Using Your Daily Newspaper to Turn On the Resistant Reader


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Class Activities; Elementary Education; Junior High School Students; Newspapers; Reading Ability; Reading Difficulty; Reading Games; Reading Interests; Reading Skills; Remedial Reading; Teaching Guides

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers suggestions on using the daily newspaper to "turn on" the resistant reader. Sample materials describe how to use the 5 w's (who, what, where, when, why) and a H (how) to answer questions, read without words, play beginner's bridge, use comics for learning, watch television, use puzzles for building vocabulary, pretend to be an announcer on the air, and pretend to be "Dear Abby." Also included are ideas for job hunting, choosing a car, playing games with sports, astrological forecasting, writing responses to editorials, finding out more about restaurants, studying geography, and keeping up with the latest fashions. (SW)
using your daily newspaper to turn on the resistant reader

An educational project of the Hawaii Newspaper Agency, Inc.
Who IS the resistant reader?

Generally, he's the student who has become insecure - and therefore sometimes hostile - about his ability to read. Because he can't read well, he insists that he "hates reading". He may also insist that books are "junk" - that he really doesn't want to know how to read or be able to read better.

Frequently, his attitude is defensive. He has lost interest because of a poor teacher, a conflict with a teacher, poor material, or being promoted into another class before he can read well enough to cope with more difficult material.

If the latter happens (for instance, between the sixth and seventh grades), there is often no way he can recover. He's given more and more textbooks and the subject matter becomes impossible because he can't read the books. This happens far too often. The so-called "social adjustment" of the student for one year (making sure he is not in a class with students younger or less mature) becomes more important than making sure he'll be able to read well enough to function adequately for the rest of his life.

As a result, we find ourselves down the stream trying to pull out drowning students, when we should be up the stream making sure they don't fall in.

Ideally, of course, the solution is to make sure that each student can read well in each grade (or whatever the level is called) the material needed for that grade. But, meanwhile, we are faced with all those youngsters whom someone threw in......who, for some reason or other, have been turned off reading.

Only way we cannot turn them back on is with first grade reading books for sixth grade students, even though those sixth graders only read at first grade level.
Claude Lineberry, who once taught resistant readers at Waianae Intermediate and now works for Harless Educational Technologies, Inc., in Falls Church, Virginia, put it this way:

"No big seventh grader who can't read wants to be seen carrying around 'Six Ducks on a Pond'."

Frost and Hawkes, writing in "The Disadvantaged Child", quote teenagers thus:

"Don't treat us like babies. We may not be such not readers, but that doesn't mean if you give us an easy book about ducks on a pond we'll chuckle over it gleefully. We had that stuff in the third grade."

Lineberry found a solution when he was at Waianae. He continued about his "big, seventh graders" this way:

"They are proud to be seen reading the newspaper."

Over and over again in Hawaii, this comes through. Give the resistant reader material that interests him, make him proud of it and of being able to read it, teach him without patronizing him -- this is the approach that works.

A boy who says he can't read may actually be able to read the sports pages well enough to keep up with his favorite baseball player. A girl who resists a hard-cover book on a library shelf may pour over the horoscope every day -- and understand it.

Obviously, then (or maybe not so obviously), the teacher will start where the student is - on the sports pages or with the horoscope. Obviously, also, her aim will be to increase the scope of the youngster's interest so that he will read -- will WANT to read -- other things as well.
The newspaper not only provides the variety of material the teacher needs but the interesting, current, here-and-now material the student needs.

There is another important value in using the newspaper as a reading text with resistant readers. The newspaper will be the one constant piece of reading material in the lives of these students. They will be more likely to read a newspaper than anything else. It makes sense, then, that we should help them understand and interpret what they are reading if only so they will know how to place an ad for a job or how to decide which movie to attend.

In the process of learning to read from this relevant material -- the newspaper -- the student will also learn how to function better in his community because he will understand that community better.

People learn when and what they want to learn. We know with all learning that it happens faster if the student enjoys what he does. This applies just as much to reading as it does to riding a surfboard. Maybe more so. The resistant reader who has been turned off somewhere along the line will only be turned on again if he sees the need to read and if he enjoys the process of learning.

What do we need to do to help him?

* Have interesting material preferably at his age level or above. A newspaper is ideal. It's simply written and yet it deals with the everyday adult world.

* Have teachers who are not afraid to put aside the standard reading text in favor of something that is more difficult for them to use but infinitely more rewarding.

* Start where the student is. If he likes comics, start there. If he likes sports, start there. If she likes cooking, start with the recipes. If someone known to the students has died, start with the obituaries. Because the material
in the newspaper is limitless in its variety, there is no problem finding something that each child in the classroom is interested in.

Lineberry describes the resistant reader as one having one or more of these qualities:

* He is deficient in reading skills.
* He fears failure.
* He is hostile in class or, at the very least, a non-participant.
* He avoids the class or, in some instances, the school.
* He is simply "putting in time".

He lists the possible causes as:

* A "culture gap" between how the child lives at home and how he is supposed to live in school.
* A lack of initial readiness.
* Frustration lasting over a period of years.
* The fact that English is his second language.

Lineberry, having stated the description and the possible causes, goes on to list the criteria for the selection of reading material.

These are that it should:

* Be adaptable to the individual student.
* Have the proper level of difficulty.
* Be highly interesting.
* Have maturity in content and format.
* Be both inexpensive and easily obtainable.
Newspaper material meets all these criteria.

The same young educator has also developed a diagram of newspaper content to show what he calls high and low probability activities or, in other words, things that appeal to kids because they can have fun doing them.

Interestingly enough, one area he labels as a high probability activity (or an area of great interest to youngsters) is the obituary column. This bears out what has been discovered in Hawaii -- that youngsters, particularly in the upper elementary or lower secondary grades, find obituaries fascinating.

The creative teacher will lose no time in aligning the writing of an obituary with the writing of a biography or the learning of new words and new places.

The following table of contents is taken from the Honolulu Star-Bulletin as an illustration of the newspaper as a menu for reading. Not all things will interest, or fail to interest, all children but there is enough variety of content and format to enable the teacher to meet the criteria of individualization which we mentioned earlier.
A MENU FOR READING

HPA is high probability activity - or what the student perceives as fun.

LPA is low probability activity - or what he is less likely to want to read initially.

The creative teacher can easily turn the LPA's into HPA's.

Following are sample materials for use in a class with resistant readers. They are only samples -- to get started. Once you have started, go anywhere your imagination leads you.
More than 90 children from three schools were involved in the event, which was designed to make our environment cleaner.

The children—aged between 6 and 12 years old—collected litter from the branches of the American Airlines jet that was due to take off from Honolulu International Airport later that day. The children then put the collected litter into a large trash bag that was tied to the front of a small airplane.

The trash bag contained almost four tons of trash, representing nearly four months of litter collected by the children. The event was organized by the Aloha Mom's Club and the local chapter of the American Airlines Association.

After the children had finished collecting the litter, they were taken to a nearby park to rest and have a picnic. The event was considered a success, and plans are underway to make it an annual event.

Answer these questions:

1. WHO is the article about?
2. WHAT did they do?
3. WHERE did they do it?
4. WHEN did it happen?
5. WHY did it happen?
6. HOW did it happen?

Then, find and underline all new words.

Put them on cards.

Try to discover the meaning from the context.

Write the meaning on the back of the card.

Look up the meaning in the dictionary.

Choose another local news story. See if it answers the same six questions.

Find new words and work out their meanings.
Look at the editorial cartoon at the top. What has been happening in Hawaii that is the subject of this drawing? What does the cartoon mean? Does the cartoonist favor what has happened or is he against it? How do you know? Can you think of a cartoon to draw on the same subject?

Every day, examine the editorial cartoon and discuss what it is about? Be sure to write down all the new words you learn, along with their meanings.

Now look at the other cartoon. It has had the caption removed. What do you think it is about. Write a few words under it to explain it. Discuss with the class why you chose these words. Can you take the same words and draw another cartoon to illustrate them?
At first glance, the bridge column might seem too difficult for a class of resistant readers. But some of them may be card-players, from grade school. Good for mathematical problems, new vocabulary, recognition of numbers, laws of probability.
1. What are the characters saying?

2. Write in what you think they might say, being careful to keep it very short.

3. What do you learn about the characters from their expressions?

4. Compare this comic strip with others. Are the characters different? Do they tell different kinds of stories? What is your favorite character? Why?

5. Try to draw your own comic strip using students in your class.

1. Read the strip carefully.

2. The frames are in the wrong order. Put them in the correct order.

3. Why did you arrange them differently?
**Therday evening TV at a glance**

<table>
<thead>
<tr>
<th>Time</th>
<th>Channel 1</th>
<th>Channel 2</th>
<th>Channel 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00</td>
<td>Attack of Robots</td>
<td>Channel News</td>
<td>Newswatch</td>
</tr>
<tr>
<td>5:30</td>
<td>News</td>
<td>Healthy Planet</td>
<td>Medical Center</td>
</tr>
<tr>
<td>7:30</td>
<td>Let's Make a Deal</td>
<td>News</td>
<td>Electric Company</td>
</tr>
<tr>
<td>9:00</td>
<td>Tonight Show</td>
<td>News</td>
<td>Gallery</td>
</tr>
<tr>
<td>10:30</td>
<td>Tonight Show</td>
<td>News</td>
<td>Reunion of All Time</td>
</tr>
</tbody>
</table>

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What time is your favorite show on television? Show it on a large clock face.

1. Is it a.m. or p.m.? What's the difference?

2. Pick out your favorite show. Tell - or write - why you like it.

3. Watch your favorite show tonight. Tomorrow morning, write about what you saw.

4. Keep a log each week of what you watched and why you made that choice.

5. Decide with the class one thing to watch on a certain night. Write a review.
The crossword puzzle is excellent for building vocabulary and for encouraging youngsters to use a dictionary. They like this because it is a game. Even very young children can make up their own puzzles. The teacher can put the puzzle on an overhead projector at first and do it as a group activity with the whole class. Be sure that new words are added to the class word bank and that the children use them enough to be part of their vocabulary. A class dictionary of synonyms is a good result of doing crossword puzzles.
ON THE AIR

Ex-Laker Coach Mullaney to Pilot Kentucky Colonels

LOUISVILLE, Ky.—AP—Joe Mullaney, whose role as the world's best basketball coach was acknowledged by the Los Angeles mayor when he took his job, has picked up a new in the odd, another giant center by being named head coach of the Kentucky Colonels.

Mullaney took over his new job today and his first duty was to greet Jacksonvillle's 6 foot 7 All-American Artis Gilmore and other Colonels hopefuls to the American Football Association club's rookie camp.

Gilmore has been rated by Colonels officials and fans as potentially the tallest of Chamberlain or the Boston Celtics' ex-star Bill Russell.

Mullaney feels much more available with the young team with great potential in the type I would like to be coaching, in professional basketball. Mullaney said after his appointment yesterday.

"Mullaney will be able to come on his program Frank Ramsey's for guidance and scouting reports," said Ramsey. "I'll be happy to do anything I can to help the Colonels," said Ramsey. "I will do a wonderful job here.

Ramsey a former Boston Celtics great who boxed out after his first year of professional coaching, praised his departure on business and personal reasons. He would not elaborate.

Pretend you are a sports announcer for a broadcast.

Read the article carefully, then do these things.

1. Underline the words you don't know how to pronounce. Find out how to say them and then practice until you are confident.

2. Write down the names you don't know how to pronounce. Divide them into syllables. Ask the teacher to help you pronounce them.

3. When you are ready, read the article aloud into a tape recorder.

4. Listen to the playback to make sure you read it smoothly, with good phrasing and proper pronunciation.

**********

Have a friend write an introduction, commercial and closing for your broadcast. Record them with your article, let him introduce you, read the commercial in what seems like a good spot, and close your broadcast. Play it back for the class.
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The Kokua Line

Q—At the recent Modern Living Show in Honolulu International Center there were a great many booths at which prizes were offered to those who signed up. I have been receiving calls from many of the companies that had booths. The salesmen want to tell me their products, but not one has been able to tell me who won the prizes offered at the show. Do you suppose they were all come-out? Can we have a printed list of the winners? I don’t believe any of them. Sorry to be so skeptical.

A—You’ve aroused my skepticism, too, because apparently nobody connected with the show bothered to compile a master list of winners from the various booths. The Home Builders Association of Hawaii, sponsor of the annual show, has no list. Neither does Exposition Advertising, the outfit which handled arrangements for the various booths.

It was up to the individual exhibitors whether they wanted to offer prizes and whether they wanted to publish the names of winners, said a show official.

I have suggested that next year the sponsor compile a list of at least the top prize winners from each booth where prizes are offered. The list could be published or made available at an office where interested persons could look at it.

Q—I live on Maui and plan to go to Oahu to camp. The officers here want to issue permits for any other Island. Where could I get the permit to Honolulu?

A—Go to the City Parks Department at 1455 S. Beretania.

Auwe

Stores in Hawaii are prohibited from selling name brand liquor at discount prices. Therefore the resorts should be prohibited from charging more than the standard price.

Mahalo!

Mahalo to the firemen at the Kailua Fire Station, especially Reynold Sunada who gave us a VIP treatment the day a group from Mountain Elementary School took in litter. The firemen were very kind and showed us around the station.
1. Use a map to pinpoint the places for which the high and low temperatures are given.

2. Take one place. Keep an account (maybe a graph) from day to day of the high temperature. Compare it with the highs for the same days in Honolulu.

3. Choose one place on the Mainland as your own. Pretend you will be going there in a month. Find out all you can about the place; keep a graph of the temperatures; plan what you need to take.

4. On a map of the Hawaiian Islands, find the places for which the temperatures are given.

5. In the Island Weather section at the bottom, underline all unfamiliar words; find their meanings and put them on cards with the meanings on the back.

### Mainland Temperatures

<table>
<thead>
<tr>
<th>Place</th>
<th>High</th>
<th>Low</th>
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<tbody>
<tr>
<td>Anchorage</td>
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<tr>
<td>Birmingham</td>
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<td>St Louis</td>
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<td>Tampa</td>
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### Island Weather

**Hawaii** — Mostly fair in the areas. A few showers, mostly in the afternoon.

**California** — Mostly fair in the areas. A few showers, mostly in the afternoon.

**Alaska** — Mostly fair in the areas. A few showers, mostly in the afternoon.

**Canada** — Mostly fair in the areas. A few showers, mostly in the afternoon.

**Mainland Temperatures**

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WOULD YOU BE A GOOD DEAR ABBY?

DEAR ABBY: Would you like to hear a true, modern ghost story? One evening while sitting alone, I heard a man's voice distinctly. I could find no one inside the house or out. A while later I heard it again. It seemed to come right out of the air. I checked the TV sets. None was on. I was completely bewildered and somewhat frightened.

A few nights later, a neighbor was visiting me and we both heard this man's voice. We searched the house together and discovered the voice was coming from a transistor radio that was turned off.

My ghost was a ham radio operator in my neighborhood, broadcasting with such a powerful signal that he kept coming out of everything but the fillings in my teeth. I suppose that's next.

My ghost interferes with the reception on my TV, radio, stereo - everything. Some neighbors have told me they have the same trouble. I've written to the FCC in Washington and they have done nothing about it. Can you help me?

HAUNTED IN HOLLYWOOD

DEAR HAUNTED: The next time you hear your ghost, write down his call letters, and send it in a registered letter of complaint to your regional FCC office. (Federal Building, Los Angeles.) Ask your neighbors who have been similarly annoyed to sign it, and send a registered copy to your ham. He is using improperly shielded equipment, which is against the law, and can be remedied.

The FCC is reluctant to crack down too hard on offending ham operators because in times of emergencies and disasters, these hams provide a wonderful public service (gratis) when all other communications fail.

For Abby's booklet, "How to Have a Lovely Wedding," send $1 to Abigail Van Buren, 121 Lasky Drive, Beverly Hills, Calif. 90212.

1. Read the problems sent in and Abby's answers to each.

2. Take each one at a time and decide if you agree or disagree. Write out why in each case or perhaps your teacher will discuss it in class.

3. Assign one person in the class as Abby. Write letters to her and evaluate her advice.

4. Do you have a problem that the real Abby might be able to help you solve? Write it out and ask your teacher to submit it.
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### SHOPPING LIST

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<th>Item</th>
<th>Price</th>
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<tr>
<td>PORK LINK SAUSAGE</td>
<td>39¢</td>
</tr>
<tr>
<td>BOLOGNA</td>
<td>89¢</td>
</tr>
<tr>
<td>CUT-UP FRYERS</td>
<td>99¢</td>
</tr>
<tr>
<td>PORK BUTTS</td>
<td>53¢</td>
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<tr>
<td>HAM STEAKS</td>
<td>87¢</td>
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<tr>
<td>PEAS &amp; CARROTS</td>
<td>249¢</td>
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<tr>
<td>CHICKEN WINGS</td>
<td>79¢</td>
</tr>
<tr>
<td>MARGARINE</td>
<td>39¢</td>
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<tr>
<td>FROZEN SHRIMPS</td>
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<td>CANNED HAM</td>
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<td>PRODUCE SPECIAL</td>
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<tr>
<td>SOLID HEAD CABBAGE</td>
<td>10¢</td>
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<tr>
<td>JUICE ORANGES</td>
<td>19¢</td>
</tr>
<tr>
<td>RED DELICIOUS APPLES</td>
<td>29¢</td>
</tr>
</tbody>
</table>

1. Go through the list and make sure you know what each thing is.
2. How many abbreviations can you find? What do they mean? Circle them in red.
3. Take any five items you like, make a list with their prices and find out how much all five will cost.
4. Shop for whatever you need for one meal for four people. How much will it cost?
5. Write down any foreign words in the ad. What are they?
6. Take another grocery ad from the same day's paper and compare the prices of things shown here. Decide how much you would save at the cheaper store.
7. List all the things that cost less than 50 cents; more than $1.00.
WHAT WOULD YOU LIKE TO DO TODAY?

Look over the Pulse of Paradise column and try to answer these questions:

1. Why is the column given this particular name?

2. What do the symbols at the head of each section mean?

3. Of the events listed, which would you most like to attend? Why?

Then take the event you'd most like to attend and mark the date on the calendar. Make a list of all the words you do not know and add them to your card file. Write down one thing you know is going to happen but which is not included in Pulse.
ABOUT PEOPLE

Read the obituary on the right and answer these questions:

1. Who died?

2. What is the meaning of the word "obituary"?

3. Where are Papaikou and Punchbowl? Find on a map of Hawaii.


Then, do these things:

1. Write down the full names of your own brothers and sisters.

2. Underline all unfamiliar words, find out their meanings and add them to your card file.

3. Write down all you know about the family of your best friend.

Shirley Nasario

Mrs. Shirley Ann Nasario, 35, the wife of Army Sgt. William Nasario, of 2187-B Ahe St., died June 14 in Queen's Medical Center.

She was born in Papaikou, Hawaii.

A Requiem Mass will be said at 9 a.m. Friday at St. Patrick's Church, followed by burial at 10 a.m. in the National Memorial Cemetery of the Pacific, Punchbowl.

Friends may call from 6 to 9 p.m. Thursday and after 7:30 a.m. Friday at Borthwick Mortuary, where the Rosary will be recited at 7:30 p.m. Thursday.

She is survived by her husband, who is stationed in Vietnam; one son, William Jr.; six daughters, Nellie, Rita, Bernadette, Glenda, Lorna and Jennifer; her father, George Rodrigues; her mother, Mrs. Mary Gonzales; one brother, Frank Gonzalez, and two sisters, Mrs. Elsie Cadrao and Mrs. Betty Santos.
1. Make a list of all the different kinds of jobs listed in the help wanted section.

2. Choose any five and state what people applying for them would have to be able to do.

3. Choose which job you'd like to have, write down your own qualifications and decide if you would get the job.

4. With the help of your teacher, write an application for a job for which you think you are qualified.

5. Circle all abbreviations and find out what they mean.
DEALING WITH WHEELS

1. Choose a car you would like to buy.

Answer these questions:

* If you paid $250 down, how much more would you have to pay?

* Suppose you plan to make a payment every month for 24 months, how much will you pay each month?

2. Make a list of all the different kinds of cars advertised in the Public Notice. Do not use abbreviations.

3. From the same ad, write down the most expensive car and its price and the least expensive and its price. What is the difference between the two prices?

4. Choose the car you'd like to have and write down four reasons why this is your choice.
REAL WRITING

You reach over 600,000 potential buyers every day with your Classified Ad in the Star-Bulletin and The Advertiser. And, with the special 7-day Prepaid POP Ad Plan, you reach them all at a saving of nearly 50% over regular costs.

Just write your ad below, figure the cost from the chart and enclose your check. Your ad sells — and you save!

CLASSIFIED WANT AD ORDER BLANK

Please run the following ad as soon as possible in both the Star Bulletin and Advertiser.

(figure an average 5 words to a line; phone number and address count as words)

Classified space price chart

<table>
<thead>
<tr>
<th>Word Limit</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-10 words</td>
<td>$2.00</td>
</tr>
<tr>
<td>11-15 words</td>
<td>$3.00</td>
</tr>
<tr>
<td>16-20 words</td>
<td>$4.00</td>
</tr>
<tr>
<td>21-25 words</td>
<td>$5.00</td>
</tr>
</tbody>
</table>

Please place this ad under the heading of ____________________________

I enclose $_________ check ______ money order for $_________

NAME __________________________

ADDRESS __________________________________________

CITY ____________ ZIP ________ PHONE ________

Higher charge rates on ads not prepaid

1. Look over the classified ad section of the paper to find out the kinds of things that are advertised.

2. Decide on something you'd like to sell - a bicycle, a puppy, a house.

3. Read the directions on the order blank carefully. Then write an ad to sell your article. Don't use any more words than you have to.

4. From the price list, figure out how much your ad costs you. Cut it down if the price is too high.

5. Fill out the rest of the form with your name and address. Check with your teacher to make sure you have done it all correctly.
PLAYING THE GAME

1. On a map of the United States, pinpoint the cities with teams.

2. Make a list of each city and add the state it is in.

3. Pick a favorite team and keep a record from day to day of its scores.

4. Cover up the percentages and work them out for yourself. Then check to see if you are right.
BEST COPY AVAILABLE
YOU AND THE STARS

Astrological Forecast

By Sydney Omarr

1. Make a list of the months from the start of the calendar year and, beside each, put its sign.

2. Circle in red your own sign and that of someone else in your family. Read them and decide if they apply to each of you.

3. Write a forecast for your best friend, being sure to start it the same way as those given here.

4. Follow your own forecast for a week and decide whether the information given in the paper is factual or just fun.

5. Find out as much as you can from other sources about the signs of the Zodiac. Collect pictures of each, or draw them from memory.
WHAT'S YOUR OPINION?

Setting an Example

City Councilwoman Mary George has emphasized the fact that community leadership begins at City Hall, and that the people who work there should attempt to respond positively to the community's needs. The lady is correct.

Specifically, Councilwoman George has proposed that the modest parking fees charged City workers (57.50 to 77.90 per month) do not encourage them to use public transportation or car pools to travel to work and home. She would have the rates boosted to $2.00 to $2.50 a month; and even this amount seems extremely low when one considers that commercial garages charge as much as $15 for a month's parking.

This does not even take into consideration the fact that spaces occupied by the automobiles of City employees could be earning money inside the City if they were metered spaces.

Mayor Frank F. Faa recently asked Honolulu residents whether they were willing to make sacrifices to lessen our traffic congestion. He went so far as to suggest that it might be necessary in the future to restrict the number of automobiles that a single family could own.

Mrs. George is simply asking the City Administration and its employees to practice what the Mayor preaches.

1. First read the whole editorial.

2. Then go through it again paragraph by paragraph and summarize the opinion given in each.

3. Read the sentences again carefully and decide whether or not you agree or disagree. If you disagree, say why.

4. Write a letter to the editor telling him why you agree or disagree.

5. Write a short editorial of your own, giving your own opinion.
TIME OUT TO EAT

1. List each restaurant and the type of food it serves.

2. Circle all the foreign words you find in these ads. What do they mean?

3. Write down three things you could buy at each of the restaurants?

4. Take a map of the world, pinpoint the places where the different foods are served.

5. Decide which restaurant you'd like to eat at. What would you order? How much would it cost? (To compute the latter, look for typical prices in other sections of the paper.)

6. Pretend you are having a friend visit you for the first time. Where would you take him for dinner? Why did you choose this place? Give three reasons.

7. List any descriptive words that are new to you. Add their meanings.
Take a large map of the world and do these things:

1. Show where the same tour goes on the large map.

2. Write down the capitals of each place visited.

3. Which places are in the northern hemisphere, which in the southern?

4. Write down the names of countries given in the ad and the names of cities.

5. Pretend you are going on this tour. Take one of the places and find out what you will do there, what clothes you should take, what you can buy for gifts for your family.

6. Make believe you are taking the whole tour. How much money will you need? Where will you stay longer? Why?

7. Find out from other sections of the paper what kind of food you will find at each place.

8. Write down all the new words in the ad. What do they mean?
WHAT'S NEW IN FASHION?

1. Talk about boys' fashions and how they have changed.

2. Read the article, "Fashion Switch".

3. Underline all the words which are unfamiliar.

4. Try to decide what they mean from the context.

5. Circle all the adjectives.

6. Decide how fashion writing is different from straight news reporting.

7. Analyze the headline. Why "switch"? The story should provide the clues.

8. Discuss - or write - your own opinion of the clothes described.

(An article such as this is an excellent example of reading material of interest to boys in the women's section. It should be an excellent way, also, to encourage expression of different opinions.)