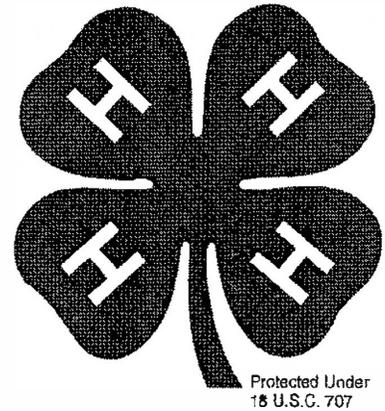
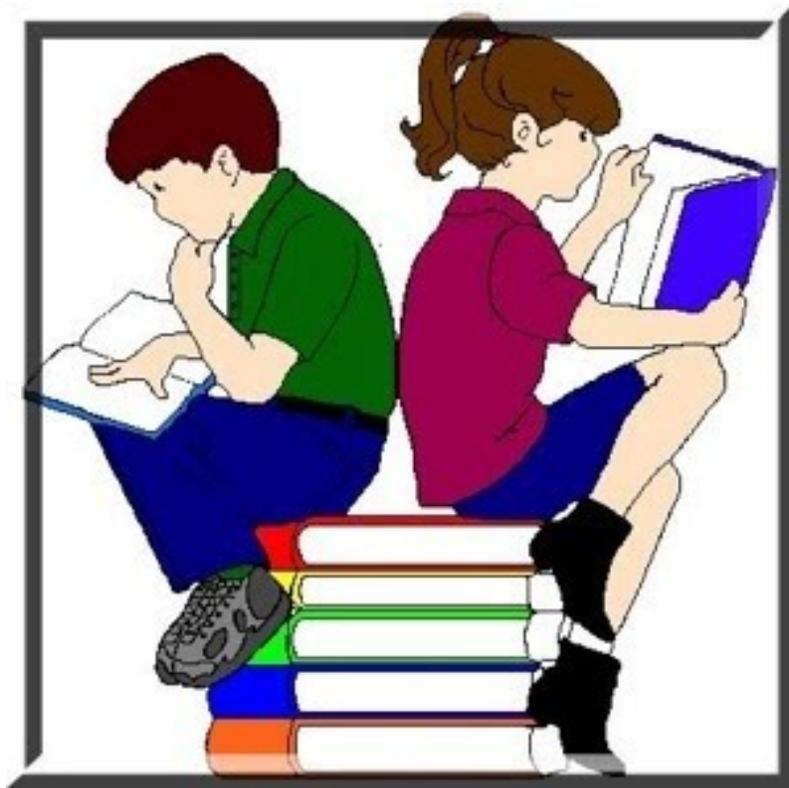


Montgomery County 4-H Curriculum
"To make the Best Better"



Reading For Fun

When I look back, I am so impressed again
with the life-giving power of literature.
If I were a young person today, trying to gain a sense of
myself in the world, I would do that again by reading,
just as I did when I was young.
~ Maya Angelou ~



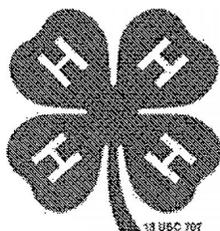
Purdue Extension

Montgomery County
Extension
400 Parke Avenue
Crawfordsville In 47933

Phone: 765-364-6363
Fax: 765-362-7315

Level Two Grades:6-8

It is the policy of the Purdue Cooperative Extension Service, David C. Petritz, Director, that all persons shall have equal opportunity and access to the programs and facilities without regard to race, color, sex, religion, national origin, age, marital status, parental status, sexual orientation, or disability. Purdue University is an Affirmative Action employer"



4-H Reading Project

Level 1 Grades 3-5

Level 2 Grades 6-8

Level 3 Grades 9-12

This project was developed to promote children's enjoyment of literacy and reading. Literacy skills help students to achieve in school and life. Literacy attainment has been shown to have life time effects.

"Success in literacy learning during the primary grades is even more indicative of later literacy achievement. Seventy-four percent of children who perform poorly in reading in third grade continue to do so into high school, further underlining the importance of preparing children to enter school ready to learn (Fletcher & Lyon, 1998)."

As stated in the Developing Early Literacy Report of the National Early Literacy Panel (National Institute for Literacy, 2008)

4-H Reading Project Rules

1. Books must have been read between the previous 4-H Fair and July 1 of the current 4-H program year.
2. The participant will read five (5) books by selecting three (3) books of his or her choice plus at least two (2) books from the Indiana Recommended Reading List within or above the member's project grade level. All five of a member's selections may come from the recommended reading list. A list is included with the project booklet for each level. The lists can also be found electronically (for the most current changes) at:
<http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/readinglist.shtml>
3. Complete the record sheet, the last page of the project book. Turn the record sheet in with your exhibit and with your green book at completion of the 4-H Fair.

At the 4-Her's option, an exhibit may be entered in the 4-H fair, representing a particular book, author, idea, or as an overall display of the learning that occurred as a result of the member's participation in the reading project. Exhibit options are listed with the project booklet.

This project was developed through a partnership with Montgomery County Extension Homemakers. It is a part of their Literacy Attainment Initiative. 2008

J. Dugan

Reviewed by: Kelly Shannon, third grade teacher Tim Saylor, sixth grade teacher Rodney Simpson, School Principal
Sherry Legg Young, Youth and Leadership Educator Montgomery County

4-H Reading Project

Level Two Grades 6-8

Directions: Please choose one of the project items to complete as your exhibit. You can display a poster, a notebook, or as specified in the last category listed.

Please Choose One:

Poster:

These exhibit options can be displayed as a poster. Please refer to Proper Poster Preparation section of the 4-H Info book.

1. Make a poster of interesting words. Categorize by parts of speech, colorful language, etc. Identify their parts of speech and illustrate them.
Complete by:
 1. Describing words such as adjectives/adverbs can be illustrated to show what you imagined as you were reading these words
 2. Action Verbs could be illustrated and defined
 3. Idioms can be illustrated with examples of how they related to the text
Definition of an idiom: a natural manner of speaking to a native speaker of the language
Example of an idiom: A Chip on your Shoulder, Piece of Cake, or Apple of My Eye
 4. Similes can be illustrated and defined

2. Complete a series of five drawings that show five examples of figurative language in the book you read. Write captions for each drawing so that the illustrations can be understood by someone who did not read the book.

3. After reading a book of history or historical fiction, make an illustrated timeline showing events of the story and draw a map showing the location(s) where the story took place.

4. Create an outline or graphic organizer, such as a concept map, flow chart, or diagram, of the main ideas and supporting details from what is read.

5. Create a character mapping, showing how characters reacted to events and changed throughout the story. *For an explanation of what character mapping is please refer to insert located in the back of this manual.*

6. List what forms of fiction you read and make a poster using a graphic organizer to show comparisons

7. List and talk about themes - such as bravery, loyalty, friendship, and loneliness; - which appear in your book.
Example: Talk about the theme of overcoming obstacles that is present in the novel Captains Courageous by Rudyard Kipling.

This project was developed through a partnership with Montgomery County Extension Homemakers. It is a part of their Literacy Attainment Initiative. 2008

J. Dugan

Answer questions:

1. Why is theme important?
 2. How was this theme talked about or shown in the book?
8. Display a portion of the book that uses the cause-and-effect organizational pattern.
Make a poster using a comparison chart, such as a T-chart, to illustrate causes and effects.
 9. Make a drawing of one of the settings. Talk about the influence of the setting on the problem and its resolution.
 10. Make a picture of a scene in the book and talk about a theme (such as good versus evil) that appears frequently.
Example: Explore the theme that heroism demands unusual courage and risk-taking. Read classic myths found in Alice Low's *The MacMillan Book of Greek Gods and Myths* or dramatic literature such as Rod Serling's television play *Requiem for a Heavyweight* to identify what both real and imaginary heroes have done.
 11. Create or get a picture of the author to put on your poster, talk about how the book you read reflects the heritage, traditions, attitudes, and beliefs of its author. Create or make pictures of the settings, or samples of the text that show this reflection.
Example: Read books by Charles Major such as *The Bears of Blue River* or *Uncle Tom Andy Bil* to analyze how he incorporates his understanding of frontier Indiana attitudes.

Notebook:

These exhibit options can be displayed as a notebook:

12. After reading a book of history or historical fiction, make an illustrated timeline showing events of the story and draw a map showing the location(s) where the story took place.
13. Make a power point about your book. This will include the title, author, summary, opinion and factual evidence of why you developed your opinion. Print out as slides to display.
14. Read different types of literature. Make a power point identifying different types or kinds of fiction and describe the major characteristics of each form.
15. If the story of your book takes place in another country, prepare a travel brochure using pictures you have found or drawn. Include how the setting influenced the problem and its resolution.

This project was developed through a partnership with Montgomery County Extension Homemakers. It is a part of their Literacy Attainment Initiative. 2008

J. Dugan

16. Read the interesting parts aloud to someone. Write about their reaction to the reading.

Answer these questions:

1. Write about their reaction to the story. Was it similar or different from yours? How?
2. Did the reaction from the person listening match the events or happenings in the story? Why? How?

17. Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.

18. Write a book review as it would be done for a newspaper. Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.

(Be sure you read a few before writing your own.)

Book Talk:

These exhibit options can be displayed as a book talk:

19. Make a sales talk, pretend you are a clerk in a bookstore and you want your audience to purchase the book. Talk to your audience about the type of book that you have read and tell them about the unique qualities of the book.

Answer these questions:

1. Why did the author choose to write about his or her topic using the genre they did?
(Definition of genre: type of book ex: mystery, science fiction, non-fiction)
2. Why did choosing that genre for the ideas in the book work well?

20. Do a book talk at the Daycare Tours at the 4-H Fair. You will need to select a book appropriate for a preschooler age child. Talk to the group about your book by saying a little about the author, explain who the characters are and explain enough about the beginning of the story so that everyone will understand what they are about to read. Finally, read an exciting, interesting, or amusing passage from your book. Stop reading at a moment that leaves the audience hanging and add "If you want to know more you'll have to read the book." Or "If you want to know more you'll have to read the book with someone." If the book talk is well done almost all the students want to read the book.

These exhibit options can be displayed as specified:

21. After choosing and reading a book,

1. Select a book report container. The container could be a plastic bag, a manila envelope, a can, or anything else that might be appropriate for a book. Decorate your container to convey some of the major details, elements, or themes found in the books.
2. When the containers are complete, you can work on the content of your containers. Include the following:

This project was developed through a partnership with Montgomery County Extension Homemakers. It is a part of their Literacy Attainment Initiative. 2008

J. Dugan

- **Questions** Write ten questions based on the book. Five of the questions can be about general content, but the other five must require more thinking.
- **Vocabulary** Create a ten-word glossary of unfamiliar words from the book.
- **Things** Include five things that have a connection to the story.

3. The third and final part of the project is the presentation. Each exhibiter is to present a "Book in a..." project at the Daycare Tours. In the presentation, the 4-Her is to explain the connection of the container to the story, conduct a show and tell about the five things, and then share information about three of the book's literary elements -- setting, characters, conflicts, climax, or resolution.

*foreshadowing, personification, or flashbacks, -- extra consideration will be given to exhibitor who includes these elements.

22. Create life-sized model of one of your favorite characters and dress them as they are dressed in the book. Submit a notebook with the model that identifies and discusses features of themes conveyed through characters, actions, and images.

Example: Talk about the way a theme is developed throughout a book, such as the theme of loyalty as exhibited by the trio of characters in *The Three Musketeers* by Alexander Dumas

Explanation of character mapping

Description

One way to think about your favorite characters and to understand other characters in stories you are reading is to make a map of those characters. In this activity you will create a map of a character.

1. Select a character from a book that you are reading.
2. Think about the information you know about the character (age, gender, hair color, personality, traits, and other characteristics).
3. Follow the directions on the character map (below) and make sure you fill in as much information about the character as possible.
4. If created on poster board, assemble as directed in poster proper poster preparation section of the 4-H Info book.

If created on the computer: Print and save your map and assemble your poster as directed in poster proper poster preparation section of the 4-H Info book.

Character Map directions:

- The title of your book may serve as your poster title. Include the author's name.
- Place a picture of the character you are mapping from the book on the poster. This can be drawn or created another way
- Write or place the character's name under their picture
- Add words that describe the character in circles
- Add examples from the story in squares
- Color the box yellow or use a yellow colored box if the trait is a fact (stated directly in the book)
- Color the box blue or use a blue colored box if the trait is inferred (gave you the impression) from story details

This project was developed through a partnership with Montgomery County Extension Homemakers. It is a part of their Literacy Attainment Initiative. 2008

J. Dugan

Reviewed by: Kelly Shannon, third grade teacher Tim Saylor, sixth grade teacher Rodney Simpson, School Principal
Sherry Legg Young, Youth and Leadership Educator Montgomery County

Indiana Reading List



Level 3

Grades 6 – 8

Designed as a companion piece to Indiana's Academic Standards in English/Language Arts, the following selections of the Indiana Reading List illustrate the quality and complexity of the suggested reading materials for students in Grades 6 – 8. The Indiana Reading List is not required reading nor is it meant to be all-inclusive. Teachers and parents are encouraged to review the selections to ensure suitability for the individual student.

Fiction: Classic and Contemporary

The Acorn People – Jones, Ron
The Adventures of Tom Sawyer – Twain, Mark
Anne of Green Gables – Montgomery, Lucy Maud
The Cat Ate My Gymsuit – Danziger, Paula
The Cay – Taylor, Theodore
Child of the Owl – Yep, Laurence
A Christmas Carol – Dickens, Charles
Durango Street – Bonham, Frank
Eyes of Darkness – Highwater, Jamake
Firefly Summer – Bulpre, Pura
Flowers for Algernon – Keyes, Daniel
Friendly Persuasion – West, Jessamyn
The Friends – Guy, Rosa
Ganesh – Bosse, Malcolm
The Glory Field – Myers, Walter Dean
Holes – Sachar, Louis
Homecoming – Voigt, Cynthia
Island of the Blue Dolphins – O'Dell, Scott
The Islander – Rylant, Cynthia
The Journey Home – Uchida, Yoshiko

Lisa, Bright and Dark – Neufield, John
The Little Prince – De Saint-Exupery, Antoine
Little Women – Alcott, Louisa May
M.C. Higgins, the Great – Hamilton, Virginia
The Moves Make the Man – Brooks, Bruce
My Side of the Mountain – George, Jean Craighead
Park's Quest – Paterson, Katherine
The Pearl – Steinbeck, John
Roll of Thunder, Hear My Cry – Taylor, Mildred D.
Summer of My German Soldier – Greene, Bette
Summer of the Swans – Byars, Betsy
The True Confessions of Charlotte Doyle – Avi
Words by Heart – Sebestyen, Ouida
Year of Impossible Goodbyes – Choi, Sook Nyui
The Yearling – Rawlings, Marjorie Kinnan

Historical Fiction

Across Five Aprils – Hunt, Irene
After the Dancing Days – Rostkowski, Margaret
Bull Run – Fleischman, Paul

Catherine, Called Birdy – Cushman, Karen
Johnny Tremain – Forbes, Esther
Lyddie – Paterson, Katherine
The Night Journey – Lasky, Kathryn
Out of the Dust – Hesse, Karen
The Slave Dancer – Fox, Paula
The Watsons Go to Birmingham – 1963 – Curtis, Christopher Paul
The Witch of Blackbird Pond – Speare, Elizabeth George

Science Fiction/Fantasy

Abel's Island – Steig, William
The Book of Three – Alexander, Lloyd
The Hobbit – Tolkien, J.R.R.
I, Robot – Asimov, Isaac
The Lion, the Witch and the Wardrobe – Lewis, C.S.
Peter Pan – Barrie, James
Phantom Tollbooth – Juster, Norton
The Shepherd Moon – Hoover, H.M.
Swiftly Tilting Planet – L'Engle, Madeleine
The Time Machine – Wells, H.G.
Tuck Everlasting – Babbitt, Natalie
A Wizard of Earthsea – Le Guin, Ursula
Z for Zachariah – O'Brien, Robert C.



Mystery/Adventure

- The Adventures of Sherlock Holmes* – Doyle, Arthur Conan
- And Then There Were None* – Christie, Agatha
- Call of the Wild* – London, Jack
- Hatchet* – Paulsen, Gary
- Motel of the Mysteries* – Macauley, David
- Stranded* – Mikaelson, Ben
- Treasure Island* – Stevenson, Robert Louis
- The Westing Game* – Raskin, Ellen

Folklore/Fairy Tales/Mythology

- Aesop's Fables* – Aesop
- American Tall Tales* – Osborne, Mary Pope
- The Crest and the Hide (and other African stories)* – Courlander, Harold
- D'Aulaire's Norse Gods and Giants* – D'Aulaire, Ingri and Edgar
- Favorite Folktales from Around the World* – Yolen, Jane
- Grimm Fairy Tales* – Grimm, Jacob and Wilhelm (original authors)
- Jason and the Argonauts* – Osborne, Mary Pope (ed.)
- The People Could Fly: American Black Folktales* – Hamilton, Virginia
- Three Strong Women* – Stamm, Claus and Kazue Mizumura

Poetry

- Selections from *Been to Yesterdays* – Hopkins, Lee Bennet
- Selections from *The Collected Poems of John Ciardi* – Ciardi, John
- Selections from *Custard and Company* – Nash, Ogden

- Selections from *The Dream Keeper and Other Poems* – Hughes, Langston
- Selections from *Ego Tripping and Other Poems for Young People* – Giovanni, Nikki
- Selections from *Four Ancestors: Stories, Songs, and Poems from Native North America* – Bruchac, Joseph
- "The Highwayman" – Noyes, Alfred
- Selections from *Inner Chimes* – Goldstein, Bobby
- "The Midnight Ride of Paul Revere" – Longfellow, Henry Wadsworth
- "Odes to Common Things" – Neruda, Pablo
- "Song of Myself" – Whitman, Walt
- Selections from *You Come Too* – Frost, Robert

Short Stories

- Selections from *Baseball in April and Other Stories* – Soto, Gary
- "The Bear" – Faulkner, William
- "Boys and Girls" – Munro, Alice
- "The Celebrated Jumping Frog of Calaveras County" – Twain, Mark
- "Charles" – Jackson, Shirley
- "A Day's Wait" – Hemingway, Ernest
- Selections from *Eight Plus One* – Cormier, Robert
- "The Legend of Sleepy Hollow" – Irving, Washington
- "A Mother in Mannville" – Rawlings, Marjorie Kinnan
- "The Night the Bed Fell" – Thurber, James
- "Raymond's Run" – Bambara, Toni Cade
- "Riki Tiki Tavi" – Kipling, Rudyard

- Selections from *Somehow Tenderness Survives: Stories of Southern Africa* – Rochman, Hazel (ed.)
- "The Storyteller" – Saki
- "The Tell-Tale Heart" – Poe, Edgar Allan
- "Thank You Ma'am" – Hughes, Langston
- "Zlateh the Goat" – Singer, Isaac Bashevis

Drama

- Brian's Song* – Blinn, William
- Inherit the Wind* – Lawrence, Jerome and Robert Lee
- A Midsummer Night's Dream* – Shakespeare, William
- The Miracle Worker* – Gibson, William
- The Mousetrap and Other Plays* – Christie, Agatha
- Our Town* – Wilder, Thornton

Nonfiction: Science, Social Studies, and Mathematics

- Across America on an Emigrant Train* – Murphy, Jim
- The American Revolutionaries* – Meltzer, Milton
- Bound for America: Forced Migration of Africans* – Haskins, James
- The Brooklyn Bridge: They Said It Couldn't be Built* – St. George, Judith
- Cathedral: The Story of its Construction* – Macaulay, David
- Digger: The Tragic Fate of the California Indians* – Stanley, Jerry
- Farewell to Manzanar* – Houston, Jeanne Watkazuki



Girls Think of Everything: Stories of Ingenious Inventions by Women – Thimmesch, Catherine

The Great Fire – Murphy, Jim

Hiroshima – Hersey, John

History of Women in Science for Young People – Epstein, Vivian

How the Future Began: Communications – Wilson, Anthony

The I Hate Mathematics! Book – Burns, Marilyn

Kennedy Assassinated! The World Mourns – Hampton, William

Living Up the Street – Soto, Gary

A Night to Remember – Lord, Walter

No Pretty Pictures: A Child of War – Lobel, Anita

Orphan Train Rider – Warren, Andrea

Rosie the Riveter: Women Working on the Homefront in World War II – Colman, Penny

Safari Beneath the Sea: The Wonder of the Pacific Northwest – Swanson, Diane

Shipwreck at the Bottom of the World – Armstrong, Jennifer

Space Station Science: Life in Free Fall – Dyson, Marianne

The Way Things Work – Macaulay, David

When Justice Failed: The Fred Korematsu Story – Chin, Steven A.

Wildlife Rescue: The Work of Dr. Kathleen Ramsay – Dewey, Jennifer Owings

Biography/Autobiography

King of the World: Muhammed Ali and the Rise of an American Hero – Remnick, David

The Life and Death of Crazy Horse – Freedman, Russell

Shadow Catcher: Life & Work of Edward S. Curtis – Lawlor, Laurie

Amelia Earhart: Courage in the Sky – Kerby, Mona

The Story of Thomas Alva Edison – Cousins, Margaret

Zlata's Diary: A Child's Life in Sarajevo – Filipovic, Zlata

The Diary of a Young Girl – Frank, Anne

Benjamin Franklin: The New American – Meltzer, Milton

Homesick: My Own Story – Fritz, Jean

The Children of Willesden Lane: Beyond the Kindertransport – Golabek, Mona and Lee Cohen

My Life with the Chimpanzees – Goodall, Jane

All Creatures Great and Small – Herriot, James

Thomas Jefferson: The Revolutionary Aristocrat – Meltzer, Milton

On the Court with Michael Jordan – Christopher, Matt

Lives of the Writers – Krull, Kathleen

The Great Little Madison – Fritz, Jean

Eleanor Roosevelt: A Life of Discovery – Freedman, Russell

Bully for You, Teddy Roosevelt – Fritz, Jean

Sojourner Truth: Ain't I a Woman? – McKissack, Patricia

Leonardo da Vinci: Artist, Inventor, and Scientist of the Renaissance – Romei, Francesca

Ryan White: My Own Story – White, Ryan

Magazines/Newspapers

Consumer Reports

Cricket

Faces: The Magazine About People

Muse

National Geographic

Newsweek

Science World

Scope

Time

USA Today

Reference Tools (in printed and electronic format)

Atlas/Almanac, such as:

Printed: *New View Almanac; World Almanac and Book of Facts*

CD-ROM: *Microsoft Encarta Deluxe 2005*

Online: The Worldfact Book (www.odci.gov/cia/publications/factbook)

Dictionary, such as:

Printed: *American Heritage Student Dictionary; Merriam-Webster's Intermediate Dictionary*

Online: Merriam-Webster Online Dictionary (www.m-w.com)

Encyclopedia, such as:

Printed: *Compton's Encyclopedia and Fact-Index; World Book Encyclopedia*

CD-ROM: *Microsoft Encarta Encyclopedia Deluxe 2005; 2005 World Book CD-ROM Multimedia Encyclopedia*

Online: Encarta (www.encycarta.msn.com); Fact Monster (www.factmonster.com)

Other Resources, such as:

Printed: *Authors of Books for Young People; Encyclopedia of American History; World Explorers and Discoverers; Larousse Dictionary of Scientists; Living World, Lands and Peoples; Readers' Guide to Periodical Literature; World Book Encyclopedia of People and Places; World Leaders: People Who Shaped the World*



CD-ROM: *Junior Discovering Authors*

Online: Homework Center
(www.multnomah.lib.or.us/lib/homework); Word Central
(www.wordcentral.com)

Thesaurus, such as:

Printed: *The American Heritage Student Thesaurus; Facts on File Student's Thesaurus*

Online: Merriam-Webster Online Thesaurus (www.m-w.com)

Informational, Technical, and Practical Documents:

Agendas

Applications: sports, club membership, contest

Class Schedules

Letters: personal, business

Manuals: computer, electronic equipment, appliance

Recipes

Travel Schedules and Itineraries

Web Disclaimer: Due to the ever-changing nature of Internet materials, parents and educators are strongly advised to monitor the suggested Web sites to ensure that content remains appropriate for students.

Questions?

The Indiana Reading List is a suggested reading resource for students and teachers. Check with your local school to see if there is a required reading list. For additional information or questions, call the office of Program Development at 1.800.527.4930 or visit the Web site for the standards at: www.doe.state.in.us/standards.

This document may be duplicated and distributed as needed.

Reading for Fun

Year _____

Name _____ Grade _____

Club _____ Years in 4-H _____

- Read a minimum of five books, two of which are from recommended list at <http://www.doe.state.in.us/standards/readinglist.html>. All may be from recommended list.
- Books must have been read between the previous 4-H Fair and July 1 of current program year.
- Choose an option from the list in the manual to exhibit at the 4-H Fair.
- Prepare notebook to be entered with 4-H exhibit and include this form and report form along with other project information.

Books		Fiction, Non fiction, Fairy Tale, Science Fiction, etc.	Did you enjoy the book? Would you recommend it?	Was book from Indiana Recommended Reading list?
Title	Author			
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Please answer the following questions:

1. What was your favorite book? Why?

2. Did you read or share your books with anyone? What book did you share? Who did you share it with?

3. Did you complete any community service projects through the completion of this project?

This project was developed through a partnership with Montgomery County Extension Homemakers. It is a part of their Literacy Attainment Initiative. 2008

J. Dugan