

Committees For Graduation 1978-79

1. Platform
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Miles
Napier
 2. Chairs
Blow
John Smith
Mr. Fudge
Gilmore
Hagins
Ward
Mr. Robinson
Mr. Henry
Kurykendall
Delaney, Chairman
 3. Loudspeaker
Becker, Chairman
Bremer
 4. Stadium, Field, Stands, Grounds, Bathroom
Garland
Conner, E.
Bench
Dyal
Dunahoo, Chairman
 5. Custodian Staff
Delaney
 6. Flower and Platform Arrangements
W. Lee, Chairman
White
Taylor
Sanders
Saunders
Vonier
 7. Diploma
Cooper, Chairman
Courson
Highsmith
L. Robinson
Wilson
McCullough
Riherd
 8. Line-up
W. Suber, Chairman
All Sr. homeroom teachers
 9. Speeches
Prevatte, Chairman
Guice
Elkins
Burns
 10. Music
Eckels, Chairman
Mrs. Henry
Horne
 11. Podium
Mrs. Childs, Chairman
Powell
Patterson
 12. Programs and Ushers
DeFelice
Huddleston
Maddox
Bonifay
Coleman
Bondurant
Stubbs
Chapman
Malone
Barton
Harris
Matthews
Zanders
Mrs. Abrams
M. A. Smith, Chairman
Stephenson
Mrs. Conner
Stevens
 13. Printing
Hall, Chairman
Students
 14. Cleaning of Chairs
Lewis, Chairman
Simmons
V. Thompson
Bush
Reese
Plasencia
Bagwell
Henderson
Belvin
Mrs. Fudge
Gordon
Hennessey
Gassett
Merle Smith
Gainous
- Overall Chairman, W. Suber

Bitten:

HOOTER

DATE: TEN

185ville, Gr

Lesson 1

Duplicating Master Skill Lesson 10:

Outlining Paragraphs —
Choosing Main Topics, Subtopics, and Details

Mld:

Severe:

PART A: WORKING TOGETHER

APPENDIX I

Frame:

You will probably want to start this lesson with a brief review of the key understandings developed in *Duplicating Master Skill Lesson 9: Outlining Paragraphs — Choosing Main Topics and Subtopics*. Have students read the first paragraph of the article, on American herons (in Part A to decide what the main topic is (Largest American herons). Then ask them to read that paragraph again to decide what the first subtopic under Largest American herons is (Great blue heron). If necessary, call attention to the correct form for presenting main topics and subtopics in outlines (illustrated to the right in the student's worksheet) and remind students that the beginning letter of the first word in each main topic and subtopic should be capitalized. Then continue to work directly with students in outlining the first paragraph of the article, having them fill in the blanks for the main topic, subtopics, and details on their worksheets while a volunteer writes the correct outline for that paragraph on the chalkboard.

Help students recall that most outlines also present any significant details that should be included under the subtopics. Ask students to reread the first paragraph with this in mind to choose the most important points of information it gives about the first subtopic, Great blue heron. The following details are given in the sentence about the first subtopic, Great blue heron: *About four feet high and found in the United States and Canada.* These details therefore become the first and the second detail noted under that subtopic.)

Before having students write the foregoing details in their outlines, review these understandings about correct form: (1) the details are indented under the proper subtopics in an outline and are numbered in sequence with Arabic numerals followed by periods; (2) the first word in each detail begins with a capital letter. Then continue eliciting answers from students about subtopics and details until you have finished outlining the first paragraph as a group.

Now check students' understanding of the lesson, have them proceed to outline the second paragraph of the article about American herons independently. When students have finished their outlines, ask a volunteer to complete the outline already begun on the chalkboard, and then discuss it with students. Guide the group in making any necessary corrections. The wording of details should be brief but not necessarily identical to the sample answers.

When?

PART B: CHECKING WHAT YOU HAVE LEARNED

Have students turn to Part B of their worksheets and read the article *Paints*. Then direct them to complete the outline to the right of the article by using the items listed at the bottom of the page.

When students have completed their outlines, go over the answers with them carefully, making sure that they understand how to choose the main topics, the subtopics, and the details for an outline.

Comments on investigator and follow up:

CONGRATULATIONS
SENIOR CLASS