golden Opportunity". Stress that the author's use of exaggeration and puns helped make the story 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 puns are used.

2. Instruction

- a) 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) There were about a zillion other Huffs, though - two columns of them.
 - 2) Tim might have been on any one of about a zillion flights.
- b) Define pun as a joke based on a word that has double meaning. Ask students for examples of puns in this story. Examples of puns in this story are:
 - 1) A letter offering Jack a golden opportunity was intended for someone else.
 - 2) I was surprised at how huffy some Huffs can get!
- c) 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.
- d) Instruct students to watch the filmstrip carefully for examples of how the authors use these elements of humor.
- e) View the filmstrip.
- f) Following the viewing of the filmstrip, discuss the questions at the end of the filmstrip.
- g) Briefly discuss some of the authors, titles and subjects of humorous books and humorous verse.
- *h) Closure: You have learned how authors use exaggeration, surprise, two unlikely things together, "stupidity" and puns to create humor.

3. Evaluation: Can students:

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

4. Reinforcement

- a) Allow students to view humorous title sound filmstrips or view the sound filmstrip, "Humorous Verse" (Pied Piper).

5. Enrichment

- a) Allow students to complete "Turn and Write - Humor" activity.

B. Session II: (Objectives B-1 and B-2)

1. Introduction

- a) Remind students that they learned about humor in the last session.
- *b) Statement of Learning: Today you will learn how to use author cards in the card catalog to find titles of humorous books and you are going to learn more about authors by using the Junior Authors and Illustrators Series.

2. Instruction

- a) Identify the location of the Junior Authors and Illustrators Series in the reference section.
- b) Explain that the Junior Authors and Illustrators Series has biographical information on authors who have died and on those who are still living. Point out each area of a biographical article.
- c) Model finding a humorous author in the Junior Authors and Illustrators Series using the Sixth Book of Junior Authors and Illustrators index. (See "Author, Author" activity.)
- d) Using the index page of the Sixth 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)

Allow students to locate authors in various volumes in the series.

- e) Review how author cards can be used to find a book in the library media center collection.
- f) Have students find a title of a humorous book or humorous verse using the author card. Locate the books on the shelf if time allows. The list of authors in the "Author, Author" enrichment activity may be used.
- *g) Closure: You have learned how to use the Junior Authors and Illustrators Series to identify biographical information about an author of humor and you have used the card catalog to locate titles of humorous books using author cards.

3. Evaluation: Can students:

- a) use an author card in the card catalog to find titles of humorous stories and verse?
- b) identify biographical information about authors of humorous stories and verses by using the Junior Authors and Illustrators 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 and Illustrators Series, complete with activity sheets.

5. Enrichment

- a) Allow students to use "Author, Author" activity.

6. Student Media Production

- a) Have students create a humorous story using one or more elements of humor and produce a sound filmstrip, sound slide presentation, or video of the story created.

V. Resources

A. Books

- Ackerman, Karen. Song and Dance Man. Knopf, 1989.
- Ahlberg, Janet and Allan Ahlberg. Burglar Bill. Greenwillow, 1977.
- Atwater, Richard and Florence Atwater. Mr. Popper's Penguins. Little, 1938.
- Blume, Judy. Freckle Juice. Four Winds, 1971.
- Bond, Michael. A Bear Called Paddington. Houghton, 1960.
- Brooks, Walter R. Freddy, the Detective. Knopf, 1932.
- Bunting, Eve. The Big Cheese. Macmillan, 1977.
- Butterworth, Oliver. Enormous Egg. Little, 1956.
- Cleary, Beverly. Ellen Tebbits. Morrow, 1951.
- Cleary, Beverly. Henry and the Clubhouse. Morrow, 1962.
- Cole, William. Oh, That's Ridiculous. Viking, 1972.
- Corbett, Scott. Steady, Freddie!. Dutton, 1970.
- Dahl, Roald. Danny: The Champion of the World. Knopf, 1975.
- Du Bois, William. Call Me Bandicoot. Harper, 1970.
- Farley, Carol. Loosen Your Ears. Atheneum, 1977.
- Fife, Dale. What's the Prize, Lincoln?. Coward, 1971.
- Fitzgerald, John D. The Great Brain. Dial, 1967.
- Fitzgerald, John D. Me and My Little Brain. Dial, 1971.
- Fleischman, Sid. By the Great Horn Spoon. Little, 1963.
- Fleischman, Sid. Ghost on Saturday Night. Little, 1974.
- Greene, Constance C. A Girl Called Al. Viking, 1969.
- Greenwald, Shiela. The Marisa Delany Lending Library Disaster. Houghton, 1977.
- Hale, Lucretia P. The Complete Peterkin Papers. Houghton, 1960.
- Haywood, Carolyn. Annie Pat and Eddie. Morrow, 1960.
- Heide, Florance. Banana Twist. Holiday, 1978.
- Hildick, E. W. Manhattan Is Missing. Avon, 1969.
- Holland, Isabelle. Journey For Three. Houghton, 1975.
- Hutchins, Pat. The House That Sailed Away. Greenwillow, 1975.
- Klein, Norma. Girls Can Be Anything. Dutton, 1973.
- Konigsburg, E. L. About the B'nai Bagels. Atheneum, 1969.
- Lawson, Robert. Ben and Me. Little, 1939.
- Lindgren, Astrid. Pippi Goes On Board. Viking, 1957.

- Lindgren, Astrid. Pippi Longstocking. Viking, 1950.
- McCloskey, Robert. Homer Price. Viking, 1943.
- Merriam, Eve. It Doesn't Always Have to Rhyme. Atheneum, 1964.
- Merrill, Jean. The Pushcart War. Young Scott, 1964.
- Nash, Ogden. The Moon Is Shining Bright: An Anthology of Good-Humored Verse. Lippincott, 1953.
- Pinkwater, D. Manus. Fat Me From Space. Dodd, 1977.
- Raskin, Ellen. The Mysterious Disappearance of Leon (I Mean Noel). Dutton, 1971.
- Robertson, Keith. Henry Reed, Inc. Viking, 1958.
- Robertson, Keith. Henry Reed's Big Show. Viking, 1970.
- Rockwell, Thomas. How To Eat Fried Worms. Watts, 1973.
- Rodgers, Mary. Freaky Friday. Harper, 1972.
- Rounds, Glen. The Day the Circus Came to Lone Tree. Holiday, 1973.
- Sharmat, Marjorie. Getting Something on Maggie Marmelstein. Harper, 1971.
- Silverstein, Shel. Where the Sidewalk Ends. Harper, 1974.
- Spykman, E. C. A Lemon and a Star. Harcourt, 1955.
- Spykman, E. C. Terrible, Horrible Edie. Harcourt, 1966.
- Stevenson, James. Here Comes Herb's Hurricane! Harper, 1973.
- Travers, P. L. Mary Poppins. Harcourt, 1934.
- Waber, Bernard. Mice On My Mind. Houghton, 1977.
- Willard, Nancy. A Visit to William Blakes Inn: Poems for Innocent and Experienced Travelers

B. Reference Sources

Junior Authors and Illustrators Series (6 books) H. W. Wilson

C. Software

- Amelia Bedelia (sound filmstrip). New York Times.
- Literature for Children, Series 2: Humor (sound filmstrip). Pied Piper Media, 1970.
- Literature for Children, Series 4: Humorous Verse (sound filmstrip). Pied Piper Media, 1972.
- Nonsense Verse (sound filmstrip). Caedmon.
- A Pocketful of Poetry (sound filmstrip). Guidance Associates, 1975.
- 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.

EXPLORATIONS
Humor
Enrichment Activity
"Turn and Write - Humor"

TURN AND WRITE - HUMOR

Objective: Students 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.

EXPLORATIONS
Humor
Enrichment Activity
"Turn and Write"

Example of how the finished game should look.

STUDENT INSTRUCTIONS

Spin wheel on 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.

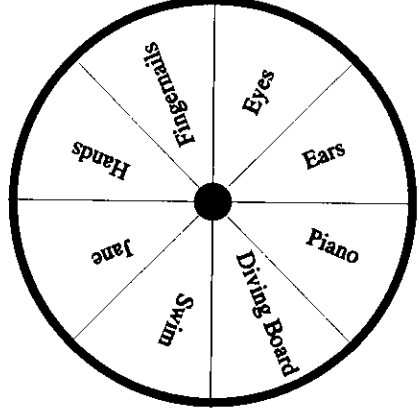
FOUR ELEMENTS OF HUMOR - DEFINITION

Exaggeration—stretching the truth.

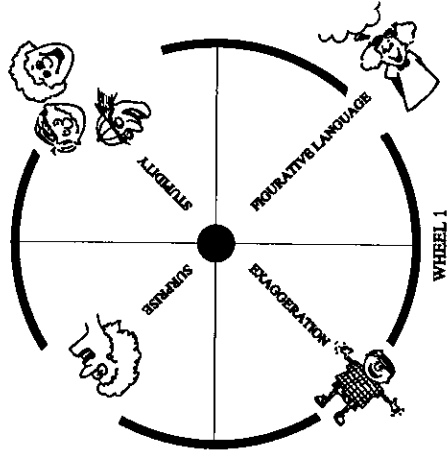
Figurative Language—language enriched by word images and figures of speech.

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

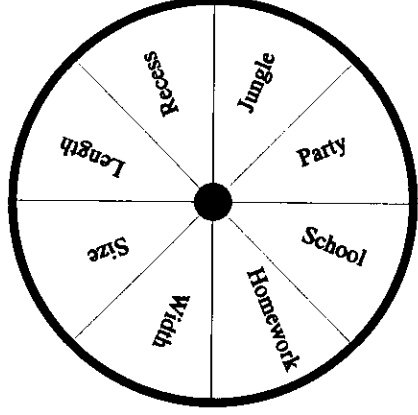
Surprise—unusual or incredible situation.



WHEEL 2



WHEEL 1



WHEEL 3

TURN AND WRITE - HUMOR

EXPLORATIONS
Humor
Enrichment Activity
"Turn and Write"

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.

FOUR ELEMENTS OF HUMOR - DEFINITION

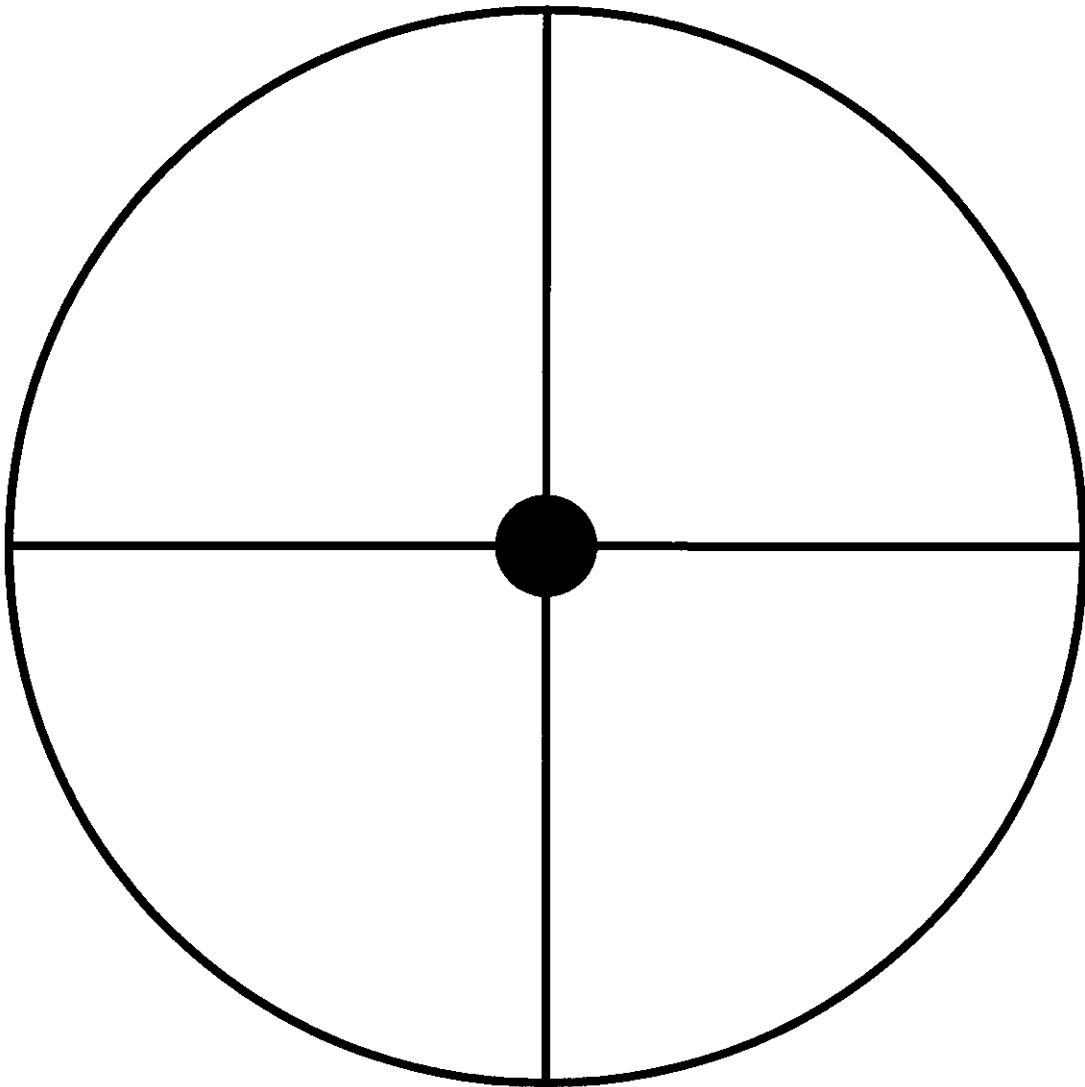
Exaggeration — stretching the truth.

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

Stupidity — having characters say and/or do stupid things

Label for file folder.

TURN AND WRITE - HUMOR

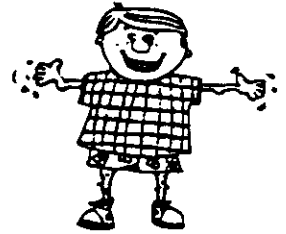


WHEEL 1

SURPRISE



EXAGGERATION



STUPIDITY

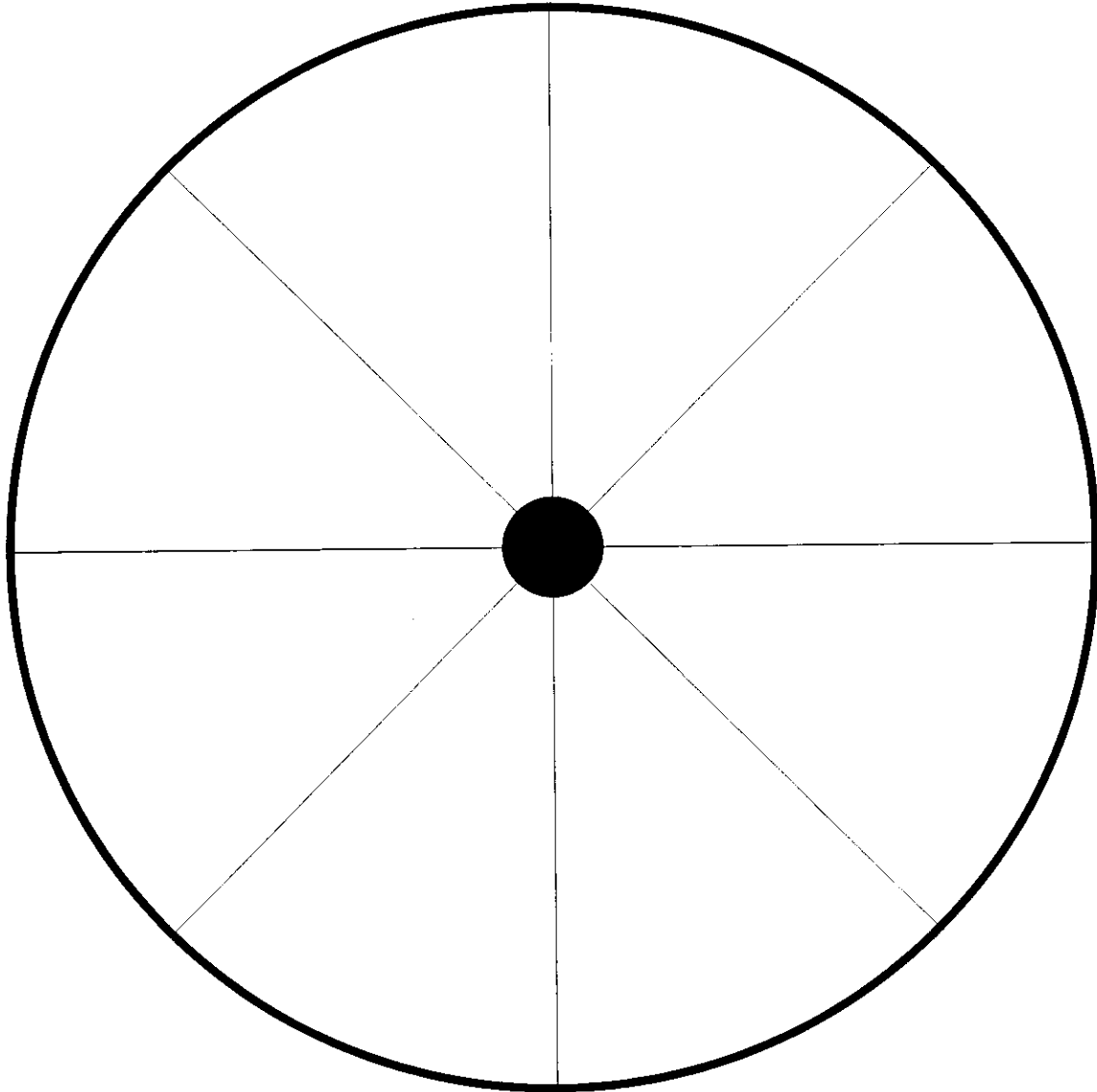


FIGURATIVE LANGUAGE



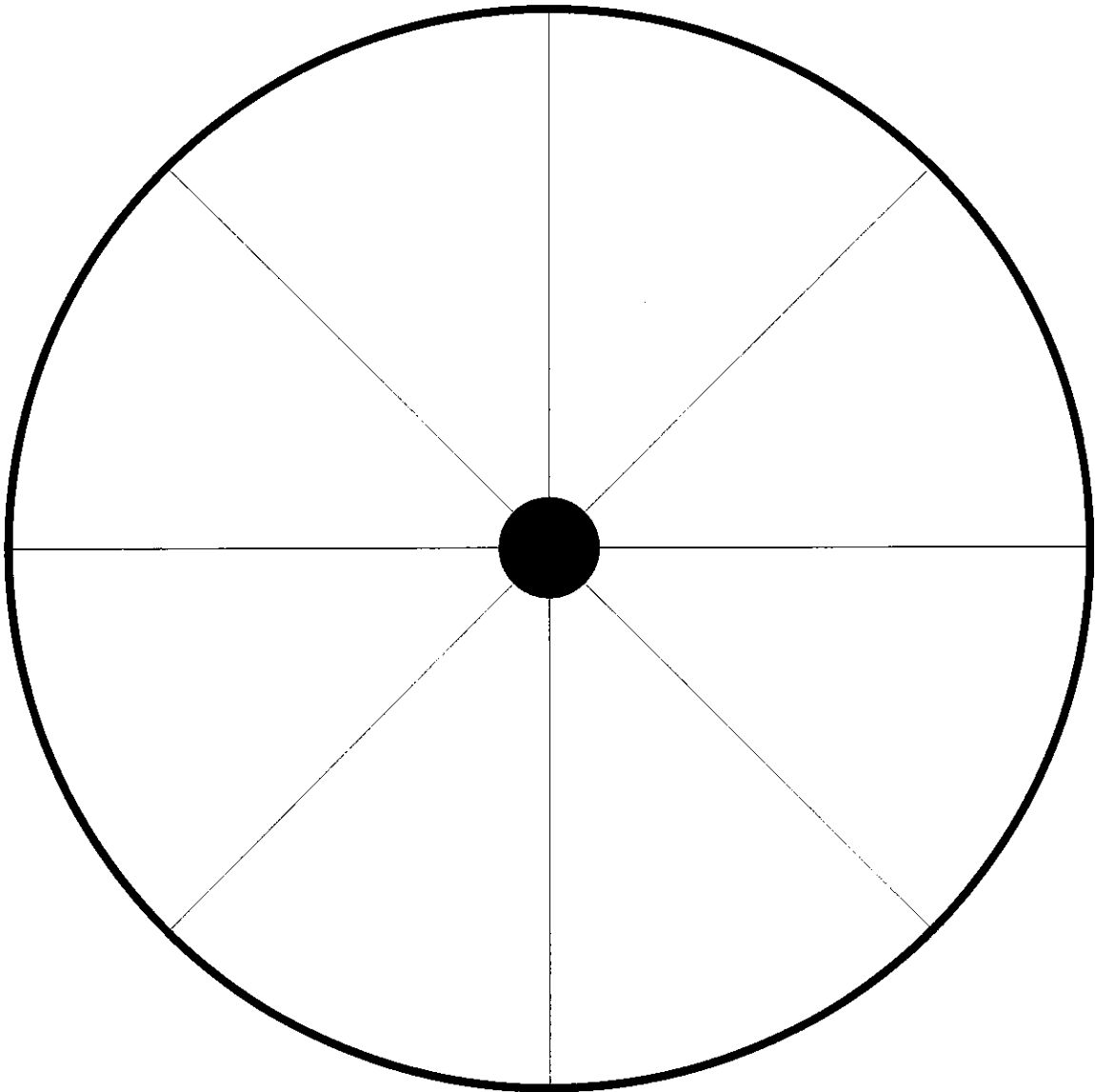
Suggested situations for Wheel Two.

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



WHEEL 2

Suggested situations for Wheel Three.
Length Size Width Homework Recess School Party Jungle
Ocean Closet



WHEEL 3

EXPLORATIONS
Humor
Enrichment Activity
"Turn and Write"

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 _____

EXPLORATIONS
Humor
Enrichment Activity
"Author, Author"

AUTHOR, AUTHOR

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

Materials Needed:

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

Instructions for Making Activity:

1. Decorate the front of the folder with author pictures.
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.

Student Instructions for Using Activity:

1. If you have checked out a humorous book, locate the author in the Junior Authors and Illustrators Series and complete the worksheet and one activity.
2. If your author is not listed, use one of the authors listed.
3. You may display your work in the library media center.

EXPLORATIONS
Humor
Enrichment Activity
"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

Michael 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.

LEVEL: EXPLORATIONS

I. Unit Topic: Mystery Story (Correlated with: "The Paper Caper", Unit 35, TG pp. 716-741)

II. Unit Objectives:

A. Literary Skills: Students 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: Students will:

1. use the subject heading MYSTERY AND DETECTIVE STORIES to locate mystery stories in the card catalog.
2. identify the main idea.
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. "Subject Card" - Transparency

B. Equipment

1. Sound filmstrip projector
2. Overhead projector

C. Student Activities

1. "The Subject Is..." (activity worksheet)
2. "Story Elements" (mystery book report activity)
3. "Morse Code Mysteries" (enrichment activity worksheet)
4. "Mysterious Picture-Lifts" (enrichment activity)

IV. Suggested Procedure (Minimum Sessions Required: 2)

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

1. Introduction

- a) Review the story, "The Paper Caper", by Caroline Cooney. Remind students that computers play an important part in their daily lives.

- *b) **Statement of Learning:** Today you will learn the elements of a mystery story: suspicious characters, eerie setting and plots filled with suspense, puzzles and clues. You 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 you will locate one of these mysteries, if you would like to check out a mystery book.

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 Paper Caper".

- 1) Beginning - Uncle Steve's computer program has been stolen.
- 2) Middle - While "showing off" her computer skills to Victoria and Shad, Lynn figures out who stole the program and why.
- 3) End - Lynn calls the police and confronts the thieves. She is mildly scolded by her uncle for using his computer without permission, but she is thanked by the newspaper owner for solving the mystery.

- d) 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.

- e) Following viewing of the filmstrip (10 min.), discuss the follow-up questions in Sections I and II at the end.

- f) Point out that in the filmstrip the subject for finding mysteries was MYSTERY STORIES and that in school's library media center the mysteries are filed under the subject MYSTERY AND DETECTIVE STORIES.

- *g) **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 if you want to check out a mystery book. In the next session you will learn more about subject cards in the card catalog.

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) 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 student can reinforce their understanding of characters, setting, and plot by completing the "Story Elements" activity sheet.

5. Enrichment

- a) Decipher the "Morse Code Mysteries" worksheet.
- b) Write a short mystery story. Illustrate it with "Mysterious Picture Lifts".

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

1. Introduction

- a) Review beginning, middle, and end of plot of mystery stories.
- *b) Statement of Learning: Today you will learn to identify main ideas and how to determine an appropriate subject heading for locating information in the card catalog.

2. Instruction

- a) 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.

- b) 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.
- c) Explain that the most difficult thing about using subject cards is deciding just what the subject is -- identifying the main idea.
- d) 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.
- e) Use the activity sheet: "The Subject is...".
- *f) Closure: You have learned how to identify main ideas and how to determine an appropriate subject heading for locating information in the card catalog.

3. Evaluation: Can students:

- a) identify main idea?
- b) determine an appropriate subject heading for locating information in the card catalog?

4. Enrichment

- a) Play game SCRABBLE (commercial game by Pressman, \$9.95). Spell only official subject headings, using Sears rather than the dictionary for checking.

V. Resources

A. Books

- Ancharsvard, Karin. Madcap Mystery. Harcourt, 1962.
- Arthur, Robert. Mystery and More Mystery. Random, 1964.
- Bellaire, John. The House with the Clock in its Walls. Dial, 1973.
- Bond, Nancy. A String in the Harp. Atheneum, 1976.
- Bulla, Clyde Robert. Ghost Town Treasure. Crowell, 1958.
- Cameron, Eleanor. Terrible Churnadryne. Little, 1958.
- Carey, M. V. Alfred Hitchcock and the 3 Investigators: Mystery of Death Trap Mine. Random, 1976.
- Conaway, Judith. Mysteries of Sherlock Holmes. Random, 1982.
- Cooney, Caroline. Safe as the Grave. Coward, 1979.
- Corbett, Scott. Case of the Ticklish Tooth. Little, 1971.
- Farley, Walter. Black Stallion Mystery. Random, 1957.
- Fitzhugh, Louise. Harriet the Spy. Harper, 1964.
- Hamilton, Virginia. House of Dies Drear. Macmillan, 1968.
- Harris, Christie. Mystery at the Edge of Two Worlds. Atheneum, 1978.
- Heide, Florence J. Mystery of the Midnight Message. Whitman, 1977.
- Hightower, Florence. Secret of the Crazy Quilt. Houghton, 1972.
- Hildick, E. W. Case of the Phantom Frog. Macmillan, 1979.

- Konigsburg, E. L. From the Mixed Up Files of Mrs. Basil E. Frankweiler. Atheneum, 1967.
- Lee, Marian. Solve-a-Mystery: Book I. Childrens, 1982.
- Maguire, Gregory. The Lighting Time. Farrer, 1978.
- Newman, Robert. The Case of the Baker St. Irregulars. Atheneum, 1978.
- Raskin, Ellen. The Westing Game. Dutton, 1978.
- Raskin, Ellen. Tatoed Potato. Dutton, 1975.
- Rice, Eve. The Remarkable Return of Winston Potter. Greenwillow, 1978.
- Roberts, Wilo Davis. View From the Cherry Tree. Atheneum, 1975.
- Schulz, Charles W. It's a Mystery, Charlie Brown. Random, 1975.
- Smaridge, Norah. Mystery of Greystone Hall. Dodd, 1979.
- Snyder, Zilpha. The Egypt Game. Atheneum, 1967.
- Sobol, Donald. Encyclopedia Brown: Boy Detective Elsevier-Nelson, 1963.
- Warner, Gertrude C. Mystery Behind the Wall. Whitman, 1973.
- Whitney, Phyllis A. Mystery of the Black Diamonds. Westminster, 1954.

B. Software

- Literature for Children, Series 6: Mysteries (sound filmstrip). Pied Piper Media, 1980.
- Nancy Drew Mystery Stories. (sound filmstrip), SVE, 1986.

C. Reference

- Sears List of Subject Headings. H.W. Wilson, Current edition.

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.
- 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.

EXPLORATIONS
Mystery
Reinforcement Activity
"Subject Card"

SUBJECT CARD

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.

EXPLORATIONS
Mystery
Reinforcement Activity
"Subject Card" - Transparency

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

1. Railroads - Models

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

1. Railroads - Models

625.1 Radlauer, Edward
Rad RAILROADS - MODELS
Model trains. -- Childrens Press,
1979.
32p. : illus.

1. Railroads - Models

EXPLORATIONS
Mystery
Reinforcement Activity
"The Subject Is..."

THE SUBJECT IS...

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 Activity:

1. Make copies of activity sheet "The Subject Is..."

Student Instructions for Using the Activity:

1. See the activity sheet "The Subject Is..."

EXPLORATIONS

Mystery

Reinforcement Activity

"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,

where could 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 your 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.

EXPLORATIONS
Mystery
Reinforcement Activity
"The Subject Is..."
Page 2

The Subject Is...

1. "An elderly rabbit leaves two youngsters alone in the garden with the warning the 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 heritages have harmonized to form unique national cultures."

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

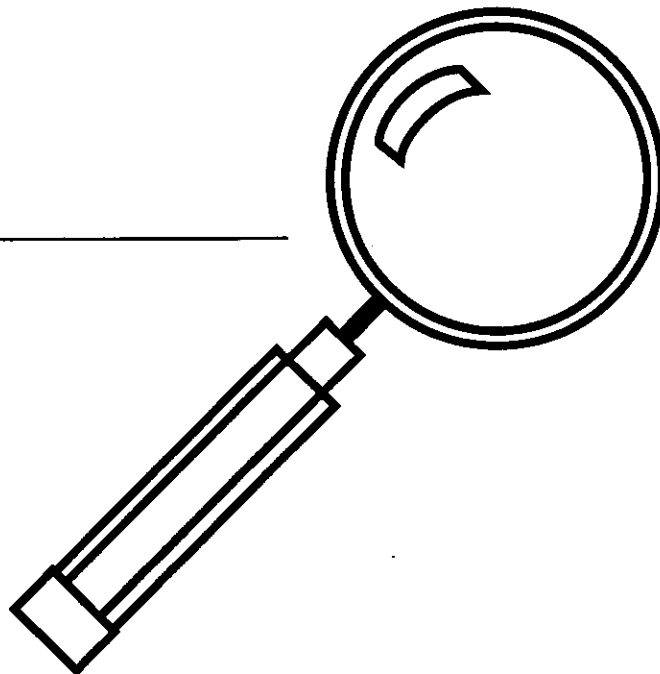
Title _____

Call number _____

3. HORSES

Title _____

Call number _____



EXPLORATIONS
Mystery
Reinforcement Activity
“The Subject Is...”

ANSWER SHEET

- A. 1. “B”
2. “A”
- B. 1. FAIRY TALES
2. KITES
3. POETRY
- C. 1. RABBITS
2. FOLKTALES
- D. Answers will vary

EXPLORATIONS
Mystery
Reinforcement Activity
"Story Elements"

STORY ELEMENTS

Objective: Students will identify the main character(s), the setting, and three events from mystery stories.

Materials Needed:

1. Copies of worksheets
2. Copies of mystery stories
3. Mystery stories in audio visual formats (optional)

Instructions for Making Activity:

1. Set up mystery activity center with copies of mysteries or mystery stories in audio visual formats.
2. Prepare copies of worksheets.

Student Instructions for Using Activity:

1. Select a mystery to read or to view.
2. Complete the worksheet.
3. Discuss the story with library media specialist or your teacher.

EXPLORATIONS
Mystery
Reinforcement Activity
"Story Elements"

STORY ELEMENTS

Objective: After reading or viewing a mystery 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).

(Beginning) 1. _____

(Middle) 2. _____

(End) 3. _____

EXPLORATIONS
Mystery
Enrichment Activity
"Morse Code Mysteries"

MORSE CODE MYSTERIES

Objective: Students 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.

EXPLORATIONS

Mystery

Enrichment Activity

"Morse Code Mysteries"

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.

1. —... —... .. — — — — — — — — .. — — . — — — — —
2. · —
3. · —
— —
4. — — ... · —
5. —... —... —
6. — — — — · ... — — .. —
7. — — — — — — — — — — .. — — .. —
8. —
— — — — .. —

EXPLORATIONS

Mystery

Enrichment Activity

“Morse Code Mysteries”

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

EXPLORATIONS
Mystery
Enrichment Activity
"Mysterious Picture - Lifts"

MYSTERIOUS PICTURE - LIFTS

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 3/4 cup water into a jar. Add 3 tablespoons 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 illustrate 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.

LEVEL: CELEBRATIONS

I. Unit Topic: Art and Music (Correlated with "Maria Tallchief: Dancer With a Dream" Unit 2, TG pp. 30-51)

II. Unit Objectives:

A. Literary Skills: Students will:

1. recognize art and music as a means of communications.
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 900's (biographies) 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. identify a bibliography.

III. Library Media Staff Preparation:

A. Materials

1. Books (see "Resources")
2. Sound filmstrip: "Art and Music" (Pied Piper, 9 min.)
3. Software (see "Resources")
4. Copies of Children's Magazine Guide
5. National Geographic Index
6. Reader's Guide to Periodical Literature
7. "Sources of Information" transparency
8. "Indexes to Magazines" transparency
9. Paper and pencil

B. Equipment

1. Sound filmstrip projector
2. Overhead projector

C. Student Activities

1. "Fame" (activity worksheet)
2. "Bibliographic Forms" (activity worksheet)
3. "Practice With Zack" (activity worksheet)

IV. Suggested Procedure (Minimum Sessions Required: 2)

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

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 available in library media center.) Expand the scope of the discussion to other areas of art and music as a tool of communication of feelings and emotions. Also, discuss the fact that Maria Tallchief could be considered a minority role model.
- *b) Statement of Learning: Today you will learn that 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 school's 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 cop's 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 communications?
- b) recognize fictional elements in biographies?
- c) identify the 700's as a source of information on art and music?
- d) identify the 900's (biographies) 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 and 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 be able to identify 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 examples 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 may be in the form of a bibliographical entry.

*f) Closure: You have learned to:

- 1) use the Library Media Center as a source of both print and non-print materials.
- 2) identify a bibliography.

3. Evaluation: Can students:

- a) use the Library Media Center as a source of both print and non-print materials?
- b) identify 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) Use "Practice with Zack" activity.

5. Enrichment

- a) Let the students compile the sources of information from the "Fame" activity to make a bibliography.

V. Resources

A. Books

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

B. References Sources

Children's Magazine Guide 7 North Pinckney Street, Madison, WI 53703

C. Software

- Adventures in Music: Set 1A, Beethoven (sound filmstrip) Walt Disney.
Adventures in Music: Set 1B, Ballerina (sound filmstrip) Walt Disney.
Fun With Music: Musical Tour of Disneyland (sound filmstrip) Walt Disney.
The Greatest Hits Album - Bach (record) Clarus.

The Greatest Hits Album - Beethoven (record) Clarus.
The Greatest Hits Album - Mozart (record) Clarus.
The Greatest Hits Album - Tchaikovsky (record) Clarus.
Greatest Musical Moments (sound filmstrip) Walt Disney.
Literature for Children, Series 5: Art and Music (sound filmstrip)
Pied Piper Media, 1980.
Meet the Classics (cassette) Clarus.
Music from Fantasia (sound filmstrip) Walt Disney.

V. 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.

SOURCES OF INFORMATION

1. ENCYCLOPEDIAS
2. NONFICTION 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. * * * * *

* * * * *
* * * * *
* * * * *
* * * * *
* * * * *

MAGAZINES !!!



CELEBRATIONS
Art and Music
Transparency
"Indexes to Magazines"

INDEXES TO MAGAZINES

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

CELEBRATIONS
Art and Music
Reinforcement activity
"Fame"

FAME WORKSHEET



Student's Name _____

Teacher _____

FAME fame Fame
fame FAME Fame

Famous Person _____

Source 1

Source 2

Source 3

Source 4

CELEBRATIONS
Art and Music
Reinforcement Activity
"Fame"

List of famous persons suggested from the filmstrip.

Bessie Smith

Louis Armnstrong

Olivia Newton-John

Leonard Bernstein

Henri Rousseau

Beethoven

Frederic Remington

Pablo Picasso

Ray Charles

Paul Klee

Elton John

Vincent Van Gogh

Stevie Wonder

CELEBRATIONS
Art and Music
Reinforcement Activity
"Bibliographic Forms"

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:

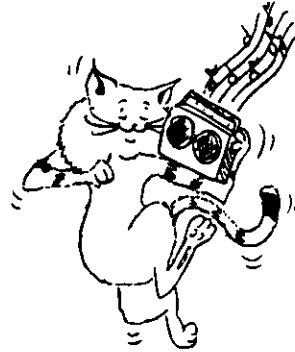
"Article", Author (if known), Magazine Name. Date, Page.

Example:

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

CELEBRATIONS
Art and Music
Reinforcement Activity
"Practice with Zack"

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 Dumpty 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 _____

LEVEL: CELEBRATIONS
(Multicultural Opportunity)

I. Unit Topic: Poetry/Haiku (Correlated with "The Base Stealer" Unit 10, TG pp. 192-215)

II. Unit Objectives:

A. Literary Skills: Students will:

1. identify poetry as a form of literature.
2. recognize mood, rhythm, rhyme, and free verse in poetry.
3. identify haiku as a type of poetry.
4. recognize the five (5) basic guides to create a haiku.

B. Library Media Skills: Students will:

1. identify the 800's as the section where poetry books are kept.
2. locate poetry books on the shelf by using subject, author, or 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
4. Sound filmstrip: "Haiku" (Pied Piper, 11 minutes)

B. Equipment

1. Sound filmstrip projector
2. Overhead projector

C. Student Activities

1. "I Can't Said the Ant" (rhyming activity)
2. "Haiku" (activity worksheet)
3. "Haiku for You" (activity worksheet)
4. "Grandma's Poetry Patch" (enrichment activity)
5. "Poet Tree" (haiku writing activity/display)
6. "Keep a Poem in Your Pocket" (bulletin board activity)

IV. Suggested Procedure (Minimum Sessions Required: 2)

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

1. Introduction

- a) Discuss the poem, "The Base Stealer", just read in Celebrations. 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) Relate that poetry is a form of literature different from prose (stories in paragraph form).
- *c) 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, "Sounds 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 library 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 Catalog Card" transparency. (Note subject headings such as POETRY; POETRY--COLLECTIONS; etc. Select headings used in the library 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.

3. Evaluation: Can students:

- a) identify poetry as a form of literature?
- b) define mood? rhythm? rhyme? free verse?
- c) identify the 800's as the section where poetry books are kept?

4. Reinforcement

- a) Have students complete the "I Can't Said the Ant" rhyming activity.

B. Session II: (Objectives A-3, A-4, and B-2)

1. Introduction

- a) In the last session, you saw the filmstrip "Sounds of Poetry" and learned 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.) Also you learned that the poetry books are kept in the 800's in the library media center and that poetry is a type of literature.
- *b) Statement of Learning: Today you will learn about the poetry style called "Haiku" and identify the five basic guidelines for writing your own haiku 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) Let students complete questions and activities at the end of the filmstrip.
 - d) Remind students that the poetry books are found in the 800's in the library media center and as they saw with the transparency during the last session, they can find poetry books using subject, author, and title cards in the card catalog.
 - e) The students can go to the card catalog and using either an author, title, or subject card locate a poetry book on the shelf. (Titles and authors can be found in "Resources" in this unit.)
 - *f) Closure: Today you have learned to identify haiku as a type of poetry and to recognize the five (5) basic guides to create a haiku. You also have used the card catalog to locate a book of poems.

3. Evaluation: Can students:

- a) identify haiku as a form of poetry?
- b) recognize the five (5) basic guides to create a haiku?
- c) locate poetry books on the shelf by using subject, title, or author cards?

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".

5. Enrichment

- a) Use "Grandma's Poetry Patch".
- b) Use "Keep a Poem in Your Pocket".
- c) Use "Poet Tree".

V. Resources

A. Books

- Arbuthnot, May Hill. Anthology of Children's Literature. Lothrop, 1976
- Atwood, Ann. Haiku Vision. Scribner, 1977
- Behn, Harry. Cricket Songs. Harcourt, 1964
- Behn, Harry. More Cricket Songs. Harcourt, 1971
- Ciardi, John. I Met A Man. Houghton, 1973
- Fisher, Aileen. Out in the Dark and Daylight. Harper, 1980
- Hopkins, Lee B. Moments. Harcourt, 1980
- Hopkins, Lee B. Morning, Noon and Nighttime, Too.
Hopkins, Lee B. Sky is Full of Song. Harper, 1983
- Jones, Hettie. Trees Stand Shining. Dial, 1971
- Lewis, Richard W. In a Spring Garden. Dial, 1965
- Mizumura, Kazue. Flowers, Moon and Snow. Crowell, 1977
- Mizumura, Kazue. If I Were a Cricket. Crowell, 1973
- Prelutsky, Jack. Nightmares: Poems to Trouble Your Sleep. Greenwillow, 1976
- Prelutsky, Jack. Queen of Eene. Greenwillow, 1978
- Prelutsky, Jack. Random House Book of Poetry for Children. Random, 1984
- Prelutsky, Jack. Snopp on the Sidewalk and Other Poems.
- Silverstein, Shel. The Light in the Attic. Harper, 1981
- Silverstein, Shel. Where the Sidewalk Ends. Harper, 1974
- Smaridge, Norah. School is not a Missile Range. Abingdon, 1977
- Stevenson, Robert L. Child's Garden of Verses. Rand, 1981
- Worth, Valerie. More Small Poems. Farrar, 1976
- Viorst, Judith. If I Were in Charge of the World and Other Worries. Atheneum, 1981
- Zemach, Harve and Margot. The Judge. Farrar, 1969

B. Software

- Literature for Children, Series 4: Sounds of Poetry (sound filmstrip). Pied Piper Media, 1972.
- Literature for Children, Series 4: Haiku (sound filmstrip). Pied Piper Media, 1972.

VI. Glossary

- A. Free verse--a poem that does not rhyme is said to have free verse.
- B. Haiku--an old form of Japanese poetry; it has three lines; it is usually about nature and has a 5-7-5 pattern of syllables.

- C. Mood--the feeling of the poem.
- D. Prose--literature (stories) in paragraph form (not poetry).
- E. Rhyme--the words that sound alike at the ends of lines of verses.
- F. Rhythm--the pattern of sound which heightens the meaning and mood of a poem.
- G. 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.

Multicultural Note: The poem, "The Base Stealer", is in the unit with the story, "Thank You, Jackie Robinson", which is a piece of literature featuring a minority role model. Minority role models are an important part of the multicultural curriculum. **Concept:** Intercultural Competence

CELEBRATIONS
Poetry/Haiku
Reinforcement Activity
"Haiku"

HAIKU

Objective: Students will identify Haiku as a type of poetry and identify the five (5) basic guidelines for writing your own poem.

Materials Needed:

1. Colored posterboard or file folder
2. Definition of Haiku and the five (5) basic guidelines
3. Copies of the Pied Piper worksheet "Haiku"

Instructions for Making Activity:

1. Arrange the title, definition, and the five (5) basic guidelines attractively on the posterboard or file folder.
2. One 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 studied in class).
3. Read the five (5) basic guidelines for writing a Haiku.
4. Complete the activity sheet and return it to the library 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 GUIDELIENS 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

CELEBRATIONS

Poetry/Haiku

Reinforcement Activity

"Poetry Catalog Card" - Transparency

811.08 Dunning, Stephen
Dun Reflections on a gift of a watermelon
 pickle and other modern verse. -- Lothrop,
 1967.
 139 p.

1. American poetry--Collections.

CELEBRATIONS

Poetry/Haiku

Reinforcement Activity

"Poetry Catalog Card" - Transparency

Reflections on a gift of a watermelon pickle

CELEBRATIONS

Poetry/Haiku

Reinforcement Activity

"Poetry Catalog Card" - Transparency

AMERICAN POETRY--COLLECTIONS

CELEBRATIONS
Poetry/Haiku
Reinforcement Activity
"I Can't Said the Ant"

I CAN'T SAID THE ANT

Objective: Students will identify rhyming words

Materials Needed:

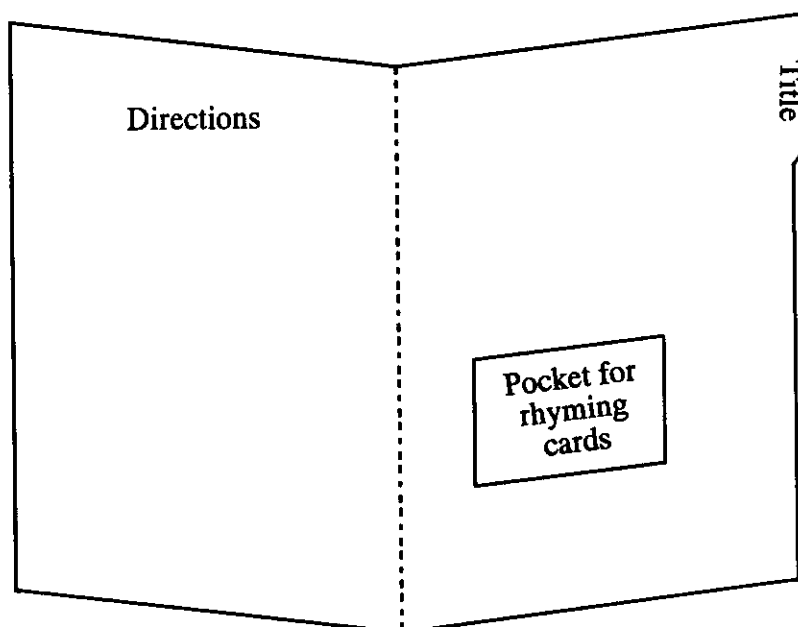
1. Copy of the book, "I Can't, Said the Ant" by Polly Cameron
2. Colored file folder
3. Rhyming cards
4. Pocket

Instructions for Making the Activity:

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

Student Instructions for Using Activity:

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



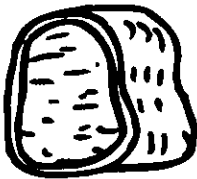
CELEBRATIONS: "I Can't Said the Ant"



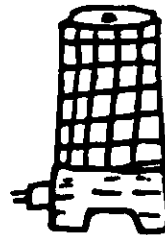
SAID THE PIE



SAID THE YEAST



SAID THE BREAD



SAID THE BLENDER



SAID THE SQUASH



SAID THE OMELET



SAID THE STOOL



SAID THE HERB



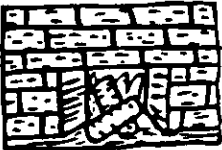









SAID THE SALAD DRESSING






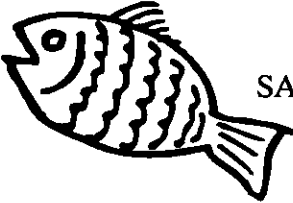






SAID THE BEAN

CELEBRATIONS: "I Can't Said the Ant"

 <p>SAID THE PLATTER</p>	 <p>SAID THE STEAK</p>
 <p>SAID THE FIRE</p>	 <p>SAID THE DESSERT</p>
 <p>SAID THE TRAY</p>	 <p>SAID THE BOOK</p>
 <p>SAID THE GRAPES</p>	 <p>SAID THE POKER</p>
 <p>SAID THE CRUMB</p>	 <p>SAID THE TRASH</p>

CELEBRATIONS: "I Can't Said the Ant"

 <p>SAID THE LEAK</p>	 <p>SAID THE PAN</p>
 <p>SAID THE ARTICHOKE</p>	 <p>SAID THE MOP</p>
 <p>SAID THE ANT</p>	 <p>SAID THE TROUT</p>
 <p>SAID THE LID</p>	 <p>SAID THE JAR</p>
 <p>SAID THE WOOD</p>	 <p>SAID THE DINNER BELL</p>

CELEBRATIONS: "I Can't Said the Ant"



SAID THE DOUGH



SAID THE THYME



SAID THE PLATE



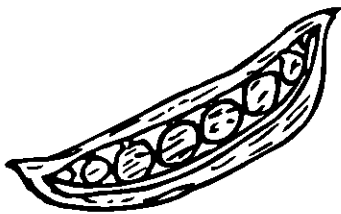
SAID THE LIGHT



SAID THE CREAM



SAID THE CANDY



SAID THE PEA



SAID THE BIRD



SAID THE SINK



SAID THE POT

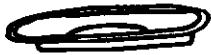
CELEBRATIONS: "I Can't Said the Ant"



SAID THE DOUGH



SAID THE THYME



SAID THE PLATE



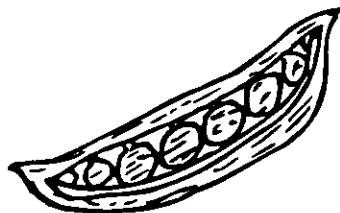
SAID THE LIGHT



SAID THE CREAM



SAID THE CANDY



SAID THE PEA



SAID THE BIRD



SAID THE SINK



SAID THE POT

CELEBRATIONS: "I Can't Said the Ant"



SAID THE TART



SAID THE BEET



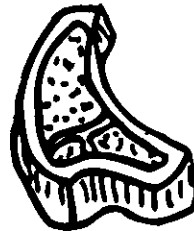
SAID THE CAT



SAID THE BROOM



SAID THE RICE



SAID THE CHOP



SAID THE CANDLESTICK



SAID THE CHEESE



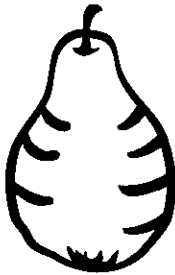


SAID THE KNIFE

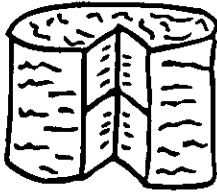


SAID THE MIXER

CELEBRATIONS: "I Can't Said the Ant"

	SAID THE FLY		SAID THE LARD
	SAID THE STEW		SAID THE CUP
	SAID THE TEA		SAID THE SHAKER
	SAID THE CRICKET		SAID THE PEAR
	SAID THE SOAP		SAID THE LIME

CELEBRATIONS: "I Can't Said the Ant"



SAID THE FROSTING



SAID THE AX



SAID THE GLASS



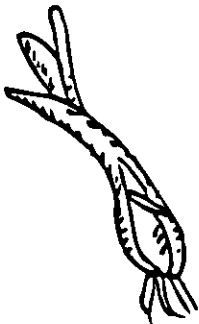
SAID THE FLOWER



SAID THE KETTLE



SAID THE BUG



SAID THE SCALLION



SAID THE THIMBLE





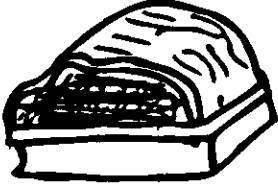


SAID THE PEEL



SAID THE BUN

CELEBRATIONS: "I Can't Said the Ant"

 <p data-bbox="521 370 789 406">SAID THE CLOCK</p>	 <p data-bbox="1078 370 1414 406">SAID THE ROOT BEER</p>
 <p data-bbox="509 717 797 753">SAID THE CARROT</p>	 <p data-bbox="1099 717 1360 753">SAID THE CRUST</p>
 <p data-bbox="805 1064 1040 1100">SAID THE BEEF</p>	

POETRY CATALOG CARD

Objective: Students will recognize the difference between author, title or subject card for a poetry book.

Materials Needed:

1. Transparency master
2. Transparency maker and film
3. Transparency mount
4. Tape

Directions for Making Activity:

1. Make transparencies using thermal process.
2. Mount base transparency with tape on back of mount.
3. Mount/hinge overlays with tape on front of mount.

Instructions for Student Use:

1. Identify parts of main entry (author) and information.
2. Identify subject heading.
3. Identify title heading.

CELEBRATIONS
Poetry/Haiku
Reinforcement Activity
"Haiku"

NAME: _____

HAIKU
Pupil Follow-up

SECTION I. Haiku form

DIRECTIONS: Read the haiku below. Write the number of syllables at the end of each line.

The tight string broke and ()
the loose kite fell fluttering ()
losing its spirit. ()

SECTION II. Completing a haiku

DIRECTIONS: Complete the haiku below using your own idea.

Hop out of my way ()
Mister From, and allow me ()
_____ ()

SECTION III. Writing haiku

Nature and the seasons, little creatures and pets are good subjects. Idea may be about subjects which are real or imagined, humorous or thoughtful. You may wish to refer to these guides when you create your haiku:

Haiku Guides

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. It's best to have a 5-7-5 syllable pattern, but not required.

CELEBRATIONS
Poetry/Haiku
Reinforcement Activity
"Haiku for You"

HAIKU FOR YOU

Objective: Students 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.

CELEBRATIONS
Poetry/Haiku
Reinforcement Activity
"Haiku for You"

Instructions: 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.)

CELEBRATIONS
Poetry/Haiku
Enrichment Activity
"Grandma's Poetry Patch"

GRANDMA'S POETRY PATCH

Objective: Students will select task cards and complete poetry activities.

Materials Needed:

1. Colored file folder
2. Task card
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 #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 #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: WATER FALLING DOWN

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:

Dr. Seuss may eat green eggs
 Or he may wear a tall hat
 And he might steal Christmas
 Easy to see why we like him.

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 # 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!

CELEBRATIONS
Poetry/Haiku
Reinforcement Activity
"Poet Tree"

POET TREE

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

Materials Needed:

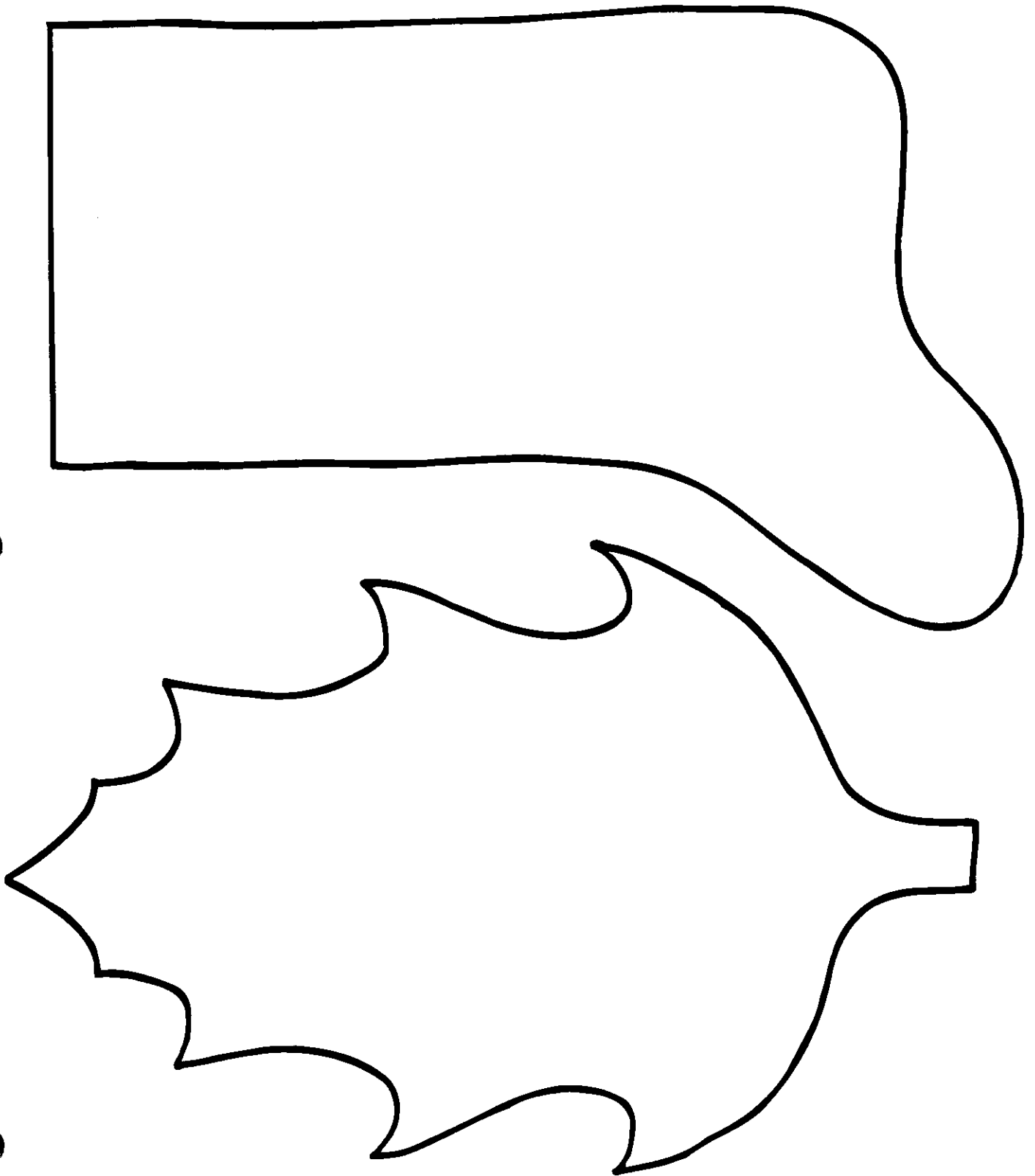
1. Patterns

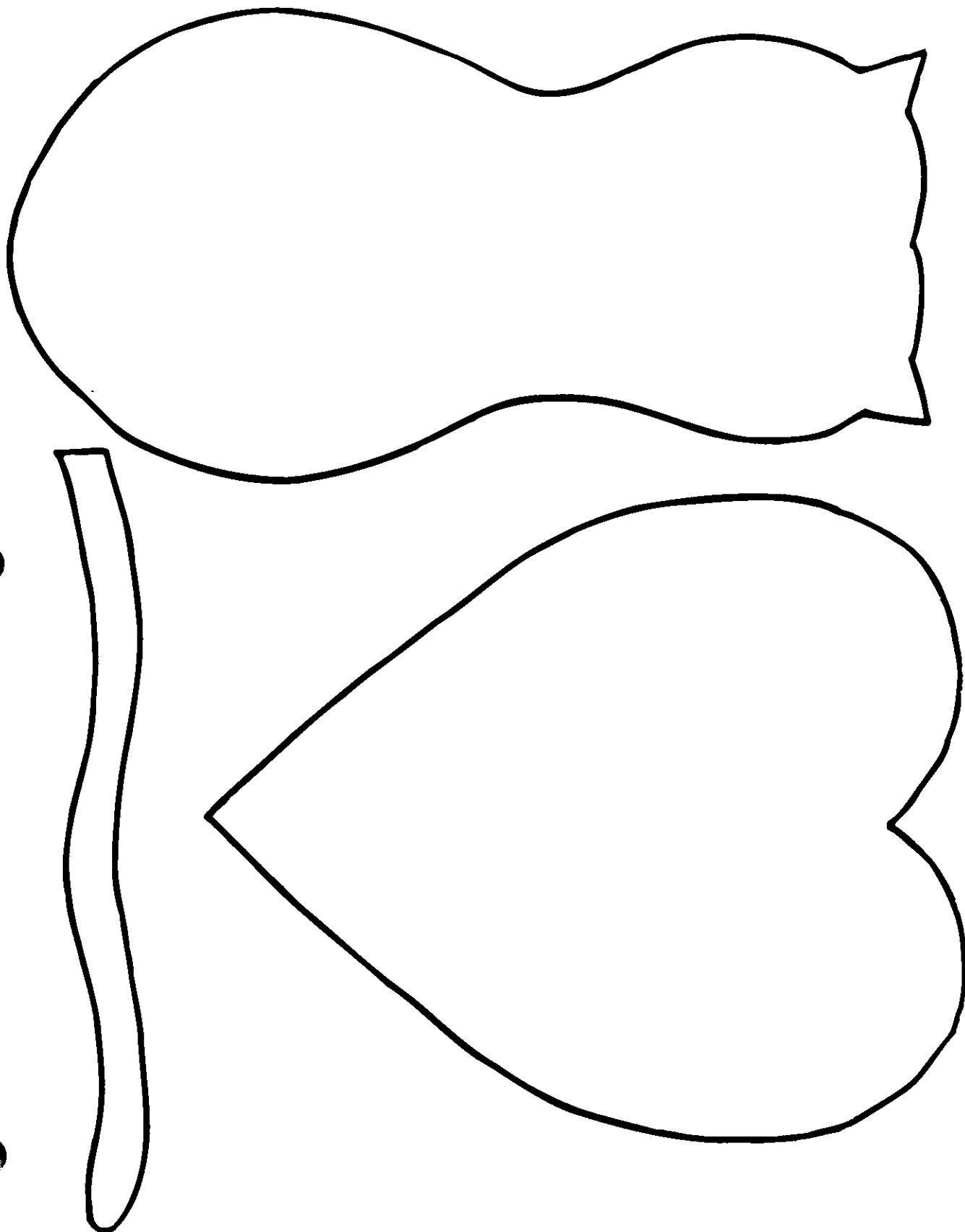
Instructions for Making Activity:

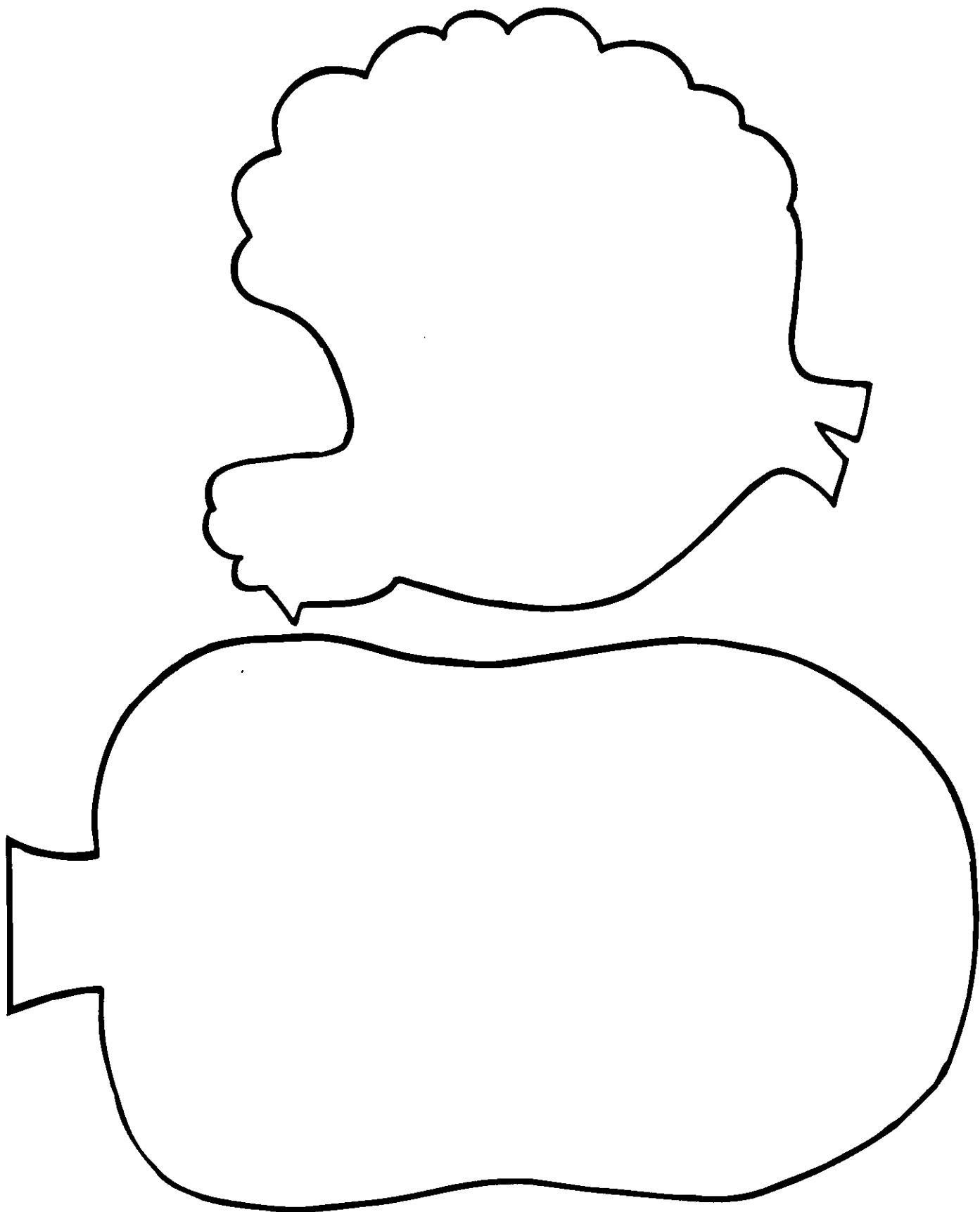
1. Provide patterns for students on which to write their original Haiku poetry.

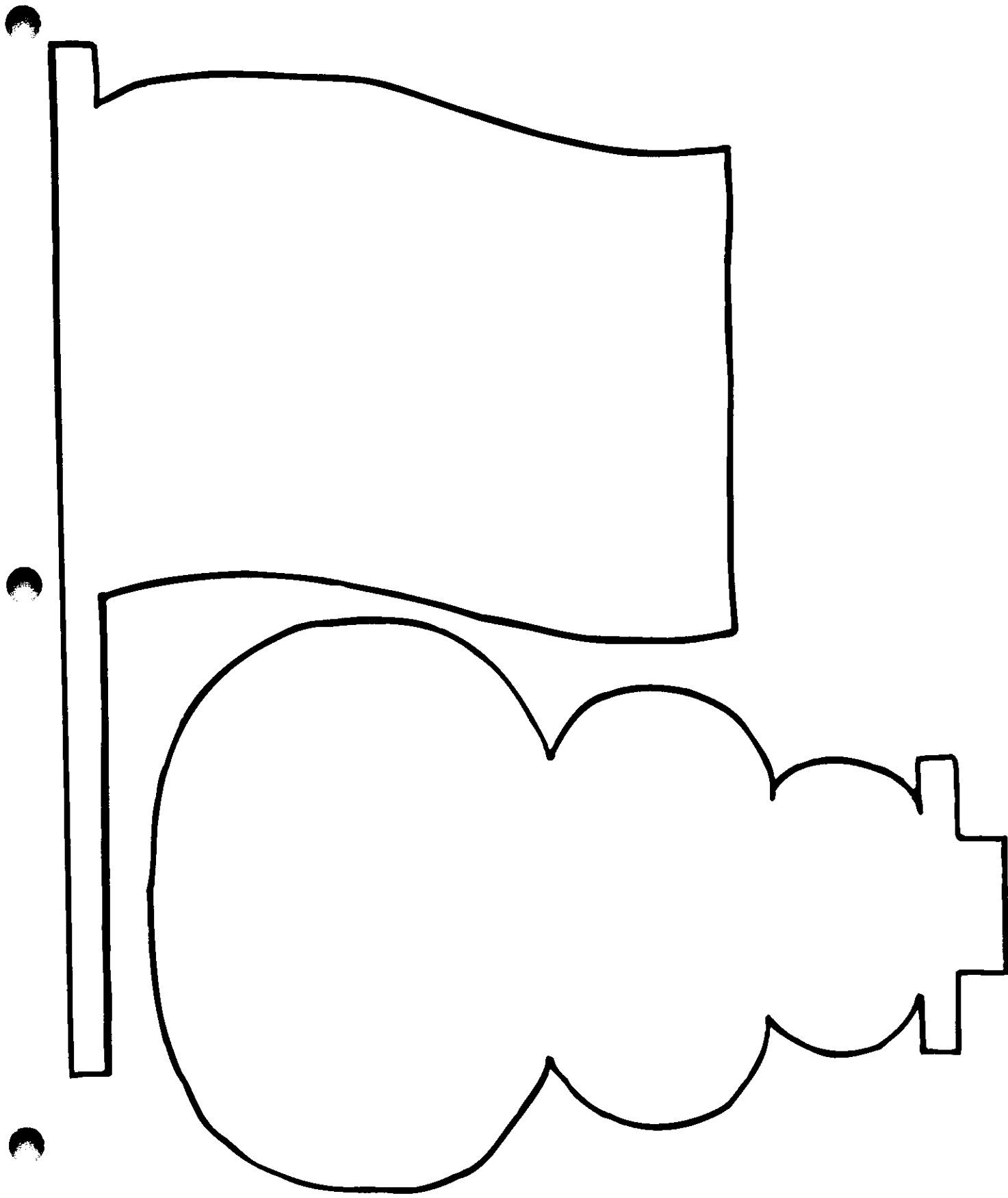
Student Instructions for Using Activity:

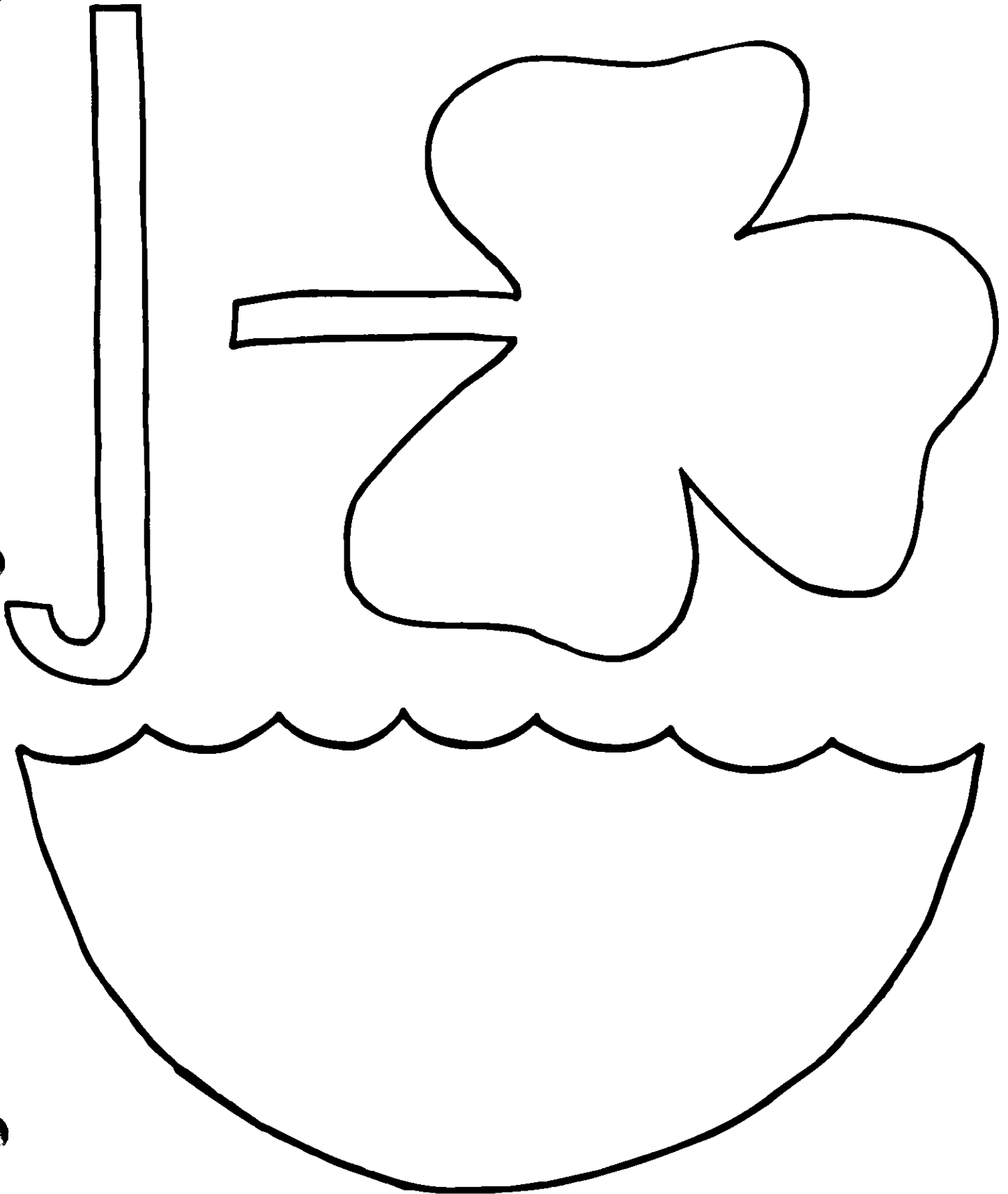
1. Write an original Haiku on pattern provided.
2. Construct a "Poet Tree" display for the library media center.

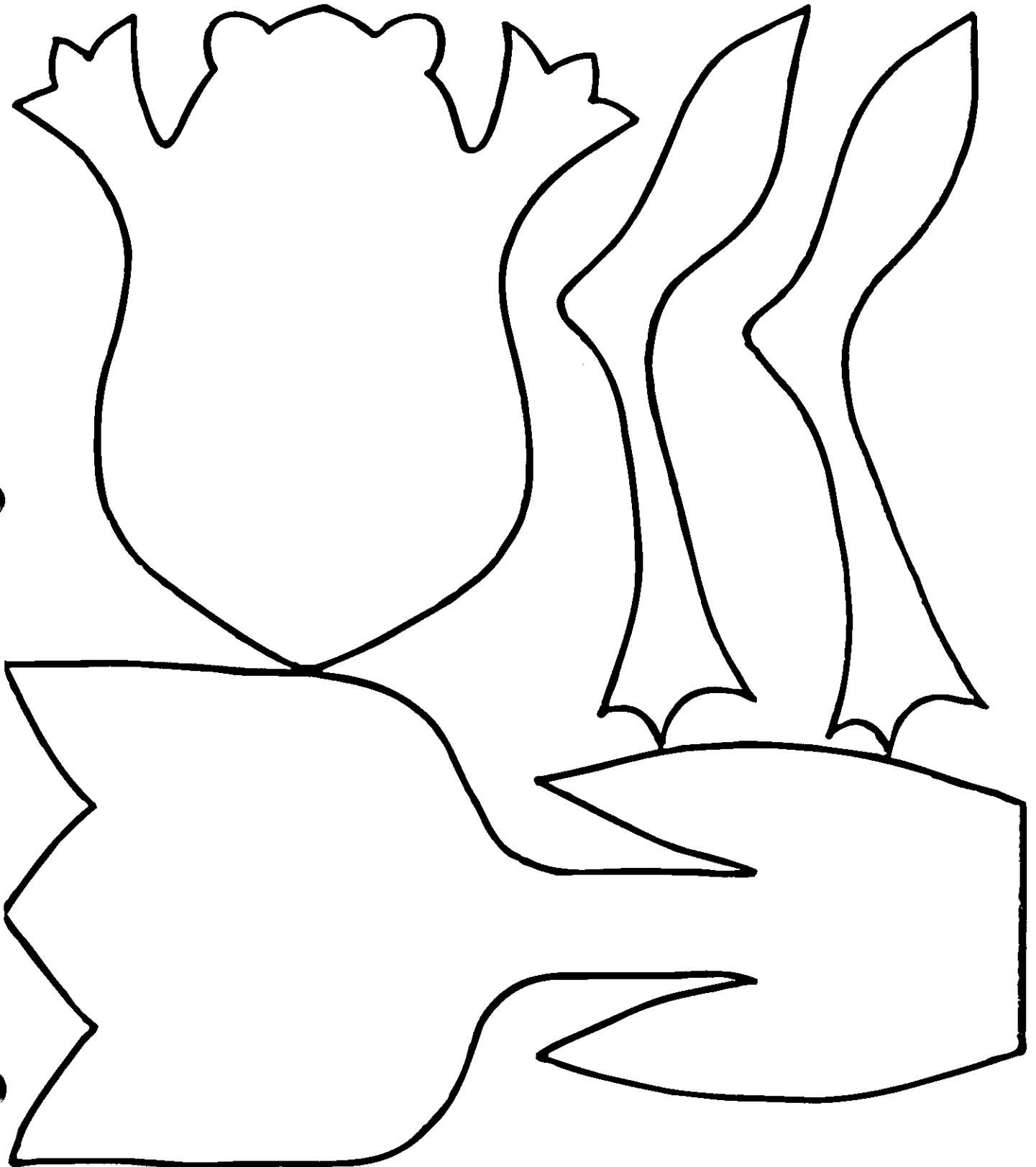












CELEBRATIONS
Poetry/Haiku
Enrichment Activity
"Keep a Poem in Your Pocket"

KEEP A POEM IN YOUR POCKET

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

Materials Needed:

1. Posterboard
2. Wallpaper samples

Instructions for Making Activity:

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



LEVEL: CELEBRATIONS

I. Unit Topic: Adventure (Correlated with "Conquering the Colorado", Unit 23, TG pp. 476-501)

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. recall how to use the card catalog to find adventure stories.
2. identify a thesaurus.
3. use a thesaurus to locate actions words and descriptive words.

III. Library Media Staff Preparation:

A. Materials

1. "Change for the Better" - Transparency
2. Sound filmstrip: "Adventure" (Pied Piper, 12 min.)
3. Webster's School Thesaurus (see "Reference Tool Guideline #15")

B. Equipment

1. Sound filmstrip projector
2. Overhead projector

C. Student Activities

1. "Detecting Techniques" (activity)
2. "Ellie Elephant" (activity)

IV. Suggested Procedure (Minimum Sessions Required: 2)

A. Session I: (Objectives A-1 and B-1)

1. Introduction

a) Discuss the story, "Conquering the Colorado", by James Ramsey Ullman.

*b) Statement of Learning: Today you are going to identify techniques authors use to make adventure stories exciting and recall how to locate adventure stories using the card catalog.

2. Instruction

a) Discuss the techniques authors use in writing adventure stories and assist students in identifying the techniques found in "Conquering the Colorado".

Authors of adventure stories:

- 1) use action words to create excitement by describing a particular movement (climbed, maneuvered, roamed).
 - 2) create suspense by causing the reader to wait for the outcome of an exciting incident. (Down to nine days' rations, then eight, then seven.)
 - 3) have the characters experience conflict--the struggling of two opposing forces, only one of which will win. (He checked and re-checked the food supply. He offered them two rifles and a shotgun, which they accepted.)
 - 4) use an action style of writing--short sentences and action words creating movement and power. (The boat rocked and pitched...They shot into it and then over the the fall. The prow of the boat dug deep into the water.)
- b) Show the sound filmstrip, "Adventure", from the Pied Piper series. Review the above points by asking the students for a definition of each technique and for examples of each technique which the students 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, nonfiction, and biography). Discuss authors and titles of adventure stories. Review author, title and subject card and how to locate the books by author, title or subject and on the shelves.
- *d) Closure: Today you have learned how to identify the techniques authors use in writing adventure stories and how to locate these adventure stories by using the card catalog. At the next session, you are going to learn how to use a thesaurus.

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) Allow students to use "Detecting Techniques" activity.

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

1. Introduction

- a) Review elements of adventure stories from previous session (action, suspense, conflict, action style of writing).
- *b) Statement of Learning: Today you will identify a thesaurus and learn how to use one to locate action words and descriptive words.

2. Instruction

- a) Introduce the Webster's School Thesaurus as a reference tool that can help find words that are more appropriate than the one students may have in mind. Tell students where this is found in the reference section of the library media center.
- b) Using the first 1/2 of the transparency, "Change for the Better", point out that many main entries include lists of synonyms, related words, (almost, but not quite synonymous with the headword), idiomatic phrases (essentially the same in meaning as the synonym group), contrasted words (terms that are strongly contrasted, but not quite antonyms of the headword), and antonyms (words that mean the opposite of the headword).
- c) Using the bottom 1/2 of the transparency, "Change for the Better", have the students use the thesaurus to change the word blank to a more descriptive word.
- *d) Closure: In this session, you have identified a thesaurus and used one to locate action words and descriptive words.

3. Evaluation: Can students:

- a) identify a thesaurus?
- b) use a thesaurus to locate action and descriptive words?

4. Reinforcement

- a) Allow students to use "Ellie Elephant" as a model.

5. Enrichment

- a) Have the students write a short adventure story using at least two of the techniques discussed in the first transparency and the thesaurus.

6. Student Media Production

- a) Let students illustrate their adventure stories in various forms (i.e. filmstrip, slide, book, etc.).

V. Resources

A. Books

- Barrie, James. Peter Pan. Scribner, 1950
Bawden, Nina. Squib. Lothrop, 1982
Bodker, Cecil. Leopard. Atheneum, 1975
Burnett, Frances. The Secret Garden. Lippincott, 1962
Burnford, Sheila. The Incredible Journey. Little, 1961
Byars, Betsy. House of Wings. Viking, 1972
Byars, Betsy. Trouble River. Viking, 1969
Christopher, Matt. Stranded. Little, 1974
Corbett, Scott. Turn-About Trick. Little, 1967

Edmonds, Walter. Wolf Hunt. Little, 1970
Fleischman, Sid. Jingo Dingo. Little, 1971
George, Jean. Julie of the Wolves. Harper, 1972
Gipson, Fred. Old Yeller. Harper, 1972
Hawes, Charles. Dark Frigate. Little, 1972
Johnson, Annabel. Grizzly. Harper, 1964
O'Dell, Scott. Island of the Blue Dolphin. Houghton, 1960
Sperry, Armstrong. Call It Courage. Macmillan, 1940
Stevenson, Robert. Treasure Island. Scribner, 1939
Twain, Mark. The Adventures of Huckleberry Finn. Harper, 1932

B. Reference Sources

Webster's School Thesaurus. Merriam-Webster, 1978. (or current edition)

C. Software

Literature for Children, Series 3: Adventure (sound filmstrip).
Pied Piper Media, 1971.

CELEBRATIONS
Adventure
Reinforcement Activity
"Change for the Better"

CHANGE FOR THE BETTER

Objective: Students will identify parts of a thesaurus entry.

Materials Needed:

1. Transparency master
2. Transparency maker and film
3. Transparency mount
4. Tape
5. Cardboard or tagboard (one/half size of transparency)

Directions for Making Activity:

1. Make transparency using thermal process.
2. Mount transparency on back of cardboard using tape.
3. Using cardboard or tagboard mount/hinge cardboard or tagboard on top of mount to cover the bottom half of the transparency.

Instructions for Student Use:

1. Follow library media specialist's verbal instructions. (See Session II.)

CELEBRATIONS

Adventure

Reinforcement Activity

"Change for the Better" - Transparency

adventurous *adj* courting danger or exposing oneself to danger beyond the call of duty or courage <*adventurous* boys scrambled over the cliff face>

syn adventuresome, audacious, daredevil, daring, foolhardy, rash, reckless, temerarious, venturesome, venturous

rel bold, doughty, intrepid; brash, harebrained, hotheaded, impetuous, imprudent, madcap, overconfident

con shrinking, timid, timorous; afraid, alarmed, fearful, scared; apprehensive, uneasy

ant unadventurous; cautious

CHANGE FOR THE BETTER

Using Webster's School Thesaurus, change the word under the blank to a more descriptive word.

1. The _____ man _____ the children.
crazy scared
2. The fire _____ the _____ forest.
ruined beautiful
3. A _____ amount of money was _____ at the building site.
large uncovered
4. Bobby _____ and _____ from the explosion.
shouted ran
5. Stan and Rob _____ down the _____ alley.
slipped dark

CELEBRATIONS
Adventure
Reinforcement Activity
"Detecting Techniques"

DETECTING TECHNIQUES

Objective: Students will identify the techniques authors use to make adventure stories more exciting.

Materials Needed:

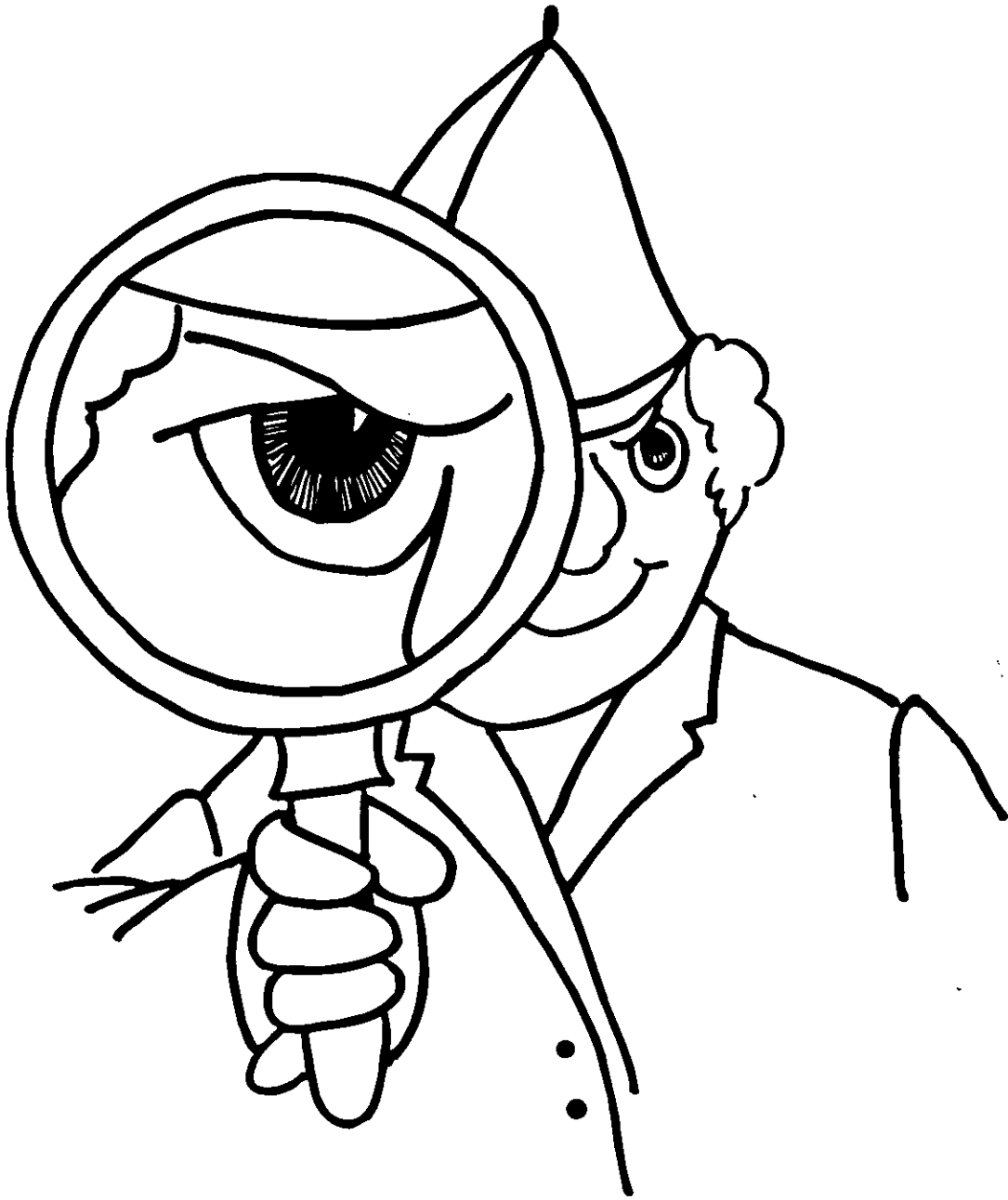
1. Colored folder
2. "Detecting Techniques" magnifying glasses
3. Answer key
4. Pocket
5. Pictures of Detective McMedia (1 large and 1 small)

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 sentence on the magnifying glass.
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.





2. Storms came early with rain and between the rain fierce winds struck the island and filled the air with sand.

453

1. The spotted dog paused and turned in his tracks, and again leaped, this time from behind.

DETECTING TECHNIQUES

CELEBRATIONS
Adventure
Reinforcement Activity
"Detecting Techniques"
FILE FOLDER CARD

5. Teeth slashed at his throat and, as he turned his body struck him instead on the flank, and he went down.

3. The fight had probably started at the spring, and they had stalked him to this place where he had chosen to fight.

4. ...for suddenly they ran toward him. They came from opposite sides of the mound, ears laid back and teeth bared

454

CELEBRATIONS
Adventure
Reinforcement Activity
"Detecting Techniques"
FILE FOLDER CARD

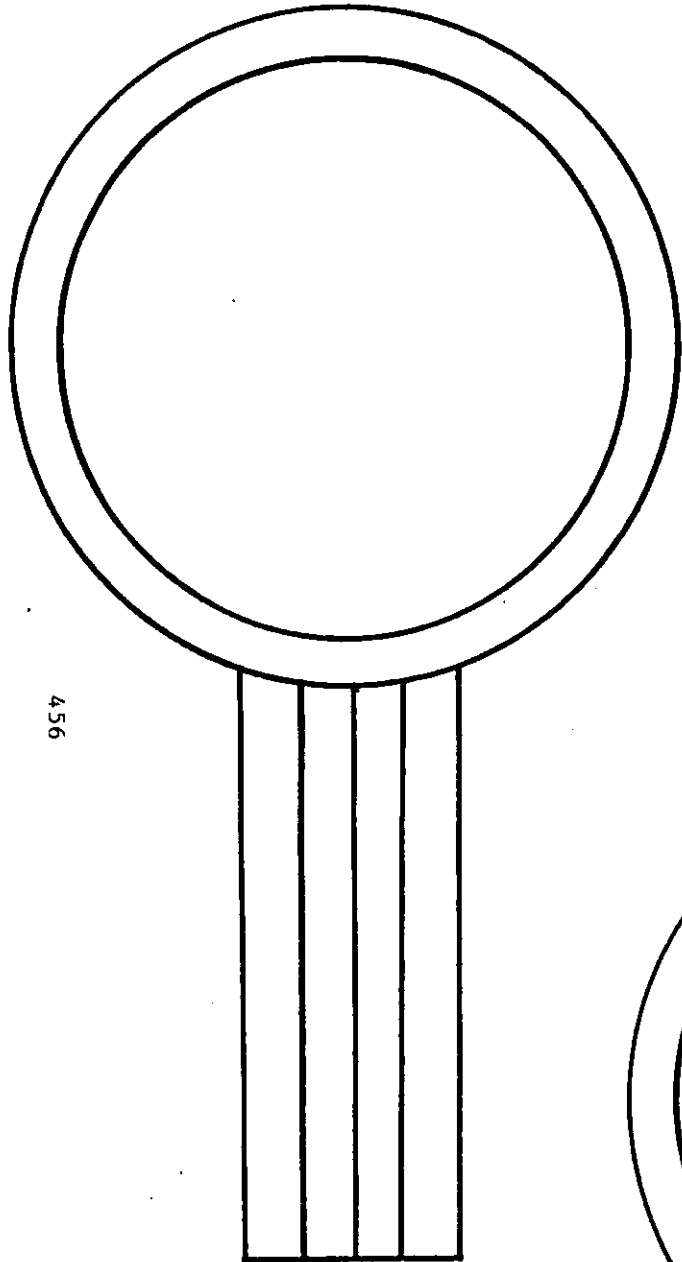
8. The giant was flailing his arms, struggling to get into the water. Little by little he was dragging Rontu with him.

455

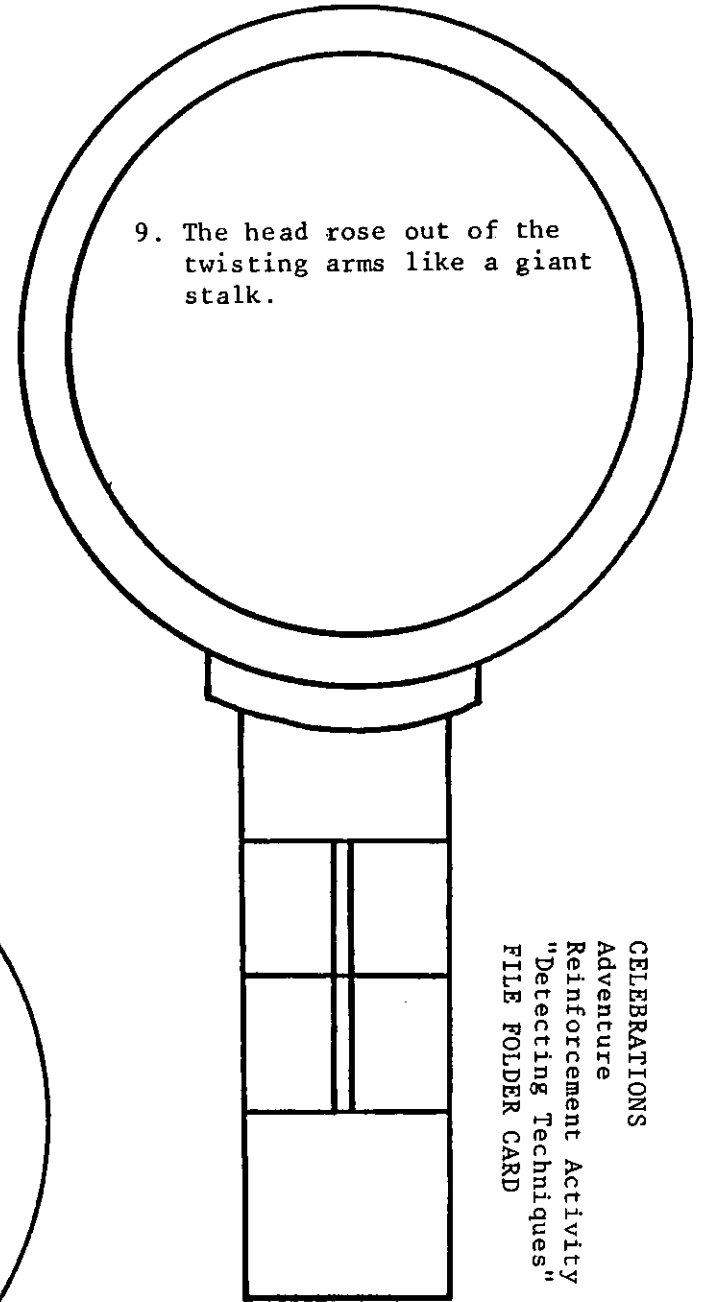
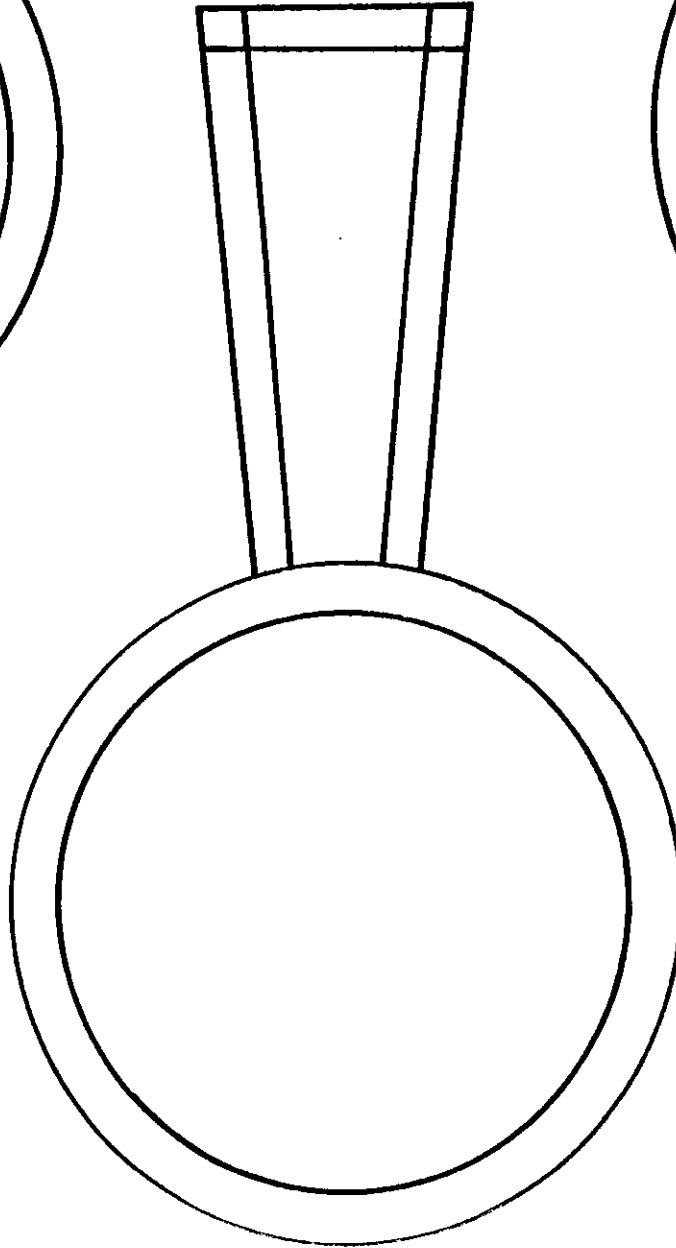
7. He was so close that I had to stop, even if the sinew broke and I lost him.

6. Scallops fell on the reef like rain, which amused me, but not Rontu who could not understand what the gulls were doing.

CELEBRATIONS
Adventure
Reinforcement Activity
"Detecting Techniques"
FILE FOLDER CARD

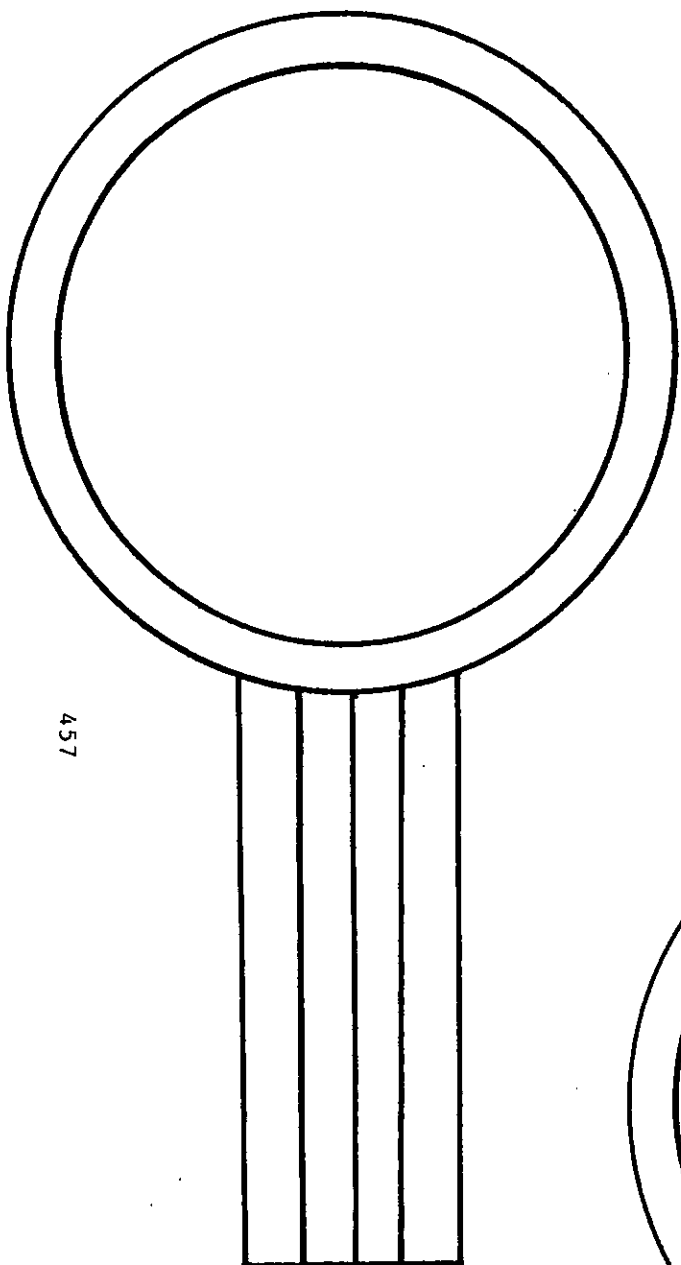
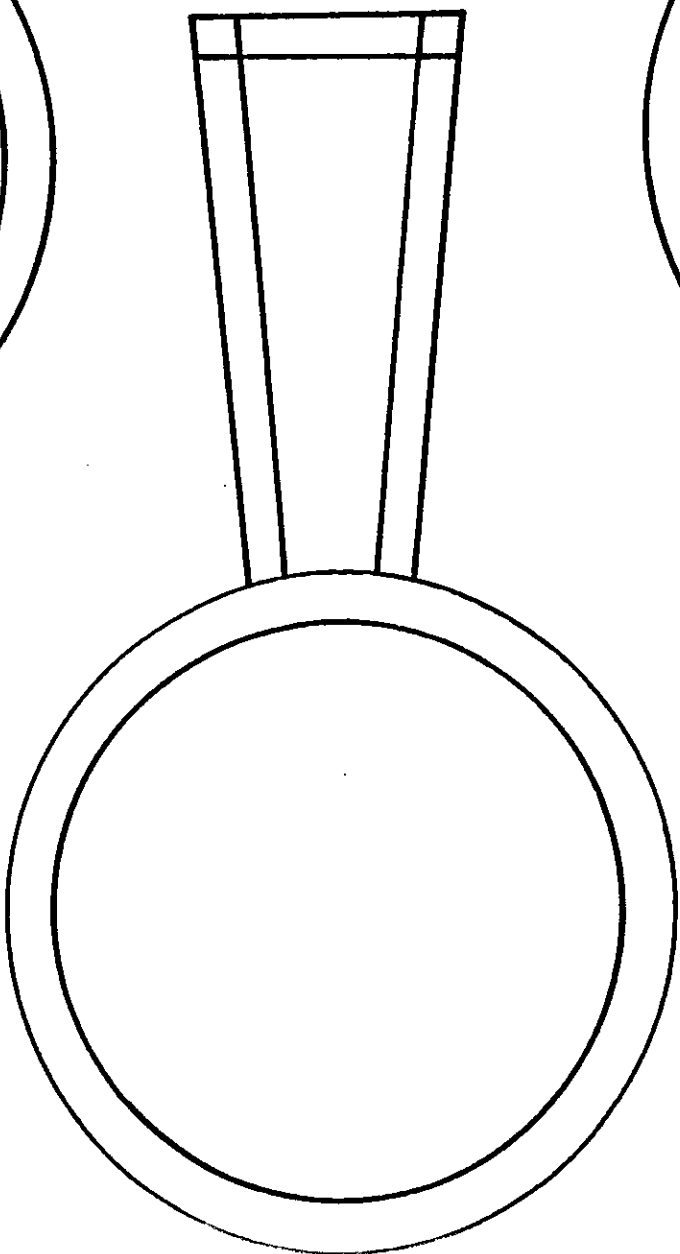
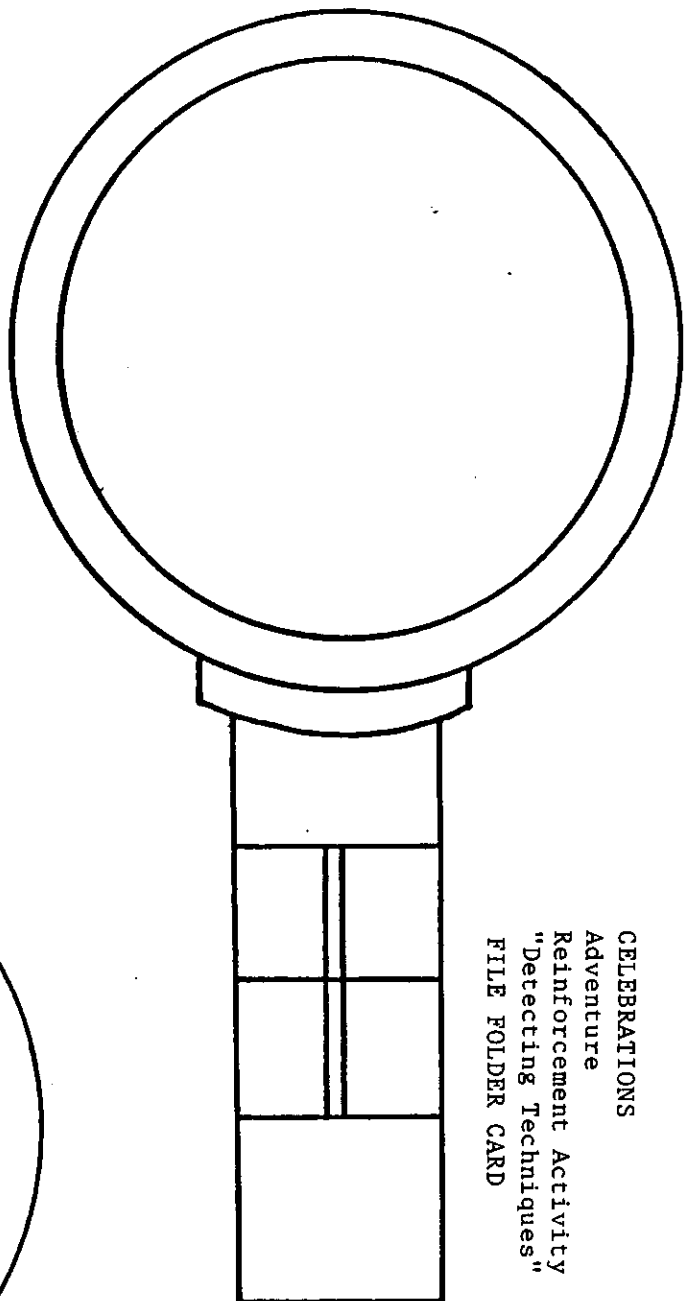


456



CELEBRATIONS
Adventure
Reinforcement Activity
"Detecting Techniques"
FILE FOLDER CARD

CELEBRATIONS
Adventure
Reinforcement Activity
"Detecting Techniques"
FILE FOLDER CARD



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

CELEBRATIONS
Adventures
Reinforcement Activity
"Ellie Elephant"

ELLIE ELEPHANT

Objective: Students will use the thesaurus to locate descriptive words.

Materials Needed:

1. File folder
2. Theasurus
3. Pocket
4. Activity sheets

Instructions for Making the Activity:

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 Activity:

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.

CELEBRATIONS
Adventure
Reinforcement Activity
"Elle Elephant!"
FRONT OF 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
THEASAURUS IF YOU NEED HELP.

LEVEL: CELEBRATIONS

I. Unit Topic: Science/Science Fiction (Correlated with "Partners in Pictures: The Camera and the Eye" Unit 30, TG pp. 630-653)

II. Unit Objectives:

A. Literary Skills: Students will:

1. recall definitions of fiction and nonfiction.
2. identify science fiction.
3. distinguish between science fiction and nonfiction books.

B. Media Skills: Students will:

1. identify the 500's and 600's as the sections where science books are kept.
2. identify Science and Technology Illustrated.
3. locate a given scientific discovery in Science and Technology Illustrated.

III. Library Media Staff Preparation

A. Materials

1. Sound filmstrip: "Science Fiction" (Pied Piper, 12 minutes)
2. Science and Technology Illustrated (see "Reference Tool Guidelines #12A")

B. Equipment

1. Sound filmstrip projector

C. Student Activities

1. "Snap, Snap, Click, Click" (activity)
2. "Science Search" (cards activity)

IV. Suggested Procedure (Minimum Sessions Required: 2)

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

1. Introduction

- a) Discuss the Story, "Partners in Pictures: The Camera and the Eye", from the reading series. This is a science nonfiction story.
- *b) Statement of Learning: Today you are going to review definitions of fiction and nonfiction stories and to identify science fiction and nonfiction books. You will also identify the 500's and 600's as the sections where the science books are kept.

2. Instruction

- a) Review definitions of fiction and nonfiction stories.
- b) 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.
- c) Remind students of the research involved in writing a book. Many science fiction writers first become interested in science, do research on space, the planets, flying, etc., and then begin 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 nonfiction (factual) science books to find ideas to create a science fiction story and to get real facts for the stories.
- d) Discuss how science nonfiction books differ from science fiction books. Note that science books are nonfiction (tell true facts) and students can tell this by the Dewey number in the call number. The science books are located in the 500 and 600 sections of the library media center.
- e) 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.
- f) Use the activity, "Snap, Snap, Click, Click".
- g) Discuss the location of science books and science fiction books in the library media center. Have students locate a science fiction book or a science nonfiction book by author, title or subject card information.
- *h) Closure: Today you have learned that science fiction stories are a blend of science facts and imagination. In the next session you are going to locate a scientific discovery in a reference book titled Science and Technology Illustrated and use the facts and your imagination to create a science fiction story.

3. Evaluation: Can students:

- a) recall definitions of fiction and nonfiction?
- b) identify science fiction?
- c) distinguish between science fiction and nonfiction?
- d) identify the 500's and 600's as the sections where science books are kept?

4. Reinforcement

- a) Student will complete activity, "Snap, Snap, Click, Click", using all cards.

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

1. Introduction

- a) Remind students that in the last session they 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 you are going to use Science and Technology Illustrated to locate information.

2. Instruction

- a) Identify Science and Technology Illustrated. 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 Science and Technology Illustrated 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 you have identified Science and Technology Illustrated and used it to locate information.

3. Evaluation: Can students:

- a) identify Science and Technology Illustrated?
- b) locate a given scientific discovery in the Science and Technology Illustrated?

4. Reinforcement

- a) Students may look up another word from "Science Search" cards.

5. Enrichment

- a) Students can expand their stories, illustrate, bind, and store them in the library media center.

6. Student Media Production

- a) Students can use a 35mm camera and copystand to make a slide presentation of their science fiction story.

V. Resources

A. Books

- Beatty, Jerome. Matthew Looney and the Space Pirates. Scott, 1972
Cameron, Eleanor. The Wonderful Flight to the Mushroom Planet. Little, 1954
Christopher, John. The White Mountains. Macmillan, 1967
Christopher, John. City of Gold and Lead. Macmillan, 1967
Hoover, H. M. Return to Earth. Viking, 1980
Laycock, The Complete Beginners Guide to Photography.
L'Engle, Madeline. A Wrinkle in Time. Ariel, 1962
L'Engle, Madeline. A Wind on the Door. Farrar, 1973
L'Engle, Madeline. Swiftly Tilting Planet. Farrar, 1978
Norton, Andre. Red Hart Magic. Crowell, 1976
O'Brien, Robert. Mrs. Frisby and the Rats of NIMH. Atheneum, 1971
Snyder, Zilpha. And All Between Atheneum, 1976
Thurman and David. The Magic Lantern: How Movies Got to Move.
Williams, Jay. Danny Dunn and the Voice from Space. McGraw, 1967

B. Reference Section

- Science and Technology Illustrated. Encyclopaedia Britannica, Inc.,
1984 (or current edition).

C. Software

- A Wrinkle in Time (sound filmstrip). Random, no date.
Mrs. Frisby and the Rats of NIMH (sound filmstrip). Random,
no date.

CELEBRATIONS
Science/Science Fiction
Reinforcement Activity
"Snap, Snap, Click, Click"

SNAP, SNAP, CLICK, CLICK

Objective: Students will distinguish between science fiction and science nonfiction.

Materials Needed:

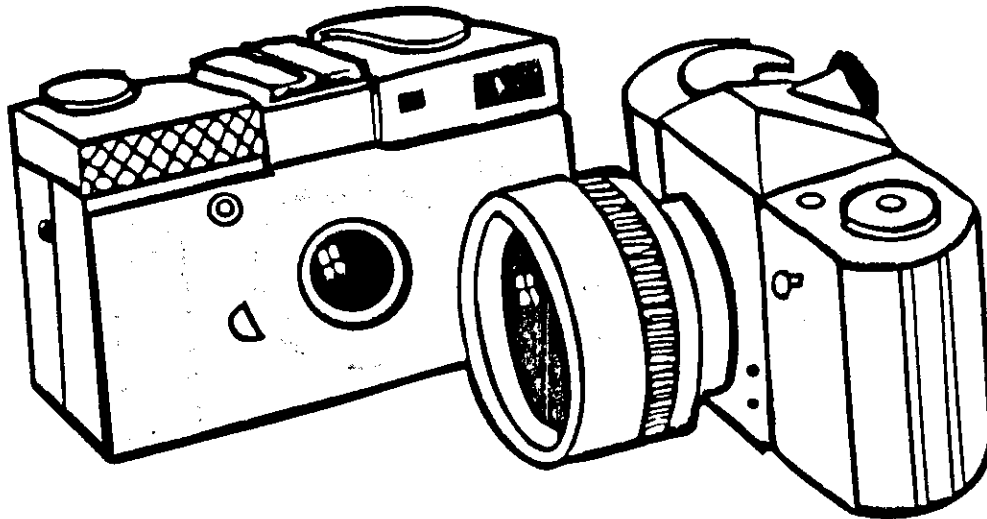
1. Colored file folder
2. Book title quiz cards/with annotation
3. Answer key

Instructions for Making Learning Center:

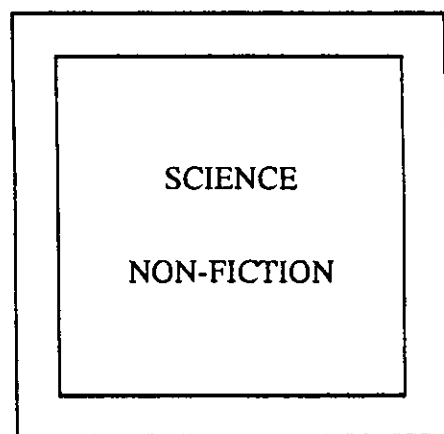
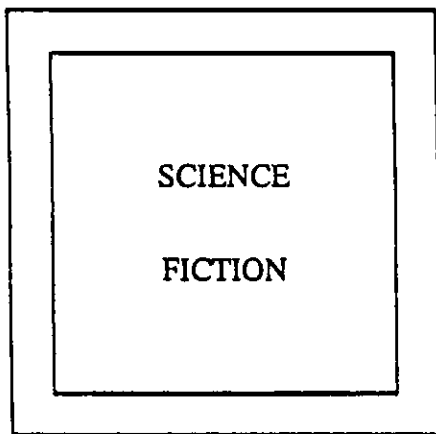
1. Glue a picture of a camera on the front of the file folder.
2. Glue the camera and the "slide" pockets on the right side of the inside of the file folder.
3. Glue instructions, quiz card pocket and definitions of fiction and non-fiction on left side of inside file folder.
4. Glue answer key on back of file folder.

Student Instructions for Using Learning Center:

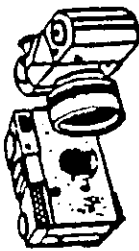
1. Take a card from the quiz pocket.
2. Read the card and decide in which "slide" (science fiction or science non-fiction) to place card.
3. Check the answer key to see if your answers are correct.



SNAP, SNAP, CLICK, CLICK

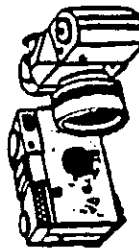


CELEBRATIONS



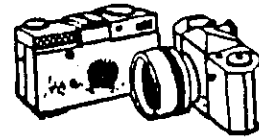
ZIM, HERBERT S. *New moon*. Morrow ISBN 0658322190 1980. 62p
Includes index.
Study of moon rocks and data from the Apollo program offers explanations of the moon's surfaces, geological formations, solar wind, and radiation. For the able reader.

5



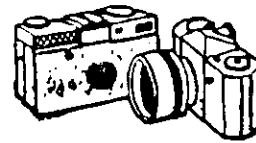
SEONIE, MARY M. J. *Skyed: the story of man's first station in space*. Mancy ISBN 0679703001 1976. 146p illus.
Includes index.
A detailed account of the three occupants by astronauts of the Skyed, the first station in space. Everyday activities, tests, procedures, and problems are all discussed and photographs of all aspects of the flights are included. Speculations about future use of space stations is discussed by this authoritative author.

6



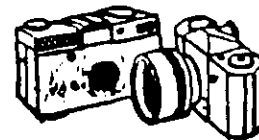
WALSH, JILL PATON. *Green book*; illus. by Lloyd Bloom. Farrar, Straus & Giroux ISBN 0374327785, 1982. 74p b&w illus.
Pattie's father is part of a picked group of colonists fleeing dying Earth. Landing on a planet named Shine by Pattie, the youngest settler, the adults who know their lives depend on 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



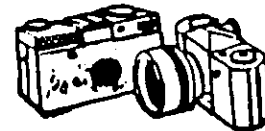
GURNEY, GENE. *Walk in space; the story of Project Gemini*. Random House ISBN 0394904176 c1967. 185p illus.
Preparations for the Project Gemini missions, with emphasis on those for the Gemini 4 mission launched June 3, 1965 during which Astronaut Edward H. White left the spacecraft for 23 minutes. The 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

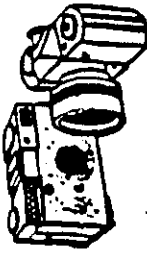


LAWRENCE, LOUISE. *Calling B for butterfly*. Harper & Row ISBN 006023749X, 1982. 213p.
"Four teenagers must fend for themselves and two babies when the space liner on which they are traveling is destroyed by an asteroid." (CIP) They gather on life ferry B (for butterfly) when all 1200 people on the liner except themselves have been killed. When the miracle happens and they accidentally turn a switch which connects them to the space tub on Ganymede, they also activate a hostile alien being on their ship.

4

Science/Science Fiction
Reinforcement Activity
"Snap, Snap, Click, Click"

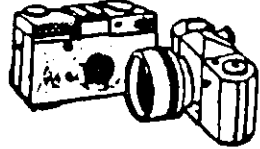
CELEBRATIONS



HARDING, LEE. *Fallen spaceman*, illus. by John and Ian Schoenherr. Harper & Row ISBN 0060727123 1980. 86p.

Tyro, 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

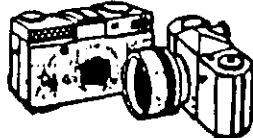


MACCAGGER, ELLEN. *Miss Pickrell goes to Mars*. McGraw-Hill ISBN 007042205 1951 128p illus. (Miss Pickrell series)

This humorous, science oriented series, long popular with middle grade readers features Miss Lavinia Pickrell whose gray hair and prim appearance belie her propensity for becoming involved in fantastic adventures.

Continues: *Miss Pickrell goes to Mars* (1951); ...goes undersea (1953); ...meets Mr. M. U. M. (1974); ...to the earthquake rescue (1977); ...and the 3-petitioner (1978); ...tackles the energy crisis (1980)

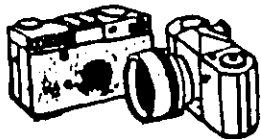
12



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.

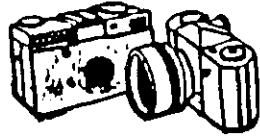
8



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."

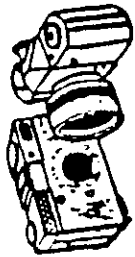
9



NIXON, JOAN LOWERY. *Secret box mystery* illus. by Leigh Grant. Putnam ISBN 0399608702 1974. 45p col. illus. (See and read storybooks)

Even busy Wilma doesn't know the secret Michael John has for a science project. If 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.

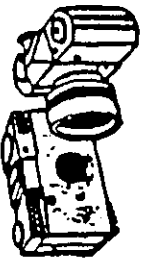
10



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 fear 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



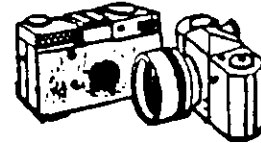
ANSWER KEY

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

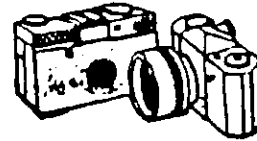


CHURCHILL, DAVID. It, us and the others. Harper & Row ISBN 0060212691 1978. 119p.

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

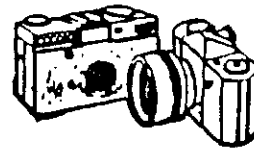


CAMERON, ELEANOR. Wonderful flight to the Mushroom Planet; with illus. by Robert Henneberger. Little, Brown ISBN 0316125377 1954. 214p. illus. (An Atlantic Monthly Press book)

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 "Strawaway to the Mushroom Planet" (1954) and "Mystery for Mr. Bass" (1960) and "Time and Mr. Bass" (1967)

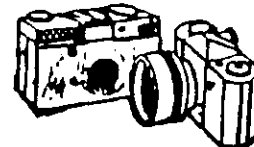
14



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



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 source information leading up to the building of these permanent stations will be helpful to the less advanced student.

16

CELEBRATIONS
Science/Science Fiction
Reinforcement Activity
"Science Search"

SCIENCE SEARCH

Objective: Students will use Science and Technology Illustrated to locate a scientific term.

Materials Needed:

1. "Science Search" card sheet
2. Tagboard
3. Science and Technology Illustrated

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 Science and Technology Illustrated.

CELEBRATIONS

BACTERIOLOGICAL
WARFARE



FIBER OPTICS



ANTENNA



BIOFEEDBACK



ELECTROPHORESIS



STROBE



COMPUTER ANIMATION



CLOUD CHAMBER



CELEBRATIONS

GREENHOUSE EFFECT



INTERPLANETARY
NAVIGATION



STAR CLUSTERS



METAL DETECTOR



SEISMOGRAPH



HYDROPONICS



DEFOLIANT



MANETIC FIELD



CELEBRATIONS

RADAR



POLARIZED LIGHT



MOBIUS STRIP



LEVEL: ABOVE SIXTH YEAR - PAGEANTS
(Multicultural Opportunity)

I. Unit Topic: Realistic Fiction (Correlated with "M.C. Higgins, The Great", Unit 3, TG pp. 40-57)

II. Unit Objectives

A. Literary Skills: Students will:

- 1) define realistic fiction.
- 2) recall realistic fiction titles.
- 3) recognize that authors write about what they know best.

B. Library Media Skills: Students will:

- 1) recall state and national awards given to authors of books for children.
- 2) identify award winning realistic fiction titles and their authors.
- 3) use Junior Author and Illustrators Series to research award winning authors.

III. Library Media Staff Preparation

A. Materials

1. Books (see "Resources")
2. Sound filmstrip: "Realistic Fiction" (Pied Piper, 12 minutes)
3. Junior Authors and Illustrators Series

B. Equipment

1. Sound filmstrip projector

C. Student Activities

IV. Suggested Procedure: (Minimum Sessions Required: 2)

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

1. Introduction

a) Review the difference between fiction and nonfiction books.

*b) Statement of Learning: Today you are going to learn about realistic fiction, identify some realistic fiction titles, and recognize that authors write about what they know best.

2. Instruction

a) Ask students to discuss the story from their reading text, "M.C. Higgins, The Great", by Virginia Hamilton. Sample questions could include:

- 1) What did M.C. Higgins tell the girl about the trip through the tunnel? (She would have to hold her breath and maneuver through the tunnel.)

- 2) What did he forget to ask the girl before they jumped into the lake? (if she could swim or not)
 - 3) Why did the girl apologize at the end of the story? (Answers will vary, but she did almost cause them both to drown.)
- b) Lead the students through a discussion of realistic fiction (fiction that contains imaginary people, events, and settings that seem real). (Pageants TG, p. 47)
 - c) Prepare the students to view the sound filmstrip, "Realistic Fiction" (Pied Piper). Ask them to look for other realistic fiction titles depicted in the filmstrip.
 - d) After viewing the filmstrip, ask students the following questions.
 - 1) How can Queenie Peavy be compared to the girl in "M.C. Higgins, The Great"? (Answers will vary as this is a higher level thinking question.)
 - 2) What kind of "growing-up problems are depicted in "Queenie Peavy", the "TV Kid", "Harriet the Spy", and "M.C. Higgins, The Great"? (Answers will vary.)
 - 3) Do you think the authors of the realistic fiction books might have known real people like the characters in the books? (Answers may vary, but answers will probably be affirmative.)
 - e) Describe Virginia Hamilton's background which probably influenced her writing. (writes books that honor heritage of black Americans) (Pageants TG, p. 41)
 - f) Discuss realistic fiction titles with students. (see "Resources") Include in the discussion information on the authors and their backgrounds which might have influenced their writing.
 - *g) Closure: Today you have learned the definition of realistic fiction titles. You have also learned that authors write about what they know best. During the next session you will learn more about realistic fiction books and their authors.
3. Evaluation: Can students:
 - a) define realistic fiction?
 - b) recall realistic fiction titles?
 - c) recognize that authors write about what they know best?
 4. Reinforcement
 - a) Allow students to return to the library media center to view/listen to sound filmstrip productions of realistic fiction titles.
 - b) Encourage students to check out realistic fiction books. (Remind them to use privacy circulation procedures.)
 5. Enrichment

- a) Students might write about real problems which they have solved or could solve creatively. (How to say no to drugs, for example.)

6. Student Media Production

- a) Students might use a camcorder to record their written project. (State Student Media Festival Project or International Media Festival Project)

B. Session II: (Objectives B-1, B-2, and B-3)

1. Introduction

- a) Remind students of the definition of realistic fiction. (see Session I)
- b) Ask students to discuss any realistic fiction books which they have read or checked out since the last session.
- *c) Statement of Learning: Today you will learn about state and national awards given to authors of books; you will review award winning fiction titles and you will use the Junior Authors and Illustrators Series to research authors and award winning books.

2. Instruction

- a) Recall that Virginia Hamilton is the author of "M.C. Higgins, The Great".
- b) Remind students that Virginia Hamilton was the winner of the 1975 Newbery Award. (award given annually to the author of the most distinguished contribution to American literature for children)
- c) Tell students that Virginia Hamilton won the Coretta Scott King Award for The People Could Fly: American Black Folktales in 1986.
- d) Define the Coretta Scott King Award. (award given annually to African American authors and illustrators whose distinguished books promote an understanding and appreciation of the cultures and contributions of all people)
- e) Define the Charlie May Simon award given to an author of a children's book each year in Arkansas. (award voted on annually by Arkansas students in grades four, five, and six)
- f) Using resource lists and/or available titles in school library media center, review other award winning realistic fiction titles.
- g) Review Junior Authors and Illustrators Series using Virginia Hamilton as the author used in the discussion of the utilization of the biographical tool. (See Fifth Level Units)

h) Use Junior Authors and Illustrators Series to research authors of students' choice. (see reinforcement and/or enrichment activities)

*i) Closure: Today you have learned about state and national awards given to authors of books, you have learned about some of the award winning realistic fiction titles and you have used the Junior Authors and Illustrators Series.

3. Evaluation: Can students:

- a) recall state and national awards given to authors of books for children?
- b) identify award winning realistic fiction titles?
- c) use the Junior Authors and Illustrators Series?

4. Reinforcement

- a) Encourage students to read award winning realistic fiction books and research the authors using Junior Authors and Illustrators Series.

5. Enrichment

- a) Encourage students to research and write about one of the awards discussed in the lesson and make presentations for other students enjoyment or for a parent meeting.
- b) Students may wish to use public library reference materials to research authors. One source would be Twentieth Century Children's Writers.

6. Student Media Production

- a) Students might use a 35mm camera and copystand along with sound recording equipment to create a promotional sound slide production of an award and some of the winners. Students would use techniques in production planning, research, or technical aspects. This would be a team or cooperative learning experience.

V. Resources

A. Books

1. Award Winners or Runners-Up

- Armstrong, William H. Sounder. Harper, 1970
Bulla, Clyde Robert. Shoeshine Girl. Crowell, 1976
Byars, Betsy. The Pinballs. Harper, 1978
Byars, Betsy. Summer of the Swans. Viking, 1971
George, Jean Craighead. Julie of the Wolves. Harper, 1973
Hamilton, Virginia. Junius Over Far. Harper, 1986
Hamilton, Virginia. A Little Love. Philomel, 1985
Hamilton, Virginia. M.C. Higgins, The Great. Macmillan, 1975
Myers, Walter Dean. Motown and Didi. Viking, 1985
Myers, Walter Dean. Scorpions. Harper, 1988
Paterson, Katherine. Bridge to Terabithia. Crowell, 1978

Masking, Ellen. The Westing Game. Dutton, 1979
 Taylor, Mildred. Roll of Thunder, Hear My Cry. Dial, 1977
 Voigt, Ellen. Dacey's Song. Atheneum, 1983

2. Others

Blume, Judy	<u>Are You There God? It's Me</u>	Bradbury, 1970
	<u>Margaret</u>	
Brooks, Jerome	<u>Uncle Mike's Boy</u>	Harper, 1973
Carlson, Natalie	<u>Ann Aurelia and Dorothy</u>	Harper, 1968
Cleaver, Vera & Bill	<u>Where the Lillies Bloom</u>	Lippincott, 1969
Clymer, Eleanor	<u>Luke Was There</u>	Holt, 1973
Cohen, Barbara	<u>Thank You, Jackie Robinson</u>	Lothrop, 1974
Conford, Ellen	<u>The Luck of Pokey Bloom</u>	Little, 1975
Corcoran, Barbara	<u>A Dance To Still Music</u>	Atheneum, 1974
Farley, Carol	<u>The Garden Is Doing Fine</u>	Atheneum, 1975
Fenton, Edward	<u>Duffy's Rocks</u>	Dutton, 1974
Fitzhugh, Louise	<u>Harriet the Spy</u>	Harper, 1964
Fox, Paula	<u>How Many Miles To Babylon?</u>	White, 1967
Greene, Bette	<u>Philip Hall Likes Me. I Reckon</u>	Dial, 1974
	<u>Maybe</u>	
Greene, Constance	<u>A Girl Called Al</u>	Viking, 1969
Hamilton, Virginia	<u>The Planet of Junior Brown</u>	Macmillan, 1971
Hentoff, Nat	<u>This School is Driving Me Crazy</u>	Delacorte, 1975

B. Reference Sources

Junior Authors and Illustrators Series

C. Software

Literature for Children, Series 6: Realistic Fiction. (sound filmstrip).
 Pied Piper Media, 1980.

VI. Glossary

- A. Charlie May Simon Award--award given annually in Arkansas since 1970 and voted on by school children in grades four through six.
- B. Coretta Scott King Award--award given annually since 1970 to African American authors and illustrators (since 1974) whose distinguished books promote an understanding and appreciation of the cultures and contributions of all people.
- C. Newbery Award--award given annually since 1938 to the author of the most distinguished contribution to American literature for children.
- D. Realistic fiction--fiction that contains imaginary people, events, and settings that seem real. (Pageants TG, p.47)

Multicultural Note: Realistic fiction such as "M.C. Higgins, The Great" promotes understanding and appreciation of cultural diversity and is a part of the multicultural curriculum infusion into the reading program. Concept: Ethnicity/Culture

LEVEL: ABOVE SIXTH YEAR - PAGEANTS

I. Unit Topic: Myths (Correlated with: "Arachne" Unit 12, TG pp. 214-241)

II. Unit Objectives

A. Literary Skills: Students will:

- 1) define a myth.
- 2) recall titles of myths.

B. Library Media Skills: Students will:

- 1) identify the 200's as the area in the library media center where mythology books are located.
- 2) use Merit Student Encyclopedia to locate information on mythology characters. (World Book Encyclopedia may be substituted.)

III. Library Media Staff Preparation

A. Materials

1. Books (see "Resources")
2. Sound filmstrip: "Myths" (Pied Piper, 12 minutes)
3. Merit Student Encyclopedia (see "Reference Tool Guideline #10")
(World Book Encyclopedia may be substituted.)

B. Equipment

1. Sound filmstrip projector

C. Student Activities

1. "Myth Word Search" (worksheet)
2. "Mythological Monsters" (activity worksheet)

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I: (Objectives A-1 and A-2)

1. Introduction

a) Review the definition of folktale (See Third Year Units.)

*b) Statement of Learning: Today you are going to learn about myths which may be considered a type of folktale and you are going to recall titles of myths.

2. Instruction

a) Ask the students to discuss the story, "Arachne", from their reading text. Sample questions could include:

- 1) What arts skill did Arachne possess? (weaving)

- 2) Why did Arachne challenge Athene to a weaving contest? (answers may vary, but Arachne was angry.)
 - 3) In what disguise did Athene appear? (old woman)
 - 4) What did Athene do to Arachne after Arachne further insulted Athene? (turned her into a spider)
- b) Lead students through a definition of a myth. (folktale which explains a natural thing)
 - c) Prepare the students to view the sound filmstrip, "Myths" (Pied Piper), by asking them to look for:
 - 1) mythological gods who controlled the events of nature;
 - 2) mythological characters who taught lessons in the consequences of unwise behavior;
 - 3) mythological heroes; and
 - 4) myths from cultures other than Greek and Roman.
 - d) View the filmstrip, stopping before the questions at the end.
 - e) After viewing the filmstrip, discuss and answer true/false questions in Section I.
 - f) Have students define myths in their own words and ask them to recall myths they have read or seen.
 - *g) Closure: Today you have learned to define myths and have learned titles of myths.

3. Evaluation: Can students:

- a) define myths?
- b) recall titles of myths?

4. Reinforcement

- a) Students may use "Myth Word Search" worksheet.

5. Enrichment

- a) Students may use the names of the gods and goddesses in "Myth Word Search" to describe how these names have influenced English language.

B. Session II: (Objectives B-1 and B-2)

1. Introduction

- a) Review the definition of a myth.
- *b) Statement of Learning: Today you will learn to locate the section of the library media center where myths are shelved and you will use the Merit Student Encyclopedia to locate information on mythological characters.

2. Instruction

- a) Remind students that they can find information by using the card catalog.
- b) Guide students as they use the card catalog to locate subject cards on mythology.
- c) After locating the subject cards for mythology books, students will identify the 200's as the area in the library media center where mythology books are located.
- d) Remind students of the location of the reference section in the library media center.
- e) Identify Merit Student Encyclopedia and discuss its format and how it should be used.
- f) Guide students as they use Merit Student Encyclopedia to complete "Mythological Monsters" activity worksheet.
- *g) Closure: Today you have learned that books on mythology are located in the 200's section of the library media center. You have also learned how to use the Merit Student Encyclopedia to locate information on mythological characters.

3. Evaluation: Can students:

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

4. Reinforcement

- a) The students will share the information they have learned about myths with classroom teacher.

5. Enrichment

- a) Students may write their own myth to explain or define why certain scientific facts occur. (Volcanoes erupting or eclipses of the sun or moon happening)

6. Student Media Production

- a) Students may use video recording equipment to put their written myths into another form.

V. Resources

A. Books

Asimov, Issac. Words From the Myths. Houghton, 1961
Barth, Edna. Cupid and Psyche. Clarion, 1976

Bulfinch, Thomas. Bulfinch's Mythology. Crowell, 1970
Colum, Padraic. The Golden Fleece. Macmillan, 1962
Collidge, Olivia. Greek Myths. Houghton, 1949
Collidge, Olivia. Legends of the North. Houghton, 1951
D'Aulaire, Ingri. Book of Greek Myths. Doubleday, 1962
D'Aulaire, Ingri. Norse Gods and Giants. Doubleday, 1967
Gates, Doris. Fair Wind for Troy. Viking, 1976
Gates, Doris. Golden God: Apollo. Viking, 1973
Gates, Doris. Lord of the Sky: Zeus. Viking, 1972
Gates, Doris. Mightest of Mortals: Heracles. Viking, 1975
Gates, Doris. Two Queens of Heaven. Viking, 1974
Gates, Doris. Warrior Goddess: Athena. Viking, 1972
McLean, Mollie. Adventures of the Greek Heroes. Houghton, 1961

B. Reference Sources

Merit Student Encyclopedia. Macmillan, 1983.

C. Software

Literature for Children, Series 3: Myths (sound filmstrip). Pied Piper Media, 1971.

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.

PAGEANTS
Myths
Reinforcement Activity
"Myth Word Search"

MYTH WORD SEARCH

Objective: Students will recognize names of Greek and Roman gods.

Materials Needed:

1. Copies of worksheet
2. File folder for storage (optional)

Instructions for Making Activity:

1. Duplicate enough worksheets for each student in group.
2. Prepare file folder with answer sheet attached. (optional)

Student Instructions for Using Activity:

1. Complete activity as directed by library media specialist.
2. Ask library media specialist to check your completed worksheet.

PAGEANTS
 Myths
 Reinforcement Activity
 "Myth Word Search"

MYTH WORD SEARCH

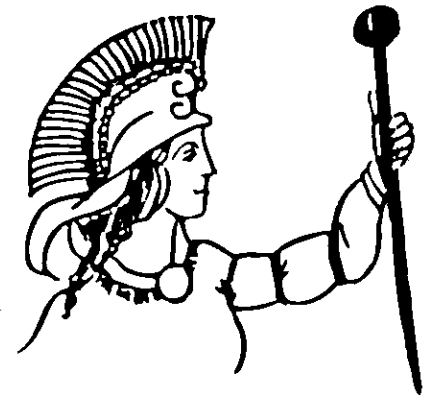
Directions: Find these Gods and Goddesses in the word search below:

Greek

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

Roman

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



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

PAGEANTS
 Myths
 Reinforcement Activity
 "Myth Word Search" - Key

MYTH WORD SEARCH - KEY

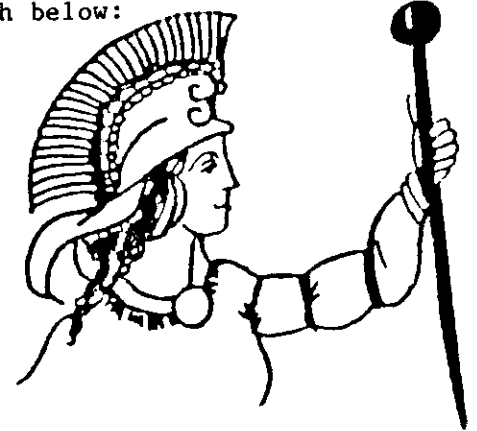
Directions: Find these Gods and Goddesses in the Word Search below:

GREEK

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

ROMAN

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



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 H 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

PAGEANTS
Myths
Reinforcement Activity
"Mythological Monsters"

MYTHOLOGICAL MONSTERS

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

Materials Needed:

1. 3" X 5" cards
2. Activity sheet: "Mythological Monsters"
3. Envelope and folder for storage

Instructions for Making Activity:

1. Cut out names of monsters and put on 3" X 5" cards.
2. Duplicate activity sheet.
3. Place cards in envelope and worksheets in folder.

Student Instructions for Using Activity:

1. Select a card from the library media specialist.
2. Using the card you selected, look up the mythological monster in the Merit Student Encyclopedia.
3. Write a description of the monster.
4. Draw a picture of the monster.
5. Share your work with the library media specialist.

MYTHOLOGICAL MONSTERS

ARGUS

HARPY

CENTAUR

HYDRA

CHIMERA

MEDUSA

CYCLOPS

MINOTAUR

GIANT

PEGASUS

GORGON

PHOENIX

GRIFFIN

UNICORN



PAGEANTS
Myths
Reinforcement Activity
"Mythological Monsters"

MYTHOLOGICAL MONSTERS

Using the card you selected, look up your mythological monster in the Merit Student Encyclopedia. Write a description of the monster below. Draw a picture of the monster in the space above.

Reference Tool Guideline #1

- I. Titles and Date: Children's Britannica
- II. Format:
 - A. Number of volumes: 20
 - B. Arrangement: Alphabetical letter by letter
 - C. Index: Located in Volume 20; includes capsule entries with descriptive phrases
- III. Age Level: Grades three through eight
- IV. Special Features:
 - A. Headings on every page identify alphabetical sequence.
 - B. Charts, diagrams, photographs, and other illustrations, many of which are in color, are included.
 - C. Special coverage of science topics is included.
 - D. Full color atlas is available at the end of Volume 19.

Reference Tool Guideline #2

- I. Titles: 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 adults
- 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.

Reference Tool Guideline #3

I. Title: Compton's Encyclopedia and Fact Index, Current Edition

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 sub-entry into alphabetically arranged second-level subentries.
 - e. Δ is the symbol that marks each division of a second-level sub-entry 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-outline: 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.
- D. Compton's Multimedia Encyclopedia: Compact disk with text information.

Reference Tool Guideline #4

- I. Title: Golden Book Encyclopedia
- II. Format:
 - A. Number of volumes: 20
 - B. Arrangement: Alphabetical letter by letter
 - C. Index: Included in Volume 20 with cross-references in the text at the end of entries
- III. Age Level: Grades three through six (Special Education Students)
- IV. Special Features:
 - A. High-interest, low reading level
 - B. Full-color photographs, illustrations
 - C. Study guides

Reference Tool Guideline #5

- I. Title: The Hammond Intermediate World Atlas, Current Edition
- 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 adults
- IV. Special Features:
 - A. Glossary of Abbreviations
 - B. Glossary of Geographical Terms
 - C. World Statistical Tables

Reference Tool Guideline #6

- 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
Sixth Book of Junior Authors and Illustrators - 1989
- II. Format:
 - A. Number of Volumes: 6 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 Sixth 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.

Reference Tool Guideline #7

I. Title: Lands and Peoples, Current Edition

II. Format:

- A. Number of volumes: 6 volumes and 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
 - Volume 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.

Reference Tool Guideline #8

I. Title and Date: Let's Discover Library, c1981.

II. Format:

A. Number of volumes: 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 sports 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)

Reference Tool Guideline #8
(continued)

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. Question 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.

Reference Tool Guideline #9

I. Title/Author and Date: Life Cycles, Hogan, Paula Z. c1979

II. Format:

A. Number of volumes: 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.

Reference Tool Guideline #9A

- I. Title: Lincoln Library of Sports Champions
- II. Format:
 - A. Number of volumes: 20
 - B. Arrangement: Alphabetical
 - C. Index: Located in Volume 20
- III. Age Level: Intermediate to adult
- IV. Special Features:
 - A. The contents include biographies of about 500 athletes from all sports, published in an alphabetical format.
 - B. Each volume lists the biographies included in that volume.
 - C. Biographical information includes accomplishments both on and off the field.
 - D. Index volume contains a glossary of sports terms and supplementary reading list.

Reference Tool Guideline #10

- I. Title and Date: Merit Student's Encyclopedia - Current Edition
- 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.

Reference Tool Guideline #11

- I. Title: National Geographic Index
- II. Format:
 - A. Number of Volumes:
 1. National Geographic Cumulative Index, 1888-1988
Six-month indexes, available to school library media center subscribers on request.
 - B. Arrangement: Alphabetical listings include subject, author, illustrator, and title. Information indexed includes nature, science, biography, history, and geography.
- III. Age Level: Intermediate to Adult
- IV. Special Features: Comprehensive guide to articles, atlases, maps, books, and TV Specials.

Reference Tool Guideline #12

- I. Title: Science and Technology Illustrated, 1984.
- II. Format:
 - A. Number of volumes: 28
 - B. Arrangement: Alphabetical letter by letter
 - C. Index: Located in Volume 28
- III. Age Level: Intermediate through junior high
- IV. Special Features:
 - A. Series is subtitled The World Around Us.
 - B. Volume one contains a table of contents for the entire set.
 - C. Contents of each volume are listed at the beginning of that volume.
 - D. Each entry contains colorful illustrations and photographs.

Reference Tool Guideline #13

I. Title and Date: Webster's New Biographical Dictionary. Merriam Webster, Inc., Current Edition.

II. Format:

- A. Number of volumes: 1
- B. Arrangement: Alphabetical by surname (ordinary rules of alphabetization apply). Basic arrangement explained 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.

Reference Tool Guideline #14

- I. Title: Webster's New Geographical Dictionary. Current Edition.
- 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.

Reference Tool Guideline #15

- I. Title and Date: Webster's School Thesaurus. Current Edition.
- 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 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.

Reference Tool Guideline #16

- I. Title: Webster's Sports Dictionary. Current Edition.
- II. Format:
 - A. Number volumes: 1
 - B. Arrangement: Alphabetical letter by letter.
 - C. Index: None
- III. Age Level: Elementary 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 (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, Current Edition.

II. Format:

- A. Number of Volumes: 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 Adults

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 specialists 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. Synonymies |
| 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.

Reference Tool Guideline #18

- I. Title and Date: The World Almanac and Books of Facts. Current Edition.
- 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.

Reference Tool Guideline #19

- I. Title and Date: World Book Encyclopedia. 1989.
- 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: Clarifies difficult subjects.
 - H. Maps: Provides graphic information on physical features, political boundaries and such special topics.
 - I. Science Projects: Accompanies more than 15 science articles.
 - J. Illustrations: Includes quality reproductions of works of art.
 - K. Trans-Vision Illustrations: Provides three-dimensional information in a two-dimensional form.

Reference Tool Guideline #19A

I. Title: World of Science, 1988.

II. Format:

A. Number of volumes: 24

B. Arrangement:

Vol. I: The Human Factor

Vol. II: The Human Machine

Vol. III: The Evolving Earth

Vol. IV: Actions and Interactions

Vol. V: Medical Science

Vol. VI: The Face of the Earth

Vol. VII: The Solar System

Vol. VIII: The Universe at Large

Vol. IX: Technology of Discovery

Vol. X: Technology of Change

Vol. XI: The Diversity of Life

Vol. XII: The Mechanics of Life

Vol. XIII: Physics in Everyday Life

Vol. XIV: Chemistry in Everyday Life

Vol. XV: The Classical Scientists

Vol. XVI: Pioneers of Modern Science

Vol. XVII: What is Science?

Vol. XVIII: Science and Society

Vol. XIX: Infotechnology

Vol. XX: Biotechnology

Vol. XXI: Expanding Environment

Vol. XXII: Body and Mind

Vol. XXIII: Dictionary of Science, A-H

Vol. XXIV: Dictionary of Science, I-Z

C. Index: Volumes 23 and 24

III. Age Level: Elementary to adult

IV. Special Features:

A. Each volume has encyclopedia format on the topic of that volume.

B. Colorful photographs and other illustrations are used in text.

C. The index volumes include a dictionary of scientific terms.

Reference Tool Guideline #20

- I. Title: Young People's Science Encyclopedia. Current Edition.
- 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 (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 is necessary, it follows the title in parenthesis.
 - C. Cross-reference, of the "See" and "See Also" type, occur throughout the encyclopedia and are helpful to lure students into more advanced study.