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

A Teaching Guide for
Library Media Specialists

Volume Two:
Grades 4-6

by

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

Edited by
Retta Patrick

1987

Hi Willow Research and Publishing
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Acknowledgments

This revision of Pulaski County Special School District's integrated reading/library media program is the result of many hours of work by the 32 elementary library media specialists in the district. Special credit is due to the Chairs of the two committees that developed this program: Ann Keck, who chaired the committee responsible for the units developed for K-4 levels; and Margaret Crank, who chaired the committee for levels 5-6 and also served as the "Task Master" for the two years' work required for development of this revision. Special thanks is also due to Patti Johnston, artist-illustrator of the District Media Center, and Suzie James, library media specialist, for their illustrations. Deep appreciation is due to each of these people:

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INTRODUCTION

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

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

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

Format

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

I. Unit Topic (Also includes name of correlating selection, with page numbers of Houghton Mifflin Teacher's Guide at levels 3-6)

II. Unit Objective (divided according to literary and media skills at levels 3-6)

III. Library Media Staff Preparation
   A. Materials
   B. Equipment
   C. Student activities

IV. Suggested Procedure (minimum sessions required to teach the unit)
A. Session I: Instructions for teaching (objectives)
   1. Introduction (relationship to previous learning, statement of learning)
   2. Instruction (specific steps for teaching to the objectives; closure; evaluation; suggestions for reinforcement and/or enrichment activities)

B. Session II (III, IV, etc): Instructions for teaching (same as A above)

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

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

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

Teaching units for Levels K-2:

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

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

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

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

Teaching Units for Levels 3-6:

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

Planning/Integration of this Program Into the School Curriculum

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

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

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

1. Planning/Scheduling: The principal and library specialist should develop a plan for total integration of the media units into the school's instructional program. During the part of the day allocated to reading instruction, priority should be given to scheduling of levels 3-6, since these levels are correlated with
stories from the reading series. Levels K-2 could be arranged at other times during the school day. Appoint a media planning committee (including a primary and intermediate level teacher) to plan media program activities throughout the year. Decide on a method for regular planning with all teachers -- individual or small group.

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

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

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

Teach the unit and enjoy the rewards!
<table>
<thead>
<tr>
<th>Literary Type</th>
<th>TG Pages</th>
<th>Name of Story</th>
<th>Literary Skills</th>
<th>Media Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sounds of Poetry</td>
<td>64</td>
<td>&quot;Wrinkles&quot;</td>
<td>1. Define the terms mood, rhythm, rhyme and free verse.</td>
<td>1. Locate poetry books on the shelf by using subject, author and title cards.</td>
</tr>
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<td>(p. 342)</td>
<td></td>
<td>Sessions required: 2</td>
<td>2. Select a poem to read.</td>
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<td></td>
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<td>3. Describe the mood of a poem.</td>
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<td></td>
<td></td>
<td>4. Describe the rhythm of a poem.</td>
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<tr>
<td>Sports</td>
<td>149-154</td>
<td>&quot;Cinder Ellie&quot;</td>
<td>1. Recall that sports stories are located in fiction and nonfiction books, magazines and newspapers.</td>
<td>1. Define sports dictionary</td>
</tr>
<tr>
<td>(p. 369)</td>
<td></td>
<td>Sessions required: 4</td>
<td>2. Use the Webster's Sports Dictionary to locate a specific term.</td>
<td>2. Locate biographies in the card catalog by using the biographee's last name.</td>
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<td></td>
<td></td>
<td></td>
<td>3. Define encyclopedia.</td>
<td>3. Locate biographies on the shelves by call number and title.</td>
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<td>4. Define key words.</td>
<td>4. Create a time line of a famous person's life.</td>
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<td>5. Select the appropriate key word to locate a subject.</td>
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<td>6. Use a key word to locate a specific topic in the encyclopedia.</td>
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<td>7. Define heading.</td>
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<td>8. Define subheading.</td>
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<td>9. Use entry heading and subheading to locate specific information.</td>
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<td>10. Define encyclopedia index.</td>
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<td>11. Define cross references.</td>
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<td>12. Use the encyclopedia index to locate a specific topic.</td>
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<tr>
<td>Biography</td>
<td>241-244</td>
<td>&quot;Eugenie Clark&quot;</td>
<td>1. Identify biography as a type of literature</td>
<td>1. Locate books of fables in the card catalog by author, title or subject.</td>
</tr>
<tr>
<td>(p. 413)</td>
<td></td>
<td>Sessions required: 2</td>
<td>2. Distinguish between biography, autobiography and collective biography.</td>
<td>2. Identify the 398's as the area where fables are located</td>
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<td></td>
<td></td>
<td>3. Locate books of fables on the shelf by call number and title.</td>
</tr>
<tr>
<td>Fables</td>
<td>287-291</td>
<td>&quot;The Tortoise Who Talked Too Much&quot;</td>
<td>1. Recognize a fable as a type of folktale that teaches a lesson or contains a moral.</td>
<td>1. Locate books of fables in the card catalog by author, title or subject.</td>
</tr>
<tr>
<td>(p. 429)</td>
<td></td>
<td>Sessions required: 2</td>
<td>2. Identify the characteristics of a fable.</td>
<td>2. Identify the 398's as the area where fables are located</td>
</tr>
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<td></td>
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<td>3. Create an original fable.</td>
<td>3. Locate books of fables on the shelf by call number and title.</td>
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<tr>
<td>Fables</td>
<td>287-291</td>
<td>&quot;The Tortoise Who Talked Too Much&quot;</td>
<td>4. Identify an atlas as a book of maps. 5. Use an atlas to locate the countries where fables originated (Greece, France, &amp; India.) and answer questions about these countries.</td>
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<tr>
<td>Fantasy</td>
<td>294-305</td>
<td>&quot;Charlotte's Webb&quot;</td>
<td>1. Distinguish between fantasy and realism. 2. Define story elements: character, setting and plot. 3. Identify main characters; setting and plot in a given story. 4. Create a fantasy story using factual information and knowledge of story elements.</td>
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<td>Sessions required: 3</td>
<td>1. Organize factual information using a simple outline form.</td>
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<td>Literary Type</td>
<td>TG Pages</td>
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<td>Distant Lands</td>
<td>89-94</td>
<td>&quot;Federico Discovers the Sea&quot;</td>
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<td>Biography</td>
<td>115-117</td>
<td>&quot;John and William Bartram&quot;</td>
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<tr>
<td>Historical Fiction</td>
<td>192-201</td>
<td>&quot;Lucy Speaks Out&quot;</td>
<td>2</td>
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<td>Literary Type</td>
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<td>Literary Skills</td>
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</tbody>
</table>
| Myths        | 243-245  | "Pele"              | 1. Define a "myth."  
2. Recall a myth they have read or seen.                                         | 1. Identify the 200's as the area where mythology books are located.  
2. Use Merit Student Encyclopedia to locate information on a mythological character.  
(World Book may be substituted) |
| (p. 524)     |          | Sessions required: 2|                                                                                 |                                                                              |
| Humor        | 311-321  | "The Ghost on Saturday Night" | 1. Identify the four elements used by authors of humor;  
exaggeration, surprise,  
"stupidity" and two unlikely things together.  
2. Define and explain figurative language. | 1. Use an author card to locate humor in the card catalog.  
2. Locate biographical information about authors of humorous stories and humorous verse by the Junior Authors Series. |
| (p. 534)     |          | Sessions required: 2|                                                                                 |                                                                              |
| Haiku        | 336-345  | "Memory of Beauty"  | 1. Identify haiku as a type of poetry.  
2. Use the five (5) basic guides to create a haiku.                      |                                                                              |
<p>| (p. 577)     |          | Sessions required: 2|                                                                                 |                                                                              |</p>
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<tr>
<th>Literary Type</th>
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<th>Objectives</th>
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</thead>
</table>
| Art and Music         | 65-69    | "Maria Tallchief: Dancer With a Dream" Sessions required: 2 | 1. Recognize art and music as a means of communication.  
2. Recognize fictional elements in biographies.                                                                                                                                                      |
|                       |          |                                | 1. Identify the 700's as a source of information on art and music.  
2. Identify the Biography Section as a source of information on famous artist and musicians.  
3. Identify and use the Library Media Center as a source of both print and nonprint materials.  
4. Develop a bibliography.  
5. Identify the parts of an entry in Children's Magazine Guide.  
| Mystery Story         | 195-202  | "The Midnight Visitor"  
Sessioons required: 2 | 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. |
|                       |          |                                | 1. Use the subject heading MYSTERY AND DETECTIVE STORIES to locate mystery stories in the card catalog.  
2. Identify main ideas.  
3. Determine an appropriate subject heading for locating information in the card catalog.                                                                                                              |
| Adventure              | 213-218  | "Hunting the Giant Devilfish"  
Sessioons required: 2 | 1. Identify the techniques authors use in writing adventure stories: action, suspense, conflict and an action style of writing.YY |
|                       |          |                                | 1. Locate adventure stories using the card catalog.  
2. Identify a thesaurus.  
3. Use a thesaurus.                                                                                                                                                                                      |
| Science Fiction        | 285-288  | "Rescued by Dolphins"  
Sessioons required: 2 | 1. Identify science fiction.  
2. Distinguish between science fiction and nonfiction books.                                                                                                                                          |
|                       |          |                                | 1. Identify Young People's Science Encyclopedia.  
2. Locate a given scientific discovery in Young People's Science Encyclopedia.                                                                                                                                                            |
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<tr>
<td>Informational Article</td>
<td>333-335</td>
<td>&quot;A New Kind of Bear?&quot;</td>
<td>1. Identify the informational article as one type of non-fiction writing.</td>
</tr>
<tr>
<td>(p. 679)</td>
<td></td>
<td>Sessions required: 2</td>
<td>2. Name the characteristics of an information article: it provides information; has a narrative style; answers the questions who, what, when, why and how.</td>
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<td></td>
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<td>3. Choose the appropriate reference tool to locate specific information.</td>
</tr>
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LITERARY AND MEDIA SKILLS: FOURTH YEAR (GATEWAYS)

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<th>Dates of Sessions</th>
<th>Sounds of Poetry (&quot;Wrinkles&quot;, TG - 64)</th>
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<tr>
<td></td>
<td>Sports (&quot;Cinder Ellie&quot;, TG - 149-154)</td>
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LITERARY AND MEDIA SKILLS: FIFTH YEAR (BANNERS)

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Distant Lands ("Federico Discovers the Sea", TG - 89-94)

Biography ("John and William Bartram", TG - 115-117)

Historical Fiction ("Lucy Speaks Out", TG - 189-201)

Myths ("Pele", TG - 243-249)

Humor ("The Ghost on Saturday Night", TG - 311-321)

Haiku ("Memory of Beauty", TG - 336-345)

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**Art and Music** ("Maria Tallchief: Dancer With a Dream", TG - 65-69)

**Mystery Story** ("The Midnight Visitor", TG - 195-202)

**Adventure** ("Hunting the Giant Devilfish", TG - 213-218)

**Science Fiction** ("Rescued by Dolphins", TG - 285-288)

**Informational Article** ("A New Kind of Bear"), TG - 333-335

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I. Unit Topic: Sounds of Poetry (correlated with "Wrimples", TG pp. 64)

II. Unit Objectives:

A. Literary Skills - Student will:
   1. define the terms mood, rhythm, rhyme and free verse.
   2. select a poem to read.
   3. describe the mood of a poem.
   4. describe the rhythm of a poem.

B. Library Media Skills - Student will:
   1. locate poetry books on the shelf by using subject, author and title cards.

III. Library Media Staff Preparation:

A. Materials
   1. Books (see "Resources")
   2. Sound filmstrip: "Sounds of Poetry" (Pied Piper, 11 minutes)
   3. Poetry catalog card transparency

B. Equipment
   1. Sound Filmstrip Projector
   2. Overhead Projector

C. Student activities (none)

IV. Suggested Procedure (Minimum Sessions Required: 2)

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

1. Introduction
   a) Discuss the poem "Wrimples" just read in Gateways. Ask students what problems "Wrimples" have caused in their lives. Explain that poets pay attention to the way words sound when they choose the words for their poems because often poetry is read aloud.

   *b) Statement of Learning: Today you will learn what the words mood, rhythm, rhyme and free verse mean and how to use the card catalog to locate poetry books to check out.

2. Instruction
   a) Define mood as the feeling of the poem. Discuss different moods: happy, sad, excited, angry, gloomy.

   b) Define rhythm as the pattern of sound which heightens the meaning and mood of a poem.
c) Define rhyme as the words that sound alike at the ends of lines of verses.

d) Define free verse as a poem that does not rhyme.

e) Introduce the sound filmstrip, "Sound of Poetry" (Pied Piper) by asking students to:

1) listen for the words just defined
2) find out how to use the card catalog to locate poetry books in the media center.

f) Guide students in the completion of the questions at the end of the filmstrip.

g) Discuss procedure for locating poetry in the card catalog, using poetry transparencies. (Note subject headings such as POETRY: POETRY--COLLECTIONS: etc. Select headings used in the media center). Point out classification number(s) used for poetry: 811; 811.08; 808.81; etc.

*h) Closure: You have learned the meaning of the words mood, rhyme, rhythm and free verse. You have also learned how to use the card catalog to locate poetry books on the shelves. Before you leave, choose a good poetry book to check out. This week, read as many poems as you can and select a favorite one to read to the group during our next lesson.

3. Evaluation: Can students:

a) define mood? rhythm? rhyme, free verse?

b) locate poetry books on the shelf by using subject, author and title cards?

4. Reinforcement

a) "I Can't Said the Ant" Rhyming Activity

b) "Grandma Willing's Moods"

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

1. Introduction

a) In our last lesson, we saw the filmstrip Sounds of Poetry and learned the meanings of some words relating to poetry. They were rhyme, rhythm, mood and free verse. (Call on different students to define each of these words.) You also learned to use the card catalog to locate a poetry book on the shelf to check out.
b) Statement of Learning: Today you will share a poem with the group from the book you checked out last week. You will also listen to me read a few of my favorite poems from some other poetry books available in our library media center.

2. Instruction

a) Call on students to read the poems they selected to the group.

b) Describe the mood (happy, sad, etc.) and rhythm (fast, slow, etc.)

c) Library Media Specialist will read a selection of her favorite poems.

*d) Closure: We have reviewed today the poetry terms we learned in our last lesson, and you have read a poem you like to the group. You listened to some of my favorite poems from books you can check out from the media center. If you enjoyed these lessons on poetry, you'll want to read more from other poetry books available in the media center, or the public library. You might even write some poems yourself!

3. Evaluation: Can students:

a) select and read a poem?

b) describe the mood of a poem?

c) describe the rhythm of a poem?

4. Reinforcement

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

C. Enrichment Activities:

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

V. Resources

A. Books


B. Reference Sources (none)

C. Software

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

D. Professional Materials (none)

VI. Glossary

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

1. American poetry--collections
AMERICAN POETRY—COLLECTIONS
Reflections on a gift of watermelon pickle
Objective: The student will identify rhyming words

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

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

Student instructions for using the activity:
As the library media specialist reads the story, use the rhyming cards to respond if it rhymes in the story.
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SAID THE LEAK  
SAID THE PAN

SAID THE ARTICHOKE  
SAID THE MOP

SAID THE ANT  
SAID THE TROUT

SAID THE LID  
SAID THE JAR

SAID THE WOOD  
SAID THE DINNER BELL
Said the dough

Said the thyme

Said the plate

Said the light

Said the cream

Said the candy

Said the pea

Said the bird

Said the sink

Said the pot
SAID THE TART
SAID THE BLET

SAID THE CAT
SAID THE BROOM

SAID THE RICE
SAID THE CHOP

SAID THE CANDLESTICK
SAID THE CHEESE

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<td>Said the Peel</td>
<td>Said the Bun</td>
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Objective: The student will identify the mood of a passage as either happy, sad, thoughtful or angry.

Materials Needed:
1. Colored file folder
2. Four pockets.
3. Task cards

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

Student instructions for using the activity:
Grandmas can be very moody. Sometimes a very little thing can change their mood. Read each task card. Decide if the card describes her mood as happy, sad, thoughtful or angry. Each pocket is labeled with a different mood. Place your task cards inside the correct pocket. Check your answers on the back of each task card.
"Grandma Willing's Moods"
Happy
Sad
Angry
Thoughtful
GRANDMA
WILLING’S
MOODS
<table>
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<tr>
<th>All of her family was together for Christmas.</th>
<th>Grandpa surprised her with a new car for her birthday!</th>
<th>She has just been told that she won first prize in a contest!</th>
<th>Her cake won first prize at the county fair!</th>
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<tr>
<td>Her best friend is very sick.</td>
<td>She found out that she owes more taxes.</td>
<td>Her favorite plant died.</td>
<td>When her niece got married, she remembered her own happy wedding day.</td>
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<tr>
<td>A runaway car hit her new car in the parking lot.</td>
<td>Her grandson pulled the flowers out of the garden instead of the weeds!</td>
<td>Grandpa went fishing instead of finishing his chores.</td>
<td>One rainy day, Grandma cleaned her attic and found some old pictures of her mother and father.</td>
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<tr>
<td>She forgot her cookies were in the oven and she burned them.</td>
<td>The neighbor's dog dug up her newly planted garden.</td>
<td>While sitting in front of the fire and rocking, she thought back to the times when her children were babies.</td>
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Objective: The student will select task cards and complete poetry activities.

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

Instructions for making the activity:
1. Color and cut out Grandma.
2. Open file folder and glue Grandma on left.
3. Place task cards in pocket on right of file folder.

Student instructions for using the activity:
1. Select a card from the pocket and follow the directions on it.
2. You may do as many activities as you wish.
3. Have fun!
GRANDMA'S POETRY PATCH
Task Card #1:
Select a poetry book. Look through it and answer these questions on a sheet of paper:
1. What is the name of the book?
2. Who is the author or editor?
3. Who illustrated the book?
4. List five unusual titles of poems.
On the back of your paper, copy a poem that you especially like from the book. Illustrate it, and practice reading it aloud. Share the poem with your class in some way.

Task Card #2:
Concrete poems or shape poems are written to represent the objects which they describe. Example:

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

Task Card #3:
Not all poems rhyme. This kind of poetry is called Free Verse. Choose an author, storybook character or other famous person. Use this character as the subject of a Free Verse poem. Select phrases, events or feelings about your subject. Arrange this information to tell a story about your character.
Example:

Task Card #4:
Many years ago, before you and I were born, the epitaph was a very popular way of remembering a person on a tombstone. An epitaph sort of summarized the person's life or accomplishments. Sometimes it was written by the person when he or she was still alive. At other times it was written by a friend after the person died.
Example:
Here is William Shakespeare's epitaph:

Good friend, For Jesus' sake forbear
To dig the dust enclosed here.
Blessed be the man that spares these stones,
Cursed be he that moves my bones.

Write your own poetic epitaph which will summarize what you hope your life will be.
Task Card #5:
Make a collection of your favorite poems. Design a book or booklet of these poems. It should include a cover and illustrations. Research simple forms of bookmaking to help you.

Task Card #6:
A poet is someone who is a writer of poems. Discover the life of a poet by reading as much as you can about him/her. Answer these questions:
1. What was he/she like?
2. How did he/she live?
3. Why did this poet write the kind of poetry he or she did?
4. What events in the poet's life affected the poetry he or she produced?

Task Card #7:
What is poetry? Can you write a definition? It is not as easy as it sounds. Try writing your own definition.
Read what poets have said about poetry by reading in books of quotations and essays about poetry. Write down several definitions and comments you find.

Task Card #8:
With your teacher's permission, teach your class a particular type of poetry. Read an example of this type of poetry to your class. Explain what is unique to this type of poetry. Ask the class to write a poem of this type. Proofread, edit and correct what your classmates have written, making sure they have followed the pattern.
Task Card #9:
Choose your favorite poem and make a flipstrip to share with your class.
If you need help, see the library media specialist.

Task Card #10:
A Parody is a poem that humorously ridicules an author's style.
Example:
Little Miss Muffet
Sat in a shop
Eating her yogurt and tea
Along came a dieter
Who sat close beside 'er
And said, "That's just right for me!"
A good way to begin your parody writing is to rewrite Mother Goose rhymes. Choose a nursery rhyme and rewrite it in modern language. Illustrate your poem.

Task Card #11:
Select a favorite poem. Copy it neatly on poster board. Illustrate the poem to explain what the poem means to you.

Task Card #12:
For many, many years Limericks have been a popular form of poetry. They always have five lines, and are usually funny.
Example:
There was a young fellow named Jack
Who (unfortunately) sat on a tack
Said he with a yelp,
Oh! Someone please help!
I have got a small tack in my back!
Write some limericks about your classmates. HAVE FUN!
Objective: Students will read a variety of poems and select one to place in a pocket.

Materials Needed:
1. Poster board
2. Wallpaper samples

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

Student instructions for using activity:
1. Read a variety of poems.
2. Select one poem which you especially like.
3. Copy it and place it in a pocket.
I. Unit Topic: Sports (Correlated with "Cinder Ellie", TC pp. 149-154)

II. Unit Objectives

A. Literary Skills - Students will:
   1. Recall that sports stories are located in fiction and nonfiction books, magazines and newspapers.

B. Library Media Skills - Students will:
   1. define sports dictionary
   2. use the Webster's Sports Dictionary to locate a specific term.
   3. define encyclopedia.
   4. define key words.
   5. select the appropriate key word to locate a subject.
   6. use a key word to locate a specific topic in the encyclopedia.
   7. define heading.
   8. define subheading.
   9. use entry heading and subheading to locate specific information.
  10. define encyclopedia index.
  11. define cross references.
  12. use the encyclopedia index to locate a specific topic.

III. Library Media Staff Preparation

A. Materials
   1. Sound filmstrip: "Sports and Hobbies" (Pied Piper -11 minutes)
   2. Webster's Sport Dictionary (see Reference Tool Guideline #16)
   3. Fiction and nonfiction sports books

B. Equipment
   1. Sound filmstrip projector

C. Student Activities
   1. "Sports Wordlist"
   2. "Ready, Set, Go"
   3. "Index Transparency"
   4. "Hit or Miss"

IV. Suggested Procedure (Minimum Sessions Required: 5)

A. Session I: (Objective: A-1)
   1. Introduction
a) Have the students tell about the story "Cinder Ellie" in their own words.
b) Ask what sport "Cinder Ellie" participated in? (track)
c) Have each student name a sport that they enjoy.
*Statement of Learning: Today you will learn that sports stories are located in both fiction and nonfiction books, magazines, and newspapers.

2. Instruction

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

*Closure: Today you have learned that sports stories are located in fiction and nonfiction books, magazines and newspapers. Your next session you will learn to use a sports dictionary.

3. Evaluation: Can students:

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

4. Reinforcement

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

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

1. Introduction

a) Review previous session. That sports stories are located in fiction and nonfiction books, magazines and newspapers.

*Statement of Learning: Today you will learn to define and use the Webster's Sports Dictionary.

2. Instruction

a) Define a sports dictionary as a book with definitions of sports terms arranged in alphabetical order.
b) Have students examine the Webster's Sports Dictionary.
c) Point out that the guide words and entry words in this special dictionary are located in exactly the same places as they are in a regular dictionary.

d) Give student the "Sports Wordlist" cards.
e) Let students look up other sports terms as time allows.
*f) Closure: Today you have learned to define a sports dictionary and use it to locate specific terms. Tomorrow you will use the encyclopedia to locate more sports topics.

3. Evaluation: Can students:

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

4. Reinforcement


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

1. Introduction

a) Ask the students to name the reference book they used the previous session. (sports dictionary)

b) Have students describe the ways the Webster's Sport Dictionary can be helpful in locating information. (Reports, questions about rules or regulations for a specific sport, etc.)

c) Ask the students where they would look if they needed more information about a sport than the sports dictionary gives.

*d) Statement of Learning: Today you will learn the definition of encyclopedia and key word and how to select a key word to locate information in the encyclopedia.

2. Instruction

a) Show students where the encyclopedias are located in the LMC.

b) Define an encyclopedia as a book or set of books with alphabetically arranged information on many subjects.

c) Review guide letters on the spine of encyclopedias. (See unit taught in May of 2nd year.)

d) Define key words as the word which most exactly names a subject. (Gateways TG pp. 238).

e) Students will use "Ready, Set, Go" activity to learn to select key words.

*f) Closure: Today you have learned to define encyclopedia and key word and to select key words.

3. Evaluation: Can students:

a) define encyclopedia?  b) define key words?
c) select the appropriate key word to locate a subject?
4. Reinforcement
   
a) Use "Ready, Set, Go" activity
b) Use "Pitch and Hit" activity

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

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

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

3. Evaluation: Can students:
   
a) Use a key word to locate a specific topic in the encyclopedia?
b) Define heading?
c) Define subheading?
d) Use entry heading and subheading to locate specific information?

4. Reinforcement
   
a) Use "Ready, Set, Go" activity

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

1. Introduction
   
a) Your last session you used key words to locate topics in the encyclopedia.
b) Sometimes when you look up a key word there is no article listed for that word.
*c) **Statement of Learning:** Today you will learn how to use the index to the encyclopedia to locate topics when you can't find them using your key word.

2. **Instruction**

   a) Define the encyclopedia index as an alphabetical list of the articles in the encyclopedia. The index refers to the specific volume and page where the information on a specific topic appears.

   b) Use "Index Transparency" activity.

   1) Point out that headings are in large dark type and subheadings are in dark type.

   2) Show the letter after an entry and explain that it indicates the volume where the information is found or the guide letter of the volume. The number following the colon refers to the page number for the topic. (World Book, 1983)

   3) Explain that sometimes the key word we have chosen is not the key word chosen by the authors of the encyclopedia. When this happens many times the encyclopedia will refer you to another word. This is called a cross reference.

   4) Point out the example of "See Baseball Hall of Fame" and "See also: Baseball related articles in the baseball articles".

   c) Have students use "Hit or Miss" activity

*d) **Closure:** Today you learned to use the index to the encyclopedia. During this unit you have learned to use the sports dictionary and use the encyclopedia. Your next unit will be "Eugenie Clark: "Shark Lady"; you will learn about biographies in that unit.

3. **Evaluation:** Can students:

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

4. **Reinforcement**

   a) "Hit or Miss" activity

F. **Enrichment Activities**

1. Student will select a topic and make a multi-media presentation using the reference tools in this unit for research.

2. Student will write and produce a sound slide or video production teaching other students how to use any of the reference tools taught in this unit.
V. Resources

A. Books


B. Reference Sources


C. Software

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

VI. Glossary

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

Materials needed:
1. 3 x 5 cards

Instructions for making activity.
1. Cut out the words on the next page.
2. Mount them on cards.

Student instructions for using activity.
1. Use the Webster's Sports Dictionary to locate the term on this card.
ANORAK
BURLADERO
CREEL
DUMPED
EEPH
FOOZLE
BREMMIE
HOLLER GUY
JIB
KERMESSE
LOVE
MAST
NATATORIUM
OFFICIATE
PUGILIST
QUARRY
ROSTER
STERN
TANK JOB
WORMING
VOODOO BALL
VELODROME
Objective: Identify key words in a given sentence that enable a student to locate information on a subject.

Materials needed:

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

Instructions for making activity

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

Student instructions for using activity

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

2. How many players are on a football team?
3. WHAT ARE THE NAMES OF SOME OF THE EVENTS IN TRACK AND FIELD?

4. WHAT DOES "HOMERUN" MEAN IN THE GAME OF BASEBALL?

5. WHAT SPORT HAD A FAMOUS PLAYER NAMED BABE RUTH?
Student Instructions:

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

11. Name the six events in a men's gymnastics meet.

6. What are the two kinds of ice skating in which athletes compete?
7. For what sport is Pele' famous?

9. What does the term "flutter kick" mean in swimming?

8. When does a birdie occur in golf?
10. What is the most popular stroke in swimming?

12. What equipment is used in racquetball?

13. How many players may play in a game of racquetball?
14. What kind of gloves are worn for boxing?

15. What are the two forms of wrestling?

Answer Key:
1. Soccer
2. Football
3. Track and Field
4. Baseball
5. Babe Ruth
6. Ice Skating
7. Pele
8. Golf
9. Swimming
10. Swimming
11. Gymnastics
12. Racquetball
13. Racquetball
14. Boxing
15. Wrestling
Base on balls
  Baseball (Reaching Base) B:97; (Rule Changes) B:98b-98c

Base period [economics]
  Parity P:148

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

Base word [language]
  Spelling (Learning to Spell) So:605

Baseball [ball]
  Baseball (Equipment) B:93 with diagram

Baseball [sport] B:92 with pictures
  Game (Games for Older Children) G:23
  Little League Baseball L:349 with picture
  Softball So:465
  Taft, William Howard picture on T:13
  United States picture on U:59

See also the list of Related Articles in the Baseball article

Baseball Congress, National
  Baseball (Amateur Leagues) B:98a
  Baseball Hall of Fame See Hall of Fame, Baseball in this index
Objective: Students will use an encyclopedia index to locate a specific topic

Materials Needed:

1. Zip lock bag (to be placed in sports shoe box)
2. "Hit or Miss" baseball bats

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.
WORLD BOOK - ARCHERY

WORLD BOOK - BOWLING

WORLD BOOK - BOBSLEDDING

WORLD BOOK - LACROSSE
World Book - Fishing

World Book - Skiing

World Book - Scuba Diving

World Book - Soccer
WORLD BOOK - VOLLEYBALL

WORLD BOOK - OLYMPIC GAMES

WORLD BOOK - RUGBY FOOTBALL

WORLD BOOK - BULLFIGHTING
Gateways: Sports stories
Required Activity
"Hit or Miss"

WORLD BOOK - BASEBALL

WORLD BOOK - HOCKEY

WORLD BOOK - BICYCLING
Gateways: Sports stories
Required Activity
"Hit or Miss"

COMPTON'S - HOCKEY (ICE)

COMPTON'S - HOCKEY (FIELD)

COMPTON'S - OLYMPIC GAMES

COMPTON'S - SKATING
Gateways: Sports stories
Required Activity
"Hit or Miss"

COMPTON'S - SKIING

COMPTON'S - TOBOGANNING

COMPTON'S - SLED AND SLEIGH

COMPTON'S - WINTER SPORTS
Gateways: Sports stories
Required Activity
"Hit or Miss"

COMPTON'S - SCUBA DIVING
Objective: Identify sources (fiction, nonfiction, newspaper or magazines) where statements would be found.

Materials Needed:
1. Cards with statements
2. Loose-leaf ring

Instructions for making learning center:
Prepare ring packet as follows:
1. Cut out activity cards; mount on tag-board; laminate.
2. Use hole punch to cut holes in activity cards.
3. Insert loose-leaf ring.

Student instructions for using learning center:
1. Number your sheet from 1 to 14.
2. Select a card from the ring packet.
3. Read the card and decide if the statement is from a fiction book, a nonfiction book, a magazine, or a newspaper article.
4. List your answers on a sheet of paper.
5. Check your answers with the answer key.
1. "The next event is the hundred yard dash for girls," the starter said. "But where are the girls?"

5. "She shouldn't have run," Ray said angrily.
7. The triple jump qualifying will be held today and the final Saturday, June 3.

2. We will have a complete list of the race entrants next month.

13. A baseball field has three sections:
   (1) an infield, (2) an outfield, and
   (3) foul territory.
12. The starter blew his whistle.

3. She did not notice the cheers in the grandstand as the boys crossed the finish line.

10. Ray didn't do any loafing after he heard the bang.
4. A BASKETBALL TEAM HAS FIVE PLAYERS AND THEY PLAY BOTH OFFENSE AND DEFENSE.

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

15. A TENNIS BALL HAS A DIAMETER OF MORE THAN 2 1/2 INCHES BUT LESS THAN 2 5/8 INCHES.
9. **Billy Walls received the MVP award last night at the Astrodome.**

11. **The Governor of Arkansas presented 25 letters to Razorback players at a sports banquet.**

6. **Bobby Knight, head coach of the U.S. Olympic team, will make a brief visit to Fayetteville today.**
14. In the long jump, athletes jump as far forward as they can.

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

STUDENT DIRECTIONS:
1. Read the statement on the card.
2. Decide if the sentence can be found in a fiction book, a non-fiction book, or a newspaper or magazine.
Objective: Students will use guide words to locate a subject.

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

Instructions for making the activity

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

2. Directions for using activity

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

Student instructions for using activity

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

STUDENT INSTRUCTIONS FOR GAME:

1. USE THE GUIDE WORDS IN YOUR ENCYCLOPEDIA TO LOCATE THE SUBJECTS ON YOUR CARD.

2. WRITE DOWN THE GUIDE WORDS FROM THE PAGE WHERE THE SUBJECTS WERE FOUND.
Gateways: Sports stories
Reinforcement activity
"Pitch and Hit"
Game cards

AARON, HENRY
AIR FORCE
ATOM

BASKETBALL
BOXING
BUFFALO

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

CAMPING
CHARIOOT
CELL

DUCK
DRAFT
DRUM

EAR
EIFFEL TOWER
EUROPE
Gateways: Sports stories
Reinforcement activity
"Pitch and Hit"
Game cards

FABLES
FLOWER
FROG

GERMAN SHEPHERD
GEHRIG, LOU
GYMNASTICS

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

ICE SKATING
INDIAN
ISRAEL

JET
JUDO
KARATE

LEAF
LOUISIANA
LIVER
McEnroe, John
Microscope
Museum

Nuts
Nickel
Nervous System

Paper
Physics
Pilot
I. Unit Topic: Biography (Correlated with "Eugenie Clark: Shark Lady," TG pp. 241-244)

II. Unit Objectives:

A. Literary Skills - Students will:

1. identify biography as a type of literature
2. distinguish between biography, autobiography and collective biography.

B. Library Media Skills - Students will:

1. identify biography call numbers.
2. locate biographies in the card catalog by using the biographee's last name.
3. locate biographies on the shelves by call number and title.
4. create a time line of a famous person's life.

III. Library Media Staff Preparation:

A. Materials

1. Books (see "Resources")
2. Sound filmstrip: "Biography" (Pied Piper - 12 minutes)
3. Encyclopedias
4. Paper pencils
5. Markers

B. Equipment

1. Sound filmstrip projector

C. Student activities

1. Biography Book Spines
2. Biography Match
3. Presidential Time Line

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

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

1. Introduction
   a) Discuss briefly the story from Ann McGovern's book "Eugenie Clark: Shark Lady." Who was Eugenie Clark (an ichthyologist who discovered that a substance from Moses Sole could be used as a shark repellant 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 to identify and locate biographies. You will also learn the difference between biographies, autobiographies, and collective biographies.

2. **Instruction**

   a) Define biography (a story that tells about the life of a real person. Biographies are usually about famous people.)

   b) Define autobiography (a story that a person writes about his or her own life.)

   c) Define collective biography, (a book containing several stories about different people. Collective biographies include information about the lives of several people, often well known in a certain field; certain groups of people; or specific nationalities or races.)

   d) Ask students which definition describes "Eugenie Clark: Shark Lady (biography) Why? (written by Ann McGovern)

   e) Point out that a good biography presents facts about a person's life including what the person did and how the person influenced the period in which he or she lived.

   f) Introduce the sound filmstrip "Biography" (Pied Piper) by asking students to:

      1) watch to see what the filmstrip tells about autobiography.

      2) see what the filmstrip says about the arrangement of biographies.

      3) write down authors and/or titles they find interesting.

   g) Following viewing of the filmstrip discuss the classification and arrangement of biographies (92-individual and alphabetically arranged by surname of biographee; 920-collective and arranged alphabetically by author's name.)

   h) Use "Biography Book Spine".

   i) Let the students use the card catalog to find a biography to check out and read.

   *j) **Closure:** You have learned three things today:

      1) how to identify biographies

      2) how to locate biographies.

      3) the difference between biography, autobiography, and collective biography.
On your next visit you will learn how to make a time line about a famous person. You might be thinking about someone to look up and read about for the time line.

3. Evaluation: Can students:
   a) identify a biography?
   b) distinguish between biography, autobiography, and collective biography?
   c) identify biography call numbers?
   d) locate a biography on the shelf by using the card catalog?

4. Reinforcement
   a) Use "Biography Match"

B. Session II (Objective B-4)

1. Introduction
   a) Review biography, autobiography, and collective biography and the arrangement of biography section.

   b) Share the biographies students have read since their last visit. Have students identify whether their books were biography, autobiography, or collective biography. Discuss biographees and their accomplishments.

   *c) Statement of Learning - Today you will learn to create a time line of a famous person's life.

2. Instruction
   a) Tell the students that a time line will help to show the arrangement of events in a correct sequence. Time lines show important events in the order in which they happened. Time lines give an idea of what happened over a certain period of time.

   b) Use "Benjamin Franklin Time Line" transparency. Point out information on time line.

   c) Let the students choose a U.S. president to research in the World Book Encyclopedia. Tell them that, as they read, they are to keep a record of the main events (including dates) of president's life.

   d) This information may then be reported in the form of a time line.

   *e) Closure: You have learned to create a time line of a famous person's life.
3. Evaluation: Can students:
   a) create a time line?

C. Enrichment Activities

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

V. Resources

A. Books


B. Reference Sources


C. Software


VI. Glossary

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

Materials Needed:
1. Tagboard
2. Laminating film

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

Student instructions for using activity.
1. Read the title of your biography.
2. Decide if your title is an individual or collective biography.
3. Use a magic marker to write the correct call number for your title.
Objective: Student will identify biography call numbers.

Materials needed:

1. Copier

Instructions for making activity.

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

Student instructions for using activity.

1. Students will match the correct call number with the correct title.
### BIOGRAPHY MATCH

Directions: Match the call numbers with titles.

<table>
<thead>
<tr>
<th>Call Numbers</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>92 Fra</td>
<td>George Washington by Ingri D’Aulaire</td>
</tr>
<tr>
<td>92 Aqu</td>
<td>Abraham Lincoln by Ingri D’Aulaire</td>
</tr>
<tr>
<td>92 Sad</td>
<td>Squanto: Friend of the Pilgrims by Clyde Robert Bulla</td>
</tr>
<tr>
<td>92 Lin</td>
<td>And Then What Happened, Paul Revere?</td>
</tr>
<tr>
<td>92 Was</td>
<td>The Many Lives of Benjamin Franklin by Aliki</td>
</tr>
<tr>
<td>92 Poc</td>
<td>Where Do You Think You’re Going, Christopher Columbus? by Jean Fritz</td>
</tr>
<tr>
<td>92 Rev</td>
<td>Sadako and the Thousand Paper Cranes by Eleanor Coerr</td>
</tr>
<tr>
<td>92 Col</td>
<td>Will You Sign Here, John Hancock? by Jean Fritz</td>
</tr>
<tr>
<td>92 Han</td>
<td>What’s the Big Idea, Ben Franklin? by Jean Fritz</td>
</tr>
<tr>
<td>92 Fra</td>
<td>Pocahontas by Ingri D’Aulaire</td>
</tr>
<tr>
<td>92 Col</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Event</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>1706</td>
<td>Born January 17</td>
</tr>
<tr>
<td>1718</td>
<td>Became an apprentice printer</td>
</tr>
<tr>
<td>1723</td>
<td>Ran away to Philadelphia</td>
</tr>
<tr>
<td>1730</td>
<td>Owner of print shop; married</td>
</tr>
<tr>
<td>1733</td>
<td>First publication of Poor Richard's Almanac</td>
</tr>
<tr>
<td>1737</td>
<td>Philadelphia's Post Master</td>
</tr>
<tr>
<td>1752</td>
<td>Famous electrical experiment</td>
</tr>
<tr>
<td>1757</td>
<td>Delegate to London</td>
</tr>
<tr>
<td>1775</td>
<td>Elected to Second Continental Congress</td>
</tr>
<tr>
<td>1776</td>
<td>Minister to France</td>
</tr>
<tr>
<td>1783</td>
<td>Signer of Treaty of Paris</td>
</tr>
<tr>
<td>1785</td>
<td>Returned to Philadelphia</td>
</tr>
<tr>
<td>1787</td>
<td>Delegate to Constitutional Convention</td>
</tr>
<tr>
<td>1790</td>
<td>Died April 17</td>
</tr>
</tbody>
</table>
Objective: To create a time line of a famous person's life.

Materials needed:

1. Thermal transparency

Instructions for making activity.

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

Student instructions for using activity.

2. As you read about the person's life keep a list of the main events of the life. (include dates)
3. Use this information to make a time line.
Directions:

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

Suggested Names for
"Presidential Time Line"

John Adams
James Buchanan
James E. Carter, Jr.
Dwight D. Eisenhower
Gerald R. Ford
Ulysses S. Grant
Thomas Jefferson
John F. Kennedy

Abraham Lincoln
William McKinley
Richard M. Nixon
Franklin Pierce
Ronald W. Reagan
Harry S. Truman
George Washington

II. Unit Objectives:

A. Literary Skills - Students will:
   1. recognize a fable as a type of folktale that teaches a lesson or contains a moral.
   2. identify the characteristics of a fable.
   3. create an original fable.

B. Library Media Skills - Students will:
   1. locate books of fables in the card catalog by author, title or subject.
   2. identify the 398's as the area where fables are located.
   3. locate books of fables on the shelves by call number and title.
   4. identify an atlas as a book of maps.
   5. use an atlas to locate the countries where fables originated (Greece, France, and India) and answer questions about these countries.

III. Library Media Staff Preparation:

A. Materials
   1. Books (see "Resources")
   2. Sound filmstrips: "Folktale Wisdom" (Pied Piper - 12 minutes)
   3. Sound filmstrips: "Creating Fables" (Pied Piper - 12 minutes)

B. Equipment
   1. Sound filmstrip projector

C. Student Activities
   1. "Fable Search"
   2. "Atlas Activity"

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

A. Session I: (Objectives A-1, A-2, B-1, B-2)
   1. Introduction
      a) Discuss the story "The Tortoise Who Talked Too Much". Lead the students to identify the story as a type of folktale (stories that were told and retold by the people of a particular region). Remind students of other folktales they have read ("Old Ben Bailey" - Spinners - tall tales, "Petronella" - Weavers - fairy tales, and "The Magic Pumpkin" - Weavers - fairy tales).
2. Instruction

a) Review the definition of folktales (stories that were told and retold by the people of a particular region)

b) Define a fable as a type of folktale that teaches a lesson or contains a moral: usually quite short; main characters are usually, but not always, animals who talk and act as you would expect human beings to talk and act.

1) Sometimes the moral is not stated and you have to figure it out and at other times, it is stated in a speech by one of the characters.
2) The lesson is often stated in a separate sentence at the end of the story. (Gateways TG pp. 289)

c) Ask the students why "The Tortoise Who Talked Too Much" is a fable. (animals are the characters, the animal talks, it is short and the moral or lesson to be learned is stated).

d) Introduce the sound filmstrip "Folktale Wisdom" (Pied Piper) by asking the students to:

1) watch for other fables mentioned that they might want to read
2) see if they can identify which story in the filmstrip is a fable (The Blue Jackal) and why (short, animal is the main character, has a moral or teaches a lesson)

e) Following viewing of the filmstrip, discuss the questions at the end; discuss which of the stories was a fable and why.

f) Using the activity "Fable Search" students will select a card, go to the card catalog and find the title, author, or subject card by using the information found on the activity card. The students will then go to the shelves and locate the book using the title and call number of the book.

g) Closure - You have learned that a fable is a type of folktale that teaches a lesson or contains a moral. Fables are short and usually have animals as the characters. You have learned how to locate a fable book on the shelf using author, title or subject cards. On your next visit you will use an atlas to locate the three countries where fables originated and answer questions about the maps.

3. Evaluation: Can students:

a) define fable?
b) correctly identify the characteristics of fables?
c) locate fable books using author, title or subject cards in the card catalog?
d) identify 398's as the area where fables are located?

e) locate fable books on the shelf by call number and title?

4. Reinforcement

a) Students will use the card catalog to locate fables by
author, title, and/or subject; locate fable books on
the shelves; check out and read fable books.

b) Learning Center: Students may individually complete
"Fable Match" activity. Students may read the fables
in the folders and match the morals with the fables.

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

1. Introduction

a) Discuss the fact that most fables originated in three
countries - France (Jean De La Fontaine), Greece (Aesop),
and India (Jataka Tales). Locate Greece, India, and
France on a globe.

*bb) Statement of Learning: Today you will identify an atlas
as a book of maps and you will use an atlas to locate
the three countries where fables originated. You will
answer questions using the atlas.

2. Instruction

a) Distribute copies of Hammond Intermediate World Atlas
student workbook.

b) Explain to students that by using maps they can better
understand the world in which we live.

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

c) Have students open their atlases to (page 4) the contents.
The contents shows that the atlas is arranged with a
section on the world as a whole and then followed by a
section on each continent. Each section has an introduction
and all geographically related information pertaining to
that continent. Temperature, rainfall and vegetation maps
are included for each continent.

d) Have students look through the atlas. Point out the in-
troduction for each continent and discuss the different
kinds of maps (temperature, rainfall, vegetation.)
Discuss the "legend". The map symbols, the special
"language" of maps are explained in the legend.

e) Turn to the back of the atlas and show students the
glossary of geographical terms. Ask them if they know
what the word peninsula means on the map of Antarctica
on the opposite page. Then look up the meaning in the
glossary.
f) The next page (page 72) a glossary of abbreviations. This is helpful when you use the index. Turn to page 75 for the Index of the World. Look at the third entry - Abidjan (cap.), I. C. How do we know what I. C. stands for? Look back on page 72. What does I. C. stand for? (Ivory Coast)

g) The Gazetteer on page 73 provides a quick index to countries and other important areas. The Gazetteer-index is arranged in alphabetical order and provides population and area of the countries and states. Compare Arkansas' area and population to Florida's area and population. (Area about the same but population of Florida is more than 4 times as much as Arkansas.)

h) The index on pages 75-79 is alphabetically arranged and identifies if the place is a river, capital, mountain and etc.

i) As a group use the atlas to locate Greece. Students will locate France and India when they do the "Atlas Activity" (the three countries where fables originated).


*k) **Closure:** Today you have learned that an atlas is a book of maps and you have learned how to use one kind of atlas to locate specific information.

3. **Evaluation:** Can students:

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

4. **Reinforcement**

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

C. **Session III:** (Objective A-3)

1. **Introduction**

a) Review the characteristics of fables (short, animals as main characters, human characteristics, and morals or lessons) from the first session.

* b) **Statement of Learning** - Today you will write an original fable using the characteristics of fables you have learned.

2. **Instruction**

a) Introduce the sound filmstrip "Creating Fables" (Pied Piper) by asking the students:

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

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

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

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

3. Evaluation: Can students:
   a) recall the characteristics of a fable?
   b) create an original fable?

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

C. Enrichment Activities

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

V. Resources

A. Books

6. Fox, Michael. *Dr. Fox's Fables.*

B. Software

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

VI. Glossary

A. Aesop - an ancient Greek slave that told many fables
B. fable - a type of folktale that teaches a lesson or contains a moral
C. moral - lesson contained in a fable
Objective: Student will locate one of the three types of catalog cards for a fable book in the card catalog and locate the book on a shelf.

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

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

Student Instruction for using activity:
1. Select a card from pocket.
2. Go to the card catalog and find a title, author, or subject card.
3. Locate book on shelf using information on catalog card.
<table>
<thead>
<tr>
<th>FABLE SEARCH</th>
</tr>
</thead>
</table>
| **Aesop**  
The Lion and the Mouse | **Galdone, Paul**  
Hare and the Tortoise | **Rees, Ennis**  
Lions & Lobsters & Foxes & Frogs |
| **Brown, Marcia**  
The Blue Jackal | **Jacobs, Joseph**  
The Fables of Aesop | **White, Anne**  
Aesop's Fables |
| **Chapman, Gaynor**  
Aesop's Fables | **Kent, Jack**  
Fables of Aesop | **Wildsmith, Brian**  
The Hare and the Tortoise |
| **DeRoin, Nancy**  
Jataka Tales | **Kent, Jack**  
More Fables of Aesop | |
| **Dolch, Edward**  
Aesop's Stories | **Lobel, Arnold**  
Fables | |
| **Fox, Michael**  
Dr. Fox's Fables | **Mayer, Mariana**  
Beauty and the Beast | |
ATLAS ACTIVITY

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

INSTRUCTIONS:

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

When you have examined these, complete the following information:

1. Locate Italy. What page will you look for? _____
   List the 5 seas that surround Italy:
   ____________________________ ____________________________
   ____________________________ ____________________________
   ____________________________ ____________________________

2. On what page would you find a map of France? _____
   Is the country of France north, south, east or west of Spain? _____
   What is the abbreviation for France? ______

3. On what page would you find Delhi, India? _____
   What is the population of India? __________
   What is India's area in square miles? __________

4. What is the copyright date of your atlas? __________
ATLAS ACTIVITY - KEY

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

INSTRUCTIONS:

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

When you have examined these, complete the following information:

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

List the 5 seas that surround Italy:

- Adriatic
- Ionian
- Ligurian
- Tyrrhenian
- Mediterranean

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

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

What is the abbreviation for France? Fr.

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

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

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

4. What is the copyright date of your atlas? 1979
Objective: Students, after reading a fable, will match the correct moral to the fable.

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

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

Student instructions for using activity
1. Select a card from fable pocket
2. Read the fable card.
3. Remove all moral cards from moral pocket
4. Read and select the moral that matches the fable.
5. Check your answer with answer key on back of folder.
FABLE MATCH
(Answer Key)

The Boy Who Cried Wolf
Moral: He who tells lies in fun will be doubted when he's in earnest.

The Goose and the Golden Eggs
Moral: If you try to grab too much too soon, you risk losing everything.

The Country Maid and the Milk Pail
Moral: Don't count your chickens before they're hatched.

The Hare and the Tortoise
Moral: Slow and steady wins the race.

The Lion and the Mouse
Moral: Little kindnesses often have big results.
The Boy Who Cried Wolf

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

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

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

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

But by then the sheep were all eaten.

MORAL: He who tells lies in fun will be doubted when he's in earnest.
The Lion and the Mouse

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

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

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

MORAL: Little kindnesses often have big results.
The Goose and the Golden Eggs

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

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

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

MORAL: If you try to grab too much too soon, you risk losing everything.
The Country Maid and the Milk Pail

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

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

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

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

"I'll snap my fingers under their noses -- Just like that!"

She snapped her fingers and laughed to think of the disappointed merchants.

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

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

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

"I'll stamp my foot and send them packing -- Just like that!"

She stamped her foot and laughed to think of the empty-handed suitors.

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

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

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

"I'll toss my head to make them jealous -- Just like that!"

She tossed her head -- and the pail flew off, spilling the milk as it fell.

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

MORAL: Don't count your chickens before they're hatched.
The Hare and the Tortoise

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

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

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

MORAL: Slow and steady wins the race.

II. Unit Objectives:

A. Literary Skills--Students will:
   1. distinguish between fantasy and realism.
   2. define story elements: character, setting and plot.
   3. identify main characters, setting and plot in a given story.
   4. create a fantasy story using factual information and knowledge of story elements.

B. Library Media Skills--Students will:
   1. Organize factual information using a simple outline form.

III. Library Media Staff Preparation:

A. Materials
   1. Books (see "Resources")
   2. Encyclopedias (see "Resources")
   3. Life Cycles (Series)--see "Reference Tool Guideline #9"
   4. Sound Filmstrip: "Fantasy" (Pied Piper--12 min.)
   5. Paper, pencil
   6. Sample outline: Beaver

B. Equipment
   1. Sound filmstrip projector
   2. Overhead projector

C. Student activities
   1. Outline form
   2. "Story Elements"
   3. "Hocus Focus" (Dellosa and Carson, pp.79-82)

IV. Suggested Procedure (Minimum Sessions Required: 3)

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

1. Introduction
   a) Explain that the story "Loneliness" from E. B. White's book, Charlotte's Web is only a part of the book. Lead students to identify the story as fiction. Explain that there are different kinds of fiction stories: fantasy and realism.

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

Explain that all stories, whether fantasy or realism, have these three (3) parts or elements:
   1) Characters--who, or what, people, animals or things in the story.
   2) Setting--where/when the story takes place.
   3) Plot--what happens in the story (events or action).
f) Introduce the sound filmstrip, "Fantasy" (Pied Piper) by asking students to:
   1) watch for other fantasy stories mentioned that they might want to read.
   2) see if they can identify story elements (characters, setting and plot) in the stories depicted in the sound filmstrip.
g) Following the viewing of the filmstrip, discuss the questions at the end. Ask for examples of the story elements depicted in the filmstrip:
   1) characters--Harry Cat, Chester Cricket, Tucker Mouse.
   2) setting--New York City in a drain pipe.
   3) plot--Harry, Chester and Tucker become friends and work together to improve business at the news stand.

*h) Closure: you have learned three things today that will help you when you write a fantasy story:
   1) how to tell the difference between fantasy and realistic fiction.
   2) how to explain why a story is fantasy or realism.
   3) the three main parts or elements in any fiction story; characters, setting and plot.
On your next visits, you will learn how authors organize facts and then combine factual information with their imaginations to write fantasy stories. You will use what you have learned about story elements (character, setting and plot). You will gather and organize facts about an animal, and then use your own imagination to create a fantasy. You might be thinking about a favorite animal you will want to research and write about.

3. Evaluation: Can students:

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

4. Reinforcement

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

B. Session II (Objective B-1)

1. Introduction

a) Review definition of fantasy (a story that tells about things that could not really happen except in one’s imagination).
b) Explain that even though a fantasy is false and cannot happen, there are factual parts to these stories (spiders build webs, eat insects, spin silk, etc.).

c) Statement of Learning: Today, using an outline, you will group and organize factual information on an animal.
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 with sentence fragments, not sentences copied word for word from the book.

e) Allow students to select an animal for their story from the books or encyclopedias available in the bibliography. Ask students to read the book, and then to fill in the "Blank Outline Form" with sentence fragments of factual information from their book. Tell students that the main topics are all there for them, and that they simply have to fill in the subtopics.

f) Check outlines and take up until the next session.

*g) Closure: Today you learned what an outline is used for and how to complete one. Now you have the factual information for your story. The only other requirement will be a creative imagination provided by your minds. Tomorrow you will write your fantasy using the knowledge you have gained from your two previous visits to the LMC.

3. Evaluation: Can students:

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

4. Reinforcement

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

C. Session III (Objective A-4)

1. Introduction

   a) Remind students that yesterday they researched their animal and outlined the factual information.

* b) Statement of Learning: Today you will take your outline of factual information and your minds filled with imagination and combine the two to create a short fantasy story.
2. Instruction

a) Ask students to recall the three elements of a story (character, setting, plot) and briefly define each. Remind students that their story must have these three elements plus factual and imaginative information.

b) Give back to students their outlines.

c) Students will write a fantasy story.

d) Read each story with each student as he/she finishes.

e) Closure: In the past three days, you have gained and used much knowledge. You have learned:
   1) the definition of a fantasy.
   2) the three elements of a story.
   3) how to prepare an outline and then to use all of these plus your imagination to "create."

3. Evaluation: Did student:

a) include characters in his/her story?

b) include setting in his/her story?

c) include plot in his/her story?

d) include factual information in his/her story?

e) create a fantasy story?

D. Enrichment Activities:

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

V. Resources

A. Books

Baum, Frank
Cameron, Eleanor
   *Hogan, Paula
   (Series: 12 vols.)

Wizard of Oz
Time and Mr. Bass
The Life Cycle of the:

Beaver
Black Swan
Butterfly
Crocodile
Elephant
Frog
Kangaroo
Penguin
Salmon
Tiger
Whale
Wolf

Holt, 1982
Little, 1967
Raintree, 1979
Raintree, 1979
Raintree, 1979
Raintree, 1979
Raintree, 1979
Raintree, 1979
Raintree, 1979
Raintree, 1979
Raintree, 1979
Ariel, 1962
Macmillan, 1951
Viking, 1950
Dutton, 1974

L'Engle, Madeline
Lewis, C.S.
Lindgren, Astrid
Milne, A.A.
*National Geographic Soc.
   Cats (Set III - Books For Young Explorers)
*National Geographic Soc.
   Lion Cubs (Set I - Books For Young Explorers)
*National Geographic Soc.
   Namu (Set II- Books For Young Explorers)

A Wrinkle In Time
Prince Caspian
Pippi Longstocking
Winnie the Pooh

B. Reference Sources

*Young People's Science Encyclopedia. Children's Press, 1982

C. Software


D. Professional


VI. Glossary

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

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

Instructions for making activity:
1. Reproduce "Blank Outline Form" for each student.

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

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

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

III. Food
   A. Green plants
   B. Twigs
   C. Trees

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

II. Homes

III. Food

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

Name of Book: ________________________________

Author of Book: ________________________________

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

____________________________________________________________________________________

Setting Where/when does the story take place?

____________________________________________________________________________________

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

1. ____________________________________________

____________________________________________________________________________________

2. ____________________________________________

____________________________________________________________________________________

3. ____________________________________________

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

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

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.
Poisons insects with its fangs

Build webs

Builds trap door over home

Hunt for food

Spins silk

Spin soft silk around their eggs

Wrap silk around insects they catch

Carry eggs with them
Some are very big

Most are brown, gray or black

Some are small

Body has two parts

Eight legs

A waist

Big fangs

Hairy
Gateways: Fantasy
Reinforcement Activity
"Sammy Spider"
Flies

Birds

Other spiders

Mice

Tiny fish

Tadpoles

Grasshoppers

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

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

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

Student instructions for using activity:
1. Take a card from the pocket.
2. Read the character clue
3. Decide which character the clue refers to (Chester Cricket, Harry Cat, Tucker Mouse).
4. Place the card in the correct character's pocket
5. Check your answer with the answer key on the back.
<table>
<thead>
<tr>
<th>Met a cricket for the first time.</th>
<th>Wings were not good for flying.</th>
<th>His laugh sounded like a hiccup.</th>
<th>Frightened Chester.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lived with Harry over the drainpipe.</td>
<td>Lived in an old tree stump before coming to New York.</td>
<td>Shared his house with a mouse.</td>
<td>His best friend was Tucker.</td>
</tr>
<tr>
<td>Had a cat as his best friend.</td>
<td>Was trapped under a roast beef sandwich.</td>
<td>Did not try to be neat.</td>
<td>Mario's mother thought he carried germs.</td>
</tr>
<tr>
<td>Had a high musical voice.</td>
<td>Loved Liverwurst.</td>
<td>Liked to eavesdrop on humans.</td>
<td>Shared his liverwurst.</td>
</tr>
</tbody>
</table>
TUCKER MOUSE

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

HARRY CAT

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

CHESTER CRICKET

1. Had a high musical voice.
2. Came from Connecticut.
3. Lived in an old tree stump before coming to New York.
4. Loved liverwurst.
5. Was trapped under a roast beef sandwich.
6. Mario's mother thought he carried germs.
7. Wings were not good for flying.
I. Unit Topic: Distant Lands (Correlated with: "Federico Discovers the Sea," TG, pp. 89-94)

II. Unit Objectives:

A. Literary Skills - Student will:

1. Recognize that the setting of the story influences the action of the story characters.

B. Library Media Skills - Students will:

1. Identify five special reference books that they can use to locate information on different lands and peoples: Lands and Peoples Encyclopedias, Hammond Intermediate World Atlas, World Almanac, Webster's Geographical Dictionary, and the National Geographic Index.


III. Library Media Staff Preparation:

A. Materials

1. Fiction, Nonfiction books (see "Resources")
2. Pied Piper sound filmstrip "Distant Lands", series 2, (12 minutes, 25 seconds)
5. Workbook "Fun in Finding Facts" from the Newspaper Enterprises Associates
6. National Geographic Index and the "Magazine Form" - See "Reference Tool Guideline #11"
7. Webster's New Geographic Dictionary - See "Reference Tool Guideline #14"
8. Lands and Peoples - See "Reference Tool Guideline #7"

B. Equipment

1. Sound filmstrip projector

C. Student Activities

1. "Using the Index" Sheet (In Student Workbook: Fun in Finding Facts)
2. "National Geographic Index" Sheet
3. "Around the World...", Activity

IV. Suggested Procedure (Minimum Sessions Required: 4)
A. Session I: (Objective A-1)

1. Introduction

   a) Discuss the story "Frederico Discovers the Sea." Where does this story take place? (La Parguera, Puerto Rico) In this story Frederico's family goes on a picnic. Where do they go? (Beach) When you go on a picnic, where do you go? (park, shade trees, lake, etc.) Why don't you go to the beach? (No beach or ocean close) So, our lives are different from Frederico's because he lives on an island and we live inland (not close to an ocean). What else in Frederico's life is different from ours? (coconut trees, throwing coconuts, snorkeling, different fish) What happened in the story that could happen on a picnic where we live? (Mother brought lots of food, Daddy and friend played dominoes, kids played, read newspaper)

   b) Remind students that the setting is where/when a story takes place. What is the setting for "Frederico discovers the Sea?" (Puerto Rico, modern times) The story tells us that the place is Puerto Rico. How can we tell when the story takes place? (car, plane tickets, travel agency)

   c) **Statement of Learning:** Today you will learn that the setting of the story influences the action of the characters in the story.

2. Instruction

   a) Introduce the sound filmstrip "Distant Lands." Ask students to watch for different settings shown in the filmstrip. Answer the questions at the end of the filmstrip.

   b) Compare the settings in the filmstrip to "Frederico Discovers the Sea."

   c) Tell students that we will work with the reference books discussed in the filmstrip in the next session.

   d) Show students the geography section of the 900's and allow students to check books out. Ask students to find the setting (where/when) of their books before the next session.

   e) **Closure:** Today we have seen how different settings influence the actions of the story characters. In the next session we will go to the Reference area to learn about books that help us find information on other countries.

3. Evaluation: Can students:

   a) recognize that the setting of the story influences the action of the story characters?
B. Session II: (Objective B-1, B-2)

1. Introduction

a) Discuss some of the stories read by the students. What is the setting of each? Did the setting have any effect on the story and its characters?

*b) **Statement of Learning:** Today we are going to discuss the reference books that we can use to locate information on different places and we are going to learn how to use the *World Almanac*.

2. Instruction

a) In the reference area, point out the location of the five (5) reference tools listed below. Leave *World Almanac* for last.

   1) *Lands and Peoples Encyclopedia*
   2) *Hammond Intermediate World Atlas*
   3) *Webster's Geographical Dictionary*
   4) *National Geographic Index*
   5) *World Almanac*

b) Hand out copies of the *World Almanac* to the students. Instruct the students to follow along with the filmstrip. It may be necessary to stop the filmstrip if students need help.

c) Have students complete the worksheet "Using the Index" from the student workbook *Fun in Finding Facts*.

*d) **Closure:** Today we have discussed the reference books we can use to locate information on other countries and we have learned how to use the *World Almanac*. In the next session we will learn how to use an Atlas.

3. Evaluation: Can students:

a) use the *World Almanac* to locate information?

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

1. Introduction

a) Review with students the kinds of information found in the *World Almanac*

*b) **Statement of Learning:** Today we are going to learn how to use the *Lands and Peoples Encyclopedia*, *Webster's Geographical Dictionary*, *National Geographic Index*, and *Hammond Intermediate World Atlas*.

2. Instruction

a) Explain to the students that *Lands and Peoples* is organized alphabetically with the index in the last volume like *World Book* encyclopedia. The book has more detailed information than any of the other reference books we have discussed.
b) Webster's Geographical Dictionary is a dictionary of places 451 instead of words. It is organized similar to Webster's Biographical Dictionary. The information is in alphabetical order and is very concise. This is a good source to find out where a place is but not to find detailed information.

c) The National Geographic Index is a guide to all of the National Geographic magazines. Show students where the National Geographic magazines are located. Explain that this magazine specializes in writing about different places.

d) Give copies of the "National Geographic Index" page to each student.

e) As a group, find the country, Australia. Discuss: How many articles are listed; what is the month and year of the first article; does the media center have National Geographic magazine for that year; how to find the page number for the article.

f) Show the students the location of the magazine research forms (copy included). Explain how to fill out the form using one of the entries from the country discussed in section e.

g) Review the types of information found in Hammond Intermediate World Atlas. (Gateways: Fables – Session II)

*h) Closure: Today we have discussed other reference books we can use to locate information on other countries. On your next visit, you will use all of the reference books we have discussed to answer questions about certain countries.

3. Evaluation: Can students:

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

4. Reinforcement

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

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

1. Introduction

a) Remind the students of the five reference books they have used in the previous sessions and of their location in the library: Lands and People Encyclopedia, Webster's Geographical Dictionary, Hammond Intermediate World Atlas, and National Geographic Index)

*b) Statement of Learning: Today you will use the five reference tools to answer specific questions about a country.
2. Instruction

a) Let the students select one of the question cards from the "Around the World...." Activity.

b) They will decide which reference book they need to answer each of the questions and answer the questions on the card.

*c) **Closure:** This is the last session on using reference books to locate information on other lands. The next time you come to the library media center you will have read about John and William Bartram and we will discuss biographies.

3. Evaluation: Can students:


4. Reinforcement

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

D. Enrichment Activities

1. Students may design and develop an interest center on distant lands for the library media center.

2. Students will produce a filmstrip on the special reference tools that will introduce other students to them.

3. Select a country and write a story about the culture of that country. This may be produced as a sound filmstrip to show to their class.

4. Students may wish to complete the World Almanac Quiz.

5. Students may wish to complete the Country Comparison Activity.

6. Students may wish to complete the Lands and Peoples Activity.

7. Students may wish to complete the Geographical Greatness Part I and Part II.

V. Resources

A. Books


B. Reference Sources


C. Software


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


ATCHAFALAYA BASIN, Louisiana:

ATHENS, Greece:
Greece: "To Be Indomitable, To Be Joyous." By Peter T. White. Photos by James P. Blair. 360-393, Mar. 1980

ATLANTA, Georgia:
Georgia, Unlimited. By Alice J. Hall. Photos by Bill Weems. 212-245, Aug. 1978

ATLANTIC CONTINENTAL SHELF, U. S.:
The Continental Shelf: Man's New Frontier. By Luis Marden. Photos by Ira Block. 495-531, Apr. 1978

ATLANTIC ISLANDS:
America’s Atlantic Isles (NG book). © 1981
See also West Indies

ATLANTIC OCEAN:
Dominica. By Fred Ward. 357-359
Dynamics of a Hurricane. 370-371
Into the Eye of David. By John L. Eliot. 368-369
Paths of Fury—This Century's Worst American Storms. 360-361

ATLANTIC OCEAN CROSSINGS:
Double Eagle II Has Landed! Crossing the Atlantic by Balloon. By Ben L. Abruzzo, with Marie L. Anderson and Larry Newman. 858-882, Dec. 1978
The Longest Manned Balloon Flight (Silver Fox). By Ed Yost. 208-217, Feb. 1977
See also Cruises and Voyages (Brendan)

ATLANTIC SALMON:

ATLAS MOUNTAINS, Africa. See High Atlas

Contents: Maps locating major resources of oil, natural gas, coal, geothermal energy, uranium, and solar energy in North America

ATocha (Galleon):

Audubon, John James:

Aurness, Craig: Photographer:
Iowa, America's Middle Earth. By Harvey Arden. 603-629, May 1981
The Pony Express. By Rowe Findley. 45-71, July 1980

Austen, David: Photographer:
Papua New Guinea. 143-171, Aug. 1982
I. Nation in the Making. By Robert J. Gordon. 143-149
II. Journey Through Time. By François Leydet. 150-171

Austin, Barbara: Author:
A Paradise Called the Palouse. Photos by Phil Schofield. 798-819, June 1982

Australia:
Australia; Land of Living Fossils, double-sided map supplement. Feb. 1979
Australia's Great Barrier Reef. 630-663, May 1981
II. Paradise Beneath the Sea. By Ron and Valerie Taylor. 636-663
Those Kangaroos! They're a Marvelous Mob. By Geoffrey B. Sharma. Photos by Des and Jen Bartlett. 192-209, Feb. 1979
See also Arnhem Land; Perth; Sydney
GET SET-GO!

MAGAZINE RESEARCH FORM

NAME: ____________________________  TOPIC: ____________________________

ARTICLE: ______________________________________________________________

MAGAZINE: __________________________________ DATE: ___________________

PAGE: ____________________________

NOTES:

GET SET-GO!

MAGAZINE RESEARCH FORM

NAME: ____________________________  TOPIC: ____________________________

ARTICLE: ______________________________________________________________

MAGAZINE: __________________________________ DATE: ___________________

PAGE: ____________________________

NOTES:

Materials needed:

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

Instructions for making activity:

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

Student instructions for using the activity:

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

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

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

EGYPT

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

UNION OF SOVIET SOCIALIST REPUBLIC

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

AUSTRALIA

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

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

CHINA

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

CANADA

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

MEXICO

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

CANADA
1. Paul H. Robinson, Jr.
2. 10
3. 'kan-aed-a
4. (1977-82 index) 15 otherwise answers will vary
5. middle

MEXICO
1. John H. Gavin
2. United States
3. 'isk-si-kö
4. 10
5. 3

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

ARGENTINA
1. cowboy
2. 'ár-jen-tě-nə
3. Harry W. Shlaudeman
4. 1
5. Andes Mountains

AUSTRALIA
1. Summer
2. Robert D. Nesen
3. 10
4. ó-străl-yə
5. Western Australia

EGYPT
1. Arabic
2. 'é-jept
3. Alfred L. Atherton, Jr.
4. 7
5. Lake Nasser

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

UNION OF SOVIET SOCIALIST REPUBLIC
1. Sputnik I
2. 'rash-a
3. Arthur A. Hartman
4. 5
5. Yes, by the legend.

CHINA
1. no
2. 14
4. chi-nə
5. on the lower border
1984 WORLD ALMANAC

1. How many people were born in Arkansas in 1982? ____________________________

2. How many people died in Arkansas in 1982? ____________________________

3. Your Ford car is defective—find the address of the Ford Motor Company so you can write to them:
   ____________________________

4. Who is the governing official, and how many students does Radnor Cabrini College have? ____________________________

5. What was Zachary Taylor's nickname? ____________________________

6. Where would you write to find information on how to join the Medieval Academy of America? ____________________________

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

8. What was the number one hardcover fiction best seller for 1982/83?
   ____________________________ BY ____________________________

9. Who was the Arkansas woman who won the Miss America pageant before Elizabeth Ward? ____________________________ When? ____________________________

10. How much does it cost to send an air mail letter (4 ounces) to Nauru? ___

11. Name the 2 persons assassinated in 1974? ____________________________

12. How many signers of the Declaration of Independence were lawyers? ______

13. How many people were killed by tornadoes in 1957? ____________________________

14. Where was Michael Jackson born, and when? ____________________________

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

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

INSTRUCTIONS:

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

I. Countries I have chosen:

A. 

B. 

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

A. 

B. 

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

A. 

B. 

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

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

A. 

B. 

V. What is the copyright date of your almanac? 

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

LANDS AND PEOPLE ACTIVITY SHEET

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

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

I. Who discovered Puerto Rico, and the date?

II. How did the United States acquire Puerto Rico?

III. Is Puerto Rico a state belonging to the United States?

IV. What are two important differences between Puerto Rico and any state in the United States?
   A. 
   B. 

V. What monetary system does Puerto Rico use?

VI. What are the chief agricultural products?

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

LANDS AND PEOPLE ACTIVITY SHEET

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

I. Who discovered Puerto Rico, and the date? CHRISTOPHER COLUMBUS, ON HIS SECOND TRIP TO THE NEW WORLD....NOVEMBER 19, 1493


III. Is Puerto Rico a state belonging to the United States? NO - A COMMONWEALTH

IV. What are two important differences between Puerto Rico and any state in the United States?
   A. THOUGH U.S. CITIZENS, THEY CANNOT VOTE FOR PRESIDENT
   B. THEY HAVE NO REPRESENTATION IN THE UNITED STATES CONGRESS

V. What monetary system does Puerto Rico use? UNITED STATES DOLLAR

VI. What are the chief agricultural products? SUGARCANE, COFFEE, TOBACCO

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

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

INSTRUCTION:

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

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

Title of article:_____________________________________________________

Month/Year_______________________________________________________

Page number(s)____________________________________________________

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

A._________________________________________________________________

_________________________________________________________________

B._________________________________________________________________

_________________________________________________________________

III. What is a periodical?______________________________________________
GEOGRAPHICAL GREATNESS - Part I

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

INSTRUCTION:

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

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

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

Month/Year FEBRUARY, 1981

Page number(s) pp. 244 - 271

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

A. ANSWERS WILL VARY

B. " " "

III. What is a periodical? SOMETHING PUBLISHED AT REGULAR INTERVALS
GEOGRAPHICAL GREATNESS - Part II

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

INSTRUCTION:

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

2. What is the copyright date of your dictionary?

3. Locate the following three entries, and list one fact about each:
   a. Puerto Rico
   b. Jamaica
   c. Cuba

4. Think of another island, or country you would like to know about.
   Look it up...list two facts about your country or island:
   a. Name
   b. 
   c. 

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

INSTRUCTION:

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

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

3. Locate the following three entries, and list one fact about each:
   
   a. Puerto Rico ANSWERS WILL VARY
   
   b. Jamaica " " "
   
   c. Cuba " " "

4. Think of another island, or country you would like to know about. Look it up...list two facts about your country or island:

   a. Name ANSWERS WILL VARY
   
   b. " " "
   
   c. " " "
LEVEL: BANNERS


II. Unit Objectives

A. Literary Skills (none)

B. Library Media Skills -- Students will:

  1. recognize Webster's New Biographical Dictionary as a source of factual information about a person.
  2. identify parts of an entry of Webster's New Biographical Dictionary.
  3. use Webster's New Biographical Dictionary to locate information about a given person.

III. Library Media Staff Preparation:

A. Materials

  4. Pencils

B. Equipment

  1. Overhead projector.

C. Student Activities

  1. "Webster's New Biographical Dictionary: Sample Entry"
  2. "People Pursuit Relay Game"

IV. Suggested Procedure: (Minimum Sessions Required: 1)

A. Introduction

  a) Discuss the selection from the reading series "John and William Bartram." Discussion questions could include:
     Who were John and William Bartram? (Two famous naturalists)
     What is a naturalist? (A person who studies natural history)
     How much education did John Bartram have? (Very little)
     How did he overcome this? (By studying plants and learning Latin so he could read science books.)

  b) Note that this story is a true story of two of America's first naturalists, and that it is a biography.
c) Review the definition of a biography. (A biography is a written account of a person's life. Banniers TG p. 117)

d) Note sources of biography that students are already familiar with: books and encyclopedias. Review call numbers of biography books, how to look up names in the card catalog, and how to look up people in the encyclopedia. If there is a need for further review in any of these areas, make a note to schedule the group later for such review.

*e) Statement of Learning: Today we will learn to use another source of biographical information that will be factual, yet quick to use: Webster's New Biographical Dictionary.

2. Instruction

a) Introduce this dictionary by discussing what they already know about dictionaries: alphabetical order, guide words, definitions, pronunciations.

b) Point out that the information found in this dictionary is factual. Also, point out the kind of information found here. Use the transparency "Information found in Webster's New Biographical Dictionary" to make these points:

1) Contains short biographical sketches
2) More than 30,000 entries
3) Living persons are not included
4) Important, celebrated, or notorious figures from the last 5,000 years are included.

c) Model the use of the dictionary to look up the famous naturalist John Bartram. Note the tabs for easier use and the guide words.

d) Explain the parts of an entry to the dictionary. Use the transparency "Sample Entry from Webster's New Biographical Dictionary. Generalize to show how each entry includes most of these same things:

1) Entry name in bold type
2) Pronunciation
3) Prename
4) Titles, pen names, nicknames
5) Birth and death dates
6) Nationality or ethnic identification, occupational description
7) Details of career
8) Relatives
9) Cross-references

e) Point out the table of abbreviations in the front of the book.

f) Have students practice using the parts of an entry with the worksheet "Webster's New Biographical Dictionary: Sample Entry."

g) Practice actually using the dictionary by having students play "People Pursuit Relay Game."
**h) Closure:** Today you have learned about a factual reference tool: **Webster's New Biographical Dictionary.** You have learned how to identify the parts of an entry, and you have learned how to locate information about a person. The next time you come for a lesson will be after you have read the story "Lucy Speaks Out" which is a historical fiction story.

3. **Evaluation:** Can students:
   a) recognize **Webster's New Biographical Dictionary** as a source of factual information about a person?
   b) identify parts of an entry to **Webster's New Biographical Dictionary**?
   c) use **Webster's New Biographical Dictionary** to locate information about a person?

**B. Enrichment Activities**

1. **Small Group Activity:** Make a biographical dictionary of the group. Use the worksheet "Biographical Entry About Me" to help compile the information about each student. Illustrate the dictionary with Polaroid pictures or school pictures of the students. Laminate and place the dictionary in the LMC for other students to see.

2. **Listening Center:** Set up the sound filmstrips **Notable Women of the U.S.** (National Geographic) and **Martin Luther King, Jr.: The Choice to be Great** (Disney) for enjoyment of biographies.

**V. Resources**


B. **Martin Luther King, Jr.: The Choice to be Great** (Sound Filmstrip). Disney.
   **Notable Women of the U.S.** (Sound Filmstrip). National Geographic.

**VI. Glossary**

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

2. MORE THAN 30,000 ENTRIES

3. LIVING PERSONS ARE NOT INCLUDED

4. IMPORTANT, CELEBRATED, OR NOTORIOUS FIGURES FROM THE LAST 5,000 YEARS
Webster's New Biographical Dictionary

Carter \(\text{"k\text{"a}r-t\text{"o}r}\), Howard. 1873-1939. English archaeologist. On archaeological survey work in Egypt (from 1890); assisted Flinder Petrie at Tell el-Amarna (1892); served Egyptian government as inspector-general of antiquities department; discovered tombs of Hatshepsut and Thutmose IV (1902). Associated with Earl of Carnarvon in Egyptian excavations (1907-12, 1919-23) culminating (1922) in discovery of tomb of Tutankhamen. Author of Thoutmosis IV (with P.E. Newberry, 1904), Tomb of Tut-ankh-Amen (with A.C. Mace, 1923-33).
Objective: The student will identify parts of an entry to *Webster's New Biographical Dictionary*.

Materials:
1. *Webster's New Biographical Dictionary Sample Entry*
2. Pencil

Instructions for making activity:
1. Reproduce *Webster's New Biographical Dictionary Sample Entry* for each student.

Instructions for students using activity:
1. Read the sample entry from *Webster's New Biographical Dictionary*.
2. Answer the questions.
3. Check your work with answer key.
WEBSTER'S NEW BIOGRAPHICAL DICTIONARY: SAMPLE ENTRY

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

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

1. When was Howard Carter born?

2. When did he die?

3. How is his last name pronounced?

4. What are two titles of books for which Mr. Carter is famous?

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

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

7. Who helped Mr. Carter write Thoutmosis IV?

8. What was Mr. Carter's profession?
WEBSTER'S NEW BIOGRAPHICAL DICTIONARY: SAMPLE ENTRY

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

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

1. When was Howard Carter born? 1873

2. When did he die? 1939

3. How is his last name pronounced? 'kärt-ər

4. What are two titles of books for which Mr. Carter is famous? Thutmose IV and Tomb of Tut-anhk-Amen

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

6. Mr. Carter discovered a very famous tomb. Who was in it? Tutankhamen (King Tut)

7. Who helped Mr. Carter write Thutmose IV? P.E. Newberry

8. What was Mr. Carter's profession? archaeologist
Objective: The student will use *Webster's New Biographical Dictionary* to locate information about a given person.

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

Student instructions for using the activity:

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

Alternate methods:

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

If preferred, and copies of *Webster's New Biographical Dictionary* are available, this activity can also be used as an individual worksheet.
<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>FACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Allen, Ethan</td>
<td>(a) Invented a multiplex telegraph.</td>
</tr>
<tr>
<td>2. Bora, Katharina von</td>
<td>(b) Captured at Montreal and held prisoner during Revolutionary War.</td>
</tr>
<tr>
<td>3. Boutwell, George Sewall</td>
<td>(c) Convicted of treason and held prisoner on Devil's Island.</td>
</tr>
<tr>
<td>4. House, Edward Mandell</td>
<td>(d) He explored Lake Superior and wrote <em>Travels Through the Interior Parts of North America</em>.</td>
</tr>
<tr>
<td>5. Fouche, Joseph</td>
<td>(e) Scottish geologist.</td>
</tr>
<tr>
<td>7. Dreyfus, Alfred</td>
<td>(g) He was a leader in impeaching Andrew Johnson.</td>
</tr>
<tr>
<td>8. Geikie, Sir Archibald</td>
<td>(h) She is the wife of Martin Luther.</td>
</tr>
</tbody>
</table>
### PEOPLE PURSUIT (SET I)

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<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>FACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leete, William</td>
<td>(a) Founder of Islam</td>
</tr>
<tr>
<td>2. Bowie, James</td>
<td>(b) French motion-picture executive:</td>
</tr>
<tr>
<td></td>
<td>produced Perils of Pauline.</td>
</tr>
<tr>
<td>3. Mahler, Gustav</td>
<td>(c) American pioneer, he left England to</td>
</tr>
<tr>
<td></td>
<td>become a Puritan and sail to America.</td>
</tr>
<tr>
<td>4. Muhammad</td>
<td>(d) Greek philosopher.</td>
</tr>
<tr>
<td>5. Olds, Ransom Eli</td>
<td>(e) Killed at the Alamo on March 6, 1836.</td>
</tr>
<tr>
<td>6. Pathe, Charles</td>
<td>(f) Invented machine drill for sowing seed.</td>
</tr>
<tr>
<td>7. Renault, Louis</td>
<td>(g) American automobile inventor and</td>
</tr>
<tr>
<td></td>
<td>manufacturer.</td>
</tr>
<tr>
<td>8. Sancroft, William</td>
<td>(h) Austrian composer.</td>
</tr>
</tbody>
</table>
### PEOPLE PURSUIT (SET II)

<table>
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<td>I 7. Renault, Louis</td>
<td>(g) American automobile inventor and manufacturer.</td>
</tr>
</tbody>
</table>
1. Entry Name:

2. Pronunciation:

3. Prename:

4. Title, Pen Name or Nickname:

5. Birth Date and Death Date:

6. Nationality or Ethnic identification, Occupational Description:

7. Details of Career:

8. Relatives:

9. Cross-references:
I. Unit Topic: Historical Fiction (correlated with "Lucy Speaks Out", TG pp. 192-201.)

II. Unit Objectives

A. Literary Skills -- Students will:

1) Define historical fiction.
2) Compare and distinguish between historical fiction and factual history books.
3) Discuss the process an author must take when writing historical fiction.
4) Distinguish between statements of fact and statements of opinion.

B. Library Media Skills -- Students will:

1) Locate historical picture books by using subject cards in the card catalog.

III. Library Media Staff Preparation:

A. Materials

1) Sound filmstrip: "The Cay" (Pied Piper -- 12:38 min.)
2) Cassette recording: "Theodore Taylor Interview" (Pied Piper -- 15 min.)

B. Equipment

1) Sound filmstrip projector

C. Student Activities

1) Theodore Taylor Activity Sheet

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

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

1) Introduction

a) Have the students tell about the story "Lucy Speaks Out" in their own words.

b) Statement of Learning: Today you will compare historical fiction and factual history books and learn about the process an author must complete to write a historical fiction story.

c) Review the definition of fiction and history.

2) Instruction

a) The definition of historical fiction is: "Fictional writing in which the characters are concerned with the ideas, events, and people of a particular time in history." (TG p. 196)
b) Compare a non-fiction book on World War II and The Cay to distinguish between these two types of historical books.

c) Introduce Theodore Taylor as the author of The Cay.

d) Tell the students we are going to listen to a recording of an interview between Theodore Taylor and a group of students.

e) Suggest that students listen for the answers to the following questions:

1) Where did Mr. Taylor get the idea for The Cay?
2) Where is Mr. Taylor's office?
3) Who is allowed to stay in the office with Mr. Taylor when he writes?
4) Explain what Mr. Taylor means when he says, "I'm in all of my books."
5) Decide if you think Mr. Taylor is for war or against war.

f) Let the students listen to Mr. Taylor's interview and then answer the Theodore Taylor activity sheet questions.

g) Discuss the process of getting an idea, researching to obtain information and then writing a story that a historical fiction writer experiences when writing a book.

*h) Closure: You have heard the definition of historical fiction and compared factual history and historical fiction books. You have heard Theodore Taylor describe the process an author must complete to write a historical fiction book. Tomorrow we will view the filmstrip of Mr. Taylor's book The Cay to see the end product of this process and an excellent example of an historical fiction book.

3. Evaluation: Can Students:

a) define historical fiction?

b) distinguish between historical fiction and factual history books?

c) describe the process an author must complete in order to write a historical fiction book?

4. Reinforcement

a) Learning Center: Students will use "History: Fact or Fiction" learning center to strengthen their ability to identify factual history books and historical fiction books.

b) Students may view Pied Piper filmstrip "Historical Fiction" and answer the questions at the end of the film. This film shows the process authors use to write a historical fiction book.

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

1. Introduction

a) Review historical fiction and factual history books.

b) Have students discuss the process an author must complete to write a historical fiction book.

*c) Statement of Learning: Today you will distinguish between statements of fact and statements of opinion in the filmstrip "The Cay" by Theodore Taylor. You will also locate historical books by using the card catalog.
2. Instruction

a) Define a statement of fact as a true statement which can be proven.

b) Define a statement of opinion as a view or judgement formed in the mind about a particular matter.

c) Students will listen for statements of fact and statements of opinion in the filmstrip "The Cay".

d) Students will view filmstrip, "The Cay".

e) Students will answer the questions at the end of the filmstrip. (Note: The questions at the end of the filmstrip include statements of fact and opinion; the evaluation sheet that accompanies the filmstrip does not. Use the filmstrip questions with students.)

f) Review students on use of subject cards to locate historical books.

g) Students will use the card catalog to locate history books in non-fiction and fiction areas.

h) Closure: You have learned to identify statements of fact and opinion and to locate historical books using the card catalog. Your next visit will be after you have read "Pele". You will be studying myths. If you would like to read some myths before you return look under the subject "mythology" in the card catalog.

3. Evaluation: Can students:

a) distinguish between statements of fact and opinion?

b) locate historical books by using subject cards in the card catalog?

4. Reinforcement

a) "Fact and Opinion" activity.

D. Enrichment Activities

a) Student can research and produce a historical fiction story using video or other production media.

b) Students can read the book The Cay and write a learning packet to accompany it.

c) Students can read a historical fiction book and make a filmstrip, slide or video presentation about their book.

V. Resources

A. Books

B. Reference Sources (None)

C. Software

1) The Cay. (sound filmstrip) Pied Piper.

2) Historical Fiction. (sound filmstrip) Pied Piper.

VI. Glossary

A. Historical fiction - fictional writing in which the characters are concerned with the ideas, events, and people of a particular time in history.

B. Statement of fact - a true statement which can be proven.

C. Statement of opinion - a view or judgement formed in the mind about a particular matter.
Instructions: Student will answer the following questions while listening to "Theodore Taylor Interview".

1. How old was Mr. Taylor when he started writing? ____________________

2. Where is Mr. Taylor's office? ____________________

3. Who is allowed to stay in the office with Mr. Taylor when he writes? ____________________

4. How many books has Mr. Taylor written? ____________________

5. Explain what Mr. Taylor means when he says, "I'm in all of my books." ____________________

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

7. How many years did Mr. Taylor think about the story before writing it? ________________

8. What two wars was Mr. Taylor involved in? ____________________

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

10. How long did it take Mr. Taylor to write The Cay? ________________

11. Name 3 types of material Mr. Taylor uses to research his books? ____________________

12. What did Mr. Taylor's parents want him to be? ____________________
Instructions: Student will answer the following questions while listening to "Theodore Taylor Interview".

1. How old was Mr. Taylor when he started writing? 13 yrs. old

2. Where is Mr. Taylor's office? 8 feet behind his house

3. Who is allowed to stay in the office with Mr. Taylor when he writes? his dog

4. How many books has Mr. Taylor written? 18

5. Explain what Mr. Taylor means when he says, "I'm in all of my books." He takes a part of himself and puts it into other characters when he needs to. For example the fields where Phillip played and the house he lived in were Mr. Taylor's boyhood home.

6. Where did Mr. Taylor get the idea for The Cay? He was doing research in 1956 for his book Fire on the Beaches. He found the story in the Coast Guard records of a Dutch ship sinking in February of 1942.

7. How many years did Mr. Taylor think about the story before writing it? 10 yrs.

8. What two wars was Mr. Taylor involved in? World War II and Korean War

9. What book did Mr. Taylor write that is an antiwar book? The Children's War

10. How long did it take Mr. Taylor to write The Cay? 10 yrs and 3 weeks

11. Name 3 types of material Mr. Taylor uses to research his books? newspaper morgues, libraries and old books

12. What did Mr. Taylor's parents want him to be? a decent human being
Objective: Students will distinguish between factual history books and historical fiction books.

Materials needed:
1. File folder
2. 3 X 5 cards
3. Book pockets

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

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

Answer Key

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

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

Book descriptions to be mounted on 3 x 5 cards.

1. Jamestown: The Beginning
   This book factually recounts the founding of the Jamestown colony and includes a listing of its inhabitants in 1607.

2. The Cay
   Phillip Enright, the old West Indian Timothy, and Stew Cat (the cat) are cast-away on a barren Caribbean island after their ship is torpedoed during World War II. A crack on the head leaves Phillip blind. The book describes the struggle for survival, and Phillip's efforts to adjust to his blindness and to understand the dignified, wise, and loving old man.
3. **Toliver's Secret**

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

4. **American Revolution, 1760-1783**

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

5. **Caddie Woodlawn**

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

6. **American Indian tribes**

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

7. **The French Explorers in America**

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

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

9. **An Album of World War I**

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

10. **Teetoncey and Ben O'Neal**

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

11. **The Children's War**

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

12. **John F. Kennedy and PT-109**

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

13. **Ben and Me**

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

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

15. *Rebellion Town, Williamsburg, 1776*

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

16. *Roll of Thunder, Hear My Cry*

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

17. *The United States in the Civil War*

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

18. *The Slave Dancer*

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

19. *Air Raid--Pearl Harbor!*

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

20. *Rifles for Watie*

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

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

22. Great Civil War Escapes

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

Materials needed:
1. File folder
2. 3 X 5 cards
3. Book pockets

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

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

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

Answer Key

ANSWER KEY

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

Statements of fact and opinion

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

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

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

I. Unit Topic: Myths (Correlated with: "Pele", TG pp. 243-245)

II. Unit Objectives:
   A. Literary Skills -- Students will:
      1) Define a myth
      2) Recall a myth they have read or seen
   B. Library Media Skills -- Student will:
      1) Identify the 200's as the area where mythology books are located.
      2) Use Merit Student Encyclopedia to locate information on a mythological character. (World Book may be substituted)

III. Library Media Staff Preparation:
   A. Materials
      1) Sound filmstrip: "Mythes" (Pied Piper -- 12 min.)
      2) Merit Student Encyclopedia -- See "Reference Tool Guideline #10" (World Book may be substituted)
   B. Equipment
      1) Sound/filmstrip projector
   C. Student Activities
      1) "Mythological Monsters", activity sheet

IV. Suggested Procedure (Minimum Sessions Required: 2)
   A. Session I (Objectives: A-1, A-2)

      1. Introduction
         b) Do any of these stories explain why something occurs in nature? (no)
         c) Are there gods or goddesses in any of them? (yes, in "The Great Penobscot Raid". Although the Great Chief Glooscap appears in "The Great Penobscot Raid", the story is not a myth because it does not explain natural things.)
         d) Statement of Learning: Today you will learn to define and identify a myth.

      2. Instruction
         a) The definition of a myth is a folktale that gives an explanation for a natural thing, such as where volcanoes come from or why the tiger has stripes. (TG p. 245)
         b) View Pied Piper filmstrip "Myths" and answer accompanying questions.
c) Have students define a myth in their own words.
d) Have students recall myths they have read or seen.
e) **Closure:** Today you have learned the definition of a myth and how to identify a myth. Tomorrow you will use the encyclopedia to find a mythological monster and locate the mythology books in the media center.

3. **Evaluation:** Can students:

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

4. **Reinforcement**

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

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

1. **Introduction**

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

2. **Instruction**

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

3. **Evaluation:** Can students:

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

4. **Reinforcement**

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

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

V. Resources

A. Books


B. Reference Sources


C. Software

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

VI. Glossary:

A. Myth - a folktale that gives an explanation for a natural thing: such as where volcanoes come from or why the tiger has stripes.
Objective: Student will use *Merit Student Encyclopedia* to locate information on a mythological character.

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

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

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

Answer Key:
Check the students as they locate their character. Illustrations will vary.
<table>
<thead>
<tr>
<th>Mythological Monsters</th>
<th>Mythological Monsters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argus</td>
<td>Harpy</td>
</tr>
<tr>
<td>Centaur</td>
<td>Hydra</td>
</tr>
<tr>
<td>Chimera</td>
<td>Medusa</td>
</tr>
<tr>
<td>Cyclops</td>
<td>Minotaur</td>
</tr>
<tr>
<td>Giant</td>
<td>Pegasus</td>
</tr>
<tr>
<td>Gorgon</td>
<td>Phoenix</td>
</tr>
<tr>
<td>Griffin</td>
<td>Unicorn</td>
</tr>
</tbody>
</table>
MYTHOLOGICAL MONSTERS

Using the card you selected look up your mythological monster and write a description of the monster below. Draw a picture of your monster in the space above.
Objective: The student will demonstrate dictionary skills using the glossary of Bulfich's Mythology to complete the crossword puzzle.

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

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

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

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

ROMAN
Venus
Mars
Diana
Minerva
Saturn
Ceres
Cupid
Juno
Mercury

FIND THESE GODS AND GODDESSES IN THE WORD SEARCH BELOW:

FIDIAN HAS RAMSTRIOMI
NODERNFQRTJKZAPITE
ENTRMOCUPIDFVNUSV
AVAOPEWTXAOQREBLKM
RMCSNBTEJKOCRNPHQO
TLIPKOCERESVOUCEBO
EPHERAOBRNAZQLRQC
MNCLZYAYNIXEPZMAE
IEKPMXCONPMRJLTEUR
SOSQTURLKCAJOKBSUE
QMAPHRDITEAMEJLIS
MTODDLNITLDPQDUJTQ
TEIUNVUYMKOBBDPNQJA
DQRUPKSAURNIXOKPD
UILCLQDUMLOJKNLTLC
PJAOUMITUWJVQXYMZB
JTUNQRLPKATHENAONE
BKLOAVYQQJZIPPKWVF
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- Demeter (Agriculture)
- Eros (Love)
- Hera (Wife of Zues)
- Hermes (Messenger)

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

FIND THESE GODS AND GODDESSES IN THE WORD SEARCH BELOW:
I. Unit Topic: Humor (correlated with "The Ghost on Saturday Night," TG pp. 311-321)

II. Unit Objectives:

A. Literary Skills - Students will:
   1. identify the four elements used by authors of humor: exaggeration, surprise, "stupidity' and two unlikely things together.
   2. define and explain figurative language.

B. Library Media Skills - Students will:
   1. use an author card to locate humor in the card catalog.
   2. locate biographical information about authors of humorous stories and humorous verse by using the Junior Authors Series.

III. Library Media Staff Preparation:

A. Materials
   1. Books (see "Resources")
   2. Sound filmstrip: "Humor" (Pied Piper - 12 minutes)

B. Equipment
   1. Sound filmstrip projector

C. Student activities
   1. "Author, Author"

IV. Suggested Procedure (Minimum Sessions Required: 2)

A. Session I (Objectives: A-1, A-2, B-1)
   1. Introduction
      a) Discuss "The Ghost on Saturday Night". Stress the author's Sid Fleischman, use of exaggeration and figurative language to make a normally scary subject, ghosts, humorous.

* *b) Statement of Learning: Today you will learn the four elements of humor (exaggeration, surprise, "stupidity" and two unlikely things together) authors use in writing humorous stories and verse, and how figurative language is used. You will also learn how to locate humorous stories and verse on the shelf by using the card catalog.
c) Ask students to define exaggeration (stretching the truth) and give an example of exaggeration used in the story. Examples of exaggeration used in the story are:

1) Opie said his last names for his horse was a mile- and-a-half long.
2) Aunt Etta said not to stand in the tule fog too long, you'd grow webbed feet.
3) Mr. Muldoon said of the tule fog "if that fog gets any thicker you'd be able to drive a nail into it and hang your coat."
4) Toad-faced man said of the tule fog "Bah! this fog's so thick I couldn't find my nose with both hands and a lantern".

d) Instructor's Note: Figures of speech: **metaphors** (a figure of speech that creates a vivid image by making a comparison of two different things saying that one thing is something else. Example "This room is a refrigerator!") and **similes** (a figure of speech that creates a vivid image by comparing two different things using the word "like" or "as" to make a comparison. Example "Cold as ice") are taught before and during this unit in the reading series.

e) Define figurative language (language enriched by word images and figures of speech) and give an example of figurative language used in the story.

Examples of figurative language from the story are:

1) Aunt Etta asking Opie if he would like chicken for supper. When he said yes, then he had to pluck the chicken. Opie said that she had a way of foxing him into doing pecky chores. Comparing Aunt Etta to a fox.
2) Aunt Etta was sure-footed as a mountain goat even in the thickest tule fog.
3) That stranger was a big man and uglier than homemade soap.
4) That hand of his was cold. It felt like ice melting on my shoulder.
5) The sun was giving off about as much light as an orange cat.
6) A toad-faced man stood at the door. (Man's face called a toads'-face).
7) "Ma'ma, that ghost will scare him skinny."
8) Oh, she was clever as forty crickets, my Great-Aunt Etta.  
9) Professor Pepper became as short tempered as a teased snake.  
10) She was calm as an owl at midnight.  
11) The end of the tunnel was dark as a sack of black cats.  
12) The glow of the lantern appeared like a firely deep in the tunnel.  
13) "Great jumping hop-toads!"  
14) Rare as a hen's tooth.

2. Instruction

a) Introduce the sound filmstrip "Humor" by telling the students that authors of humor also use surprise, two unlikely things together and stupidity to make humorous stories and verses.

b) Instruct students to watch the filmstrip carefully for examples of how the authors use these elements of humor.

c) View the filmstrip.

d) Following the viewing of the filmstrip, discuss the questions at the end of the film.

e) Briefly discuss some of the authors, titles and subjects of humorous books.

f) Review using the card catalog to locate a book.

g) Ask the students to locate a humorous story or a collection of humorous verse in the card catalog. Instruct students to check-out the book they have located and read all or a part of their book for next session.

h) Closure: You have learned:

1) how authors use exaggeration, surprise, two unlikely things together, "stupidity" and figurative language to create humor.  
2) how to locate humorous stories and verse on the shelf by using the card catalog.

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

3. Evaluation: Can students:

a) identify the elements of humor and give an example of each?

b) define figurative language?
c) locate a humorous story or collection of humorous verse on the shelf by using the card catalog?

4. Reinforcement

a) "Turn and Write-Humor"

b) "Funny Bones"

B. Session II (Objective: B-2)

2. Instruction

a) Identify the location of the Junior Author Series in the reference section.

b) Hand out copies of the "Sample Entry from Fifth Book of Junior Authors and Illustrators." Explain that the Junior Authors Series has biographical information on authors that have died and on those that are still living like Tomie de Paola. Point out each area of the biographical article. If time allows you could call on student to read each Section, such as the paragraphs on his childhood.

c) Model finding Tomie De Paola in the Junior Author Series using the Fifth Book of Junior Authors and Illustrator index.

d) Hand out copies of the index page of the Fifth Book of Junior Authors and Illustrators. Point out the following characteristics:
   1) last name of author comes first
   2) index key symbols
   3) cross-references
   4) pseudonym or pen name (a fictitious name assumed for the time)

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

e) Using the activity "Author, Author," ask each student to look up the author of the book he/she is reading from the first session and do the activities.

f) Lead students into a brief discussion of the information they found about their author. Instructor's Note: All books listed in Resources, except The Peterkin Papers by Lucretia P. Hale, have the author listed in Junior Authors Series.

g) Closure: You have learned how to use the Junior Authors Series to find biographical information about an author of humor.

Your next Pied Piper Unit will be Haiku after you read "Memory of Beauty".
3. Evaluation: Can students:
   a) locate biographical information about authors' of humorous stories by using the Junior Authors Series?

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

C. Enrichment Activities:

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

V. Resources

A. Books


B. Reference Sources

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

C. Software


4. *Nonsense Verse* (sound filmstrip). Caedmon


VI. Glossary

A. Four Elements of Humor

1. Exaggeration -- stretch the truth.

2. Figurative Language -- language enriched by word images and figures of speech.
3. Stupidity -- having characters say and/or do stupid things.

4. Surprise -- unusual or incredible situation.
Sample Entry from Fifth Book of Junior Authors & Illustrators—

TOMIE DEPAOLA

September 13, 1934—

AUTHOR AND ILLUSTRATOR OF STREGA NONA, etc.

Autobiographical sketch of Thomas Anthony dePaola.

WHEN I WAS very very young before I had ever started to go to school, I promised myself a lot of things.

One was that when I grew up, I would never tell children like myself things that weren't all true.

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

Tomie dePaola received his B.F.A. from Pratt Institute in New York City and his M.F.A. from the California College of Arts and Crafts in Oakland in 1969. In 1970 he earned a doctoral equivalency at Lone Mountain College in San Francisco. Since then he has illustrated over one hundred books for children and written almost forty of these. He is working on a

The many awards and honors dePaola’s books have received include a Caldecott Honor Book Award in 1976 for STREGA NONA, which was also an American Library Association Notable Book and won several prizes in Japan.

The Kerlan Award was presented to Tomie dePaola in 1981, and in 1983 he received the Regina Medal. The QUICKSAND BOOK won a Garden State (New Jersey) Children's Book Award in 1980.


Authors and Illustrators Included in This Series

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


M—Marj Junior Authors (1983)

3—Third Book of Junior Authors (1972)

4—Fourth Book of Junior Authors and Illustrators (1978)

5—Fifth Book of Junior Authors and Illustrators (1996)

Aardema, Verna (Verna Aardema Vugteveen)—5
Adams, Adrienne—3
Adams, Andy—J
Adams, Julia Davis. See Davis, Julia—J
Adams, Katharine—J
Adams, Joy—4
Adams, Jen—5
Adler, Irving ("Robert Irving")—3
Adler, Ruth—3
Adolf, Arnold—4
Adolf, Virginia Hamilton. See Hamilton, Virginia—4
Adams, Gladys L.—M
Agle, Nan—4
Ahlberg, Allan—5
Ahlberg, Janet—5
Aitchison, Heiga—4
Aiken, Joa—3
*Ahrens, Floyd.* See Raum, L. Frank—3
Aitken, John—3
Aitken, Dorothy—J
Alexander, Janet McClell. See McClell, Janet—4
Alexander, Lloyd—3
Alexander, Martha—4
Alger, Leclaire Greene. See *Nic Leodhas, Searche*—3
*Ahilki* (Alki Liacouras Brandenburg)—3
Allard, Harry—5
Allen, Marjorie Hill—J
*Allen, Adam.* See Epstein, Samuel—M
Allen, Agnes—4
*Allen, Alex B.* See Heide, Florence Parry—4
Allen, Jack. See Allen, Agnes—4, Allen, Merritt Parmele—J
Almedingen, E. M.—3
Ambrus, Victor G.—3
Ames, Gerard—3
Ames, Mildred—5
Ames, Rose Wyler ("Peter Thayer," Rose Wyler)—3
Anderson, Kurt—3
Anderson, Hans Christian—J
Anderson, Adrienne. See Adams, Adrienne—3
Anderson, C. W.—J, 3
Anderson, Lonzo—3
Anderson, Margaret (Jean)—S
Angeli, Margarette da. See de Angeli, Margarette—J
Angelo, Valentino—J
Aung, Joan Walsh—3
Aron, Misumasa—4
Archer, Jules—5
*Arden, Barbara.* See Stoutenburg, Adrian—3
Ardiszone, Edward—M
Armier, Laura Adams—J
Armier, Richard (Willard)—5
Armstrong, Richard—3
Armstrong, William H.—3
Arm, Enrico—4
Armstrong, Jim—5
Argurite, Lois Steimmets. See *Duncan, Lois*—5
Artzybaevsky, Boris—J
Aruengo, Ariane. See Dewey, Ariane—4
Aruengo, José—4
Arundel, Honor (Honor Merf-fydd, Arundel, VeGrindie)—4
Ash, Frank—4
Ashmun, Margaret—J
Asimow, Isaac ("Paul French")—3
Atwater, Florence Hammette
Carroll—M
Atwater, Montgomery Mingo—M
Atwater, Richard Tupper—M
Atwood, Ann—4
Aulx, Edgard Paris d’—J
Aulx, Gert Paris d’—J
Austin, Margaret—M
Avellir, Esther—J
Avery, Gillian (Gillian Elise Avery Cuckshill)—4
Avi—5
Ayer, Jacqueline—3
Ayer, Margaret—M
*Babbie, Eleanor.* See Fritz Baestad, Babbie—3
Babitt, Natalie—4
Bach, Alice (Hendricks)—5
Bagowned, Enid (Enid Algerine
Bagnold Jones)—4
Bajlilt, Valerie Worth. See Worth, Valerie—5
Bailey, Carolyn Sherwin—J
Bally, Elizabeth Chelsey—M
Baker, Betty—3
Baker, Margaret—J
Baker, Margaret J.—M
Baker, Mary—J
Baker, Nina Brown—J
Baker, Olaf—J
Baker, Rachel—M
Balch, Glenn—M
Balderson, Margaret—4
Baldwin, James—J
Balet, Jan—3
Balian, Lorna—3
*Ball, Zachary* (Kelly Ray Masters)—4
*Bancroft, Laura.* See Baum, L. Frank—3
Bang, Betty Garrett—5
Baeng, Ethel Garrett—5
Bannerman, Helen—J
Bannow, Laura—M
Barbour, Ralph Henry—J
Barne, Kitty—J
Barton, Byron (Theodore Vartanian)—5
Bartos-Hoppen, Barbara—4
Beals, Leonard—5
Baudouy, Michel-Alme—3
Bauer, Marion Dunn—E
Bauyn, L. Frank ("Floyd Akeria.
"Laura Bancroft," John Estes
Cook," Captain Hugh
Fitzgerald," Suzanne Metcalf.
"Schuyler Stanton," "Edith Van
Dyne")—J
Baumann, Hans—3
Bawden, Nina (Nina Mary Malby
Bawden Karle)—4
Baylor, Byrd (Byrd Baylor
Schweitzer)—4
Bayne, Ernest Harold—J
Bayne, Pauline—3
Objective: Students will demonstrate their knowledge of the Junior Authors Series by completing this activity.

Materials needed:

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

Instructions for making activity:

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

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

List of Authors

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

Student's Name____________________
Teacher____________________
Author____________________

Write a brief summary of the author's life.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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

Star the works found in the Library Media Center.

You may use the back of this sheet.

Choose one of these activities or suggest a new one.

Activity One

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

Activity Two

Plan and make a slide tape presentation on your author. Your presentation should have a summary of the author's life, a list of works with those found in your Library Media Center noted, and a summary of at least one of his works you have read.
Objective: Student will identify four elements of humor and use each element in a sentence.

Materials Needed:

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

Instructions for making activity:

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

Student instructions for using the activity:

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

SURPRISE

EXAGGERATION

STUPIDITY

FIGURATIVE LANGUAGE
Suggested characters or objects for Wheel Two.
John Jane Hands Fingernails Eyes Ears Piano Diving Board
Swim Trunks Hamburger
STUDENT INSTRUCTIONS

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

FOUR ELEMENTS OF HUMOR - DEFINITION

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

Label for file folder.

TURN AND WRITE - HUMOR
Example of how the finished game should look.

Student Instructions
Spin wheel one for the element of humor to use.
Spin wheel two for the character to use.
Spin wheel three for the situation.
Read the definition of your element of humor.
Use the character and situation to write a sentence that is an example of 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

Turn and Write - Humor
TURN AND WRITE - HUMOR WORKSHEET

Student's Name_________________________ Teacher_________________________

Exaggeration
Character________________
Situation________________
Example___________________________


Figurative Language
Character________________
Situation________________
Example___________________________


Stupidity
Character________________
Situation________________
Example___________________________


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

Materials needed:

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

Instructions for making activity:

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

Student Instructions: See page 2
STUDENT INSTRUCTIONS

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

Instructor's Note:

This activity maybe used for one student or by a group of students. After the game, have the student use one of the bone cards to locate a book on the shelf. Laminate all parts before using.
I. Unit Topic: Haiku (correlated with "Memory of Beauty." TG, pp. 336-345)

II. Unit Objectives

A. Literary Skills -- Students will:

1) Identify haiku as a type of poetry.
2) Use the five basic guides to create a haiku.

B. Library Media Staff Preparation:

III. Library Media Staff Preparation:

A. Materials

1) Books (see Resources)
2) Sound filmstrip "Haiku" (Pied Piper -- 11 minutes)
3) Paper, pencils
4) Butcher paper
5) Magic markers
6) Atlas, or globe
7) Crayons
8) Stapler
9) Yarn or string
10) Blank transparencies

B. Equipment

1) Sound filmstrip projector
2) Overhead projector

C. Student Activities

1) "Haiku for You!"

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

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

1) Introduction

a) Briefly discuss the selection, "Memory of Beauty." Locate Japan on the globe, or in an Atlas. Encourage students to discuss Issa's life, where he lived, and the poetry he is best known for.

*b) Statement of Learning: Today you will learn about the poetry style called "Haiku" and identify the five basic guidelines for writing your own poem.
2) **Instruction**

a) Identify Haiku as an old form of Japanese poetry; it has three lines; it is usually about nature and has a 5-7-5 syllable pattern. Remind students that a syllable is a combination of letters that makes a sound in a word; there are as many syllables in a word as there are vowel sounds in that word.

b) Introduce the sound filmstrip "Haiku" from the Pied Piper Series. Ask students to listen carefully for the five guidelines for writing a Haiku poem.

5 guidelines:

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

c) Guide students in creating a Haiku through the use of a transparency. Model writing a Haiku on the transparency, counting the syllables for the students. Have the group write a Haiku.

d) Show students the location of Haiku poetry books.

*e) **Closure:** Today you learned the definition of "Haiku" and the five guidelines for writing this type of poetry. Tomorrow you will write your own Haiku.

3. **Evaluation:** Can students:

a) identify a Haiku?

4. **Reinforcement**

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

B. **Session II:** (Objectives A-3)

1. **Introduction**

a) Review the previous lesson. Remind the students that nature, the seasons, little creatures, or pets make good subjects. (Holidays are also appealing to students for this activity!)

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

3) Evaluation: Can students:
   a) use the five basic guidelines to write an original Haiku?

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

C. Enrichment Activities

1) Students may choose to develop a "poet-tree" display for the Library Media Center.

2) Students may make a Haiku calendar. See "Haiku Calendar" activity.

V. Resources

A. Books


B. Software

1) "Haiku" (Sound filmstrip) Pied Piper Series 4.
2) "In a Spring Garden". (Sound filmstrip) Weston Woods, Inc.
3) "Making Haiku". (16mm film) Encyclopedia Britannica Corp.
Objective: To identify Haiku as a type of poetry, and identify the five basic guidelines for writing your own poem.

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

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

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

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

5 BASIC GUIDELINES FOR WRITING HAIKU:
1) Write the poem in 3 lines...
2) Tell what the subject is...
3) Tell where the subject is...
4) Tell what action is taking place...
5) a 5-7-5 syllable pattern is best, but not required
Objective: To use the five basic guidelines to write an original Haiku.

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

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

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

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

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

5 BASIC GUIDELINES FOR WRITING HAIKU:
1) Write the poem in three lines...
2) Tell what the subject is...
3) Tell where the subject is...
4) Tell what action is taking place...
5) A 5-7-5 syllable pattern is best, but not required!
Take the five guidelines and complete the Hiku:
(The syllables are marked for you)

(5) BUTTERFLY, SOARING --

(7) GLIDING IN THE CLEAR BLUE SKY,

(5)

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

__________________________________________

__________________________________________

__________________________________________

__________________________________________

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

Materials Needed:
1. Activity sheet

Instructions for making activity:
1. Reproduce activity sheet for each student.

Student instructions for using activity.
1. Write a haiku poem.
2. Creating your poem use the 5 guidelines for haiku.
3. You may illustrate your poem if you wish.
Instruction: Student will write a haiku poem, using the five basic guidelines.

5 guidelines for Haiku:

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

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

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

(You may illustrate your poem if you wish.)
Objective: Student will write an original Haiku and construct a "Poet Tree" display.

Materials Needed:
1. Patterns

Instructions for making activity:
1. Provide patterns for students to write their original Haiku.

Student instructions for using activity:
1. Write an original Haiku on pattern provided.
2. Construct a "Poet Tree" display for the Library Media Center.
Banners: Haiku
Enrichment Activity
"Poet Tree" Shapes
Banners: Haiku
Enrichment Activity
"Poet Tree" Shapes
Banners: Haiku
Enrichment Activity
"Poet Tree" Shapes
Banners: Haiku
Enrichment Activity
"Poet Tree" Shapes
Banners: Haiku
Enrichment Activity
"Poet Tree" Shapes
Objective: Student will write an original Haiku and make a Haiku calendar.

Materials needed:

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

Instructions for making activity:

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

Student instructions for using activity:

1. Write an original Haiku about a month of the year.
2. Illustrate your Haiku.
3. Number the days of your month to fit the current year.
4. Mount your illustrated Haiku at the top of a piece of construction paper or tag board.
5. Mount your calendar page at the bottom of that page.
6. Put the sheets together to make a calendar.
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<th>MON</th>
<th>TUE</th>
<th>WED</th>
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JANUARY  | JULY
FEBRUARY | AUGUST
MARCH    | SEPTEMBER
APRIL    | OCTOBER
MAY      | NOVEMBER
JUNE     | DECEMBER
I. Unit Topic: Art and Music (correlated with "Maria Tallchief: Dancer With a Dream" TG pp. 65-69)

II. Unit Objectives:

A. Literary Skills -- Students will:

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

B. Library Media Skills: Students will:

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

III. Library Media Staff Preparation:

A. Materials

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

B. Equipment

1) Sound filmstrip projector

C. Student Activities

1) "Fame"
2) "Bibliographic Forms"
3) Practice with Zack Activity
4) Worksheets from How To Use Children's Magazine Guide, Nos. 2, 4, 5 (Optional)
5) Magazine Research Form Activity
IV. Suggested Procedure (Minimum Sessions Required: 3)

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

1. Introduction

   a) Discuss "Maria Tallchief". What was her art form: (Ballet)
      Where could you locate more information on ballet? (Encourage answers from all sources such as 700's, newspapers,
      encyclopedias, etc. Stress the resources you have on hand.)
      Expand the scope of the discussion to other areas of art
      and music as a tool of communication of feelings and emotions.

   *b) Statement of Learning: Today you will learn art and music
      are used by artists and musicians to communicate with their
      audiences. You will also learn about fictionalized biographies.

2. Instruction

   a) Introduce the sound filmstrip "Art and Music" (Pied Piper)
      by asking students to watch for:

      1) other sources of information mentioned in the filmstrip.
      2) ways the artist and musician communicate with their
         audiences.
      3) fiction or imagination used in biographical information.

   b) Define fictionalized biography as the account of a person's
      life based on facts, but with some imagined elements or
      added information to make the account more vivid and
      interesting.

   c) Show the filmstrip, (Stop where needed for discussion and
      clarification of materials presented.)

   d) Following the filmstrip, discuss how individual artists and
      musicians communicated with their audiences.

   e) Review the different sources of information presented in the
      filmstrip.

   f) Show example of both 700's and Biographies found in your
      Library Media Center.

   g) Discuss the use of fictional elements in biographical in-
      formation. Example from filmstrip: Beethoven might
      have shown his reaction to the bombing in his music.
      Example from "Maria Tallchief": How Maria felt about
      the cops' remarks.

   *h) Closure: You have learned that:

      1) art and music are used as a means of communication by
         artists and musicians.
      2) information on art and music can be found in 700's and
         Biography Section.
      3) authors use fictional elements in biographies.

   In your next session, you will use print and non-print
   to locate information on an art form, an artist, a type
   of music or a musician.
3. Evaluation: Can students:
   a) recognize art and music as a means of communication?
   b) recognize fictional elements in biographies?
   c) identify the 700's as a source of information on art and music?
   d) identify the Biography Section as a source of information on artists and musicians?

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

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

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

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

In your next session, you will use the Children's Magazine Guide to locate information in magazines.
3. Evaluation: Can students:
   a) use the Library Media Center as a source of both print and non-print materials?
   b) write a bibliography?

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

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

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

2. Instruction
   a) Discuss sources of information: nonfiction books, newspapers, magazines, etc. Use the transparency "Sources of Information" to point these out.
   b) Ask the following questions:
      1. If you want to find information quickly in a book, where do you look? (Index)
      2. ....in an encyclopedia? (Index)
      3. ....in a newspaper? (Index)
      4. ....in a magazine? (Index)
   c) Show several different magazines and review the contents of the magazines.
   d) Describe how helpful a magazine index can be if the student is looking for information for reports or for hobbies... how the work of looking through magazines has already been done for them.
   e) Discuss the three indexes to magazines that they would be familiar with and show examples of each. Use the transparency "Indexes to Magazines":
      1. *National Geographic Index* (Studies in Banners)
   f) Pass out copies of *CMG*. Note the cover. It says it is a subject index. Discuss what a subject index is. (A subject index is an index that lists in alphabetical order different topics or subjects; the subjects are listed in one or two words like "Dinosaurs" or "Plants"). Have students look through *CMG*. Discuss some of the subjects that are there. Note how names are listed (last name first).
g) Have students open the front cover and note the list of magazines there. Point out the magazines your library takes, if it is not already checked there.

h) Point out that the subject of the person we read about might be music or musician. Have students look in their copies of CMG for these subjects.

i) Tell the students that now the trick is for them to learn how to read what they have found. Show the transparency "Sample Page From CMG." Show how the titles "stick out" for easy identification and scanning. Use Activity Sheet 2 from How to Use CMG if practice is needed.

j) Show the transparency "Sample Entry - CMG". Discuss the parts of the entry: subject, cross-reference, title, author, magazine, month, year, page.

k) Practice identifying parts of the CMG entry by using the "Practice With Zack" Activity or use Activity Sheet 4 from How to Use CMG.

l) Show the transparency "Sample Subject" and have the students choose a topic to look for in CMG, or discuss possible topics with the teacher ahead of time and have a list of topics that are relevant to classroom study.

m) Pass out copies of the "Magazine Research Form". Question students to be sure they understand what information is needed on the form to find the required magazines.

n) Students will work individually to find 3-5 articles on their topics.

*o) Closure: Today you have learned how to use the Children's Magazine Guide to find an article. Remember that in Junior High you will use another index to magazines called Readers' Guide to Periodical Literature.

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

3. Evaluation: Can students:

a) identify the parts of an entry in Children's Magazine Guide?

b) locate an article in a magazine by using Children's Magazine Guide?

4. Reinforcement

a) Learning Center: "Magazine Match"

b) Learning Center: "You Be the Editor"

c) Word Search: "Words for Research"


C. Enrichment Activities

1) Use the activity "Fame" and make their team presentation into a slide tape presentation.

2) Students may perform their own art or music presentation for the group or classroom.
3) Work with classroom teacher to plan research using information found in magazines. This should be correlated to the curriculum. It could lead into the skills of notetaking, outlining, and organizing information.

V. Resources

A. Books

8) Hughes, Langston. Jazz. Watts, 1982

B. Reference Sources

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

C. Software

*1. Adventures in Music: Set 1A, Beethoven (sound filmstrip) Walt Disney.
*3. Art and Music (sound filmstrip) Pied Piper.
4) Fun with Music: Musical Tour of Disneyland (sound filmstrip) Walt Disney.
*9) Greatest Musical Moments (sound filmstrip) Walt Disney.
10) Meet the Classics (cassette) Clarus.
11) Music from Fantasia (sound filmstrip) Walt Disney.

VI. Glossary

A. Bibliography - a list of sources related to a particular subject.

B. Fictionalized biography - an account of a person's life based on facts but with some imagined elements or added information to make the account more vivid and interesting.

C. Print - anything in the printed form such as books, magazines, encyclopedias, etc.

D. Non-print - anything not in the printed form such as filmstrips, records, cassettes, etc.
1. For a book:
   Author (last name, first name). Title (underline). Publisher, Copyright, Number of Pages.

   Example:

2. For an encyclopedia article:
   "Article" (name of article), Encyclopedia Name (underline). Volume number, Last copyright, Pages.

   Example:

3. For a magazine article:
   "Article", Author (if known), Magazine Name. Date, Page.

   Example:
1. For a filmstrip:

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

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

Example:

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

2. For a record:

"Title of record" (record) Producer.

Example:

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

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

1. National Geographic Index

2. Children’s Magazine Guide

3. Reader’s Guide to Periodical Literature
VENTRILOQUISM
Do You Want to Be a Ventriloquist?  W. J. Martin  Highlights  Dec '83  p8-9

VENUS FLY TRAP:  see Plants That Eat Insects

VIDEO GAMES:  see also Computers
The Home Video Revolution.  J. C. Halter  Boy's Life  Dec '83  p28-31+
Laser Record Sparks Video Game Action.  Cur Sci  Dec 2 '83  p14
New Video Games.  Child D  Nov '83  p14-15;
Humpty D  Nov '83  p24-25;  Playmate  Nov '83  p14-15

VIKING MARS PROGRAM
Last Picture Show from Mars.  Cur Sci  Dec 16 '83  p12-13

VIOLENCE IN TELEVISION
Violence on Television Student Poll.  Co-Ed  Oct '83  p39-40
SAMPLE ENTRY FROM CHILDREN'S MAGAZINE GUIDE

SUBJECT

VIDEO GAMES : SEE ALSO COMPUTERS

title ——— THE HOME VIDEO REVOLUTION.

author —— J. C. HALTER. BOY'S LIFE DEC '83

p28-31+ MAGAZINE

PAGES

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

ROCK MUSICIANS

Aug-Sep '83 p45-46

1. What is the subject of the entry above? ____________________________

2. The title of the article is ____________________________

3. The name of the magazine is ____________________________

4. The article can be found on page ____________________________

5. The publication date for this magazine is ____________________________

FOOT - POETRY

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

1. What is the subject of the entry above? ____________________________

2. The title of the article is ____________________________

3. The name of the magazine is ____________________________

4. The article can be found on page ____________________________

5. The publication date for this magazine is ____________________________
SAMPLE SUBJECTS

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

MAGAZINE RESEARCH FORM

NAME: ___________________  TOPIC: ___________________

ARTICLE: ______________________________________

MAGAZINE: ___________________  DATE: _____________

PAGE: ______________

NOTES:

---

GET SET -- GO!

MAGAZINE RESEARCH FORM

NAME: ___________________  TOPIC: ___________________

ARTICLE: ______________________________________

MAGAZINE: ___________________  DATE: _____________

PAGE: ______________

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

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

Instructions for making learning center.
1. Write the headings "Date", "Magazine", "Article Title", "Subject Heading", and "Page" on five of the pockets. These pockets should then be glued on the inside of the file folder.

2. Write the heading "Game Cards" on the other two pockets. Glue these two pockets on the back of the folder.

3. Cut out the directions for playing below and glue on inside of folder.

4. Make game cards by cutting up the entry sheets and answer sheets provided and glueing the entry to the front of the card, with its corresponding answer glued to the back.

5. Decorate and laminate file folder.

Directions for playing Magazine Match

1. Remove cards from back pocket and place face up.

2. Draw a card.

3. Read the entry on the card and decide whether the boxed-in part of the card is the date, name of the magazine, subject heading, page number, or title of the magazine article.

4. Check your answer by looking on the back of the card. (But don't cheat!)

5. Have fun!
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<tr>
<th>Dogs - Poetry</th>
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<td><em>Today Was Not, M.</em></td>
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<td>Rosen, Cricket Jan '83 p21-23</td>
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<td>Jan '83 p12</td>
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<th>Nature Study</th>
<th>Women Astronauts</th>
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<td><em>Who-o-o Knows?</em></td>
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<td>Ranger Rick Dec. '82 p9</td>
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<td>Cur Sci Dec. 17 '82 p14</td>
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<th>Yellowstone National Park</th>
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<td><em>Yellowstone Winter.</em> E. Fuller, Ranger Rick</td>
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<td>Jan '83 p2-9</td>
<td><em>Cougars, Backyard</em></td>
<td>Machine, M.K.</td>
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<td>Bozansky, Jack and Jill</td>
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<td>Jan-Feb '83 p18-20</td>
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<th>Koalas</th>
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<td><em>The Koala--More Than a&quot;Teddy Bear.&quot;</em> C. Proujan.</td>
<td><em>Family Tree, Nat</em></td>
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<td><em>Sci World</em> Dec 10 '82 p17-20</td>
<td><em>Wildlife</em> Oct '82 p2</td>
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<td><em>Ranger Rick</em> Nov '82 p22-25</td>
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| **BLACK HOLES**  
Are We Orbiting a  
Black hole? Odyssey  
Feb '83 p14-15 | **SALT**  
Shaking the Salt Habit, Pen Pow  
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| **NATURE CRAFT**  
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Paper-Plate Magic. J. Swanson.  
Child Life Aug-Sep '82 p16 | **PERFUMES**  
Small Scents Make Sense!  
Young Miss Sep '82 p73 |

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| **CHILDREN: see also Teenagers**  
Jason and His Great Inventions.  
B. Hall (Child Life Aug-Sep '82 p10-12 | **PORCUPINES - FICTION**  
Little Porcupine. (Read to me) L.B. Phillips, Backyard  
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Can You Find It? (Longitude and Latitude) Jr Schol  
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| **DOGS**  
Young Miss Sep '82 p42-44 | **FABLES: see also Folklore**  
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How Do You Spell Confusion?  
Young Miss Sep '82 p78-79 |
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<td><strong>JEANS</strong>&lt;br&gt;Denim Dynasty: Striking It Rich with Levis&lt;br&gt;D. Gore. Jr Schol Dec 10 '82 p20</td>
<td><strong>HUMOROUS STORIES:</strong> see also Anecdotes&lt;br&gt;A Cow in the House, M. Watts.&lt;br&gt;Humpty Dov '82 p10-15</td>
<td><strong>MOUNTAIN GOAT</strong>&lt;br&gt;Mountain Goat. (Pictures only)&lt;br&gt;Backyard Dec bc</td>
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<tr>
<td><strong>DATING</strong>&lt;br&gt;His Side: Holiday Pressures&lt;br&gt;E. Carlson. Young Miss&lt;br&gt;Dec '82 p23</td>
<td><strong>GHOST TOWNS</strong>&lt;br&gt;Ghost Towns Alive! Jr Schol&lt;br&gt;Dec 10 '82 p19</td>
</tr>
</tbody>
</table>
Objective: The student will identify parts of an entry in Children's Magazine Guide.

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

Instructions for making activity:
1. Use page 13 from a copy of the booklet How to Use Children's Magazine Guide. (Or use a xerox copy)
2. Cut the page in half to have an "a" section and a "b" section.
3. Glue section "a" to the top of the left page of folder.
4. Glue section "b" to the top of the right page of folder.
5. Below each section make pockets for answer sheets.

Student instructions for using activity:
1. Follow the directions at the top of the folder.
2. Write your answers on the answer sheets in the pocket.
Objective: Student will: (Part I)
1. use the Library Media Center as a source of print and non-print materials
2. write a bibliography (Part II)
3. use the information learned in Part I to produce a new form of the information.

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

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

Student's Name______________________
Teacher__________________________
Famous Person______________________

Source 1

Source 2

Source 3

Source 4
List of famous persons suggested from the filmstrip.

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

When a person becomes famous you should be able to locate that person in many different sources of information.
Select a person from the list.
How many sources of information can you find on your selected "Famous Person"?
Use the correct Bibliography Form to record each source. Use the Bibliography Form Review for the correct form.
Turn in your completed Bibliography to be checked and displayed.

STUDENT INSTRUCTIONS (Part II)

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

Label for folder

★ FAME ★
BIBLIOGRAPHY FORM REVIEW

For a book:
Author (last name, first name). Title (underline). Publisher. Copyright. Number of Pages.
Example:

For a record:
"Title of record" (record) Producer.
Example:
"The Greatest Hits Album - Mozart" (record) Clarus.

For a magazine article:
"Article". Author (if known). Magazine Name. Date. Page.
Example:

For an encyclopedia article:
"Article" (name of article). Encyclopedia Name (underline). Volume number, Last copyright. Pages.
Example:

For a filmstrip:
"Title of Strip", Title of Series (filmstrip) Producer. Copyright (if available).
Note: If the filmstrip has a cassette or record with it use the term sound filmstrip.
Example:
"Ballerina", Adventures in Music (sound filmstrip) Walt Disney.
FIND AND CIRCLE THE FOLLOWING WORDS GOING UP, DOWN, AND DIAGONALLY.
AFTER YOU FIND THE WORDS, CAN YOU EXPLAIN WHAT EACH ONE MEANS?

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FIND AND CIRCLE THE FOLLOWING WORDS GOING UP, DOWN, AND DIAGONALLY.
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II. Unit Objectives:

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

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

III. Library Media Staff Preparation:

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

B. Equipment
   1) Sound filmstrip projector
   2) Overhead projector

C. Student Activities
   1) Puzzle "Suspicious Suspect"
   2) Worksheet "The Subject Is..."

IV. Suggested Procedure (Minimum Sessions Required: 2)

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

1. Introduction

   a) Tell students that the story they have recently read, "The Midnight Visitor", is one of the best mystery stories in Beacons. This story is from Robert Arthur's book Mystery and More Mystery. Mr. Arthur said that he got the idea for the story one day when he was walking down a street in New York City; "I saw an old house from which a fire escape had been removed. The idea flashed into my mind, "Suppose in the darkness someone who didn't know the fire escape had been removed tried to use it?" And in that moment, the story was born."
b) Statement of Learning - Today we will learn the elements of a mystery story; suspicious characters, eerie setting and plots filled with suspense, puzzles and clues. We will also learn that the beginning of a story introduces characters and situations, the middle describes the conflict or problem and the end reveals the outcome. Then we will locate one of these mysteries for you to read!

2. Instruction

a) Tell students one story, two different ways.

1) In a natural voice say: "One day some students from Mrs. ______ class came to the library media center."

2) In a hushed, mysterious voice say: "Late one foggy day some weird looking students from across the school, inched their way toward the dark, silent library media center."

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

b) The author's plan for a story -- the order in which things happen and the reason they happen -- is called the plot.

c) Review plot of "The Midnight Visitor".

1) Beginning - stage is set with eerie setting (following him down the musty corridor of the gloomy French hotel...) and suspicious characters (Ausable aw'zuh-buhl in his wrinkled business suit...was very fat and had an accent -- Max was slender with features like a crafty fox).

2) Middle - main character, Ausable, had a problem (how to get rid of Max, the Russian spy, before the secret report was brought to his room).

3) End - the climax, or point of highest interest, came when Max dropped from the window and screamed. The story quickly ended with Ausable opening the door for the waiter and explaining to Fowler that there was no balcony outside the window.

d) Use "Suspicious Suspects" for practice in recognizing the character element of a mystery story.

e) Introduce the sound filmstrip, "Mystery" (Pied Piper) by asking students to:

1) Listen for other mystery stories they might want to read.

2) Remember the subject to look for in the card catalog to find a mystery book.

3) Listen for the elements of a mystery story that have just been discussed.

f) Following viewing of the filmstrip (10 min.), discuss the follow-up questions in sections I and II at the end.

g) Point out that in the filmstrip the subject for finding mysteries was MYSTERY STORIES and that in our library media center the mysteries are filed under the subject MYSTERY AND DETECTIVE STORIES.
*h) **Closure:** You have learned to recognize the characters in a story and that the characters in a mystery story are usually suspicious or shadowy. You recalled that the setting of a story is the time and place in which the events take place and the settings for mystery stories are usually eerie or frightening. You have also learned to identify the beginning, middle and end of a plot.

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

3. **Evaluation:** Can students:

   a) Recognize the elements of a mystery story?

   b) Explain that the beginning of a story introduces characters and situations, the middle describes the conflict or problem and the end reveals the outcome?

   c) Use the subject heading MYSTERY AND DETECTIVE STORIES in the card catalog to locate a mystery book to check out?

4. **Reinforcement**

   a) Complete the student follow-up activity sheet that accompanies filmstrip "Mystery" (Pied Piper).

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

5. **Enrichment**

   a) Decipher the "Morse Code Mysteries" worksheet.

   b) Construct a peephole box, "Peep If you Dare", using a scene from the mystery story checked out at this session.

   c) Write a short mystery story. Illustrate it with "Mysterious Picture Lifts".

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

1. **Introduction**

   a) Let students give examples of the elements of a mystery story they discovered in the books they have just read.

   *b) **Statement of Learning** – Today we will learn to identify main ideas and how to determine an appropriate subject heading for locating information in the card catalog.
c) Use a transparency of a subject card to review the subject card. The subject, or what the book is about, appears on the top line of a subject card and is usually written in all capital letters. It is filed in the card catalog alphabetically by the first word in the subject.

d) Discuss the need for using subject cards when students wish to find a book(s) on a subject but do not know specific titles or authors, or when students wish to find all available books on a particular subject.

e) Explain that the most difficult thing about using subject cards is deciding just what the subject is -- identifying the main idea.

f) Practice deciding what the subject is, or identifying the main idea, for various assignments, story summaries, questions, etc. by using transparency "My Kingdom For A Subject".

g) Explain that it is sometimes necessary to think of matching, or related words in order to find the word or words used in the card catalog as the subject heading. For example, to find books about cars it is necessary to look up AUTOMOBILES rather than CARS, and ROBBERS AND OUTLAWS rather than THIEVES for books about burglars.

h) Use the activity sheet: "The Subject Is...".

*i) Closure-You have learned how to identify main ideas and how to determine an appropriate subject heading for locating information in the card catalog.

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

3. Evaluation: Can students:

a) Identify main idea?

b) Determine an appropriate subject heading for locating information in the card catalog?

4. Reinforcement

a) Play the game "Buried Subjects".

b) Complete exercise number 5, TG page 94.

5. Enrichment

a) Play game SCRABBLE (commercial game by Pressman, $9.95). Spell only official subject headings, using Sears rather than the dictionary for checking.
V. Resources

A. Books


B. Software

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

VI. Glossary

A. Characters -- people or animals in a story are called characters.

B. Setting -- the setting of a story is the time and place in which the events occur.
C. Plot -- the order in which things happen and the reason they happen.

D. Plot elements -- the beginning of a story introduces characters and situations, the middle describes the conflict or problem, and the end reveals the outcome.

E. Subject -- a word or two telling what the book is about.
Objective: Review use of the subject card.

Materials Needed:

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

Instructions for making transparency with overlays:

1. make thermal transparency from master sheet
2. cut out author card plus subject and title strips
3. tape (hinge) TITLE strip to left of AUTHOR card and SUBJECT strip to right of AUTHOR card. When each transparency strip is folded over the AUTHOR card, they will appear as either a TITLE card or a SUBJECT card.
625.1 Radlauer, Edward
32p illus

1. Railroads-Models

Model trains

RAILROADS-MODELS
Objective: Student will identify main ideas, or subjects.

Materials Needed:

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

Instructions for making transparency:

1. make thermal transparency of subjects

Instructions for using transparency:

1. Show the transparency while questions, story summaries and assignments from next page, are being asked.

2. Students will identify the main idea, or subject, so they would be able to look for a book on that subject in the card catalog.

3. Added interest: Divide students into two teams. Using a water-soluble transparency marker, draw a tic-tac-toe square on the transparency. For each correct answer, team chooses a square to mark for tic-tac-toe. First team to complete three marks in a row "wins".
MY KINGDOM FOR A SUBJECT...

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

**Questions**

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

**Story Summaries**

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

**Assignments**

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

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

Materials Needed:

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

Instructions for making activity:

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

Student instructions for using the activity:

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

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

"Two boys were playing pingpong while a third boy watched. This boy wore a small black hat with the brim notched into a sawtooth pattern and buttons pinned all over it. With his glossy brown eyes and almost girlish good looks, he had the sweet face of a young saint." (Little Pie)


"At the end of those three days he had waylaid his employer, a man with fat white flesh like lard and eyes like blue 'mibs' set under colorless eyebrows."


"At last another figure came into the light - a grayhaired gentleman wearing a smoking jacket. His face was swarthy, and his jet-black eyes sparkled under their tufted white brows."


"The old lady sat hunched in her chair... with sharp, birdlike eyes she scrutinized the two girls. Only her sharp, pale eyes made her look like a bird; otherwise she had an uncanny resemblance to her cactuses. Her nose was garnished with a wart ringed with prickly hairs. Her head was covered with the same silvery floss as the Grayhead Cactus on the wall bracket at her elbow."
Objective: Student will determine an appropriate subject heading for locating information in the card catalog.

Materials Needed:

1. copies of worksheet "The Subject Is..."

2. answer sheet

Instructions for making the activity:

1. Make copies of activity sheet "The Subject Is..."

Student instructions for using the activity:

1. See the activity sheet "The Subject Is..."
THE SUBJECT IS.......

A detective is always looking for clues to solve problems. You can use some of the same clues when solving information problems! For example, if your teacher asked this question: "Do hurricanes that originate in the region of the West Indies ever reach the United States?" To find a book about this subject in the card catalog, where would you look?

a. In the "D" drawer for the first word in the question
b. In the "U" drawer for the subject UNITED STATES
c. In the "H" drawer for the subject HURRICANES

If you answered "c" you are becoming a good information detective!

A. Use all the clues you know to solve the SUBJECT mystery for the following questions: (Circle you answer.)

1. What is the national language of Greece? Look in the:
   a. "L" drawer
   b. "G" drawer
   c. "N" drawer

2. The George Washington Bridge is built across what river? Look in the:
   a. "G" drawer
   b. "W" drawer
   c. "R" drawer

B. The title of a book very often gives a good clue of what the book is about, or the subject of that book. Write the subject of each book title below.

1. Best Loved Fairy Tales
   Subject: _______________________

2. The Big Kite Contest
   Subject: _______________________

3. Rainy Day Poems
   Subject: _______________________

C. These two information mysteries are summaries (annotations) of books. The information mystery can be solved by finding subject clues as you read each one and decide on the main idea:
The Subject Is...

1. "An elderly rabbit leaves two yongsters alone in the garden with the warning that they are not to eat the apples growing there. They are tempted to disobey!"

   What is the subject of this book? ________________________

2. "These beloved folktales have been handed down from generation to generation by proud African tribes whose heritage has harmonized to form unique a unique national culture."

   What is the subject of this book? ________________________

D. Now that you are a good Subject Detective, look up the following SUBJECTS in the card catalog and write the title and call number for one book in our library media center on that subject:

1. MYSTERY AND DETECTIVE STORIES

   Title ____________________________________________

   Call number _____________

2. ANIMALS - STORIES

   Title ____________________________________________

   Call number _____________

3. HORSES

   Title ____________________________________________

   Call number _____________
A. 1. "E"
   2. "G"

B. 1. FAIRY TALES
   2. KITES
   3. POETRY

C. 1. RABBITS
   2. FOLKTALES

D. Answers will vary.
Objective: Student will decipher the titles of some good mystery books.

Materials Needed:

1. Copies of "Morse Code Mysteries"

Student instructions for using the activity:

1. Using the Morse Code on the "Morse Code Mysteries" sheet, decipher the names of eight famous mystery stories.

**ANSWER SHEET**

1. Blue Mystery
2. Egypt Game
3. Encyclopedia Brown
4. The Alley
5. Black Opal
6. Westing Game
7. House of Dies Drear
8. Crystal Mountain
**Morse Code Mysteries**

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<tr>
<th>A</th>
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Using the Morse Code above, decipher the names of these famous mysteries.

1. .--- --- -...
2. .-- --- .--
3. .--- -.-. --- -.. . .-.-. -
4. -. --- ...
5. .--- .-- .-.
6. - -- -...
7. ... --- .-- .- --
8. - --- .-- .-. ---...
Objective: Student will recognize the eerie setting element of a mystery story student has read.

Materials Needed:

1. Instruction sheet for constructing peephole.

Instructions for making activity:

1. Tell students they might enjoy making a peephole box after reading the mystery book they will check out today.

2. Show them an example of one you have made.

Student instructions for using the activity:

1. Decide on an eerie setting from the book you will check out today.

2. Use the instruction sheet to make your peephole box.

3. Display your peephole box for other students to enjoy.
PEEPHOLE BOX

1. Use a shoe box.

2. Cut an oval hole in the top of the box and a peephole in one end of the box.

3. Cover the outside of the top and bottom with pretty paper, or decorate any way desired.

4. Cut out the following name tag and glue it to the top of the box.

```
PEEP IF YOU DARE

__________________________

Title of Book

__________________________

Author

__________________________

Your Name
```

5. Decide on the eerie scene from your book you want to portray. Cover the sides and bottom of the inside of the box to show the background scenery. Show details -- clouds, moon, spider webs, caves, etc.

6. Construct small characters and props out of construction paper or any material. Be sure to have a tab at the bottom so it can be attached to the box and stand up.

7. Your box will be more exciting if your figures overlap when you look through the peephole. It creates a three-dimensional effect.
Objective: Students will recall that in the plot of mystery stories the beginning introduces characters and situations, the middle describes the conflict or problem and the end reveals the outcome.

Materials Needed:

1. unlined paper and scrap paper
2. pencils
3. newspapers and magazines to cut from
4. jar
5. brush
6. wooden spoon
7. measuring cup and tablespoon
8. water
9. turpentine
10. soap

Instructions for making activity:

1. Mix lifting liquid: Pour 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.
Objectives: Student will identify subjects of books using annotations from catalog cards.

Materials Needed:

1) file folder  
2) game board pattern  
3) old catalog author cards with annotations and tracings  
4) one inch strips of construction paper or tag board  
5) tape  
6) marking pen  
7) player markers  
8) zip lock bag for markers

Instructions for making the activity:

1) Put game board on file folder. 
2) Make pocket for catalog cards. 
3) Write three bonus moves and three penalty moves on one inch strips such as: "Go ahead 3 drawers (spaces)"", "Go to drawer K"", "You get an extra turn", "Go back 2 drawers"", "Go to drawer B", "Miss a turn", etc. 
4) Underline the subject heading in red in the tracings. 
5) Tape (hinge) the strips over the tracings on the catalog cards. 

NOTE: Laminate cards and strips before 'hinging'. Laminate file folder. 

Student instructions for using the activity:

1) Each player selects a marker and places it on "Start". 
2) Place catalog cards, face up, over map of buried treasure. 
3) First player draws top catalog card, reads the annotation and "digs out" the subject of that book -- what the book is about. Player says the subject. 
4) Player raises the hinged strip to check answer. Subjects are underlined in red. If player has said any one of the underlined words, move ahead 2 drawers (spaces), or follow special directions on the strip. If player misses the subject, do not move forward. 
5) First player to reach "SUBJECT" is the winner.
Directions:

1) Each player selects a marker and places it on "Start".
2) Place catalog cards, face up, over map of buried treasure.
3) First player draws top catalog card, reads the annotation and "digs out" the subject of that book - what the book is about. Player says the subject.
4) Player raises the hinged strip to check answer. Subjects are underlined in red. If player has said any one of the underlined words, move ahead 2 drawers (spaces), or follow special directions on the strip. If player misses the subject, do not move forward.
5) First player to reach "SUBJECT" is the winner.
I. Unit Topic: Adventure (correlated with "Hunting the Giant Devilfish", TG, pages 213-218)

II. Unit Objectives:

A. Literary Skills -- Students will:

1) identify the techniques authors use in writing adventure stories: action, suspense, conflict and an action style of writing.

B. Library Media Skills -- Students will:

1) locate adventure stories using the card catalog.
2) identify a thesaurus.
3) use a thesaurus.

III. Library Media Staff Preparation

A. Materials

1) Sound filmstrip: "Adventure" (Pied Piper -- 12 min.)
2) Webster's School Thesaurus (see "Reference Tool Guideline #15")

B. Equipment

1) Sound filmstrip projector

C. Student Activities:

1) "Racecard", game
2) "Change for the Better", transparency
3) "Petrifying Paragraph", activity sheet

IV. Suggested Procedure (Minimum Sessions Required: 2)

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

1. Introduction

a) Discuss the story, "Hunting the Giant Devilfish," from the reading series. Note that this story is an excerpt from Scott O'Dell's 1961 Newbery Award winning book, Island of the Blue Dolphins. Briefly review the meaning of the Newbery Award. Ask students to recall what type of story this is (adventure, historical fiction). Point out that O'Dell based this story on an actual incident. Note how he came across an article about the event while researching to write a history of Southern California. This gave him the idea for the story. In the reading, he describes Karana as "a girl Robinson Crusoe." Ask students to explain what this means (Karana was stranded on an island alone for 18 years. Robinson Crusoe, a character in Daniel Defoe's book by the same name, was also stranded on a desolate island for years).
2. Instruction

a) Discuss the techniques authors use in writing adventure stories and assist students in identifying the techniques found in "Hunting the Giant Devilfish."

Authors of adventure stories:

1) use action words to create excitement by describing a particular movement (hurled, attacked, charged, screamed).
2) create suspense by causing the reader to wait for the outcome of an exciting incident. (Can the person on the cliff hang on until help comes?)
3) have the characters experience conflict—the struggling of two opposing forces, only one of which will win. (Ben faced the hungry bear with only a hunting knife. Should he run away, stand still or attack the bear with the knife?)
4) use an action style of writing—short sentences and action words creating movement and power. (Grrr...! The bear roared in anger! He charges. Ben stabbed him with the sharp knife!)

b) Show the sound filmstrip, "Adventure" from the Pied Piper series. Review the above points by asking the student for a definition of each technique and for examples of each technique that the student can identify from the story, Call It Courage, viewed on the filmstrip.

c) Discuss the different areas where adventure stories are located in the library media center (e.g. fiction, non-fiction, and biography). Discuss authors and titles of adventure stories. Review author, title and subject card.

d) Closure: Today we learned how to identify the techniques authors use in writing adventure stories. Tomorrow we are going to learn how to write a paragraph using a thesaurus.

e) Use the "Racecard Activity" to locate adventure books in the card catalog.

3. Evaluation: Can students:

a) identify the four techniques used by authors of adventure stories?

b) locate adventure stories by using the card catalog?

4. Reinforcement

a) "Detecting Techniques", learning folder

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

a) Discuss adventure stories checked out and read since the last library media center visit. Have students recall the four techniques used in adventure stories. Help the students identify action, suspense, conflict and action style of writing in the books they have read. Review how authors use action words to make writing seem alive.

*b) Statement of Learning: Today we will discuss how authors use action words. We will also use a thesaurus to select words that will make the paragraph more exciting.

2. Instruction

a) Ask the students to listen to the way the author uses action words to build excitement, as you read the following paragraph: "What held the boy's eyes in an awful trance were the figures springing and leaping about the flames, darting, shifting, bounding toward the sky." Call attention to the quick movement of the action words used by the author: springing, leaping, darting, shifting, bounding. An author uses words that help us to "see" in our imaginations. It is not always easy to describe a picture with a lot of action. Many authors use a reference tool called a "thesaurus" to locate the exact wording they need to create exciting pictures in our minds.

b) Introduce the "Webster's School Thesaurus" as a reference tool that can help find words that are more appropriate than the one you have in mind. Identify location and discuss format. As a group, look up the word "jump" and find the other words the author used in the above paragraph.

c) Using the "Change for the Better" transparency, have each student use the thesaurus to "change" one of the words (in parenthesis).

d) Individually or in small groups, have the students complete the activity sheet, "Petrifying Paragraphs." Have each student read their paragraph and make changes if they wish.

*e) Closure: In this session, we have learned about the techniques authors use when writing exciting adventure stories. We have also learned how to use a thesaurus to make our writing more descriptive.

Another type of exciting story is Science Fiction. After you have read Rescued By Dolphins in your reading series, you will come back to the library media center to learn about other Science Fiction stories.

3. Evaluation: Can students:

a) identify and use a thesaurus?

4. Reinforcement

a) "Ellie Elephant:, activity.

b) "Action Words" filmstrip (Pied Piper).
C. Enrichment Activities

1. Have the students write a short adventure story using at least two
   of the techniques discussed in the first session and a thesaurus.

2. Let students illustrate their stories in various forms (e.g. filmstrip,
   slide, book, etc.).

3. Students may view the filmstrip Call It Courage from Miller-Brody.

V. Resources

A. Books


B. Reference Sources


C. Software

1. Action words. (Sound filmstrip) Pied Piper.
2. Adventure. (Sound filmstrip) Pied Piper.
3. Call It Courage. (Sound filmstrip) Miller-Brody.
"RACECARD"

Objective: Students will locate adventure stories using the card catalog.

Materials needed:

1. "Racecard", game cards sheet
2. Tagboard

Instructions for making activity:

1. Cut game cards and glue to tagboard.
2. Laminate.
3. Divide cards, as labeled, into two teams.
4. There are extra blank cards to use in place of books you do not have in your collection or if you have more students.

NOTE- Answers to some of the "Racecard" questions will vary according to the collection. Look up all questions in your card catalog and adjust the answer key.

Students may be divided into two teams or compete individually.

Student instructions for using activity:

1. When you receive your "Racecard", read the question and decide what to look for to find your answer the best way.
2. Remember you will be looking for author, title or subject cards, and you may find your answer on the catalog card by reading the information on that card.
Using the catalog card for Trouble River, locate the name of the boy in this story.

Team II

What is the call number for the book Trouble River?

Team I

Who wrote Old Yeller?

Team I

How many pages in the book Turn-about Trick?

Team I

Locate The Adventures of Huckleberry Finn in the card catalog and find the book on the shelf.

Team I

How many books do we have in the library media center by Sid Fleischman?

Team I

Find the book House of Wings.

Team I
Which area of the library media center will you find the book **Stranded**?

**Team I**

Who is the illustrator of **Julie of the Wolves**?

**Team I**

Using the catalog card for **Jingo Django**, locate the name of the main character of this book.

**Team I**

Locate an adventure book in the card catalog using the subject heading **ADVENTURE AND ADVENTURERS**.

**Team I**
What is the call number for the book *Peter Pan*?

Who wrote *The Incredible Journey*?

How many pages in the book *Call it Courage*?

Which section of the library media center will you find *Treasure Island*?


How many books do we have in the media center by Betsy Byars?

Find the book *Julie of the Wolves*.

Who is the illustrator of *Old Yeller*?
"RACECARD", Answer Key

Check all questions with your card catalog.

Team I

1. ____________ (answer will vary)
2. No answer—student will locate book.
3. Fred Gipson
4. ____________ (answer will vary)
5. 105 pages
6. No answer—student will locate book.
7. Fiction
8. John Schoenherr
9. Jingo Hawks (information must be on catalog card.)
10. No answer—any book listed in your card catalog under the subject heading ADVENTURE AND ADVENTURERS

Team II

11. Dewey Martin
12. Same as answer # 10.
13. ____________ (answer will vary)
14. No answer—student will locate book.
15. Sheila Burnford
16. ____________ (Answer will vary)
17. 95 pages
18. No answer—student will locate book.
19. Fiction
20. Carl Burger
CHANGE FOR THE BETTER

Using "Webster's School Thesaurus", change the word under the blank to a more descriptive word.

1. Something was moving in the _______room.
   - Dark

2. The crazy man _______ the children.
   - Scared

3. The _______ house needed a good paint job.
   - Dingy

4. The girl was _______ to go to the dance.
   - Dressed up

5. I _______ to go to the movies.
   - Like

6. The _______ the train was pulling was heavy.
   - Load

7. The horse _______ around the track.
   - Ran

8. The fire _______ the beautiful forest.
   - Ruined

9. The boy _______ the number of beans in the jar.
   - Guessed

10. The ranger _______ us along the trail.
    - Guided
"PETRIFYING PARAGRAPHS"

Using "Webster's School Thesaurus", find another word that is more exciting than the word in parenthesis. Finish the story by writing your own ending. Use the thesaurus to find the best wording.

"READY FOR THE KILL"

Sam (looked)__________ at Felicia, who was standing (very still)__________ a few feet from Jason. Jason (signaled)__________ with the gun for them to move quickly towards the door. A knock at the door made everyone (jump)__________.

Someone (hit)__________ on the door.

Sam (hit)__________ Jason and the gun (dropped)__________ from his hand. Felicia (walked quickly)__________ to Sam's side.
"PETRIFYING PARAGRAPHS"

Answer Sheet

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<tr>
<th>Words in Parenthesis</th>
<th>Other Words That Fit the Sentence Better</th>
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<tr>
<td>looked</td>
<td>glanced, stared</td>
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<tr>
<td>very still</td>
<td>motionless, deathlike</td>
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<tr>
<td>signaled</td>
<td>gestured, motioned</td>
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<tr>
<td>jump</td>
<td>start</td>
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<tr>
<td>hit</td>
<td>knocked, rapped</td>
</tr>
<tr>
<td>hit</td>
<td>swatted, smashed, struck, pounded</td>
</tr>
<tr>
<td>dropped</td>
<td>fell, plummeted, slid, slipped</td>
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<tr>
<td>walked quickly</td>
<td>raced, ran</td>
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</table>
Objective: Students will use the thesaurus to locate descriptive words.

Materials needed:

1. File folder
2. Thesaurus
3. Pocket
4. Activity sheets

Instructions for making the learning center:

1. Color and cut out figure of Ellie Elephant to glue on front of file folder.
2. Glue student instructions to left side of folder.
3. Place student activity sheets in pocket on right side of folder.

Student instructions for using learning center:

You have just been to the recital of Ellie Elephant, the bright new star of the ballet world. Use your thesaurus to complete the five sentences on the activity sheet. You may add more sentences to create your own ending.
DANCER - N. dancer, ballerina ballet girl, coryphee, dancing girl, danseur, danseuse, figurant, figurante, hoofer.

Syn. ballerina, ballet girl, coryphee, dancing girl, danseur, danseuse, figurant, figurante, hoofer.

Beacons: Adventure Reinforcement Activity
"Ellie Elephant"
(Place on front of file folder.)
ELLIE ELEPHANT

Use Webster's School Thesaurus to find a more descriptive word.

1. Ellie can _______ on her toes.
   SPIN

2. The tutu's _______ ruffles fluttered as she danced.
   PINK

3. The man told Ellie she was too _______.
   FAT

4. The _______ of the footlights _______ Ellie.
   GLEAM SCARED

5. The music's _______ sound _______ Ellie.
   LOUD EXCITED

Rewrite the sentences above to make a story about Ellie. Add your own sentences to complete the story. Use your thesaurus if you need help.
Objective: Student will identify the techniques authors use to make adventure stories more exciting.

Materials Needed:
1. Colored folder
2. "Detecting Techniques" magnifying glasses
3. Answer key
4. Pocket
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 sentences on the magnifying glasses.
3. Identify the technique the author used. (action, suprise, conflict, or action style of writing)
4. Check your answer(s) with the key on back of folder.
BEACONS: ADVENTURE
REINFORCEMENT ACTIVITY
"DETECTING TECHNIQUES"
FILE FOLDER INSIDE GAME
1. The spotted dog paused and turned in his tracks, and again leaped, this time from behind.

2. Storms came early with rain and between the rain fierce winds struck the island and filled the air with sand.

DETECTING
TECHNIQUES

File Folder Game cards
Read-across Activity
Beacon: Adventure
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.
8. The giant was flailing his arms, struggling to get into the water. Little by little he was dragging Rontu with him.

6. Scallops fell on the reef like rain, which amused me, but not Rontu who could not understand what the gulls were doing.
The head rose out of the twisting arms like a giant stalk.
ANSWERS

1. ACTION

2. ACTION STYLE OF WRITING

3. SUSPENSE

4. CONFLICT

5. ACTION

6. ACTION STYLE OF WRITING

7. CONFLICT

8. SUSPENSE

9. ACTION STYLE OF WRITING
LEVEL: BEACONS

I. Unit Topic: Science Fiction (Correlated with "Rescued by Dolphins". TG pp. 285-288)

II. Unit Objectives:
   A. Literary Skills: Student will:
      1. identify science fiction.
      2. distinguish between science fiction and non-fiction books.
   B. Media Skills: Students will:
      1. identify Young People's Science Encyclopedia.
      2. locate a given scientific discovery in Young People's Science Encyclopedia.

III. Library Media Staff Preparation
   A. Materials
      1. Sound filmstrip, (Science Fiction" (Pied Piper - 12 minutes)
   B. Equipment
      1. Sound filmstrip projector
   C. Student Activities
      1. "Dunk the Dolphins", activity
      2. "Science Search", cards

IV. Suggested Procedure (Minimum Sessions Required: 2)
   A. Session I (Objectives A-1, A-2)
      1. Introduction
         a) Discuss the story, "Rescued by Dolphins" from the reading series. This selection is taken from the science fiction book, Dolphin Island by Arthur C. Clarke. Ask students to name authors of science fiction books they have already read.
         *b) Statement of Learning - Today we are going to identify science fiction and non-fiction books.
2. Instruction

a) Define science fiction as a story based in whole or in part on scientific discoveries that the author imagines may be made in the future, or on things like interplanetary travel from other planets. Ask students to name characteristics of the story that would make it science fiction rather than realistic fiction or fact. (It takes place in the 21st century; the action of the dolphins in guiding Johnny's raft to the island.)

b) Remind students of the research involved in writing a book. Many science fiction writers first became interested in science, did research on space, the planets, flying, etc., and then began to use their imagination about things that could happen in the future. Some authors, such as Arthur Clarke, have the education and experience to qualify them to write accurate information about a subject. These authors read non-fiction (factual) science books to find ideas to create a science fiction story and to get real facts for the stories.

c) Discuss how science non-fiction books differ from science fiction books. Note that science books are non-fiction (tell true facts) and students can tell this by the Dewey number in the call number.

d) Ask students to look for authors and titles of books that they would like to read, in the sound filmstrip "Science Fiction" (Pied Piper). Show the filmstrip.

e) Use the activity, "Dunk the Dolphins."

*f) Closure - Today you have learned that science fiction stories are a blend of science facts and imagination. In the next session we are going to locate a scientific discovery in a reference book titled Young People's Science Encyclopedia and use the facts and our imagination to create a science fiction story.

g) Discuss the location of science books and science fiction books in the library/media center. Have students locate a science fiction book by author, title or subject that they would like to read and discuss during the next session.

3. Evaluation: Can students:

a) identify science fiction?

b) distinguish between science fiction and non-fiction?
4. Reinforcement

a) Student will complete the required activity, "Dunk the Dolphins", but will use all the cards in the activity.

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

1. Introduction

a) In the last session we learned to identify science fiction and to distinguish science fiction and non-fiction books.

b) Lead students in a discussion of the science fiction books they have read previously or that they checked out last session. Discuss: characters - any unusual appearance, special powers; setting - when and where the story takes place; and plot - problems faced, how resolved.

*c) Statement of Learning - Today we are going to use Young People's Science Encyclopedia to locate information.

2. Instruction

a) Identify Young People's Science Encyclopedia. Discuss location, how to use the index and that each volume is in alphabetical order.

b) Using the "Science Search" cards, have each student locate a scientific discovery in Young People's Science Encyclopedia and read about the discovery.

c) Using the information they have read about the discovery and by adding imagination, the students will create a science fiction short story. Remind students about characters, setting and plot.

*d) Closure - In this session we have identified Young People's Science Encyclopedia and used it to locate information. In the next session, after you have read "A New Kind of Bear", we will be locating information in magazines.

3. Evaluation: Can students:

a) identify Young People's Science Encyclopedia?

b) locate a scientific discovery in the Young People's Science Encyclopedia?

4. Reinforcement

a) "Dolphin Digs!", activity

C. Enrichment Activities

1. Students can expand their stories.
2. Students can illustrate their science fiction story with one picture or make a book.

3. Students can prepare a single or multi-media presentation of their science fiction story.

4. Students may view the filmstrip "A Wrinkle in Time" or "Mrs. Frisby and the Rats of the NIMH" (Miller-Brody).

V. Resources

A. Books


2. Cameron, Eleanor The Wonderful Flight to the Mushroom Planet. Little, 1954.


11. O'Brien, Robert Mrs. Frisby and the Rats of NIMH. Atheneum, 1971


B. Reference Sources


C. Software


2. Mrs. Frisby and the Rats of NIMH. (Sound filmstrip) Random.
"DUNK THE DOLPHIN"

Objective: Students will distinguish between science fiction and science nonfiction.

Materials needed:

1. Colored file folder
2. Book title quiz cards/with annotation
3. Answer key

Instructions for making learning centers:

1. Glue a picture of a dolphin on the front of the file folder.
2. Glue the dolphin and the "tank" pockets on the right side of the inside file folder.
3. Glue instructions, quiz card pocket and definitions of fiction and nonfiction on left side of inside file folder.
4. Glue answer key on back of file folder.

Student instructions for using learning center:

1. Take a card from the quiz pocket.
2. Read the card and decide in which "swim tank" (science fiction or science nonfiction) to place card.
3. Check the answer key to see if your answers are correct.
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.

Preparations for the Project Gemini mission, 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.

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.

"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 accidently turn a switch which connects them to the space lab on Ganymede, they also activate a hostile alien being on their ship.
"Dunk the Dolphin"


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.


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 "Shiowaway to the Mushroom Planet" (1954) and "Mystery for Mr. Bass" (1960) and "Time and Mr. Bass" (1967).


This prolific author gives us a view of four present day and near future workshops: Skylab, The Space Shuttle, Agola-Soys Mission and the Earth Resources Technology Satellites. The results of these manned and unmanned flights will help solve problems here on earth.


Includes glossary and index.
Current, instructive accounts of the latest development in space stations focusing on Skylab and space cities of the future. Concise, easy-to-read space information leading up to the building of these permanent stations will be helpful to the less advanced student.

ANSWER KEY

Science fiction cards are numbered:

1, 4, 8, 9, 10, 11, 12, 13, 14, 15

Science nonfiction cards are numbered:

2, 3, 5, 6, 7, 15 & 16
"SCIENCE SEARCH"

Objective: Students will use Young People's Science Encyclopedia to locate a scientific term.

Materials needed:

1. "Science Search" card sheet
2. Tagboard
3. Young People's Science Encyclopedia

Instructions for making activity:

1. Cut out "Science Search" cards.
2. Mount on tagboard.
3. Laminate.

Student instructions for using activity:

1. Take a "Science Search" card.
2. Locate the scientific term on your "Science Search" card in Young People's Science Encyclopedia.
Beacons: Science Fiction

INFRARED ASTRONOMICAL SATELLITE

INTERSTELLAR COMMUNICATION

MISSILE

NUCLEAR SCIENCE
(NEWER USES OF NUCLEAR ENERGY)

PLASTID

ROBOTICS

ORBITAL SYSTEMS

SEARCH FOR EXTRATERRESTRIAL INTELLIGENCE
SPACE SHUTTLE ORBITER

UNIDENTIFIED FLYING OBJECTS

WHITE MICE
Objective: Students will locate information in the Young People's Science Encyclopedia.

Materials needed:

1. Young People's Science Encyclopedia
2. Colored file folder
3. Activity sheet
4. Answer key
5. Clear vinyl for pocket
6. ¼" colored tape

Instructions for making the activity:

1. Glue Scientist Dolphin on front of folder.
2. Construction of activity pocket: Cut a 4½" X 7½" sheet of vinyl and attach to file folder, using ¼" colored tape. (See illustration below.)
3. Glue answer key on back of folder.

Student instructions for using the activity:

1. Use the Young People's Science Encyclopedia for this search activity.
2. Take an activity sheet and complete the information.
3. Check your answers with the answer key on back of the folder.
4. Turn your activity sheet in to the library media specialist.
"Dolphin Digs"

1. Choose one of the following topics.
   Dolphins   Adder
   Weather    Rockets

2. Locate your topic in Young People's Science Encyclopedia.

3. Complete the following information on your topic.
   a) On what page is the topic? ______________
   b) Does your topic have a "see" reference? (A "see" reference means that the information you are looking for appears under another heading other than the one you have chosen.)
      What is your "see" reference? ______________
      Look up that heading to complete the following questions.
   c) Are there any: (answer yes or no)
      ____ 1. pictures
      ____ 2. photographs
      ____ 3. maps
      ____ 4. graphs, diagrams, charts
   d) Is the topic written in pronunciation form? (yes or no)
   e) This reference book also gives other entries to locate additional information. This is called a "see also" reference. It is located at the end of the article.
      Does your topic have a "see also" reference? If so, list the other headings. ______________________________________
   f) Write one interesting fact you learned about your topic.
      ______________________________________
      ______________________________________
3. Complete the following information on your main entry key.

**Dolphins**

a) 524
b) no
c) 1,2,3, - all no answers
d) no
e) cetacea, porpoise
f) (any interesting fact)

**Weather**

a) 1843
b) no
c) yes - 1,2,4, ; no -3
d) no
e) Atmosphere, Precipitation (weather), seasons, weather map

**Adder**

a) 25
b) snakes
c) yes - 1,2,4, ; no 3
d) no
e) chordata, reptilia

**Rockets**

a) 1461
b) no
c) yes - 2,4, ; no - 1,3
d) no
e) missile, rocket engine, rocket propellant, space station, space travel, space vehicles
LEVEL: BEACONS

I. Unit Topic: Informational Article (correlated with "A New Kind of Bear?" TG pp. 333-335)

II. Unit Objectives:

A. Literary Skills - Students will:

1) identify the informational article as one type of nonfiction writing.
2) name the characteristics of an informational article: it provides information; has a narrative style; answers the questions who, what, when, where, why and how.

B. Library Media Skills - Students will:

1) review reference tools that are sources of information.
2) use reference tools to locate information.
3) choose the appropriate reference tool to locate specific information.

III. Library Media Staff Preparation:

A. Materials

1. "Characteristics of Informational Articles" transparency
2. "Sources of Information" transparency
3. Compton's Encyclopedia and Fact Index - See "Reference Tool Guideline #3"
4. World Book Encyclopedia - See "Reference Tool Guideline #19"
5. Lands and Peoples - See "Reference Tool Guideline #7"
6. Young People's Science Encyclopedia - See "Reference Guide #20"
7. World Almanac and Book of Facts - See "Reference Guide #18"
10. Webster's New Geographic Dictionary - See "Reference Guide #14"
12. National Geographic Index - See "Reference Guide #11"

B. Equipment

1. Overhead Projector

C. Student Activities

1. "Search for Sources"
2. "Reference Riddles"

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

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

1. Introduction

   a) Discuss the selection from the reading series,
"A New Kind of Bear?" Ask students to recall some of the questions answered in the selection.

1. Who was one of the first Europeans to discover the new kind of bear? (Pere Armand David)
2. In what country was the bear found? (China)
3. Who captured the first live panda? (Ruth Harkness)
4. How did the hunting party manage the slippery footpaths? (on hands and knees)
5. When was the bear brought to the United States? (1836)
6. What name was given the bear? (Su-Lin)
7. Why wouldn't the Bronx Zoo take the bear? (Mrs. Harkness wanted to trade the bear for the cost of a new expedition. The zoo thought the price too high.)

b) Tell the students that the story they have just talked about is an example of a type of writing called an informational article.

*c) Statement of Learning: Today we will discuss what an informational article is. Then we will review some of the reference tools you have learned about and you will use the reference tools to locate information.

2. Instruction

a) Discuss what an informational article is. Use the transparency "Characteristics of Informational Articles" to bring out the main points:

1) it provides information.
2) it has narrative style of writing.
3) it answers the questions who, what, when, where, why, and how.


c) Distribute copies of "Search for Sources" activity. Have students look up a topic using each of the reference books on the list and complete the activity. (LMS: there is no answer key because answers vary according to edition of reference tools used.)
*d) **Closure:** Today you have learned what an informational article is and you have used a variety of reference tools to locate information about a particular subject. In your next session, you will use these reference books to find answers to specific questions.

3. **Evaluation:** Can students:

   a) identify the informational article as one type of nonfiction writing?
   b) name the characteristics of an informational article?
   c) recall types of information found in various reference tools?

4. **Reinforcement**

   a) Select a different subject and use "Search for Sources" activity

**B. Session II:** (Objective B-3)

1. **Introduction**

   a) Review briefly the characteristics of an informational article

   b) Review the types of information found in the ten reference tools from the previous session.

   *c) **Statement of Learning:** Today you will use the reference tools to find the answers to specific questions.

2. a) Hand out copies of "Reference Riddles" worksheet to all students.
   b) Students will use the ten reference tools reviewed in the previous session to locate the correct answers.
   c) To motivate students, the LM specialist can make this a competition giving a prize to the student who answers the most questions correctly.

   *d) **Closure:** Today you have used different books to locate information.

3. **Evaluation:** Can students:

   a) choose the appropriate reference tool to locate specific information?

4. **Reinforcement**

   a) Individual help as needed from the Library Media Specialist.

**C. Enrichment Activities**

1. Students may create their own questions for reference trivia game.

**V. Resources**

**A. Reference Sources**

1. **Children's Magazine Guide.** 7 North Pinckney Street, Madison, WI 53703
Characteristics of Informational Articles

1. Provides information.

2. Has a narrative style of writing.

3. Answers the questions who, what, when, where, why and how.
SOURCES OF INFORMATION

1. COMPTON'S ENCYCLOPEDIA and FACT INDEX
2. WORLD BOOK ENCYCLOPEDIA
3. LANDS AND PEOPLES
4. YOUNG PEOPLE'S SCIENCE ENCYCLOPEDIA
5. WORLD ALMANAC AND BOOK OF FACTS
6. HAMMOND INTERMEDIATE WORLD ATLAS
7. WEBSTER'S SPORTS DICTIONARY
8. WEBSTER'S NEW GEOGRAPHICAL DICTIONARY
9. CHILDREN'S MAGAZINE GUIDE
10. NATIONAL GEOGRAPHIC INDEX
Objective: Students will use a variety of reference tools to locate information.

Materials needed:
1. File folder
2. Game cards
3. List of suggested topics
4. Reproduced copies of "Search for Sources" worksheet

Instructions for making the activity:
1. Mount topics on cards
2. Mount student directions on folder.
3. Place cards and worksheets in folder.

Student directions:
1. Choose a card with a topic on it.
2. Look for your topic in each one of the reference books listed on the worksheet.
3. Write the page numbers and/or volume where the information can be found.
4. If no information is found, write none in the blank.

NOTE: There is no answer key for this activity since answers may vary.
**SUGGESTED TOPICS FOR "SEARCH FOR SOURCES"**

<table>
<thead>
<tr>
<th>CHINA</th>
<th>LIBERTY BELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPUTER(S)</td>
<td>LITTLE ROCK, ARKANSAS</td>
</tr>
<tr>
<td>DINOSAUR(S)</td>
<td>OLYMPIC GAMES</td>
</tr>
<tr>
<td>DRUGS</td>
<td>ROBOT(S)</td>
</tr>
<tr>
<td>FRANCE</td>
<td>SHARK(S)</td>
</tr>
<tr>
<td>GEM(S)</td>
<td>SNAKE(S)</td>
</tr>
<tr>
<td>HAWAII</td>
<td>VOLCANOES</td>
</tr>
</tbody>
</table>
SEARCH FOR SOURCES

Student directions: Look for your topic in each one of the reference books listed below. Write the page numbers and/or volume where the information can be found. If no information is found, write none in the blank.

Your topic: ______________________

1. **Compton's Encyclopedia and Fact Index**
   
   v. ______ page(s) ______

2. **World Book Encyclopedia**
   
   v. ______ page(s) ______

3. **Lands and Peoples**
   
   v. ______ page(s) ______

4. **Young People's Science Encyclopedia**
   
   v. ______ page(s) ______

5. **World Almanac and Book of Facts 1984**
   
   page(s) ______

   
   page(s) ______

7. **Webster's Sports Dictionary**
   
   page(s) ______

8. **Webster's New Geographical Dictionary**
   
   page(s) ______

9. **Children's Magazine Guide**
   
   date ________ page(s) ______

10. **National Geographic Index**
    
    date ________ page(s) ______
Instructions: Answer the following questions using these reference tools:

- Compton's Encyclopedia
- World Book Encyclopedia
- Young People's Science Encyclopedia
- Hammond Intermediate Atlas
- Webster's New Geographical Dictionary
- Lands and Peoples
- World Almanac
- Webster's Sports Dictionary
- National Geographic Index
- Children's Magazine Guide

1. Timbuktu is located on what continent? ________________________

2. In what sport would you see a tromlet performed? ________________

3. Name the motion picture that won the Academy Award (Oscar) in 1944. ________________________

4. In which issue of National Geographic would you find an article on cannibalism? ________________________

5. What is the name of the medical science that deals with the study of drugs? ________________________

6. Where is the Lincoln Memorial located? ________________________

7. Where would you look for information on the latest hairstyles? ________________________

8. What is ectoderm? ________________________


10. What is Ringo Starr's real name? ________________________

11. What two countries border Lake Huron? ________________________

12. What was the unpleasant nickname given to Mary I, Queen of England? ________________________

13. What is the county seat of Dallas County, Arkansas? ________________________

14. What sport is a piton used in? ________________________

15. What is the atomic number of Rhodium? ________________________

16. In what issue of National Geographic would you find an article on the moon? ________________________

17. What lake is closest to La Paz? ________________________

18. What is the nickname of the state of Arkansas? ________________________
Instructions: Answer the following questions using these reference tools:

Compton's Encyclopedia
World Book Encyclopedia
Young People's Science Encyclopedia
Hammond Intermediate Atlas
Webster's New Geographical Dictionary
Lands and Peoples
World Almanac
Webster's Sports Dictionary
National Geographic Index
Children's Magazine Guide

1. Timbuktu is located on what continent? **Africa**
2. In what sport would you see a tromlet performed? **gymnastics**
3. Name the motion picture that won the Academy Award (Oscar) in 1944. **Going My Way**
4. In which issue of *National Geographic* would you find an article on cannibalism? **May 1979**
5. What is the name of the medical science that deals with the study of drugs? **pharmacology**
6. Where is the Lincoln Memorial located? **Washington, D.C.**
7. Where would you look for information on the latest hairstyles? **Children's Magazine Guide**
8. What is ectoderm? **outer of the 3 primary germ layers of the embryo**
10. What is Ringo Starr's real name? **Richard Starkey**
11. What two countries border Lake Huron? **United States and Canada**
12. What was the unpleasant nickname given to Mary I, Queen of England? **Bloody Mary**
13. What is the county seat of Dallas County, Arkansas? **Fordsyce**
14. What sport is a piton used in? **mountain climbing**
15. What is the atomic number of Rhodium? **45**
16. In which issue of *National Geographic* would you find an article on the moon? **July 1978**
17. What lake is closest to La Paz? **Titicaca**
18. What is the nickname of the state of Arkansas? **Land of Opportunity**
I. Title and Date: Britannica Junior Encyclopedia - 1982

II. Format:
A. Number of Volumes: 15
B. Arrangement: Alphabetical letter by letter
C. Index: Located in Volume 1; includes a Ready Reference Index.

IV. Special Features:
A. A Ready Reference Index in Volume 1 contains short definitions of the indexed words.
B. A nine page introduction to the index gives specific instructions on how it is to be used.
C. A full color atlas and index of the world is located in Volume 15.
D. A Reading Guide on various subjects is located in Volume 15.
E. A list of contributors, located in Volume 1, gives the names of the authors of various articles.
F. The charts and diagrams clarify difficult subjects.
G. Quality reproductions of works of art and photographs are included.
H. Tables of important facts provide information at a glance on various topics such as physical and political features of the states and countries.
I. Title: Children's Magazine Guide

II. Format:
   A. Published monthly, bi-annual cumulative issues
   B. Arrangement: Subjects arranged alphabetically
   C. Index: None

III. Age Level: Elementary students to adult.

IV. Special Features:
   A. Abbreviations of magazines indexed - inside front cover
   B. "How to Read Children's Magazine Guide" - brief description with labeled entry - inside back cover
   C. Magazine Addresses - brief description and address of magazines indexed.
I. Title: *Compton's Encyclopedia and Fact Index*, 1982.

II. Format:

A. Number of volumes: 26

B. Arrangement: Alphabetical - letter by letter. At the beginning of each volume is a section, "Here and There in This Volume", that serves as a guide to some of the more interesting items and that provides a stimulus to browse.

C. Index: There is a fact-index for each volume, found in the back of that volume. The last volume, Number 26, is a Master Fact Index, combining all the other indexes. Each fact-index includes main entries, fact entries, and cross references.

1. Main Entries:

   a. Main entry titles are printed in bold-face type.

   b. A text reference under a main entry is listed as volume - page number. Example: T - 169.

   c. ■ is the symbol that marks each division into the alphabetically arranged first-level subentries.

   d. □ is the symbol that marks each division of a first-level subentry into alphabetically arranged second-level subentries.

   e. △ is the symbol that marks each division of a second-level subentry into an alphabetically arranged third-level subentries.

   f. Text references also specify whether that information is in the form of a chart, picture, map, locator map, inset map, graph, fact summary, reference outline, table, list, or diagram. Each reference to a non-text form of information is identified in italic type. Example: Map - N-52.
2. Fact entries: included in the fact index are short, encyclopedia articles on topics not found in the main text. Between most of the articles in the main text there are lists of cross-references to those fact entries.

3. Cross-references: included in the fact index are cross-references to other main entries in the index.

III. Age Level: Intermediate students to adults.

IV. Special Features:

A. Reference-Outlines: Special study guides are found at the end of many important articles. Each outline lists important topics or divisions of the article, plus references to the volumes and pages of Compton's where these topics or divisions are discussed.

B. Bibliographies: Hundreds of articles in Compton's end with a bibliography of books and films that provide more information on the article.

C. Fact Finder Box: Very important articles may start with a Fact Finder box. This lists other related articles in Compton's that may provide significant information on the subject.

II. Format:
   A. Number of volumes: 1
   B. Arrangement: Chronologically arranged.
   C. Index: Includes a Map Index and a Gazetteer of States.
      The Gazetteer includes
      1. Land area in square miles and square kilometers.
      2. Population.
      3. Date admitted to the Union.

III. Age Level: Elementary students to adult.

IV. Special Features:
   A. Short historical articles go along with the historical maps.

II. Format:
   A. Number of volumes: 1
   B. Arrangement: Arranged by continents; check Table of Contents.
      A short article about each continent is included before the maps.
   C. Index: Includes two indexes in the back.
      1. Index of the World: geographical names and page on which they
         will be found.
      2. Gazetteer-Index of the World: includes area in square miles
         and square kilometers and population for places listed.

III. Age Level: Elementary students to adult.

IV. Special Features:
   A. Glossary of Abbreviations
   B. Glossary of Geographical Terms
   C. World Statistical Tables
I. Title and Date:

Junior Book of Authors - 1934
More Junior Authors - 1963
Third Book of Junior Authors - 1972
Fourth Book of Junior Authors and Illustrators - 1978
Fifth Book of Junior Authors and Illustrators - 1983

II. Format:

A. Number of Volumes: 5 in series
B. Arrangement: Each book in the series is arranged alphabetically by the author's or illustrator's last name.
C. Index: Located in the back of most volumes. A cumulative index is listed in the Fifth Book of Junior Authors and Illustrators.

III. Age Level: Intermediate to Adult.

IV. Special Features:

A. Further sources for biographical facts are indicated for each writer and illustrator.
B. Selected works by each author and illustrator are included with each biography.
I. Title: Lands and Peoples, 1983.

II. Format:

A. Number of volumes: Six volumes and an index.

B. Arrangement: The countries are arranged alphabetically within the appropriate volumes, which are:

Volume I - Africa
Volume II - Asia, Australia, New Zealand, and Oceania
Volumes III and IV - Europe
Volume V - North America
Volume VI - Central and South America

C. Index: The index to Lands and Peoples is in a separate volume.

   1. The arrangement of the index proper is alphabetical, letter by letter.

   2. In the front of the index there are 35 tables, listed under Facts and Figures, ranging from "Longest Rivers of the World" to "Holy Roman Emperors."

III. Age Level: Upper elementary, junior and senior high students.

IV. Special Features:

A. An introductory overview that puts the continent into perspective.

B. Pertinent statistical data, gathered together into a "facts and figures" box for each country.

C. Articles on each country, organized around history, geography, ethnology, demography, ecology, political science and economics.
1. **TITLE and DATE:** Let's Discover Library, c1981.

2. **FORMAT:**

   A. **NO. OF VOLUMES:** Sixteen (16).

   1. Let's discover warm-blooded animals: deals with birds and specific mammal groups such as rodents, carnivores, and ungulates.

   2. Let's discover the prehistoric world: deals with early animal life on earth from worms to dinosaurs and with man's evolution.

   3. Let's discover people and customs: deals with people and their customs all around the world. Includes such aspects as homes, education, food, clothes, and religion.

   4. Let's discover cold-blooded animals: deals with cold-blooded animals including octopuses, crabs, spiders, insects, fish, amphibians, and reptiles.

   5. Let's discover the Earth: deals with the earth, its atmosphere and weather, geology, volcanoes, earthquakes, mountains, lakes and other geographical features.

   6. Let's discover the sea: deals with the sea, its animal and mineral treasures, tides, currents, erosion, pollution, and myths and historical events associated with the seas.

   7. Let's discover people of long ago: deals with prehistoric man; such early civilizations as the Sumerians, Minoans, and Babylonians, and later societies including the Vikings, Normans, and Mayas.

   8. Let's discover what people do: deals with the many ways people earn a living.

   9. Let's discover you and your body: deals with the workings of the human body, with special sections on the brain and senses, health, and reproduction.

   10. Let's discover sport and entertainment: deals with a wide variety of sports; such entertainment as movies, TV, circuses and magic shows; making music; holidays; hobbies and pets.

   11. Let's discover the world of machines: deals with simple machines, machines in the home, transportation and power machines, and large machinery found on the farm, in construction, and in factories.

   12. Let's discover land travel: deals with the various ways man travels on land, from carts and bicycles to trucks and subways. Includes a section on roads, bridges, and tunnels.
13. Let's discover ships and boats: deals with the small craft of rivers and canals and the large sailing ships, steamships, warships, and cargo and passenger ships.

14. Let's discover flying: deals with balloons, gliders, and all manner of aircraft, with special sections on flying animals and on airports.

15. Let's discover outer space: deals with the solar system the universe, astronomy, and space travel.

16. Let's discover index: A topical index to the 15 volumes of the Let's discover series.

III. AGE LEVEL: Primary, Intermediate
Interest Level: Grades K-6 (Ages 5-11)
Reading Level: Grade 2 (Spache Formula)

IV. SPECIAL FEATURES:

A. GLOSSARY: Words are defined the way they are used in the book.

B. FURTHER READING: Bibliography of books for additional information.

C. QUESTIONS TO THINK ABOUT:

1. Review questions on material covered in the book.

2. Research questions about related subjects.

D. PROJECTS: Enrichment projects are given with instructions for each.

E. INDEX: Each volume carries its own index with all materials combined in the 16th volume index.

II. AUTHOR: Paula Z. Hogan.

III. FORMAT:

   1. The Beaver.
   2. The Black Swan.
   3. The Butterfly.
   4. The Crocodile.
   5. The Dandelion.
   6. The Elephant.
   7. The Frog.
   8. The Gorilla.
   9. The Honeybee.
   10. The Kangaroo.
   11. The Oak Tree.
   13. The Salmon.
   15. The Whale.

B. INDEX: None.

III. AGE LEVEL: Primary, Intermediate
   Interest Level: Grades K-3 (Ages 5-8)
   Reading Level: Grades 1-2

IV. SPECIAL FEATURES: Life Cycles takes children step-by-step through the growth process of familiar and interesting animals, insects and plants with full-color illustrations that grab attention and simple clear text (both checked by scientific consultants for accuracy).
   ---From the Publisher

A. GLOSSARY: Most books contain a glossary that explains new words.
I. Title and Date: *Merit Student’s Encyclopedia* - 1983

II. Format:
A. Number of Volumes: 20
B. Arrangement: Alphabetical letter by letter
C. Index: Located in Volume 20, includes picture notations

III. Age Level: Intermediate to Adult (specifically geared to fifth grade)

IV. Special Features:
A. "Fact Boxes" and "Student Guides" assist in quick location of essential data.
B. List of contributors - Gives names of people who wrote the articles.
C. Bibliographies appear with major articles.
D. Pronunciation is given for difficult words that appear in the title or text of many-articles.
E. Charts and diagrams clarify difficult subjects.
F. Maps provide graphic information on physical features or political boundaries.
G. Illustrations include quality reproductions of works of art.
H. Trans-Vision Illustrations provide three-dimensional information in a two-dimensional form especially on anatomical articles.
I. TITLE: National Geographic Index.

II. FORMAT:
   A. NO. OF VOLUMES:
      1. National Geographic Index, 1888-1946.

      Six-month indexes, available to school/library subscribers on request.
   B. ARRANGEMENT: Alphabetical listings include subject, author, illustrator, and title. Information indexed include nature, science, biography, history, and geography.

III. AGE LEVEL: Intermediate to Adult.

IV. SPECIAL FEATURES: Preceding the index section of the hard-backed volumes are special sections, for example, in the 1947-1976 volume are:
   A. FOREWORD: by Robert E. Doyle, President, National Geographic Society.
   B. INTRODUCTION: "Bringing the World into your home" by Gilbert M. Grosvenor, Editor, National Geographic Magazine outlines the many reasons for the success of National Geographic since 1947.
   D. EXPEDITIONS AND SCIENTIFIC RESEARCHES OF THE SOCIETY: with a preface by Melvin M. Payne, Chairman, board of trustees, and Committee for Research and Exploration. A guide to nearly 1,400 researches and expeditions from the year 1900.
   E. MEDALS AND AWARDS OF THE SOCIETY: Honors, both Medals and Awards, given by the Society to encourage exploration, to promote scientific advance, and to recognize outstanding service to geography are listed as well, as their recipients.
   F. FOUNDERS OF THE SOCIETY: The Society was founded on January 13, 1888 by 33 men at a meeting in Washington, D.C.
   G. PRESIDENTS AND MEMBERS OF THE BOARD OF TRUSTEES: All previous and present Presidents and Members of the Board are listed with terms of their office.
   H. GEOGRAPHICAL DISTRIBUTION OF MEMBERSHIP: The Society's membership is listed by country, state and other geographical designations.

II. FORMAT:
   
   A. NO. OF VOLUMES: one (1)
   
   B. ARRANGEMENT: Alphabetical listing for SUBJECTS. Major subjects are in boldface type; page numbers are in italics.

III. AGE LEVEL: Primary to Jr. High (Grades 3 through 8).

IV. SPECIAL FEATURES: None

II. FORMAT:

A. NO. OF VOLUMES: One (1).


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, orginal 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.

II. Format:
   A. Number of Volumes: 1
   B. Arrangement: Alphabetical arrangement.
   C. Index: none.

III. Age Level: Upper elementary up to adult.

IV. Special Features:
   A. Pronunciation is marked and cross-references are given for alternate spellings.
   B. Entries provide gazetteer-type information, geographical features, monuments, and a brief history.
   C. Includes some 47,000 geographical names from biblical times, ancient Greece and Rome, medieval Europe and today's world.
   D. There are 217 inset maps included in the text.
   E. Additional features include a list of geographical terms, signs and symbols, and information on maps and map projections.
I. Title and Date: *Webster's School Thesaurus - 1979*

II. Format:
   A. Number of Volumes: 1
   B. Arrangement: The body of the book consists of main entries and secondary entries arranged alphabetically.
   C. Index - None

III. Age Level: Intermediate to Adult

IV. Special Features:
   A. Supplements synonym and antonym lists with related and contrasted word lists.
   B. Gives a brief statement showing exactly in which meaning a group of words are to be understood as synonyms.
   C. Contains a strictly alphabetical ordering of synonyms within the list.
   D. Lists the entry at its own alphabetical place of each word that is a synonym at a main entry.

II. Format:
   
   A. Number of volumes: 1
   
   B. Arrangement: Alphabetical, letter by letter.
   
   C. Index: none

III. Age level: Elementary students to adults.

IV. Special Features:
   
   A. Cross-references appear in small capitals and serve three principal functions:
      
      1. The "see" references direct the reader to a more common variant where the definition is given or to another entry where he will find additional information.
      
      2. The "see also" references are used for parallel or related terms.
      
      3. The "compare" references direct the reader to contrasting terms.
   
   B. Verbal illustrations are used to show an entry word in context.
   
   C. Separate entries marked by preceding raised numerals (² coach) are given for noun, verb, and adjective/adverb definitions.
   
   D. Appendix: Included in the Appendix are:
      
      1. Abbreviations of sports terms.
      
      2. Referee signals.
      
      3. Scorekeeping.

II. FORMAT:

A. NO. OF VOLUMES: One (1).

B. ARRANGEMENT: Alphabetical arrangement with each term defined at its own place rather than treated as part of a group of related words.

C. INDEX: None.

III. AGE LEVEL: Intermediate to Adult.

IV. SPECIAL FEATURES:

A. ENTRIES: Over 450,000 words using a new dictionary style based upon completely analytical one-phrase definitions. Entries include copious illustrative quotations (about 200,000), many of which are taken from contemporary sources.

B. CONTRIBUTORS: A complete listing of the editorial staff as well as a partial list of specialist who were asked to handle a considerable body of related terms.

C. EXPLANATORY CHART and NOTES: Presents a pictorial sample to which numbers are assigned. These numbers refer to a section in the "Explanatory Notes" following. The chief divisions are:

1. The Main Entry 13. Verbal Illustrations
2. The Pronunciation 14. The Taxonomic Entry
3. Functional Labels 15. Usage Notes
4. Inflectional Forms 16. Cross-References
5. Capitalization 17. Run-On Entries
6. Attributive Nouns 18. Abbreviations
7. The Etymology 19. Symbols
9. Subject Labels 21. Combining Forms
10. Subject Guide Phrases 22. The Vocabulary Entry
11. The Symbolic Colon 23. -Er, -Or, -Ize
12. Sense Division 24. Factotums

D. GUIDE TO PRONUNCIATION: Presentation of facts to explain the way that the symbols in pronunciation are used in this work.

E. PUNCTUATION: Chief marks of punctuation and reference, with their names.

F. FORMS OF ADDRESS: A listing of some alternative forms of address with the most formal address and salutation first.

G. ABBREVIATIONS USED IN THE DICTIONARY: Alphabetized list of abbreviations.

H. ADDENDA SECTION: Listing of words included after the main work was completed.

I. NOAH WEBSTER: A brief biography of the significance of Noah Webster's contributions.
I. Title and Date: The World Almanac and Book of Facts 1984

II. Format:
   A. Number of Volumes: 1
   B. Arrangement: Arranged by subject with an alphabetical listing in the index.
   C. Index: A quick reference index is listed in the back of the book with a detailed index in the front.

III. Age Level: Intermediate to Adult

IV. Special Features:
   A. Includes a detailed annual chronology, memorable dates, U.S. associations and institutions.
   B. Contains U.S. population statistics and sections on famous personalities.
   C. Gives information on foreign countries, including four pages of flags.
   D. Presents statistics and other information on the latest sporting events.
I. Title and Date: **World Book Encyclopedia - 1983**

II. Format:
   A. Number of volumes: 22
   B. Arrangement: Alphabetical letter by letter
   C. Index: Located in Volume 22: includes Reading and Study Guides and picture notations.

III. Age Level: Intermediate and Junior High

IV. Special Features:
   A. Study Aid Section - Contains related articles, an outline and questions.
   B. List of Contributors - Gives names of people who wrote the articles.
   C. Facts in Brief - Provides information at a glance on political and physical features of the states and countries.
   D. Tables of Terms - Presents information that defines certain words or phrases used in discussing technical topics.
   E. Tables of Important Dates - Provides quick reference to outstanding events in the history of a topic.
   F. Pronunciation - Gives the pronunciation of difficult words that appear in the title or text of many articles.
   G. Charts and Diagrams - Clarify difficult subjects.
   H. Maps - Provide graphic information on physical features, political boundaries and such special topics.
   I. Science Projects - Accompany more than 15 science articles.
   J. Illustrations - Include quality reproductions of works of art.
   K. Trans-Vision Illustrations - Provide three-dimensional information in a two-dimensional form.
I. Title: Young People's Science Encyclopedia, 1982.

II. Format:

A. Number of volumes: 20

B. Arrangement: Alphabetical order, word by word (Compound words such as Aircraft come after terms such as Air Hammer)

C. Index: The last volume, number 20, contains the index.
   1. Major entries are in bold print; minor entries are in regular print and related entries are in italics.
   2. Pictures are indicated illus.
   3. Experiments and things to do are indicated by exp.
   4. Volume number is given first, followed by a colon and the page numbers: 2: 153-155
   5. Includes a beginning section entitled "Helping Young People in Science," written for parents and teachers.
   6. Includes an "Index of Things To Do" at the very back of the volume.

III. Age Level: Elementary and Junior High School students (especially grades 3-9)

IV. Special Features:

A. Split-level vocabulary
   1. The articles were written with an easy-to-difficult sequence of concepts and vocabulary.
   2. Each article begins with basic facts printed in larger type and gradually works into the more advanced technical concepts.
B. Spellings and pronunciation:
1. Modern spellings are used throughout the encyclopedia.
2. If pronunciation of an entry title is necessary, it follows the title in parenthesis.

C. Cross-references, of the "See" and "See Also" type, occur throughout the encyclopedia and are helpful to lure students into more advanced study.