

TEACHER TEXTBOOKS and MATERIALS

INITIAL, INTERMEDIATE, AND ADVANCED SETS AVAILABLE

See lists and descriptions of ECRI texts below and on the following pages.

Texts can be purchased individually or as sets.

Product Code

TT001	Teaching Vocabulary (Eight Methods of Instruction) and Teaching Letter Names and Sounds	\$35.95
TT002	Teaching Spelling and Teaching Proofing Through Dictation	\$25.95
TT003	Teaching Manuscript and Cursive Penmanship	\$17.95
TT004	Teaching Literal, Interpretative, Critical, and Creative Comprehension	\$39.95
TT005	Teaching Critical Thinking and Specialized Study Skills	\$39.95
TT006	Teaching Scheduling and Record Keeping	\$25.95
TT007	Teaching Literature	\$41.95
TT008-1	Teaching Writing (Creative and Expository) Skills, Book 1	\$35.95
TT008-2	Teaching Writing (Creative and Expository) Skills, Book 2	\$35.95
TT009	Teaching Grammar for Sentence Reading and Writing (Two Volumes)	\$44.95
ST001-4	Analyzing Sentences (see pages 7 and 14) \$10.00 each or \$27.00 for the three	\$27.00
TT010	Personally Speaking	\$15.95
TT011-1	Informal Reading Inventory, Parts 1 and 2	\$28.95
TT011-2	Informal Reading Inventory, Part 3	\$30.95
TT011-3	Informal Reading Inventory, Parts 4 and 5	\$16.95
TT012	Building Self-Esteem (A Guide for Parents)	\$12.95
TT013	Lesson Plan Book for Reading/Language Arts	\$9.95
TT014	Lesson Plan Book for Content	\$5.95
TT015	Spanish Directives	\$25.95
TT016-1	Enriching a Child's Literacy Environment (ECLE) with packet	\$65.00
TT016-2	Enriching a Child's Literacy Environment Book 1	\$16.95
TT016-3	Enriching a Child's Literacy Environment Book 2 (Science)	\$16.95
TT016-4	Enriching a Child's Literacy Environment Book 3 (Mathematics)	\$16.95
TT016-5	Enriching a Child's Literacy Environment Organization Manual	\$12.95
TT017	Teaching Punctuation	\$30.95
ST005	Teachers' Guide and Directives, Teaching Mathematics (see page 14)	\$11.95
ST201	Start Reading CD-Rom Box Set (see page 16)	\$79.95
IA022	Library Resources (see pages 10, 25)	\$40.00
IA059-1	Tutorial Program Instruction Booklet (see page 29)	\$15.95

Exemplary Center for Reading Instruction (ECRI). A program designed as a practical guide to teach reading and other language skills to students in grades K-12. In-service for teachers is based on research findings on effective instruction.

Description The Exemplary Center for Reading Instruction's purpose is to teach teachers so they can use effective teaching strategies that prevent failure. These strategies include: eliciting accurate and rapid responses during instruction, establishing high levels of mastery, maintaining on-task behavior, integrating the teaching of language skills, using effective management and monitoring systems, varying schedules and classes so students can invest the time and energy needed to learn, and supervising students' hands-on activities and practice. The strategies are incorporated into the teaching of reading, spelling, grammar, creative and expository writing, literature, speaking, and drama skills, and are extremely effective in content instruction such as science and social studies.

Students' attention is sustained with the momentum of the instruction and reinforcement offered during practice time. Overt responses appeal to all preferred modalities of learning. Instruction is provided by ECRI so teachers can: utilize critical teacher behaviors identified through research, develop a class and/or school scheduling and record keeping system for mastery and individualization, and teach reading and language skills effectively.

Teachers learn to teach phonemic awareness, word recognition skills, vocabulary through phonics and word structure methods, literal, interpretative, critical and creative comprehension, study skills, literature, and composition as they use readers, literature series, novels, trade and content books typically available in the school.

Students demonstrate mastery through their participation in small-group discussions, writing, locating, organizing, and evaluating information as well as with criterion referenced tests written for the different reading and literature series and with standardized tests.

ECRI students demonstrate competency in their ability to reason, solve problems, apply knowledge, read, write, and communicate (National Goal 3). ECRI students remain in school longer because of their success in school and their higher academic scores (National Goal 2).

A description of ECRI is included in the "Catalog of the Education Commission of the States" at: <http://www.ecs.org/clearinghouse/23/32/2332.htm> as a Promising Practice, and was included in the "Catalog of School Reform Models" by the Northwest Regional Educational Laboratory (review an excerpt of the NWREL catalog at: <http://www.ecri.cc/NWRELCatalog.pdf>). Streamed Internet broadcasts showing ECRI classes can be viewed at <http://www.ecri.cc/streamed.htm>. ECRI is listed in John Hopkins University's Best Evidence Encyclopedia (BEE) website as a program rated as having evidence of effectiveness for upper elementary reading.

Evidence of Effectiveness Regular education ECRI students demonstrate significantly greater gains ($p < .01$) on the reading subscales of standardized achievement tests than (1) comparison group students receiving their regular reading instruction and (2) expectancies derived from national normative data.

Special needs ECRI students (Chapter I, bilingual, ESL, remedial) and special education students (learning disabled) demonstrate significantly ($p < .01$) greater than expected gains (derived from national normative data) and the Total Reading composite scales of standardized achievement tests.

Requirements For teachers to begin to implement ECRI, five to 10 days of instruction are preferred with one ECRI staff person for 25-30 trainees. The program includes lecture and practice sessions, preparation of materials for classroom use, and teaching students in a simulated setting. Following this, periodic visits by ECRI staff to trainees' classrooms to demonstrate, model, and monitor are encouraged. The length of time to replicate the ECRI model varies. Existing district reading materials may be used. Supplies for teachers and pupils are those usually found in schools. ECRI teacher texts and tests are used by teachers during in-service. No special staffing or facilities are required to implement ECRI.

Costs Honorarium is \$1,000/day plus expenses. Required ECRI teacher texts are approximately \$285/teacher plus shipping.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at the program site, Reid School, www.reidschool.com, and additional sites in other states. Program staff are available to attend out-of-state awareness meetings. Training, implementation, and follow-up services are available at adopter sites and at the program site. An annual newsletter, *The Reader*, is available online at www.ecri.cc/reader. Printed past issues are also available at cost.

Contact **Dr. Ethna R. Reid, Reid Foundation, 2965 East Evergreen Ave., Salt Lake City, Utah 84109 (801) 486-5083 or (801) 278-2334. Fax (801) 485-0561; E-mail: ereid@xmission.com.**

- TT001 **Teaching Vocabulary (Eight Methods of Instruction)
and Teaching Letter Names and Sounds** \$35.95
(Author: Ethna R. Reid)

Choosing among eight different methods to introduce vocabulary allows teachers to develop students' excellent visual and auditory discrimination, their ability to detect word parts, and identify syllables. Students learn much about the characteristics of the English language.

Teachers learn, with the assistance of this text, which words to teach through phonics, by sight or context, or through five different word structure methods. They also learn when they should use each method. Students learn to generalize from each method of instruction and are able on their own, then, to pronounce new words. Retention soars.

During instruction, students learn the meaning of their new words. They read the words in sentences and use them in sentences. Later, they are able to use the words in their conversations and in their writing.

Teaching letter names and sounds is invaluable for teachers who teach pupils at an initial level of reading. A variety of exercises provides multiple practices as pupils learn to name letters and attach sounds to symbols. Phonemic awareness develops as students recognize and participate in the various activities provided in this text.

Visual discrimination of letters is essential if pupils are to learn to read. Students must recognize and remember differences in letters, and a knowledge of letter names is needed if pupils are to spell words.

Hearing differences and likenesses in sounds (auditory discrimination) and recognizing letters that represent sounds assist pupils as they learn to read. Once letters are named, pupils are taught the sounds that a letter or combination of letters represent.

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- TT002 **Teaching Spelling and Teaching Proofing Through Dictation** \$25.95
TT003 **Teaching Manuscript and Cursive Penmanship Skills** \$17.95
(Author: Ethna R. Reid)

As pupils learn to spell, write legibly and rapidly what they read, and proof their work, their reading levels increase and they use their ability to express themselves in writing more frequently. From the exercises found in *Teaching Spelling and Teaching Proofing Through Dictation* and *Teaching Manuscript and Cursive Penmanship Skills*, students learn to evaluate the quality of their writing and spelling. They learn to proof and correct their writing. Rate building practices are important in writing and are included in penmanship instruction.

Not only can teachers find directives for teaching spelling, penmanship and proofing skills in these two texts, but they also learn to develop pupils' auditory sequential memory through dictation and visual sequential memory as they teach them to write and spell.

(About the author: Dr. Ethna R. Reid, founder and director of ECRI, has taught both elementary and secondary grades, been a principal and supervisor, and is now teaching graduate students. She has served as a member of the Board of Directors for the International Reading Association. She is founder and director of the annual Rocky Mountain Reading Specialists Leadership Conference and has received awards for her contributions to experimentation, creativity and innovation in education. In 1974, 1981, 1985, 1990 and 1996 Dr. Reid's reading program [ECRI] was validated as a developer/demonstrator project in the National Diffusion Network's Recognition Division of the U.S. Department of Education. Her school-wide program for all content teachers has been validated as a national School Reform Model. Reading research conducted by Dr. Reid has been nationally disseminated.)

Contact ECRI, 1-800-468-3274 for data pertaining to the importance of excellent handwriting in developing critical thinking.

TT004 Teaching Literal, Interpretative, Critical, and Creative Comprehension \$39.95
 (Author: Ethna R. Reid)

Unless students understand the words they read, they lose interest in reading. Comprehension is critical for persons to become lifetime readers. This text includes the rationale and strategies for teaching literal, interpretative, critical, and creative comprehension. Pupils not only learn to use the comprehension skills as they read, but they also learn to identify questions that test their knowledge of these skills. Comprehension is taught as pupils listen or read orally and silently. Teachers learn the importance of moving beyond teaching only literal comprehension. Even in the lower grade levels, students can learn to infer, become a critic, and create as they read – if teachers teach them these important skills.

TT005 Teaching Critical Thinking and Specialized Study Skills \$39.95
 (Author: Ethna R. Reid)

Critical thinking and specialized study skills assist a reader to obtain information more readily and to transfer the information so it makes sense and is used to serve meaningful purposes identified by the learner. Teachers use a variety of written materials, literary genre, and content texts to teach such skills.

The specific lessons contained in this text include:

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|---|---|
| 1. Select the Topic | 7b. Locate and Use Information, II (variety of other sources, such as atlas, thesaurus, etc.) |
| 2. Select the Main Idea | c. Locate and Use Parts of a Newspaper |
| 3. Evaluate the Relevancy of Sentences, Parts I and II | 8. Follow Written and Verbal Directions |
| 4. Organize Information on Levels of Importance | 9. Read and Use Graphic Aids |
| 5a. Take Notes: Write Topic and Main Idea from What Is Read/Heard | 10. Survey a Book/Chapter |
| b. Take Notes: Write Topic and Subtopics in Outline Form from What Is Read/Heard | 11. Develop Reading Flexibility: Skimming |
| 6a. Alphabetize: Say Letters of the Alphabet in Order, and Arrange Words in Alphabetical Order by the First Two, Three and Four Letters | 12. Develop Reading Flexibility: Scanning |
| b. Alphabetize: Arrange Words and Acronyms in Alphabetical Order | 13. Write an Essay: Descriptive, Narrative, Persuasive, Expository |
| 7a. Locate and Use Information, I (textbook, dictionary, encyclopedia, etc.) | 14. Read and Write Abbreviations |
| | 15. Read and Use Symbols |
| | 16. Locate and Use Measuring Devices |
| | 17. Learn from Observing Demonstrations and from Personal Experience |

Although the list of critical thinking and specialized skills above is not exhaustive, the use of these skills will stimulate wider reading with greater understanding.

In addition to general reading, the above-listed skills are frequently used in specific ways in various subject areas. Samples of these include reading maps and time lines in social studies, reading graphs and equations in mathematics, reading figures and diagrams in science, reading recipes in home economics and football plays in physical education. Some of these specialized skills can be taught in a generic way as the reading of graphic aids is taught.

This text will assist teachers in helping students to accommodate to a different style of writing, which is characterized by tenseness, density of ideas, and inclusion of many unfamiliar and different concepts. Specialized study skills enable students to learn to use resources necessary for effective reading.

TT006 Teaching Scheduling and Record Keeping \$25.95
 (Author: Ethna R. Reid)

This basic text helps teachers find an appropriate schedule for the time they spend teaching reading and other language skills and to learn to teach students to work independently toward mastery. Directives to orient students to a schedule and a record keeping system are included. Record forms for duplication are provided. ECRI's research and rationale that are contained in the text assist teachers and parents in understanding the ECRI teaching techniques and strategies for mastery learning. Recommended materials and equipment for an ECRI classroom are listed. Directives for holding a small group discussion, judging readiness to take a mastery test, writing without the teacher's help, getting ready to conference and to conference are but a few of those contained in the text.

TT007 **Teaching Literature** \$41.95
(Author: Ethna R. Reid)

The purpose of the *Teaching Literature and Teaching Writing* texts is to help teachers and students not only appreciate literature but also to identify the unique characteristics of great writing. The intent of the *Teaching Literature* text is to assist students to understand types of literature and various author's purposes and abilities. Such understanding enhances the spontaneity in a literary experience.

Teaching Literature stimulates the interest of listeners and readers in the techniques and devices authors use to convey meaning. As a result of the lessons, students learn to recognize and replicate in their writing what authors have done to give their readers a message, and to share their experiences and feelings.

The teaching in this text begins first with a model. The teacher reads a sample of a literary selection to the students. Students then read suggested literary examples in the prompting and practice stages of learning individually (as they do during ECRI instruction) or as choral reading.

The text is divided into three sections. **Section One** helps students identify various types of prose, poetry and drama. **Section Two** focuses on authors and what they do to convey meaning for their readers. **Section Three** emphasizes the use of sounds and rhythm in language — especially in poetry. Students learn the subtleties employed by authors to create a mood, tone and allusion — as well as other devices to create beauty of ideas and expression.

TT008-1 **Teaching Writing (Creative and Expository) Skills, Book 1** \$35.95
TT008-2 **Teaching Writing (Creative and Expository) Skills, Book 2** \$35.95
(Author: Ethna R. Reid)

Teaching Writing, Book 1, includes 36 sets of directives to teach at least 120 lessons. The writing skills the teacher will be able to teach with the use of this text include: making sentences tell more; substituting descriptive words for "said" and "walked;" identifying a paragraph; writing so readers can understand and infer; writing a paragraph without irrelevant sentences; quoting sources; writing opinions; judging qualifications to write; learning to proof and correct; writing using emotionally charged words and the common touch, bandwagon, testimonial and card stacking techniques; writing letters; describing what is seen, heard, smelled, tasted and felt; describing a character; writing fiction about real people or events; writing fiction that is true to life; writing a fairy tale, tall tale, fable, myth, legend, epic; rearranging words in sentences; using a simile, metaphor, hyperbole, personification, onomatopoeia; developing a story plot and revising what is written.

Teaching Writing, Book 2, includes lessons to teach students to write a drama, biography, autobiography, essay, exposition, anecdote, comedy, farce, parody, pun, diary, journal, tragedy, newspaper article, dialects, dialogue, monologue, flashback, allusion, ballad, sonnet, limerick, haiku, epigram, blank and free verse, narrative and lyric poems, concrete poem, synecdoche, metonymy, transferred epithet, symbol, allegory, paradox, analogy, aphorism, elegy, epigram, folklore, idyll, and oratory. It also includes directives for teaching students to write from a first- and a third-person point of view, how to use over- and understatement, irony and satire in their writing, and how to write and rewrite to change the distance in time between an incident and the speaker.

ECRI's experience has shown that if the process and skill of writing is taught from the beginning of a child's school experience, and if the child is given daily writing activities, writing becomes as natural to the child as reading. A model is provided for students to follow as they are taught each skill.

- TT009 **Teaching Grammar for Sentence Reading and Writing (Two Volumes)** \$44.95
(Authors: Ethna R. Reid and William R. Slager)

These two texts represent a major breakthrough in the teaching of English grammar — often a difficult and frustrating task for teachers and students alike. Now through ECRI's research there is a better, more efficient way to ensure that grammar can be an integral part of a language arts program.

Students learn the material with ease and apply it immediately. Every series of lessons ends in a writing activity in which students are able to demonstrate their understanding of each grammatical component taught.

The books contain 87 lessons in three parts. Each lesson takes two or three days to complete. Part I includes the most common forms of sentences: statement, question, exclamation, and request/command. Part II helps students recognize the most basic word classes and sentence functions: nouns (singular, plural, and possessive), subjects (along with their corresponding pronouns), and the verb "be" and other single word verbs. The section concludes with a review of the sentences through the practicing of "yes/no" questions and negative statements. Part III continues the focus on word classes and sentence functions and introduces basic sentence types: Subject-Verb (optional time, place and manner words), Subject-Verb-Object, Subject-Verb-Indirect Object-Direct Object, and Subject-Verb-Complement.

The first lessons in Part III present adjectives and sentences of comparison. The later lessons focus on the development of phrases that consist of a verb preceded by a single auxiliary — specifically the modals **can** and **will** and the auxiliary **be**. Finally, the student receives a brief introduction to coordination with sentences connected by **and**, **but** and **or**; and to subordination by sentences connected with **because**, **before** and **after**.

(**About the co-author:** Dr. William R. Slager, former Professor Emeritus in the University of Utah Department of English, was a noted applied linguist who specialized in the teaching of English as a second language. He served on the National Advisory Council on the Teaching of English as a Foreign Language and conducted many workshops for teachers and supervisors, both in this country and abroad. He was project editor for the first two editions of *English for Today*, and is senior author of *Core English*, an elementary series for children who are not native English speakers. He has also published papers on teaching English as a second language. In these volumes he brought his unique expertise to the teaching of English grammar for all students.)

- ST001-4 **Analyzing Sentences (Books 1, 2, 3)** (\$10.00 each or \$27.00 for the three) \$27.00
(Authors: Ethna R. Reid, William R. Slager) for three

These three consumable student texts build on the information contained in the teaching grammar volumes. The three books contain lessons for students to learn to expand noun and verb phrases and sentences. The verb phrase is carefully expanded: at first, one modal or auxiliary is used in front of the verb; then two words are used; and, finally, three ("might have been going"). Sentences with more than one verb (that is, with a subordinate clause) are also carefully introduced. The presentation of the clause moves from noun clauses in Book 1 to adjective clauses in Book 2 and adverbial clauses in Book 3. Lessons on determiners, quantifiers, indirect and direct quotes, prepositional phrases, and passive sentences are also found in these books. Questions and negative statements are reviewed. Infinitive clauses are taught. Book 3 concludes with a comparison of conjunctions (such as "and") and sentence connectors (such as "furthermore").

The format of *Analyzing Sentences* includes explanations that are read by the students and discussed with the teacher. Examples of the grammatical component are provided. Students write in the text where requested. Suggested supplementary activities that can be done at home are included with each lesson. An answer key is provided for the students to check their work.

TT010 **Personally Speaking** \$15.95
(Author: Ethna R. Reid)

Included in *Personally Speaking* are lessons to teach students to pantomime, present announcements, and give extemporaneous talks. Students are taught about pitch and tone of voice, rate, and intonation. As teachers use this text their students will feel more comfortable as they speak in class and in front of parents, faculty, and students during school activities.

See page 27 for a packet of teacher materials to accompany this text.

TT011-1 **ECRI Informal Reading Inventory (IRI), Parts 1 and 2** \$28.95
(Authors: Ethna R. Reid, Maurine C. Winterton, Linda R. Perkes, Myra J. Bridwell)

This test includes a programmed instructional introduction to administering and scoring an IRI and to placing pupils at appropriate reading grade levels. The test is divided into two parts: one can be given to elementary students, and a second can be given to secondary students and adults. Each part for elementary and secondary students has 17 graded levels of reading difficulty: PP, P, 1-1, 1-2, etc. Readability is similar for the elementary and secondary selections on each level, but themes are appropriate to the ages of the reader. Selections deal with current events, persons and interests.

Four Sections

1. Programmed instruction on administering and scoring an IRI for pupil placement in appropriate reading grade level materials.
2. Specific administering and scoring information.
3. Form E — ECRI Elementary IRI reading selections and teachers' scoring pages (grades PP-12).
4. Form S — ECRI Secondary IRI reading selections and teachers' scoring pages (grades PP-12).

Students can be tested on oral reading accuracy, oral and silent reading rates, and comprehension. Teachers have the publisher's permission to reproduce the scoring pages for their pupils.

TT011-2 **ECRI Informal Reading Inventory (IRI), Part 3** \$30.95
(Author: Ethna R. Reid)

This test contains graded level materials from grade six through grade sixteen. The themes are based on subject matter ranging from mathematics to physiology to literature to ecology. It, too, contains information on administering and scoring the test. Scoring pages can be reproduced.

TT011-3 **ECRI Informal Reading Inventory (IRI), Parts 4 and 5** \$16.95
(Author: Ethna R. Reid)

This test includes selections from preprimer (PP) level through grade nine for both elementary and secondary students. There are 14 graded levels of reading difficulty for the elementary level and 14 levels for the secondary level. Readability is similar for the elementary and secondary selections on each level, but themes are appropriate to the ages of the reader. Information about administering and scoring an IRI is included in this book.

TT013 Lesson Plan Book for Reading/Language Arts \$9.95

The ECRI *Lesson Plan Book* is an extremely useful tool for elementary and secondary teachers, teachers of special students and reading specialists. Although secondary teachers, some resource teachers and specialists teach several periods of reading a day, spaces in this book are provided to plan for 498 skills groups.

The *Lesson Plan Book* serves as a reminder of the activities in which ECRI teachers engage.

TT015 Spanish Directives \$25.95

Directives for teaching new words through seven different methods, teaching sounds, penmanship, spelling, literal and inferential comprehension are available in Spanish.

Order the Spanish version of the directives if you teach reading of English to Spanish-speaking students or if you teach the reading of Spanish.

TT016-1 Enriching a Child's Literacy Environment (ECLE) \$65.00

(Authors: Shauna R. Tateoka, Kathleen R. Barlow)

TT016-2 Enriching a Child's Literacy Environment Book 1 \$16.95
TT016-3 Enriching a Child's Literacy Environment Book 2 (Science Lessons) \$16.95
TT016-4 Enriching a Child's Literacy Environment Book 3 (Mathematics Lessons) \$16.95
TT016-5 Enriching a Child's Literacy Environment Organization Manual \$12.95

The first manual describes month-by-month small and large muscle coordination activities, sensory stimulation for oral language development, reading and mathematics readiness activities, music and rhythm activities, concept development, and the presentation of children's literature. The book also contains patterns for numerals and shapes. Books 2 and 3 contain suggestions for teaching science and mathematics to preschoolers and kindergartners.

See page 25 for a packet of teacher materials and other items to accompany this text.

TT017 Teaching Punctuation \$30.95

The purpose of this book is to emphasize punctuation that is absolutely necessary for correct writing. In order to be understood as we write, we must first understand and master the thoughts we are trying to express, and then write each sentence so readers receive that message. Lessons are provided to teach the use of a: period, comma, semicolon, colon, dash, apostrophe, quotation marks, punctuation marks with quotation marks, and marks of parenthesis and brackets.

IA022 Library Resources

\$40.00

Library Resources contains 680 pages of book lists. Over 6,000 books have been graded at ECRI using the Spache Readability Formula for Grades 1-3 and the Dale-Chall Formula for Predicting Readability for Grade 4 and up. *Library Resources* is divided into two sections. The first lists the books by reading level. Read aloud books come first, then first grade books next, second grade books after that, and so on through twelfth grade and young people levels of reading difficulty. The second section lists all the same books alphabetically by title. This list also provides the grade level of each book.

The book is a **MUST** as a resource for teachers who want to know the reading levels of books.

Content Lessons

\$5.95/ea

Each packet contains teacher resource materials following ECRI's twelve step method of developing content lessons.

Anatomy Lessons

- Beginning Level (K-3)
- TT100-1 Body Parts
- TT100-2 Bones and Muscles
- TT100-3 Eyes and Ears
- TT100-4 The Sense of Hearing
- TT100-5 The Sense of Taste
- TT100-6 The Tongue
- Primary Level (2-3)
- TT101-1 The Five Senses
- TT101-2 The Human Heart
- Intermediate Level (4-6)
- TT101-3 Blood Cells
- TT101-4 Bones
- TT101-5 The Digestive System
- TT101-6 Healthy Bodies
- TT101-7 The Heart
- TT101-8 How the Five Senses Work
- TT101-9 Peristalsis and Gravity
- TT101-10 The Respiratory System
- TT101-11 Sensing Your World
- TT101-12 The Skeletal System
- TT101-13 Taste and Smell
- TT101-14 The Wonderful Senses
- TT101-15 Controlling the Body Machine

Archeology Lessons

- Beginning Level (K-3)
- TT102-1 Dinosaurs
- TT102-2 The Food Chain of the Dinosaurs
- TT102-3 Fossils and Fossilization
- TT102-4 How Big Were the Dinosaurs?

Archeology Lessons (continued)

- TT102-5 Hunters and Gatherers
- TT102-6 Identifying Dinosaurs
- TT102-7 Learning About Dinosaurs
- TT102-8 Plant and Meat Eating Dinosaurs
- Intermediate Level (4-6)
- TT103-1 Cast Fossils and Mold Fossils
- TT103-2 Learning About Early Peoples
- TT103-3 Mummification

Art Lessons

- Beginning Level (K-3)
- TT104-1 Colors
- Intermediate Level (4-6)
- TT105-1 The Age of Impressionism

Astronomy Lessons

- Beginning Level (K-3)
- TT106-1 The Earth and How It Moves
- TT106-2 Four Seasons
- TT106-3 The Night Sky
- TT106-4 Our Solar System
- Intermediate Level (4-6)
- TT107-1 Constellations
- TT107-2 Planets
- TT107-3 The Solar System
- Secondary Level (7+)
- TT108-1 Among The Stars

Biology Lessons

- Beginning Level (K-3)
- TT109-1 Animals and Their Young
- TT109-2 Butterflies
- TT109-3 Desert Habitat
- TT109-4 Fish
- TT109-5 Frogs
- TT109-6 The Horse
- TT109-7 Insects
- TT109-8 Kinds of Animals
- TT109-9 Living and Nonliving Things
- TT109-10 Living Things
- TT109-11 Sheep
- TT109-12 Snakes
- TT109-13 Spiders
- Intermediate Levels (4-6)
- TT110-1 Animal Adaptations
- TT110-2 Animal Life in Freshwater Streams
- TT110-3 Cells
- TT110-4 Crickets
- TT110-5 The Honeybee
- TT110-6 Interdependency of Organisms
- TT110-7 Interior Alaskan Big Game Animals
- TT110-8 Invertebrates
- TT110-9 Jellyfish
- TT110-10 Life in a Pond
- TT110-11 Life in Water
- TT110-12 Needs of Living Things
- TT110-13 Ocean Invertebrates
- TT110-14 Predator vs. Prey – Blending to Survive

Biology Lessons (continued)

- TT110-15 Water Cycle, The
 TT110-16 What is a Butterfly?
Secondary Levels (7+)
 TT111-1 African Animals and
 Their Climatic Regions
 TT111-2 Alaskan Winter Birds
 TT111-3 Cells
 TT111-4 Comparison of a
 Meadow and a Forest
 Community
 TT111-5 Dissection

Botany Lessons

- Beginning Level (K-1)
 TT112-1 Classifying Plants
 TT112-2 Growing Things
 TT112-3 Leaves
 TT112-4 Parts of Plants and Seeds
 TT112-5 Plants
 TT112-6 Plants and Chlorophyll
 TT112-7 Plants and Seeds
 TT112-8 Plants and Their Parts
 TT112-9 Plants Are Alive
 TT112-10 Plants Are Living Things
 TT112-11 What Are Seeds?
 TT112-12 What Plants Need
Primary Level (2-3)
 TT113-1 How Plants are
 Classified
 TT113-2 How Plants Grow from
 Seeds
 TT113-3 Learning About Plants
 TT113-4 Seeds
 TT113-5 Seeds and Plants
 TT113-6 Seeds Alive!
Intermediate Level (4-6)
 TT114-1 Fungi
 TT114-2 The Peanut
 TT114-3 Plant Groups
 TT114-4 Plant Processes
 TT114-5 Plants
 TT114-6 Plants and
 Photosynthesis
 TT114-7 Plants that Produce
 Seeds
 TT114-8 Seed Dispersal
 TT114-9 Seed Parts and Dispersal
 TT114-10 The Soybean

Ecology Lessons

- Beginning Level (K-3)
 TT115-1 Recycling

Ecology Lessons (continued)

- Intermediate Level (4-6)
 TT116-1 Arbor Day Conservation
 TT116-2 Captain Hydro and the
 Water Bandit!
 TT116-3 Cleaning Up the Earth
 TT116-4 Good and Bad Effects of
 Water
 TT116-5 Home Landscaping
 TT116-6 Wildlife Conservation

Economics Lessons

- Intermediate Level (4-6)
 TT117-1 The Distribution of the
 World's Resources and
 Population
 TT117-2 Economic Systems
 TT117-3 Natural Resources
 TT117-4 Our Economic System

Geography Lessons

- Beginning Level (K-1)
 TT118-1 Continents and Oceans
 TT118-2 The Globe
 TT118-3 Landforms
Primary Level (2-3)
 TT119-1 Map Reading
 TT119-2 Maps
 TT119-3 Maps and Globes
Intermediate Level (4-6)
 TT120-1 Absolute and Relative
 Locations
 TT120-2 Alaska
 TT120-3 Ancient Greece
 TT120-4 Ancient India and China
 TT120-5 The Earth's Geography
 TT120-6 The Fertile Crescent
 TT120-7 The Geography of
 Ancient Egypt
 TT120-8 The Globe: Continents
 and Oceans
 TT120-9 Journey Around the
 World
 TT120-10 Lighthouses of the Outer
 Banks of North Carolina
 TT120-11 Map Skills
 TT120-12 National Parks
 TT120-13 North Carolina's
 Geography
 TT120-14 Russian Geography
 TT120-15 The Symbols of Texas
 TT120-16 Utah: Maps and Graphs
 TT120-17 Utah Today
 TT120-18 Utah's Regions

Geology Lessons

- Beginning Level (K-1)
 TT121-1 Beaches
Primary Level (2-3)
 TT122-1 Erosion
 TT122-2 Hard and Soft Rocks
 TT122-3 Mock Rock Geology
 TT122-4 Soil
Intermediate Level (4-6)
 TT123-1 Changes in the Earth's
 Crust
 TT123-2 Continental Drift and
 Plate Tectonics
 TT123-3 Earth Science
 TT123-4 Geology
 TT123-5 The Layers of the Earth
 TT123-6 Oolitic Sand and the
 Great Salt Lake
 TT123-7 Permeability of Soils
 TT123-8 The Physical
 Characteristics of the
 Earth
 TT123-9 Rocks
 TT123-10 Volcanos
Secondary Level (7+)
 TT124-1 Avalanches
 TT124-2 Minerals
 TT124-3 Sedimentary Rocks

Health Lessons

- Beginning Level (K-3)
 TT125-1 Brushing Your Teeth
 TT125-2 Daily Food Pyramid
 TT125-3 Dental Care
 TT125-4 Dental Health Care
 TT125-5 Drugs
 TT125-6 Families
 TT125-7 Fire Prevention and
 Safety
 TT125-8 The Four Food Groups
 TT125-9 Introductions
 TT125-10 Learn Not to Burn
 TT125-11 Learning About Clothing
 TT125-12 People Are Unique and
 Different
 TT125-13 People Have Feelings
 and Emotions
 TT125-14 Self Esteem
 TT125-15 Strangers and Safety
Primary Level (2-3)
 TT126-1 Safety Practices
Intermediate Level (4-6)
 TT127-1 Alcoholism

Health Lessons (continued)

- TT127-2 Dental Health
 TT127-3 Drugs and Your Health
 TT127-4 Effects of Stress
 TT127-5 First Aid
 TT127-6 The Heimlich Maneuver
Secondary Level (7+)
 TT127-7 Nutrition

History LessonsBeginning Level (K-3)

- TT128-1 The History and Symbolism of the American Flag
 TT128-2 Patriotism
 TT128-3 The Pledge of Allegiance
 TT128-4 The Star-Spangled Banner
Intermediate Level (4-6)
 TT129-1 Ancient Mayan Civilization
 TT129-2 Ancient Egypt
 TT129-3 American Indians
 TT129-4 The California Gold Rush of 1849
 TT129-5 The Civil War (Play)
 TT129-6 The Civil War: A Divided Country
 TT129-7 Conquest in the Ancient World
 TT129-8 Europeans Reach America
 TT129-9 Famous American Women in History
 TT129-10 Leisure Activities of Colonial Virginia
 TT129-11 Moving to Zion
 TT129-12 Old West
 TT129-13 Pioneer Life
 TT129-14 Pioneers on the Plains
 TT129-15 Settlement of the Atlantic Coast
 TT129-16 The U.S. Constitution
 TT129-17 Utah's Past
 TT129-18 The Westward Movement
 TT129-19 Wisconsin Pioneers
Secondary Level (7+)
 TT130-1 Early Immigrants
 TT130-2 Eastern Hemisphere
 TT130-3 Immigration
 TT130-4 The Industrial Revolution

History Lessons (continued)

- TT130-5 Middle Ages
 TT130-6 Mount Rushmore
 TT130-7 Responsibilities of Police and Probation Officers in the Juvenile Justice System
 TT130-8 Rise of Modern U.S.A.
 TT130-9 World History
 TT130-10 World War I

Literature LessonsBeginning Level (K-3)

- TT131-1 Fairy Tales
 TT131-2 Following Directions
 TT131-3 How Authors Develop a Character
 TT131-4 Legends
 TT131-5 Nursery Rhymes
 TT131-6 Parts of a Newspaper
 TT131-7 Poetry
Intermediate Level (4-6)
 TT132-1 Anecdotes
 TT132-2 Ballads
 TT132-3 Biography
 TT132-4 Drama
 TT132-5 Fables
 TT132-6 Fables and Fantasy
 TT132-7 Folktales
 TT132-8 Island of the Blue Dolphins
 TT132-9 Limericks
 TT132-10 Myths
 TT132-11 Non-Fiction
 TT132-12 Onomatopoeia
 TT132-13 Personification
 TT132-14 Short Story / Character's Emotions
 TT132-15 Tall Tales
 TT132-16 Three Kinds of Literature
Secondary Level (7+)
 TT133-1 Communicative Arts

Math LessonsBeginning Level (K-3)

- TT134-1 Addition Up to 5
 TT134-2 Addition Up to 7
 TT134-3 Addition Up to 10
 TT134-4 Fractions
 TT134-5 Greater Than, Less Than, and Equal To
 TT134-6 Money
 TT134-7 Numbers and Shapes

Math Lessons (continued)

- TT134-8 Ordinal Numbers
 TT134-9 Place Value
 TT134-10 Sets
 TT134-11 Telling Time
Intermediate Level (4-6)
 TT135-1 Mixed Numbers
 TT135-2 Multiplying Fractions
 TT135-3 Statistics
 TT135-4 Decimals

Music LessonsIntermediate Level (4-6)

- TT136-1 Bands and Orchestras
 TT136-2 Major and Minor Scales
 TT136-3 The Star-Spangled Banner

Physical Education LessonsIntermediate Level (4-6)

- TT137-1 Aerobic Racetrack
 TT137-2 Mini Olympics
 TT137-3 Uneven Bar Routine
 TT137-4 Volleyball

Physics LessonsBeginning Level (K-3)

- TT138-1 Air
 TT138-2 The Air Around Us
 TT138-3 Air Makes Things Move
 TT138-4 Bubbles
 TT138-5 Electrical Energy
 TT138-6 Electricity
 TT138-7 Floating and Sinking
 TT138-8 Heat and Light
 TT138-9 Learning About Magnets
 TT138-10 Machines
 TT138-11 Magnetic Attraction
 TT138-12 Magnets
 TT138-13 Matter
 TT138-14 Matter Has Three Forms
 TT138-15 Matter Has Weight
 TT138-16 Matter: Solids, Liquids, Gases
 TT138-17 Movement
 TT138-18 Simple Machines
 TT138-19 Sound and Vibration
 TT138-20 States of Matter
 TT138-21 The Three States of Water
 TT138-22 Types of Magnets
 TT138-23 Water
 TT138-24 What Are Magnets?

Physics Lessons (continued)

- TT138-25 What Is Matter?
 TT138-26 Wheels
Intermediate Level (4-6)
 TT139-1 Atoms and Molecules
 TT139-2 Batteries and Bulbs
 TT139-3 Burning Changes
 Material
 TT139-4 Current Electricity
 TT139-5 Electrical Circuits
 TT139-6 Electricity
 TT139-7 Energy, Work and Power
 TT139-8 Gravity
 TT139-9 Light
 TT139-10 Light — Reflection and
 Refraction
 TT139-11 Light and Color
 TT139-12 Magnets and Magnetic
 Fields
 TT139-13 Matter and Energy
 TT139-14 Matter: Physical and
 Chemical Changes
 TT139-15 Matter: Solids, Liquids,
 Gases
 TT139-16 Ocean Movements
 TT139-17 Physical and Chemical
 Change
 TT139-18 Potential and Kinetic
 Energy
 TT139-19 Properties of Sound
 TT139-20 Simple Machines
 TT139-21 Solids, Liquids, and
 Gases
Secondary Level (7+)
 TT140-1 Capillary Action
 TT140-2 Radio Waves
 TT140-3 NASA

Sociology Lessons

- Beginning Level (K-3)
 TT141-1 Being a Scientist
 TT141-2 The Community
 TT141-3 Decision Making
 TT141-4 Finger Printing
 TT141-5 Navajo Indians
 TT141-6 Our Communities and
 the World
 TT141-7 People in the Community
 TT141-8 Similarities Among
 Different Cultures

Sociology Lessons (continued)

- Intermediate Level (4-6)
 TT142-1 Cultural Influences of
 Hispanics on the History
 of Texas
 TT142-2 Environmental
 Citizenship
 TT142-3 Navajo Traditions
 TT142-4 Old and New Ways of
 Eskimo Life in the
 Villages
 TT142-5 Skills Taught to the
 Mission Indians by the
 Spanish
 TT142-6 Utah History – Natural
 Utah
Secondary Level (7+)
 TT143-1 Australian Aboriginal
 Culture
Weather Lessons
Beginning Level (K-3)
 TT144-1 Clouds
 TT144-2 Climate
 TT144-3 Types of Clouds
 TT144-4 Utah – You – and the
 Four Seasons
 TT144-5 Weather
 TT144-6 Weather Clouds
Intermediate Level (4-6)
 TT145-1 Focus On Water
 TT145-2 Forecasting the Weather
 TT145-3 Weather