

Reading Contracts

A Classroom Literature Program for Individuals or Groups



About the author

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Table of Contents

Purpose 1

Teaching Directions

| | |
|--|---|
| Students working together? | 3 |
| Using the contracts | 3 |
| Organizing the materials | 4 |
| Choosing contracts | 5 |
| Organizing each student's folder. | 5 |
| Selecting a book | 5 |
| Tentative decisions. | 5 |
| Individual (or group) conferences. | 5 |
| Contract guidelines | 6 |
| Getting started. | 7 |
| Evaluation | 7 |
| Open House | 7 |
| Questions and Answers | 8 |

Answer Key

| | |
|---|----|
| Animals Contract. | 9 |
| Biography/Autobiography Contract. | 10 |
| Mystery Contract. | 11 |
| Sports Contract | 15 |

Table of Contents

Reading Contracts

| | |
|---------------------------------------|-----|
| Animals Contract..... | 17 |
| Fantasy Contract | 29 |
| Biography/Autobiography Contract..... | 40 |
| Mystery Contract..... | 52 |
| Science Fiction Contract..... | 64 |
| Drama Contract..... | 76 |
| Sports Contract | 87 |
| Realistic Fiction Contract | 100 |

Teacher Feedback Form..... 111

Release Form for Photographic Images..... 112

Purpose

This program is an independent, contract-approach of teaching reading and literature to students in the upper elementary grades and in junior high school. It offers each student the opportunity to design a reading program based on his or her individual abilities, interests, and needs.

Each contract centers around a specific genre of children's literature, and each offers a wide selection of tasks, at various ability levels, related to that particular genre. Students and teacher choose these activities in the categories of vocabulary, comprehension, dictionary, writing, art, research, and challenge. By "mixing and matching" within these categories, students at various levels within the same classroom can create an individual program which is both educationally beneficial and personally gratifying.

Your assessment of each student's individual strengths, weaknesses, talents, and needs is an integral part—indeed, the first step for you to take—in the success of these contracts. You may wish to wait for a month to pass in the school year before beginning these contracts. During that time you might give your students various tests and assignments to help you pinpoint those areas appropriate for your various students' concentration. This information will help you in your initial conference with each student so that you mutually arrive at the best combination of tasks.

You will soon discover that this contract system eliminates the traditional reading group and permits any number of students in your room to work independently and/or in small groups, at their own speed, and on a non-competitive basis. If your classroom library is not large enough, your school or town library should certainly be able to accommodate each child's needs.

These reading contracts will do the following for your students:

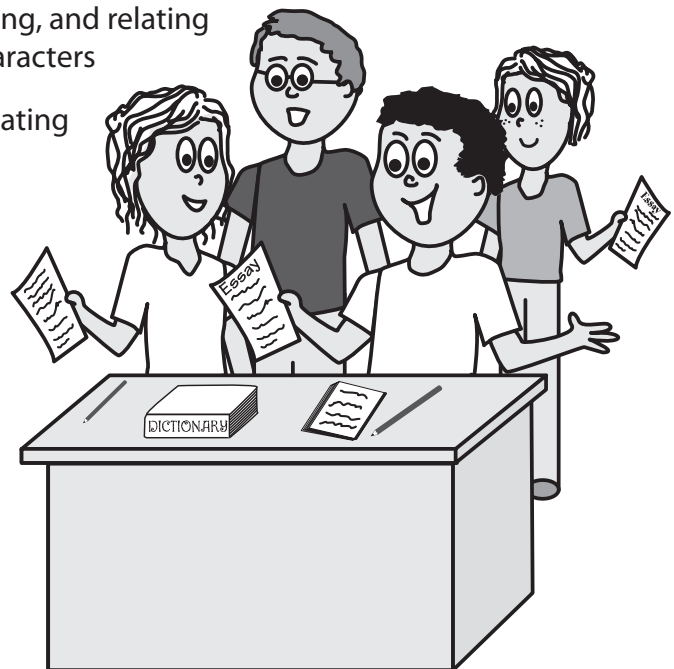
1. stimulate creative thinking
2. offer opportunities for thinking and expressing ideas in a variety of media
3. offer the opportunity to select materials and tasks at individual ability and interest levels
4. provide "non-conforming" students a variety of independent selections
5. give the slower or faster worker the opportunity to pace him/herself according to personal needs
6. encourage divergent thinking
7. stimulate personal involvement in the selection and scope of his/her contract

Purpose

8. offer required language skills and tasks in a new and unique way
9. provide opportunities to explore his/her inner feelings
10. help self-expression
11. encourage independent thinking
12. provide opportunities to budget time and proceed at a natural pace
13. develop interaction between students and provide opportunities for group decisions and problem-solving
14. lead students to reach beyond the “expected” and into the challenging and stimulating

Your students will develop these specific skills:

1. using the dictionary
2. writing factually and creatively
3. employing various art media
4. using an encyclopedia
5. working with peers in group activities
6. interviewing peers and adults
7. taking surveys and writing questionnaires
8. compiling graph findings
9. comparing, contrasting, and relating events, time, and characters
10. predicting and evaluating ideas and situations



Teaching Directions

1. Students working together?

Having examined the various contract activities, you probably have noticed that no separate activity clusters exist labeled *Speaking* or *Role-Playing* or *Group Activities*. Such omission is purposeful, but I must explain why. In my classroom over the years, my contracts have usually been independent, do-it-yourself kind of assignments. I use simulations as well as other group exercises in my classroom that offer the children opportunities to interact. The reading contract program was developed to offset the other, noisier periods of the day and to offer a quiet, individualized work time. I have found that the subject of reading, more than any other (with the possible exception of math), requires a reasonably calm, quiet atmosphere with little extraneous noise and activities interfering with the student's concentration. However, I also believe in the power of interaction and peer teaching. Therefore, if you want your students to have more opportunities to work in small groups, by all means do so. I have marked with a star (★) those activities which pairs or groups of students might well do together.

2. Using the contracts

There are two basic approaches you can use with these contracts: a. everyone in class works on the same genre—likely at the same time during the day; b. individuals or clusters of individuals choose the genre they wish to work on—at the same time or during differing times during the day. We will call these two approaches the **Same Genre** and the **Choice Genre** approaches. Let's examine each more closely.

The Same Genre

This approach is appropriate when you have a specific reading class that you see regularly (e.g., every day for a specific period of time). In such a case you might want to have everyone on the same genre (e.g., mystery, animal, etc.) at the same time. Setting up the program in this manner has several advantages:

- a. You can build up the books in your classroom library so that you have many available in that specific genre.
- b. Your school librarian can make selections on that topic available to your students. The books can be located in a particular section of the library or on a cart.
- c. More children will have the opportunity to work with their classmates because they will all be selecting their books and activities from the same list or bookshelf.
- d. The mimeographing required will be limited to one topic only, and you will be more familiar with every detail of what's going on.

- e. The teaching will be orderly. You can set up a time schedule with clear beginning and ending times that will be consistent for all students. Any class reports or presentations can be made at that time before going on to the next topic.

The Choice Genre

This approach is appropriate when your students will be doing these contracts at different times during the day, or as part of regular classroom responsibilities rather than during a specified “reading time.” Consequently, you will likely wish to offer students a choice of genre on an individual basis. Setting up the program in this manner also has several advantages:

- a. Enthusiasm for the activity will likely be greater because the student is reading/working in an area of higher interest because he/she chose to work there.
- b. The faster or slower student is not held to the same time constrictions as is the rest of the class. The slower student can be permitted an additional period of time in which to complete the work; a faster student can be encouraged to do further reading on the subject or to begin a new contract on another genre.
- c. Conferences with the students are spread over many days or weeks because each student is beginning—or ending -- a contract at a different time.
- d. Children in your classroom may work on the contract during any work period of that day that is available.

Note: Whichever of the above approaches you choose, encourage each student to read from all of the genre during the school year. One purpose of this program is to expose your students to a wide variety of topics and styles of writing. Left completely on their own, many students get into a rut and don’t venture out to expand their horizons.

3. Organizing the materials

Before beginning, gather the following:

- a. Obtain a manila folder for each student. Place the student’s name on the folder.
- b. Make a box, shelf or rack to hold the contracts when the students are not working on them. (A designated area in the room is better than having the student keep a contract in his or her desk. In this way, the contract is always where it should be and in good condition.)

- c. Duplicate copies of all pages of each contract you plan to use with your students. As a cover for each contract set, staple the READING CONTRACT page with the contract symbol in the upper left hand corner. The student fills out this cover sheet as her/his contract.
(**Note:** You may want to duplicate extra copies of this latter sheet since students may change their minds or make errors and wish to rewrite their contracts.)

4. Choosing contracts

If you are allowing students to choose the genre in which they are going to read and contract to do activities, let them have time to study the various contracts' activities.

5. Organizing each student's folder

Either you or your student should staple the contract pages *inside* the manila folder, using both sides of the folder, dividing the number of pages approximately in half. (The actual contract sheet with the symbol should be the top sheet.) Stapling the pages at the top of their sheets allows easy maneuverability and keeps the sheets from getting lost. *All work done by the student should be kept in this folder at all times until it is completed, plated and ready to be handed in to you.*

6. Selecting a book

Help each student select a book in the appropriate genre. It should be at his/her reading and interest level. Unless you see a student make a grievous error in book selection, allow each student free choice.

7. Tentative decisions

Either alone (or in activity groups if you are allowing 3–5 students to work together) ask your students to look over the various pages and to make tentative decisions about which activities, projects, etc. that they think they might like to do. When you meet with them, these choices will be taken into consideration along with your choices based on an assessment of their individual needs.

8. Individual (or group) conferences

- a. Confer with individuals or activity groups together. Go over the various activities. Help students fill out their individual or group contracts.
- b. If you feel that certain assignments are necessary for a particular student, then explain why you are writing them into the contract as requirements. Point out that after your requirements are met in any one category, the student is free to choose additional activities

based on personal interest.

- c. Proceed to the next categories until the contract is complete.
- d. **Note:** *At this time the choice of comprehension questions to be answered cannot logically be chosen and filled in. The student will be able to make an intelligent choice about these only after the book has been read. At that time, he/she should be able to decide which questions can be best answered and they should be written onto the contract form.*
- e. The expected date of completion of the contract should be filled in and both you and the student should sign your names to the "document."
- f. Continue in this manner until you have met with all of the students.
- g. **Note:** *While waiting to meet with you, other students should be reading their books or beginning certain projects contained in the contract pages.*

9. Contract guidelines

The following suggestions should serve as guidelines only in completing a contract. Ultimately your best judgment will dictate how much should be included in each student's contract. As the year goes along, the student's needs will change and, so too, should the requirements of new contracts you sign with students.

- a. **Vocabulary:** Between eight and 10 words should be chosen by the student from the vocabulary list. These should be words new to the student and at his/her approximate reading and comprehension level.
- b. **Vocabulary Activities:** Between three READING CONTRACTS 1 3 and five activities should be chosen from this list, based on their degree of difficulty and the time required to complete them. As certain types of activities are mastered (e.g., alphabetical order, prefixes and suffixes, etc.), encourage the student to select -different activities in subsequent contracts.
- c. **Comprehension Questions:** Between six and eight questions should be chosen, again based on degree of difficulty. Answers to comprehension questions should be written in complete, grammatically correct sentences.
- d. **Writing and Art Activities:** Generally one of each is sufficient, unless the child is particularly interested in doing more.
- e. **Miscellaneous Projects:** These would include such pages as the Animal Research Report, Mystery Character, etc. They should not include anything indicated as "challenge."

- f. **Challenge Projects:** These are not required, although they may be selected for extra credit by anyone who wishes to do a project and who has completed the other basic requirements of the contract.

10. Getting started

Your students are now free to begin working on their own. The hardest part of the job for you is over. Now you will be called upon mainly to oversee and facilitate, to encourage, to spot-check that assignments are being done correctly. For the most part, students will be able to “take over” at this point. After all, since almost everything they are doing is of their own choosing, students should be interested and energetic.

11. Evaluation

- a. When students hand in their contracts, you should grade them according to your own system of evaluation, whether it be letter grades, a number system, or commentary.
- b. **Note:** *It may be a good idea to use the first contract as an “example” and as a “practice” contract.* This is a new concept for most students. The idea takes getting used to, particularly in the area of learning to budget time correctly. So instead of grading this one, you might still correct it, making suggestions and constructive criticism as you would do on any other assignment. Then, confer with the student to review the work and to discuss your comments. Such constructive criticism serves as a guideline for better work on future contracts.
- c. If you use oral work in your classes, give individuals or groups the opportunity to present any findings, make any reports, or demonstrate any projects completed during the course of the work. You might schedule these presentations at random times during the week, or you might put aside a few days at the end of the contract, when everyone is finished, to present all of the students’ work.
- d. Consider keeping a loose-leaf binder with a page designated for each reading student. Write notes on the student’s page after you have evaluated his/her completed contract. Note the student’s strengths and weaknesses. This will help you in your next conference with the student and in planning his/her next contract. It also serves as a continuing record of the student’s progress throughout the year.

12. Open House

When you have open house for parents, be sure you make students’ reading contracts folders available and/or have individuals or groups give appropriate presentations.

13. Questions and Answers

- a. *How long should a contract “last”?*
 - That depends upon whether it’s an individual or group contract, what the student’s grade and ability level are, and whether it is the student’s entire reading assignment or is supplementary to something else he/she is doing. A suggested time allotment is between three and four weeks if your class meets for regular reading times.
- b. *May a student work on the reading contract other than during “reading period”?*
 - Most definitely. The work should always be kept in the same place so the student can find it without interrupting anything else happening in the classroom. For the most part, students work on their contracts independently, with little or no help from you. Therefore, spare minutes in the day are perfect times to work on them.
- c. *What should be done about a student who can’t seem to budget his/her time and doesn’t complete a contract in time?*
 - This student needs your help in planning some shorter-range time guidelines for the next few contracts. You might designate specific dates for completing each category of the contract until the student has learned to budget time wisely.
- d. *What should be done about a student who seems to have only one abiding interest and wants to read only one type book?*
 - If possible, make a connection between that particular interest and another category. For example, you might lead a student interested only in baseball from a sports book to a biography of, say, Reggie Jackson, and then on to a realistic fiction book about a boy who plays baseball but has more serious family problems.
- e. *Once a contract is handed in, should that be considered “the end” of it?*
 - No. Any selection of the contract that you believe has been done incorrectly, incompletely, or below the student’s ability level should be returned to the student to be redone. You might consider grading that area again and averaging the two grades for a final mark.
- f. *Speaking of marks, should different parts of the contract be graded individually?*
 - I have always done this. Evaluating each category within the contract makes it possible for a student to achieve success in his/her areas of greatest competency without being penalized overall for weakness in other areas.

Answer Key

Answers for Various Activities

Animals Contract

Challenge Projects

#12: rats and squirrels: carry diseases; snakes: poison in bites; black widow spider: bite may poison or kill; sharks and barracuda: kill swimmers; piranha: attacks anything(one) in water; mosquitoes: spread malaria and yellow fever, also infect people with filaria worms that cause tropical disease "elephantiasis"; fleas and lice: carry diseases such as plague and typhus; insects: great crop damage; amoeba: cause amoebic dysentery in intestines; trypanosomes: cause African sleeping sickness.

(The above are suggested responses.)

#13: (most) chimpanzee, orangutan, gorilla, monkey, dog, cat, raccoon, elephant, pig, horse (least)

#14: (fastest) duck hawk, golden eagle, canvasback duck, cheetah, common swift and hummingbird (tied), ostrich, gazelle and dragonfly (tied), race horse with rider.

#15: herd: antelope, bison, deer, donkey, elephant, giraffe, hog, horse, ox, seal, walrus, whale, zebra; flock: chicken, duck, goose, ostrich, owl, sheep; colony: beaver, rabbit, rat; drove: donkey, hog, ox.

#17: fish: vertebrates, fins, gills, coldblooded, hatch from eggs, most have scales; amphibians: vertebrates, gills when young (lungs when adult), smooth and moist skins without scales, coldblooded; reptiles: vertebrates, scales, breathe through lungs, cold-blooded, lay eggs on land; birds: vertebrates, have feathers, warm-blooded, breathe through lungs, have bills but no teeth, two wings and two feet, hatch from eggs, have light bones; mammals: vertebrates, warmblooded, have hair or fur, mothers produce milk, breathe through lungs, give birth to fully-formed young (most).

#18: February 20–March 20 Pisces (fish), March 20–April 20 Aries (ram), April 21–May 22 Taurus (bull), June 22–July 22 Cancer (crab), July 23–August 22 Leo (lion), October 23–November 21 Scorpio (scorpion), December 23–January 20 Capricorn (goat).

Note: Dates are approximate.



Biography/Autobiography Contract***The Inventor's Mix 'n' Match Game***

1. Samuel Morse, U.S., 1837, telegraph
2. Lewis Waterman, U.S., 1884, fountain pen
3. Galileo Galilei, Italy, 1593, thermometer
4. Francois Appert, France, 1804, canning
5. Walter Hunt, U.S., 1849, safety pin
6. John Walker, England, 1827, friction match
7. William Sturgeon, England, 1825, electromagnet
8. Robbert Goddard, U.S., 1926, liquid fuel rocket
9. Wright Brothers, U.S., 1903, airplane
10. Elisha Otis, U.S., 1861, passenger elevator
11. George Pullman, U.S., 1858, sleeping car
12. James Ritty, U.S., 1879, cash register
13. Eli Whitney, U.S., 1793, cotton gin
14. Clarence Birdseye, U.S., 1925, quick freezing of food
15. Johann Gutenberg, Germany, 1450, printing press
16. Charles Goodyear, U.S., 1839, vulcanized rubber
17. Elias Howe, U.S., 1846, sewing machine
18. Michael Faraday, England, 1831, electric generator
19. James Watt, Scotland, 1765, steam engine
20. W.H. Carothers, U.S., 1930, nylon
21. Richard Trevithick, England, 1804, steam locomotive
22. Cyrus McCormick, U.S., 1834, reaper
23. Sir Frank Whittle, England, 1930, jet propulsion
24. George Eastman, U.S., 1888, Kodak camera
25. Louis Robert, France, 1798, papermaking machine
26. Jacob Perkins, U.S., 1834, mechanical refrigeration

27. Francois Blanchard, France, 1785, parachute
28. Louis Daguerre, France, 1839, b/w photography
29. Zacharias Janssen, Netherlands, 1590, compound microscope
30. Thomas Edison, U.S., 1879, electric light bulb
31. Robert Fulton, U.S., 1807, steamboat
32. Christopher Sholes, U.S., 1868, typewriter
33. Alexander G. Bell, U.S., 1876, telephone
34. Alfred Nobel, Sweden, 1862, dynamite
35. Hans Lippershey, Netherlands, 1608, telescope
36. Guglielmo Marconi, Italy, 1895, radio
37. Kirkpatrick MacMillan, Scotland, 1839, bicycle
38. Evangelista Torricelli, Italy, 1643, barometer

Mystery Contract

Challenge Projects

#1: 1-e, 2-b, 3-g, 4-f, 5-d, 6-a, 7-c.

#8: These were religious ceremonies in which the people worshipped gods and goddesses, especially Demeter (Ceres), Persephone (Proserpina), and Dionysus (Bacchus).

- a. "Mystery" came from a Greek word meaning "one who keeps quiet."
- b. An "Initiate" was a person being introduced to the secret rites of a mystery.
- c. They were sworn to silence.
- d. They were put to death if they revealed the secrets of the mysteries.

#9: Eleusian Mysteries were the greatest of all Greek mysteries. They were connected with the worship of Demeter, Persephone, and Pluto. The rites began in Athens, where the initiates first bathed in the sea. Then they marched to Eleusis in a religious procession. In the evening, certain ceremonies were spoken, revealed, and performed in the hall of mysteries. Initiates were promised happiness in the next world after they partook of the preliminary rites, which included fasting and tasting a sacred drink.

The Orphic Mysteries were conducted by the followers of Orpheus, who was supposed to have founded these rites in honor of Dionysus. Those

who believed in the Orphic religion also claimed to know the secret of happiness after death.

Mystic cults in the Roman world included those of Cybele (Rhea), Isis, and Mithras. These cults practiced magic rites, sacraments, purifications, and baptisms.

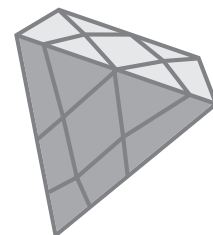
#12:

- a. When frightened, your blood supply shifts to the parts of your body that can best help you get out of danger (your muscles, brain, and heart). Very little blood goes to your skin then, leaving you looking pale.
- b. When frightened, your eyes may open wide to get a better look at what is causing the fear. The iris opens up to let in more light; consequently, your eyes look much larger.
- c. When frightened, the muscles attached to each hair on your head contract slightly, raising the hairs a little bit. Your hair then feels like it is standing on end.
- d. You sweat when you are scared. Normally you sweat when you are hot also. The evaporation of moisture from your skin cools you off. So your body is getting ahead of itself by cooling you in case you have to run from a dangerous situation.
- e. Your heart beats faster when you are frightened to force blood to your body's cells. This provides your cells with extra food, oxygen, and energy if you must act quickly.
- f. Slightly sweaty palms improve your grip, which may be important in case you have to fight.
- g. When you're afraid, you're likely to jump at the slightest touch or to be startled by the least noise. That is because your body's systems are on the alert and ready to react immediately to danger.
- h. Warm blood has been diverted away from the toes to the muscles and organs where it is most needed in an emergency situation.
- i. When you get scared, your body releases chemicals that make your blood vessels and organs constrict (squeeze together). Also, less blood flows to your stomach area. These two together give you a queasy feeling, or "butterflies."
- j. You feel cold when you are afraid because some of your blood supply has been detoured from your body's surface to your muscles and organs. Shivering is something your body uses to warm itself up.

- k. When you get scared, your whole food processing system shuts down. Your saliva glands stop working so energy can be used by more important areas, like leg muscles, for getting you out of danger. This results in a dry feeling in your mouth.

#13:

- a. These were supposed to be ancient flying machines of India, written about in a 5000-year-old manuscript. They were so high and fast that they couldn't be seen from the ground. They had long, tapered shapes and no wings. They could stop still in air and even become invisible! They could detect and destroy enemy spaceships from a long distance.
- b. These are huge stone heads carved hundreds of years ago standing on a speck of volcanic rock in the Pacific Ocean called Easter Island. Some are taller than a five-story building and weigh more than 100,000 pounds. No one knows who made them or why.
- c. On Oak Island off the east coast of Canada lies a huge pit containing what is believed to be two treasure chests. Treasure seekers have drilled as far as 150 feet down, bringing up bits of wood and gold, but no one has been able to bring up the chests. Each time it is tried, the pit is flooded with water from secret tunnels that lead out to sea.
- d. The Bermuda Triangle lies off the coast of Miami, Florida, between Bermuda and the Bahama Islands. Many airplanes and ships have been lost there; it is believed that even time can get lost. Pilots report mysterious clouds, strange tunnels, and faster-than-possible trip times.
- e. These are stars that have collapsed and shrunk down into a small mass with a super powerful gravitational pull. Around a star such as this, the gravity pull is so strong that nothing can escape, not even light. This makes them absolutely black, so scientists have called them black holes.
- f. The Hope Diamond is a large, beautiful gem that carried with it a long history of death and misfortune for those who have owned it. Since it came from India in 1662, nine different owners have died in unusual ways. Many owners have reported extremely bad luck. Now it is well-guarded at the Smithsonian Museum in Washington, D.C.
- g. Uri Geller is an Israeli who claims to be a psychic, someone with special mental powers. He has been seen often on TV using his powers to bend metal objects; he has taken tests at universities



that show him using his unusual mental powers without making any errors.

- h. The Case Family of Barbados Island have had many unusual experiences with their family tomb. Coffins have been discovered to have moved around; two coffins were found standing on end, although the tomb had a massive marble door sealing it closed.
- i. In 1873 at the Black Diamond Coal Mine near San Francisco, California, miners discovered a large frog embedded in the face of some limestone rock which had been there for thousands of years. The frog was alive; he had been wedged into the rock so tightly that when he was removed the stone showed an imprint of his body. He lived about one day.
- j. There are many tales of a large apelike creature living in the Himalaya Mountains called Yeti, or the Abominable Snowman. His tracks were first seen by mountain climbers on Mount Everest in 1921. His footprints have been photographed and some climbers report having heard his chilling scream. He has not been observed—yet!
- k. Kuda Bux from Pakistan can read blindfolded and can ride his bicycle completely blindfolded with dough, metal foil, a wool bandage, and heavy layers of gauze all at once; nonetheless, he is able to read perfectly from the pages of a book placed in front of him. Note: It is possible that parts of the above mysteries are not true, of course.

#14: The Lucky Thirteen Club:

- 1. XIII
- 2. MCCCXIII
- 3. 13 of an item
- 4. slavery
- 5. open
- 6. 1979
- 7. N.J., N.Y., PA., N.H., Mass., Conn., R.I., Md., Del., Va., N.C., S.C., Ga.
- 8. At that age, he becomes a man in the Jewish religion with all the attendant rights and responsibilities.
- 9. treize
- 10. trece
- 11. Millard Fillmore

12. 160

13. open

Sports Contract

Research Project

- | | |
|---------------------------|-------------------------|
| 1. canoe slalom | 12. ice hockey |
| 2. skin diving | 13. skiing |
| 3. rowing | 14. golf |
| 4. international yachting | 15. badminton |
| 5. auto racing | 16. jai alai |
| 6. horseracing | 17. tennis |
| 7. greyhound racing | 18. judo |
| 8. equestrian events | 19. track & field |
| 9. ice skating | 20. cricket |
| 10. curling | 21. rugby |
| 11. tobogganing | 22. Australian football |

Sports Scramble

- | | |
|-----------------|--------------|
| 1. badminton | 13. soccer |
| 2. golf | 14. bowling |
| 3. boxing | 15. swimming |
| 4. skating | 16. squash |
| 5. basketball | 17. handball |
| 6. billiards | 18. football |
| 7. wrestling | 19. archery |
| 8. skiing | 20. croquet |
| 9. volleyball | 21. softball |
| 10. lacrosse | 22. fencing |
| 11. polo (pool) | 23. hockey |
| 12. tennis | 24. baseball |



Challenge Projects

#1:

- a. invented basketball
- b. invented baseball
- c. drew up rules of boxing
- d. brought back modern Olympic games
- e. invented mechanical hare in greyhound racing

#12:

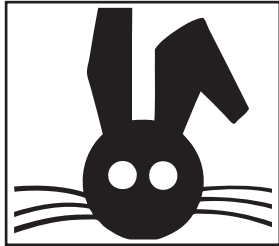
| Division | Professional & Olympic | Amateur |
|-----------------------------------|---------------------------|----------|
| (heaviest allowable weight given) | | |
| heavyweight | over 175 | over 178 |
| lt. heavy. | 175 | 178 |
| middleweight | 160 | 165 |
| lt. middle. | (amateur only) | 156 |
| welterweight | 147 | 147 |
| lt. welter. | (amateur only) | 139 |
| lightweight | 135 | 132 |
| featherweight | 126 | 125 |
| bantamweight | 118 | 119 |
| flyweight | 112 | 112 |

#15: 1-c,2-f,3-a,4-e,5-g,6-b, 7-d.



Reading Contract

Animals



Student's(s') names(s):

Dates: Contract begins: _____ Expected completion date: _____

Genre of book: _____ Title of book with author's name in parentheses: _____

Vocabulary:

Part I: I (we) will work with these words:

Part II: I (we) will do these **Vocabulary Activities**: _____

Comprehension: I (we) will answer the following questions: _____

Writing: I (we) will do the following activities: _____

Art: I (we) will do the following activities: _____

Miscellaneous Projects: _____

Challenge: I (we) will do the following activities: _____

Student's(s') signature(s): _____

Teacher's signature: _____

Contract reviewed and corrected: _____

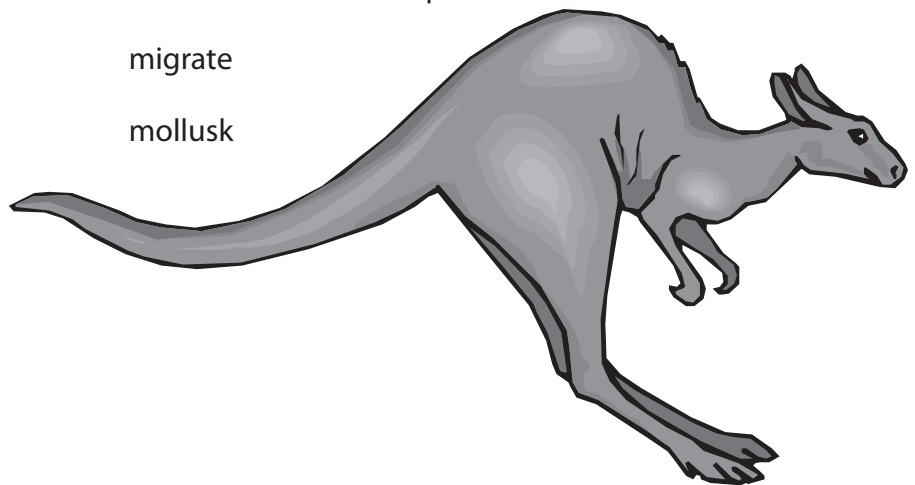
Contract completed: _____

Vocabulary List

Animals Contract

Choose 10 of these words to work with. (See the **Vocabulary Activities** on the next page.)

| | | | | |
|-------------|-------------|--------------|--------------|--------------|
| adapt | dam | gaggle | naturalist | rodent |
| adaptation | den | gander | omnivorous | ruminant |
| amphibian | distemper | genus | ornithology | shoat |
| animal | dodo | gosling | oviparous | skeleton |
| arachnid | domestic | habitat | paleontology | sow |
| arthropod | drove | herd | pesticide | species |
| beast | ecology | hibernate | phylum | stallion |
| bevy | endangered | howlet | prehistoric | stoat |
| biologist | environment | insect | primate | swarm |
| bird | evolution | instinct | protozoan | vertebrate |
| blubber | exoskeleton | invertebrate | rabies | veterinarian |
| boar | extinct | joey | ram | viviparous |
| breed | fable | kingdom | refuge | wildlife |
| camouflage | fauna | lemming | reproduce | zoologist |
| carnivorous | fawn | mammal | reptile | |
| clutch | fish | migrate | | |
| coelacanth | flock | mollusk | | |
| colony | foal | | | |
| crustacean | food chain | | | |



Vocabulary Activities

Animals Contract

1. Write a meaning for each of your vocabulary words. Do not use the root a word in your definition.
 2. Write a sentence for each of your vocabulary words. Use the word so that its meaning is clear.
 3. Write a paragraph using all your vocabulary words. Underline the words as you use them.
 4. Find out the part of speech for each of your vocabulary words. Use a dictionary to be sure.
 5. Alphabetize your list of vocabulary words.
 6. Indicate how many syllables there are in each of your vocabulary words. Divide them as shown in your dictionary.
 7. Locate each vocabulary word in a dictionary. Tell the word immediately before and immediately after your word.
 8. Underline the root (base) word in any of your vocabulary words that has either prefix or a suffix. What does the root word mean? How does the prefix or suffix change the word?
 - ★9. Here's the answer—what's the question? Write a carefully thought-out question that can be answered by each of vocabulary words.
 - ★10. Make an acrostic or crossword puzzle using all your vocabulary words. Include a definition for each word. Prepare an answer key as well.
 11. Use your vocabulary words in a poem—either rhymed or free verse. (An interesting challenge would be to have each line of the poem *begin* or *end* with the vocabulary word.)
 12. Write an adjective to precede each noun on your vocabulary list; write a noun to follow each adjective; write an adverb for each verb. Make sure each combination works together.
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 - ★14. Make a rebus, using words and pictures, for each of your vocabulary words.
- ★ = A good activity to do with a study partner or several other students.

Comprehension Questions

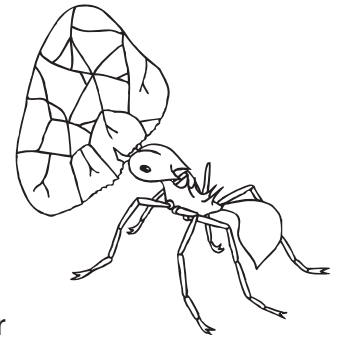
Animals Contract

1. What is the name of your animal character?
2. What type of animal is it? (Examples: dog, horse, etc.)
3. Describe what your animal looked like. Use your own words ... or find the words of the author ... or look up your animal in an encyclopedia. Try to include color, size, identifying marks, etc.
4. Describe the "personality" of your animal using at least three adjectives as characteristics. (Examples: intelligent, curious, brave, etc.) For each adjective you choose, include an example from the book that proves that trait.
5. Was there a relationship between this animal and a person in the book? (Examples: Was there love? respect? inter-dependence?) Explain the relationship, giving one or more examples from the story to prove your point.
6. Was there a relationship between this animal and another animal in the story? (Examples: love? respect? interdependence?) If so, explain the relationship by giving one or more examples from the book to prove your point.
7. Consider the animal character in this book. Would you have liked it as your pet? Why or why not? How would you accommodate this animal into your life? What changes in your home and in your lifestyle would be required to do so?
8. To what class of animals does this animal belong? (Examples: fish, reptile, mammal, etc.) What characteristics do all animals in this class have in common? You'll need to check a science book or encyclopedia to answer this question.
9. Find an event or situation in this book that has a conflict between animal or human characters. Describe the conflict and explain how it was resolved.
10. What is your favorite animal? Explain your reasons.
11. Give an account of what you would have done if you were faced by a situation in this book. Describe the situation as it was and the actions you would have taken.
12. If you were going to add another chapter to this book, what would it be? Write an outline or a summary of your ideas.
13. Describe a particularly interesting or exciting part of this book. Set the scene as you describe the event so that others may share it with you through your writing.
14. Compare and contrast this book with another animal book you have read.
15. Does a character in this book face a problem or a dilemma? Describe the situation and trace the steps or means that were taken to solve the problem. What was the outcome?
16. Did this author write any other books using animals as main characters? Check your library's card catalog. Look at the book's jacket or the "About the Author" page of the book. List the names of other animal books he/she wrote.

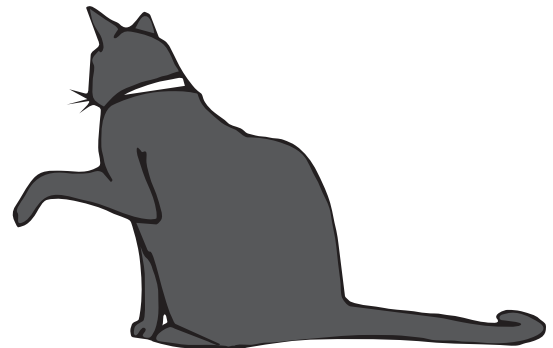
Writing Activities

Animals Contract

1. Imagine yourself to be your favorite animal. Describe a typical day in your life, or describe a particularly interesting adventure you had.
2. Write a poem about (or to) your pet. (Remember: poems do not have to rhyme.)
3. Write a letter to your mom or dad trying to convince them to let you have that pet you've always wanted. Consider your arguments before beginning. Remember: it has to be persuasive.
4. Interview a famous animal in the news (or in a book, movie, TV show, etc.). Ask and answer questions in an interesting, informative way. Do not ask questions that can be answered with a one-word "yes" or "no" answer. Probe so that the interview reveals some depth thinking.
5. Write a news story about an event that involved an animal in your home town. Use your imagination. Have the article include the five "W's" and "H" of a good news story—who, what, where, when, why, and how.
6. Write an original story or song about an animal.
- ★7. Write a book for very young children with an animal as the main character. Use very few words per page, very simple language, and a lot of colorful art work. Consider the various types of books before beginning: counting books, alphabet books, story books, etc.
8. How about a special holiday for your favorite animal? Write a letter to the president explaining your reasons. Explain how the holiday might be celebrated. What date would you choose? Would there be special activities? If so, what? Be well-informed and persuasive.
- ★9. Make a collection of proverbs or sayings that have animals mentioned in them. (Examples: "Birds of a feather flock together.") Explain what each proverb means.
10. Describe an experience or adventure you have had with an animal—a true story! It can be a scary experience, a happy one, a sad one, or...? Try to write it with such vivid language that the reader will feel what you went through.
11. Pretend you are an ant. Describe your feelings and your thoughts as you go through life in a world designed for larger creatures.
12. Make a l-o-n-g list of animals and the sounds they make.
13. How did the city of Kalamazoo get its name? Write a few paragraphs or a short story about it.
14. Write a new ending for the book you are reading, or write another chapter for it. (The chapter may be placed anywhere in the book.)
15. Give titles to or re-title the chapter names in your book. Explain your choices.



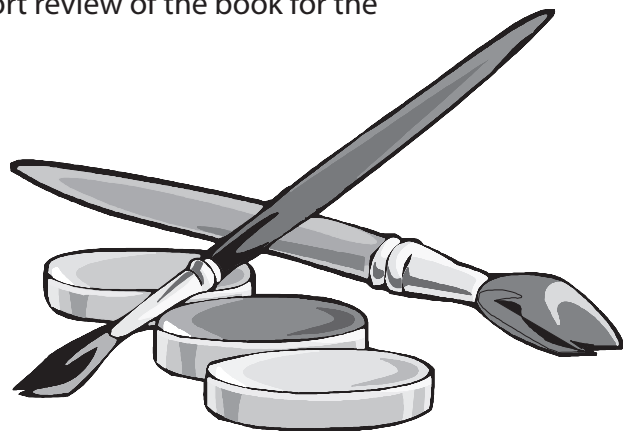
16. Think hard, and come up with a list that includes as many different ways you can think of to catch a flying insect.
17. Describe your bedroom as seen by the spider in the corner.
18. Rewrite "Old MacDonald Had a Farm" to include different animals and different sounds. Get together with a few of your classmates and sing it for the others.
19. Choose one of the following:
 - a. Think of as many reasons as you can for how the elephant got his long trunk. Use your imagination and let your mind wander.
 - b. How many reasons can you think of for why turtles have shells? Let your mind wander and use your imagination.
 - c. Why do cats have nine lives? How many reasons can you list? Use your imagination.
20. What would happen if people had wings and could fly like birds? Name as many consequences of that situation as you can think of.
21. Imagine the following headline: "Local student teaches pet guinea pig to talk." Write a news story about the event. Include the five "W's" and the "H"—who, what, where, when, why, and how.
22. If you could make your favorite stuffed animal read, what kinds of feelings would you have it experience? What kinds of things would it enjoy? What would frighten it? What would it consider beautiful? ugly? Describe your thoughts.
23. Write a Thanksgiving story from a turkey's point of view. Include the following senses: sights around you, smells, and tastes of the holiday. Where does this take place? Who is there? What finally happens to you?
- ★24. Write a dialogue between two animals that meet in the street.
25. Observe your pet and keep a journal of his/her activities for a week. Write the journal from one of two points of view: yours or the animal's.
26. Rearrange the letters in each of the following animal names so that the new letter arrangement spells another familiar word which is not an animal's: goat, lamb, snake, horse, leopard.
27. Rearrange the letters in each cluster of the following words to make the name of an animal: fig fare, in place, neat help, ari got all, rob a pearl (two words).



Art Activities

Animals Contract

- ★1. Make a map of one part of the world on a large piece of oaktag. Find out what animals are common to that part of the world. Cut out or draw pictures of those animals and paste them in their correct places on the map.
2. Create a new animal by using a selection of body parts from a variety of other animals. Give your new species a name. Describe its environment, habits, enemies, food, protection, etc. Draw your animal in its new habitat.
3. Make a stuffed animal that represents the animal character from the book you are reading. Cut it out of felt or fabric, decorate and stuff it, and sew it closed.
4. Make a collage of many different breeds of the same animal. (Examples: dogs, cats, etc.) Draw the pictures or cut them from magazines and newspapers.
5. Make a diorama in a small box showing one interesting scene from the animal book you are reading.
- ★6. Make a roll movie that will summarize the highlights of the book you are reading. Create a caption for each scene.
7. Take photographs of your pet (or someone else's) and display them in an interesting manner. Perhaps you might cover the outside of a small, covered box to make a photo cube.
- ★8. Make a puppet of the animal character from your book. If a few of your classmates have read the same book, perhaps you'd like to write a short script and put on a puppet show.
9. Create a comic strip with an animal as the main character.
- ★10. Write a book for very young children with an animal as the main character. Use very few words per page, very simple language, and colorful art work. Bind the book by stitching it between cardboard covers, or make a fabric book. Perhaps you might make some of the pages in a 3-D effect, with pieces that stand up away from the page.
11. Design a new book jacket for the book you are reading. Be sure to include an interesting picture, the title, author, publisher, as well as a short review of the book for the inside flap or for the back cover.
12. Pretend you have been hired to illustrate a poster that will be placed in bookstores announcing the publication of your animal book. Design a visually interesting as well as informative poster on a large piece of oaktag. Be sure to include pertinent information about your book.



13. Make a clay, plaster, soap, or wood sculpture of your animal character or of your own pet or favorite animal.
14. Choose an endangered species. If you could give this animal some ability or special physical trait which would enable it to survive, what would it be? Draw a picture of the animal and explain your decision.
15. Draw pictures to show how an animal looks or acts in the following settings: city, jungle, forest, ocean, zoo. Consider camouflage for one or more of the above settings.
- ★ 16. Construct a model of a modern and efficient animal shelter. Be prepared to explain the different areas of the shelter.
- ★ 17. Cro-Magnon people drew the animals they wanted to eat because they thought the pictures would magically bring the animals to them. On some mural paper, draw a large rock, using India ink, and make some cave drawings as primitive people may have done.

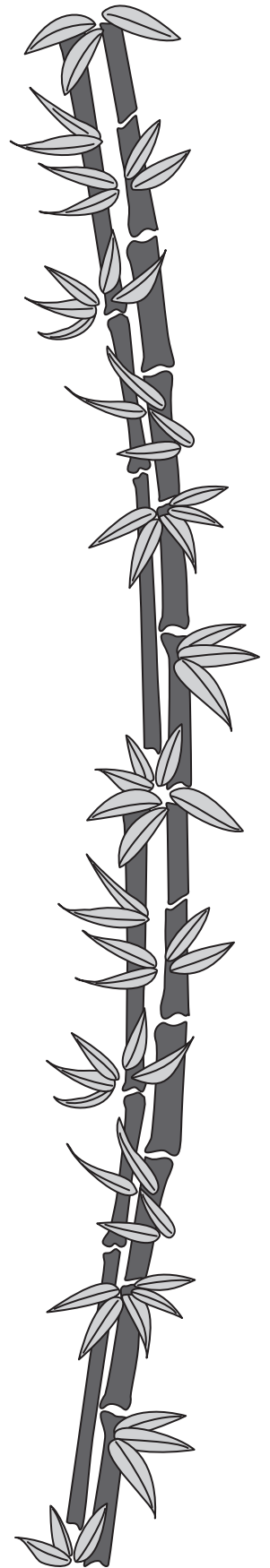


Research Project

Animals Contract

Choose an animal you'd like to learn about. Then find a book in the library or use an encyclopedia to gather information about your animal. *Then answer the questions below in complete sentences that make obvious what the questions were.*

1. To what class of animals does this animal belong? (Examples: mammal, reptile, insect, etc.)
2. In what part(s) of the world, or in what climate(s), is this animal usually found?
3. What does this animal usually eat?
4. What is the gestation period for the female of this species?
5. What is the usual number of these animals born at one time?
6. Is this animal an endangered species? If so, what is being done to try to save it?
7. Is this animal often found as a pet? If not, why not?
8. How is this animal useful to humans?
9. How is this animal harmful to humans?
10. Explain five other interesting facts you learned about this animal from your research.



Challenge Projects

Animals Contract

1. Many products we use in our daily lives come from animals. Find out which animals give us the following products: blubber, caviar, insulin, isinglass, ivory, mohair, parchment, pearl, cashmere, glue, guano.
2. There are many diseases that animals can get. Find out which animals are affected by the following diseases and how the animal is affected by them: distemper, foot-and-mouth, heaves, lumpy jaw, mange, rabies, rinderpest, spavin, tularemia.
3. The following words describe careers in the field of animals. Find out and explain the work of the following people: biologist, ornithologist, zoologist, animal husbandman, veterinarian, paleontologist, naturalist.
4. Make a list of all the fairy tales, myths, and fables you can find with animals as important characters. Write each story's name, the author's name, and the animal character.
- ★5. Take a survey of the children in your class to find out what pets they have. Make a line or bar graph to show your findings.
6. The following is a list of Animal Awards to be given to the animal species of your choice. For each award, nominate your first choice of animal and explain your reasons: most beautiful, most bothersome, most powerful, most deadly, most destructive, funniest, most personable, most industrious, fastest, slowest, smallest, largest. Add any category to the award list you wish.
7. Think about this quotation: "If you give me a fish, I will eat tonight. If you teach me to fish, I will eat for a lifetime." This is an old Chinese proverb. How do you react to it? Consider: what does it mean and how can it apply to me?
8. Do some research to discover how many "creatures" you can discover that were part human/part animal. Consider these areas: sculpture, mythology, etc. Describe them.
9. Can you find the name of an animal for each letter of the alphabet? Try it.
10. React to this statement in written form: "Rodeo is torment, injury, suffering. Rodeo is not fun, sport, entertaining."
- ★11. Make a study of extinct and prehistoric animals. Find out what the animal looked like, in what part of the world it could be found, and when it lived. Here are some animals you might research: aepyornix, archaeopteryx, aurochs, coelacanth, diatryma, dinosaur, dodo, ground sloth, heath hen, hesperornis, mammoth, mastodon, moa, passenger pigeon, pterodactyl, saber-toothed cat, tarpan, trilobite.
- ★12. Make a study of animal enemies of man. In addition to wild animals, there are insects that carry and spread diseases among people and crops, as well as very small, one-celled animals and worms that hurt human beings. Here are some animals you might research: rats, squirrels, snakes, spiders, sharks, barracuda, piranha, mosquitoes, flies, fleas, lice, amoeba, typanosomes, tapeworms, liver flukes, trichina worms, hookworms.

13. Order these animals from the most intelligent down to the least intelligent: elephant, orangutan, dog, cat, pig, horse, chimpanzee, monkey, raccoon, gorilla.
14. Order these speedy animals from the fastest on down: race horse with rider, ostrich, canvasback duck, cheetah, common swift, golden eagle, duck hawk, gazelle, dragonfly, hummingbird.
15. Animals often live and travel together in groups. Find out about the following animals and place them in their correct groupings: antelope, beaver, bison, chicken, deer, donkey, duck, elephant, giraffe, goose, hog, horse, ostrich, owl, ox, rabbit, rat, seal, sheep, walrus, whale, zebra. Group names: herd, flock, colony, drove.
16. Make a list of famous animals throughout history in movies and TV. List the name of the show and the animal used.
17. What makes people, dogs, and rabbits all belong to the same group of animals, which is called mammals? The reason is that mammals all share certain characteristics, as do birds, reptiles, fish, and amphibians. Find out what four or five common characteristics members of each of the above animal groups share.
18. The signs of the zodiac were a way for people long ago to mark the passage of time, based on the moon but also based on the Belt of Animals that moved through the night sky. Find out which animals represent the signs of the zodiac and what each sign is called. List the dates for each sign as well.
19. Many of Aesop's fables are really short stories using animals as the main characters in order to teach a moral or a lesson. Read a book of Aesop's fables and make a list of the titles of the stories, the characters involved, and the lessons taught.
20. Use the yellow pages of a large telephone book, look for Pets, and answer the following:
 - a. How many pet stores are listed? How many have a display ad?
 - b. Name any that advertise dog grooming.
 - c. Do any of them have books for sale or libraries? Which ones?
 - d. Which ones are open Sundays?
 - e. Which one seems to be the most completely equipped?
 - f. Do any advertise livestock and/or poultry? Which ones?
 - g. Which display ad appeals to you most? Why?
21. Present an oral talk before a group of classmates. Explain the responsibilities of owning and caring for a pet. Use pictorial material (overhead, charts, photos, etc.) that you have prepared to illustrate the points in your talk.
22. Research animal communication. Compare the similarities between human communication and the various types of animal communication.



Recommended Books

Animals Contract

The author's name appears in parentheses. This is only a partial list. You should be able to find others that are appropriate for your age and reading ability.

1. *Ben and Me; Mr. Revere and I; Rabbit Hill* (Robert Lawson)
2. *The Incredible Journey* (Sheila Burnford)
3. *Misty of Chincoteague; King of the Wind; Sea Star: Orphan of Chincoteague* (Marguerite Henry)
4. *Cricket in Times Square; Harry Cat's Pet Puppy* (George Selden)
5. *The Lemming Condition* (Alan Arkin)
6. *Charlotte's Web; Stuart Little* (E.B. White)
7. *The Black Stallion* (Walter Farley)
8. *Frosty: A Raccoon to Remember* (Harriet Weaver)
9. *Rascal* (Sterling North)
10. *Born Free* (Joy Adamson)
11. *Runaway Ralph* (Beverly Cleary)
12. *National Velvet* (Enid Bagnold)
13. *The Red Pony* (John Steinbeck)
14. *Mrs. Frisby and the Rats of NIMH* (Robert O'Brien)
15. *Wind in the Willows* (Kenneth Grahame)
16. *Winnie the Pooh; House at Pooh Corner* (A.A. Milne)
17. *A Bear Called Paddington* (Michael Bond)
18. *The Rescuers* (Margery Sharp)
19. *Lassie Come Home* (Eric Knight)
20. *The Call of the Wild* (Jack London)
21. *The Yearling* (Marjorie K. Rawlings)
22. *Animal Farm* (George Orwell)
23. *Uncle Remus* (Joel C. Harris)
24. *Julie of the Wolves* (Jean George)
25. *Old Yeller* (Fred Gipson)
26. *Year of the Black Pony; Gentle Ben* (Walt Morey)
27. *Lad, A Dog* (Albert Terhune)
28. *The Year of the Horse* (Diana Walker)
29. *Rigg, Remember* (Lynn Hall)
30. *Sasha, My Friend* (Barbara Corcoran)



Reading Contract

Fantasy



Student's(s') names(s):

Dates: Contract begins: _____ Expected completion date: _____

Genre of book: _____ Title of book with author's name in parentheses: _____

Vocabulary:

Part I: I (we) will work with these words:

| | | | |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Part II: I (we) will do these **Vocabulary Activities**: _____

Comprehension: I (we) will answer the following questions: _____

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Miscellaneous Projects: _____

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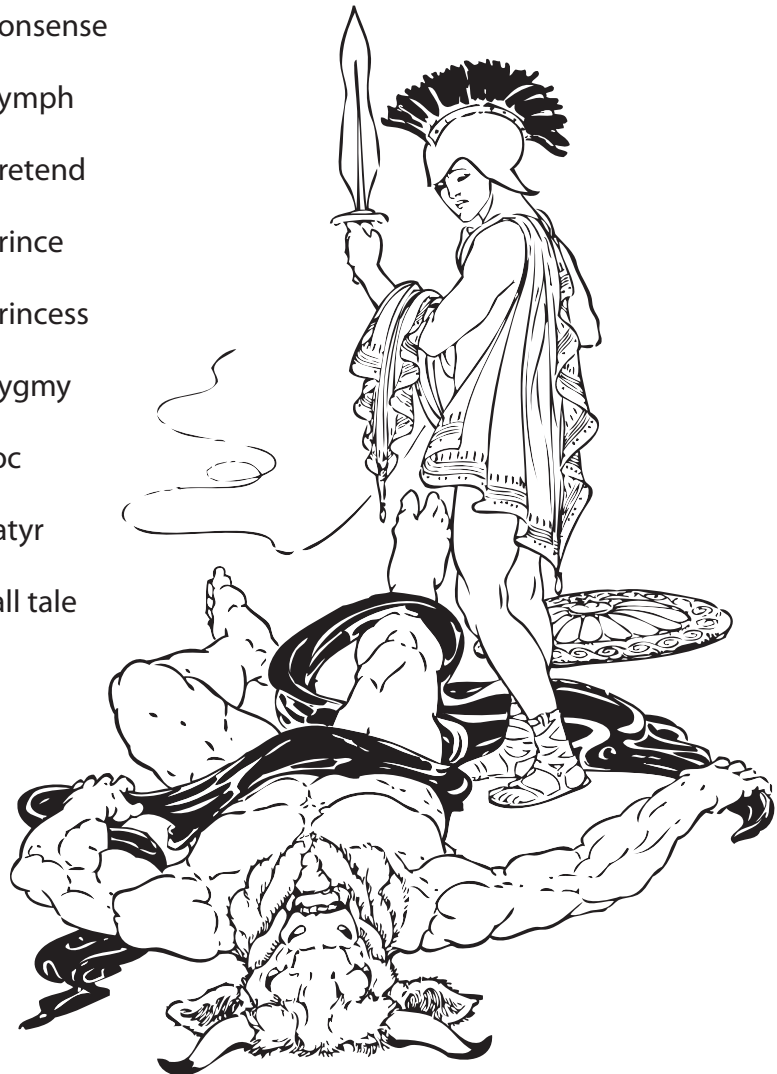
Contract completed: _____

Vocabulary List

Fantasy Contract

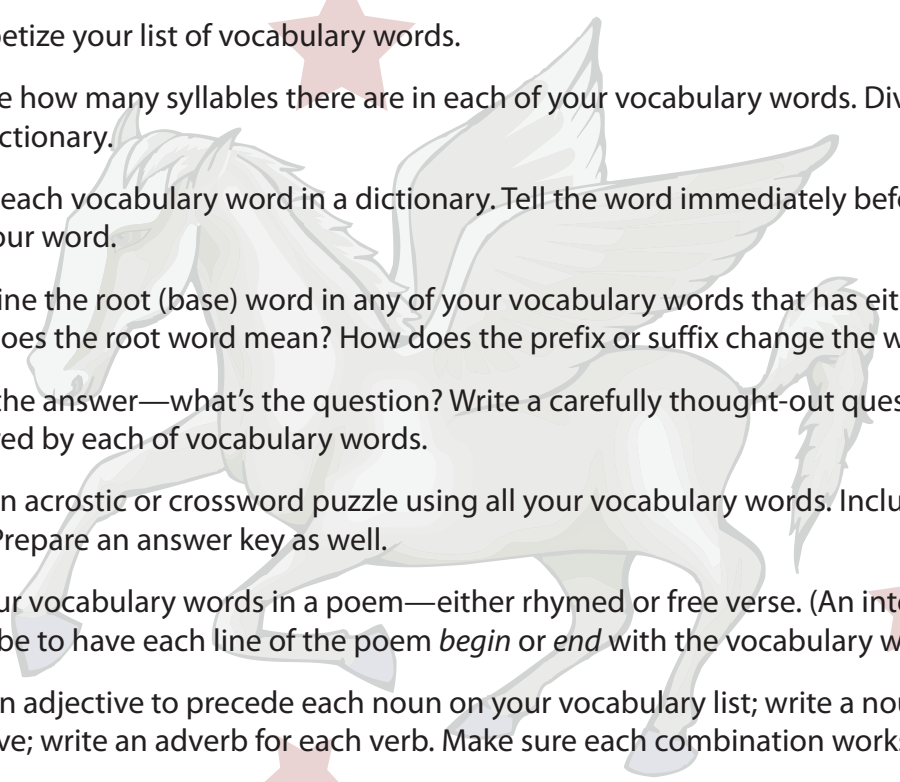
Choose 10 of these words to work with. (See the **Vocabulary Activities** on the next page.)

| | | | | |
|------------|-----------|-----------|----------|----------|
| amulet | folklore | mermaid | trickery | warlock |
| buffoon | folk tale | midget | troll | werewolf |
| chivalry | genii | Minotaur | unicorn | wicked |
| concoction | ghost | myth | vampire | witch |
| daydream | giant | naiad | villain | |
| demon | gnome | nix | | |
| dragon | goblin | nonsense | | |
| druid | gremlin | nymph | | |
| dwarf | hero | pretend | | |
| emperor | heroic | prince | | |
| exaggerate | heroine | princess | | |
| fable | humorous | pygmy | | |
| fairy tale | imaginary | roc | | |
| fanciful | lair | satyr | | |
| fantasy | labyrinth | tall tale | | |
| faun | legend | | | |
| feat | limerick | | | |



Vocabulary Activities

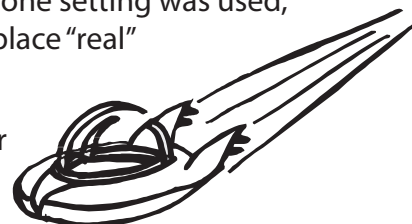
Fantasy Contract

- 
1. Write a meaning for each of your vocabulary words. Do not use the root a word in your definition.
 2. Write a sentence for each of your vocabulary words. Use the word so that its meaning is clear.
 3. Write a paragraph using all your vocabulary words. Underline the words as your you use them.
 4. Find out the part of speech for each of your vocabulary words. Use a dictionary to be sure.
 5. Alphabetize your list of vocabulary words.
 6. Indicate how many syllables there are in each of your vocabulary words. Divide them as shown in your dictionary.
 7. Locate each vocabulary word in a dictionary. Tell the word immediately before and immediately after your word.
 8. Underline the root (base) word in any of your vocabulary words that has either prefix or a suffix. What does the root word mean? How does the prefix or suffix change the word?
 - ★9. Here's the answer—what's the question? Write a carefully thought-out question that can be answered by each of vocabulary words.
 - ★10. Make an acrostic or crossword puzzle using all your vocabulary words. Include a definition for each word. Prepare an answer key as well.
 11. Use your vocabulary words in a poem—either rhymed or free verse. (An interesting challenge would be to have each line of the poem *begin* or *end* with the vocabulary word.)
 12. Write an adjective to precede each noun on your vocabulary list; write a noun to follow each adjective; write an adverb for each verb. Make sure each combination works together.
 - ★13. Choose a long word from your vocabulary list. See how many smaller ones you can make from it. Give yourself three points for each three-letter word you find, four points for each four-letter word, etc. Have a contest with a classmate.
 - ★14. Make a rebus, using words and pictures, for each of your vocabulary words.
 15. Categorize your vocabulary words into the following groups: characters, types of writing, settings, and miscellaneous words.
- ★ = A good activity to do with a study partner or several other students.

Comprehension Questions

Fantasy Contract

1. List all the things in this book that are not used in “real life.” Next to each one, describe its purpose or use in this story.
2. Does any person in this book do anything that ordinary people cannot do? Fully explain your answer.
3. Describe any dishonesty or trickery in this book. Explain the situation, the dishonesty or trickery, and the outcome.
4. Which character in this book did you find easiest to like? Describe this character, using three or more personality traits of the character.
5. What character in this book was hardest for you to like? Describe this character, using two or more character traits in your description.
6. What things or occurrences happen in this book that could not happen in “real life”? Explain them fully.
7. List three characters from your book and write a brief description of each. Use at least two character traits in describing each person.
8. Describe the setting (the time and place) of this book. If more than one setting was used, describe them all. Include vivid, descriptive words that make each place “real” for readers.
9. Is this a “today” story, a “long ago” story, or a “future” story? Consider this carefully and explain your answers. Give examples of things from the book to prove your answer.
10. If you were to meet one of the most unbelievable characters in this book, what questions would you like to ask him/her? Prepare at least five questions you would want to ask. Make sure the questions cannot be answered by a simple “yes” or “no.”
11. Does this type of book appeal to you? Explain why or why not.
12. Describe one problem or situation faced by a character in this book. Explain the situation and the outcome.
13. Describe the strangest or most unbelievable event in this book. Think carefully before beginning to write so that the reader “feels” the situation as you describe it.



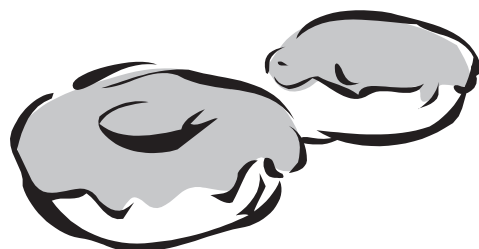
Writing Activities

Fantasy Contract

1. Write your own myth to explain some aspect of nature. (Examples: Why is there thunder? Why can't we see the moon during the day?)
2. Pretend you were alive at the time of your favorite myth. Describe your life then, and compare it with life today.
3. Write a fable that could teach someone a lesson today. Remember to make the lesson or moral clear.
4. Make up a tall tale. Include as many exaggerations as you can.
5. What person living today might become tomorrow's legend? Think carefully about this, and write a story about your hero.
6. You have been given the power to read peoples' minds for just one hour. Tell where you would go, during which period of history, and to which person or people. What did you discover? Write about your adventure.
7. Pretend you are a non-living object (pencil, shoes, etc.). Describe a day in your life.
8. Choose one of the following story ideas and write your own story:
 - a. A new word I created...
 - b. If I were 10 feet tall...
 - c. How high is up?
 - d. Would you believe it if I told you...
 - e. Living in space (under water)...
9. Write five "Hink Pinks" and five "Hinkey Pinkeys." Examples: a Hink Pink—A place where rodents live: mouse house (one syllable)...a Hinkey Pinkey—A blender repairman: mixer fixer (two syllables). Do you want to try a real challenge? Try to write several "Hinkety Pinketies." They are *three syllables*.
10. Describe a character from a popular song.



11. Finish one of these "What Would Happen If..."
 - a. we had no names for colors?
 - b. the sky were green and the grass were blue?
 - c. people could see you over the telephone?
 - d. people were born old, got younger, and died as infants?
 - e. all the labels on supermarket cans fell off?
12. Make up a joke. Write it out. Make up another. Make a collection of original jokes and riddles.
13. Do you remember the Old Woman who lived in a shoe and had so many children she didn't know what to do? Now she has decided to go on a picnic. Your job is to help her pack her basket. How many children are going along? What foods will you include? How much of everything? What other supplies or equipment are necessary? Use your imagination and plan a fantastic picnic.
14. Plan a Magic Carpet trip. What does your carpet look like? When and how did you get it? Describe one or more of your adventures.
15. Take two very different objects such as a typewriter and a book. Stretch your imagination and tell how your two objects are similar and different.
16. Consider this situation: What if Jack and Jill had driven a car to the well in order to fetch a pail of water? How would circumstances have been different? Describe their adventure.
17. Consider this situation: What if all the king's horses and all the king's men could have put Humpty Dumpty back together again? Now what?
18. Consider this situation: Mary's lamb does not follow her around the place all day, particularly not to school. How does Mary get along without the lamb? Describe her day.
19. Write a story that involves three fantasy characters and three fantasy locations. (Examples: a dwarf, a villain, and a witch in a palace, a gingerbread house, and a lair.)
20. Write a story that explains one of the following:
 - a. Why do turtles have shells?
 - b. Why do cats have nine lives?
 - c. Why does an elephant have a trunk?
 - d. Why do doughnuts have holes in them?



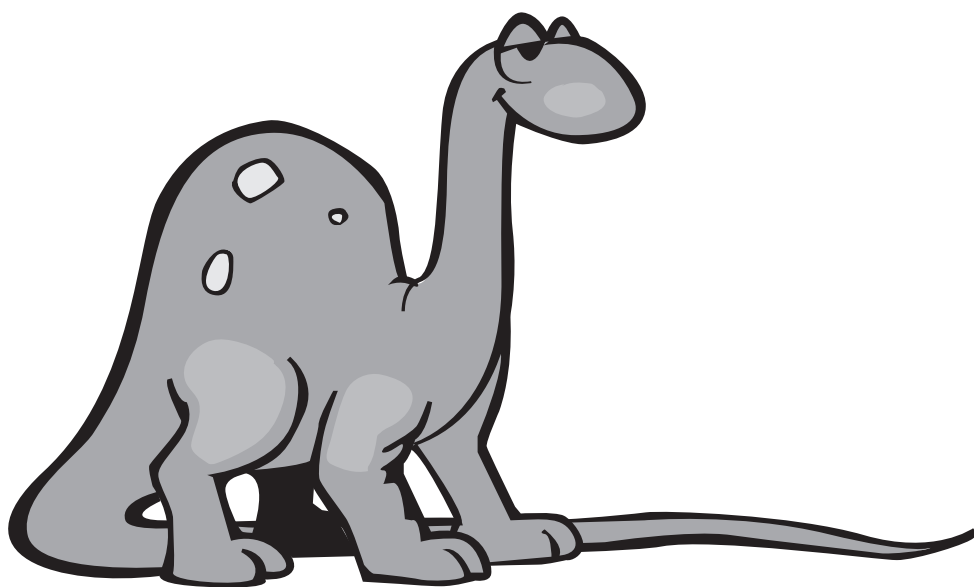
Art Activities

Fantasy Contract

1. Make a fantasy menu entitled "Giant Meals At Midget Prices." Use your imagination as to food, prices, cover decoration, etc.
2. Design and make your own flying carpet. Draw a rough outline of what the carpet will look like. Finish it in felt or fabric.
3. Draw Mistress Mary's garden, using at least 10 varieties of very unusually named flowers.
4. Draw Old Mother Hubbard's cupboard, both exterior and interior. You might want to make a scale model of the cupboard from your drawing.
- ★5. Make a mural of your favorite characters from fairy tales, myths, legends, nursery rhymes, etc. Work on it with a classmate.
- ★6. Make a roll movie of your favorite fantasy story. Make sure each frame has a caption.
7. Design a sign that could be used at the entrance of "Fantasyland, U.S.A." Make it colorful, complete, and appealing.
8. Make a diorama of your favorite nursery rhyme.
9. Make a mobile of a variety of characters from fairy tales, myths, nursery rhymes, etc.
10. Sew a cloth or felt doll of one of your favorite fantasy characters.
- ★11. Make one (or more) puppet(s) to represent your favorite fantasy characters. Team up with a classmate to make a puppet stage as well.
12. Create a comic strip with a new fantasy character.
- ★13. Write a book for very young children introducing a new character of your own. Give it a name, a home, and an interesting adventure. Use many colorful pictures and very few words per page. Bind the book by stitching it between cardboard covers, or make a fabric book. Perhaps you would like to read it (or give it) to a primary grade class.
14. Design a new book jacket for an old favorite fairy tale book. Be sure to include an interesting picture, the title, author, publisher—as well as a short review of the book for the inside flap or for the back cover.
15. Make a collage of your favorite fantasy characters. Draw the pictures or cut them from magazines or newspapers. Arrange them in an interesting manner.
16. Read a tall tale, such as Paul Bunyan. Make a scrapbook of pictures illustrating the various exaggerations found in the story. Caption each illustration.



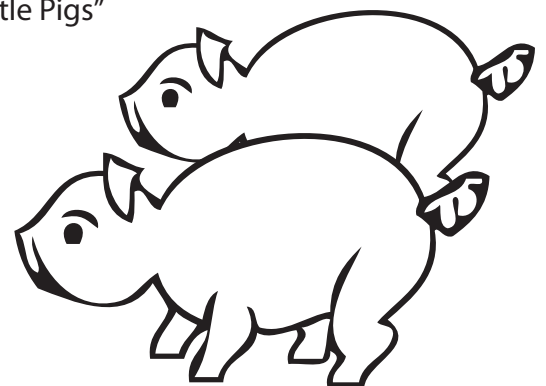
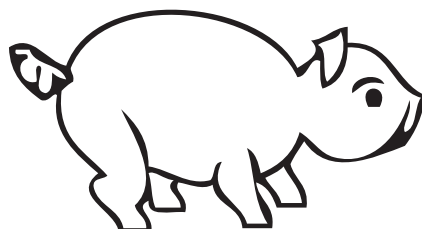
- ★17. Design your own Fantasyworld. What would be in it? Rides? Characters? Fantasy settings? Streets with interesting names? Join up with a classmate and come up with your own plan.
- ★18. Make a collection of idioms and expressions that may be humorously illustrated. Examples: "All tied up in knots." Make a scrapbook of your captioned drawings.
- 19. Make a study of fairy tales from different countries. Then draw a large outline map of the world (you might want to use an overhead projector) and place characters from the stories in their "homes."
- ★20. Build an environment for a gnome. Remember that a gnome is only six inches tall, so everything must be properly scaled. Join up with one or more classmates to build a house, a village, etc.
- 21. Make a collection of homograph drawings. (Homographs are words that sound the same and are spelled the same, but have different meanings.) Put together two homographs into a single thing and come up with an interesting picture. For example, you might join a lock of hair with a lock that goes with a key.
- 22. Invent your own supermachine. Tell what it does and how it works. Draw it or build one for your classroom.
- 23. Pretend you are the manager of a supermarket in Fantasyland. You must stock your shelves with food that everyone needs and will like. (Examples: moon dust spice, liver juice, etc.) Draw the shelves and the products you will carry on them.
- ★24. Illustrate a book written by a witch. Call it "Everything you must know about people." Team up with a classmate to come up with interesting ideas and scenes for your book.
- 25. Design and draw a new kind of dinosaur. Describe its habits and then design an ideal habitat—perhaps in a dinosaur zoo?



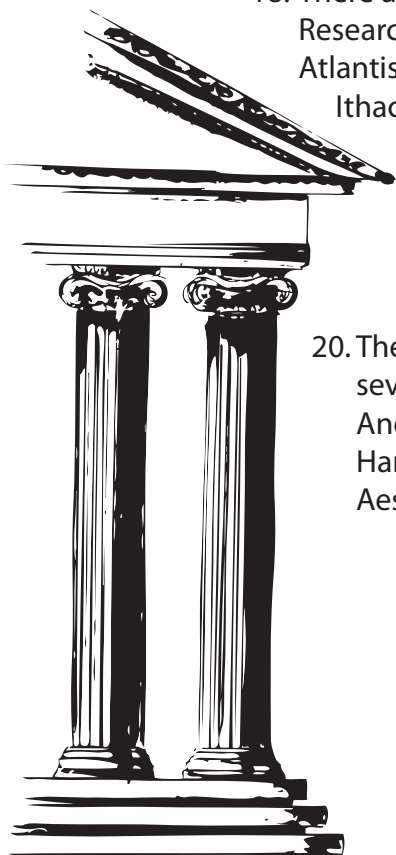
Challenge Projects

Fantasy Contract

1. Read a collection of Aesop's fables. Make a list of the fables and next to each one write the lesson or the moral to be learned.
2. Rewrite your favorite fairy tale in an updated, modern version. Examples: "Cinderfella" ... "Goldielox and the Three Aliens."
3. Make a family tree of the Greek and Roman gods. Make sure to indicate when a god is the same but with a different name. Example: Zeus = Jupiter.
4. Make a list of famous heroines in two categories: myths and legends; fairy tales. Are women equally represented in both groups? Make a graph to show the differences.
5. Choose any letter of the alphabet, preferably a more commonly used one. Research and find the names of characters from fairy tales, nursery rhymes, myths, legends, tall tales, etc. that begin with that letter. Make as long a list as you can.
6. Name some creatures that are a combination of man and beast. You'll have to do considerable "digging" for this one.
7. Do some research on the "little people" of literature. Find out the similarities and differences between gnomes, dwarfs, pygmies, midgets.
8. Reacquaint yourself with some fairy tales. Read them once through trying to discover the "good guys" and the "bad guys." This should be quite easy upon first reading. Now read them again. Consider whether any heroes or heroines in these stories might actually have committed any crimes. If so, which ones? (Try "Rumplestiltskin" and "Jack and the Beanstalk" as starters. Then find some others on your own.)
9. How many stories, rhymes, tales, etc. use colors in their titles or for their characters? Do some research and list each story and its color.
10. How many stories, rhymes, tales, etc. use numbers in their titles or for their characters? Do some research and list each story and the number used.
11. How's your word power? Retitle 10 or more of your favorite fairy tales, nursery rhymes, tall tales, etc. with more sophisticated titles. Example: "The Three Little Pigs" might become "A Triad of Petite Swine."



12. Choose a favorite fairy tale and reread it carefully one or more times. Make two columns on a sheet of paper. Title them **Believable Parts** and **Unbelievable Parts**. Under each write the appropriate details from the story. For example, in "Little Red Riding Hood" under believable parts might be "a girl going to visit her grandmother"; under unbelievable parts might be "a wolf that can talk."
- ★ 13. Read different versions of the same myth as it was written in various countries. Describe the similarities and differences in the various versions.
- ★ 14. Make a study of fairy tales from different countries. Make a chart of stories that have similar themes or endings.
15. Choose two or three fairy tales with which you are familiar. Rewrite them from a different character's point of view. Example: from the witch's viewpoint in "Sleeping Beauty" or from the wolf's viewpoint in "Little Red Riding Hood."
16. Design a board game that could be played by primary children. Let it include a variety of their favorite fantasy characters. Make it on cardboard or another heavy substance. Include directions for play, playing pieces, and any other equipment necessary. Bring it to a primary classroom and play it once with a group of children to familiarize them with the game.
- ★ 17. Make a study of mythology from one particular country. Example: Greek, Roman, Chinese, Japanese, the American continents, etc. Prepare a lesson, compare with photographs, drawings, or other illustrations that you will teach to your classmates.
18. There are many famous places associated with Greek and Roman mythology. Research any 10 of the following places and describe their importance: Arcadia, Atlantis, Augean Stables, Delphi, Elysian Fields, Etna, Hades, Hellespont, Hesperia, Ithaca, Labyrinth, Olympus, Parnessus, Pillars of Hercules, Styx, Troy.
19. Many creatures are associated with Greek and Roman mythology. Research any 10 of the following creatures and describe them: Centaur, Charybdis & Scylla, Cyclops, Dryad, Faun, Gorgon, Medusa, Griffin, Hydra, Hercules, Minotaur, Pegasus, Python, Satyr.
20. The following people are famous writers of fantasy books for children. Select seven or eight of them and find out what books they wrote: Hans Christian Andersen, Mary E. Dodge, Lewis Carroll, The Brothers Grimm, Joel Chandler Harris, Rudyard Kipling, Charles Perrault, Jonathan Swift, Sir James Barrie, Aesop, Mark Twain.

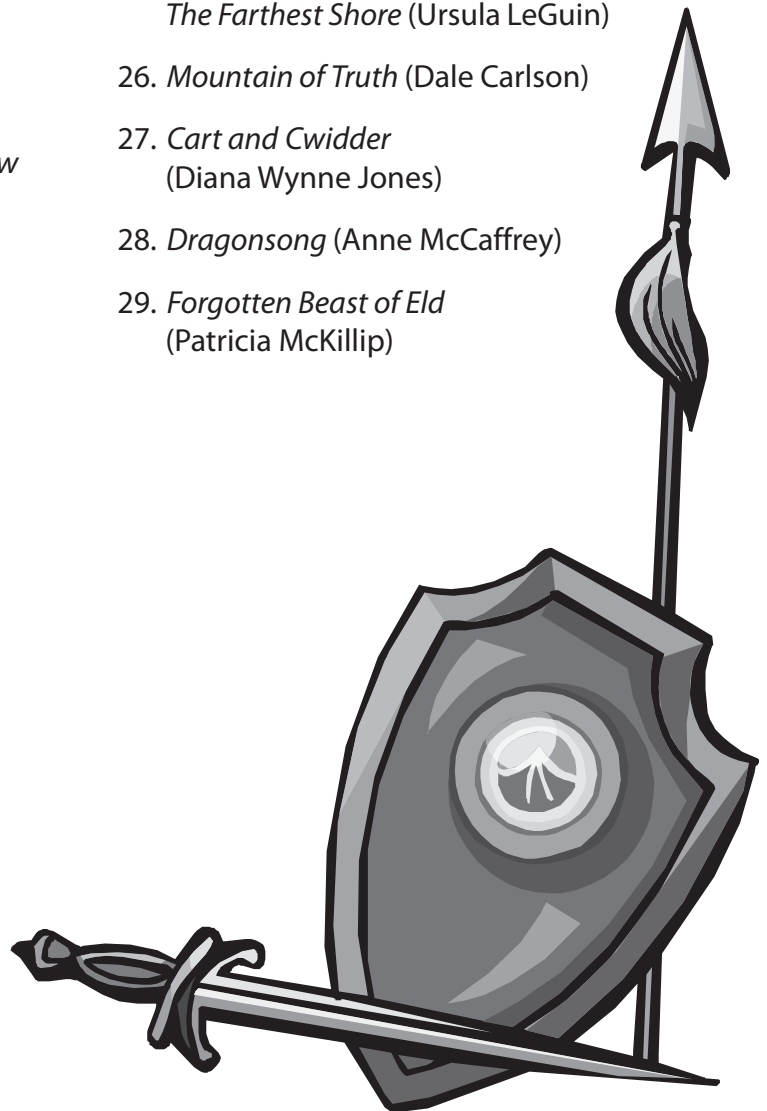


Recommended Books

Fantasy Contract

The author's name appears in parentheses. This is only a partial list. You should be able to find others that are appropriate for your age and reading ability.

1. *The Five Prydain Chronicles* (Lloyd Alexander)
2. *The 21 Balloons* (Wm. Pene du Bois)
3. *The Lion, the Witch and the Wardrobe* (C.S. Lewis)
4. *The Hobbit* (J.R.R. Tolkein)
5. *A Wrinkle in Time* (Madeleine L'Engle)
6. *Alice in Wonderland; Through the Looking Glass* (Lewis Carroll)
7. *Mary Poppins* (Pamela L. Travers)
8. *Rip Van Winkle; The Legend of Sleepy Hollow* (Washington Irving)
9. *Just So Stories* (Rudyard Kipling)
10. *Gulliver's Travels* (Jonathan Swift)
11. *Grimm's Fairy Tales* (Grimm Brothers)
12. *Animal Farm* (George Orwell)
13. *Mrs. Frisby and the Rats of NIMH* (Robert O'Brien)
14. *Tuck Everlasting; The Search for Delicious* (Natalie Babbitt)
15. *Time at the Top* (Edward Ormondroyd)
16. *The Phantom, Tollbooth* (Norton Juster)
17. *The Wizard of Oz* (Frank Baum)
18. *The Borrowers* (Mary Norton)
19. *Steel Magic; Fur Magic* (Andre Norton)
20. *Seven Spells to Sunday* (Andre Norton and Phyllis Miller)
21. *Freaky Friday* (Mary Rodgers)
22. *Jeremy Visick* (David Weisman)
23. *The Green Futures of Tycho* (William Sleator)
24. *Over Sea, Under Stone; The Dark Is Rising; Greenwitch; The Grey King; Silver on the Tree* (Susan Cooper)
25. *The Wizard of Earthsea; The Tombs of Atuan; The Farthest Shore* (Ursula LeGuin)
26. *Mountain of Truth* (Dale Carlson)
27. *Cart and Cwiddier* (Diana Wynne Jones)
28. *Dragonsong* (Anne McCaffrey)
29. *Forgotten Beast of Eld* (Patricia McKillip)



Reading Contract

Biography/Autobiography



Student's(s') names(s):

Dates: Contract begins: _____ Expected completion date: _____

Genre of book: _____ Title of book with author's name in parentheses: _____

Vocabulary:

Part I: I (we) will work with these words:

Part II: I (we) will do these **Vocabulary Activities**: _____

Comprehension: I (we) will answer the following questions: _____

Writing: I (we) will do the following activities: _____

Art: I (we) will do the following activities: _____

Miscellaneous Projects: _____

Challenge: I (we) will do the following activities: _____

Student's(s') signature(s): _____

Teacher's signature: _____

Contract reviewed and corrected: _____

Contract completed: _____

Vocabulary List

Biography/Autobiography Contract

Choose 10 of these words to work with. (See the **Vocabulary Activities** on the next page.)

| | | | | |
|----------------|-----------------|----------------|-------------|--------------|
| accomplishment | characteristics | descendent | heroine | prejudice |
| achievement | childhood | destiny | historical | pride |
| admire | circumstances | determination | humanity | principle |
| advantage | citizenship | dialogue | image | profession |
| amateur | civilian | discrimination | immigrant | professional |
| ancestor | communal | emigrant | influential | racism |
| antique | conscience | ethics | intention | respect |
| apprentice | conscientious | executive | liberal | segregation |
| aspiration | consequences | experience | moral | situation |
| atypical | conservative | famous | morality | stereotype |
| attributes | consumer | feminism | nationality | successful |
| autobiography | contemporary | founder | native | suffrage |
| behavior | controversial | generation | obituary | tradition |
| biography | cooperation | handicap | origin | tragedy |
| career | cultural | hardship | patriot | trainee |
| cause | decision | heritage | personality | typical |
| challenge | deficiency | hero | perspective | upbringing |

Vocabulary Activities

Biography/Autobiography Contract

1. Write a meaning for each of your vocabulary words. Do not use the root a word in your definition.
 2. Write a sentence for each of your vocabulary words. Use the word so that its meaning is clear.
 3. Write a paragraph using all your vocabulary words. Underline the words as you use them.
 4. Find out the part of speech for each of your vocabulary words. Use a dictionary to be sure.
 5. Alphabetize your list of vocabulary words.
 6. Indicate how many syllables there are in each of your vocabulary words. Divide them as shown in your dictionary.
 7. Locate each vocabulary word in a dictionary. Tell the word immediately before and immediately after your word.
 8. Underline the root (base) word in any of your vocabulary words that has either prefix or a suffix. What does the root word mean? How does the prefix or suffix change the word?
 - ★9. Here's the answer—what's the question? Write a carefully thought-out question that can be answered by each of vocabulary words.
 - ★10. Make an acrostic or crossword puzzle using all your vocabulary words. Include a definition for each word. Prepare an answer key as well.
 11. Use your vocabulary words in a poem—either rhymed or free verse. (An interesting challenge would be to have each line of the poem *begin* or *end* with the vocabulary word.)
 12. Write an adjective to precede each noun on your vocabulary list; write a noun to follow each adjective; write an adverb for each verb. Make sure each combination works together.
 - ★13. Choose a long word from your vocabulary list. See how many smaller ones you can make from it. Give yourself three points for each three-letter word you find, four points for each four-letter word, etc. Have a contest with a classmate.
 - ★14. Make a rebus, using words and pictures, for each of your vocabulary words.
- ★ = A good activity to do with a study partner or several other students.

Comprehension Questions

Biography/Autobiography Contract

1. Write three adjectives that would describe the character or personality of the subject of your book. Do not use physical characteristics. For each adjective you use, find an example from the book that “proves” the adjective you selected.
2. Name one hardship or difficulty faced by the subject of your book. Describe how it was overcome or solved.
3. Name an important decision made by the subject of your book. Describe the situation, the choices, the decision, and the outcome of the choice.
4. During what historical time period did this person live? Where did he/she live?
5. Write three questions that you would want to ask this person if you could have a conversation with him/her right now. Do not ask a question whose answer you already know. Do not ask a question that can be answered by a simple “yes” or “no.”
6. Compare and contrast this person’s life to your own in a variety of ways. You might consider the following categories: family life, historical time period, talents, problems faced, hardships, etc. Make a specific contrast or comparison, not a general statement.
7. Did this person believe in a cause something to live a life for? If so, describe the cause and the role it played in the person’s life.
8. Was there a teacher or mentor or other influential person in your subject’s life? If so, describe the person and the relationship.
9. Did your subject have to deal with anything controversial in his/her life? If so, describe the situation and the outcome.
10. Did your subject have a childhood dream or aspiration? If so, was it realized? Describe the dream and its resolution.
11. From your reading, describe some important events that were happening in the world during the lifetime of your subject. How do you think your subject was influenced by these events?
12. Name and discuss a significant event or moment in this person’s life.
13. Do you admire or respect the subject of your book? Explain your answer.
14. Finish the following sentence about your subject 10 different ways: “I think _____ is a person who...”
15. Did the author of this book make the subject seem real to you? If so, how was that done? If not, what would you have wanted to read that might have helped the subject “come alive” for you?
16. Can you find anything about the relationship of the biographer to his/her subject? If so, how did this relationship possibly influence how the book was written?

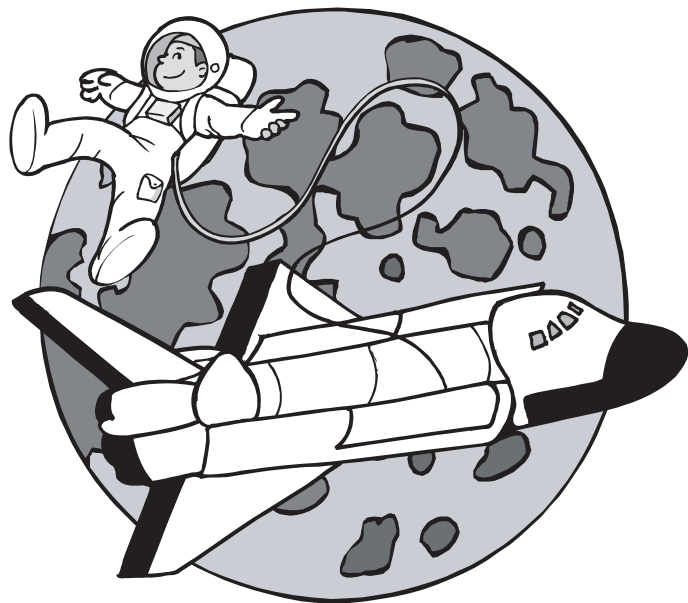
Writing Activities

Biography/Autobiography Contract

1. Perhaps one day the story of your life will be written and printed for others to read. What would you want to have included in your biography? Check with your mother (or father, or grandparent, etc.) or look in your baby book if you have one. Write down one or more events that happened for each year of your life. From this list, make a time line of your life so far.
2. If you could disguise yourself as one important person from the present or the past, who would it be? Why did you choose this person? Describe a day in your life as this person.
3. Choose an important person who is alive today. Make it someone you know something about. Write a five-day diary as that person might write it.
- ★4. Pretend to interview a famous person for a magazine article or a TV talk show. Make a list of 10 questions you would want to ask this person. Do not choose questions that can be answered by a simple "yes" or "no."
- ★5. Pretend that two famous people are meeting unexpectedly for the first time. Write a dialogue that might occur between them.
6. Make up 10 categories that describe people, such as: Native Americans, famous redheads, jazz musicians, etc. For each category, name two or more important people.
7. Think of someone you admire. It might be a parent, sibling, teacher, friend, or even someone you have heard of but never met. Write a letter to this person, discussing some of the reasons you admire him/her. Consider really mailing this letter.
8. Make a list of as many personality and character traits you can think of that describe people. Consider both positive and negative traits. When your list is complete, put a bullet (•) next to each word that describes you. Then look at the list once more and choose three words that most apply to you. Circle those words. Are any of them "negative" characteristics? If so, is there anything you can do to improve them?
9. Consider a famous woman from the past or the present. Read an article about her or do some research. Write a position paper entitled, "Why _____ should be inducted into the Super-Sister Hall of Fame."
10. Make a time line of important dates in the life of the "subject" of your book.
11. Nominate one of the following people for a Nobel Peace Prize: Washington, Lincoln, Houston, Nightingale, Kennedy, Mother Theresa. In writing, explain the person's contributions and your reasons for selecting him/her.



12. Famous people often have principles by which they live. Consider the following and write a paragraph on any three of them:
- "Clothes make the man."
 - "Actions speak louder than words."
 - "A little knowledge is a dangerous thing."
 - "Money can't buy everything."
 - "The grass is always greener on the other side of the fence."
 - "Only the boring are bored."
13. A few decades ago women in the United States were not as free as they are today. There were places to which they could not go and things they weren't allowed to do. Ask your parents, grandparents, great grandparents, neighbors, etc. and make a list of new freedoms for women in the past 20 to 30 years.
14. Pretend that your parents still believe that woman's work is "in the home." What arguments could you make for convincing them that you should be permitted to work "outside the home." Write them a letter. Be polite, prepared, and persuasive.
15. What arguments can you give—for and/or against—women being:
- army generals
 - astronauts
 - prizefighters
 - football players
 - garage mechanics
 - U.S. presidents
 - ditchdiggers.



Art Activities

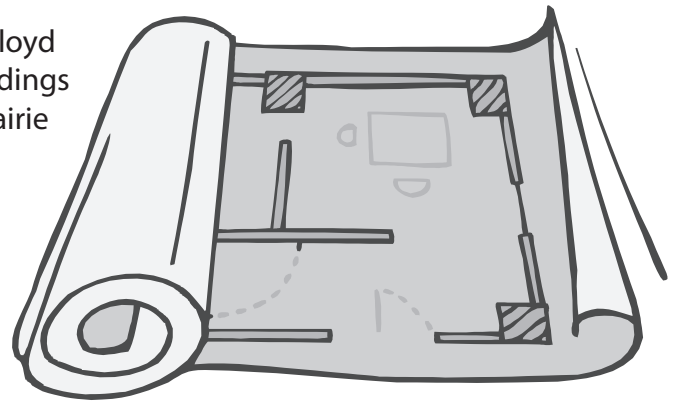
Biography/Autobiography Contract

1. Choose one person in the news (or a group of people) and follow the person or group for a period of one week. Cut out all articles and photos relating to that person or group. When you have a large collection, arrange an interesting collage of your pictures and articles.
- ★2. Make a puppet of your book's subject and someone else from that person's life. Write a page of dialogue and put on a short skit.
3. Draw a symbol or logo to represent any 10 of the following careers or professions: farmer, teacher, surveyor, doctor, seamstress, forester, brick mason, cartographer, accountant, plumber, carpenter, painter, lawyer, engineer, astronaut, artist, musician.
4. Draw any five of the following people "in uniform." Instead of drawing their clothing as it is now, you might want to create new outfits for them: policeman, fireman, nurse, construction worker, astronaut, jockey, ballerina, baker, scuba diver.
5. Leonardo da Vinci was not only a painter but an architect, scientist, and engineer. Many years ahead of his time, he invented a flying machine, a parachute, a printing press, and many other things. Find out about some of these inventions and study their illustrations. Draw them yourself and include a description of each.



6. Draw a picture of each of the following stringed instruments: violin, viola, cello, double bass, banjo, guitar, ukulele. Indicate the relative sizes of each in your illustrations.
7. Draw a caricature of the subject of your book. (A caricature is a drawing of a person with some aspect of his/her face humorously exaggerated.)
8. Investigate political (editorial) cartoons. They are meant to be a spoof on some important issue of the day. Draw some of your own.
9. Archimedes lived more than 200 years before the birth of Jesus Christ, yet a number of his inventions are still used today. Find out about the lever, the pulley, and the Archimedean screw. Make illustrations of those inventions and briefly explain how they are used today.

10. Make a diorama of a scene from your subject's life. Include an explanation of the scene.
- ★11. Make a mural depicting various scenes from your subject's life.
- ★12. Find out about the architectural ideas of Frank Lloyd Wright. Make some drawings of homes and buildings he designed. You might want to include: the "prairie style," "Falling Water," the Guggenheim Museum, the Imperial Hotel, etc.
13. When he died at the age of 33, Alexander the Great had conquered most of the known world. Do some research and draw a map of the world as it was then. Label the countries that were part of Alexander's empire.
14. Make a book jacket for the biography you have just read. The jacket should be intriguing enough for someone to want to choose your book. Write a good summary of the story for the flyleaf. Tell enough about the book to get someone interested in reading it, but not too much.
- ★15. Make a roll movie that will summarize the highlights of your subject's life. You might want to make one scene for each chapter. Title or caption each picture.



The Inventor's "Mix 'n' Match Game"

Biography/Autobiography Contract

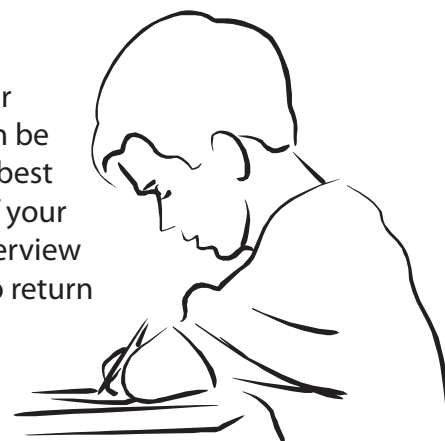
The four categories on this page contain inventors, inventions, dates of inventions, and the inventor's country of origin. By choosing one from each category, you can complete the Inventor's "Mix 'n' Match Game."

| Inventors | | Country of Origin | |
|--------------------------|------------------------|-------------------|-------------|
| Richard Trevithick | James Watt | U.S. | Italy |
| Louis Daguerre | Wright Brothers | U.S. | U.S. |
| Robert Fulton | Michael Faraday | Italy | U.S. |
| Clarence Birdseye | Jacob Perkins | Netherlands | Italy |
| Zacharias Janssen | Francois Appert | U.S. | Scotland |
| Christopher Sholes | Alexander G. Bell | U.S. | U.S. |
| W.H. Carothers | Louis Robert | U.S. | England |
| Thomas Edison | Walter Hunt | U.S. | England |
| George Eastman | Evangelista Torricelli | England | France |
| Elisha Otis | John Walker | Scotland | England |
| James Ritty | George Pullman | Sweden | U.S. |
| Kirkpatrick MacMillan | Sir Frank Whittle | U.S. | U.S. |
| Johann Gutenberg | Robbert Goddard | France | Netherlands |
| Elias Howe | Charles Goodyear | U.S. | U.S. |
| William Sturgeon | Eli Whitney | U.S. | France |
| Francois Blanchard | Hans Lippershey | U.S. | U.S. |
| Samuel Morse | Guglielmo Marconi | England | U.S. |
| Lewis Waterman | Cyrus McCormick | U.S. | U.S. |
| Galileo Galilei | Alfred Nobel | Germany | France |
| Inventions | | Invention Dates | |
| electric light bulb | compound microscope | 1831 | 1804 |
| telephone | typewriter | 1895 | 1839 |
| dynamite | steam engine | 1868 | 1793 |
| steam locomotive | nylon | 1590 | 1861 |
| reaper | jet propulsion | 1834 | 1825 |
| b/w photography | electric generator | 1888 | 1804 |
| steamboat | bicycle | 1930 | 1837 |
| barometer | telescope | 1846 | 1839 |
| radio | telegraph | 1925 | 1862 |
| safety pin | canning | 1858 | 1807 |
| electromagnet | friction match | 1926 | 1839 |
| liquid fuel rocket | airplane | 1849 | 1798 |
| passenger elevator | sleeping car | 1884 | 1834 |
| cash register | Kodak camera | 1643 | 1765 |
| papermaking machine | parachute | 1608 | 1450 |
| mechanical refrigeration | cotton gin | 1876 | 1879 |
| quick food freezing | sewing machine | 1879 | 1903 |
| printing press | fountain pen | 1785 | 1827 |
| vulcanized rubber | thermometer | 1930 | 1593 |

Challenge Projects

Biography/Autobiography Contract

1. Choose any five of the following: Botticelli, Leonardo da Vinci, Durer, Titian, Michelangelo, Raphael, Picasso, Rodin, Henry Moore. Find out about their field, their nationalities, one or more of their “works.”
2. Choose any five of the following: Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Rachmaninoff, Stravinsky, Copland, Bernstein. Find out about their field, their nationalities, one or more of their “works.”
3. Choose any five of the following: Homer, Aesop, Virgil, Dante, Chaucer, Cervantes, Shakespeare, Carroll, Stevenson, Kipling, Hemingway, Orwell. Find out about their field and style, their nationalities, one or more of their “works.”
4. Choose any five of the following: Archimedes, Copernicus, Galileo, Leeuwenhoek, Newton, Franklin, Darwin, Carver, Mendel, Nobel, the Curies. Find out about their field, their specific invention or discovery, how that contribution affects your life.
5. Choose any five of the following: Watt, Fulton, Wright brothers, Benz, Ford, Gropius, Wright, Le Corbusier. Find out about their field, their specific contribution to society, how that contribution affects your life.
6. Choose any five of the following: Socrates, Jesus, Moses, Florence Nightingale, Marx, Gandhi, Martin Luther King. Find out about their field, their specific ideas or reformations, how their ideas affect your life.
7. Choose any five of the following: Alexander the Great, Julius Caesar, Cleopatra, Washington, Jefferson, Lincoln, Roosevelt, Lenin, Stalin, Hitler, Churchill, DeGaulle, Kennedy, Mao Tse-tung, Castro, Golda Meir, Indira Gandhi. Find out about their field, their nationality, when and where they lived, how they influenced—positively or negatively—society.
8. Make a word search to include 25 or more hidden occupations.
9. Make a list of 10 “puns” referring to jobs. Here’s one example: “The good thing about my job is that nothing bugs me.” (exterminator)
10. Get out your pencil. You are about to become a biographer. First make a list of about 15 to 20 questions that you might ask of your classmates in an attempt to know them better. The questions can be serious or silly or a combination of both. Examples: Who has the best smile in your family? Are you glad you’re you? Ask your teacher if your questionnaire can be reproduced. Make about 10 copies and interview some classmates you don’t know very well. Perhaps they’d like to return the favor and interview you as well.



11. Make your own Important People Match. Decide on a list of about 20 to 25 important people from past and present, persons in a variety of fields of endeavor. For each, write a one-sentence description that serves as a clue. Make one column of names and a second column of clues (change the order so they are not next to their correct name). Ask a classmate to solve your match. Perhaps your teacher will reproduce your game so that many people may play.
12. Here's another matching game you can create. Make a list of 15 to 20 words that describe professions or careers. Use the dictionary for help in finding sophisticated words for each. Examples: zoologist, entomologist, etc. Follow the instructions above for completing your matching game.
13. Can you think of an occupation that begins with each letter of the alphabet? List the career and write one sentence describing it.
14. Have you heard of these famous people, places, and things? Select any 10 of them and identify them: Gull's disease, Darwin's finches, Aaron's Beard, Bacon's Rebellion, Broca's area, Hudson's Bay, Mrs. O'Leary's cow, Salome's dance, Queen Mary's thistle, Norman's woe, Noah's ark, Nat Turner's Rebellion, Moh's scale, MacGillicuddy's reeks, MacFarlane's lantern.
15. Pretend that you have been asked to begin a Super Sister Hall of Fame. Your job is to select the names of the first 25 women to be installed. Do some research, think about deserving women past and present, and make your recommendations. For each woman, include a description of her contributions.
16. The first paragraph of the Declaration of Independence begins: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights" Read the rest of that paragraph and discuss its meaning in respect to your life.
17. Choose one of the following to write about:
 - a. "It is better to have the guilty go free than to punish the innocent."
 - b. "It is better to light a single candle than to curse the darkness."
 - c. "A person doesn't hold opinions; they hold him."
 - d. "If you want music, then you'd better expect to pay the piper."



Recommended Books

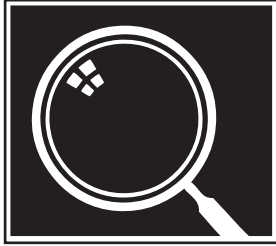
Biography/Autobiography Contract

The author's name appears in parentheses. This is only a partial list. You should be able to find others that are appropriate for your age and reading ability.

1. *Amos Fortune, Free Man* (Elizabeth Yates)
2. *Johnny Tremain* (Esther Forbes)
3. *Harriet Tubman; Tituba of Salem Village* (Ann Petry)
4. *Ben and Me; Mr. Revere and I* (Robert Lawson)
5. *Abe Lincoln Grows Up* (Carl Sandburg)
6. *Son of Thunder, Patrick Henry* (Julia Carson)
7. *Madame Curie* (Eve Curie)
8. *Abraham, Lincoln; Poor Richard* (James Daugherty)
9. *Leader of Destiny: George Washington* (Jeanette Eaton)
10. *The Diary of a Young Girl* (Anne Frank)
11. *Hans Christian Andersen: A Great Life in Brief* (Rumer Godden)
12. *Young Walter Scott* (Elizabeth Janet Gray)
13. *Invincible Louisa* (Cornelia Meigs)
14. *Davy Crockett* (Constance Rourke)
15. *Oh, Lizzie!; I Will Be Heard: The Life of Wm., Lloyd Garrison* (Doris Faber)
16. *Wings Over America* (Edward A. Herron)
17. *The Jim Thorpe Story* (Gene Schoor)
18. *Carry On, Mr. Bowditch* (Jean Lee Latham)
19. *The Man Who Bought Himself* (Peggy Mann)
20. *Free to Be... Muhammad Ali* (Muhammad Ali)
21. *The Upstairs Room* (Johanna Reiss)
22. *Jeanne D'Arc* (Aileen Fisher)
23. *The Girl in White Armor* (Albert Paine)
24. *We Alcotts* (Aileen Fisher and Olive Rabe)
25. *Abraham Lincoln: Friend of the People* (Clara Ingram Judson)
26. *Galileo and the Magic Numbers; Wizard of the Dome; Doctor Paracelsus* (Sidney Rosen)
27. *Patrick Henry: Firebrand of the Revolution* (Nardi Reeder Campion)
28. *Man of Liberty: A Life of Thomas Jefferson* (Leonard Wibberley)
29. *Hokusai* (Elizabeth Ripley)
30. *Forten the Sailmaker: Pioneer Champion of Negro Rights* (Esther M. Douth)
31. *Girl with a Pen: Charlotte Bronte* (Elizabeth Kyle)
32. *Spunkwater, Spunkwater! A Life of Mark Twain* (James P. Wood)
33. *I, Charlotte Forten, Black and Free* (Polly Longworth)
34. *Captain of the Planter: The Story of Robert Smalls* (Dorothy Sterling)
35. *Crazy Horse* (Shannon Garst)
36. *Booker T. Washington* (Shirley Graham)
37. *Emmeline and Her Daughters* (Iris Noble)
38. *The Louis D. Brandeis Story* (Catherine Owens Peare)
39. *Gertrude Stein: A Biography* (Howard Greenfield)
40. *Restless Spirit: The Life of Edna St. Vincent Millay* (Miriam Gurko)
41. *Ernest Hemingway and the Pursuit of Heroism* (Leo Gurko)
42. *Ishi: Last of His Tribe* (Theodora Kroeber)
43. *Langston Hughes* (Milton Meltzer)
44. *Eric* (Doris Lund)
45. *Brian Piccolo: A Short Season* (Jeanne Morris)
46. *Other Side of the Mountain* (E.G. Valens)

Reading Contract

Mystery



Student's(s') names(s):

Dates: Contract begins: _____ Expected completion date: _____

Genre of book: _____ Title of book with author's name in parentheses: _____

Vocabulary:

Part I: I (we) will work with these words:

| | | | |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Part II: I (we) will do these **Vocabulary Activities**: _____

Comprehension: I (we) will answer the following questions: _____

Writing: I (we) will do the following activities: _____

Art: I (we) will do the following activities: _____

Miscellaneous Projects: _____

Challenge: I (we) will do the following activities: _____

Student's(s') signature(s): _____

Teacher's signature: _____

Contract reviewed and corrected: _____

Contract completed: _____

Vocabulary List

Mystery Contract

Choose 10 of these words to work with. (See the **Vocabulary Activities** on the next page.)

| | | | | |
|-----------|-------------|----------------|------------------|-----------|
| abandoned | confession | detective | inmate | puzzling |
| alibi | con man | disguise | intrigue | ransom |
| arrest | counterfeit | doom | intrude | revolver |
| bewitch | crime | eerie | invisible | scent |
| burglar | criminal | embezzle | jinx | secrecy |
| captive | curse | espionage | kidnap | secret |
| chilling | deceive | evidence | laboratory | sleight |
| clue | deception | eyewitness | larceny | sleuth |
| code | decode | fiend | magnifying glass | smuggle |
| confess | detection | fingerprint | message | snoop |
| | | forge | motive | solution |
| | | fraud | mysterious | solve |
| | | gruesome | mystery | spy |
| | | henchman | parole | suspense |
| | | hideout | parolee | suspicion |
| | | hoax | phantom | swindle |
| | | hostage | phenomena | thief |
| | | identification | plot | thug |
| | | identify | prank | trail |
| | | imposter | prankster | victim |
| | | inference | prowler | villain |



Vocabulary Activities

Mystery Contract

1. Write a meaning for each of your vocabulary words. Do not use the root a word in your definition.
 2. Write a sentence for each of your vocabulary words. Use the word so that its meaning is clear.
 3. Write a paragraph using all your vocabulary words. Underline the words as you use them.
 4. Find out the part of speech for each of your vocabulary words. Use a dictionary to be sure.
 5. Alphabetize your list of vocabulary words.
 6. Indicate how many syllables there are in each of your vocabulary words. Divide them as shown in your dictionary.
 7. Locate each vocabulary word in a dictionary. Tell the word immediately before and immediately after your word.
 8. Underline the root (base) word in any of your vocabulary words that has either prefix or a suffix. What does the root word mean? How does the prefix or suffix change the word?
 - ★9. Here's the answer—what's the question? Write a carefully thought-out question that can be answered by each of vocabulary words.
 - ★10. Make an acrostic or crossword puzzle using all your vocabulary words. Include a definition for each word. Prepare an answer key as well.
 11. Use your vocabulary words in a poem—either rhymed or free verse. (An interesting challenge would be to have each line of the poem *begin* or *end* with the vocabulary word.)
 12. Write an adjective to precede each noun on your vocabulary list; write a noun to follow each adjective; write an adverb for each verb. Make sure each combination works together.
 - ★13. Choose a long word from your vocabulary list. See how many smaller ones you can make from it. Give yourself three points for each three-letter word you find, four points for each four-letter word, etc. Have a contest with a classmate.
 - ★14. Make a rebus, using words and pictures, for each of your vocabulary words.
- ★ = A good activity to do with a study partner or several other students.

Comprehension Questions

Mystery Contract

1. What is the title of your mystery book? How does the title relate to the story?
2. Who are the main characters involved in this mystery?
3. Describe one of the main characters in the book. Use at least three personality or character traits in your description.
4. Is a crime involved in this mystery? If so, describe it clearly and completely.
5. If no crime is involved, what exactly is the mystery to be solved in this book?
6. Is a criminal or villain in this mystery? If so, describe him/her.
7. Where did this mystery take place? If there is more than one locale, name them.
8. Who solves the crime or mystery? Is this person a sleuth or investigator by profession—or does he/she earn a living another way? Explain your answer.
9. What is the solution or the outcome of the mystery? (In other words, “Who done it?” and why?)
10. What steps did the investigator take to solve the mystery? If any clues were available, include them in your explanation.
11. Did the book’s ending surprise you? Or had you guessed the ending already? If you had guessed it, explain at what point you had it “figured out” and what led you to your conclusions.
12. The plot of a story has to do with the incidents or events that make up that story. The plot is a series of separate events that relate to each other.
 - a. Recall your mystery story and sequence as many events as you can from your book.
 - b. What do you think was the most important incident in the story? What caused that incident to happen? How was that incident resolved?
13. Which character did you like most in this book? Give your reasons.
14. Which character did you like least in this book? Give your reasons.
15. Describe the scariest or the most suspenseful part of this book. Use a variety of good, descriptive words to make your scene “come alive.”
16. Have you ever read any other books by this author?
 - a. If so, which ones have you read?
 - b. If not, would you now want to read any by this author?
 - c. What other books have been written by this author?



Writing Activities

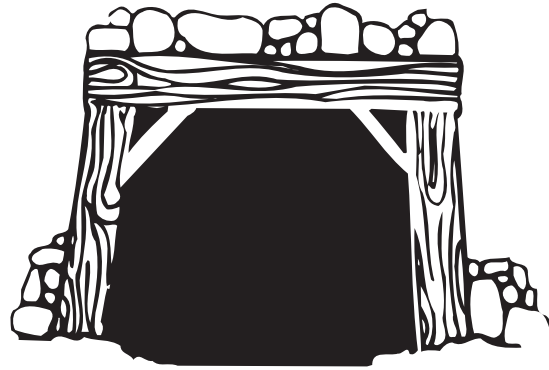
Mystery Contract

1. Describe a mystery movie or TV mystery show you've seen recently. Describe the characters, the plot, the clues, and the solution.
2. Describe a nightmare you have had. Include the many details necessary for the story to "come alive" for the reader so that he/she almost experiences it along with you.
3. Write a description of an actual experience you have had that involved feelings of suspicion or fear. Describe it in detail so the reader can "feel" your emotions at the time.
4. Write your own mystery story. Plan the mystery, clues, characters, and outcome before beginning to write.
5. Finish any of these story starters and continue with a mystery story of your own. Think before beginning to write. Make sure you have a clear idea of where the story is going before beginning to write:
 - a. The sky suddenly blackened ...
 - b. Crashes of lightning streaked through the sky ...
 - c. Mary turned suddenly and let out a scream ...
- ★6. Make up a Mystery Menu. Use your imagination in creating and describing the dishes you will serve. Include soups, appetizers, entrees, desserts, and beverages. Don't forget prices.
- ★7. Write directions from your classroom to another place in your school where you plan to hide a "secret treasure." This treasure might be a note, a pencil, or a small treat. The directions must be clearly stated, giving number of paces to be walked, turns to be made, guideposts to look for, etc. Give your directions to a classmate and have him/her find the hidden treasure.
8. Make a word search that contains words associated with mysteries. You may use the vocabulary list to help you. Include at least 20 words. Include an answer sheet with the words circled to show their location.
9. Write a mystery story based on one of the following plots:
 - a. heavy rain ... Aunt Jane ... stray dog
 - b. a bad cold ... parade passing by ... a lost sandwich
 - c. shooting star ... alone at home ... younger brother



★10. Choose one of the following settings to “brainstorm.” This means to write down every word or thought that comes to mind as you consider that locale. Use your five senses to help you come up with interesting associations:

- a. a graveyard
- b. a haunted house
- c. a police station
- d. a bat-infested cave
- e. an abandoned mine
- f. a ghost town
- g. Halloween night
- h. a dark closet



11. What’s the Mystery State? Create five or more sentences that “hide” the name of a state in each one. Here’s an example: “Oh, Ken, tuck your shirt in.”

12. Make a list of things you are afraid of. When you are finished, go back and put a bullet (•) next to your three main fears. Next to each one of those, put down one way you think you might be able to help yourself work to overcome the fear. Now, how about trying out that suggestion?

★13. Copy a famous poem, song, or saying onto a piece of paper. As you write it, eliminate all vowels, replacing each one with a dash. Ask a classmate to try to fill in the empty spaces and complete your poem or song.

14. Stand in the same spot in your school for three days in a row during your reading time. Remain for 15 minutes each time. Jot down everything that happens at that spot during those 15 minutes. At the end of the third session, compare your three lists. See what events were common to all three days, and which were unique to themselves.

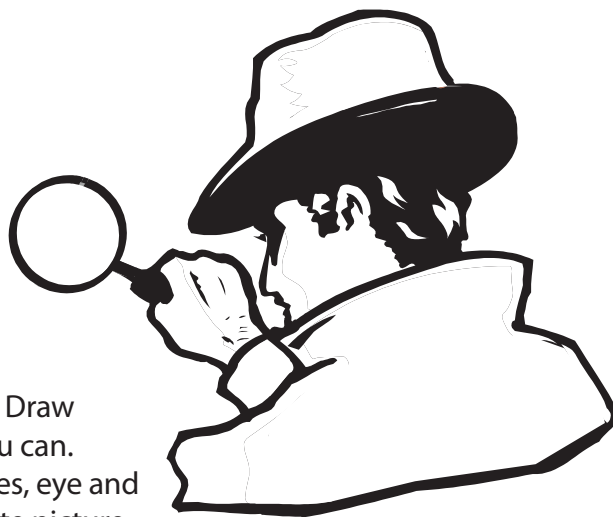


★15. Make up your own code. Replace each letter of the alphabet with another letter, number, shape, symbol, etc. Include a key with your code. Write a message to one of your classmates, in code, and ask him/her to decode it and reply.

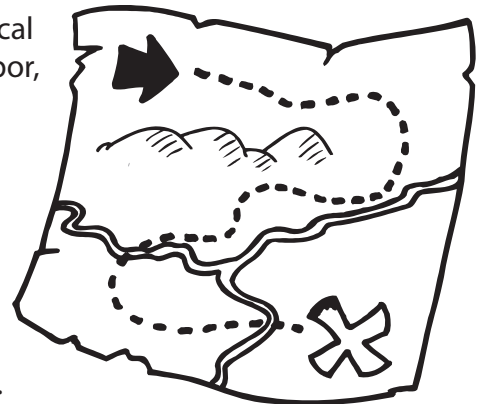
Art Activities

Mystery Contract

1. Make a book jacket for the mystery you have just read. The jacket should be intriguing enough for someone to choose your book to read. Write a good summary of the story for the flyleaf. Tell enough about the book to get someone interested in reading it, but not too much ... and certainly not the solution or the outcome.
2. Make a diorama of a particularly interesting scene from your book. Use stand-up figures, good colorful scenery and interesting props. Write a short description of the scene and attach it to the box.
3. Design an entrance sign for the following places:
 - a. a cemetery
 - b. a ghost town
 - c. a bat-infested cave
 - d. a witch's coven
 - e. a fortune-teller's tearoom
 - f. the FBI
4. Make a chart illustrating and labeling some common superstitions.
5. Found out about and illustrate three of the following "monsters":
 - a. werewolves
 - b. Mr. Hyde (and Dr. Jekyll)
 - c. the Cyclops (from *The Odyssey*)
 - d. King Kong or Godzilla
 - e. the Loch Ness monster
 - f. Yeti (the Abominable Snowman)
 - g. Big Foot
6. Would you make a good detective? Get a piece of unlined paper, a pencil, and some crayons or colored pencils. Sit down and turn your back to your teacher. Draw him/her from memory. Include as many details as you can. Consider jewelry, colors and designs of clothing, shoes, eye and hair color, etc. When you are sure you have an accurate picture, turn around and compare your picture with your teacher. How well did you observe and recall?



- ★7. Make a roll movie that will summarize the highlights of the book you are reading. Consider making one scene for each chapter. Title or caption each picture.
8. Create a comic strip with your own, newly-created detective.
9. Create an epitaph for three of the following people. Then design a tombstone for them and inscribe it with the epitaph. The words and design should relate to the characters you choose:
 - a. Martin Luther King, Jr.
 - b. Santa Claus
 - c. yourself
 - d. Walt Disney
 - e. Albert Einstein
 - f. a famous sports figure, astronaut, rock star, actor/actress, etc.
 - g. the Big Bad Wolf
10. Design a poster for your local movie theater to use announcing their upcoming mystery “thriller.” Make sure it is informative as well as visually interesting. Use a large piece of construction paper or oaktag. Be sure to include pertinent information about the movie (title, stars, days and hours, name of theater, etc.).
- ★11. Draw a scene with 10 items well hidden in your picture. Ask a classmate to try to find them.
- ★12. Design your own mystery island. Name the various geographical features with appropriately mysterious names. Try: haunt harbor, coven’s cove, etc.
13. Pretend you have found a pirate’s map to hidden treasure. Draw the map as you think it might look. Be sure it includes compass directions, guideposts, numbers of steps to be paced, and the **X** spot where the treasure will be found.
- ★14. Make your own maze. Be sure to indicate “start” and “finish.” Make another copy with the solution. Ask a classmate to try it.
15. Cut out four or five pictures from magazines of men’s, women’s, or children’s faces. Paste them onto another piece of paper. Now draw a disguise on each one. Let your imagination go beyond simple mustaches and beards.



Research Project

Mystery Contract

"Who's that mystery character, anyway?"

1. Choose any classroom encyclopedia volume and find a famous person (by last name).
2. Read about that person's life in the article, looking for interesting information as you read.
3. Now *without ever giving this person's name* write 10 "clues" about this person that someone could use to try to "track him/her down." (Example: I was the second of ten children ... or, I discovered the cure for chicken pox.)
4. After you've written your 10 clues, put the letter or number of the volume you used above the 10 clues. Do not write the name of your Mystery Character anywhere on this paper. Ask a classmate to find out who your character is by looking through the proper volume.



Challenge Projects

Mystery Contract

1. Match the following authors with their detective characters below:

_____ G.K. Chesterton

_____ Rex Stout

_____ S.S. VanDine

_____ Dashiell Hammett

_____ Sir Arthur Conan Doyle

_____ Edgar Allan Poe

_____ Wilkie Collins

a. C. Auguste Dupin

b. Nero Wolfe

c. Sgt. Cuff

d. Sherlock Holmes

e. Father Brown

f. Sam Spade

g. Philo Vance



2. Find out about Scotland Yard (where it is, how it began, and what its role is).
- ★3. Use a stamp pad to collect a sample of thumbprints from five to 10 of your classmates. Include your own. Observe the prints carefully, trying to analyze them. Make a list of similarities and differences you notice. If interested, study in more depth in an encyclopedia and write a brief report.
4. Research some famous outlaws of the Old West. Design some "Wanted Posters" for them based on the facts of their crimes. Choose an appropriate reward for each to be included on their poster.
- ★5. Take a survey of your classmates' greatest fears. Use one piece of paper for the girls' responses and another for the boys'. Down the left side, list the most common fears expressed by each (Le., bugs, heights, drowning, flying, being alone, etc.). Next to each, mark their responses. Tally each line. Make a graph to show the girls' responses and another to show the boys'. Compare the results of both graphs. List any similarities and differences you find.
- ★6. Here's another survey you can take. Interview your classmates, friends, relatives, teachers, etc. Ask them for a list of their superstitions. Graph your results according to "good omens" and "bad omens."
7. Choose a subject you've always wanted to learn about. Investigate it, using at least three resource aids. Teach a lesson to your class (or to a younger grade) based on what you have learned.
8. Find out about the religious ceremonies in Ancient Greece known as "mysteries." Try to discover the following: What did the word mystery mean? Who were the "initiates"? What were the roles of the initiates? What was their punishment if they didn't fulfill their roles?
9. Find out about the Eleusian and Orphic mysteries of Ancient Greece. Also research the mystic cults of Ancient Rome.

10. The following people were famous writers of mystery and detective stories: Sir Arthur Conan Doyle, Dorothy L. Sayers, Dame Agatha Christie, Mary Roberts Rinehart, Georges Simenon, Erie Stanley Gardner, Ellery Queen, Rex Stout. Research any five of them and prepare a list of their books and stories.
11. Find out about any five of these famous “monsters”: werewolves, Mr. Hyde and Dr. Jekyll, the Cyclops (the Odyssey), King Kong (or Godzilla), Loch Ness monster, Abominable Snowman (Yeti), Big Foot. Report to the class about them.
12. Have you ever been “scared out of your wits”? Actually, what does that mean? People often have very frightening feelings when they are afraid or in a dangerous situation. Changes occur in your body, preparing you to deal with the fear. The following is a list of expressions relating to feelings of fear: pale as a ghost, eyes as big as saucers, hair standing on end, cold sweat, heart pounding like a hammer, sweaty palms, jitters (or heebie-jeebies), cold feet, butterflies in your stomach, shivers up and down your spine, cotton mouth. Can you find out what any five of them mean and how each one helps your body in fearful situations?
13. Find out about any five of the following unsolved mysteries: Vimanas, Easter Island statues, Oak Island, Bermuda Triangle, black holes in space, curse of the Hope Diamond, Uri Geller, Case family coffins of Barbados, Living Frog Mystery of 1873, Yeti, “Eyes” of Kuda Bux.
14. Become a member of the Lucky Thirteen Club. Answer the following 13 questions and hand them in to your teacher to be checked. If they are correct, draw and cut out a “badge” such as below and wear it proudly on the next Friday the 13th to come along. Good luck.
 1. How do you write 13 in Roman numerals?
 2. How do you write 1313 in Roman numerals?
 3. What is a “baker’s dozen”?
 4. What does the 13th amendment to the U.S. Constitution forbid?
 5. Whose name is 13th in an alphabetical list of last names in your class?
 6. In what year was Super Bowl 13 played?
 7. What were the original 13 colonies? Name them.
 8. How is a Bar Mitzvah connected to the number 13?
 9. How do you say 13 in French?
 10. How do you say 13 in Spanish?
 11. Who was the 13th U.S. president?
 12. How much is 13×13 ?
 13. People believe that Friday the 13th is an unlucky day. Many of these people believe in superstitions. Example: Black cats are bad luck. Name another superstition.



Recommended Books

Mystery Contract

The author's name appears in parentheses. This is only a partial list. You should be able to find others that are appropriate for your age and reading ability.

1. *The Ghost of Thomas Kempe* (Penelope Lively)
2. *The Truth About Stone Hollow* (Zilpa Snyder) .
3. *Witch of the Cumberlands* (Mary Jo Stephens)
4. *Detectives in Togas* (Henry Winterfield)
5. *The Court of Stone Children; A Spell is Cast* (Eleanor Cameron)
6. *The Wolves of Willoughby Chase* (Joan Aiken)
7. *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* (E.L. Konigsburg)
8. *The Adventures of Sherlock Holmes* (Sir Arthur Conan Doyle)
9. *Tales of Mystery and Imagination* (Edgar Allan Poe)
10. *Alfred Hitchcock and the Three Investigators* (Series)
11. *The House with a Clock in Its Walls* (John Bellairs)
12. *The Long Black Coat; The Dangling Witness* (Jay Bennett)
13. *Funny Bananas* (Georgess McHargue)
14. *Mystery in Tokyo; Mystery of the Fat Cat* (Frank Bonham)
15. *Nancy Drew mysteries* (Carolyn Keene)
16. *Dragons in the Waters; The Arm of the Starfish* (Madeleine L'Engle)
17. *The House of Dies Drear* (Virginia Hamilton)
18. *The Changeling* (William Mayne)
19. *The Minnow Leads to Treasure* (Phillipa Pearce)
20. *She and the Dubious Three* (Dorothy Crayder)
21. *Ask Me No Questions* (Margaret Storey)
22. *Murder on the Orient Express* (Agatha Christie)
23. *Catch as Catch Can* (Josephine Poole)
24. *Treasure Island* (Robert Lewis Stevenson)
25. *Crystal Mountain* (Belle Dorman Rugh)
26. *Black Jack* (Leon Garfield)
27. *A Truckload of Rice* (Paula Berna)
28. *Secret of the Spotted Shell* (Phyllis Whitney)
29. *A Herd of Deer* (Peter Regan)
30. *The Hardy Boys* (Franklin Dixon)
31. *Against Time!* (Roderic Jeffries)
32. *The Baker Street Irregulars* (Robert Newman)
33. *The Westing Game* (Ellen Raskin)
34. *Alone in Wolf Hollow* (Dana Brookins)
35. *Jay-Jay and the Peking Monster* (Hal Evarts)
36. *Midnight is a Place* (Joan Aiken)
37. *Blackbriar* (William Sleator)
38. *The Master Puppeteer* (Katherine Patterson)
39. *The Leopard Dagger* (Constance Fecher)
40. *The Sound of Coaches* (Leon Garfield)

Reading Contract

Science Fiction



Student's(s') names(s):

Dates: Contract begins: _____ Expected completion date: _____

Genre of book: _____ Title of book with author's name in parentheses: _____

Vocabulary:

Part I: I (we) will work with these words:

| | | | |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Part II: I (we) will do these **Vocabulary Activities**: _____**Comprehension:** I (we) will answer the following questions: _____**Writing:** I (we) will do the following activities: _____**Art:** I (we) will do the following activities: _____**Miscellaneous Projects:** _____**Challenge:** I (we) will do the following activities: _____

Student's(s') signature(s): _____

Teacher's signature: _____

Contract reviewed and corrected: _____

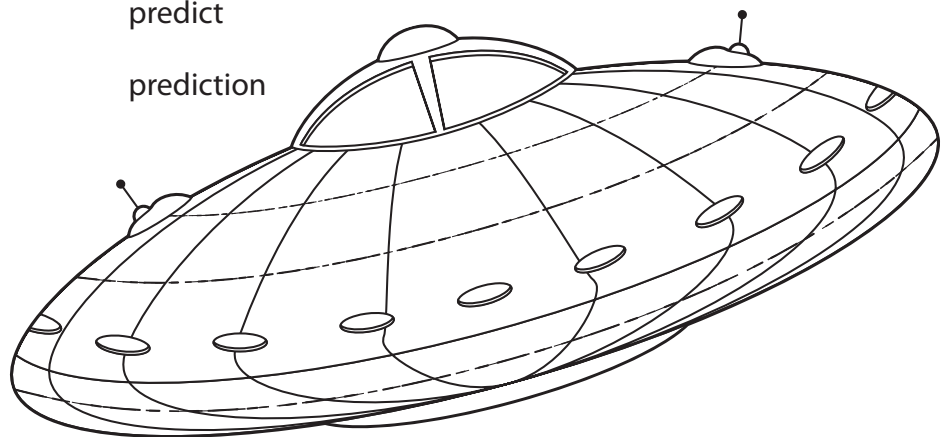
Contract completed: _____

Vocabulary List

Science Fiction Contract

Choose 10 of these words to work with. (See the **Vocabulary Activities** on the next page.)

| | | | | |
|---------------|------------------|-------------|---------------|-------------|
| alien | creature | lunar | prognosticate | sunspot |
| asteroid | dehumanize | magnitude | reentry | supernovae |
| astronaut | destiny | meteor(ite) | revolve | technocracy |
| astronomer | eclipse | Milky Way | robot | telepathic |
| astronomical | elliptical | mission | rotate | telescope |
| atmosphere | encounter | module | satellite | trajectory |
| aurora | extraterrestrial | moon | shuttlecraft | uncanny |
| automation | frontier | nebulae | solar | uninhabited |
| axis | galactical | novae | solar flare | universe |
| booster | galaxy | obsolete | solar system | vacuum |
| capsule | gravitational | orbit | space | zodiac |
| comet | gravity | phase | spacecraft | |
| communicator | heatshield | pioneer | spatial | |
| computer | helium | planet | splashdown | |
| computerize | igneous | planetarium | star | |
| constellation | ignition | predict | | |
| corona | innovation | prediction | | |
| cosmic rays | interstellar | | | |
| cosmonaut | laser | | | |
| countdown | launch | | | |
| crater | lift-off | | | |



Vocabulary Activities

Science Fiction Contract

1. Write a meaning for each of your vocabulary words. Do not use the root a word in your definition.
 2. Write a sentence for each of your vocabulary words. Use the word so that its meaning is clear.
 3. Write a paragraph using all your vocabulary words. Underline the words as you use them.
 4. Find out the part of speech for each of your vocabulary words. Use a dictionary to be sure.
 5. Alphabetize your list of vocabulary words.
 6. Indicate how many syllables there are in each of your vocabulary words. Divide them as shown in your dictionary.
 7. Locate each vocabulary word in a dictionary. Tell the word immediately before and immediately after your word.
 8. Underline the root (base) word in any of your vocabulary words that has either prefix or a suffix. What does the root word mean? How does the prefix or suffix change the word?
 - ★9. Here's the answer—what's the question? Write a carefully thought-out question that can be answered by each of vocabulary words.
 - ★10. Make an acrostic or crossword puzzle using all your vocabulary words. Include a definition for each word. Prepare an answer key as well.
 11. Use your vocabulary words in a poem—either rhymed or free verse. (An interesting challenge would be to have each line of the poem *begin* or *end* with the vocabulary word.)
 12. Write an adjective to precede each noun on your vocabulary list; write a noun to follow each adjective; write an adverb for each verb. Make sure each combination works together.
 - ★13. Choose a long word from your vocabulary list. See how many smaller ones you can make from it. Give yourself three points for each three-letter word you find, four points for each four-letter word, etc. Have a contest with a classmate.
 - ★14. Make a rebus, using words and pictures, for each of your vocabulary words.
- ★ = A good activity to do with a study partner or several other students.

Comprehension Questions

Science Fiction Contract

1. What time or dimension does this book describe so that it can be correctly called “science fiction”?
2. Does this book take place in other parts of the solar system or in other galaxies? If so, name the settings described in the book.
3. Briefly describe the main characters of this book.
4. Fully describe one particularly interesting character. Use character and personality traits, physical attributes, etc.
5. Describe the most interesting, or most unbelievable, event in this book. Explain it fully and with good details.
6. Does any character in this book do anything that ordinary people cannot do? If so, describe the character, the event, and the situation.
7. Find between five to 10 new or unusual or “made-up” words in your book. Describe their meanings and how they are used in the book.
8. Which did you enjoy most in this book—the characters or the events, or a little bit of both? Defend your answer with examples specifically from the book.
9. If this book were scientifically true, then we would have different things in our lives and we would live differently than we do now. Name and explain the changes that would be in our lives if these things did exist.
10. Has the author of this book written any other science fiction books or stories? If so, name them.
11. Write five questions you might ask of someone who just read your book to test his/her comprehension. Then answer your own questions.

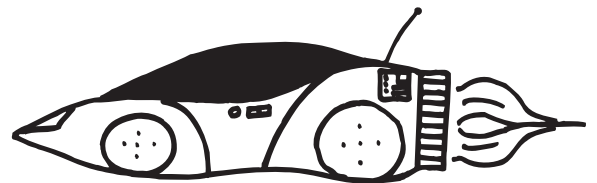


Writing Activities

Science Fiction Contract

- ★1. Make a list of 100 things you would like in your future. Include things you'd like to have, to do, to be, and to enjoy. Don't forget the important "invisibles": good health, a good sense of humor, etc.
2. Imagine the year is 2050 and your rocket is speeding toward a space station on Mars. You, the other passengers, and the crew will be the first humans to live on planet Mars. During this trip, you have kept a diary. You are now two days away from your destination. Record these final two days and your first day in the space station, in your diary. What an important adventure!
3. Pretend it is the year 2025 and you are living on the planet Mars. You and your family have been there for one full year. You have made many wonderful discoveries and have had unusual experiences. Now it is time to write to everyone back home. Write a letter which you will begin, "Dear Everyone living on Earth." Continue the letter.
- ★4. Make a daily schedule for your future lifestyle. Make seven boxes to represent the days of the week. Divide each box into "a.m." and "p.m." hours. Include your working hours, meals, leisure time, meetings, and other activities. Try to imagine what unique activities you will be doing at this future time.
5. As an adult 20 years from now, you will have a job. What will it be? Write a job description and the qualifications for that job. Then write an ad for the Help Wanted section of the newspaper offering that position.
- ★6. Imagine you are a space explorer who has been sent to visit a newly discovered planet. As you explore, you are supposed to send messages back to Earth. Write your messages in the form of a "spacegram," giving information about the following:
 - a. what the people look like on this planet
 - b. what food these people eat
 - c. what the buildings look like and what they are made of
 - d. a particular region you explored and what you discovered or observed
 - e. any unusual "creatures" other than humans you observed
 - f. whether or not you feel humans could live in this environment
- ★7. Look around, observe your classmates carefully, gather some information, and start prognosticating (predicting)! Find a calendar and pick some dates a few weeks or months away. Write some predictions about you and your classmates (or teacher), fold them small, and tape them to the appropriate dates. When the time comes, find out how good you were at guessing the future!
- ★8. Pretend that you have been put in charge of planning a Moon trip. It will be the beginnings of colonization of the Moon. You have projected a time schedule and people have been training and preparing for their journey. Your task is to plan and develop a community on the Moon. Think about the subject and make a list of laws and customs you propose for this imagined community.

- ★9. You are a reporter. Conduct a newscast of people from outer space landing on Earth. Interview these people. Make up at least 10 good questions to ask. Then record the answers you get from the visitors. (A group of you working together might like to write a script and role play it for the class!)
10. Take an informal poll of your classmates to find out whether or not they believe that life exists in outer space. Then write an editorial for your local newspaper describing people's reactions to your question.
11. You have arrived from another planet to observe the human race and to report back to your planet. Since you do not understand the strange noises the Earthlings are making, you must observe only with your eyes. Send back your reactions to one of the following events that you saw, but did not hear: a rock concert, a sports event, TV, a school day.
12. Here's your opportunity to "create" a strange event. If you could be involved in a strange event, what would it be? Describe that event vividly. Illustrate it if you wish.
- ★13. Get together with one or more of your classmates and write the front page of a "Futuristic Newspaper." You might want to include: news events of the day, editorials, letters to the editor, social news, etc.
- ★14. Your job is to select 20 items to be placed in a time capsule which will be opened 100 years from now. These 20 items must be representative of life on Earth at the present time, and must fit into the capsule. List the 20 items, defend your choices, and include the explanation of each item to be placed alongside it.
15. Pretend that you are a native of another planet. You observe something landing on your planet coming from the sky. You see creatures coming out of this thing. You hide behind some protective covering and take notes. Later, you go to your lawmakers or other officials and give them a report of your observations. Write your report.
- ★16. Make a dictionary of space-related words. Include at least 25 words. Have one page for each word. On the page should be the word; a complete definition; and a drawing, tracing, or cutout of the word. You might want to work with a classmate on this book.
- ★17. Imagine a conversation between you and an alien, either here on Earth or on his/her home planet. Record that conversation on paper. (Two of you might like to role play this conversation for the class.)
18. Write your own science fiction story. Before beginning, develop your characters and devise a plot.
19. A man sits in his chair after the total destruction of the world. He knows that all other humans have been destroyed. There is a knock at the door. Who is it? Or, what is it? Write your story.
20. It is November 4, 2976. The first robot has been elected president of the world. Write a news story to accompany this unprecedented situation.



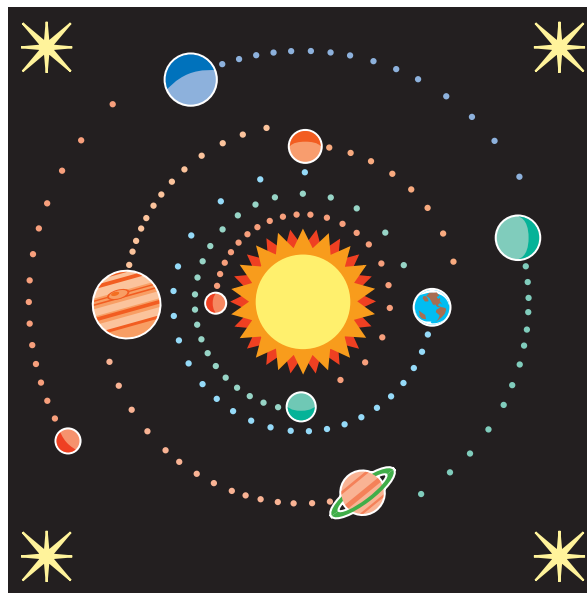
Art Activities

Science Fiction Contract

- ★1. Design a moon colony. Include homes and other buildings. Make a blueprint or a drawing or a scale model of the colony.
- ★2. Research space suits and rockets. Design space equipment for the future. Make sure you label the various parts of your designs.
3. Build or design a model of a spaceship. Name your ship.
4. Read about eclipses. Then draw pictures to show a lunar and solar eclipse. Caption each picture to explain what is happening.
5. Draw or build a flying “thing” of the future. Describe it and its various parts. Explain how it works.
6. Draw an astronaut in gear. Label each article of clothing and piece of equipment. Explain the purpose or the need of each.
7. Make a soap, clay, or wood sculpture of a being from another planet.
- ★8. Make a picture book of interesting extra-terrestrial beings. Label each picture with the being's name and origin. Present the book to a primary classroom.
9. Design a symbol or group of symbols that tell something about who you are. Without using words, you must think of ways to communicate important things about yourself. Under each design, write an explanation.
10. What do you think a person from outer space would look like? Draw your concept.
11. Plan an AAA trip to outer space. Chart or map the trip.
- ★12. Prepare a pictorial display of various UFO descriptions, drawings, paintings, and pictures. Ask your teacher if you might place it on a bulletin board.
13. Scientists have just found a new species of fish, but they haven't named it yet. Draw a picture of what you think it looks like and what you would call it.
- ★14. Make 12 new designs for the signs of the zodiac. Label and identify.
- ★15. Pretend it is the year 2050 and you have just blasted off for a journey into space. You look out your rocket window and see some beautiful sights. Draw a series of four to six sights. Color and describe them.
16. Space explorers have discovered flowers growing on the moons of Jupiter. What do they look like to you? Draw your creation.



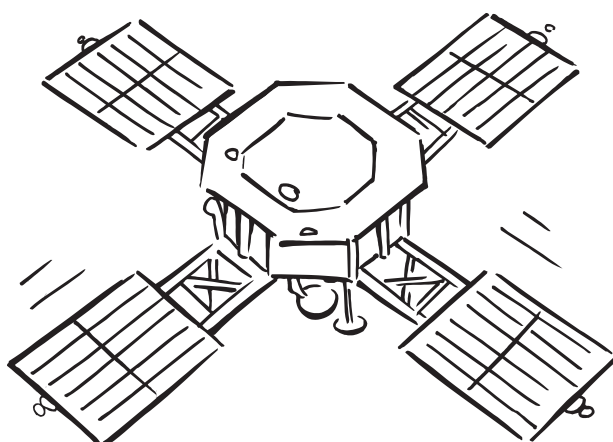
17. Design a robot that will perform a chore that you hate doing. Include an explanation of how it works.
18. You have invented a machine that will change the life of students everywhere. Draw a picture of that design to present to the patent office. Explain its function.
- ★19. Build a diorama that will include the kinds of transportation you think we will be using in the year 2025.
- ★20. Design a new flag or stamp for the first Moon colony.
- ★21. With the cooperation of a few of your classmates, draw a large mural that traces the important steps in the history of transportation. Bring it into the future and include your projected ideas in the mural. Label and date each entry.
22. Build a three-dimensional, scale model of our Solar System.
- ★23. Draw a map of the first colony established on Mars. Include topography, buildings, points of interest, etc. Make a key for your map and include a scale of miles.
- ★24. Make a roll movie depicting various scenes of the first colony being established on Mars. Include landing, building, greeting, and any other interesting facets of the journey and adventure. Make a caption for each scene.
25. Write your own music that could be used in the next space adventure movie. Tape it and play it to the class.



Future Shock Activities

Science Fiction Contract

1. How old will you be in 20 years?
2. About how tall will you be? And your weight?
3. Will your hair be different? If so, how?
4. What clothing will you be wearing? Draw yourself.
5. What will your job be?
6. What training must you have in order to do your job?
7. Will you have a family? If so, describe.
8. Where will you work?
9. How will you get to work?
10. Draw your method of transportation.
11. In 20 years, where in (or out of) this world would you like to live?
Draw your home or your environment.
12. Make some predictions for the future.
 - a. Do you think there will be a war between any countries in the next 10 years? If so, in which countries? What will be the cause of the war? Who will win the war? Defend your choice.
 - b. Who do you think will be the next president? Defend your choice.
 - c. If one of your friends were to become famous for something as an adult, in 20 to 30 years, which friend would it be? For what would this person be famous?

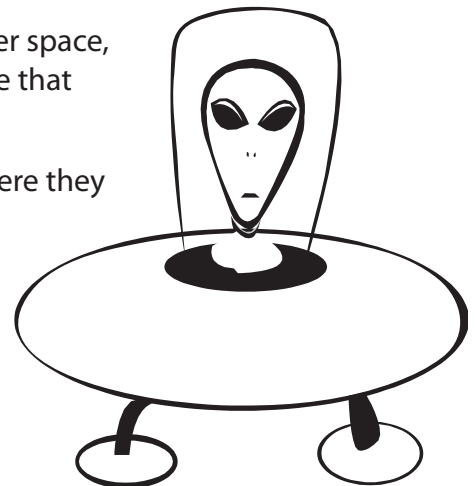


Challenge Projects

Science Fiction Contract

1. Investigate Newton's theories of motion and gravitation. Find out how Newton's experiment led him to his discovery of gravity. Explain gravity in your own words. You might consider a demonstration of the earth's gravitational pull for your classmates.
2. Keep a sky watch for two weeks. Look for some particular, large bodies in our galaxy with the aid of a star map and a telescope. Keep a daily record of the movement of the bodies.
3. Find out about the two kinds of exploding stars—novae and supernovae—in our galaxy. Learn how they differ in the violence of their explosions, in the effects the explosions have on them, and in the frequency of their explosions.
4. Investigate how Orion (or another familiar constellation) got its name. Find out which ancient people gave this constellation its name and why they named it that. Make your own drawing of the constellation to show what it resembled.
5. In the past, people often named constellations after animals and familiar objects. Study the sky on a few clear nights and look at the pictures of the northern and southern hemispheres that can be found in a book about the stars. Make a list of all the constellations you find. Then make up your own names for them.
6. Investigate space flights toward Venus made by Mariner II. Find out when it was launched, where it was launched, what instruments it carried, and the data it sent back to earth. Make an illustration of its path around Venus to accompany your report.
- ★7. Compile a chart of moon probes conducted by the United States and the USSR. Put four headings on your chart: country, name of probe, date, and purpose.
- ★8. Make a timeline showing the development of the space program in the United States. You might want to make one timeline for manned flights and another for unmanned flights.
9. Devise an invention man could use if he found himself without anyone of the following: food, shelter, transportation, clothing, natural resources. Make a model of your invention and demonstrate it in class.
- ★10. Work with some of your classmates to write the script for a TV program of the future. Write the dialogue, design and make the costumes, construct the scenery, and produce the play for your classmates.
11. Investigate and describe the contributions made by various people to our space program. Rank these contributions in order of importance or impact on the program. Explain your system. Note: You might also wish to research the contributions to the American space program by the German scientists captured at the end of World War II. James Michener's novel *Space* has interesting information on these men.

- ★12. Investigate one of the planets in our solar system. Note the availability (or not) of those things essential to human life as we live it on Earth. Make a list of what is available and what is not. Make a list of things that would be required to make this planet habitable for humans. Design some of those things and make a display.
13. How many ways can you “categorize” the nine planets of our solar system? Try it.
- ★14. Where would your classmates most like to go in outer space? Assuming space travel to be possible to any planet in our solar system, which planet would they choose? Interview your classmates and make a bar graph of your findings.
- ★15. Develop a questionnaire which will measure knowledge of “space” amongst your classmates. Ask your teacher if the questionnaire can be reproduced. Ask your classmates to answer the questions and return the papers to you. Prepare a statement of findings by making a graph, chart, oral report, etc.
- ★16. Organize a debate or a panel discussion on the issue: “Should the United States continue to spend vast amounts of money on our space program?” Ask your teacher if you may present it to the class.
17. Create a new product for future use. Describe your product in detail so that the patent office is willing to issue a patent to you. Include pictures of the product. Show how it is used or how it works. Give a classroom demonstration.
- ★18. Design and construct a game having to do with space, space travel, or science “fiction.” Put it on a heavy board. Include designs or illustrations. Write directions and rules. Include playing pieces.
19. Do you think there is a planet similar to Earth? Do some research and support the idea that there is.
- ★20. Do you believe the stories about UFOs? Do some research on the subject and explain the possibility or probability of such stories. Possibly you would like to hold a debate on this resolution: Resolved—UFOs definitely exist and are visiting our planet regularly.
21. Would life in outer space be a solution to some of our economic problems on Earth? Project the possibility of solutions on another planet.
- ★22. If (or when) we should come into contact with beings from outer space, the problem of communication will be great. Design a language that could be used by all “beings.”
23. Make a list of all the people who have traveled in space. How were they trained? What qualifications did they have?
24. List all possible arguments for the continuation of space exploration. Defend each statement.
25. Predict the next major breakthrough in space technology. Defend your selection. Which country do you think will make this breakthrough?



Recommended Books

Science Fiction Contract

The author's name appears in parentheses. This is only a partial list. You should be able to find others that are appropriate for your age and reading ability.

1. *Time at the Top* (Edward Ormondroyd)
2. *The Wonderful Flight to the Mushroom Planet; Stowaway to Mushroom Planet* (Eleanor Cameron)
3. *The Lotus Caves* (John Christopher)
4. *Space* (James Michener)
5. *The Forgotten Door* (Alexander Key)
6. *A House on Parchment Street* (Patricia McKillip)
7. *Three Seated Space Ship* (Louis Siobodkin)
8. *Journey to the Center of the Earth* (Jules Verne)
9. *In the Keep of Time In the Circle of Time* (Margaret Anderson)
10. *A Wrinkle in Time* (Madeleine L'Engle)
11. *I, Robot* (Isaac Asimov)
12. *Out of the Sun* (Benjamin Bova)
13. *Martian Chronicles* (Ray Bradbury)
14. *The White Mountains trilogy* (John Christopher)
15. *Space Cadet; Tunnel in the Sky; Podkayne of Mars; Have Spacesuit, Will Travel; Stranger from a Strange Land* (Robert Heinlein)
16. *The Children of Morrow; The Lost Star* (H.M. Hoover)
17. *The X Factor* (Andre Norton)
18. *Z for Zacharian* (Robert O'Brien)
19. *The Time of the Great Freeze* (Robert Silverberg)
20. *The Weathermonger; Heartsease; The Devil's Children* (Peter Dickinson)
21. *1984* (George Orwell)
22. *Brave New World* (Aldous Huxley)



Reading Contract

Drama



Student's(s') names(s):

Dates: Contract begins: _____ Expected completion date: _____

Genre of book: _____ Title of book with author's name in parentheses: _____

Vocabulary:

Part I: I (we) will work with these words:

| | | | |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Part II: I (we) will do these **Vocabulary Activities**: _____

Comprehension: I (we) will answer the following questions: _____

Writing: I (we) will do the following activities: _____

Art: I (we) will do the following activities: _____

Miscellaneous Projects: _____

Challenge: I (we) will do the following activities: _____

Student's(s') signature(s): _____

Teacher's signature: _____

Contract reviewed and corrected: _____

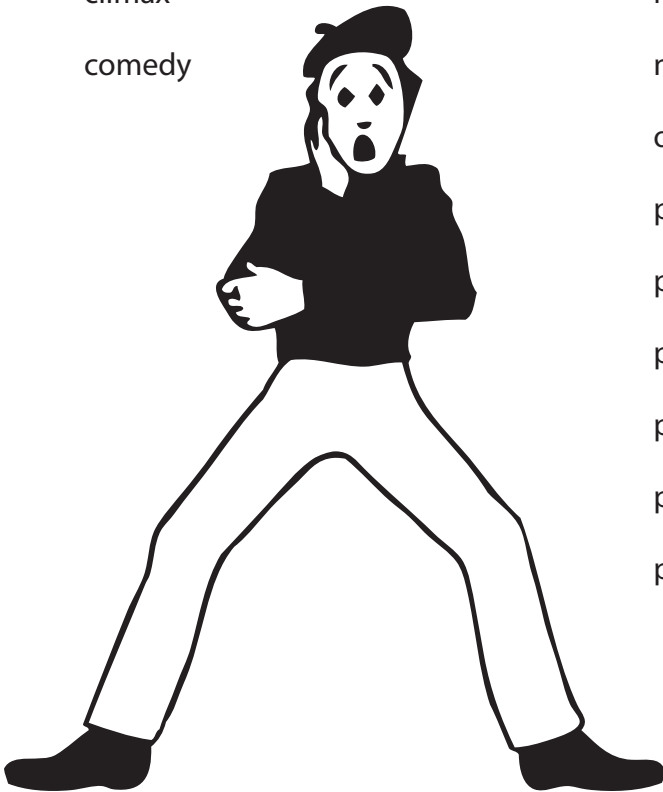
Contract completed: _____

Vocabulary List

Drama Contract

Choose 10 of these words to work with. (See the **Vocabulary Activities** on the next page.)

| | | | | |
|---------------|-----------|---------------|--|-----------|
| absurd | critic | floodlight |  | |
| allegory | criticism | improvisation | | |
| apron | cue | improvise | | |
| audio | dialogue | legitimate | | |
| balcony | director | loge | | |
| boom | downstage | marionette | | |
| burlesque | drama | mask | | |
| character | dramatics | melodrama | | |
| choreographer | dramatist | mime | | |
| classic | farce | mimic | | |
| climax | | minstrel | prompter | spotlight |
| comedy | | narrator | properties | stage |
| | | orchestra | realism | stagehand |
| | | pageant | satire | theater |
| | | pantomime | satirist | tragedian |
| | | pit | scenario | usher |
| | | playwright | scene | video |
| | | plot | scenery | wardrobe |
| | | producer | script | wings |
| | | | setting | |



Vocabulary Activities

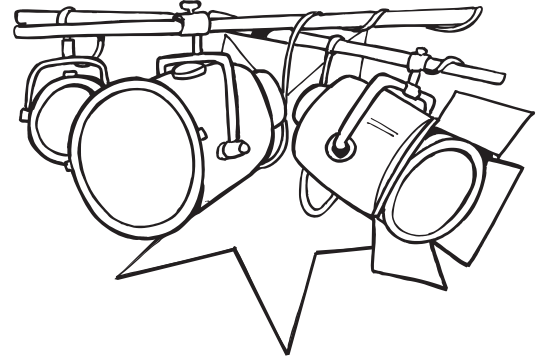
Drama Contract

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 - ★9. Here's the answer—what's the question? Write a carefully thought-out question that can be answered by each of vocabulary words.
 - ★10. Make an acrostic or crossword puzzle using all your vocabulary words. Include a definition for each word. Prepare an answer key as well.
 11. Use your vocabulary words in a poem—either rhymed or free verse. (An interesting challenge would be to have each line of the poem *begin* or *end* with the vocabulary word.)
 12. Write an adjective to precede each noun on your vocabulary list; write a noun to follow each adjective; write an adverb for each verb. Make sure each combination works together.
 - ★13. Choose a long word from your vocabulary list. See how many smaller ones you can make from it. Give yourself three points for each three-letter word you find, four points for each four-letter word, etc. Have a contest with a classmate.
 - ★14. Make a rebus, using words and pictures, for each of your vocabulary words.
- ★ = A good activity to do with a study partner or several other students.

Comprehension Questions

Drama Contract

1. What is the name of the play?
2. Who is the playwright?
3. How many acts are there?
4. What are the names of the main characters?
5. Choose any three characters from your play. Write a *full* description of each. Consider the following categories while writing: age, occupation, physical characteristics, personality traits, character strengths and weaknesses, the person's problem during the play.
6. Describe the physical setting of this play. Where does it take place?
7. What is the play's time period? Be as specific as you can. If you do not know the precise date, indicate the general historical time period.
8. If your job were to design costumes for the characters in this play, what would they be? (Street clothes? Dress up? Uniforms? Period clothing?) Choose any three characters and make a list of clothing/costumes they would need. Review the play's various scenes to refresh your memory.
9. The words in the parentheses in a play give instructions to the actors, actresses, musicians, stage hands, etc. What types of instructions or directions are given in the play you have just read? Name as many as you can discover. (Example: one type of direction tells the actor or actress where to stand or move.)
10. All plays use "props" (also known as properties) on stage. These include all articles necessary to the play other than costumes and scenery. Name 15 props used in the play you have read.
11. Consider the moods expressed in this play. Write down several mood words—such as the adjectives suggested here—to indicate those moods you felt while reading your play: sad, serious, funny, tragic, tickled, angry, romantic, frightening, alive, gripping, mellow, hopeful.
12. Finish this statement: *I did/did not enjoy reading this play because ...*
13. Finish this statement: *I would/would not want to read another play by this playwright because ...*
14. Optional: What other plays, if any, were written by this playwright?



Writing Activities

Drama Contract

1. Imagine yourself as the main character of the play you have read. Write a five-page diary describing events and feelings in your life. Get “into” the character as much as you can, and write it as he/she might have done.
2. Think about the time and setting of this play. Imagine yourself a visitor or tourist to this place. Describe your visit. Be specific. Use descriptive words so that the reader feels that she/he is there with you. Note: You might have to do a little research about this play’s time and place in order to complete #2.
3. Create a new character for this play. Who would it be? Why would this character be useful or interesting? Go on to describe this character just as you might describe any important character in a book. Make him/her “come alive.”
- ★4. Come up with an idea for a new scene for this play. Where would it come? What would happen in the scene? What characters would appear in it? Why do you want to add this scene? What would it contribute to the already existing play? As a final challenge, why not write this scene?
- ★5. Add another scene to the end of the play. Write out the actual dialogue between the characters. Include stage directions as well.
- ★6. Create your own one-act play. Describe characters, setting, time, conflict ... Then write the dialogue for your characters.
7. Describe a stage play you have seen recently (or one that appeared in a theater near you). Include the following: name of play, main characters portrayed, actors or actresses starring in the play, setting and time, costumes, scenery, a description of the plot, and an evaluation of the play.
8. Choose a fairy tale or fable that you know well and do the following:
 - a. Write one or two sentences describing the scene of the story.
 - b. Write a dialogue (conversation) between two or more characters that could actually have taken place according to the original story.
9. Write a scene between two characters who have a conflict. Then resolve that conflict. The dialogue should be about one or two pages long. You might want to use one of the following “conflicts”:
 - a. Character “A” hasn’t enough money for the bus. He tries to sell a used toothbrush to Character “B.”
 - b. Character “A” finds a rare coin on the street. Character “B” comes along and claims the coin belongs to him/her.
 - c. Character “A” wants to ask Character “B” out on a date. Character “B,” who thinks “A” smells like a dead fish, is suspicious.

10. Pretend you are in a helicopter broadcasting the morning traffic patterns and traffic jams in and around the nearest big city. Write the script you would give over the radio. You might want to put it on tape with appropriate music, station breaks, and advertisements to be played for your class.
11. Pretend to be a politician on a campaign. Make up an important speech to be delivered at the next "stop." Consider the following topics: ecology, pollution, law and order, poor housing, the space program, taxes, etc. Make your views clearly known.
12. Write the script for a knock-down, drag-out argument over a miscalled play in your favorite sport. Get a classmate to help you act it out for your class.
13. Pretend you must interrupt a radio or TV show in progress with the following announcement: "We interrupt this broadcast to bring you" Write what you would say to describe the news about to be broadcast. Will it be an important new discovery? a great disaster? an historical event from the past?
14. Write a script of your favorite jokes (or of your favorite comedian/comedienne telling his/her jokes). Ask your teacher if you may present it to the class.
- ★ 15. Write an original script for any of the following situations:
 - a. a parent and a frightened child going to the doctor for a shot
 - b. a few new army recruits being put through their paces by a tough sergeant
 - c. a few teen-age girls or boys home from a double/triple date recalling the evening's activities and feelings
 - d. a disc jockey broadcasting music, conversation, and advertisements over the local radio station
 - e. a modern-day western
 - f. an angry customer and a long-distance operator



Art Activities

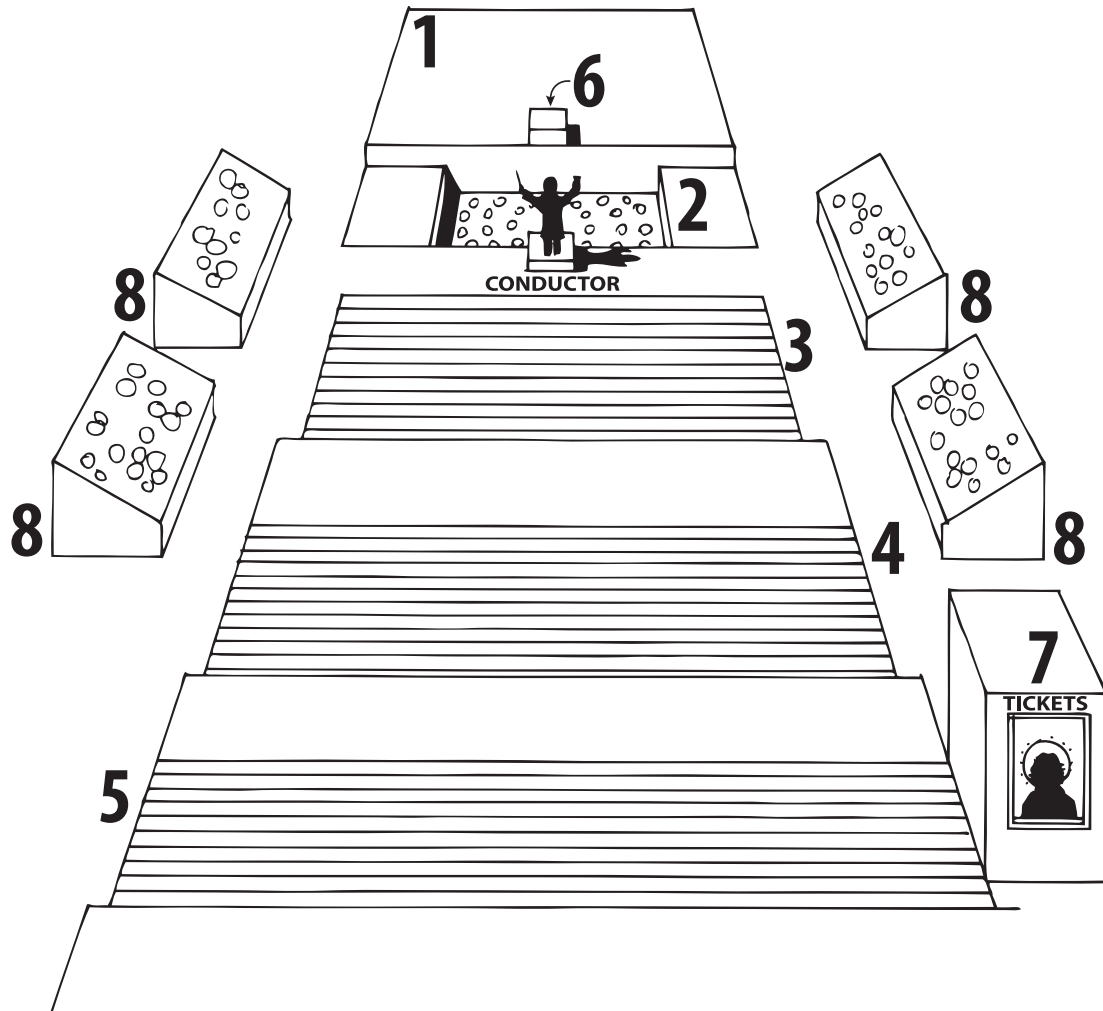
Drama Contract

1. Make a diorama of a scene from the play you read.
2. Make a cardboard “doll” of one of the play’s characters. Make two or three costume changes for the character.
- ★3. Alone, or with a friend, draw or paint a mural showing a scene from your play.
4. Make a puppet of one of the characters from your play.
- ★5. Make a roll movie that will summarize the various highlights or scenes from your play. Create a caption for each frame.
6. Pretend that you have been hired to illustrate a poster that will announce the opening of a new stage play. Design a visually interesting and informative poster on a large piece of construction paper or oaktag. Be sure to include pertinent information about the “opening”: name of the play, playwright, actors and actresses starring in the play, producer, director, name of theater, opening night, ticket prices, etc.
7. Draw two life masks for yourself one for when you are feeling “on top of the world,” one for when you are “down in the dumps.”
8. Make a scale model of a theater auditorium. Include the stage, orchestra pit, audience, wings, curtains, etc.
- ★9. Build a puppet theater. Use a refrigerator carton or any other large box. Give the finished theater to a kindergarten class for its use.
10. Make a book about careers in the theater. Use one page for each job. Draw a picture of the person performing an important aspect of his/her job. Make a front and back cover and bind the book. Some career suggestions: actor/actress, director, property person, wardrobe, stagehand, sound crew, lighting crew, scenery, production staff (tickets, advertising, publicity, etc.).
11. Draw a map of the theater district of a big city near you. Label the main avenues and cross streets. Indicate where you can see a legitimate stage show. Make a key for your map.
12. Make a collage of interesting memorabilia collected from theater performances you have ‘attended. You might want to use programs, theater stubs, etc.
13. Take your camera or sketch pad “behind the scenes” of a play being produced in your school or your town. Make a presentation to your class upon your return. Make sure each photograph or sketch is correctly identified.
14. You have been chosen to do a sculpture to honor “the theater.” It will be placed in your city’s park. Make a model of your idea.
15. Draw a cartoon with a theater “personality” as the main character.

The Theater's Sections

Drama Contract

A theater has many sections. Below you will find a list containing many of them. Match the eight locations with the eight numbers in the illustration. Don't guess. Find out!



_____ box seats

_____ loge seats

_____ orchestra pit

_____ balcony seats

_____ box office

_____ orchestra seats

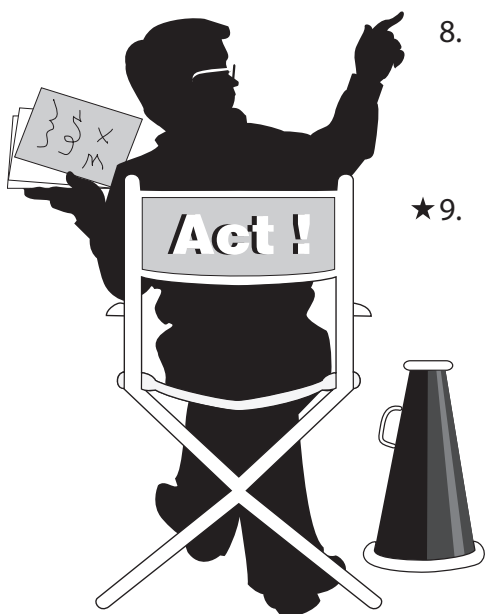
_____ prompter's box

_____ stage

Challenge Projects

Drama Contract

1. Find out about the playwright of your play. Look for the following information and write a brief report: name, birth/death, other plays written, prizes or awards won. Also include a short paragraph with other interesting information.
- ★2. Research any five of the following playwrights: Henrik Ibsen, Aristophanes, Anton Chekhov, Victor Hugo, Oscar Wilde, Gilbert & Sullivan, William Shakespeare, George Bernard Shaw, Neil Simon, Arthur Miller, Eugene O'Neill, George S. Kaufman, Tennessee Williams. Find out where and when they lived, what types of plays they wrote, and three to five plays written by each. Write a brief report on each.
3. There are many other names given to the "theater"—playhouse, opera house, arena, amphitheater, palaestra. Find out what these terms mean and what types of shows are held in each.
4. Many types of shows are produced. Find out about any seven of the following: legitimate, opera, vaudeville, circus, marionette, motion picture, radio/TV ("theater of the air"), "straw hat," minstrel, burlesque, shadow play, kabuki/no, pantomime. Write your conclusions.
5. Find out about the following parts of a theater stage: proscenium, stage, wings, curtain, prompter's box, docks, orchestra pit. Write and possibly draw what you find.
6. Find out about the following parts of a theater auditorium: foyer, box office, balcony, orchestra, loge/mezzanine, cloak room. Write and possibly draw what you find.
7. Research any 10 of the following careers in the theater. Find out what training is required and what the person's work entails. Write a report. actor/actress production staff property person lighting crew stage manager stagehands director sound crew carpenter set designers choreographer costume/wardrobe scenery person dressers choreographer make-up artist dancers/singers producer musicians electrician
8. Television drama requires a great deal of camera work with many different positions and "shots." Explain the following camera terms: audio, video, long shot, medium shot, close-up, pan, zoom in, zoom out, cut.
- ★9. Make a word search called "All The World's A Stage." Include the names of 20 to 25 playwrights. Provide an answer sheet with the names circled on it.
10. Retitle 10 of your favorite television shows as you would like to see them on a theater marquee.
11. Find out what the following scenery terms mean: "flying," "flies," sky dome (kuppelhorizont), flats and jogs.



12. Who are these famous people from the past? Identify the names, times, their countries, and their contributions to the theater:
- a. Aeschylus, Sophocles, Euripides, Aristophanes
 - b. Plautus, Terence, Seneca
 - c. Marlowe, Shakespeare
 - d. Corneille, Racine, Moliere
 - e. Ibsen, Shaw
 - f. Genet, Albee
13. Research and describe the following theater terms: miracle plays, passion plays, morality plays, Restoration comedies, pastoral romance, theater of the absurd, theater of the revolt.



Recommended Plays

Drama Contract

The author's name appears in parentheses. This is only a partial list. You should be able to find others that are appropriate for your age and reading ability.

1. *When the Rattlesnake Sounds* (Alice Childress)
2. *Escape to Freedom* (Ossie Davis)
3. *Street* (Joan Aiken)
4. *The Miracle Worker* (William Gibson)
5. *A Raisin in the Sun* (Lorraine Hansberry)
6. *West Side Story* (Arthur Laurents)
7. *Clarence Darrow* (David Rintels)
8. *Romeo and Juliet* (William Shakespeare)
9. *1776* (Peter Stone and Sherman Edwards)
10. *A Doll's House* (Henrik Ibsen)
11. *Our Town* (Thornton Wilder)
12. *Inherit the Wind* (Jerome Lawrence and Robert E. Lee)
13. *Plays Children Love* (Coleman A. Jennings and Aurand Harris)
14. *How to Eat Fried Worms* (Thomas Rockwell)
15. *Let Me Hear You Whisper* (Paul Zindel)
16. *The Door in the Wall* (Arthur Craig de Angeli)
17. *Modern Monologues for Young People* (John Murray)
18. *You Can't Take It With You* (Kaufman and Hart)



Reading Contract

Sports



Student's(s') names(s):

Dates: Contract begins: _____ Expected completion date: _____

Genre of book: _____ Title of book with author's name in parentheses: _____

Vocabulary:

Part I: I (we) will work with these words:

| | | | |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Part II: I (we) will do these **Vocabulary Activities**: _____

Comprehension: I (we) will answer the following questions: _____

Writing: I (we) will do the following activities: _____

Art: I (we) will do the following activities: _____

Miscellaneous Projects: _____

Challenge: I (we) will do the following activities: _____

Student's(s') signature(s): _____

Teacher's signature: _____

Contract reviewed and corrected: _____

Contract completed: _____

Vocabulary List

Sports Contract

Choose 10 of these words to work with. (See the **Vocabulary Activities** on the next page.)

| | | | |
|--------------|---------------|---------------|------------|
| accuracy | defense | professional | tournament |
| amateur | determination | referee | umpire |
| arena | dugout | relief | uniform |
| athlete | endurance | rookie | veteran |
| athletic | goal | round | |
| birdie | gymnastics | rushing | |
| boundary | interference | score | |
| bullpen | league | scoreboard | |
| bunt | match | scrimmage | |
| caddie | offense | series | |
| challenge | Olympics | sportsmanship | |
| championship | par | stadium | |
| coach | penalty | strategy | |
| competitive | pentathlon | stroke | |
| coordination | position | tackle | |
| decathlon | procedure | touchdown | |



Vocabulary Activities

Sports Contract

1. Write a meaning for each of your vocabulary words. Do not use the root a word in your definition.
 2. Write a sentence for each of your vocabulary words. Use the word so that its meaning is clear.
 3. Write a paragraph using all your vocabulary words. Underline the words as your you use them.
 4. Find out the part of speech for each of your vocabulary words. Use a dictionary to be sure.
 5. Alphabetize your list of vocabulary words.
 6. Indicate how many syllables there are in each of your vocabulary words. Divide them as shown in your dictionary.
 7. Locate each vocabulary word in a dictionary. Tell the word immediately before and immediately after your word.
 8. Underline the root (base) word in any of your vocabulary words that has either prefix or a suffix. What does the root word mean? How does the prefix or suffix change the word?
 - ★9. Here's the answer—what's the question? Write a carefully thought-out question that can be answered by each of vocabulary words.
 - ★10. Make an acrostic or crossword puzzle using all your vocabulary words. Include a definition for each word. Prepare an answer key as well.
 11. Use your vocabulary words in a poem—either rhymed or free verse. (An interesting challenge would be to have each line of the poem *begin* or *end* with the vocabulary word.)
 12. Write an adjective to precede each noun on your vocabulary list; write a noun to follow each adjective; write an adverb for each verb. Make sure each combination works together.
 - ★13. Choose a long word from your vocabulary list. See how many smaller ones you can make from it. Give yourself three points for each three-letter word you find, four points for each four-letter word, etc. Have a contest with a classmate.
 - ★14. Make a rebus, using words and pictures, for each of your vocabulary words.
- ★ = A good activity to do with a study partner or several other students.

Comprehension Questions

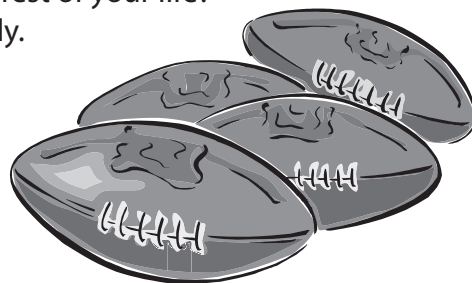
Sports Contract

Fiction Book

1. What sport is being described in this book?
2. How does the title of this book relate to the story?
3. Name five things you learned about this sport by reading this book.
4. What problem or difficulty faced the main character of this book? Describe the situation and the outcome.
5. What qualities did the main character of this book need in order to achieve success in the sport? Include both athletic and personal characteristics in your answer.
6. Describe the main character of this book, giving three personality traits with an example of each trait as shown in the story.
7. Describe a particularly interesting or exciting part of the book.
8. Describe an example of determination a character showed in this book.
9. Describe an example of sportsmanship a character showed in this book.
10. Describe an example of poor sportsmanship a character showed in this book.
11. Do you believe that the most important part of playing a game is winning? Explain your answer.
12. What is your favorite sport to play—and why?
13. What is your favorite spectator sport—and why?
14. How important do you expect sports will be to the rest of your life? Explain fully.

Non-Fiction Book

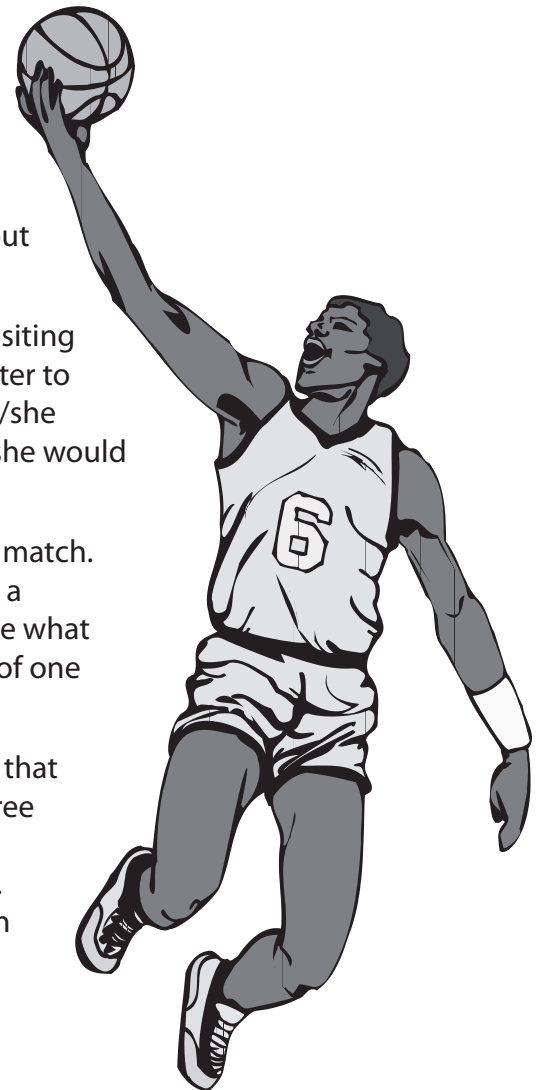
1. What sport(s) is(are) being described in this book?
2. What qualities does a player of this sport need to achieve success in the sport? Include both athletic and personal characteristics in your answer.
3. Describe the various problems or difficulties that players of this sport often face. Tell how these difficulties can be improved or overcome.
4. Name 10 new facts you learned about this sport.
5. Name and describe the positions of the players in this sport.
6. Name and describe the equipment required to play this sport.
7. Name the officials connected with this sport. Describe their various roles.
8. Do you believe that the most important part of playing a game is winning? Explain your answer.
9. What is your favorite sport to play—and why?
10. What is your favorite spectator sport—and why?
11. How important do you expect sports will be to you the rest of your life? Explain fully.



Writing Activities

Sports Contract

1. Describe, in your own words, your favorite sport. Include the following: the object of the game; how points are scored; how long the game lasts, the equipment needed, how many players there are. Tell why you like to play (or watch) this particular sport best.
2. Write an information paper about one of your favorite athletes. You'll probably need to do some research before beginning. Include as many of the following as you can: early life, why he/she entered this field, important contributions this player has made to the sport or game, records, highlights of the athlete's playing career.
3. Make a crossword puzzle pertaining to sports in general or one sport in particular. Give complete definitions for the words; remember, you're the expert, not necessarily the person who will try to solve it.
4. Pretend that you have just been elected to the Sports Hall of Fame. Write your acceptance speech to be delivered to the other members of this organization.
5. Pretend that you are going to interview your favorite sports figure on TV. Prepare a list of 15 to 20 questions that you will want to ask. Do not ask a question that can be answered by a simple "yes" or "no."
6. Write a poem (or song) telling about the terrific things about your sport.
7. Pretend you are a scout for a major league team. You are visiting a college and see a likely prospect for your club. Write a letter to the manager of the club describing your prospect: how he/she plays, his/her strengths and weaknesses, why you feel he/she would be an asset to the team.
8. Pretend you are sitting ringside at a championship boxing match. Describe what you see to your radio audience. Remember: a round lasts for three minutes and your audience cannot see what is happening. They must rely on your detailed description of one interesting round.
- ★9. Pretend that you are the parent of a girl in a school district that has not made sports available to the girls to the same degree they are available for the boys. Write a speech you wish to give to the school board. Be factual, polite, and persuasive. (If two of you work together on #9, have the second person write the statement that a school board member might give in reply.)



10. Find a sport (or a sport-related word) for each letter of the alphabet.
11. Write a new cheer for your school's team.
12. Write some riddles for your favorite baseball and/or football teams: Examples: What team never uses cash? (Chargers) What team struck it rich? (Oilers).
13. Find out about one of these famous superstars of women's sports and write her a fan letter:
 - a. Catherine Carr, Wendy Boglioli—swimming
 - b. Melanie Smith—horse jumping.
 - c. Natalie Dunn—roller skating
 - d. Michiko Suwa Gorman—long distance running
 - e. Suzy Chaffee, Barbara Ann Cochran, Cindy Nelson—skiing
 - f. Kathy Johnson, Rhonda Schwandt—gymnastics
 - g. Janet Guthrie—auto racing
 - h. Rosie Casals, Billie Jean King, Chris Evert Lloyd, Tracy Austin—tennis
14. Pick your favorite sports team and write a story for your local newspaper about them. Include as many of the following as you can: sport played, uniform colors, home city, name of stadium or field, recent records, owner and/or manager, mascot, playing season (dates), a few top players.
15. Pick your 10 all-time favorite athletes for your personal Hall of Fame book. Make a 10-page scrapbook with a front and back cover. On each page describe the player, his/her sport, statistics, and your reasons for electing him/her to your Hall of Fame.
16. Describe each of the following jobs associated with sports: coach/ manager, player, referee/ umpire, announcer, caddy, ball boy/bat boy, cashier, scout. Include what sport the job is associated with, the duties of the job, the skills required to do that job well.
17. Write a description of five of the following players using only their nicknames to help you. Use your imagination to write an interesting description:

| | |
|-----------------------|---------------------------|
| a. "Lefty" Gomez | h. "Wee Willie" Keeler |
| b. "Moose" Skowron | i. "Stretch" McCovey |
| c. "Suitcase" Simpson | j. "King Kong" Keller |
| d. "Whitey" Ford | k. "Mr. Hustle"—Pete Rose |
| e. "DizzY" Dean | l. "Hammerin' Hank" Aaron |
| f. "Pepper" Martin | m. "Toy Cannon"—Jim Wynn |
| g. Ron "Penguin" Cey | |



Art Activities

Sports Contract

1. Trace or draw a large map of the United States (you might use an overhead projector). Write in the names of the major cities and their sports teams. Consider the following: American League baseball teams, National League baseball teams, football teams, basketball teams, all of these.
2. Design a button for your favorite sport or player that might be sold at one of their games or events.
3. Write a picture book with very few words per page that you could give or read to a primary student, introducing the student to your favorite sport. Make it simple, factual, and colorful. Bind it and give it an interesting cover. Ask your teacher if you may give it or read it to a younger student.
- ★4. Prepare a display of your favorite sport. Include pictures, cards, programs, posters, activities, etc. that relate to that sport. Ask your teacher if you may exhibit it in the room.
5. Take a scene from the sports book you have read and make a diorama of that scene. Include a short explanation on an index card.
6. Design a new uniform for a favorite player, team, or sport. Be creative and practical in your design.
7. Divide a large piece of construction paper or oaktag into four sections. In each section, draw some sports scenes pertaining to: using a ball; playing inside a building; using a stick or racket; using a wall, backboard, or net.
8. Draw a picture (to scale) of the playing field of one of the following sports: baseball, football/soccer, tennis, basketball, Olympic swimming, one or more track and field events. Include boundary lines, foul lines and other markings. Include a key to indicate measurements.
9. Draw a picture of a referee signaling the following football infractions: pass interference, clipping, holding, time out, roughing the kicker, score (touchdown or field goal), illegal procedure, offside.
10. Design a new hole for a golf course. It should be a par 3, 4, or 5 for a good golfer. Include dimensions, traps, the green, the flag, any Obstructions, etc. or design a full nine-hole or 18-hole golf course. (Do the latter only after familiarizing yourself on why the tenth tee is near the clubhouse, why most full courses are par 72, etc.)
11. Design a cheerleader's costume for your favorite team. Make sure it has the name, colors, and logo of that team.
12. Research and illustrate the following skiing positions: stem christie, wedeln, herringbone, mogul, slalom.
- ★13. Build a scale model of a Ski-jump ramp.
14. Illustrate and describe the three types of ice skates: hockey, racing, and figure.
15. Illustrate the following tennis strokes: serve, forehand, backhand. Then illustrate the difference in the tennis court for a singles and a doubles game.

16. Illustrate what signals a basketball referee uses to indicate the following fouls: illegal dribble, pushing, traveling, illegal use of hands, holding.
17. Illustrate a diver in full scuba equipment. Label each part and describe its purpose.
18. Illustrate a sailboat with the following parts labeled: spinnaker, mainsail, mizzen staysail, mizzen, small stay sail.
19. Design a new racing car for one of the following: Grand Prix, Indy 500, Le Mans, Monte Carlo (rally).
20. Design new "silks" for a jockey. Include the racing colors of the horse's owner. Include the whip and goggles.
21. Illustrate a gymnast on the following: horizontal or parallel bars, pommel horse, rings, vault, trampoline.
22. Illustrate an athlete competing in the following: high jump, shot put, pole vault, discus, long jump, javelin, hammer throw.
- ★23. Pretend that you are the owner of a sports equipment store. Design an ad for the yellow pages of your local phone book. Make the ad creative, appealing, and informative. Make sure you include services/equipment you offer, hours and days open, an eye-catching picture or logo.



Research Projects

Sports Contract

The following terms are associated with popular sports, although the words may be new to you. Many of them will prove to be quite a challenge. How's your sports I.Q.? Write the sport in the space provided.

1. _____ gate
2. _____ snorkel
3. _____ coxswain
4. _____ star, soling, and tempest
5. _____ Formula One
6. _____ steeplechasing
7. _____ mechanical hare
8. _____ dressage
9. _____ compulsory
10. _____ stone
11. _____ luge
12. _____ puck
13. _____ slalom
14. _____ putter
15. _____ shuttlecock
16. _____ cesta
17. _____ deuce
18. _____ kyu and dan
19. _____ pentathlon
20. _____ wicket
21. _____ try
22. _____ guernsey



Sports Scramble

Sports Contract

Unscramble the following sports.

1. MINDAOTNB

11. LOOP

16. SUSAHQ

2. OGFL

12. SENTIN

17. BALDNAHL

3. GIXNOB

13. SCCORE

18. TOAFLOLB

4. KNITSAG

14. WIGNOBL

19. ERCARHY

5. STABLEBALK

15. MINIGMWS

20. TOCQUER

6. DRABSILLI

21. SLOBFALT

7. GENTSWIRL

22. CINGENF

8. ISKING

23. COYHEK

9. LOVELYLLAB

24. SLABELBA

10. SALESORC



Challenge Projects

Sports Contract

1. With what sports are the following people associated? Dr. James Naismith, Abner Doubleday, Marquis of Queensberry, Baron Pierre de Coubertin, Owen Patrick Smith. What is their role in that sport?
2. Research any five of the following terms relating to horses and horseriding equipment: bit, bridle, girth, tack, gait, pony, foal, yearling.
3. Describe the two main ways sails are put on boats: square rigging and “fore-and-aft” rigging. Include some basic differences between the two types in size, shape and type of boat they’re used on.
4. Research the sport of surfing and explain the following terms: wipe out, green wave, roller, dumper, break, howler, hang 10.
5. Research the various types of strokes used in tennis: serve, backhand, forehand, lob, slice chop. Describe when each is used in play.
6. Survey your classmates’ favorite winter sports: ice skating, ice hockey, skiing, tobogganing. Make a bar graph or line graph to show your findings.
7. Research the history of the ancient Olympic games. Find out the following: when they began, whom they honored, the original events, events added later, the major differences between the ancient and the modern games.
8. The purpose of all referees is the same, although the specific duties may vary. Choose any three team sports you like and find out about the duties and powers of the referees or officials in the games. Choose from football, baseball, field or ice hockey, basketball, lacrosse or soccer.
9. Compare American and Canadian football in the following areas: size of field, number of players, how points are scored, length of game.
- ★10. Conduct a poll to find out which team sport your classmates like best. Make a bar or line graph to show the results of the poll.
- ★11. Conduct a poll to find out which individual sports your classmates like best. Make a bar or line graph to show your results.
12. Find out about the 10 weight divisions recognized by World Boxing authorities. Make a list of their names and the weight limits of each.
13. Find out what the usual competition gymnastic events are for men and for women. How many judges are there in competitive gymnastics? What is the top score possible in each event? How is the score calculated?
14. Research the game of golf and describe the following terms: par, bogey, birdie, drive, putt, green, iron, wood.



15. Match the following famous personalities in sports with their nicknames (see letters below):

_____ Iron Man

_____ The Babe

_____ Johnny "U"

_____ The Juice

_____ The Stilt

_____ Siammin' Sammy

_____ The Golden Bear

a. John Unitas

b. Sam Snead

c. Lou Gehrig

d. Jack Nicklaus

e. O.J. Simpson

f. Babe Ruth

g. Wilt Chamberlain

- ★ 16. Either by yourself or with others brainstorm several ways a sport might be improved by changing it. For example, in baseball/softball a hitter might choose to run to third base in place of first base (third base would then become first base and first base would become third base) if the traditional bases were unoccupied at the time; or a player could play a certain position only one inning per game, etc. After revising a sport, write down your new rules and discuss them with others. Or better yet, organize and then play a game with your new rules. Write up the results.



Recommended Books

Sports Contract

The author's name appears in parentheses. This is only a partial list. You should be able to find others that are appropriate for your age and reading ability.

1. *All-American* (John Tunis)
2. *Hang Tough*, *Paul Mather*; *Matt Gargan's Boy* (Alfred Siote)
3. *On the Ropes* (Otto Salassi)
4. *The Touch and Go Year* (Margaret Potter)
5. *Johnny Long Legs*; *Tough to Tackle* (Matt Christopher)
6. *The Baseball Bargain*; *The Hockey Girls* (Scott Corbett)
7. *Porko von Popbutton* (William Pene duBois)
8. *Anchor Man* (Jesse Jackson)
9. *The Contender* (Robert Lipsyte)
10. *Johnny Lee*; *Way to Go, Teddy* (Donald Honig)
11. *Stubborn Sam* (William Gault)
12. *Nice Guy, Go Home* (Robert Weaver)
13. *Not Bad For A Girl* (Isabella Taves)
14. *Fastbreak Rebel* (William Heumann)
15. *Mike and Psmith* (P.G. Wodehouse)
16. *The Shinty Boys* (Margaret MacPherson)
17. *Today's Game* (Martin Quigley)



Reading Contract

Realistic Fiction



Student's(s') names(s):

Dates: Contract begins: _____ Expected completion date: _____

Genre of book: _____ Title of book with author's name in parentheses: _____

Vocabulary:

Part I: I (we) will work with these words:

| | | | |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Part II: I (we) will do these **Vocabulary Activities**: _____**Comprehension:** I (we) will answer the following questions: _____**Writing:** I (we) will do the following activities: _____**Art:** I (we) will do the following activities: _____**Miscellaneous Projects:** _____

Challenge: I (we) will do the following activities: _____

Student's(s') signature(s): _____

Teacher's signature: _____

Contract reviewed and corrected: _____

Contract completed: _____

Vocabulary List

Realistic Fiction Contract

Choose 10 of these words to work with. (See the **Vocabulary Activities** on the next page.)

| | | | | |
|---------------|----------------|----------------|----------------|--------------|
| accountable | dilemma | immoral | obstacle | responsible |
| adjustment | disability | independence | opinion | retardation |
| aggression | disaster | insensitive | opinionated | revolution |
| appropriate | discipline | institution | optimistic | rumor |
| artificial | distinguished | integration | orphanage | segregation |
| attitude | divorce | interpret | overcome | self-reliant |
| behavior | emancipation | interpretation | paralyzed | senility |
| characterize | empathy | isolation | personality | sensitive |
| circumstances | episode | issue | pessimistic | sexism |
| communication | equality | judgment | positive | sibling |
| competition | ethical | just | prejudice | situation |
| compromise | ethnic | justify | pride | society |
| conflict | experience | legitimate | privilege | stereotype |
| conscience | fortunate | liberation | quality | survival |
| consequences | frustration | mature | racism | sympathize |
| consideration | handicap | maturity | realistic | therapy |
| contend | hardship | mission | reality | traits |
| conventional | hurdle | moral | rebellion | unfortunate |
| cooperation | identify | morality | rejoice | variation |
| cope | idiosyncrasies | motivation | relationship | wisdom |
| criticize | ignorance | mourn | reliable | |
| cultural | illegitimate | negative | reputation | |
| decision | immature | neutrality | responsibility | |

Vocabulary Activities

Realistic Fiction Contract

1. Write a meaning for each of your vocabulary words. Do not use the root a word in your definition.
 2. Write a sentence for each of your vocabulary words. Use the word so that its meaning is clear.
 3. Write a paragraph using all your vocabulary words. Underline the words as you use them.
 4. Find out the part of speech for each of your vocabulary words. Use a dictionary to be sure.
 5. Alphabetize your list of vocabulary words.
 6. Indicate how many syllables there are in each of your vocabulary words. Divide them as shown in your dictionary.
 7. Locate each vocabulary word in a dictionary. Tell the word immediately before and immediately after your word.
 8. Underline the root (base) word in any of your vocabulary words that has either prefix or a suffix. What does the root word mean? How does the prefix or suffix change the word?
 - ★9. Here's the answer—what's the question? Write a carefully thought-out question that can be answered by each of vocabulary words.
 - ★10. Make an acrostic or crossword puzzle using all your vocabulary words. Include a definition for each word. Prepare an answer key as well.
 11. Use your vocabulary words in a poem—either rhymed or free verse. (An interesting challenge would be to have each line of the poem *begin* or *end* with the vocabulary word.)
 12. Write an adjective to precede each noun on your vocabulary list; write a noun to follow each adjective; write an adverb for each verb. Make sure each combination works together.
 - ★13. Choose a long word from your vocabulary list. See how many smaller ones you can make from it. Give yourself three points for each three-letter word you find, four points for each four-letter word, etc. Have a contest with a classmate.
 - ★14. Make a rebus, using words and pictures, for each of your vocabulary words.
- ★ = A good activity to do with a study partner or several other students.

Comprehension Questions

Realistic Fiction Contract

1. Did your character change in his/her beliefs or actions in this book? If so, explain clearly and fully.
2. Describe a goal that your main character had for his/her life. Describe the steps that she/he took in order to reach that goal. How does it end? Is the goal reached? If not, why not?
3. Describe a particular need that your character is trying to satisfy in his/her life. What steps are taken to fill this need? Do the steps succeed? If not, why not?
4. Describe a handicap faced by your character. Explain fully what the handicap is, the problems involved, and how your character copes with it.
5. Describe a main feeling your character has. What things have happened in life to make her/him feel this way?
6. What would you say is most important to this character? Explain the situation.
7. Describe a strong relationship that this character has with another character in the book. Was it a positive or negative relationship? Explain.
8. Does this character have a strong relationship with a group of people? If so, describe and explain it fully.
9. Identify and explain three ways that this character is like you.
10. Identify and explain three ways that this character is different from you.
11. What are the three primary character traits you would use to describe the main character of this book? For each trait you name, give an example from the story that proves it.
12. Describe an important event from this character's life. Explain it fully so that the reader can share it.
13. Describe a dilemma faced by the main character of the book. Explain the situation and describe the decision and the outcome.
14. Describe something your character taught someone—or learned from someone—in this book. Explain the situation fully.
15. Describe an issue in this story that has two clear sides. Describe the situation, the "sides," and the outcome.
16. Describe a way that this character showed an ability to think for him/ herself. Explain the situation fully.
17. Describe a success in your character's life. Explain the situation fully.
18. Describe a failure in your character's life. Explain the situation fully.
19. If you were the author of this book and were choosing a title for it, what might you consider naming it. Try to think of three new ideas. Explain why you have chosen them.
20. Did you like the main character of this book? Explain your reasons.

Writing Activities

Realistic Fiction Contract

1. Not everyone is “gifted,” but all people have “gifts”—unusual talents to do something particularly well or better than average. Think about your unique skill or gift. Describe it. If there were some emergency and you had to help earn some money, give an example of what you would do that other persons would pay for.
2. Many parents make certain kinds of rules which they want their children to follow in an attempt to keep them from “being hurt.” Make a list of the many different kinds of “hurt” you can think of which would concern a parent of a child your age. Why would you agree (or disagree) with parents for making such “protective” rules?
3. Speaking of parents and discipline, how would you react to the following statement: “If you spare the rod, you will spoil the child.” Take both sides of that statement and defend each.
4. Pretend that you have just learned that in two weeks you would go completely blind (or deaf). What are all the things you would do between now and then? Make a list.
5. In each of the examples below, tell which you think is more dishonest. Then, defend your choice:
 - a. a bank robber or a cattle rustler
 - b. copying your neighbor’s work or letting him/her copy yours
 - c. a white lie or silence
 - d. stealing a dime or a dollar
- ★6. Get together with a few of your classmates and brainstorm the following: “How can this school be made more livable for handicapped students?” Make as long a list as you can of your ideas. When you finish the list, go back and circle those ideas that you feel are practical. Present the list to your principal or superintendent or board of education for consideration.
7. Team up with a classmate and go outside for a “blind walk.” For 10 minutes, one of you is blindfolded and led about the school grounds by your partner. At the end of the 10 minutes, partners exchange roles without talking. After each person has experienced being blind, return to the classroom and write down your feelings about the experience and about your partner. Share your writing with your partner.
- ★8. Being “realistic” is being in touch with your feelings. Try the following thinking and writing assignment:
 - a. Name five things you have never done but would like to try to do. After each, explain briefly why you think you would like to do it.
 - b. Name five things you have never done and hope you will never have to do. Briefly state why after each item.
 - c. Name five things you have done and still enjoy doing. State why you enjoy them.
 - d. Name five things you have to do but hope you will never have to do again. Meet with a group of classmates and compare and discuss your lists.



9. Get to know your family better by asking each member to do the following exercises. Then have a family meeting and compare and discuss the lists.
 - a. List five ways that you are different from anyone else in your family.
 - b. List five things your family does with everyone together.
 - c. List five things you do that no one else in your family does.
 - d. List five things you wish your family would do together.
 - e. List five things you like about your family.
- ★ 10. Write a letter to an organization that helps handicapped people. You can find the names and addresses in your local phone book. Ask them to send you information about what they do. Ask them if there is something you can do in your school or your town to help the handicapped. Mail the letter and share your information with your classmates or service club in the school.
- ★ 11. In every community many senior citizens must remain at home or in nursing homes. Many of these people would enjoy communicating with a student. Ask your local organization for the name and address of such a person and become a pen pal. Perhaps others in your classroom would like to do the same. You might even pay a visit to your new pen pal.
12. Write an essay entitled, "What My Parents Often Think About."
13. Write an essay entitled, "Sure I'm Moody. Isn't Everyone?"
- ★ 14. Choose one of the following situations to think and write about. (A group of you might act out an appropriate dramatic scene that you write.)
 - a. You are walking down the hall before school begins and you see two of your classmates breaking a school rule. What are all the possible things you could do? Which solution(s) will you likely try? Defend your choice.
 - b. You are in a very busy supermarket on Saturday morning. Down the aisle from you, a good friend of your mother's is stuffing several items into her coat. What are the possible things you could do in that situation? Which one(s) will you choose? Defend your decision.
 - c. A family of a minority race moves into your neighborhood just down the block from you. They are having a really rough time. What could this new family's problems be? What is your attitude and the attitude of other people in the neighborhood? How can you help?
15. Plan an ideal week of realistic TV shows for someone your age. Defend your selections.
16. Make as long a list as possible of sentences all beginning as follows: "I am a ____." Consider the following categories: school relationships, family relationships, talents, strengths and weaknesses, personality traits, etc. Can you come up with 50 or more sentences?
17. Think about some problems that people face (being blind, deaf, crippled, deformed, retarded, etc.). Pretend that you are one of those people. Describe yourself. What are you like? What do you feel as you watch the world around you? What would you like others to know about you? How can people help? Use those questions to write an essay about yourself.

Art Activities

Realistic Fiction Contract

1. Make a collection of pictures and articles from newspapers and magazines on one of the themes of your book. Make a collage or a scrapbook based on your collection.
2. Make a collage of pictures that you have drawn or cut out of magazines that illustrates communication between people at a variety of levels.
3. Make a collection of pictures that shows a variety of emotions. Categorize the pictures and arrange them in an interesting way. Caption the different groups you select.
- ★4. Design and make puppets of two or more characters from your book. Write a script and, with the help of a few classmates, present your skit.
5. Design a symbol or group of symbols that tells something about who you are. Without using words, you should think of abstract ways to communicate important things about yourself. If you use many symbols, make a little booklet entitled, "This Is Me."
6. Make a board game using facts about black history.
7. Design a display or small learning center about the women's rights movement.
8. Draw a picture to show a different possible ending to the book you read. Caption and explain your drawing.
9. Make a model of a building or a place from your book. Include a card with the facts about the place written on it.
10. Make silhouettes of the characters in your book. Show them on an overhead projector as you describe them to the class.
11. Rewrite and illustrate the story you read for a younger student. Present it to him/her or the class as a flannel board story.
- ★12. With a group of your classmates, build a "model neighborhood" that would include devices for handicapped people to use to make their lives easier. Consider the following: signs, special types of traffic signals, sidewalks, access to buildings, various heights of phones, etc. Label each device you use and explain its purpose. When you are finished, consider presenting it to the town or city council for consideration.
- ★13. Make a diorama showing one interesting scene from your book. Include a short description of the scene written on a card.
- ★14. Make a roll movie that will summarize the highlights of the book you have read. Consider drawing one frame for each chapter. Caption each picture and show it to your classmates.
- ★15. Make a drawing for a children's book about a specific handicap or realistic problem people face. Join with a classmate who likes to write. Write the story, illustrate it, bind it into a book, and present it to a younger grade.
16. Design and make a medal for each of the characters in your book. Consider the inscriptions: Most Improved Attitude, Best Decision Maker, etc. You can draw the medals or make them out of felt, oaktag, silver paper, etc.



Attitude Survey

Realistic Fiction Contract

Directions: Respond to the following statements as honestly as you can. Circle an **A** for **Agree**, a **D** for **Disagree**. When you are finished, consider the following:

- a. Are you pleased with all your answers? If not, why not? Is there anything you can do to change your opinions?
- b. Where did you get some of your attitudes? From your family? from your friends? (Have some candid discussions with people you trust to discuss some of your values.)

- | | |
|---|---|
| <p>A D 1. Older people are set in their ways. Young people can change their attitudes more easily.</p> <p>A D 2. People who are different from me and my group should make an extra effort to fit in and be accepted.</p> <p>A D 3. People on welfare don't really want to work. If they did, they would just go out and get jobs.</p> <p>A D 4. How a person looks is an important guide in judging that person.</p> <p>A D 5. Many problems could be avoided if people just spent more time listening to each other.</p> <p>A D 6. Classes in school are better if people are of the same race or ethnic group.</p> <p>A D 7. Classes in school are better if students all perform and read at approximately the same level.</p> <p>A D 8. I don't really trust a member of another race. I must be afraid of them.</p> <p>A D 9. Parents can never understand their kids because when they grew up times were different.</p> <p>A D 10. All members of a religious, racial, or national group are alike.</p> <p>A D 11. You have to stand up for what you believe or people will walk all over you.</p> | <p>A D 12. I believe that if people learned to compromise more fewer wars would take place.</p> <p>A D 13. Teachers should be of the same race as their students or from the same background—if they want to understand them.</p> <p>A D 14. If people get cheated, it's their own fault for being so dumb.</p> <p>A D 15. I wouldn't mind people of another race moving into my neighborhood if they would take good care of their house and property.</p> <p>A D 16. We should all make extra efforts to help persons who are poor or who belong to minority groups.</p> <p>A D 17. Despite what persons are "outside" (skin color, religion, and language) people are mostly alike "inside."</p> <p>A D 18. The differences between people cause all the misunderstandings. It would be better if everyone was mostly the same.</p> <p>A D 19. No real discrimination is left anymore. Most people are treated fairly and equally nowadays.</p> <p>A D 20. It's important to see each person for him/herself and to give that person a chance. If you get to know the person, you might like him/her.</p> |
|---|---|

Challenge Projects

Realistic Fiction Contract

1. Make a list of 10 of your favorite quotations that describe **Rules To Live By**. (Example: "Do unto others as you would have others do unto you.") Explain why each one is important to you.
2. Describe your day in minute detail. Begin with: "I wake up," "I open my eyes," "I get out of bed," etc. Continue throughout your day, cataloguing each action you take. How many independent actions do you take during a typical day? 100? 500? 5,000?
3. Based on something you know about each person, make up a "fortune" for each of your classmates. If you don't know some of them well enough to do that, observe them for a few days before writing the fortune.
4. Begin an **Advice Column** for children your age. Ask your classmates to write a real problem that exists in their lives at the moment, and, without revealing any names or personal confidences, print your letters and your advice. Perhaps your teacher will permit you to reproduce your column. Make sure the answers you give are realistic and helpful.
5. Spend a number of days rating the situation comedy programs on TV. Select four or five of them that deal with family life and problems. Consider the following as you watch them:
 - a. Who works in the family? One parent? Both?
 - b. Is their home typical of someone working at that particular job? Are the furnishings appropriate? Is there outside help?
 - c. Are the situations or problems presented ones you would consider "realistic"? Do they happen in your home? In your friends' homes?
 - d. How are these situations or problems resolved? Are the parents always right? Does someone always get "out-smarted"? Do family discussions take place?

After thinking about these questions, give each show a "realistic" rating of from one through 10 and defend each rating.

6. Let's go holiday shopping. Collect a number of mail order catalogues and bring them to school. Look through them and complete an imaginary shopping list (gift, price, store) for each of these persons: mother (or father); grandparent(s); brother(s) or sister(s), your teacher, and your school. Explain the reason for your choices. If you could keep one of the above gifts, which would it be? Why?
7. Look in the phone book (white and yellow pages) and make a list of the associations and organizations available to help the following groups of people: senior citizens, abused wives/children, and handicapped persons.





- ★8. Make a study of five different textbooks used in your classroom or your school. Choose from different subject areas. Review and evaluate their treatment of minority groups, sexual role stereotypes, etc. Write a letter to the publisher(s) describing what you find and what suggestions you have for improving the text or pictures.
- ★9. Spend a few days walking around your town or your neighborhood. Make a list of suggestions for making the area more livable for handicapped persons. Present your list to the village board or other appropriate city agency.
- ★10. Write a *Guidebook for Bigots* with suggestions for ways people can be human and not prejudiced. Bind it, make a cover, and present it to your class and then to your school library.
11. Make a collection of poems and stories that describe a geographical or ethnic heritage. Next to each one, name the people and places described in it.
12. List and describe all the methods man has ever used for communication.
13. If your vocabulary had to be limited to 50 words, which ones would you choose? Remember: this basic list must communicate your every need; they are the only ones you are permitted to speak or write.
- ★14. Do some research on using Braille language. Write a message to a classmate in Braille. Ask that classmate to respond in Braille also.
15. React in writing to some of the following quotations:
- | | |
|---|--|
| a. "The past remains bound up in you. It lives in the present and will follow you into the future." (Steward Steiner) | j. "There is no right to strike against the public safety by anyone, anywhere, anytime." (Calvin Coolidge) |
| b. "The great tragedy of life is not that men perish, but that they cease to love." (Somerset Maugham) | k. "The sun, the moon, and the stars would have disappeared long ago, had they been within the reach of predatory human hands." (Havelock Ellis) |
| c. "Am I my brother's keeper?" (<i>Genesis</i>) | l. "The world has achieved brilliance without conscience. Ours is a world of nuclear giants and ethical infants." (Gen. Omar Bradley) |
| d. "It's just that they wouldn't feel comfortable with our kind of people." (Old American saying) | m. "He that is without sin among you, let him first cast a stone." (<i>The Gospel According to St. John</i>) |
| e. "Take the money and run." (Woody Allen) | n. "Self-preservation is the first law of nature." (Samuel Butler) |
| f. "All the people like us are We, | o. "The end is nothing. The road is all." (Willa Cather) |
| g. And everyone else is They." (Rudyard Kipling) | |
| h. "Where the end is lawful, the means are also lawful." (Herman Busenbaum) | |
| i. "To be honest, as this world goes, is to be one man picked out of ten thousand." (William Shakespeare) | |

Recommended Books

Realistic Fiction Contract

The author's name appears in parentheses. This is only a partial list. You should be able to find others that are appropriate for your age and reading ability.

1. *The Bully of Barkham Street* (Mary Stolz)
2. *The Hundred Dresses* (Eleanor Estes)
3. *Harriet the Spy; The Long Secret* (Louise Fitzhugh)
4. *Dream of the Blue Heron* (Victor Barnouw)
5. *My Side of the Mountain; Julie of the Wolves* (Jean George)
6. *Call it Courage* (Armstrong Sperry)
7. *The Pigman* (Paul Zindel)
8. *Island of the Blue Dolphins* (Scott O'Dell)
9. *I'll Get There. It Better Be Worth the Trip* (John Donovan)
10. *It's Like This, Cat* (Emily Neville)
11. *All-of-a-Kind-Family* (Sydney Taylor)
12. *The Secret Garden* (Frances H. Burnett)
13. *When Hitler Stole Pink Rabbit* (Judith Kerr)
14. *The Endless Steppe* (Esther Hautzig)
15. *Tales of a Fourth Grade Nothing; Are You There God? It's Me, Margaret; Then Again, Maybe I Won't; Blubber; Iggy's House* (Judy Blume)
16. *Guests in the Promised Land; Soul Brother and Sister Lou* (Kristin Hunter)
17. *Is That You, Miss Blue?; Dinky Hocker Shoots Smack* (M.E. Kerr)
18. *The Pushcart War* (Jean Merrill)
19. *Edgar Allen; Lisa, Bright and Dark* (John Neufeld)
20. *A Taste of Blackberries* (Doris Smith)
21. *Drop Dead* (Julia Cunningham)
22. *Tituba of Salem Village* (Ann Petry)
23. *Our Eddie* (S. Ish-Kishor)
24. *Don't Take Teddy* (Friis-Baastad)
25. *Up A Road Slowly* (Irene Hunt)
26. *The Magic Moth* (Virginia Lee)
27. *Mama* (Lee Bennett Hopkins)
28. *The Pinballs; 18th Emergency; Summer of the Swans* (Betsy Byars)
29. *Little Women; Little Men* (Louisa May Alcott)
30. *Heidi* (Johanna Spyri)
31. *Hangin' Out With Gici* (Francine Pascal)
32. *Grandma Didn't Wave Back* (Rose Blue)
33. *The Cat Ate My Gymsuit* (Paula Danziger)
34. *Mama's Bank Account* (Katharine Forbes)
35. *My Dad Lives in a Downtown Hotel* (Peggy Mann)
36. *Follow My Leader* (James B. Garfield)
37. *Kiss the Candy Days Goodbye* (V.T. Dacquino)
38. *Apple Is My Sign* (Mary Riskind)
39. *Street Smarts* (Bruce Reeves)
40. *Bridge to Teribithia; The Great Gilly Hopkins; Jacob Have I Loved* (Katherine Peterson)
41. *And Now, Miguel* (Joseph Krumgold)
42. *Sounder* (William Armstrong)
43. *But I'm Ready to Go* (Joyce Albert)
44. *The Upstairs Room* (Johanna Reiss)
45. *A Day No Pigs Would Die* (Robert Peck)
46. *The Cheese Stands Alone* (Marjorie Prince)
47. *Alan and Naomi* (Myron Levoy)
48. *Will the Real Monday Please Stand Up* (Pamela Reynolds)



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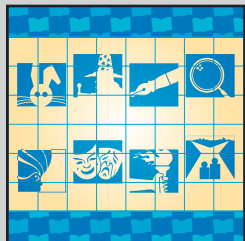
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STUDENT GUIDE

READING CONTRACTS

A classroom literature program for individuals or groups

INTRODUCTION

In doing these contracts, you have a unique opportunity before you. You and your teacher will design a contract that will be yours alone. Your contract will be based on the needs that your teacher knows you must meet in a good reading program. At the same time, it will meet your needs and interests as well. This program will give you the chance to assemble a reading contract that considers your particular reading and vocabulary levels as well as your reading speed, the kinds of writing you enjoy doing, and your art ability.

These contracts teach you to budget your work and your time. You may proceed at a comfortable pace without needing to worry about what the rest of your classmates are doing. You will not be working against anyone else in your class for your grade. As a matter of fact, one of the nicest aspects about these contracts is that they give you a chance to interact with your classmates without having to compete against them. However, if you wish to work with other students, that opportunity will likely be available also. Regardless of whether you work totally by yourself or occasionally with others, doing these contracts this year should prove to be an interesting, stimulating, and challenging experience for you.



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Learn Through Experience

PROCEDURE

This packet of contracts offers you eight categories, or genres, from which to choose your books: **animals, mystery, biography/autobiography, fantasym, realistic fiction, sports, science fiction, and drama.** Each genre offers you a wide variety of choices, based on a number of factors: your reading speed; your level of reading comprehension; your vocabulary level; how well you enjoy writing; how much you enjoy doing art projects; how much you enjoy tackling a challenging project; and whether you wish to do certain activities with others.

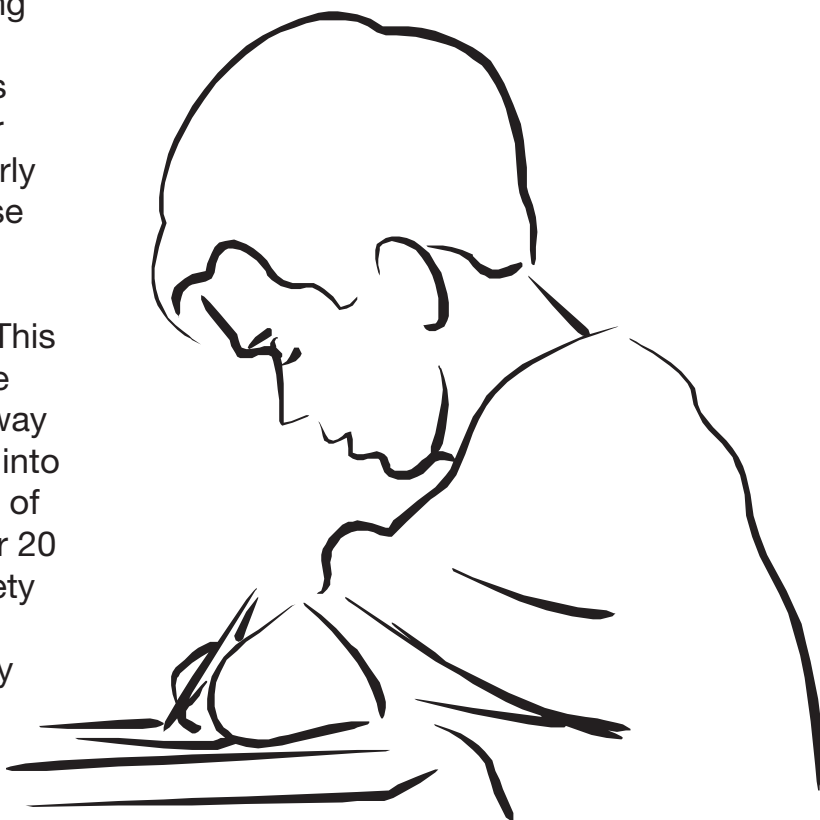
Note: *When you examine the contract activities, note that a star (★) precedes those which you may want to do together with one or more classmates.*

Here's how you will proceed:

1. From the VOCABULARY LIST, you will be asked to choose approximately 10 words. You will find many levels of words—some of which you probably know well and some of which you probably don't know at all. You should choose 10 new words from this list.
2. From the VOCABULARY ACTIVITIES list, your teacher will ask you to choose approximately five tasks. Possibly your teacher will assign one or two of them to you, based on your particular needs at the time. The other selections will be up to you. You should likely vary the activities you choose as you proceed through the different contracts. As a result, you will increase your skills as you go along.
3. From the list of COMPREHENSION QUESTIONS, your teacher will probably ask you to choose approximately six to eight questions to answer. The best time to select these questions is *after* finishing your book. At that time you will know which of the questions you can answer most intelligently and thoroughly.
4. From the WRITING ACTIVITIES list, your teacher will probably ask you to select the one that most interests you. Read through the entire list before selecting. You will see a wide selection of writing activities—some requiring factual writing, some more creative responses. Choose the one you feel will stimulate and challenge you the most.
5. From the ART ACTIVITIES list, again you will probably be asked to select just one. Follow the same suggestions in number 4 above. Some activities offer you the opportunity of working with a few of your classmates. Consider those activities if you enjoy group work.
6. Often RESEARCH PROJECTS are “tucked into” the various categories. These give you an opportunity to work with various resource materials and learn considerable new information.
7. A final, important list is the CHALLENGE PROJECTS. If you work quickly and finish before the rest of the class, you have the opportunity for extra challenge or extra credit. These activities give you the chance to dive more deeply into the important ideas found in your reading.

SUGGESTIONS

1. After looking through the pages of the contract, tentatively select a number of activities that look interesting to you. Then meet with your teacher to “set up” your contract. Once the READING CONTRACT page is agreed upon, filled in, and signed by both you and your teacher, you will be free to work on your own.
2. Soon you will discover that you do not need to follow a particular order in completing the contract—with only one exception. *You will have to finish reading your book before attempting to answer the COMPREHENSION QUESTIONS, since they are all related to your reading.* The other categories are not tied into your book; therefore, you may do them at any time.
3. Probably the most difficult task facing you as you begin to do a contract is learning to budget your work and your time, in order to complete all your assignments by the due date agreed upon with your teacher. If you have chosen a particularly long or difficult book, you might be wise to do most of your reading at home and to concentrate your efforts in the classroom upon the other categories. This procedure is also appropriate if you are not a particularly fast reader. Another way to proceed is to divide your class time into “work segments”: do 15 or 20 minutes of work in a different category every 15 or 20 minutes. This method gives you a variety of activities each work day and keeps you from getting “bogged down” in any one area.
4. Make sure you keep all papers, assignments, and projects in your reading contract folder at all times. This prevents loss or damage of completed or ongoing work. *Keep yourself organized at all times.*
5. When you have finished all assignments required in your contract, meet with your teacher. Then these events will take place:
 - a. You will hand in your work.
 - b. Your teacher will set up a conference time at which both of you will discuss and evaluate your work.
 - c. You may want to begin a new reading contract in another category.
 - d. If any of your projects are to be shown to the class, a time will be arranged for you to do so.



→ **Fantasy Contract: Writing Activity #7**

MY LIFE AS A PENCIL

This morning I awoke to grinding noises around me. I felt myself being lifted. Soon my head was put into a small, dark opening. I was turned around and around. The pain was quite severe, but it was over quickly. I noticed my head had a new sharp point.

I was put to rest on a small, smooth wooden surface. There, to my amazement, I was constantly being turned, rolled, lifted...

Biography/Autobiography Contract:

Sample Vocabulary Activities

WORD: achievement

#1 (meaning) An achievement is a deed or accomplishment.

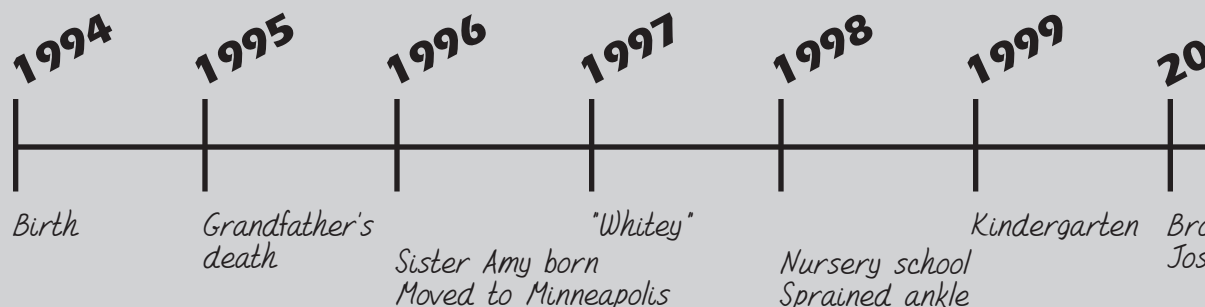
#2 (sentence) One of Lincoln's greatest achievements was his issuing of the Emancipation Proclamation.

#6 (syllables) a • chieve • ment (three)

#8 (roots/prefix/suffix) achieve (root) + ment (suffix) The suffix changes the word from a VERB to a NOUN.





→ **Biography/Autobiography Contract: Writing Activity #1**

- **1994** I was born
- **1995** My grandfather died
- **1996** Sister Amy born, moved to Minneapolis
- **1997** Got pet dog "Whitey"
- **1998** Began nursery school, sprained ankle
- **1999** Began kindergarten
- **2000** Brother Josh born



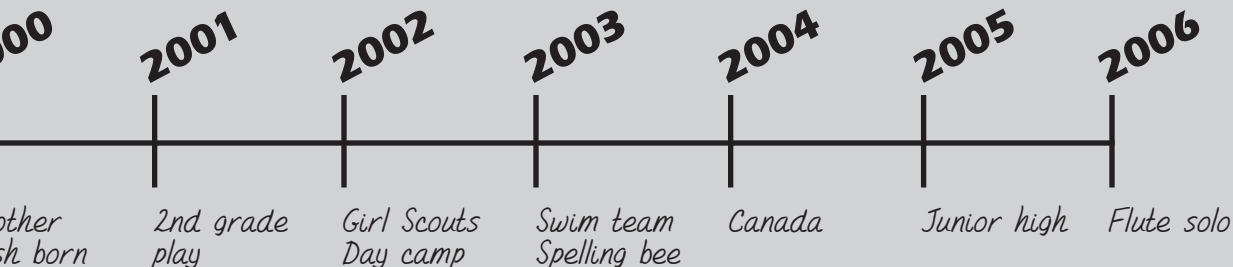
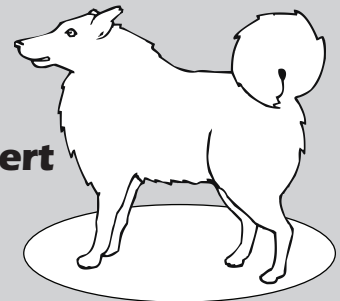
→ **Fantasy Contract: Art Activity #1**

GIANTS' MEALS AT MIDGETS' PRICES

| <u>Hors d'oeuvres</u> | <u>Entrees</u> |
|--|--|
|  <p>1. Bats' eyes 35¢ 6/ \$1.00</p> |  <p>3. Defrosted dwarf \$4.95</p> |
|  <p>2. Spiders' Legs Small 95¢ Medium \$1.25 Large \$1.60</p> |  <p>4. Unicorn Stew \$3.25 — with veggies \$4.10</p> |

MY TIME LINE

- **2001** Starred in 2nd grade play
- **2002** Joined Girl Scouts, first time to day camp
- **2003** Joined swim team, won spelling bee
- **2004** Went to Canada
- **2005** Entered junior high
- **2006** Played flute solo in orchestra concert



→ **Mystery Contract: Research Project**

"Who's That Mystery Character, Anyway?"

- | | |
|--|---|
| <ul style="list-style-type: none"> ▪ I was born in 1833 in Hamburg, Germany ▪ I never married ▪ Robert and Clara Schumann were my friends ▪ I taught in Düsseldorf ▪ I composed all kinds of music except opera | <ul style="list-style-type: none"> ▪ I wrote a famous lullaby ▪ I was a child prodigy at the piano ▪ I wrote four famous symphonies, four concertos, and a Requiem <p>(See ENCYCLOPEDIA Volume B)</p> |
|--|---|

→ **Biography/Autobiography Contract: Writing Activity #13**

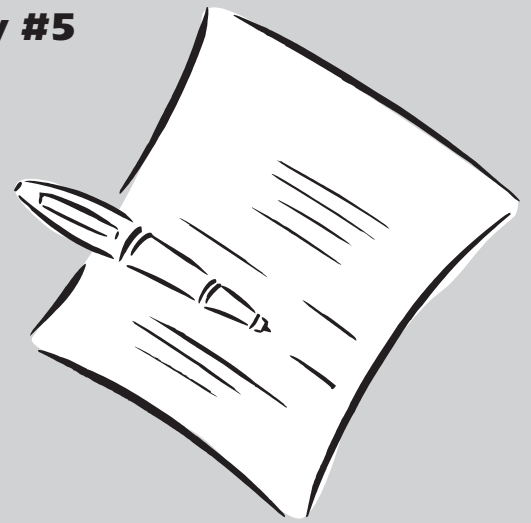
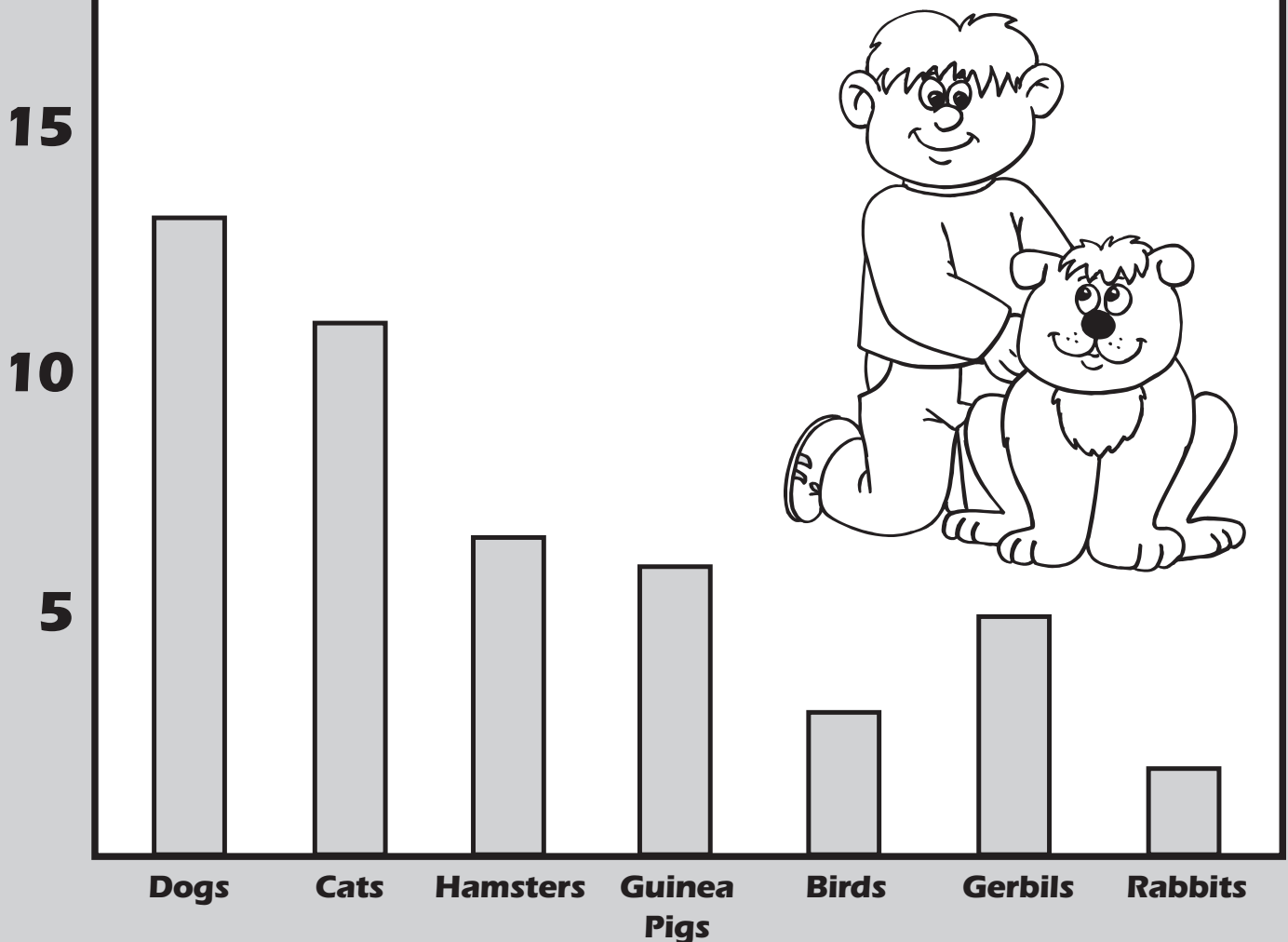
INTERVIEWS WITH WOMEN ABOUT NEW FREEDOMS

My Grandmother. "When I was young, we all wore long skirts. It wasn't considered nice for young ladies to show even their ankles. Now, any length (sometimes too short) goes ... My parents picked out a boy that they wanted me to marry. He didn't want to go into the army in Russia so he emigrated to the U.S. Later he sent for me. Nowadays, girls choose their own husbands, but ..."

My Mother. "I remember my mother suggesting that I go to school to become a nurse or teacher. Very few girls were encouraged to enter men's occupation ... we waited for boys to call us for a date. They always paid for everything on every date and made most all decisions about where we'd go and what we'd do on dates. I notice nowadays that things have changed ..."

→ **Animals Contract: Challenge Activity #5****PET SURVEY****I interviewed everyone in our class.**

- **Dogs** ~~||||~~ ~~||||~~ ||| ▪ **Birds** |||
- **Cats** ~~||||~~ ~~||||~~ | ▪ **Gerbils** ~~||||~~
- **Hamsters** ~~||||~~ || ▪ **Rabbits** ||
- **Guinea Pigs** ~~||||~~ |

**BAR GRAPH OF MY CLASSMATES' PETS**

→ **Science Fiction Contract: Writing Activity #4**

DAILY SCHEDULE FOR MY FUTURE LIFE

Monday

- 7:00 A.M. My sound-light goes off in my bedroom. I wake up to peaceful music and golden light.
- 7:15 A.M. My computer turns on the closet. The door opens and the closet revolves slowly. I can look and easily see all my clothes to choose from. I choose my outfit and push a button to close the closet door.
- 7:30 A.M. I type breakfast instructions into my personal computer. While I read a book, the kitchen food machine receives instructions from the computer.
- 7:42 A.M. My breakfast arrives, having been carried to me on a conveyor belt.
- 8:04 A.M. I leave for school riding my space-hop-mobile.
- 10:45 A.M. During a school assembly we hear a sound-light lecture by two Venusian extra-terrestrials. Their subject is inter-planetary space travel improvements.

→ **Realistic Fiction Contract: Challenge Project #2**

"DAILY DOINGS" IN MINUTE DETAIL

1. *I opened my eyes and brushed the sleep out of them.*
2. *I looked at the clock and saw it was 6:05 A.M.*
3. *I yawned and frowned.*
4. *I sat up and searched for for my slippers with my feet.*
5. *I put on my right slipper.*
6. *I put on my left slipper.*
7. *I slipped into my bathrobe.*
8. *I leaned down and patted Jenny, my Golden Retriever, who sleeps every night by my bed.*
9. *I stood up and walked to my bedroom door with Jenny following me.*
10. *I opened the door and took Jenny to the back door because she wanted to be let outside.*

→ **Drama Contract: Comprehension Questions**

(The play is I Remember Mama)

- #5 Mama is about 40 years old. A Norwegian immigrant, she is sensitive, gentle, and forgiving. No matter what happens, she loves her three children. They always know how proud of them she is. Mama also loves her carpenter husband very much.*
- #6 The setting of this play is a wooden frame house on Steiner Street in San Francisco.*
- #7 The time period of this play is the early 1900s.*
- #8 If I were this play's costume designer, here is how I would go about doing my job. On Mama I would put a simple cotton dress. It would have a flower pattern and not be very stylish. She would have sensible shoes because she stands on her feet and works almost all day.*

→ **Sports Contract: Challenge Project #6****MY CLASSMATES' FAVORITE WINTER SPORTS**

I interviewed 26 students.



- Ice Skating
- Ice Hockey

|||||
||

- Skiing
- Tobogganing

|||||
||||

20
15
10
5
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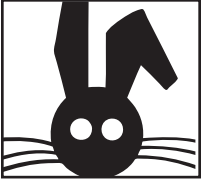
BAR GRAPH OF MY CLASSMATES' FAVORITE WINTER SPORTS

Ice Skating

Ice Hockey

Skiing

Tobogganing



ANIMALS

COMPREHENSION QUESTION 7:

Consider the animal character in this book. Would you have liked it as your pet? Why or why not? How would you accommodate this animal into your life? What changes in your home and in your lifestyle would be required to do so?

ART ACTIVITY 10:

Write a book for very young children with an animal as the main character. Use very few words per page, very simple language, and colorful art work. Bind the book by stitching it between cardboard covers, or make a fabric book.



FANTASY

WRITING ACTIVITY 14:

Plan a Magic Carpet trip. What does your carpet look like? When and how did you get it? Describe one or more of your adventures.

VOCABULARY ACTIVITY 12:

Write an adjective to precede each noun on your vocabulary list; write a noun to follow each adjective; write an adverb for each verb. Make sure each combination works together.

CHALLENGE ACTIVITY 14:

Make a study of fairy tales from different countries. Make a chart of stories with similar themes or endings.



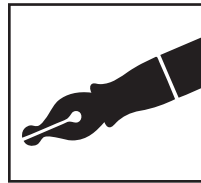
MYSTERY

CHALLENGE PROJECT 3:

Use a stamp pad to collect a sample of thumbprints from five to ten of your classmates. Include your own. Observe the prints carefully, trying to analyze them. Make a list of similarities and differences you notice. If interested, study in more depth in an encyclopedia and write a brief report.

WRITING ACTIVITY 2:

Describe a nightmare you have had. Include the many details necessary for the story to “come alive” for the reader so that he/she almost experiences it along with you.



BIOGRAPHY/ AUTOBIOGRAPHY

COMPREHENSION QUESTION 11:

From your reading, describe some important events that were happening in the world during the lifetime of your subject. How do you think your subject was influenced by these events?

ART ACTIVITY 14:

Make a book jacket for the biography you have just read. The jacket should be intriguing enough for someone to want to choose your book. Write a good summary of the story for the flyleaf. Tell enough about the book to get someone interested in reading it, but not too much.



SCIENCE FICTION

COMPREHENSION QUESTION 9:

If this book were scientifically true, then we would have different things in our lives and we would live differently than we do now. Name and explain the changes that would be in our lives if these things did exist.

ART ACTIVITY 8:

Make a picture book of interesting extra-terrestrial beings. Label each picture with the being's name and origin. Present the book to a primary classroom.



SPORTS

CHALLENGE PROJECT 16:

Either by yourself or with others brainstorm several ways a sport might be improved by changing it. For example, in baseball/softball a hitter might choose to run to third base in place of first base (third base would then become first base and first base would become third base) if the traditional bases were unoccupied at the time; or a player could play a certain position only one inning per game, etc. After revising a sport, write down your new rules and discuss them with others. Or better yet, organize and then play a game with your new rules. Write up the results.



DRAMA

WRITING ACTIVITY 4:

Come up with an idea for a new scene for this play. Where would it come? What would happen in the scene? What characters would appear in it? Why do you want to add this scene? What would it contribute to the already existing play? As a final challenge, why not write this scene?

CHALLENGE PROJECT 8:

Television drama requires a great deal of camera work with many different positions and "shots." Explain the following camera terms: audio, video, long shot, medium shot, close-up, pan, zoom in, zoom out, cut.



REALISTIC FICTION

WRITING ACTIVITY 15:

Plan an ideal week of realistic TV shows for someone your age. Defend your selections.

ART ACTIVITY 16:

Design and make a medal for each of the characters in your book. Consider the inscriptions: Most Improved Attitude, Best Decision Maker, etc. You can draw the medals or make them out of felt, oaktag, silver paper, etc.