DOCUMENT RESUME

ED 102 600 CS 201 899

TITLE Language Arts Curriculum for the Junior High School.
INSTITUTION Center School District 58, Kansas City, Mo.
PUB DATE 73
NOTE 128p.

EDRS PRICE MF-$0.76 HC-$6.97 PLUS POSTAGE
DESCRIPTORS *Activity Learning; *Communication Skills; *Curriculum Guides; English Curriculum; Grammar; Junior High Schools; *Language Arts; Oral Communication; Reading Skills; Student Centered Curriculum; Study Skills; Vocabulary

ABSTRACT

This student centered curriculum guide stresses learning activities. The first section offers a brief course description of the seventh grade, eighth grade, and ninth grade language arts programs. The second section describes in detail the skills objectives and activities for: written communication, oral communication, grammar, spelling, vocabulary, reading, literature, and study evaluation. The appendix includes: (1) a variety of communication skills activities for such topics as expository writing, descriptive writing, newspaper reading, concrete poetry, word rearrangement, ideographs, and mass media; (2) lists of composition topics; and (3) several booklists. (TS)

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LANGUAGE ARTS CURRICULUM

for the

JUNIOR HIGH SCHOOL

CENTER SCHOOL DISTRICT NO. 58
8701 Holmes Road
Kansas City, Missouri 64131

CS 201 829

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JUNIOR HIGH SCHOOL

LANGUAGE ARTS CURRICULUM COMMITTEE

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Summer, 1973

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FOREWORD

The summer 1973 curriculum workshop provided many unexpected rewards. It allowed an opportunity for staff members to meet on an informal basis without the pressure of classes and lesson plans. Instructors had time to discuss and share ideas. Much more of this type interaction is desirable in order to keep teaching procedures and plans fresh.

This workshop was important because it emphasized the total language arts program. By really analyzing the objectives, it provided focus for the entire program. It was agreed that one of the main goals would be to stress the integration of language arts skills in other courses.

The curriculum was devised with the individual needs of the student in mind. Something was desired that would be useable and concise. A curriculum guide does no one any good if it lies on a shelf. The only way it will get constant use is if it contains clear-cut objectives and a variety of proven activities. It was felt that this curriculum did provide a variety of activities. Activities were selected which had been used successfully with students. Obviously, this is an ongoing project. There can never really be a final list.

Because language arts is a skill area as contrasted with a content area, steps are gradual and overlapping. Concepts may be emphasized more at one grade level than another, but activities may be repeated and varied to meet the needs of the students.

The committee would like to express its appreciation to the Administration and to the Board of Education for allowing the opportunity to compile what is thought to be a really practical and workable guide.

PHILOSOPHY OF THE LANGUAGE ARTS DEPARTMENT

The teachers of the language arts program believe that it is their purpose and responsibility to prepare each child for a life as a competent, productive adult. Instructors will strive to provide a learning environment which will:

Develop communication skills which will help each student express himself and to relate to his fellow students.

Promote courtesy and respect for others and their opinions.

Provide a variety of learning opportunities for all levels of skills and allow for individual differences.

Provide opportunities for students to learn and to practice the skills of effective communication.

Incorporate the valuable human and physical resources available in our community.

Develop a sense of self-worth in each student.

Foster and develop the desire and ability to learn and to continue the learning process throughout life.

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DEPARTMENTAL OBJECTIVES

The following are the objectives of the language arts department:

To promote reading for recreation as well as for information.

To teach students to adjust their reading rate to the material and purpose.

To develop a broad experience background through literature which provides a basis for making decisions that apply to daily living.

To develop skills in oral communication through experiences in speaking. All students are encouraged to articulate their ideas effectively in speaking situations.

To promote diverse writing skills which are applicable to situations ranging from the technical to the creative.

To enable the student to critically examine written and oral information, to determine degrees of bias and exaggeration, to differentiate fact from opinion, and to recognize propaganda techniques.

To develop an openminded attitude in students and foster a feeling of respect and appreciation for others views.

To have the teacher foster within the student a feeling of self esteem and help develop an appreciation within the student for his unique talents.

To provide for growth and development of all students abilities through choice of appropriate materials and teaching techniques.

To reveal to the student that the language arts skills are the basis for all other fields of study.

COURSE DESCRIPTION

SEVENTH GRADE LANGUAGE ARTS

The primary objective of the seventh grade language arts program is to provide a social, academic, and emotional adjustment from elementary to junior high school. This transition brings with it a greater student responsibility for class assignments and independent study. The curriculum, therefore, would include units of study and activities which provide practice in written and oral expression, which introduce literature and literature study, and emphasize the importance of using language skills in all other academic and social areas. It is felt that if this curriculum is to be successful, each student must feel self-worth, individuality, and security in the language arts classroom as well as in the total school environment.

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COURSE DESCRIPTION

EIGHTH GRADE LANGUAGE ARTS

The eighth grade language arts program has reading at its base. Whenever possible, all other language skills are taught as a direct outgrowth of the reading assignments. Grammar and punctuation skills are taught when there is a deficiency in compositions submitted. Reading diagnostic tests are administered, and improvement in this area is achieved through the use of kit materials and individualized programs. Free reading is encouraged for extra credit.

COURSE DESCRIPTION

NINTH GRADE LANGUAGE ARTS

Ninth grade language arts is planned to develop each student's ability to the maximum in all aspects of communication skills. This is accomplished by providing flexible but balanced activities coordinated, when appropriate, with the other departments. Special emphasis is given to study skills to help the student gain efficiency.

Literature and reading: Greater insight into human experience is fostered. Special units are: the short story, Greek drama, Romeo and Juliet, the novel, biography and poetry. Extensive individual reading is encouraged.

The writing program is intended to develop sequentially with the maturity of the student. Special emphasis is given to the short essay. Writing for the newspaper involves instruction in journalism.

The goal of a mass media unit is to alert students to bias and propaganda devices in communication from any source.

Grammar, spelling, and vocabulary are taught specifically and in conjunction with other activities.

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GRADE LEVEL OBJECTIVES

Grade level objectives have been divided into the following sections:

I. COMMUNICATION SKILLS

II. GRAMMAR SKILLS

III. SPELLING AND VOCABULARY SKILLS

IV. READING SKILLS

V. LITERATURE SKILLS

VI. STUDY SKILLS

VII. EVALUATION

Since each of the above sections pertain to the seventh, eighth, and ninth grade language arts program, no attempt has been made to divide this guide into sections for grades seven through nine. Instead, numbers accompanying the objectives designate which grade level(s) are compatible with which objectives. The curriculum format makes it readily apparent that much coordination must be forthcoming both among and between the junior high grade levels.

COMMUNICATION SKILLS

OBJECTIVES

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I. COMMUNICATION SKILLS

Basic concept: Communication in oral and written form is unique to human beings. The development of these skills is basic to a full life.

A. Written Communication

1. Sentence
   a. To help students recognize a complete sentence
   b. To help students write complete sentences

2. Punctuation
   a. To help students use the following correctly: capital letters, periods, commas, apostrophes, question marks, exclamation points, semicolons, underlining, and parentheses.
   b. To help students use punctuation sparingly and not overwork certain symbols.

3. Manuscript form

   a. To help students write a neat composition
   b. To help students develop uniform paragraphs

4. Paragraph
   a. To be able to find the main idea
   b. To recognize topic sentences
   c. To organize details to support the main idea
   d. to use specific steps to develop a paragraph
      1. Choosing the topic
      2. Limiting the topic
      3. Deciding on the main idea
      4. Writing a topic sentence
      5. Choosing the details to support
      6. Writing a concluding sentence
   e. To learn techniques for developing good paragraphs
      1. comparison and contrast
      2. general to specific
      3. near to far
      4. order of importance

I. COMMUNICATION SKILLS

A. Written Communication (cont'd)

4. Paragraph
   f. To be able to proofread the paragraph for coherence
      1. To proofread with teacher direction and supervision (7)
      2. To proofread with teacher and peers (8)
      3. To proofread with teacher, peers, and independently (9)

5. Short Paper
   a. Expository Paragraph
      1. To develop logical sequence (7,8,9)
      2. To develop clarity in writing (7,8,9)
      3. To develop conciseness (7,8,9)
      4. To develop student's individual style (8)
      5. To emphasize a definite conclusion (8)
      6. To analyze resources for point of view (9)
      7. To discern fact and opinion (9)
      8. To develop the student's own conclusion (9)
   b. Essay or Opinion Paper
      1. To discern fact from opinion (7)
      2. To determine bias (7)
      3. To use details to support opinion (8)
      4. To keep an openmind to new evidence and information (8)
      5. To keep arguments fresh, avoiding triteness and stereotype (8)
      6. To consider opposing views in arriving at a logical conclusion (9)
      7. To build points to persuade (9)
      8. To finalize with restatement of the argument (9)
   c. Narratives
      1. dialogue (7)
      2. point of view (7)
      3. chronological order (7)
      4. figurative language (7,8,9)
         a. simile
         b. metaphor
         c. hyperbole,
         d. imagery
         e. personification

I. COMMUNICATION SKILLS

A. Written Communication (cont'd)

5. Short Paper
   c. Narratives
      5. satire (7,8,9)
      6. human interest (9)
      7. To employ literary techniques such as foreshadowing flashback, symbolism, metaphor (9)
   d. Journalism
      1. editorials (9)
      2. news stories (9)
      3. Sports stories (9)
   e. Creative Writing
      1. poetry
      2. fiction
      3. plays
      4. journals

WRITTEN COMMUNICATION SKILLS

ACTIVITIES

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WRITTEN COMMUNICATION SKILLS--ACTIVITIES

1. Give a kernel plot--a family goes on a canoe trip into the wilderness and spends two days. Have students write the story including all elements of the plot: exposition, rising action, climax, falling action, denouement.

2. Give students an unusual, but factual, piece of information and have them write a science fiction story with all the elements of fiction.
   EXAMPLE: regeneration of cells from one cell-frogs

3. Give trite words and have students list three or four synonyms for each: walk, talk,
   stroll mumble
   stride whisper
   Students may enjoy acting out each variation of the word.

4. Give some basic information and have each student write two letters (one to a first grade class and the other to a college professor) and point out language differences at the end of the exercise.

5. Have students describe some thing in a certain area of the school or community. Tell them to begin with "cold" details and work progressively to "warm" and "hot" clues. Have the students read clues to the class and let the class guess. The object is to be precise but not simplistic.

6. The Construction Theory. Try building a paragraph as you would a house. Start with a "blueprint" which lists choice of topic, main idea, and details. Build paragraphs from the plan or blueprint to the rough shell, and finally the finished product.

7. Writing a biography--Interview another class member, take notes, and write a factual account of his life from the notes. (especially good at the beginning of the year)

8. Describe an unknown--Teacher brings a strange-looking object to class and displays it. Students write a detailed descriptive paper, emphasizing sensory feelings without ever actually naming the "thing". Papers are distributed to another class to read and evaluate. Then each person is to draw what he thinks the object looks like and return the paper with the illustration to the writer.

WRITTEN COMMUNICATION SKILLS--ACTIVITIES (cont'd)

9. Trust Walk Experience. Students pair up and go outside for a walk around the grounds. One student in each pair closes his eyes and the other acts as a guide, pointing out as many sounds smells, things to touch and taste as possible. Then they trade places so that each person experiences being "blind" and being trusted. After returning to class, they are to write an objective account of everything heard, smelled, tasted, and touched.

10. Ask students to act out simple sentences, such as "Jim comes into the room." The class can suggest that Jim leap, fall, creep, limp, etc. This helps students explore situations,attitudes, emotions, and skills necessary for effective writing.

11. Write a new ending to a story from the literature book. "Rip Van Winkle" offers some interesting possibilities.

12. Read the "Country Mouse" section under Narrative in the handbook section of PROJECTIONS IN LITERATURE. Good for comparison of points of view. (Film available from Mid-Continent Library)

13. Write an original Folk Tale, along with the unit in PROJECTION. (Use filmstrips from school library. Records are also available.)

14. Write a story based on the format of the TV show <u>You Are There</u>. Use characters and incidents from stories in PROJECTION, THRUST, or other literature texts. Students may write about the same incident but from a different character's point of view.

15. Write a poem using the exact wording from a one-paragraph news article. Good for the human interest type of article.

16. Start a picture file of unusual pictures from magazines and mount them on posterboard. Use these with students to spur imagination for short story writing or poetry.

17. Set up a "secret drawer" in which the students may place any form of writing which they want to share with the teacher.

18. Students describe everyday objects by studying their physical properties and describing them using simile or metaphor. Personification lends itself well to this, too.

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WRITTEN COMMUNICATION SKILLS--ACTIVITIES (cont'd)

19. Mood--Tone-- In getting the idea of these terms across to; the students use line drawings that create feelings of mood. Show the drawings and try to identify the emotions. Use a short sentence to describe the emotion.

ANGER

NERVOUSNESS

20. Show a series of related magazine pictures that depict a theme which the kids can recognize, then write a short paragraph about the collage and its theme.

21. When trying to develop specificity of word chice in writing descriptions have objects with distinctive odors, tastes, textures. Blindfold students and have them sample these objects by using their senses other than sight. Then they write descriptions of the sensory experience, trying to pick precise words. Good items to use might include: lemon, cucumber, onion, dill pickle, nuts, banana.

22. Film Making. This is an excellent way to stimulate interest in a class, improve attendance, promote uninhibited writing, and enable some actors to release their talents. First, write a script. (Plays in SCOPE magazine may serve as models.) Divide the class into four or five groups and have each group write a script. Ask the students to select the best one and rewrite and enrich it. Next, select actors, technicians for the cameras and lights, make-up, costumes, and prop men. When organized each scene should be rehearsed twice before filming. After editing, it is ready to show. If sound isn't possible, then there should be some narration or music.

23. Have students divide into five or six groups. Group I should begin the story and write the introductory paragraph and pass the sheet to group II who is to add the next action and so on until it reaches a conclusion. The final story might be copied and proofread from a duplicated sheet which is handed out to all.

24. Write endings for the NEA JOURNAL unfinished stories.

WRITTEN COMMUNICATION SKILLS--ACTIVITIES (cont'd)

25. Brainstorming: The teacher begins by writing, in large letters in the middle of the blackboard, a topic of general interest, such as family or teenagers. Each class member is to give one word that they think of when the topic is mentioned. As answers come, they are written on the board in a haphazard manner surounding the main topic.

    The next procedure is to make students aware that a short theme or paragraph on the large topic would be so general that it would not say anything. Complete coverage would result in a book. Through carefully manipulated class discussion a chalkboard plan can be made for writing a paragraph:

    1. Choose major topic
    2. Examine the major topic by writing ideas as they enter your mind
    3. Select one topic, or several related ones from the list.
    4. Eliminate all other ideas.
    5. Introduce your theme or paragraph by writing one sentence which tells what you are going to write about.
    6. Write--either immediately or after more thought--everything that comes into your mind on this topic.
    7. Rest. Telephone a friend, take a shower, eat something.
    8. Read what you have written.
    9. You may want to discard what you have written. Tear it up and start over.
    10. Reread
    11. Revise
    12. Proofread
    13. Read aloud (Very Important!)
    14. Recheck
    15. Copy. Write the theme in ink on theme paper or type it.

26. Using students' own reports pick out examples of misspelling, grammar errors, or sentence structure errors. Let students see if they can identify types of errors. Examples, from actual papers, can be typed out and duplicated for use with a class. No student's name will appear with his error. Classes may be combined all on one sheet of paper. The teacher might put a list of possible errors on the board.

27. During a particular writing assignment, allow students to work in small groups for the purpose of proofreading each others papers.

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WRITTEN COMMUNICATION SKILLS--ACTIVITIES (cont'd)

28. Write conquain poetry and have students cut out a construction paper shape which fits the subject of the poem.

29. Use ditto from teaching unit "Viewpoint". Write reactions to the first person paragraph. SCOPE magazine kit.

30. Use ditto from "Youth Generation." Students pretend they are a columnist and answer sample letters. SCOPE magazine kit.

31. Use Scholastic teaching unit on humor. Arrange pictures from the kit on the bulletin board and let the imaginations go.

32. Rorschach writing. Give each student a blank piece of paper. Use different colors of ink or paint. Each students flips some ink onto the paper and folds the paper. Open the paper. Study the design. Write about what is seen or represented. Very effective for poetry writing. Can be used with text selection "Flowersfor Algernon."

33. Use popular songs to show symbolism, imagery and other literary techniques.

34. Expository writing (Appendix p. i) How to Develop the Essay

35. Descriptive writing (Appendix p. ii) Outline for Descriptive Writing

36. Style sheet for written work (Appendix iii)

37. Compose a newspaper. This may be done in groups or individually. (Appendix pages iv)

38. Concrete poetry (Appendix page v)

39. Diamente--Spanish for poetry shaped like a diamond. (Appendix vi)

ORAL COMMUNICATION SKILLS

ACTIVITIES

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I. COMMUNICATION SKILLS

B. Oral Communication

1. Class discussions
   a. To help students have respect for others opinions
   b. To achieve an even distribution of participation

2. Small Group Discussions
   a. To achieve an even distribution of participation
   b. To achieve effective leadership
   c. To encourage cooperation among participants
   d. To achieve a successful conclusion to the project

3. Oral Class Presentations
   a. To give practice in extemporaneous speaking
   b. To help students learn to speak from notes
   c. To help students achieve stage presence

4. Oral Interpretation
   a. To read with expression
   b. To pick up cues and stage directions
   c. To preview material for sense of purpose and direction
   d. To take note of specific punctuation
   e. To phrase for fluency

C. Listening

1. To become aware of the importance of listening
2. To understand that one must tune in and concentrate by recognizing the purpose of the communication
3. To become aware of distractions and adjust to them
4. To learn to listen to specific directions

ORAL COMMUNICATION SKILLS--ACTIVITIES

1. Oral interpretation of poetry. Students may tape their practice sessions and listen to themselves before giving the presentation to the class. Examples: "The Congo" by Vachael Lindsey, the "Casey at Bat" trilogy poems, "Face upon the Floor" by H. Antone D'Arcy, contemporary song lyrics, "Bright Star Shining."

2. Reports and informal talks. After working on note-taking and outlining (in Studyskill section) work with students on giving talks to the class using notes as an aid, not a crutch, and eventually take away the notes completely after the student develops confidence.

3. Interviewing. Good activity at the beginning of the year. Have students interview one another to find out information for a biography. They must work on specific questions to ask and interviewing procedure before they start.

4. Play-acting. Role-playing and expression in open-ended plays. TAKE 12 by Scholastic Book Services is excellent for this.

5. Christmas Carol. Act this out in play form in conjunction with the study of the story and Dickens.

6. Small group discussion. Topics may be drawn from science, social studies, music, art, etc., and group discussions prepared to be presented to the entire class. The audience might practice note-taking during these discussions so they could ask questions. Especially good when it supplements material from another course.

7. Evaluation. A prepared sheet may be given to the student who gives an oral presentation to the class. The good points are stressed as well as those which might need improvement.

8. Perform an original folk tale. Reproduce the original setting, costumes, mannerisms of speech, customs of the culture. Entertain as the original story teller of the time. Uncle Remus, etc.

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ORAL COMMUNICATION SKILLS--ACTIVITIES

9. Trust walk. Good exercise in improving acute listening--see activities under Written Communications # 9.

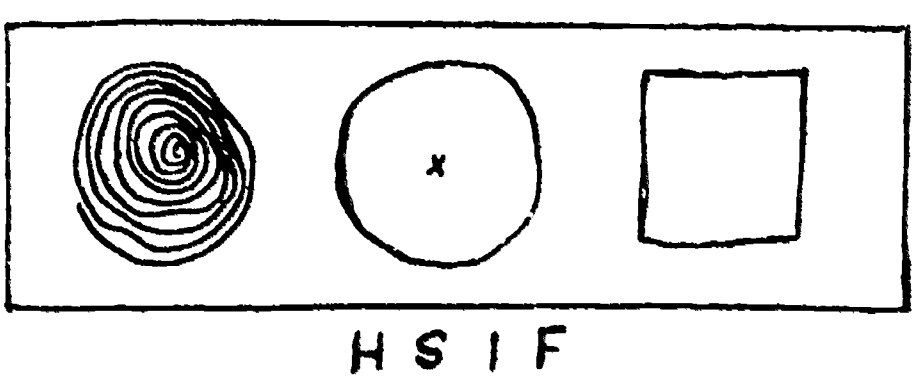
10. Gossip. This childhood game is fun and a good practice in listening. The group gets in a circle and one person whispers a phrase or sentence to the person next to him and so on around the circle and the last person says out loud whatever was told to him.

11. Listening test. The teacher instructs the class that he will read the following directions and instructions ONCE and the students should follow carefully and promptly in order to avoid confusion. They should not mark their paper until told to do so.
    1. Write your name, given name first, on the first line next to the left margin.
    2. Write "Listening Test" in the center of the second line.
    3. Write the date using the name of the month on the top line at the right side of the paper.
    4. Using Arabic numbers, answer the following questions beginning on the fourth line down:
        1. Write the name of the day before yesterday.
        2. Write the number of the period we are now in.
        3. Write the number of this room.
        4. Write the letters that are omitted in this reading of the alphabet. a,b,c,d,f,g,h,j, k,l,m,n,o,p,r,s,t,v,w,x,y,z.
        5. Write the name of our latest legal holiday.
        6. Write the number of the hour when both minute and hour hands are in the same position on the clock dial.
        7. Name the winter sport for which Colorado is famous.
        8. Write the number of years during which you would have attended school if you had attended kindergarten.
        9. Write the sum of 3,6,7,5,and 2.
        10. Write the date in figures using dashes between the numbers.

ORAL COMMUNICATION SKILLS--ACTIVITIES (cont'd)

12. Try this listening game to see how well students understand directions and how quickly they can follow them. Some of the questions are nonsense, but they are a good test of their listening ability. Students should number their papers from 1-9 and the teacher will read each direction ONCE, pausing briefly for the student to follow. This is a LISTENING test.
    1. Write yes no matter with what letter your name begins.
    2. Of the words school and box, write the shorter one.
    3. Write no even if you think cows are larger than dogs.
    4. Write the numbers 2,7,9,5,8 and circle the largest one.
    5. If you circled 7, make a square; if not, make a cross.
    6. If birds can fly, complete this sentence correctly: Hens lay _____.
    7. If 3 x 2= 8, make a circle; if not, make two dots.
    8. Give the wrong answer to this question: "Are you in the United States?"
    9. If Washington was not the first President of the United States, write the shorter of the words red and green; if he was. sign your name.

13. Listening for specific directions. Give directions aloud slowly, ONCE.
    1. Draw a rectangle at least four inches long lying on its long side.
    2. Inside the rectangle, at the center, draw a circle whose diameter will be about one-fifth the length of the rectangle.
    3. In the center of the circle place a small x.
    4. To the right of the circle halfway between it and the right side of the rectangle, draw a square about the same size as the circle.
    5. To the left of the circle draw a tight spiral about the size of the circle.
    6. Under the rectangle print the word fish, with the letters in reverse order.



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2. IDEAS FOR TEACHING ENGLISH, National Council of Teachers of English

3. INVESTIGATIONS IN LITERATURE, Montage

4. LIVELY ART OF WRITING, Payne, Lucille. Follett

5. NEWSPAPER IN THE CLASSROOM, Shackelford, Hope. Rand

6. NEWSPAPERING, Ward, Bill. Scholastic Publications

7. POETRY, Scholastic Publications. Teaching Kit

8. PLAIN ENGLISH HANDBOOK, McCormick-Mathers

9. Style Sheet for Written Work, (Appendix)

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WRITTEN COMMUNICATION SKILLS--AUDIO-VISUAL MATERIALS

CENTER NORTH LIBRARY

Records

Speech In Action

Filmstrips

How to Give a Demonstration
Come to Your Senses

CENTER SOUTH LIBRARY

Filmstrips

Writing the Paragraph 1,2
Writing the Words 1,2
Writing the Sentence 1,2
Writing the Sentence with More Than One Idea 1,2
Sentence Problems 1
Sentence Problems 2

Transparencies

Sequence

GRAMMAR SKILLS

OBJECTIVES

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II. GRAMMAR SKILLS

Basic concept: The basic purpose of grammar study is to build student awareness of the structure of our language, its levels of usage, and an appreciation for the variety of forms of expression.

A. To recognize the basic sentence elements

1. S-V, S-V-O, S-LV-C
2. S-V-IO-O (8,9)

B. To recognize types of sentences

1. declarative, exclamatory, interrogative, imperative (7)
2. simple, compound (7)
3. complex (8,9)

C. To recognize word classes in sentence structure

1. nouns, verbs, adjectives, prepositions, pronouns (7)
2. all of the above plus adverbs (8)
3. all of the above plus verbals (9)

D. To recognize common sentence errors

1. run on
2. fragments
3. misplaced modifiers

E. To recognize common usage errors in parts of speech

1. verbs
2. adjectives/adverbs
3. pronouns
4. subject/verb agreement

F. To recognize the different levels of usage

1. formal
2. standard
3. colloquial
4. slang
5. dialect

III. GRAMMAR SKILLS

B. Vocabulary Skills

2. To develop word attack skills
   d. dictionary usage
      1. entry words
      2. guide words
      3. syllabication
      4. pronunciation key
      5. etymology (word origin)
      6. current definitions and usage
      7. choosing definition to fit the context
      8. abbreviations
      9. synonyms and antonyms
      10. population figure chart (8)
      11. supplementary information (8,9)
      12. unabridged dictionary

GRAMMAR SKILLS

ACTIVITIES

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GRAMMAR SKILLS--ACTIVITIES

1. Individual unit--students work through a chapter in the grammar text on pre-determined exercises. After completing the exercises (with score of 90 or above) the students take a final test and must pass with a score of 90. They may go on with another section.

2. City Mouse--good practice with the levels of usage. Compare the different grammar and speech patterns of the city mouse with his hillbilly cousin.

3. Archy and Mehitabel--Use D. Marquis, the writings of the characters for finding correct positions of punctuation and capitalization.

4. Write an adjective and a noun for a person in the class. After a few examples have been added to each list see if the class can identify the person being described. Try to make the words as specific and descriptive as possible.

5. Write sentences on the board containing words which can be used as both a noun and adjective(homographs). Have the students make sentences using the words in different manners.

6. Read descriptive material omitting the adjectives. Read the same selection adding a variety of adjectives and note how the meaning of the selection changes.

7. Substitute words which give a more exact meaning for overworked adjectives such as nice, grand, etc. This may be used for any overworked part of speech. Put the word in the center of the board and let students add a synonym. This is a good time to introduce the thesaurus by letting students compare the number of words listed in the thesaurus for the original word.

8. Create some sentences using nonsense words. Give some clues to how the word functions in the sentence (noun, adjective, etc.). Clues to be given might include placement of the word in the sentence, plural form, comparative and superlative endings, noun markers, common suffixes.

GRAMMAR SKILLS--ACTIVITIES (cont'd)

9. Put columns on the board and list at random nouns, verbs, adjectives, adverbs, prepositional phrases. Choose a paragraph and omit various parts of speech. Insert those from the class list. Read the paragraph with the new words.

10. Use the old favorites, Dick, Jane, Puff, Spot, and Sally or Dr. Seuss, or Ogden Nash children's books. Make a ditto exercise of some episode and use the short sentences for determining sentence patterns and simple, compound, or complex sentences. Sometimes students like to write their own adventures for Dick and Jane. Emphasize that sentences be kept short in primer style.

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GRAMMAR SKILLS--BIBLIOGRAPHY

1. BRER RABBIT STORIES FROM UNCLE REMUS, Brown, M.W. Harper-Roe
2. EMPTY SPOON, Decker, Sunny. Harper-Roe
3. IDEAS FOR TEACHING ENGLISH, National Council of Teachers of English
4. THE ME NOBODY KNOWS, Joseph, S.M. Avon Books
5. SWIFTWATER, Annixter, P. Hill and Wang
6. Victor Borge In Concert (record-Kansas City Public Library)

GRAMMAR SKILLS--AUDIO-VISUAL MATERIALS

CENTER NORTH LIBRARY

Filmstrips

Understanding the Parts of Speech

CENTER SOUTH LIBRARY

Filmstrips

Linguistics Backgrounds of English
What to Look for in Meaning through Structure
Parts of Speech--Nouns and Pronouns
Grammar I--Subject and Predicate
Grammar II--Modifiers-Adjectives and Adverbs
Grammar III--Nouns

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SPELLING AND VOCABULARY SKILLS

OBJECTIVES

ERIC

III. SPELLING AND VOCABULARY SKILLS

Basic Concept: A wide vocabulary opens vistas of understanding and enables the student to use language with strength and precision of expression.

A. Spelling Skills

1. To recognize phonetic techniques of spelling-i.e. generalized spelling rules

2. To recognize exceptions to phonetic rules

3. To recognize root words and endings

4. To recognize common spelling errors-i.e. to, two, too

5. To emphasize correct enunciation and pronunciation to encourage better spelling habits

6. To focus attention on special word groups
   a. homonyms
   b. synonyms
   c. antonyms
   d. homographs
   e. acronyms

7. To encourage students to take pride in correctly spelled words.

B. Vocabulary Skills

1. To encourage students to increase the size of their working vocabulary

2. To develop word attack skills
   a. structural analysis
   b. context clues
   c. word sound
   d. dictionary usage

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SPELLING AND VOCABULARY SKILLS--ACTIVITIES

1. Use the Reader's Digest monthly word quiz or the quizzes available in the educational edition of the magazine.

2. Check the etymology of the following words:

abet	ambulance	bonfire	infant	thug
alarm	assassin	bugle	journey	vandal
alphabet	auction	escape	sinister	
	ballot	fool	tantalize	

3. Acronyms--divide the class into two teams, brainstorm to think of as many acronyms as you can. Write them down. Find out their meanings. Find acronyms in print (extra points). This activity might be done in small groups which compile books of acronyms. Students might want to make a graph of the frequency of certain select ones.

4. Use holidays (Valentine's Day, Christmas, etc) and have students jumble the letters to get as many words over three letters as they can. Groups of three or four can compete and enjoy this exercise.

5. Jumbles and junior jumbles from the Kansas City Star. Students may work on these individually or in groups. To vary the activity the teacher may make it a timed activity. This activity is not only aimed at enlarging vocabulary, it encourages students to spell words correctly. These puzzles can be reproduced on the ditto machine.

6. Contract words--This activity must be carefully prepared since not all words will work. Students begin with a list of words. It may vary in length (5-10 words depending of time and students' ability). The object is to reduce each word one letter at a time until you have reduced it as far as possible. Example: thorough, through, though, tough. Appendix Page vii

7. Root words--Use any common Latin or Greek words. Give the meaning of the root and then see how many words in use today have the same root. Be sure to examine the modern meaning to see what traces of the ancient root remain. Which words still mean about the same? Which are very different? Expand the activity by having the student find examples of the word as it is used in magazines and newspapers.

SPELLING AND VOCABULARY SKILLS

ACTIVITIES

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SPELLING AND VOCABULARY SKILLS--ACTIVITIES

8. Word Re-arrangement test--Common words are selected that when rearranged will spell another word. (example: car, arc) Students may start with a teacher made activity at first and then try making a test of their own. Students may use a dictionary to list unusual words and it is suggest that the definitions of unusual words be written down for quick reference. Appendix page viii

9. Laddergrams-Many commercially published puzzle books contain these. They differ slightly from the contract word game in that they give the definition only and the student must determine the word indicated. He then subtracts one letter to form a new word that fits the second definition. Appendix page ix

10. Homonym spelling bee-Students are given a homonym aloud. The student must go to the board and correctly both words of the homonym pair and give a definition.

11. Make a set of flash cards for individual or group use of the words from the literature units. Use the word only or give the sentence which contains the word. Answers may be written on the back for easy reference. Students may arrange to check these out for home or study hall use.

12. Use crossword puzzles from commercial publications. These can be reproduced on dittoes for class use. Many magazines divide puzzles according to levels of difficulty.

13. Student notebooks--Encourage students to make their own personal vocabulary and spelling notebooks. They may include words that students frequently misspell, words they want to learn to spell, words they want to add to their vocabulary.

14. Fictionary--Using a newly introduced group of words divide the class into two teams. Select a word. Write it on the board. Those in Team I will draw definitions for this word from a hat. Actually only one person will have a definition written on the paper. The others on the team will then create their own fictitious definition. The tone of dictionary writing should be practiced as well as perhaps giving the part of speech, plural form, etc. Each person then reads his definition. Team II must guess which is the correct one.

SPELLING AND VOCABULARY SKILLS--ACTIVITIES (cont'd)

15. Hidden word puzzles. These may be created for any area of study from literature vocabulary, spelling review, literary terms, characters, etc. Students may make up their own or do one to present to another hour. Using a set list of words, let students begin by writing the words, across, up, down, backwards, or diagonally across the squares of graph paper. When all the words have been placed fill in the blanks with additional letters. The students may want to list the words they used in their puzzle or they may give experienced puzzlers only the topic that the words pertain to and perhaps how many words are in the puzzle. Students then find the words in the puzzle and circle them.

16. Password--This can be done as a class or in small groups. Any list of words can be used (characters, titles, literary terms, literature vocabulary, spelling review, Dolch list). Students may make cards with the words selected. The word is shown to all except the participant. Two students are chosen. One knows the word, the other doesn't. The first student tries to get the second student to guess what the unknown word is by giving synonyms, antonyms, rhyming words, or words suggesting a specific connotation. There is a 10 second time limit. Ten points are possible. One point is deducted for each wrong guess.

17. Kriss Kross--This can be a student prepared puzzle. Words can be chosen from whatever is being studied. Students should arrange the list of words according to the number of letters in each word. All three letter words are grouped together, all four letter words together, etc. Students use graph paper and arrange the words so that they are interlocking. The more words that interlock the better. Students may place one word on the puzzle as a clue. Students must then copy other words correctly onto the diagram until all words have been used and the diagram is filled. At the first, students may want to work in groups of two.

18. Scrabble--commercial game

19. Perquacky--timed word game prepared for commercial distribution

20. Probe--commercial game

21. Baffle--commercial TV program involving words and phrases that can be adapted to classroom use.

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SPELLING AND VOCABULARY SKILLS--ACTIVITIES (cont'd)

22. Nonsense words-use a variety of nonsense words to help in reviewing phonetic rules. Have students place diacritical markings and divide them into syllables. Some time should be given to letting students practice pronouncing these nonsense words. This may be done by having an old fashioned spelling bee using nonsense words. Student must repeat the word before he spells it on the board.

23. Teacher list--Teachers may compile a list of words frequently misspelled by one student or one class and use that as the center of organization for spelling emphasis.

24. International Teaching Alphabet-Students like to translate various words into the international teaching alphabet. Likewise they like to figure out what words or sentences are represented by this.

25. Rhyme tyme--Students should be encouraged to work with rhyming words to enforce certain spelling patterns and habits. Students may start with a teacher prepared activity and then make up ones of their own. Using nouns or adjectives students would complete the following:
    A funny goat is a silly _____.
    A Swede taking a walk is a _____ Viking.
Appendix page x.

26. Ideographs--These are suggested in the spelling book but students enjoy making their own. Once they catch on the teacher may want to reproduce those created by students and hand them out to the class. Always leave a blank space at the bottom for at least one new one. Appendix page ix.

27. Viking Words--Word list is compiled and given to students (other teachers receive one too). Students are given points for hearing or reading these words. They may get them from TV, conversations, or wherever they pop up. They must list the source and the sentence or context that the word was used in.

SPELLING AND VOCABULARY SKILLS--BIBLIOGRAPHY

1. ACROSS AND DOWN, Word Skills #1, Scholastic Publications

2. COMPOSITION IN ACTION, Books 1 and 2, SRA

3. COUNTERPOINT, Scott-Foresman

4. FOCUS, Scott-Foresman

5. GOALS IN SPELLING, Kottmeyer, Claus. McGraw-Hill

6. GUIDE TO MODERN ENGLISH GRAMMAR, Books 7,8,9. Scott-Foresman

7. IDEAS FOR TEACHING ENGLISH, National Council Teachers of English

8. IN OTHER WORDS, A Junior Thesaurus, Scott-Foresman

9. OUTLOOKS, Scott-Foresman

10. PROJECTIONS IN LITERATURE, Scott-Foresman

11. THRUST, Scott-Foresman

12. TROUBLESHOOTERS, Spelling Skills I, II; Spelling Mastery; Word Mastery. Houghton-Mifflin

13. VOCABULAB, SRA

14. WHAT IS LANGUAGE? Scholastic Publications Teaching Kit

15. WORD PLAY, Nuenberg, Maxwell. Dell Publishers 440-09861-075

16. WORD PUZZLES AND MYSTERIES, Scholastic Publications

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SPELLING AND VOCABULARY SKILLS--AUDIO-VISUAL MATERIALS

CENTER NORTH LIBRARY

Filmstrips

Finding and Using Exact Meanings

CENTER SOUTH LIBRARY

Filmstrips

Introduction to Word Study
Synonyms, Antonyms, Homonyms
Suffixes and Prefixes
Words and Their Backgrounds

ERIC

READING SKILLS

OBJECTIVES

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IV. READING SKILLS

Basic concept: Written communication is basic to civilization as a primary means of transmitting knowledge. It is a basic tool through which all other disciplines can be internalized.

A. Preparation

1. To adjust to different types of reading
2. To determine a purpose for reading
3. To develop skill in skimming

B. Comprehension

1. To gather facts from inference
2. To find the main idea
3. To understand sequence
4. To recognize tone of the author
5. To generalize from a variety of sources. (8)
6. To understand emotional terms and slanted material (9)

C. Reading Rate

1. To promote timed reading activities and chart results
2. To encourage students to read materials below grade level to increase speed
3. To skim for key words
4. To promote reading efficiency

D. Vocabulary Growth

E. Oral Reading

F. Understanding Author's Organization

G. Interpretation Skills

H. Literature Appreciation

I. Reaching Conclusions

READING SKILLS

ACTIVITIES

ERIC

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READING SKILLS--ACTIVITIES

1. Provide pupils with a set of factual questions to be answered from a reading selection.

2. Give pupils practice in separating facts from opinions in a reading selection.

3. Have pupils read selections to determine the purpose of each fact given.

4. Provide practice in extracting facts from various kinds of material. Use baseball box scores, maps, graphs, timetables, telephone books, recipes, advertising, and others.

5. Have students arrange the main ideas of a selection in order, and then have them identify the details related to each idea.

6. Have students select the nouns and verbs which carry the main idea.

7. Have students practice making an outline of the selection, showing subordination of details.

8. Using the above outline have students write summaries from the outlines to clarify synthesis.

9. Give students practice in reading short selections to determine the purpose of the author(amuse, share an experience, to give a new idea, to stir readers to action).

10. Provide practice in character evaluation by having students pick out significant words and phrases which delineate character.

11. Have pupils practice finding and interpreting picture making words and phrases.

12. Have pupils practice evaluation of the various kinds of humor in reading selections (ungrammatical dialogue, dialect, exaggeration, characature, nonsense, stories with points, and similar devices.)

13. Keep a class card file of any books the student or teacher finds interesting during the school year.

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READING SKILLS--ACTIVITIES (cont'd)

14. Choose a short interesting article from the newspaper for each student. Have a question on the board about each article. Questions are numbered as are the articles. Find the answer and read the phrase that answers the question. The class may, the following day, have each person bring an article, number it, and write a question. Questions and articles could be passed around the room for variety.

15. Stump the experts--Especially good for reading for details. A panel of three or more students is chosen to sit before the class. Three students at a time are allowed to question. All members of the panel are given a chance to answer the question if the first person is unable to. When every member of the panel fails to answer the question that panel is retired and a new one selected. After the second miss the panel member is retired and a new one chosen.

16. Go to the library on a regular basis.

ERIC

READING SKILLS--BIBLIOGRAPHY

1. ACTION LIBRARY, Scholastic Publishers

2. ACTION READING KIT, Scholastic Publishers

3. DIMENSION, Scholastic Publications

4. HIGH INTEREST, EASY READING FOR JUNIOR HIGH AND HIGH SCHOOL, National Council of Teachers of English

5. READING SKILLS Scholastic Pub'lications (transparencies)

6. SPOTLIGHT SERIES, Scholastic Publications

7. WHAT IS LANGUAGE INFLECTION, Scholastic Publications Teaching Kit

8. WIDE WORLD, Scholastic Publications

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LITERATURE SKILLS

OBJECTIVES

ERIC

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V. LITERATURE SKILLS

Basic concept: Literature is the collection of man's insights into himself and his world. Personal growth and enrichment is achieved through exposure to writings of all ages.

A. To promote reading for pleasure--encourage all students to sample a wide variety of reading material

B. To broaden students' understanding of life--Areas of development may be selected according to what is appropriate for the student's level of maturity.

C. To provide vicarious experiences

1. To provide opportunities to see social relationships between self and peers.
2. To expose students to other cultures and geographic areas
3. To examine relation of place in society
4. To develop an appreciation for individual differences
5. To provide opportunities for decision making
6. To provide opportunities for self identification

D. To provide contact with different social and moral values and help students develop an appreciation of divergent value systems

E. To develop discriminating taste in literature

F. To provide an opportunity to evaluate, as the student reads, form opinions, and then revise opinions as necessary

1. plausible/implausible
2. characters-real/typed
3. sincere-artificial tone

V. LITERATURE SKILLS

G. To provide background for understanding the past and see implications for the future.

H. To understand basic literary terminology

1. plot
2. theme
3. characterization
4. setting
5. satire
6. foreshadowing
7. biography
8. autobiography
9. narrative
10. mood
11. tone
12. figurative language
13. time-order
14. cause-effect
15. conflict
16. flashback
17. irony (9)
18. symbolism (9)
19. allusion (9)

I. To broaden our literary heritage by building literary backgrounds as a foundation for study of modern literature

J. To acquaint students with various types of literature

1. short story
2. plays
3. novel
4. poetry
5. essay (9)

K. To acquaint students with the many facets of mass media

1. editorials
2. advertising
3. influence of music
4. newscasts
5. documentaries
6. talk shows
7. types of publications
   a. Kansas City Star
   b. Inquirer
   c. Christian Science Monitor

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LITERATURE SKILLS ACTIVITIES

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LITERATURE SKILLS--ACTIVITIES

1. Jeopardy--divide class into two teams; put 5 categories on the board. Each category will have 5 questions ranging in value from 10 to 50 points. As you go down each row each student takes a turn; he may choose the category (automatically takes the lowest point value). The teacher reads the question and accepts or rejects the answer. A student score keeper writes the score on the board (add points for correct answers and subtract points for mistakes.

Short Story	Spelling	Vocabulary	Science	History
10	10	10	10	10
20	20	20	20	20
30	30	30	30	30
40	40	40	40	40
50	50	50	50	50

Play the next round with new topics and double the points for double jeopardy.

2. Ethnic literature unit--Study of feelings and attitudes toward different types of minority groups (race, religion, nationality) through stories, novels, and poetry. Suggested book titles would include DIARY OF ANN FRANK, THE OUTSIDERS, BLACK LIKE ME, BURY MY HEART AT WOUNDED KNEE, and authors Richard Wright, Bill Cosby.

3. Book projects--Instead of traditional book reports, have students design book covers, make movie posters, compose magazine collages, do sketches of scenes and characters or make other projects that relate to the book.

4. Quilt story--Used in introducing short story elements (plot, theme,etc.) Have magazine pictures depicting certain actions or events in the story. Display them. Students are to choose the pictues in the correct sequence they represent and make a collage so that the plot of the story can be followed visually.

5. Chalk talk--Can be used in a variety of activities. Students can give short reports or plot summaries of their current literature selections to the class. They not only talk to the class but jot down important points on the board. They use illustrations, humorous incidents, terms, or items that would be of interest to the class.

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LITERATURE SKILLS--ACTIVITIES

6. Character interpretation book project--Student assumes the mannerisms of a character in the book or dresses in the style of the times of the book. Example: W.C. Fields biography: student dressed in top hat, reddened nose, squinted eyes, fingerless gloves and. . . ah, yes, m'dear.

7. Interviews--can be used anywhere, however, students enjoy using "You Are There" techniques for book reports, especially biographies.

8. Opposition--student assumes character role and opposes ideas or actions of actual book character. Tells how it "really" was. Encourages thorough understanding of characterization.

9. JOHNNY TREMAIN: Study the novel and Revolutionary War period. Emphasize setting. Work on a research area dealing with people, life and aspects of colonial America.

10. OLD YELLER: Study the novel with emphasis on plot, setting and characterization. Good opportunity to dramatize.

11. TREASURE ISLAND: Study the novel after viewing feature film. Read the book emphasizing plot, characterization, setting, foreshadowing, and mood. Make use of pictures and maps.

12. KON TIKI: Read the selection in OPEN HIGHWAYS (especially for low level readers). Size of the actual raft may be marked off with tape on the floor of the classroom to give students an idea of its size in relation to its accomplishments.

13. SOUNDER: Use specifically for setting and characterization. Scholastic teaching unit has much prepared material and pictures.

14. SPLIT BAMBOO: Specifically-flashback, foreshadowing, and steps of plot. Scholastic teaching unit.

15. DEATHMAN DO NOT FOLLOW ME--specifically theme, scenes for oral interpretation. Scholastic teaching unit.

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LITERATURE SKILLS--ACTIVITIES (cont'd)

16. DAYBREAK 2250 A.D. and TIME MACHINE; Specifically point of view, comparison and contrast. Scholastic teaching unit.

17. Assorted booklists Appendix pages.

18. Poetry unit--Usually for ninth grade. The unit is introduced by giving practice in writing humorous short poems; limericks, diamente, cinquain, concrete poetry, and tanka. Several first lines of limericks are given to stimulate interest.
    Students are encouraged to bring popular records with good lyrics for listening. We examine these for meaning and symbolism and use them as background music throughout the unit. Simon and Garfunkle, Joan Baez, Carole King, Neil Diamond, Elton John, America are all good.
    Selections from our anthology are presented by individual students.
    Many class periods are given entirely to free reading and sharing poems. Sources for poems are the Scholastic poetry unit, a library collection, and students' personal collections.
    The teacher reads aloud for short periods to arouse interest, widen students' acquaintance with many poets, and to point out some poetic devices. Poems of Langston Hughes, Gwendolyn Brooks, "Charge of the Light Brigade" The Raven," "The Highwayman" are favorites.
    The students choose from their reading, some favorite poems to be collected as a notebook. Choices should be from traditional and modern poems. They bring magazines to share in finding illustrations to accompany some of the poems.
    Each student makes an oral report on a poet of his choice; reads some selctions and comments briefly on his style.
    A point scale may be set up for the notebook, poetry report, original work and memorized poems.

19. Mass media goals and assignments (Appendix page xiii)

LITERATURE SKILLS--BIBLIOGRAPHY

1. IDEAS FOR TEACHING ENGLISH, National Council Teachers of English

2. ONE HUNDRED NOVEL WAYS WITH BOOK REPORTS, Decker, Isabel
Citation Press

3. NOW POETRY, AEP

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LITERATURE SKILLS--AUDIO-VISUAL MATERIALS

CENTER NORTH LIBRARY

Records

Mark Twain Tonight
Poetry of the Black Man
Chaucer--Readings from Canterbury Tales
Legend of Sleepy Hollow
Three Short Stories of O. Henry
    Gift of the Magi
    The Cop and the Anthem
    The Furnished Room
Just So Stories I & II
Understanding and Appreciation of Shakespeare
Understanding and Appreciation of Short Story
Tom Sawyer
Holt's Impact Series
    I (Me)
    Turning Point
    Unknown Worlds
    Larger the Life
    Nobody-But-Yourself
    Cities
    I've Got a Name
    At Your Own Risk
    Search for America
    Sight Lines
    Conflict
Samuel Taylor Coleridge
Carl Sandburg Reading Fog and Other Poems
Ogden Nash Reading from His Works
A Christmas Carol
The Stories of Sherlock Holmes
The Poems of Rudyard Kipling
Antigone
Oedipus Res
Three Hundred Years of Great American Poetry
Romeo and Juliet

LITERATURE SKILLS--AUDIO-VISUAL MATERIALS (cont'd)

CENTER NORTH LIBRARY

Records (cont'd)

Rikki-Tikki-Tavi & Wee Willie Winkle
Robert Frost Reading
A Tale of Two Cities
Coleridge
Cheaper by the Dozen
Edgar Allen Poe I & II
Best Loved Poems of Henry Wadsworth Longfellow
Monkey's Paw and Other Suspense Stories
Dr. Jekyll and Mr. Hyde
Reflections on the Gift of a Watermelon Pickle

Filmstrips

Louisa May Alcott
James Fennimore Cooper
Oliver Wendell Holmes
Washington Irving
Henry Wadsworth Longfellow
John Greenleaf Whittier
How to Read a Short Story
What Is Style?
Character Development in a Short Story
What Is Plot?
What Does Mood Mean?
Theme and Symbol
Dr. Jekyll and Mr. Hyde
Tale of Two Cities
Riddles
Limericks
Short Poems I & II
Casey at the Bat
Leak in the Dike
Paul Revere's Ride

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LITERATURE SKILLS--AUDIO-VISUAL MATERIALS (cont'd)

CENTER NORTH LIBRARY

Filmstrips (cont'd)

Daniel Boone
Barbara Frietchie
The Tortoise Prince & Budlinck
The Three Wishes & The Golden Goose
The Tiger, the Brahman, the Jackal & Old Witch and the Leather Bag
The Man Who Made the Trees Bloom & The Doll in the Grass
A Day at the Globe Theater
Globe Theater: Its Design and Construction
Life of William Shakespeare
Edgar Allen Poe
- American Master of Romantic Story
- Creator of the Modern Short Story
- The Critic in a Critical World
- Descent into the Maelstrom
- The Pit and the Pendulum

Cassette Tapes

Rip Van Winkle

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LITERATURE SKILLS--AUDIO-VISUAL MATERIALS (cont'd)

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Records

Reflections on the Gift of a Watermelon Pickle
Folk Tales of the Tribes of Africa
Rip Van Winkle and The Legend of Sleepy Hollow
Adventures in Reading
Meditations for the Modern Classroom
Short Stories of O. Henry
Congo and Other Poems
Edna St. Vincent Millay Reading from Her Poetry
Spoon River Anthology
Robert Frost Reads His Poetry
West Side Story
Civil Disobedience
Great American Speeches 1775-1869
Odgen Nash Reading from His Works
Edgar Allen Poe
The Minister's Black Veil
Monkey's Paw and the Interruption
Celebrated Jumping Frog of Calaveras County
Red Badge of Courage
Hearing Poetry I & II
Nonsense Verse
Sonnets of William Shakespeare
Wellspring of Drama
Romeo and Juliet
Sonnets from the Portugese
Adventures of the Speckled Band
Great Tales and Poems of Edgar Allen Poe
Pickwick Papers
The Human Voice
Jeeves
A Lincoln Album, Readings from Carl Sandburg
War of the Worlds, Time Machine

LITERATURE SKILLS--AUDIO-VISUAL MATERIALS (cont'd)

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Filmstrips

Greece Yesterday and Today
Pompeii, Revealed, Destroyed
The Hellenic Greeks
Louisa May Alcott
James Fenimore Cooper
Oliver Wendell Holmes
William Cullen Bryant
Emily Dickinson
Washington Irving
Sidney Lanier
Henry Wadsworth Longfellow
James Russell Lowell
Edgar Allen Poe
Walt Whitman
John Greenleaf Whittier
Famous American Stories
    Tom Sawyer Whitewashes a Fence
    The Man Without a Country
    Biography Inspiration
Exploring the Myths of Prejudice
Black History
Negroes in America
Greek Mythology
Short Story--Early Development (19th and 20th Century)
Great Novels and Their Authors
Modern American Literature
Modern Development of the Short Story
Athens
The Cop and the Anthem
Furnished Room
Gift of the Magi
Last Leaf

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LITERATURE SKILLS--AUDIO-VISUAL MATERIALS (cont'd)

CENTER SOUTH LIBRARY

Filmstrips (cont'd)

Ransom of Red Chief
A Retrieved Reformation
Foreshadowing and Prophecy
The Symbol

Cassette Tapes

Shadow of the Bull
King of the Wind
Witch of Blackbird Pond
Johnny Tremain
From the Mixed-up Files of Mrs. Basil E. Frankweiler
Sounder
Strawberry Girl
It's Like This, Cat
Black Box I & II
The Garden Party
Child's World of Poetry
Tell Tale Heart
The Furnished Room
Horsemen in the Sky & Occurence at Owl Creek Bridge
Outcasts of Poker Flats & The Luck of Roaring Camp
Shooting of Sam McGrew & Cremation of Sam McGee

Cassettes with Filmstrips

Gay Neck
Mrs. Frisby and the Rats of Nimh
Amos Fortune
Wheel on the School

Slides

Shakespeare's Modern World
Irving and Poe

STUDY SKILLS

OBJECTIVES

VI. STUDY SKILLS

Basic Concept: A sense of organization is basic if an individual is to succeed in life.

A. Library

1. To understand the physical organization of a library (7)

2. To become acquainted with the Dewey Decimal and Library of Congress systems of organization

3. To understand the card catalog

4. To be acquainted with the many general references offered in the library
   a. atlases
   b. encyclopedia
   c. dictionary
   d. almanac
   e. thesaurus
   f. Bartlett's Familiar Quotations
   g. Guiness' Book of World Records

5. To become acquainted with the Reader's Guide (8,9)

6. To understand the difference between fact and fiction

7. To be aware of the audio-visual materials offered by the school and public libraries

8. To become acquainted with various periodicals

9. To become acquainted with paperback books offered by the libraries

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VI. STUDY SKILLS

B. Outlining and Notetaking

1. To learn to take notes from an oral presentation
   a. lectures
   b. films
   c. TV

2. To learn to take notes from written sources

3. To complete pertinent notes from one source before beginning another

4. To check the accuracy of information

5. To note the publishing date of a book or magazine

6. To organize notes into an outline

7. To summarize from notes

C. Organization of Texts

1. Index

2. Preface

3. Table of Contents

4. Appendix

5. Topic, Sub-topic Arrangement

6. Glossary

7. Bibliography

VI. STUDY SKILLS

D. Preparing a Bibliography (8,9)

E. Studying for Tests

F. Using Mnemonic Devices as a Study Aid

G. Developing Personal Responsibility for Study

1. To learn to budget and organize time

2. To acquire necessary materials for work
   a. pencils/pens
   b. Paper
   c. books

3. To copy assignment directions clearly and correctly onto the assignment sheet

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STUDY SKILLS ACTIVITIES

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STUDY SKILLS--ACTIVITIES

1. Make a map of the library. Have students prepare a key and note all important items and areas: checkout desk, return cart, unabridged dictionary, encyclopedias, fiction shelves, short story collections, etc.

2. Book finding contest--Have slips of paper made with book titles, subjects, or Dewey Decimal numbers. Let student draw one and then time how long it takes him to return with the book.

3. Have students use flash cards with actual call numbers of books on them. Give the student the card and let him go to the shelf and get the actual book.

4. Reader's Guide Activity: Bring old Reader's Guide booklets into the classroom. Give students a list of topics, people, places, etc. that are currently in the news. List these guidelines on the board and let the students work individually or in pairs.
    1. Locate the subject or author in one volume
    2. Choose the magazine you wish to see
    3. Refer to the list of magazines on the inside cover of the guide to see if your library has them
    4. Write out the information necessary to find the article
        a. name of magazine
        b. volume number
        c. date
        d. page numbers
    5. Take this information to the librarian and ask for the magazine.

5. As students prepare for tests show them how to arrange facts so that the key words form an acronym.

6. COUNTDOWN Series, Scholastic Publications for specific study activities.

7. Question Notebook-Teachers compile a list of interesting questions to pique the imagination and curiosity of students. Place in a -inged binder in the library. To preserve these questions sheets they may be placed in plastic.
    Example: There is one kind of insect whose life-span is so short that it is born without a _____. (See "Insects" p.__ of THE WORLD BOOK ENCYCLOPEDIA.)

STUDY SKILLS--AUDIO-VISUAL MATERIALS

CENTER NORTH LIBRARY

Records

How to Study and Why

Filmstrips

Preparing for Tests
Putting Dictionary Skills to Work
Using the Complete Entry

Transparencies

Learning "Look-it-up" Skills with a Dictionary
Learning "Look-it-up" Skills with an Encyclopedia
Know Your Encyclopedia

CENTER SOUTH LIBRARY

Filmstrips

The Research Paper
Card Catalog
Reader's Guide
The Book
Library Research
- Introduction
- Dictionary
- Encyclopedia
- Periodicals
- General Reference
- Special Reference

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EVALUATION OBJECTIVES

VII. EVALUATION

Basic Concept: Evaluation is a basic life process. It is central to developing self esteem. It is an on-going and constantly changing process.

A. To learn how to prepare for an objective test

B. To learn to organize thoughts prior to taking an essay test

C. To learn how to write an analysis of reactions to a literature selection

D. To learn to evaluate peers and have them evaluate you

E. To keep a cumulative record of student writing and reading (teacher and student)

F. To learn to evaluate yourself

G. Teacher observation

H. Standardized Tests

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EVALUATION ACTIVITIES

ERIC

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EVALUATION--ACTIVITIES

1. Mark a Single Error. This is a less-demoralizing approach to composition grading. Mark just one or two types of errors and make some complimentary remarks.

2. Tape comments. Each student needs a cassette tape cartridge which will be turned in with the final copy of a composition. The teacher reads the papers once through and then begins taping comments, citing specific words, paragraphs, sentences, etc. in the paper and mentions the student's name several times to make it more personal. At the end, discuss the grade, suggestions for enhancing the paper, and the paper's good points. The student hears several minutes of comments about himself, and he gets specific, on-the-spot- comments and attention.

3. Point system. A more objective means of grading essay tests and compositions. The grade is based on 100 points and each punctuation, capitalization, spelling, and grammatical error counts as one point subtracted from 100. Run on sentences, fragments, and incoherent paragraphs count as 5 points. Total missed points are then subtracted from 100 giving the number grade.

4. Evaluation form (Appendix page xlv).

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APPENDIX

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COMPOSITION--EXPOSITORY WRITING

What is an essay? An essay is an expression of the writer's person al opinion. It is usually a short paper.

Think before writing.

Have an opinion first!

What is OPINION? It is beliefe not based on absolute certainty or positive knowledge but on what seems to be true, valid, or probable to one's own mind; what one thinks; judgment.

HOW DO WE CHOOSE A SUBJECT FOR AN ESSAY?

Every essay is an opinion, but not every opinion is a good essay topic. It is a good topic only if it can be boiled down to one good positive statement about one major point. Avoid negative statements. Your topic (thesis) should be limited to one aspect of the opinion.

1. Make three pro (for in agreement) statements
   Make three con (against) statements for each of the following:
   a. The search for popularity leads to self improvement.
   b. The search for popularity can limit a student's personal growth.
   c. All girls are slightly crazy.
   d. All boys are slightly crazy.
   e. Competition for grades is a healthy influence on students.
   f. Competition for grades is an unhealthy influence on students.

2. Using your statements above as a guide, write an essay of at least three paragraphs on one of the topics. Work your statements into your essay. Begin with a general statement as a topic sentence. Save your strongest, most persuasive statement to the last. Make a strong closing statement.

ASSIGNMENT

L. Recopy your essay after it has been read by your classmates. use best manuscript form. File it with your rough draft in your folder.

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COMPOSITION--LEARNING TO OBSERVE: DESCRIPTIONS

DIRECTIONS: Describe the sights and sounds of a few minutes in this classroom. Include the following in this theme:

1. The month and time of day
2. Three sounds you hear
3. Three colors you see
4. Two things you touch
5. The names of three fellow-students
6. Three movements or actions observed in class
7. An image of someone's face or clothing
8. What someone said

HELPS AND HINTS:

Try for:

1. One moment and one point of view, definitely stated
2. Order:
   a. background
   b. middle detail
   c. most vivid detail
3. Definite placing of objects in the picture-"To my left", "By the window," etc.
4. Emphasis on visual detail, what you see, with sounds that are striking
5. Active suggestive verbs like soared, towered.
6. A comparison or two "Her hair shone like gold."

Avoid:

1. Negative statements
2. Interpretative words:
3. Changing point of view
4. Passive voice, such as "could be seen. Use I could see.

EXAMPLE:

Under the window to my right sits Slim, the tallest boy in our class. He is writing a theme. Just now the winter morning light shines on his rather long brown hair. It casts a shadow over his face as he leans intently over his paper. . . .

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STYLE SHEET FOR WRITTEN WORK

I. Form for written work

A. Use blue or black ink
B. Use wide-lined paper
C. Write on one side of the paper only
D. Use the following form in the upper right hand corner

1. name	John Brown
2. subject name, hour	Biology 7
3. date	April 2, 1973

E. Write the title on the first line. Put no periods or question marks
F. Leave space of one line below the title
G. Indent one inch for each paragraph
H. Leave 1½ inch margins at both sides and 1½ inches at bottom

II. Bibliography form

A. Book

Poe, Edgar Allen, Complete Tales and Poems. New York: Washington Square, 1960

B. Magazine

Shoemaker, E.M., "Moon Close Up," National Geographic Magazine, Vol. 126, November 1964, pp. 60-70
If no author is given list the title first.

C. Reference books (no author)

"Space Science and Exploration," Collier's Encyclopedia, 1971 edition, Vol. 21, pp. 343-380

D. Television
a. Title of program
b. Network
c. Time
d. Date

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COMPOSITION--NEWSPAPER UNIT

Possible Items for Newspapers.

Straight news stories

News Briefs (see local paper)

Letters to the Editor

Features

Masthead

Ann Landers (or advice column)

Advertisements

Obituary

Hospital notes

Social News

The Weather

Cartoons

Crossword Puzzle

Classified Ads: For Sale, Help Wanted, For Rent, Lost & Found

You may want to work in groups or individually. If you work in a group it would be best to appoint an editor and divide the work. Together, as a group, you should be able to put together an outstanding newspaper. Never-the-less, it should be fun to work on, and I am sure you will gain more from your reading through this exercise.

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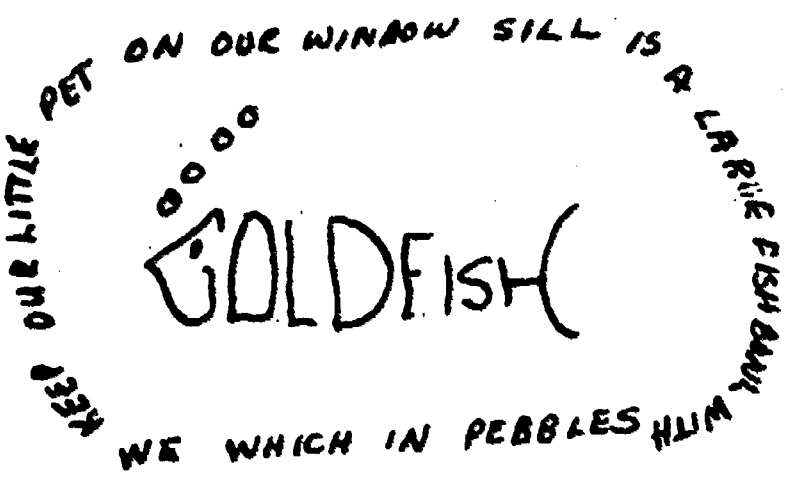
COMMUNICATION SKILLS--CONCRETE POETRY

In concrete poetry the words are written so that they make a drawing of the subject they represent.

A
poem
can play
with the wind
and dart and dance
and fly about in the mind
like a kite in a cloudy white
sky at so dizzy a height it
seems out of reach but
is waiting to be
very gently
pulled
down
to
the
page
below
by a
string
of
musical
words.



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COMMUNICATION SKILLS--DIAMENTE (Spanish: "Like a Diamond")

Nature needs millions of years to make a diamond. You can do one in a few minutes by using the directions that follow. As you look at the examples, notice how they make a diamond shaped pattern and how they shift in meaning from top to bottom.

1. Write down a noun. This will be your subject.

2. On the second line, write two adjectives describing the noun.

3. On the third line, write three participles (words that end in -ed or -ing.)

4. On the fourth line, write down four nouns related to the subject. (The second two nouns may have opposite meanings from the first two)

5. On the fifth line, write three participles indicating change or development of the subject.

6. On the sixth line, write two adjectives carrying on the idea of change or development.

7. On the seventh line, write a noun that is the opposite of the subject.

Cocoon
Scrawny, ugly
Stirring, growing, tearing
Blob, stickiness--tail, wings
Opening, spreading, fluttering
Golden, graceful
Butterfly

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COMMUNICATION SKILLS--CONTRACT WORD GAME

DIRECTIONS: The object is to reduce each word in length one letter at a time, until you have reduced it as far as you can. Every letter deleted must leave a new word, one letter shorter, and the order of the letters must not be changed. Each letter removed counts one point. Number one has been done to show you. The author totaled 56 points.

1. THOROUGH *through though tough*
2. NORON
3. BEREFT
4. MANAGER
5. NATIVE
6. CRACKLED
7. BOUNCE
8. CAROUSE
9. WAIST
10. VARLET
11. REVEL
12. SHINGLE
13. LOUNGE
14. SHALLOW
15. STOOP

You may use a dictionary.

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COMMUNICATION SKILLS--WORD REARRANGEMENT TEST

For each of the words listed on the test, one or more words can be made using EXACTLY the same letters. ANT=TAN: ART=TAR=RAT One point is given for each new word added to the test.

1. arc
2. ape
3. act
4. awl
5. but
6. tub
7. gnu
8. are
9. apt
10. now
11. ate
12. face
13. lamp
14. part
15. rate
16. nape
17. felt
18. ante
19. lose
20. bard
21. file
22. hear
23. diet
24. grin
25. form
26. came
27. chin
28. mart
29. runt
30. lion
31. baker
32. north
33. starch
34. march
35. mate
36. dream
37. cheat
38. false
39. arise
40. drapes
41. wander
42. least
43. angel
44. ranged
45. melon

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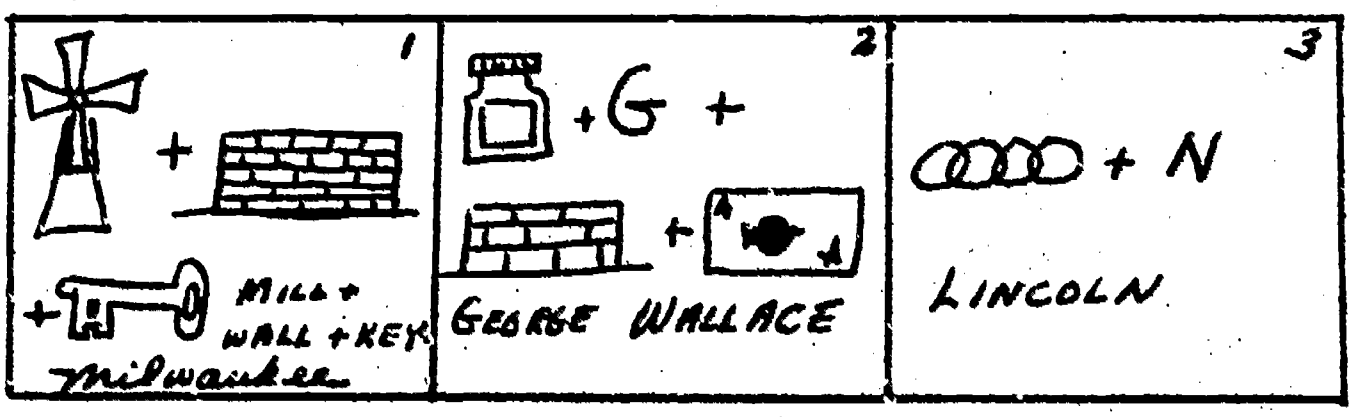
COMMUNICATION SKILLS--IDEOGRAPHS

Divide a sheet of paper into 9 or 12 sections and draw the ideographs in pencil. These can then be copied on a ditto and handed out to students. Leave a blank space or two for students to add new ones.



LADDERGRAM

Write the word that fits the first definition in space one. Then drop one letter and rearrange the remaining letters to form the answer to definition two. And so on. Put the first dropped letter in the box at the left.. If the puzzle is correctly solved those letters will form a word.

1. Farm implements used for tilling soil
2. Snail-paced
3. Old___, the sun
4. Lubricating
5. Jargon
6. Lengthy, as a speech
7. Trailing part of a gown
8. Country formerly Persia
9. Ventilate, as a room
10. Walked back and forth
11. Mimicked
12. Tiny vegetable
13. Their day is the third Sunday in June
14. With greater speed
15. And Jill came tumbling ___
16. Numbered highways
17. Guided trips
18. Spoils
19. Use an atomizer
20. Recapitulates
21. Speak

P	1 plows	2 slow	3 sol	W
I	4 oiling	5 lingo	6 long	I
	7	8	9	
	10	11	12	
	13	14	15	

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COMMUNICATION SKILLS--RHYME TYME

Here's an activity that's fun to work. It calls for a bit of ingenuity. See how well you do. The definitions below can be completed by a modifier or a noun. The object is to fill in the missing letters to make the definitions rhyme.

1. A game for midgets is a _____sport.

2. A cozy insect is a _____bug.

3. A high ceilinged horse house is a _____stall.

4. A Swede taking a walk is a _____Viking.

5. An escaped honey maker is a free _____.

6. An underweight ruler is a lean _____.

7. A wooden horse is a phony _____

8. The strongest steer in a herd is the chief _____.

9. A dull beach bum is a shore _____.

10. A funny goat is a silly _____.

11. A dance for "E" students is a smarty _____.

12. A faste taste of ice cream is a quick _____.

13. A peculiar fish is an odd _____.

14. An inexpensive army vehicle is a _____Jeep.

In the remaining space try some of your own rhymes.

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COMMUNICATION SKILLS--ROOT WORD PROJECT

We will work with 14 root words. Each pair of students will work with one root word.

DIRECTIONS:

1. Make a display of the root word and show what words we have in use today that come from it.

2. Find examples of the words in print. Cut out the article which uses the word. Mount this on a sheet of notebook paper. Underline the word in red or some other outstanding color. Write the definition of the word as it is used in your sample. These samples are to be combined into a booklet or folder to be handed in on _____(date).

3. One-half of your grade will be judged on neatness, thoroughness, clarity and originality of your display. One-half will be based on the booklet. The number of samples you find, neatness, organization (alphabetical) and correctness of definitions will be the criteria.

ROOT	COMMON MEANING
1. capere	take, seize
2. tenere	hold, have
3. mittere	send
4. ferre	bear, carry
5. stare	stand
6. graphein	write
7. logos	speech, study of
8. specere	see
9. plicare	fold
10. tendere	stretch
11. ducere	lead
12. ponere	put or place
13. facere	make, do
14. scribere	write

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READING SKILLS--HOW TO READ A NEWSPAPER

PURPOSES:

1. To develop a broad interest in contemporary affairs through the daily reading of newspapers so that the reader will feel himself to be a part of the community and government.
2. To attempt to understand the major problems and trends of the world
3. To seek for truth and open-mindedness toward issues.
4. To become familiar with the various features, departments, services and techniques of the modern newspaper and to know the difference between news stories, editorials, advertising, etc.

SUGGESTED ACTIVITIES:

1. Find an example of good headings and leads.
2. Note and find an example of the way the newspaper defines or explains an unusual word.
3. Interview a neighbor or classmate; then write a feature story about him.
4. Find advertisements in the paper which would help to (a) furnish a room, (b) plan a meal, (c) buy a seasonal wardrobe, (d) provide good leisure time activities.
5. Find examples of humor.
6. Determine the condition of employment in your city from the classified advertising pages.
7. Find the policy of the paper.
8. Find the cost of the paper.
9. Find the cost of classified advertising.
10. Have a daily newscast in the class for a week or two.
11. Write on "How Advertisements Affect the Standard of Living" or "Keeping up with the Joneses".
12. Write on the cultural opportunities offered in the community as determined by information in the newspaper; art galleries, concerts, lectures, civic theater.
13. Write on the pleasures and pains of newspaper carriers. Actual experiences or imaginary ones may be used.
14. Select from the financial page good stocks in which to invest. Chart your profits and losses.

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COMMUNICATION SKILLS--MASS MEDIA-NEWSPAPER, TELEVISION, ADVERTISING, MAGAZINES, RADIO, PHOTOGRAPHS, BOOKS

GOALS

1. To understand the use of all communication sources in persuading us to make decisions affecting our political beliefs, our goals in life, the products we buy, the standards and values we live by.

2. To make better use of newspapers and magazines by gettin acquainted with their contents.

3. To begin to critically judge what we see in advertisements, hear on television, read in the newspapers, etc.

4. To recognize our own motives in making up our minds about clothes, friends, people in politics.

5. To recognize some of the devices used to persuade; Propagan repetition, emotional words.

DIRECTIONS FOR WORK:

Date Due: _____

1. Assemble all work in a notebook or folder. (Title page, Table of C.)
2. All examples must be neatly mounted and titled. Emotional words must be underlined in the advertisement and listed on notebook page.
3. Include the following:
   a. Several advertisements illustrating the uses of propaganda.
   b. Sports story
   c. Special column
   D. Letter to the editor
   e. Local news story (Circle lead paragraph. List the 5 W's)
   f. State news story
   g. National news story
   h. Foreign news story
   i. Want ad
   J. Editorials (Comment on the viewpoint. What is the argument?)
   k. 5 political cartoons (What is the message of each? Explain symbols)
   l. Photograph from newspaper. Does the photo show only fact or is it emotional?)
   m. Write an original news item of an event which might have taken place during the time of _____.
   n. Using the Reader's Guide when in the library, list three articles under the following general topics. Sports, travel, art
   o. Make a list of the TV programs you watch for one week, the time involved
   p. Make an original advertisement
   q. Draw an original cartoon

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EVALUATION--COMPOSITION EVALUATION FORM

Name _____

Class _____

Teacher _____

Date _____

Title _____

_____

COMMENTS ON THE IDEAS, OR CONTENT

EVALUATION OF THE FORM	GOOD	FAIR	POOR
Organization	_____	_____	_____
Development	_____	_____	_____
Sincerety of Purpose and expression	_____	_____	_____
Sentence structure and punctuation	_____	_____	_____
Paragraphing	_____	_____	_____
Usage	_____	_____	_____
Choice of words	_____	_____	_____
Spelling	_____	_____	_____
Penmanship and general appearance	_____	_____	_____

GRADE _____

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COMPOSITION TOPICS

for

THE JUNIOR HIGH SCHOOL

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COMMUNICATION SKILLS--COMPOSITION TOPICS

PERSONAL REMINISCENCES

1. My first fight
2. My first encounter with racial discrimination
3. My first encounter with the law
4. My first job
5. My first spanking
6. My first dollar
7. My first ten years were the hardest
8. My most important decision and why I made it
9. My most serious accident
10. My most embarrassing moment
11. The most stupid thing I ever did.
12. My narrowest escape
13. The longest minute I ever spent
14. The wisest thing I ever did
15. Thoughts on New Year's Eve
16. Prize memory of the year
17. A Christmas Thrill
18. An unforgettable experience
19. The fun of being sick
20. Moving into a strange town.
21. Learning to like vegetables (or other foods)
22. One of life's comedies (or tragedies) in which I played a star part
23. Things I have lost
24. A mistake I vow never to repeat
25. The dog (or other pet) in my life.
26. I sold papers (A job I have held)
27. Musical memories.
28. Memories of home
29. What I learned from Dad
30. A tradition in our family (neighborhood, state, our country)
31. How my family celebrates Easter (or some other holiday)
32. The origin of my family name
33. The '400' in my home town
34. Meet the family
35. What I have inherited
36. My ancestors
37. An inexpensive good time
38. An experiment I once tried
39. My big moment
40. Happy ending
41. I expected too much
42. I was in a hurry, and. . .
43. I don't feel that way any more

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COMMUNICATION SKILLS--COMPOSITION TOPICS

PERSONAL REMINISCENCES (cont'd)

44. I was scared
45. That was a vacation!
46. A trip to the fair, church, theater, zoo
47. A sports event I will never forget
48. An obstacle I overcame or must overcome
49. The little red schoolhouse. School as I remember it.
50. Growing pains
51. My life and hard times
52. My experience in hospitals
53. It should't happen to a dog
54. He who hesitates is lost
55. My conscience is my guide
56. Childhood ambitions
57. A strong influence in my life
58. I learn from experience
59. My housing problem
60. Houses I remember
61. The best class period this semester
62. I kept my New Year's resolution
63. What I have learned in English (history, science, etc.)
64. An important decision
65. The world I left behind
66. An unusual incident
67. I was there
68. A day I would like to forget
69. Too far from home
70. A tense moment
71. Clouds in the sky.
72. I was a hero
73. On the bum
74. If I could do it over
75. Too early in the morning
76. How I learned to read
77. Champion!
78. A boaster deflated
79. The wrong key
80. In one ear
81. Over the bounding main
82. Tinker, tinker, little car
83. I knew it would happen
84. Some family treasure
85. How a particular event in my life made me a different person
86. I perished twice

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COMMUNICATION SKILLS--COMPOSITION TOPICS

PERSONAL REACTIONS

1. it's easier to blame others
2. A clear conscience is better than popularity
3. Is pride a primitive trait?
4. What I would do if I knew I would lose my sight tomorrow
5. Is maturity a relative thing?
6. The mental blindness of the human race
7. What is more beautiful--the simple or the ornate?
8. The continuity of human expereince
9. The real me
10. Worry
11. How am I doing?
12. Why I dislike my name
13. Why . .. is my favorite sport
14. Why I like a small town
15. Why I go to church
16. Why I shall go to college
17. Why . . . is my favorite picture
18. Why I do (not) play cards
19. Why I like poetry
20. Why I like music
21. Why I believe in immortality
22. Why I do not believe in divorce
23. Why I want to be a . . .
24. Why I like to read novels
25. Why I prefer jazz to classical music
26. Why I don't like comic strips
27. My idea of hard work
28. My idea of a good dinner
29. My idea of a good course
30. My idea of a gentleman (or a lady)
31. My idea of a dull evening
32. My idea of a perfect school
33. How colors affect me
34. How I feel in a dentist's chair
35. How I feel when I have not prepared a lesson
36. How I judge Character
37. How can I find study time?
38. How I read a newspaper
39. How new clothes affect me
40. How I would invest one thousand dollars
41. How I treat nosy people
42. How much am I influenced by advertising?
43. What animal I should like to be for a day

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COMMUNICATION SKILLS--COMPOSITION TOPICS (cont'd)

PERSONAL REACTIONS

44. What I like in music or art
45. What I don't like (or do like about Illinois)
46. What I get out of music
47. What religion means to me
48. What's wrong with my home town
49. What I think about science laboratories, student participation in extracurricular activities, air travel
50. What I want from life
51. Where am I going?
52. What I think about athletics
53. What I like about the Midwest
54. What I really enjoy doing
55. If I were a (Jew, Protestant, Negro, Catholic, congressman)
56. If I had but three days to live
57. If I were mayor of my home town
58. If I were president
59. My future as I see it.
60. My favorite pastime
61. My favorite breed of dog
62. My favorite hero in fiction
63. My hobby and why I like it
64. My book, play, movie of the year
65. My favorite subject
66. The finest movie I've ever seen
67. My favorite writer
68. My pet peeves and I
69. My philosophy
70. My family is a problem
71. My favorite season
72. My dream vacation
73. My favorite musical composer and why I like him
74. My record collection
75. My ambition
76. My favorite prejudice
77. My favorite spectator sport
78. My favorite movie star
79. My favorite extracurricular activity
80. My favorite magazine
81. My worst enemy
82. My favorite climate
83. My alarm clock
84. Being lonesome
85. The most monotonous thing in the world
86. Things I could get along without

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COMMUNICATION SKILLS--COMPOSITION TOPICS

MY WORLD

1. What bugs me most
2. What do you think are the enemies of mankind?
3. Should we go to the moon (or other planets)
4. What is your opinion of dissenters?
5. The importance of independence
6. Poverty and happiness
7. Are movies and TV stereotyping us today?
8. Is dictatorship ever justified?
9. A catalog of likes and dislikes

FILL-INS

1. I would like to change . . .(and why)
2. If I could, I would like to . . .
3. I dislike. . .
4. I think . . . is wrong (or right)
5. If only . . .
6. Happiness is . . .
7. . . . I just don't agree
8. If I received a thousand dollars. . .
9. I remember. . .

PERSONAL REMINISCENCES AND REACTIONS

1. Adolescence--a preparation for love
2. After a long interval(revisiting a scene that holds special meaning)
3. A belief I had when I was very young
4. An action and my reaction
5. The best team
6. Dates--dating
7. The day I received my driver's license
8. An effective way to envision history is to read fiction
9. A fear I overcame
10. The generation gap
11. I cut my hair
12. I had to decide
13. I saw it happen: why did it?
14. In the presence of my peers
15. The joys of being a car owner

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COMPOSITION SKILLS--

PERSONAL REMINISCENCES AND REACTIONS (cont'd)

16. The less brilliant moments in my life
17. The moon--what next?
18. My biggest gripe
19. My encounters with racial discrimination
20. My experiences as a babysitter
21. My first semester in junior high school
22. My idea of a perfect day
23. My opinion of poetry
24. One of my favovite television shows
25. One of my favorite movies
26. On learning. . .
27. An open letter to my parents
28. A person to whom I am grateful
29. The relevancy of school
30. Rewards of nature
31. Those were the good old days
32. Three cars I would never own
33. Three things worse than death
34. A typical day in my life
35. What I like best about summer
36. What I learned about people over . . . vacation
37. What I dislike most about Christmas (or other holiday)
38. What would have happened if. . .
39. When I feel most independent
40. Why I'd change a rule in my school

FAMILIAR ESSAY

1. Pet peeves
2. Life begins at 10 p.m.
3. An adventure in friendship
4. The virtues of idleness
5. Pages from my family history
6. I'd like to write a book
7. Being contented
8. Bargain shopping
9. Crushes and hero-worship
10. The most valuable thing I have learned
11. An important decision
12. Local crudities (or curiosities)

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COMMUNICATION SKILLS--COMPOSITION TOPICS

FAMILIAR ESSAY (cont'd)

13. Fire!
14. A curious dream
15. While the jukebox blares
16. The art of conversation
17. I should have known
18. On favorite colors
19. Let me cry on your shoulder
20. Lest we forget
21. Plot for murder
22. Worrying is good for you
23. Going around in circles
24. A contribution to better living
25. Unnatural character in literature
26. If an ancient Greek came to Kansas City
27. Shoe personality
28. New brooms raise a great dust
29. Nurses are angels
30. On a rainy day
31. The tribulations of a junior high school student
32. Pride before a fall
33. Soap operas
34. Why all the excitement?
35. . . .night on the radio
36. Sidewalk hogs
37. Tied to the apron strings
38. Table manners
39. Mental cruelty
40. What a home ought to be
41. Heart trouble at school
42. Many brave hearts
43. Radio commercials
44. Why people have hobbies
45. Borrowing and lending
46. Life of a piggy bank
47. The kinds of friends who wear well
48. Maturity has its drawbacks
49. On a shoestring
50. A real champion
51. Going, going, gone
52. The blue ribbon
53. The world in which I live
54. The adventures of being a hermit
55. The art of being friendly

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COMMUNICATION SKILLS--COMPOSITION TOPICS

CHARACTER SKETCH (TYPES)

1. Day dreamer
2. Juke box addict
3. Taxi driver
4. The practical joker
5. The proud parent
6. Successful man or woman
7. Master of ceremonies
8. The American woman
9. Radio personality
10. The drunkard
11. The student
12. Baby-sitter
13. Preacher's son
14. S udent waiter
15. Camp counselor
16. The movie detective
17. Do-gooder
18. The local policeman
19. Teachers who bore me
20. Little old lady
21. A personal appearance
22. Meet Joe Doe(average American)

FANTASY

1. Fantasies of childhood
2. From an atlas choose a list of towns with unusual names and imporvise stories about their origins
3. How I'd change. . . . if I had written it
4. The house of tomorrow
5. I wish I had built
6. I wish I had known
7. I wish I had lived in the time of. . .
8. If I were a. . .(write as if an inanimate object, shoe, stove)
9. I wish I had witnessed. . .
10. A letter I would like to write (but never send)
11. My dream vacation
12. My trip to the moon

RELIGION

1. The place of religion in the world today
2. Religion and life
3. The basic teachings of my church
4. Religion in school
5. Does religion make sense?
6. A modern code for living
7. The real values of going to church
8. Qualities of a good sermon
9. Life of a minister, priest, nun, rabbi

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COMMUNICATION SKILLS--COMPOSITION TOPICS

PROCESSES

1. How to care for a cat (or any other animal)
2. How to spend Sunday
3. How to develop self-control
4. How to find happiness
5. How to keep your girl (boy) friend
6. How to track a wild animal
7. How to prepare my favorite dish
8. How to cure a cold
9. How to take good snapshots
10. How to take notes
11. How to criticize music
12. How to make an ice reeam soda
13. How to keep friends
14. How to spend a week end
15. How to show cattle
16. How to loaf intelligently
17. How to "apple polish"
18. How to plan a garden
19. How to entertain the family
20. How to dress a baby
21. How to paper a room
22. How to be popular
23. How to choose a friend
24. How to solve the housing problem
25. How to make coffee
26. How a camera takes pictures
27. How to write a good theme
28. How to be nonchalant when embarrassed
29. How to study systematically
30. How seeds scatter
31. How to prepare for an examination
32. How to avoid air tragedies
33. How to cure insomnia
34. How to get along with a brother (or sister)
35. How to enjoy music
36. How a band moves into a formation
37. How to give a gentle hint
38. How to leave a party
39. How to make an impression on a girl (or boy)
40. How to learn a part in a play

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COMMUNICATION SKILLS--COMPOSITION TOPICS

COMPARISON AND CONTRAST

1. Why a good workman may not be a good foreman
2. Effective and ineffective radio or TV advertising
3. Comparisons of men and women drivers
4. Formal education versus business experience
5. Evils and virtues of competition
6. North and South
7. Studying in the library and in my room
8. Large school versus small school
9. My school and the ideal school
10. My taste in books--then and now
11. British and American movies
12. Living on the farm, in the city, and in the small town
13. Radio or TV advertising then and now
14. Television versus Hollywood
15. Two Christmases
16. The West or South in fiction and in fact
17. Home was never like this
18. The Model-T and the Ford of today
19. Today's student problems
20. The arts--present and past
21. The difference between friendship and love
22. Plane versus train travel
23. A small town in Missouri compared with one in . . .
24. A contrast between living and existing
25. Flag waving versus patriotism
26. Then and now: entertainment, war, dress, courting, farming, education
27. Tschaikovsky and the rock groups
28. Compare: book and movie
29. Republican and Democrat
30. Before and after
31. What I am compared with what I want to be
32. English rugby versus American football
33. Two books (stories, poems) by the same author
34. My mother (father) disagrees with me
35. My tastes in movies have changed
36. Television versus radio as entertainment
37. I was younger then
38. Hollywood at its best and worst
39. Stage play versus movie
40. How World War III would differ from World War II
41. Why the Yankees seldom lose
42. I'd rather have a dog
43. A dog's life and mine

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COMMUNICATION SKILLS--COMPOSITION TOPICS

PERSUASIVE EXPOSITION

1. Don't fail to tune in on . . . tonight
2. The only way to travel
3. Borrowing as a good policy
4. Let there be music
5. The horse must come before the cart
6. All food prices off
7. Gambling on sports isn't funny
8. Everyone needs some kind of religion
9. Generals rule the world
10. Roadside advertising
11. "Honor they father and thy mother"
12. The need for precision
13. Race prejudice must go
14. The case for relaxation
15. Be a nonconformist'
16. Don't count too much on first impressions
17. Smaller homes
18. What should the Negro's attitude in politics be?
19. Raise teachers' pay
20. Tariffs must be boosted to protect the American farmer
21. Decorations must be functional
22. Foreign customs we should borrow
23. How I would change present traffic laws
24. The best sport to watch
25. Decline of courtesy
26. The best state in the Union
27. There ought to be a law
28. Live and let live
29. We should have the honor system
30. American youth need education in happy family living
31. Radio ranting
32. Suggestions for the improvement of English courses
33. We need a course in . . .
34. What a home ought to be
35. Let's have better movies
36. One argument against war
37. Reforms needed in the field of education
38. Outlining is practical
39. Compulsory education to the age of eighteen
40. The ideal plan to give Americans the best possible medical care
41. Give me a small school
42. Youth is the time for experiment

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COMMUNICATION SKILLS--COMPOSITION TOPICS

SPORTS

1. Basketball as a spectator sp.
2. Fickleness of sports fans
3. An outstanding sports event
4. Are athletics physical education?
5. The nation's top basketball team
6. Crowding the hero-bench
7. Winter sports
8. Women in sports
9. Sports propaganda
10. Athletics at our school
11. America's greatest athlete
12. Is winning necessary?
13. Life is like a game of baseball
14. What is sportsmanship?
15. Recent changes in basketball (or other sport) rules and tactics
16. An exciting moment in a game
17. The Greek Olympics

THE NEWS--NATIONAL AND INTERNATIONAL

1. Inflation
2. Treatment of minority groups in the United States
3. The peacetime army
4. The age of lawlessness
5. Traffic accidents
6. The importance of credit in the business world
7. Congress in the saddle
8. Youthful vandalism in America
9. The FBI--its aims and accomplishments
10. Do we need birth control?
11. Viet Nam
12. Nuclear weapons as a force for world peace
13. Freedom of the press
14. Value of expeditions
15. Causes of Russia's suspicion of us (or vice versa)
16. Man of the year
17. What to do about immigration
18. Most interesting news story of the year
19. Foreign influences in American life
20. Democracy begins at home
21. Our Good-Neighbor policy
22. The future of labor

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COMMUNICATION SKILLS--COMPOSITION TOPICS

SCIENCE

1. Possibilities in plastics
2. How atomic energy can be utilized for industrial purposes
3. Advantages of frequency modulation
4. Jet propulsion
5. A modern invention
6. Travel in the next decade
7. A recent development in medicine
8. Vita mins
9. Plastic surgery
10. Radar for commercial airlines
11. Why your radio gives you trouble
12. House of tomorrow
13. A great engineering project
14. DDT builds superinsects
15. Opportunities for a career in science
16. Fabrics of the future
17. Future of the automobile telephone
18. How long can a car last?
19. The most interesting chemistry
20. The place of science in modern life
21. The useful soya bean
22. Travel in the next decade
23. The chemistry of warfare
24. Radio of the future
25. A recent important scientific development
26. A useful gadget
27. The latest development in airplanes (etc.)
28. Lost in a test tube
29. Will everybody fly?
30. Pollution

PHILOSOPHY

1. Appearance and reality
2. Be yourself
3. Environmental influences which mold a character
4. Generalization: my weakness
5. Here I am, learn me
6. Idealism versus materialism
7. Immortality
8. The most important thing in life to me (values)
9. My philosophy of life
10. On being an atheist (Jew, existentialist, rationalist)
11. Discipline and freedom
12. How free is freedom?

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COMMUNICATION SKILLS--COMPOSITION TOPICS

THE SCHOOL

1. The student's role in modern life
2. Social prestige in school
3. What makes a course popular with students?
4. The place of science in education
5. Interracial relations in our school
6. Some reasons students fail examinations
7. I'd prefer the little red school
8. The forgotten two-thirds in American education
9. Sex education should be compulsory
10. Some advantages of a teacher's life
11. Extracurricular activities
12. A deficiency in American education
13. Can a smart student flunk?
14. Classroom morals
15. Who deserves an education?
16. Red tape
17. Where students are likely to break down
18. The essential requirements of a good teacher
19. Students are smarter than teachers believe
20. Vacations are too short (or too long)
21. Schools try to do too much
22. A fad in our school 2
23. Thet three R's--plus Reasoning

DESCRIPTION

1. The most beautiful spot I know
2. A tropical sunset
3. Spring in the country
4. Scenic beauty nearby
5. A storm
6. Across the United States by car
7. A scene for a photographer
8. January
9. What my study table looks like
10. Classroom atmosphere
11. Getting a meal in a crowded restaurant
12. A plan for a recreation room
13. Sounds at night
14. In a strange land (real or imaginary)
15. A street scene

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BOOK LISTS

for

JUNIOR HIGH SCHOOL STUDENTS

ERIC

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JUNIOR HIGH SCHOOL CLASSICS BOOK LIST

What makes a book a classic? According to Gilbert Murray, that which lives, becomes classical. Mr. Murray says, "Intensity of imagination is the important thing. It is intensity of imagination that makes a poet's work real," as we say: spontaneous, infectious or convincing. Especially it is this that creates an atmosphere; that makes us feel, on opening the pages of a book, that we are in a different world, and a world full of real beings about whom, in one way or another, we care. And I suspect that, ultimately, the greatness of a poem or work of imaginative art depends mostly upon two questions; how strongly we feel ourselves transported to this new world, and what sort of world it is when we get there, how great, or interesting or beautiful.

Until a book has weathered at least one generation and in the next, it can hardly be given the rank of a classic and no two people are likely to be in full agreement as to what should be included in a list of them. Form has much to do with the permanence of a book. Simplicity and sincerety are important factors.

The following list of junior classics lays no claim to be final and definitive, but the books therein are recommended as some of the best books ever written for, or adopted by, children. These are books that will enrich the reading tastes of elementary or junior high readers. Many will be cherished throughout life.

Aesop	AESOP'S FABLES
Alcott, Louisa M	LITTLE WOMEN
Aldrich, Thomas B.	STORY OF A BAD BOY
Anderson, Hans	FAIRY TALES
	ARABIAN NIGHTS
Barrie, James M.	PETER PAN
Bunyan, John	PILGRIM'S PROGRESS
Carroll, Lewis	ALICE'S ADVENTURES IN WONDERLAND
	THROUGH THE LOOKING GLASS
Cervantes, S.	DON QUIXOTE DE LA MANCHA
Collodi, Carlo	ADVENTURES OF PINOCCHIO
Cooper, James F.	DEERSLAYER
	LAST OF THE MOHICANS
Craik, Dinah M.	LITTLE LAME PRINCE
Dana, Richard H.	TWO YEARS BEFORE THE MAST
DeFoe, Daniel	ROBINSON CRUSOE

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JUNIOR CLASSICS BOOKLIST (cont'd)

Dickens, Charles	CHRISTMAS CAROL
	DAVID COPPERFIELD
	TALE OF TWO CITIES
Dodge, Mary M.	HANS BRINKER
Doyle, Arthur C.	SHERLOCK HOLMES
Dumas, Alexandre	THREE MUSKETEERS
Grahame, Kenneth	WIND IN THE WILLOWS
Grimm brothers	GRIMM'S FAIRY TALES
Hale, Lucretia	PETERKIN PAPERS
Harris, Joel C.	UNCLE REMUS
Hawthorne, N.	WONDERBOOK AND TANGLEWOOD TALES
Homer	ILIAD
	ODYSSEY
Irving, Washington	THE LEGEND OF SLEEPY HOLLOW
	RIP VAN WINKLE
Kingsley, Charles	THE WATER BABIES
Kipling, Rudyard	JUNGLE BOOK
	JUST SO STORIES
Lagerlof, Selma	WONDERFUL ADVENTURES OF NILS
Lamb. Charles	TALES FROM SHAKESPEARE
Lear, Edward	COMPLETE NONSENSE BOOK
Lofting, Hugh	VOYAGES OF DOCTOR DOLITTLE
London, Jack	CALL OF THE WILD
MacDonald, G.	AT THE BACK OF THE NORTH WIND
Melville, Herman	MOBY DICK
Milne, A.A.	WINNIE THE POOH
Otis, James	TOBY TYLER
Poe, Edgar Allan	GOLD BUG AND OTHER TALES
Pyle, Howard	MERRY ADVENTURES OF ROBIN HOOD
	KING ARTHUR
Rawlings, M.	THE YEARLING
Rusking, John	KING OF THE GOLDEN RIVER
Scott, Sir Walter	IVANHOE
Sewell, Anna	BLACK BEAUTY
Spyri, J.	HEIDI
Stevenson. R.	KIDNAPPED
	TREASURE ISLAND
Swift, Johnathan	GULLIVER'S TRAVELS
Tarkington, B.	PENROD
Travers, P.L.	MARY POPPINS
Twain, Mark	ADVENTURES OF HUCKLEBERRY FINN
	ADVENTURES OF TOM SAWYER
Verne, J.	AROUND THE WORLD IN EIGHTY DAYS
	TWENTY THOUSAND LEAGUES UNDER THE SEA
Wyss, J.R .	SWISS FAMILY ROBINSON

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BOOK LIST--NEWBERY AWARD WINNERS AND RUNNERS UP

1922	STORY OF MANKIND	William Van Loon
	THE GOLDEN FLEECE	Padriac Colum
	WINDY HILL	Cornelia Meigs
1923	VOYAGES OF DOCTOR DOLITTLE	Hugh Lofting
1924	THE DARK FRIGATE	Charles B. Hawes
1925	TALES FROM SILVER LANDS	Charles Finger
	DREAM COACH	Anne Parrish
1926	SHEN OF THE SEA	Arthur B. Chrisman
	VOYAGERS	Padriac Colum
1927	SMOKY, THE COWHORSE	Will James
1928	GAYNECK, THE STORY OF A PIGEON	Ahan C. Mukerji
	DOWNRIGHT DENCY	Caroline Snedker
1929	THE TRUMPETER AT KRAKOW	Eric P. Kelly
	PIGTAIL OF AN LEE BEN LOO	John Bennett
1930	HITTY, HER FIRST HUNDRED YEARS	Rachel Field
	DAUGHTER OF THE SEINE	Jeanette Eaton
1931	THE CAT WHO WENT TO HEAVEN	Elizabeth Coatsworth
	FLOATING ISLAND	Anne Parrish
	THE DARK STAR OF ITZA	Alida Malkus
1932	WATERLESS MOUNTAIN	Laura Armer
	BOY OF THE SOUTH SEAS	Eunice Tietjens
1933	YOUNG FU OF THE UPPER YANGTZE	Elizabeth Lewis
	SWIFT RIVERS	Cornelia Meigs
	THE RAILROAD TO FREEDOM	Hildegarde Swift
1934	INVINCIBLE LOUISA	Cornelia Meigs
	THE FORGOTTEN DAUGHTER	Caroline Snedeker
1935	DOBRY	Monica Shannon
	PAGEANT OF CHINESE HISTORY	Elizabeth Seeger
	DAVY CROCKETT	Constance Rourke

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BOOK LIST--NEWBERY AWARDS AND RUNNERS UP

1936	CADDIE WOODLAWN	Carol Brink
	THE GOOD MASTER	Kate Seredy
	YOUNG WALTER SCOTT	Elizabeth Vining
1937	ROLLER SKATES	Ruth Sawyer
	AUDUBON	Constance Rourke
1938	THE WHITE STAG	Kate Seredy
	PECOS BILL	James C. Bowman
	BRIGHT ISLAND	Mabel Robinson
	ON THE BANKS OF PLUM CREEK	Laura Ingalls Wilder
1939	THIMBLE SUMMER	Elizabeth Enright
	MR. POPPER'S PENGUINS	R and P. Atwater
1940	DANIEL BOONE	James Daugherty
	THE SINGING TREE	Kate Seredy
1941	CALL IT COURAGE	Armstrong Sperry
	BLUE WILLOW	Doris Gates
	THE LONG WINTER	Laura I. Wilder
1942	THE MATCHLOCK GUN	Walter Edmonds
	LITTLE TOWN ON THE PRAIRIE	Laura I. Wilder
	GEORGE WASHINGTON'S WORLD	Genevieve Foster
	INDIAN CAPTIVE: THE STORY OF MARY JAMISON	Lois Lenski
1943	ADAM OF THE ROAD	Elizabeth Vining
	THE MIDDLE MOFFAT	Eleanor Estes
1944	JOHNNY TREMAIN	Ester Forbes
	THESE GOLDEN YEARS	Laura I. Wilder
	MOUNTAIN BORN	Elizabeth Yates
1945	RABBIT HILL	Robert Lawson
	THE HUNDRED DRESSES	Eleanor Estes
1946	STRAWBERRY GIRL	Lois Lenski
	JUSTIN MORGAN HAD A HORSE	Marguerite Henry
1947	MISS HICKORY	Carolyn Bailey
	WONDERFUL YEAR	Nancy Barnes
	THE HIDDEN TREASURE OF GLASTON	Eleanore Jewett

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BOOK LIST--NEWBERRY AWARDS AND RUNNERS UP

1948	TWENTY ONE BALLOONS	William P. DuBois
	THE QUAINT AND CURIOUS QUEST OF JOHNNY LONGFOOT	Catherin Besterman
	MISTY OF CHINCOTEAGUE	Marguerite Henry
1949	KING OF THE WIND	Marguerite Henry
	DAUGHTER OF THE MOUNTAIN	Louise Rankin
	MY FATHER'S DRAGON	Ruth Gannett
	STORY OF THE NEGRO	Arna Bontemps
1950	THE DOOR IN THE WALL	Marguerite de Angeli
	TREE OF FREEDOM	Rebecca Caudill
	KILDEE HOUSE	Rutherford Montgomery
1951	AMOS FORTUNE, FREE MAN	Elizabeth Yates
	GHANDI, FIGHTER WITHOUT A SWORD	Jeanette Eaton
1952	GINGER PIE	Eleanor Estes
	AMERICA BEFORE COLUMBUS	Elizabeth Baity
	THE LIGHT AT TERN ROCK	Julia Sauer
1953	SECRET OF THE ANDES	Anne N. Clark
	CHARLOTTE'S WEB	E.B. White
	MOCCASIN TRAIL	Eloise McGraw
1954	AND NOW, MIGUEL	Joseph Krumgold
	SHADRACH	Mindert De Jong
1955	THE WHEEL ON THE SCHOOL	Meindert De Jong
	BANNER IN THE SKY	James Ullman
1956	CARRY ON, MR. BOWDITCH	Jean Lee Latham
	THE SECRET RIVER	Marjorie K. Rawlings
	MEN, MICROSCOPES, AND LIVING THINGS	Clara I. Judson
1957	MIRACLES ON MAPLE HILL	Virginia Sorensen
	OLD YELLER	Fred Gipson
	THE HOUSE OF SIXTY FATHERS	Meindert De Jong
	MR. JUSTICE HOLMES	Clara I. Judson
	BLACK FOX OF LORNE	Marguerite de Angeli

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BOOK LIST--NEWBERRY AWARDS AND RUNNERS UP

1958	RIFLES FOR WATIE	Harold Kieth
	THE HORSECATCHER	Marl Sandoz
	TOM PAINE, FREEDOM'S APOSTLE	Leo Gurko
1959	WITCH OF BLACKBIRD POND	Natalie S. Carlson
	ALONG CAME A DOG	Meindert De Jong
	CHUCARO: WILD PONY OF THE PAMPA	Francis Kalnay
	THE PERLIOUS ROAD	William O. Steele
1960	ONION JOHN	Joseph Krumgold
	MY SIDE OF THE MOUNTAIN	Jean George
	AMERICAN IS BORN	Gerald W. Johnson
1961	ISLAND OF THE BLUE DOLPHINS	Scott O'Dell
	AMERICA MOVES FORWARD	Gerald W. Johnson
	OLD RAMON	Jack Schaeffer
	CRICKET IN TIMES SQUARE	George Selden
1962	THE BRONZE BOW	Elizabeth Speare
	FRONTIER LIVING	Edwin Tunis
1963	A WRINKLE IN TIME	Madeleine L'Engle
	MEN OF ATHENS	Olivie Coolidge
1964	IT'S LIKE THIS, CAT	Emily Neville
	RASCAL	Sterling North
	THE LONER	Ester Wier
1965	SHADOW OF A BULL	Maia Wojciechowska
	ACROSS FIVE APRILS	Irene Hunt
1966	I, JUAN de PAREJA	Elizabeth de Trevino
	THE BLACK CAULDRON	Loyd Alexander
1967	UP THE ROAD SLOWLY	Hunt
	THE KING'S FIFTH	Scott O'Dell
	THE JAZZ MAN	M. Weik
1968	FROM THE MIXED UP FILES OF MRS. BASIL E. FRANKWEILER	Elizabeth Konigsburg
	THE BLACK PEARL	Scott O'Dell
	JENNIFER, HECATE, MACBETH, WILLIAM McKINLEY AND ME, ELIZABETH	E. Konigsburg
	EGYPT GAME	Zilpha Snyder

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BOOK LIST--NEWBERRY AWARDS AND RUNNERS UP

1969	THE HIGH KING	Alexander
	TO BE A SLAVE	Julius Lester
	WHEN SHIEMIEL WENT TO WARSAW	Isaac Singer
1970	SOUNDER	William Armstrong
	OUR EDDIE	Sulamith Ish-Kishor
	JOURNEY OUTSIDE	Mary Q. Steele
1971.	SUMMER OF THE SWANS	Betsy Myers
	KNEEKNOCK RISE	Natalie Babbitt
	ENCHANTRESS FROM THE STARS	Sylvia Engdahl
	SING DOWN THE MOON	Scott O'Dell
1972	MRS. FRISBY AND THE RATS OF NIMH	Robert O'Brien
	INCIDENT AT HAWKS HILL	Allan Eckert
	THE PLANET OF JUNIOR BROWN	Virginia Hamilton
	THE TOMBS OF ATUAN	Ursula LeGuin
	ANNIE AND THE OLD ONE	Miska Miles
	THE HEADLESS CUPID	Zilpha K. Snyder
1973	JULIE OF THE WOLVES	George
	UPSTAIRS ROOM	Reiss
	WITCHES OF WORM	Snyder

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BOOKLIST--The following is a list of books which language arts teachers had observed students reading frequently. These are books that students recommend to each other.

ACROSS FIVE APRILS	Hunt
ALAS, BABYLON	Frank
ALMOST APRIL	Sherburn
LONG WAY TO WHISKEY CREEK	Beatty
AMOS FORTUNE, FREE MAN	Yates
ANDROMEDA STRAIN	Crichton
BIG RED	Kjelgaard
BLACK LIKE ME	Griffin
BLESS THE BEASTS AND THE CHILDREN	Swarthout
BORN FREE	Adamson
BRIAN'S SONG	Piccolo
CADDIE WOODLAWN	Brink
CALICO CAPTIVE	Speare
CALL OF THE WILD	London
CHARLIE	Keyes
CONTENDER, THE	Lipsyte
COUNT ME GONE	Johnson
DAVE'S SONG	McKay
DAYBREAK 2250 A.D.	Norton
DEATH BE NOT PROUD	Gunther
DEATHMAN DO NOT FOLLOW ME	Bennett
DIARY OF ANNE FRANK	Frank

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BOOK LIST--STUDENT'S CHOICE (cont'd)

DIRT TRACK SUMMER	Gault
DON'T PLAY DEAD BEFORE YOU HAVE TO	Wojciechowska
EDGAR ALLEN	Neufield
EFFECT OF GAMMA RAYS ON MAN IN THE MOON MARIGOLDS	Zindell
ENDLESS STEPPE	Hautig
ESCAPE FROM NOWHERE	Eyerly
FARENHEIT 451	Bradbury
GENTLE BEN	Morey
GIRL INSIDE	Eyerly
GO ASK ALICE	Anonymous
GONE WITH THE WIND	Mitchell
GRASS PIPE	Coles
HARRIET THE SPY	Hitzhugh
HEY, WHITE GIRL	Gregory
HIROSHIMA	Hersey
THE HOBBIT	Tolkein
HORSES OF ANGER	Foreman
I AM THIRD	Sayers
INCREDIBLE JOURNEY	Burnford
I'LL GE THERE, IT BETTER BE WORTH THE TRIP	Donovan
ISLAND OF THE BLUE DOLPHIN	O'Dell
IT COULD HAPPEN TO ANYONE	Eyerly

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BOOK LIST--STUDENT' CHOICE

JANE EMILY	Clapp
JANE EYRE	Bronte
JAZZ COUNTRY	Hentoff
JIM THORPE	Schoor
JOHNNY TREMAIN	Forbes
JOHNATHON LIVINGSTON SEAGULL	Bach
JUBILEE	Walker
KAREN	Killilea
THE KID COMES BACK	Tunis
KING	Ellis
KING OF THE WIND	Henry
KON TIKI	Heyerdahl
THE LEARNING TREE	Parks
LIGHT A SINGLE CANDLE	Wojciechowska
LILIES OF THE FIELD	Barret
THE LION'S PAW	White
LISA BRIGHT AND DARK	Neufield
LOBO	Seton
LORD OF THE FLIES	Golding
MARTIAN CHRONICLES	Bradbury
ME, CASSIE	Fleagles
THE MIRACLE WORKER	Sullivan
MIXED UP FILES OF MRS. BASIL E. FRANKWEILER	Konigsburg

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BOOK LIST--STUDENT'S CHOICE

MR. AND MRS. BO JO JONES	Head
MUTANT 59: THE PLASTIC EATERS	
MY COUSIN RACHEL	Du Maurier
MY DARLING, MY HAMBURGER	Zindel
MY SIDE OF THE MOUNTAIN	George
MY SISTER EILEEN	McKinney
NIGHT	Wiesel
OLD YELLER	Gipson
THE OUTSIDERS	Hinton
PETER PAN BAG	Kingman
PHANTOM TOLL BOOTH	Juste
PHOEBE	Dizenzo
PIGMAN	Zindel
PLANET OF DEATH	Silverburg
PLEASE DON'T EAT THE DAISIES	Kerr
QUEENY PEEVY	Birch
RASCAL	North
REBECCA	Du Maurier
THE RED PONY	Steinbeck
SEAGULLS AWOKE ME	Stolz
SECRET SEA	White
SEPARATE PEACE	Knowles

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BOOK LIST--STUDENT'S CHOICE (cont')

SEVENTEENTH SUMMER	Daley
SHANE	Shaefer
SHORT SEASON	Piccolo
SMOKY, THE COWHORSE	James
SNOW GOOSE	Gallico
SOFTLY ROARS THE LION	Ellis
SOUL BROTHERS AND SISTER LOU	Hunter
SOUNDER	Armstrong
SPLIT BAMBOO	Phillips
STREET ROD	Felson
SWIFTWATER	Annixter
THE SWISS FAMILY ROBINSON	Wiss
THAT QUAIL ROBERT	Stranger
THAT WAS THEN, THIS IS NOW	Hinton
TO BE A SLAVE	Lester
TO KILL A MOCKINGBIRD	Lee
TO SIR WITH LOVE	Braithwaite
TWO WHEELED THUNDER	Gault
TUNED OUT	Wojciechowska
TWENTY THIRD STREET CRUSADERS	Carson
UP THE DOWN STAIRCASE	Kauffman
UP THE ROAD SLOWLY	Hunt

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BOOKLIST--STUDENT'S CHOICE (cont'd)

WEIGHTLESS MOTHER	Bell
WHEN LEGENDS DIE	Goriend
WHITE FANG	London
WHO WANT MUSIC ON MONDAY	Stolz
WHY NOT JOIN THE GIRAFFES	Campbell
WITCH OF BLACKBIRD POND	Speare
YAZ	Yastremzemski
THE YEARLING	Rawlings
YES, I CAN	Davis

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BOOK LIST--GENERAL READING

ADVENTURE

Burt, Olive W. I CHALLENGE THE DARK SEA

Clemens, Samuel L. ADVENTURES OF TOM SAWYER

Daugherty, James H. OF COURAGE UNDAUNTED

Derlith, August, THE MOON TENDERS

DuBois, William P. THE TWENTY ONE BALLONS

George, Jean, MY SIDE OF THE MOUNTAIN

Heyerdahl, Thor, KON TIKI

Hough, Emerson, COVERED WAGON

Johnson, Annabel and Edgar, THE BEARCAT

Muhlenweg, Fritz, BIG TIGER AND CHRISTIAN

Roberts, Kenneth, NORTHWEST PASSAGE

Rugh, Belle D. CRYSTAL MOUNTAIN

Saint-Exupery, Antoine De, NIGHT FLIGHT

Sperry, Armstrong, CALL IT COURAGE

Steveson, Robert L. TREASURE ISLAND

Stewart, Goerge, FIRE

Tarzieff, Haroun, CRATERS OF FIRE

POETRY

Boga, Lousa, William J. Smith, THE GOLDEN JOURNEY" POEMS FOR YOUNG PEOPLE

Carr, Rosemary and Stephen Vincent Benet, BOOK OF AMERICANS

De La Mare, Walter, PEACOCK PIE

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BOOKLIST--GENERAL READING

REVOLUTIONARY WAR.

Fenner, Phyllis, PRICE OF LIBERTY

Galt, Tom, PETER ZENGER--FIGHTER FOR GREEDOM

Gurko, Leo, TOM PAINE: FREDOM'S APOSTLE

Jones, William P. PATRIC HENRY: VOICE OF LIBERTY

Latham, Jean Lee, THIS DEAR-BOUGHT LAND

Martin, Joseph P. YANKEE DOODLE BOY

Miers, Earl Schenck, THE STORY OF THOMAS JEFFERSON

CIVIL WAR

Bryson, J. III, THE WORLDS GREATEST SHOWMAN

Commager, H.S., AMERICA S ROBERT E. LEE

Douglas, Frederick, THE LIFE AND TIMES OF FREDERICK DOUGLAS

Fenner, Phyllis R., BROTHER AGAINST BROTHER

Meadowcroft, Enid, BY SECRET RAILWAY

Nolan, Jeannette Covert, THE STORY OF ULYSSES S. GRANT

Sandburg, Carl, THE PRAIRIE YEARS THE WAR YEARS

Sterling, Philip and Rayford Logan, FOUR TOOK FREEDOM

Terzian, James P. DEFENDER OF HUMAN RIGHTS: CARL SCHURZ

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BOOKLIST--GENERAL READING

ETHNIC CULTURE, ANTHROPOLOGY

Antin, Mary, PROMISED LAND

Armer, Laura, WATERLESS MOUNTAIN

Arnold, Elliott, WHITE FALCON

Bell, Zachary, SWAMP CHIEF

Baruch, Dorothy, GLASS HOUSE OF PREJUDICE

Buck, Pearl S., LETTER FROM PEKING

Eberle, Irmegarde, BIG FAMILY OF PEOPLES

Graham, Lorenz, NORTH TOWN

Graham, Shirley, BOOKER T. WASHINGTON: EDUCATION OF HAND, HEAD, HEART

Hentoff, Nat, JAZZ COUNTRY

Jackson, Jesse, CALL ME CHARLEY
ANCHOR MAN

Kendall, Lace, RAINBOAT

Knight, Ruth A. IT MIGHT BE YOU

Lampman, Evelyn WITCH DOCTOR'S SON

Lauritzen, Jonreid, THE ORDEAL OF THE YOUNG HUNTER

Lindenmeyer, Otto, BLACK AND BRAVE

Means, Florence C, THE RAINS WILL COME

Neville, Emily C. BERRIES GOODMAN

Oakes, Vanya, DESERT HARVEST: A STORY OF THE JAPANESE IN CALIFORNIA

Rosten, Leo, THE EDUCATION OF HYMAN KAPLAN

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BOOKLIST--GENERAL READING

FICTION

Bonham, Frank, CHIEF
DURANGO STREET

Boykins, Eleanor, THIS WAY--PLEASE

Burnett, Frances THE SECRET GARDEN

Chute, Marchette, THE WONDERFUL WINTER

Couper, J.M., LOTTERY IN LIVES

Defoe, Daniel, ROBINSON CRUSOE

De Jong, Meindert, THE HOUSE OF SIXTY FATHERS

Donovan, John, WILD IN THE WORLD

Gray, Elizabeth, ADAM OF THE ROAD

Hamilton, Vieginia, THE PLANET OF JUNIOR BROWN

Krumgold, Joseph, AND NOW, MIGUEL

Murphy, P.J., and S. Rousseau, CARLOS CHARLES

Pyll, Howard, OTTO OF THE SILVER HAND

Rawlings, Marjorie K. THE YEARLING

Richter, Conrad, THE LIGHT IN THE FOREST
THE SEA OF GRASS

Rhoden, Eric, THE GOOD GREENWOOD

Robertson, Keith, HENRY REED, INC.

Seredy, Kate, THE WHITE STAG

Tolkein, J.R.R., THE HOBBITT

Tunis, John, SON OF THE VALLEY

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BOOKLIST--GENERAL READING

SPORTS

Archibald, Joe, THE BILLY MARTIN STORY

Frick, C.H., THE COMEBACK GUY

Berger, Phil, JOE NAMATH, MAVERICK QUARTERBACK

Hano, Arnold, SANDY KOUFAX, STRIKEOUT KING

Nelson, Cordner, THE JIM BROWN STORY

Rowan, Carl, WAIT TILL NEXT YEAR

Shapiro, Milton J., THE GIL HIDGES STORY

BIOGRAPHY

Baker, Rachel, CHAFA WEIZMANN, BUILDER OF A NATION

Backhard, Arthur J., and Wm. D. Crane, CANCER, COCAINE, AND COURAGE
THE STORY OF DR. WILLIAM HALSTED

Berkman, Ted, CAST A GIANT SHADOW

Bowen, Catherine, JOHN ADAMS AND THE AMERICAN REVOLUTION

Bryan, J. III, THE WORLD'S GREATEST SHOWMAN

Campion, Nardi, PATRICK HENRY: FIREBRAND OF THE REVOLUTION

Carter, Hodding, MARQUIS de LAFAYETTE: BRIGHT SWORD FOR FREEDOM
ROBERT E. LEE AND THE ROAD OF ARMOR

Commager, H.S. AMERICA'S ROBERT E. Lee

Douglass, Frederick, THE LIFE AND TIMES OF FREDERICK DOUGLAS

Eaton, Jeanette, LEADER OF DESTINY

Ellsber, Edward, I HAVE JUST BEGUN TO FIGHT

Freeman, Douglas, LEE OF VIRGINIA

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BOOKLIST--GENERAL READING

BIOGRAPHY (cont'd)

Galt, Tom, PETER ZENGER, FIGHTER FOR FREEDOM

Graham, Shirley, PAUL ROBESON, CITIZEN OF THE WORLD

Gray, Elizabeth, PENN

Henry, Marguerite, BENJAMIN WEST AND HIS CAT GRIMALKIN

Jewett, Sophia, GOD'S TROUBADOUR

Jones, Wm. P., PATRICK HENRY: VOICE OF LIBERTY

Merrill, James, WILLIAM TECUMSEH SHERMAN

Nolan, Jeanette, BENEDICT ARNOLD: TRAITOR TO HIS COUNTRY

Yates, Elizabeth, AMOS FORTUNE: FREE MAN

GROWING UP, FAMILY LIFE, CAREERS

Baker, Elizabeth, THIS STRANGER, MY SON

Baker, Louise, OUT ON A LIMB

Barber, Elsie, THE TREMBLING YEARS

Barton, Betsy, AND NOW TO LIVE AGAIN

Beach, E. SUBMARINE

Boles, Paul PARTON'S ISLAND

Brown, Christy, MY LEFT FOOT

Bryant, Bernice, FUTURE PERFECT

Byrd, Richard, DISCOVERY: THE STORY OF THE SECOND BYRD ANTARCTIC EXPEDITION

Calhoun, Mary, IT'S GETTING BEAUTIFUL NOW

Clark, Ann, PACO'S MIRACLES

BOOKLIST--GENERAL READING

SCIENCE FICTION

Bradbury, Ray, DANDELION WINE
FARENHEIT 451

Alexander, Loyd THE BOOK OF THREE

Christopher, John, THE WHITE MOUNTAINS

De Louise, Joseph, and Tom Valentine, PSYCHIC MISSION

Heinlein, Robert A. THE ROLLING STONES
STARMAN JONES
TUNNEL IN THE SKY

Higdon, Hal, THE ELECTRONIC OLYMPICS

L'Engle, Madeline, A WRINKLE IN TIME

Levy, Willy, THE CONQUEST OF SPACE
ENGINEER'S DREAM

Mayne, William, EARTHFASTS

Rand, Ayn, ANTHEM

Saint-Exupery, Antoine De, THE LITTLE PRINCE

MYTHOLOGY

Colum, Padraic, CHILDREN OF ODIN

Hosford, Dorothy, THUNDER OF THE GODS

Malory, Sir Thomas, BOY'S KING ARTHUR

Pyle, Howard, MERRY ADVENTURES OF ROBIN HOOD

Reade, Charles, THE CLOISTER AND THE HEARTH

Shephard, Esther, PAUL BUNYAN

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BOOKLIST--GENERAL READING

GROWING UP, FAMILY LIFE, CAREERS (cont')

Clark, Tom. BACK TO ANCHORAGE
PUDDLE JUMPER: ADVENTURES OF A YOUNG FLIER IN ALASKA

Colman, Hilda, CLASSMATES BY REQUEST

Cone, Holly, YOU CAN'T MAKE ME IF I DON'T WANT TO

Davis, Clyde, THE NEWCOMER

DeAngeli, Marguerite, SKIPPACK SCHOOL

DeJong, Dola, ONE SUMMER'S SECRET

DeKriuf, Paul, THE MICROBE HUNTERS

Ellsberg, E. MEN UNDER THE SEA

Felsen, Henry. DAVEY LOGAN: INTERN
STREET ROD

Grace, Dick, VISIBILITY UNLIMITED

Hinton, S.E., THE OUTSIDERS

Lawrence, J.D., BARNABY'S BELLS

Lent, Henry, I WORK ON A NEWSPAPER

Lewiton, Mina, THE DIVIDED HEART

Meade, Stephen, BULLDOZER

Murphy, Francis. READY MADE FAMILY

Olson, Gene , TIN GOOSE

Rydberc, Ernie, THE DARK OF THE CAVE

Tunis, John, ALL AMERICANS

Turnbull, Agnes, THE BISHOP'S MANTLE

Waltrip, Lela and Rufus, QUIET BOYS

Wier, Ester, THE LONER