

PLANNING AND IMPLEMENTING AN INDIVIDUALIZED READING
PROGRAM IN A GRADE TWO CLASSROOM

CENTRE FOR NEWFOUNDLAND STUDIES

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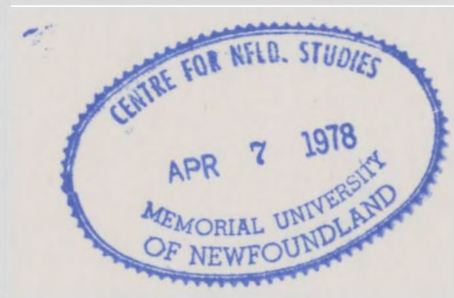
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PLANNING AND IMPLEMENTING AN INDIVIDUALIZED READING
PROGRAM IN A GRADE TWO CLASSROOM

An Internship Report
Presented to
the Faculty of Education
Memorial University of Newfoundland

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by

Judy Catherine Andrews

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ABSTRACT

This internship was concerned with the planning and implementation of an individualized reading program to supplement the basal readers. It was felt that the basal reader grouping procedures did not meet the needs and interests of all students. The utilization of an individualized reading program, in conjunction with the basal series, would allow each child to progress at his own rate and expand and enrich his reading interests, and would foster in him a love of reading and an appreciation of books.

During April, May, and June, 1975, the intern worked with a grade two teacher who had expressed a desire to utilize an individualized approach to reading along with the existing basal reader program. Thus, the individualized reading was begun with six conscientious children of above average ability and was gradually extended to include the whole class. A daily routine was established which included book introduction and book selection, silent reading, student record card completion, pupil-teacher conferences, individual and group activities, close-off times, and sharing periods. The intern also completed her own records concerning each child's reading progress.

The intern brought new books into the room every week, but she left favorite titles there for longer periods of time.

These books included poetry collections, picture books, fairy tales, fables, biographies, animal stories, and information books, and ranged from a grade one to a grade five level of difficulty. She also compiled Questions to Think About and Activity Choice Cards for the majority of books. These cards helped the children to review their books in preparation for the conferences and provided them with a selection of follow-up independent and group activities.

Midway through the program the intern and the teacher took the children to the Arts and Culture Center Library. The visit was planned to introduce the children to a library where they could borrow books and other reading materials during the summer months.

The evaluation of the internship was based on the intern's observations of the program in action, on the teacher's comments and reaction to it, and on the children's views about their own reading in particular and the reading program in general. The outcomes of the program indicated that the internship had been successful and had benefited the children, the teacher, and the intern.

ACKNOWLEDGEMENTS

The writer wishes to express her gratitude to the many people who helped to make this internship possible. Appreciation is expressed to Mr. Wm. Ford, principal of St. Andrew's Elementary School, and to Miss G. Spencer, the grade two teacher, for their kind co-operation and participation in the implementation of the internship project.

In particular, the writer wishes to express her gratitude to her supervisor, Dr. E. Janes, for her constant guidance and assistance during the internship and the writing of this report. Appreciation is also expressed to Miss B. Brett for her helpful criticism and suggestions.

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CHAPTER I

THE INTERNSHIP

INTRODUCTION

The basal approach to reading is presently in use in virtually all of our Newfoundland primary and elementary schools. This method usually involves the grouping of children according to ability, with the teacher's instruction based on the sequential development of skills in a carefully planned series of readers.

Another method worthy of consideration, which according to research studies is being employed in a growing number of North American schools, is that of individualized reading. Briefly, this approach is characterized by the student's selection of his own reading material based on personal interest and need. As Gray states, it ". . . utilizes the personal motives of each child for reading, capitalizes on inner drives and reinforces the idea that reading is a rewarding activity."¹ A major aspect of individualized reading is the pupil-teacher conference, at which time the child is given the opportunity to discuss his reading with the

¹William S. Gray, "Role of Group and Individualized Teaching in a Sound Reading Program," Reading Teacher, 11:103, December, 1957.

teacher and plan appropriate follow-up activities.

Individualized reading may be introduced into the classroom in a variety of ways. Some teachers may prefer to follow the plan of such a well known advocate of individualized reading as Jeannette Veatch,² who believes that the program is the basis of all reading instruction, with no relation whatsoever to basal materials. Other teachers may find it feasible to use the basal readers in conjunction with some aspects of an individualized program. Indeed, many authorities in reading agree that a most successful approach to reading is one that extracts the best elements of both programs. Paul Witty clarifies this idea when he says, "It seems that a defensible program in reading will combine the best features of both individual and group instruction in reading."³ He later goes on to say that such a program ". . . recognizes the value of systematic instruction, utilization of interests, fulfillment of developmental needs, and the articulation of reading experiences with other types of worthwhile activities."⁴

Ruth Strang also suggests a combination of the better components of each approach to meet the requirements of a good reading program. She believes that, regardless of which single method is in use, ". . . the successful teacher soon introduces

²Jeannette Veatch, Individualizing Your Reading Program (New York: G.P. Putnam's Sons, 1959).

³Paul Witty, "Individualized Reading - A Summary and Evaluation," Elementary English, 36:410, October, 1959.

⁴Ibid., p. 450.

all the essential features of an effective reading program."⁵ And such "essential features" are often found in a variety of different programs. It is the teacher's responsibility (especially if he is not satisfied with a single method for the teaching of reading) to identify and choose the aspects of other programs which he wishes to combine with the one presently in operation, in his classroom in order to provide for more effective teaching and learning.

PURPOSE OF THE INTERNSHIP

The purpose of this internship was to develop an individualized reading program which the intern could use as a model for implementing such a program in her classroom next year. Although she would still use basal readers, she felt that her students would benefit from the inclusion of individualized reading in their daily work. Such a program would expand and enrich their reading experiences and would meet the needs and interests of each student involved in the program.

A teacher at St. Andrew's Elementary School in St. John's had also expressed a desire to utilize the individualized approach in her classroom. Thus the intern worked with this teacher in order to initiate a reading program whereby individualized methods were introduced along with the

⁵Ruth Strang, "Controversial Programs and Procedures in Reading," School Review, 69:421, Winter, 1961.

existing basal reader program. Both the teacher and the intern wished to gain an understanding and working knowledge of the essentials involved in individualized reading instruction so that they might continue its use next year.

NEED FOR THE INTERNSHIP

In primary classrooms in Newfoundland the teacher handles a maximum of three or four reading groups, usually labelled low, average, and high ability. Within each of these groups, however, there are children whose needs are still not being met. In many instances "low ability" children who have outgrown their group must continue to work with the same materials as the least able children because they have not progressed quite enough to advance to the average ability group. Likewise, the least able student in the top group may be struggling to keep up with the other children in this group because, while his reading performance is above that of the children in the average group, it is below that of the top group. The intern believes that this is one of the reading teacher's greatest frustrations, for such grouping procedures often divide the classroom into neat packages of children with little room for overlapping. In the individualized reading program there is less need for grouping, since each child is pursuing his own interests (in various books) at his own level and speed. The program accommodates each child's individual abilities, and gives him the opportunity to advance at his own

rate without artificial limits or boundaries.

The teacher using a basal reading program includes both silent and oral reading in his lesson plan. Often children sitting at their desks or on the floor take turns reading aloud sections of a single story. This "round robin" reading, which is practiced in many Newfoundland schools, subjects the child to listening to his classmates read one story several times. The individualized reading program does not require all children to read the same story, nor does it require all children to do the same thing at the same time. Frances Maib believes that individualized reading permits each child to make the best use of his time, as he is not held up by other children's difficulties or problems.⁶ Instead he may make better use of his time by reading new materials. As a result, the individualized program permits the child to read a greater number of books and stories than he would in a basal program. In addition to reading what interests him, he will also increase and expand his interests as he discovers that there are more and more things to read about.

In today's primary classroom much time is spent in helping children acquire the fundamental skills of reading. Equally important is the responsibility of developing in each child a desire to read for his own personal pleasure and enjoyment, satisfaction and knowledge. The individualized

⁶Frances Maib, "Individualizing Reading," Individualizing Your Reading Program, ed. Jeannette Veatch (New York: G.P. Putnam's Sons, 1959), p. 105.

reading program helps to bring children and books together in the building of a lifetime reading habit. To develop a love of books and a permanent interest in reading is a most important and significant function of the individualized reading program.

The individualized reading program also contributes to the child's self confidence and respect. He is not compared with other members of a group, as he would be in a basal reading program, and he is not urged to "keep up" with his peers. This eliminates a great deal of pressure and tension which even the youngest child experiences in group basal reader situations. In relation to this, Artley emphasizes the values of the teacher-pupil conference in the over-all program when he says that ". . . the close teacher-pupil relationship making for feelings of self-worth, importance and success is one of the major features contributing to the success of individualized reading."⁷ The teacher and child meet frequently and work closely in the organization of activities and the discussion of the reading. The student knows he has time to talk with his teacher on a one-to-one basis and is not threatened with the feeling that he will always be in the slow group. The individualized reading program puts success within the child's grasp, yet is challenging for the slow, the average, and the bright children.

⁷A. Sterl Artley, "An Eclectic Approach to Reading," Elementary English, 38:325, May, 1961.

OBJECTIVES

The following objectives provided a focus for the internship:

1. To institute a program of individualized reading instruction with the more able readers in the class.
2. To provide opportunities for each child to read and progress at his own rate, using self-selected materials which are interesting and challenging to him.
3. To help the children develop the habit of wide reading.
4. To foster in the children a love of reading and an appreciation of books.

ORGANIZATION OF THE REPORT

This chapter has dealt with the introduction to the report, the purpose and need for the internship, and the objectives which the intern wished to achieve during its operation. Chapter II includes a review of the literature related to individualized reading, while Chapter III contains the detailed plan that was used in the implementation of the program. Chapter IV provides an evaluation of the internship, and Chapter V presents the conclusions reached and makes some recommendations for other persons wishing to initiate individualized reading programs.

CHAPTER II

REVIEW OF RELATED LITERATURE

During the past twenty years much has been written on the methodology of instituting an individualized reading program in the classroom. There are also research studies to indicate the program's effect on pupil behavior and performance and its success as compared with other approaches to reading.

BASIC PRINCIPLES OF INDIVIDUALIZED READING

The basis of the individualized reading program, according to Dr. Willard C. Olsen, is seeking, self-selection, and pacing. He believes that the child will naturally seek from his environment those ". . . experiences that are consistent with his maturity and his needs."¹ The child's behavior will tell the teacher a great deal about his readiness for particular reading experiences. Olsen also believes that the process of self-selection is closely related to seeking, where the child chooses his own reading materials based on personal interest and ability. This motivation is born out of his own interests, for as Cadenhead states, "When a child

¹Willard C. Olsen, "Seeking, Self-Selection, and Pacing in the Use of Books by Children," Individualizing Your Reading Program, ed. Jeannette Veatch (New York: G.P. Putnam's Sons, 1959), p. 89.

wants to read, half the job is done."² Carlton and Moore maintain that "pupils who make their own selection of reading matter develop not only a desire to read but also responsibility for their own learning."³ They develop a purpose for reading, as they have their own reasons for choosing particular materials. The act of reading is itself more personal, because the child, with the teacher's guidance, is the manager of his own reading selections based on self-motivation and personal interests.

Pacing, which Olsen considers the third basic aspect of the individualized reading program, is, according to Mary Lazar, ". . . the teacher's responsibility for providing each child with the materials and experiences at a tempo that insures success at his stage of maturity."⁴ It fits the program to the child so that he may read at his own speed and reading level. The child does not strive to keep up with a fast moving program or lose interest as he outgrows one that is too easy for him.

ORGANIZATION AND METHODOLOGY OF THE INDIVIDUALIZED READING PROGRAM

In his article "The Individualized Reading Program: A

²Kenneth Cadenhead, "A Plan for Individualized Reading Instruction," Elementary English, 39:260, March, 1962.

³L. Carlton and R. Moore, "Individualized Reading," Elementary Reading Today, Selected Articles, ed. Wilma H. Miller (New York: Holt, Rinehart and Winston, Inc., 1972), p. 100.

⁴Mary Lazar, "Individualized Reading: A Program of Seeking, Self-Selection, and Pacing," Individualizing Your Reading Program, ed. Jeannette Veatch (New York: G.P. Putnam's Sons, 1959), p. 195.

Perspective," Lyman Hunt emphasizes that the teacher plays a key role in the organization of an individualized reading program.⁵ Because there are no guidebooks or teacher's manuals to rely on, he must structure, plan, and direct all aspects of the program, including the silent reading period, the pupil-teacher conference, record-keeping, skills development, and each student's independent activities. Although it is unlikely that any two teachers will organize the program in precisely the same manner, Hunt lists the following elements as being common to the majority of classrooms using an individualized approach to reading:

1. Literature books for children predominate (rather than textbook series) as basic instructional materials;
2. Each child makes personal choices with regard to his reading material;
3. Each child reads at his own rate and sets his own pace of accomplishment;
4. Each child confers with his teacher about what he has read and his progress in reading;
5. Each child carries his reading into some form of summarizing activity;
6. Some kind of record is kept by teacher or child or both;
7. Children work in groups for an immediate learning purpose and leave the group when that purpose has been accomplished; and
8. Word recognition and related skills are taught and

⁵Lyman Hunt, "The Individualized Reading Program: A Perspective," The Individualized Reading Program: A Guide for Classroom Teaching, International Reading Association Conference Proceedings, Vol. XI, Part III (Dallas, Texas: International Reading Association, 1966), p. 40.

vocabulary is accumulated in a natural way at the point of the child's need.⁶

Povey and Fryer stress the importance of having available a large number of tradebooks at varying levels of difficulty.⁷ They suggest that these books may be obtained from the school library and book storage room, homes, and public libraries. Lillian Smith, speaking of book selection, says that "a child's range of choice in his reading will always depend upon what is at hand, and this will largely depend upon his elders."⁸ She believes that the teacher must know books, and the qualities which constitute good books, in order that his selections will meet the interests and abilities of each child.

The teacher is also responsible for establishing the program's daily routine. Marian Jenkins, in her article "Self-Selection in Reading," says that the child should be given some time at the beginning of each reading session to browse and choose the materials he desires to read.⁹ At this time he may talk with the teacher and his friends about the story, scan a few pages, and decide whether or not he will read

⁶Ibid., p. 2.

⁷Gail Povey and Jeanne Fryer, Personalized Reading, A Chance for Everyone (Encino, California: International Center for Educational Development, 1972), p. 29.

⁸Lillian Smith, The Unreluctant Years (Chicago: American Library Association, 1953), p. 13.

⁹Marian Jenkins, "Self-Selection in Reading," Reading Teacher, 11:85, December, 1957.

the entire book. Jenkins says that, following the book selection, each child must be given sufficient time to read the book silently without interruption. Povey and Fryer list two major requirements of a silent reading period:

1. not to disturb others
2. to "handle" some reading material¹⁰

If they are provided with interesting and appealing books, Povey and Fryer believe, most children will be motivated to read what is within their reach.

The individual conference is a most important component of the individualized reading program. In her article "The Conference in the Individualized Reading Program: The Teacher-Pupil Dialogue," Jeannette Veatch says that, "Through this brief, intensive, personal contact the teacher may determine each child's interest, personality, and reading strengths and weaknesses."¹¹ She believes that the conference should investigate three areas:

1. the pupil's understanding of and reaction to his chosen piece of material
2. the pupil's ability to deal with the mechanics of reading
3. the pupil's ability to read orally¹²

¹⁰Povey and Fryer, op. cit., p. 49.

¹¹Jeannette Veatch, "The Conference in the Individualized Reading Program: The Teacher-Pupil Dialogue," The Individualized Reading Program: A Guide for Classroom Teaching, International Reading Association Conference Proceedings, Vol. XI, Part III (Dallas, Texas: International Reading Association, 1966), p. 13.

¹²Jeannette Veatch, Individualizing Your Reading Program (New York: G.P. Putnam's Sons, 1959), p. 51.

She reports that the investigation of these areas can be accomplished through the teacher's careful use of open-ended questions, as well as his ability to be an observant and interested listener. The child should be prepared for the conference, know his book, and have chosen a passage to read aloud to the teacher.

The record-keeping is another important aspect of the conference situation and is completed by both teacher and child. Veatch says that during the conference, or immediately afterwards, the teacher should briefly record the book the child had read, the difficulties he revealed, and the individual or group assignments he chose to perform.¹³ The meeting also provides an opportunity for the child to show the teacher his own book-keeping records, usually kept on filing cards in an envelope or other container. According to Russell Stauffer, the children's records show ". . . the name of the book, the number of pages read, the date of reading, and the child's opinion of the book."¹⁴ They are brief and concise, utilizing only a small amount of the child's total reading time.

The conference also provides an opportunity for the student and teacher to discuss possible activities which may be undertaken in conjunction with the book just read. Patrick Groff says that a child's independent written activities may

¹³Ibid., p. 56.

¹⁴Russell Stauffer, "Breaking the Basal-Reader Lock Step," Elementary School Journal, 61:275, February, 1961.

include writing descriptions of favorite characters, making up riddles about the book, listing things learned from the book, or writing an advertisement urging others to read it.¹⁵ Other activities, suggested by Robert Whitehead, include illustrating a poster about a book, constructing a mobile, and extending the story in pictures and prose. Whitehead also refers to the possibility of having a small group of children, who have recently read the same book, work together to produce a puppet play or to construct a diorama.¹⁶

Spache and Spache believe that the teacher of individualized reading may, from time to time, organize small groups of children for instruction in specific skills. These groups are flexible and temporary, however, and disband after the need has been met.¹⁷

Beverly Hostetler stresses the importance of the sharing period in the individualized reading program, and says that "children often sell each other on the value of their books during this period."¹⁸ She believes that it would be

¹⁵Patrick Groff, "Individualized Reading and Creative Writing," The Individualized Reading Program: A Guide for Classroom Teaching, International Reading Association Conference Proceedings, Vol. XI, Part III (Dallas: Texas: International Reading Association, 1966), p. 40.

¹⁶Robert Whitehead, Children's Literature: Strategies of Teaching (New Jersey: Prentice-Hall Inc., 1968), pp. 188-190.

¹⁷George D. Spache and Evelyn B. Spache, Reading in the Elementary School (3d ed.; Boston: Allyn and Bacon, Inc., 1973), p. 204.

¹⁸Beverly Hostetler, "What Does Individualized Reading Mean to You?" Elementary English, 39:264, March, 1962.

appropriate to spend some time in a larger group situation every few days in order to tell about favorite books and share projects and activities.

In summary, the individualized reading approach utilizes different materials, techniques, and methods of organization from those used in other programs. The teacher and child work in a close one-to-one relationship and the student has considerable freedom of choice in his reading materials. Although the program may vary from school to school, research has shown that the basic components of self-selection, pupil-teacher conferences, record-keeping, and flexible grouping are characteristic of the better individualized reading programs.

RESEARCH STUDIES

Very few rigidly controlled research studies have been undertaken in the area of individualized reading. One such study, "The Roseville Experiment with Individualized Reading"¹⁹ carried out by Harry W. Sartain, supports the use of an eclectic reading program using both basal and individualized methods of instruction.

Briefly, the purpose of Sartain's study was to compare students in an individualized program and an ability-grouped basal reader program in terms of progress and improvement made

¹⁹Harry W. Sartain, "The Roseville Experiment with Individualized Reading," Reading Teacher, 13:277-281, April, 1960.

in the acquisition of reading skills. Ten classes of grade two children were randomly chosen from those whose teachers were interested in the study. Five classrooms participated in an individualized reading program using trade books, while the remaining five classes were taught with basal readers and supplementary books. At the end of a fifty-six day period the programs were changed; the teachers who had previously utilized individualized methods switched to basal readers and those teachers using a basal text shifted to an individualized plan. Various tests were administered at the beginning, middle, and end of the experiment.

These tests were analysed statistically and the results indicated that students in the ability-grouped basal reader program made .25 of a year greater gain than those in the individualized program. The study also showed that both groups made greater gains during the first fifty-six day period than in the second period. Sartain concluded that ". . . the individualized method does not produce better reading gains than a strong basal program" ²⁰ He felt, however, that several of the more favorable aspects of an individualized approach should be included in a regular basal program. He suggested that the individual conference be incorporated into the basal program to support the students' supplementary reading. He also suggested that children who had finished the

²⁰Ibid., p. 281.

basal program early might profit from individualized reading during the rest of the year. In addition, Sartain suggested that children in high ability groups might receive basal reader instruction in the morning, and supplementary individualized reading in the afternoon. Thus it appears that Sartain favors a combination of the basal reading program with individualized methods of reading instruction.

Ira Gordon and Christine Clark compared two second grade classes in a small American school with limited facilities for a four month period to discover whether an individualized reading program would improve reading skills and increase the children's interest in reading. One class used a completely individualized approach while the control group used a basal reader series and ability grouping. At the outset both classes obtained similar scores on tests of intelligence and reading achievement.

The results favored the individualized reading program. At the end of the term the test scores of the individualized class indicated a gain of 7.2 months, while the control group gained an average of 3.04 months. The children in the individualized reading program said they liked to read and thought they were good readers. The experimenters concluded that the program not only resulted in higher achievement on standardized tests, but also encouraged the children to read more and gave them greater feelings of self-confidence

and success.²¹

Anne Bailey and Geraldine Houskeeper in "Does Individualized Reading Affect Other Subject Areas?"²² report the results of a study undertaken in their New Jersey school system. The district wished to evaluate one aspect of its reading program and used as the basis for the evaluation the following question as stated by Dr. Sam Duker in 1966: "What is the effect of a successful individualized reading program on pupils' achievement in other subject areas?" The subject areas chosen for the study included science, social studies, and mathematics. All teachers of grades two through six in the New Jersey Cranford School System who utilized individualized reading were involved in the evaluation. They were given a questionnaire which provided them with the opportunity to express opinions based on "day-by-day" observations of pupil learning.

A summary of the questionnaire responses indicated an awareness among many teachers that reading involves all subject areas. The teachers felt that the individualized reading developed independent work habits and self-initiative in their students and also increased their desire to learn.

²¹Ira J. Gordon and Christine H. Clark, "An Experiment in Individualized Reading," Childhood Education, 38:112-113, November, 1961.

²²Anne V. Bailey and Geraldine Houskeeper, "Does Individualized Reading Affect Other Subject Areas?" Elementary English, 49:37-43, January, 1972.

It encouraged critical thinking and open-ended discovery and provided opportunities for the student to become more involved in his learning. The study concluded that individualized reading does increase student achievement in science and social studies, and to a lesser degree in mathematics, and provides other benefits which support its continued use in the schools.

In her article "Self-Selection in Reading,"²³ Marian Jenkins reports the comments and feelings of several principals whose schools were using the individualized approach to reading. Four teachers in a California school used an individualized program for a two year period with about one hundred and forty children from grades three to six. Their principal said that the progress made in skill development by these children was slightly (though not significantly) better than that made by children using the basal program. Extremely encouraging information, however, is revealed in his following remarks:

"The children who have participated in self-selection seem to have developed an abiding interest in reading, found keen enjoyment in it, developed the ability to select suitable materials for reading, and above all have developed the habit of reading beyond that which has been achieved in our regular program."²⁴

Another principal felt that the individualized reading program allowed the teachers to keep better records of each child's response to reading, vocabulary development,

²³Jenkins, op. cit., pp. 84-90.

²⁴Ibid., p. 90.

comprehension, and word attack skills. The teachers in the school reported that the self-selection procedures motivated many children to read and that the majority of students were becoming avid and enthusiastic readers.

An article by W. Paul Blakely and Beverly McKay, entitled "Individualized Reading as Part of an Eclectic Reading Program,"²⁵ reports the findings of a questionnaire designed to discover how basal reading programs were being supplemented by individualized instruction in grades four to six in fifty school systems in Iowa. They defined individualized instruction as follows:

"... the procedures involved when reading time is spent by children reading materials which they themselves select, with teacher guidance when necessary, and the activities associated with such reading: pupil record-keeping, individual teacher-pupil conferences, and individual or group instruction in reading skills when need arises."²⁶

The results of the questionnaire indicated that the majority of respondents used individualized reading as a supplement to the regular program even if the basal readers had not been completed. The students selected reading material according to their own interests and their teacher's guidance. Books were obtained from the school's central library, public library, and classroom library. Most of the students chose

²⁵W. Paul Blakely and Beverly McKay, "Individualized Reading as Part of an Eclectic Reading Program," Elementary English, 43:214-219, March, 1966.

²⁶Ibid., p. 215.

fiction and non-fiction tradebooks while a few chose basals, textbooks, and reading laboratories. They kept their records on filing cards and in notebooks. Only twenty-five percent of the teachers held individual one-to-one pupil-teacher conferences, twenty-four percent utilized small group sessions, and thirty-one percent held a combination of both individual and small group conferences. In terms of conference activities such things as telling the story in the child's own words, oral reading, question-answer sessions, and comprehension and vocabulary checks were prominent. Grouping for instruction occurred most frequently for the teaching of specific skills and the sharing of ideas. The majority of teachers believed the major goals of an individualized approach to be developing a love of reading, broadening interests, increasing comprehension and knowledge, and enriching vocabulary. Blakely and McKay concluded their investigation by stating that the results of the questionnaire

"... give credibility and meaning to the assertion that individualized reading procedures may enrich and strengthen an eclectic reading program, offering contributions that complement the basal reader series."²⁷

Beverly Hostetler discusses in "What Does Individualized Reading Mean to You?"²⁸ the responses received on ninety-five questionnaires sent to teachers using individualized methods of reading instruction in several American states. Their answers

²⁷Ibid., p. 219.

²⁸Hostetler, op. cit., pp. 263-265.

indicated that there is no "best" way to institute an individualized reading program. The majority of teachers favored a group by group changeover instead of an immediate whole class transition. Briefly, the highlights of the questionnaire results indicated that the teachers were extremely enthusiastic about the program and that they felt much personal satisfaction and success. The children's attitudes, their wider reading interests, and the results of their standardized achievement tests, which compared favorably with those written under basal reader instruction, all showed the overall success of the individualized reading program.

Based on this and the previous studies and experiments, it appears reasonable to conclude that a program of individualized reading in the classroom will be beneficial and profitable to both students and teachers. A combination of both individualized and basal reader instruction will serve to enhance the total program and meet the needs of all students.

CHAPTER III

IMPLEMENTATION OF THE INDIVIDUALIZED

READING PROGRAM

SELECTION OF STUDENTS

The internship was undertaken in a grade two classroom at St. Andrew's Elementary School in St. John's from April 22 to June 16, 1975. The students used the Nelson Language Development Reading Program as their regular reading curriculum, for which the teacher divided the class into two groups. The large group consisted of twenty-six average and bright children who were sometimes sub-divided into smaller groups for specific instruction. The remaining group consisted of seven slower children. The teacher taught the oral skills portion of the program to the class as a whole.

In preparation for the internship, the intern requested the co-operating teacher to suggest a small number of above average children with whom the individualized reading program might be initiated, because, as Patrick Groff maintains, ". . . in almost all cases it is better to begin by individualizing the reading of a small subgroup composed of dependable, industrious children."¹ The teacher selected six

¹Patrick Groff, "Helping Teachers Begin Individualized Reading," Elementary Reading Today, Selected Articles, ed. Wilma H. Miller (New York: Holt, Rinehart and Winston, Inc., 1972), p. 105.

conscientious students of above average ability who had a good basic understanding of the mechanics of reading and appeared enthusiastic to begin a new program. As the internship proceeded, three new students were added each week until a total of fifteen children were working with the intern. The more experienced children in the program provided a working model for each group of new students and helped them to become familiar with the daily routine. At the conclusion of the internship the whole class was involved in individualized reading, with the teacher and intern responsible for specific children.

SELECTION AND PREPARATION OF MATERIALS

The program required a variety of books, including animal stories, picture books, fairy tales, fables, poetry collections, biographies, and information books. They ranged from approximately a grade one to a grade five level of difficulty. The intern brought about twenty-five to thirty different books into the classroom every four or five days. She removed the older books at this time, but left favorite titles there for longer periods. She also provided children's dictionaries and encyclopaedias for reference purposes.

The intern attached to the last page of most books a small filing card containing "Questions to Think About." The card included specific literal and inferential comprehension questions about the story. After completing a book the child was expected to read the card, which provided an opportunity

for him to review the book in preparation for the pupil-teacher conference. The intern also listed on an "Activity Choice Card" three or four possible activities for each book. She kept these cards in a box and used them during the conference to provide a selection of follow-up activities, but the children were not required to complete an activity for each book they read. They could choose instead to read another book.

The children kept on individual filing cards a record of each book they had read. Thus, as the number of books they read increased, so did their collection of record cards. They kept their cards on rings in large envelopes which they had made during their first week in the program. In addition to the record cards, the intern provided each child with a larger filing card titled Word List. The children were encouraged to note on this card any new or interesting words they found in their stories. They could also inform the other students of these words by writing them on the Class Word List, a large piece of experience chart paper which was posted in the room.

Bulletin board space was also provided to display the children's activities: book advertisements, poems, stories, and any other work which they completed during the program.

STUDENT ORIENTATION TO THE INDIVIDUALIZED READING PROGRAM

During the first two or three days of the project the intern observed the children, interacted with them, and

generally became familiar with the classroom routine. She talked with the children about their favorite books and encouraged them to choose and read stories from the classroom library when they had finished their work. She also held informal discussions with small groups of children. Such discussions helped her to identify the children's special interests, hobbies, and out-of-school activities. This information aided her in making book selections for the project, and the children's comments provided valuable clues about their reading habits and, in many instances, revealed how much reading they had previously done.

In order to introduce the first group of six children to individualized reading, the intern took them to a quiet corner of the classroom and briefly explained their new reading program. She told them that in the months to follow they would be given the opportunity to do some of their daily reading from books which they chose on their own, keeping an account of what they read and often meeting individually with the intern to talk about their selections. Sometimes they would do activities related to the book, either in small groups or by themselves. These activities would be planned by both the child and the intern.

As children learn best by doing, the intern next read Crow Boy, by Taro Yashima, to the students and had them participate as a group in the individualized reading activities for that book. This served as an introduction to the program. After the intern read the book, the children discussed the

"Questions to Think About" which were clipped to the last page. Each child completed a record card for the book, using the intern's "blackboard card" as a model. This first record card provided a guide for the format of the children's future records. Each child also chose an activity to do in conjunction with the story. The activities were listed on an "Activity Choice Card" which the intern had compiled. The next day was set aside for the children to make cardboard envelopes in which to store their cards.

ESTABLISHING A DAILY ROUTINE

The teacher and intern decided that the children involved in the individualized reading program would, in the early stages of the project, meet with the intern in the school library immediately after their basal reading period ended. On many days they participated in the individualized reading for the whole reading period. Thus, after the first week, the six students went to the library with the intern for approximately one hour each morning. Here the routine of the individualized reading program continued from day to day. This included book introduction and selection, silent reading, student records, pupil-teacher conferences, independent and group activities, and sharing periods. Each of these components will be fully explained below.

Book Introduction

The first ten to fifteen minutes of each day was spent

in a group situation when the intern introduced some of the new books and helped each child plan his work for the day. Although new books were brought into the room every four to five days, time was provided each morning for a brief introduction and discussion of three or four books. The intern felt that bringing specific titles to the children's attention would motivate them to read books which they might otherwise overlook. All of the books, however, were displayed on the tables so that the children could select whichever one they preferred. Several methods were used to bring the children and books together. Sometimes the intern read aloud the first two or three pages of a book, revealing just enough of the problem to interest the reader in the story. Reading exciting or funny sections also tempted the children to choose the book in order to discover for themselves "what happened next." The following paragraphs from Little Tim and the Brave Sea Captain, by Edward Ardizzone, provoked many children to read this book:

In the middle of the night there was a terrible crash. The ship had struck a rock and lay on its side with the great waves pouring over it.

The sailors rushed on deck shouting "We are sinking. To the boats. To the boats."

With great difficulty they launched the boats and away they went into the raging sea.

- But -

they had quite forgotten Tim. He was so small and frightened that nobody had noticed him.

On many occasions the intern leafed through a book, showing the children the variety and type of illustrations it contained, while at other times it was more advantageous to show some of the pictures and let the children's comments

generate enthusiasm for the book. In Lynd Ward's The Biggest Bear the author builds suspense as he presents several consecutive pictures showing the damage the bear cub has done to Johnny's home town. The animal is conspicuously absent in all of these pictures, and the child must read the book to discover what has happened.

The intern also provoked the children's curiosity about stories by asking questions as she presented various pictures. Burt Dow, Deep-Water Man, by Robert McCloskey, provided an excellent opportunity for such questions as "Why do you think Burt is steering his boat into the whale's mouth?" (page 37), "Why are these pages completely black?" (pages 38-39), and "Can you guess why Burt is splashing the paint around in this picture?" (page 44). These questions brought forth many plausible answers, but only the child who read the story knew the author's explanations.

Some books provided suitable before-and-after pictures, such as those in the fairy tale The Ugly Duckling, by Hans Christian Andersen. The ugly duckling and the beautiful swan pictures were shown and compared, leaving the children to read the book in order to fill in the details of the transition. Often the illustration on the cover or the words in the title were enough to motivate a child to read a particular book. This was especially true of Marcia Brown's Stone Soup, Rumer Godden's The Old Woman Who Lived in a Vinegar Bottle, and Jane Yayer's The Popcorn Dragon. Sometimes the children were also attracted to new books when the intern read the information

about the story and its author on the inside cover flaps, or after she had drawn attention to any medals or awards the book had received.

Throughout the program the intern encouraged the children to note any new words they encountered in their reading. Their desire to discover the meanings of new words stimulated many of them to read new books. After viewing the illustrations of an "esophagus" and a "small intestine" in Paul Showers' What Happens to Hamburger, for example, many children waited in line for the book to learn about man's digestive system. In a similar manner the questions "Do you know what 'ruckus' means?" "How could it happen at a circus?" and "What is an eclipse?" motivated other children to read Circus Ruckus, by William Lipkind and Nicholas Mordvinoff, and Eclipse, Darkness in Daytime, by Franklyn M. Branley. The children were introduced to similes and striking imagery in Charlotte Zolotow's The White Marble. The words in the following sentence set the mood for the story and induced some children to read the book:

Oh it was a hot night. The heat sat like a feathered bird over the city as the sun went down.

On several occasions the intern captured the children's interest in a book by reading the appealing verses and phrases that occurred repeatedly throughout some stories. For example, the lines "Hundreds of cats, Thousands of cats, Millions and billions and trillions of cats," in Millions of Cats, by Wanda Gág, were chanted in unison by the children

and appeared to provide an incentive for reading the book. Other books containing repetitive lines included Bread and Jam for Frances, by Russell Hoban, and Journey Cake, Ho!, by Ruth Sawyer.

Some children were motivated to read a book when it was displayed next to objects, pictures, and other materials which were related to the story. A collection of sea shells placed around the book Always at Home, the Story of Sea Shells, by Bonnie Nims, attracted attention and interest. Many children read Augusta Goldin's Ducks Don't Get Wet when the materials for an experiment described in the book - water, oil, and paper bags - were displayed beside it. The intern cut pictures of lightning from old magazines and presented them with Franklyn Branley's Flash, Crash, Rumble and Roll. She placed a globe next to the book Little Leo, by Leo Politi, and the children were invited to trace Little Leo's trip from California to Italy as they read the book. After the intern briefly told the class how the little boy in Margery Williams' The Velveteen Rabbit came to get a "real" toy, the children helped to introduce the book by bringing their own "real" toys to school and talking about their favorite possessions. This show-and-tell period generated considerable interest in the book, and the story quickly became very popular reading for everyone.

The intern discovered that many children were attracted to new genres of literature when three or four books from a particular genre were presented together, providing a

choice of reading within a single category. The children often chose biographies, books of poetry, and fairy tales when they were presented in this manner. Occasionally the intern introduced at one time two or three books which were written by the same author, for example, Nothing to Do, Bread and Jam for Frances, and A Bargain for Frances, by Russell Hoban, or the Anatole books by Eve Titus.

The intern also made several wall posters and arranged bulletin board displays to stimulate the children's interest in collections of books. These posters and displays consisted of large Bristol board pictures with snappy captions, book cover illustrations, and reminders about the careful handling of books. Perhaps the greatest motivation the children received for reading came from the sharing periods which were held weekly. At this time they introduced new books to each other in a host of different ways. The Sharing Time activities are dealt with in more detail later in this chapter.

Following the introduction of new books, the intern spent a few minutes each day reviewing the previous day's work and settling the morning's activities. In most instances this took very little time, as each student had planned the next day's work with the intern during the Close-off Time the day before.

Book Selection and Silent Reading

Each day the children were given an opportunity to choose new books from the selection available. All of the

children did not make their choices at the same time, as some were still completing their activities or silently reading the books they had chosen on the previous day. The intern urged them to select their books carefully. She encouraged them to browse through the book and read a paragraph or two before making a final decision to read it. She insisted that each child choose a book which he thought he could finish, for it was much more enjoyable to read and understand a shorter book than to struggle with a longer one of greater difficulty and less interest. The intern also encouraged the children to choose a variety of books so that they would become familiar with many types of literature. She mingled with them whenever possible during the book selection time, and provided guidance for those who required it. Often assurance that he had chosen a good book was all that a child needed to send him off to read.

When the children had chosen a book they went to a quiet place in the library to read it silently. This was a most important activity and took much of the time allotted to the individualized reading period. It was known as USSR - uninterrupted sustained silent reading. The intern encouraged them to read at their own pace without misusing their time or disturbing others who were reading. If a child did not know a word and could not find its meaning in a dictionary, he came to the intern for help. The student then wrote the word on his Word List and also on the Class Word List for discussion during Sharing Time.

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Student Record Cards

The children were introduced to a system of recording the books they had read during their first-week orientation into the individualized reading program. At that time the intern, after reading Taro Yashima's Crow Boy to them, helped the children to complete their first record card by providing the following model:

Author:	Title:
Date Started:	
Comments:	
Activity:	
Date Ended:	

Each child completed the first part of the record card, including Author, Title, and Date Started, immediately after he had selected his book. Usually he finished the Comments section when he was preparing to meet with the intern for his conference. The Comments section provided the child with an opportunity to note his opinion of the book. This often included his reasons for liking or disliking the story, or a brief description of the part he most enjoyed. He completed the Activity section during the pupil-teacher conference, when the child and intern discussed the activity choices. This section provided a place for him to record the activity he chose to do in relation to his book. If he decided to go on and read another book, the Activity space was left blank. The student completed the final portion of the card - Date Ended section - after all reading and activities for the book were finished.

The children completed record cards for all the books they read. The intern emphasized that the record-keeping was meant only to help them note the books they had read and need not take much time to complete. Often the comments consisted of two or three lines, while the activity description included such brief sentences as "I wrote a poem about yellow," following the reading of Hailstones and Halibut Bones, by Mary O'Neil, or "I drew a picture of a constellation and wrote about the stars," following the reading of Stars, by Isaac Asimov. The cards helped the children to recall the books they had read and also provided them with a record of the types of activities they had done. This helped them to maintain a balance between writing, art, and dramatic activities as they planned new ones. Appendix C provides a sample of the record cards which the children completed.

Pupil-Teacher Conferences

The pupil-teacher conferences provided both the student and the intern with an opportunity to discuss privately each book that the children had read. After the students had finished a book, they prepared for their conference by reading the "Questions to Think About" and by choosing a part of the book to read aloud to the intern. They could also complete the main portion of the record card for that book and plan any activity that they had formulated on their own.

The conferences were undertaken in a relaxed, friendly

atmosphere in a quiet corner of the library. The intern used the following types of questions, suggested by Veatch, as broad guidelines for the conference:

"Why did you choose this book?" — "Which character did you like best?" "Why?" — "How did you know what kind of a character so-and-so is? Show me where it says so." — "Did you like to read this story? Why?" — "What kind of a book is this? Fact or science story, funny story, fairy tale, or what?" — "Tell me the story." — "What is the best part of the story?" — "What comes next after so-and-so does so-and-so?"

.....

"Was this book hard for you, easy for you, or just right? How can you tell?" . . . "How do you know that you are reading better than you did?" . . . "Were there any words that you didn't know at first but later figured out? How did you do it?"²

The intern always encouraged the children to express their opinions about each book they had read. She also asked them specific literal and inferential comprehension questions, which were often taken from the "Questions to Think About" card at the back of the book.

The intern provided the appropriate "Activity Choice Card" during the conference, and the student could choose to do one of the activities listed on this card, or one that he had planned on his own. Appendix B contains the "Activity Choice Cards" and "Questions to Think About" which the intern compiled for use during the internship. It was not always necessary for the student to do an activity for each book he had read. Sometimes he decided instead to read another book.

²Jeannette Veatch, Individualizing Your Reading Program (New York: G.P. Putnam's Sons, 1959), p. 53.

The children worked on their activities either individually or in small groups. Many of the written activities were best undertaken by individual children. Other activities, such as those in which the children dramatized a fable, made a box movie or performed a science experiment, required group participation.

Each conference continued for approximately ten to fifteen minutes, so the intern held about four or five of these meetings every day. In between the conferences she helped with spelling and identification of difficult words, and interacted with those who were selecting new books.

There was very little difficulty in arranging conferences, for when the intern was free each child came to her after his preparations for the conference were completed. In the event that a child had to wait to see the intern, or if he had a few minutes left after finishing the day's activities, he was encouraged to begin another book or complete the skills exercises that the teacher had previously assigned in his basal reader workbook. Both the teacher and the intern emphasized to all children, however, that they were not required, or even expected, to complete the workbook pages in the library, for it was more important during that time to become involved with the individualized reading. The classroom schedule was flexible, giving ample opportunity throughout the day for the children to finish any skills exercises.

Teacher's Records

Immediately after each pupil-teacher conference the intern completed her own record of the child's reading progress. Her records indicated the author and title of the book, general comments about comprehension, attitude towards the book, date begun and date completed, recommendations and other observations, as well as the activity undertaken in conjunction with each. These records were kept in a loose-leaf binder so that pages could be added in order to keep each child's records together. On days on which the student did not have a conference, the intern made a brief note of his work for that day, for example:

Tolson:

May 2 - Chose and began reading Thomas Alva Edison by Martha and Charles Shapp.

May 3 - Finished Thomas Alva Edison; will be ready for conference tomorrow.

Appendix C includes portions of the intern's records for some of the children involved in the program.

Close-off Time

Each day five minutes was allotted at the end of the individualized reading period for the children to gather their work together and plan the next day's activities. They put bookmarks in their books, placed unfinished projects and activities on the designated table, and collected any workbooks which were used during the morning. Before leaving the library, each child told the intern what he would be doing the next day. The intern recorded the information and posted it in

the room so that the children could quickly refer to it on entering the library the following day. This procedure was especially helpful in refreshing memories on Monday mornings and after periods of illness. An example of this daily referral chart follows:

Work for Tuesday, May 20:

Susan	
Michelle	Choose new book
Douglas	
Carol	Continue reading
Leslie	
Judy	Continue activity
Lynn	
Craig	Conference
Lisa	

This daily referral chart helped the intern to forecast the approximate number of conferences she would have the next day, and also helped her to schedule the Sharing Time periods.

Some children spent two, three, or four days silently reading a story before having a conference, while others selected, read, and had a conference for a particular book on the same morning. Usually these children then began the next day's work with an activity. The sequence of the routine (including book selection, silent reading, record card completion, pupil-teacher conferences, and activities) continued from day to day and was not disrupted by the end-of-period bells.

Sharing Time

Once or twice a week the intern scheduled a Sharing Time which took place towards the end of the reading period and

lasted for approximately fifteen minutes. During this time the children were given the opportunity to share books and present projects and other activities which they had completed. They volunteered to take part in the Sharing Times, and all of the children participated at least twice during the program. The following is a sample of some of the work presented in these periods:

- | | |
|--------------------------|---|
| Linda | Told the group six facts about penguins after reading <u>The Penguins Are Coming</u> , by R.L. Penney. |
| Judy | After reading <u>Madeline and the Gypsies</u> , by L. Bemelmans, Judy pretended she was Madeline and wrote a letter to her friend telling about her adventure. She read the letter to the group. |
| Nina
Lynn | Showed the class their box movie entitled "Beavers." (They used encyclopaedias, nature books, and <u>The Beaver Pond</u> , by Alvin Tresselt, in preparation for the presentation.) |
| Leslie
Craig
Stacy | Dramatized one of Aesop's fables, and required the group to guess the lesson. |
| Carol | Followed her outline and gave a talk to the group about the living habits of Honker in Robert McClung's <u>Honker, The Story of a Wild Goose</u> . She explained "wildlife reserves" and "flyways." |
| Martin | Read and explained his poster entitled "Things You Should Do in a Lightning Storm," after reading <u>Flash, Crash, Rumble and Roll</u> , by F.M. Branley. |

The Sharing Time periods were also used to review the Class Word List. Each child who had contributed to the List read his word to the group, explained its meaning, and sometimes used it in a sentence. The children learned many new words in this manner and enjoyed the opportunity to "teach" their classmates.

LIBRARY FIELD TRIP

Midway through the program the co-operating teacher and intern took all of the children on a field trip to the Arts and Culture Center Library in order to acquaint them with the library facilities near their school. The intern hoped that the trip would foster the children's reading habit and introduce them to a place where they might go during the summer months to obtain books and other reading materials. At the library the students were given ample time to browse through the shelves and choose the books they wished to take home. The librarian explained to them the rules of the library and how to borrow books, and gave each child his own library card. The majority of children left with the quota of four books, and the librarian encouraged all of them to return again soon.

EXPANDING THE PROGRAM

Following the orientation period, the intern initiated the individualized reading program in the school library with six above average students. After two weeks she added three new students every four or five days until there were fifteen students working in the program. The classroom teacher was so enthusiastic about the program that she asked the intern to introduce individualized reading to the remaining children who had been working with her in the classroom. The intern explained the program and procedures to these students, read

them a story, and helped them to complete their first record card. She also helped them make their record card storage envelopes.

The fifteen children who had been working in the library with the intern were brought back into the classroom, and the whole class continued the program there until the end of the year. Book selection, silent reading periods, conferences, and activities continued as usual. In order to avoid confusion, the intern was responsible for the students with whom she had worked in the library, while the classroom teacher worked with the other children.

CHAPTER IV

EVALUATION OF THE INTERNSHIP

The internship was assessed in terms of the objectives which were stated in Chapter I. The intern's careful daily observations of the students' reading choices revealed widening interests in reading. The students' attitude during the pupil-teacher conferences and their activity choices and resulting work provided an indication of the effectiveness of the program. The amount of reading done, the students' enjoyment of books, and the satisfaction they derived from reading also helped the intern to evaluate the internship. The co-operating teacher's impressions of the individualized reading program was another important factor which indicated that the project had been successful.

Thus, the internship was evaluated on the basis of the intern's observations of the program in action, on the co-operating teacher's opinions and feelings towards the project and her intention to continue individualized reading in her classroom next year, and on the children's comments and thoughts about their own reading in particular and the reading program in general.

INTERN'S OBSERVATIONS

Throughout the individualized reading program the intern observed many changes in the students' reading habits and daily work. The majority of children chose their reading materials much more wisely as the project progressed. They took the time to browse through the books, and sometimes sought other children who had read the story in order to hear their opinions about it. At the beginning of the program some students chose impulsively without thinking of the book's reading level or content. As the weeks progressed, however, all children had developed the habit of carefully considering their selections beforehand. They were aware and proud of their responsibility to choose selectively, and made every effort to make the book selection time a serious yet enjoyable venture. Very often the children knew which books were too easy for them, just as they realized which ones were more challenging and appropriate for their individual abilities. Consequently, they quickly wove a pattern, reading what interested them while progressing at their own pace. The intern discovered that the children of average ability read progressively harder books, while the brighter students preferred to alternate between the easy and more difficult selections, completing activities with the latter. The following partial list of books read by a student of well above average ability illustrates this pattern:

A Bargain for Frances

no activity

The Happy Prince

activity

<u>The Popcorn Dragon</u>	no activity
<u>Favorite Fairy Tales Told in Germany</u>	activity
<u>The Day the Sun Disappeared</u>	no activity
<u>The Hundred Dresses</u>	activity
<u>The Velveteen Rabbit</u>	activity
<u>Green Is Like a Meadow of Grass</u>	no activity

The students also read a greater variety of books as the internship progressed, and the choices reflected their widening interests in reading. In addition to reading about familiar topics that interested them, the students broadened their reading choices to include books from literary genres which they had not previously read. This was especially true of the poetry collections and biographies. The Book Introduction and Sharing Time periods helped to familiarize the students with these different types of books and often provided the incentive which led the children to become avid and wide readers.

The pupil-teacher conferences appeared to be the highlight of the individualized reading periods. The children were extremely eager to take part in these conferences and each one resented any interruption during "his time." Both their attitude and performance improved continuously during these sessions. They enjoyed talking with the intern, and as the conferences progressed they became considerably more adept and skillful in answering open-ended questions and promoting their own views and opinions about particular stories. In many instances the conferences appeared to have improved the

children's ability to express themselves with confidence and clarity. They came very well prepared for the conferences, and the selections which they had chosen to read aloud often revealed that they had taken great pains to find passages of particular importance or of special interest to them. One child, for instance, derived much satisfaction from reading the part in Don Freeman's Norman the Doorman where the judges are admiring Norman's tiny Trap-eeze statue, unaware that a mouse was its creator. Several children chose to read the introductory paragraphs in Maurice Sendak's Higglety-Pigglety Pop or There Must Be More to Life, because of the funny yet solemn manner in which the shaggy-haired dog is told of his many possessions, which include two bowls, a thermometer, and a red wool sweater! The children had reasons for choosing such paragraphs, and they wanted to share with the intern the humor, excitement, and sometimes even the sadness of the passages.

As the program progressed, more and more children independently planned and initiated the activities for the books they had read, while others continued to choose projects listed on the "Activity Choice Cards." The planning of activities helped the children to think constructively about what they wanted to do. Although the intern was in the background, she encouraged each child to decide for himself whether he wanted, or needed, to undertake an activity for each book, and if so, which kind - writing, art, or

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dramatization - would be most appropriate for him. These choices and decisions helped the children to develop a sense of responsibility for the direction their work would take. The following children's comments, recorded by the intern, illustrate this point:

"I just finished The Day the Sun Disappeared. Instead of doing an activity I think I'll read Eclipse, Darkness in Daytime to find out what really happens during an eclipse."

"Last week I advertised my book in Sharing Time. I told about the funniest and most exciting sections. Now I'm going to choose this activity and write about my favorite parts of the story."

The intern observed many changes in the children's reading habits, especially during the daily silent reading periods. They read silently for increasingly longer periods of time, and they were less easily distracted by other activities taking place in the room. They spent far more time reading than browsing through the pictures, and rarely did a child leave unfinished a book that he had started. The children's careful book selection procedures and personal responsibility for their choices contributed greatly to the development of these habits.

The Sharing Time sessions were another very important and successful aspect of the individualized reading program, and enthusiasm for them grew as the internship progressed. The children were eager to share their books, and they enjoyed presenting their projects and activities to the group. They devised new and creative ways of advertising their books, and were very successful in generating excitement and motivating

others to read them. The sharing periods also helped to develop their speaking and listening abilities. The children were often required to talk about familiar books and topics, and to listen for varying lengths of time to speakers in an audience situation.

The Class Word List was used extensively during the sharing periods. It developed desirable reading habits, promoted many new words, and enriched the children's vocabulary. The children rarely, if ever, skipped new words while reading, and they did not hesitate to ask what they meant. They were delighted to tell about the words they had found, and often used them later in their stories and speech.

One of the greatest indications of the success of the individualized reading program was the obvious enjoyment which the children derived from the books they were reading. Throughout the internship many former non-readers had become quite enthusiastic about choosing books and reading at their own speed. They were pleased and satisfied with their reading, and felt successful with what they were doing. Towards the end of the program the majority of children were reading from four to six books a week. These books varied in length and difficulty. They had also developed an interest in a wide variety of books, and had obtained a great deal of information from them. The field trip was very successful, for the children were pleased to know there was a library so close to their homes. Many were borrowing regularly at the end of

the school year, with the intention of continuing their reading habit during the summer months.

TEACHER'S COMMENTS AND REACTION TO THE PROGRAM

The co-operating teacher was very enthusiastic about the individualized reading program, from its early developmental stages during the winter months through to its completion in mid-June. She felt that it had added zest to her total reading program and contributed greatly to the increased amount of reading which her children had done. It filled a void that had been present in the basal reading program by bridging the gap between the various ability groups in the classroom. Although the children were still working with basals in their respective groups, the inclusion of individualized reading provided an opportunity for them to read self-selected, interesting materials while working individually and advancing at their own pace. The children were responsible for their reading choices and related work, and the teacher thought that this also motivated many to participate in and enjoy the program.

One of the major objectives of the internship was to institute a program of individualized reading instruction with the more able readers in the class. As was mentioned in an earlier section, however, the co-operating teacher was so enthusiastic about the individualized reading that she wanted to undertake the program herself with the remaining children in the room. Thus she began the program with eighteen average

and below average children. She was happy with the program's development, and definitely planned to continue individualized reading next year, using as a guide the program developed during the internship. Her enthusiasm for, participation in, and intention to continue the program are indicators of the total success of the internship.

The co-operating teacher believed that the slower children benefited immensely from the project. They were happy because they were having success with their reading. The wide variety of books aroused and sustained their interest. They were pleased that they were participating in conferences, completing record cards, and doing activities similar to those done by the other members of the class. The teacher thought that the majority of children enjoyed reading and had developed an appreciation of good books during the program. They were reading a greater variety of materials, which had expanded their interests to include topics that they might not otherwise have met for several years.

The teacher also felt that by using the workbook skills exercises during the individualized reading period, she could organize the reading schedule to make better use of the children's time. Instead of blocking a specific period for workbook skills, the teacher could use this time for individualized reading and have the children complete their workbooks while waiting for conferences or at other spare minutes during the day. Less time would be required for the basal reader stories, yet the children would benefit from the

skills portion of this program. In addition, the co-operating teacher thought that an individualized reading program would be very beneficial towards the end of the school year when the required basal reading work had been completed.

CHILDREN'S VIEWS

Throughout the project the intern encouraged the children to express their feelings and opinions about their new reading program. During the last week of school they were also given the opportunity to talk privately with the intern about their own reading in particular and the overall program in general. The intern recorded all comments made by the children, and their views contributed to the total evaluation of the internship.

The children said they liked to read books that they had selected themselves, especially since there were so many to choose from. Many were pleased to find books on topics they were interested in, while others said it was fun to select new topics. Several children thought they had learned a lot by reading the biographies and science books, and mentioned that they would not have chosen the books if they had not been advertised in the Book Selection or Sharing Times. One child in particular enjoyed the program and liked to read because the books were not "babyish." The stories were interesting and he could read the whole book at one time without waiting several days to know the ending. Another child thought the program offered her more opportunities to read

lots of different books; she didn't have to re-read stories or choose those that her friends had read. Others felt that they were reading more, both in school and at home. They were using their library cards, and the librarians were "really nice" to them.

According to the children's comments, the pupil-teacher conferences were extremely successful. Many children said they liked these sessions because they could talk to the intern about every story they had read. They had enough time to discuss the book, and enjoyed being alone with her at that time. Several children commented on the "Questions to Think About" cards; the questions helped them to prepare for the conference and assured them that they understood the book. All of the students mentioned the activities which they did in conjunction with their books. They liked to choose their own activity, and thought that doing a variety of activities made their work more interesting. Others enjoyed the Sharing Times most of all because they liked to show their books and projects to others, tell about new words, and hear other children advertise the books they had read. These comments provided an added insight into the individualized reading program from the children's point of view, and helped to determine the success of the internship.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The development of this internship project arose from the need to plan and implement an individualized reading program which the co-operating teacher and intern could use as a model for establishing such a program in their classrooms next year. The outcomes of the project and the comments and observations made by the teacher, children, and intern indicate that the program was successful in achieving the objectives of the internship. In addition to working with the more able readers, the teacher and intern extended the program to include all students in the room. Children of various abilities participated in and benefited from the individualized reading. They enjoyed their work and developed the habit of reading for both pleasure and information. The project expanded their reading interests and helped to bring children and books together both at school and at home. The co-operating teacher and intern were happy with the results of the program and plan to use individualized reading with their students next year.

Based on the experience gained by the intern in the planning and implementation of this internship, the following recommendations are made for other persons wishing to initiate

individualized reading programs:

1. The teacher should be enthusiastic about the individualized approach to reading in order to implement such a program in his classroom.
2. The teacher should have a definite plan in mind before he initiates his individualized reading program. The plan should be flexible, however, and the teacher should not hesitate to alter it in the classroom to meet the needs of all students involved in the program.
3. The teacher should begin the program with a small number of children and expand it gradually. In this manner the inexperienced teacher of individualized reading will be able to keep abreast of the program, quickly correct his mistakes, and immediately help each child solve any problems that he encounters during the orientation period.
4. The teacher should provide ample opportunities for individualized reading. Large blocks of time, ranging from one hour to an hour and a half, are most appropriate for the primary grades.
5. The teacher should take time to explain the program to the children and provide an orientation period for them.
6. The teacher should become familiar with the content

and reading level of a large variety of good children's books by reading each new group of books before introducing them to the children.

7. The teacher should change the books or add new ones to the collection at least once a week. He should supply enough titles of good quality to give each child a range of choice at varying levels of difficulty.
8. The teacher should provide a permanent collection of children's encyclopaedias, dictionaries, periodicals, globes, and reference books.
9. The teacher should compile a collection of "Questions to Think About" and "Activity Choice Cards" for the books he brings into the classroom. He should alphabetize them according to author and place them in a convenient area of the room. The children may then select the appropriate card and familiarize themselves with the activities while preparing for the pupil-teacher conferences. This would provide them with ample time either to decide to do one of the listed activities, to plan their own, or to choose another book, thus reducing the time used for decision-making during the conferences.

10. The teacher should, where possible, visit other schools using individualized reading to observe different variations of the program in action.

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APPENDIX A. Books

TRADE BOOKS

- Andersen, Hans Christian. The Ugly Duckling.
_____. Thumbelina.
- Anderson, C.W. Blaze and the Forest Fire.
- Ardizzone, Aingelda. The Night Ride.
- Ardizzone, Edward. Little Tim and the Brave Sea Captain.
- Asimov, Isaac. Stars.
- Atwater, Richard and Florence. Mr. Popper's Penguins.
- Averill, Esther. The Fire Cat.
- Bemelmans, Ludwig. Madeline and the Gypsies.
_____. Madeline in London.
- Bishop, Claire Huchet. The Five Chinese Brothers.
- Blakely, Peggy. Roundabout the Year.
- Borten, Helen. Do You Hear What I Hear?
- Branley, Franklyn M. Eclipse, Darkness in Daytime.
_____. Flash, Crash, Rumble, and Roll.
_____. Sunshine Makes the Seasons.
_____. What Makes Day and Night.
_____. What the Moon Is Like.
- Bright, Robert. Georgie to the Rescue.
- Brown, Marcia. Felice.
_____. Stone Soup.
- Brunhoff, Jean de. The Story of Babar.
- Buff, Mary and Conrad. Hurry, Skurry and Flurry.
- Burton, Virginia Lee. Mike Mulligan and His Steam Shovel.
_____. The Little House.

- Campbell, Ann. Let's Find Out About Color.
- Cooney, Barbara. Chanticleer and the Fox.
- Dagliesh, Alice. The Bears on Hemlock Mountain.
- _____. The Columbus Story.
- _____. The Courage of Sarah Noble.
- d'Aulaire, Ingri and Edgar Parin. Animals Everywhere.
- _____. Leif the Lucky.
- Dennis, Wesley. Flip.
- Estes, Eleanor. The Hundred Dresses.
- Ets, Marie Hall. Mister Penny's Circus.
- _____. Play with Me.
- Fatio, Louise. The Happy Lion and the Bear.
- Flack, Marjorie. Angus Lost.
- _____. The Story About Ping.
- Floethe, Louise and Richard. Fishing Around the World.
- _____. The Farmer and His Cows.
- Freeman, Don. Dandelion.
- _____. Norman the Doorman.
- Gág, Wanda. Millions of Cats.
- _____. Nothing At All.
- _____. Snow White and the Seven Dwarfs.
- Galdone, Paul. The Three Wishes.
- Gans, Roma. It's Nesting Time.
- Godden, Rumer. Impunity Jane.
- _____. Mouse House.
- _____. The Old Woman Who Lived in a Vinegar Bottle.

- Goldin, Augusta. Ducks Don't Get Wet.
- Goudey, Alice. Butterfly Time.
- _____. The Good Rain.
- Gramatky, Hardie. Hercules.
- _____. Little Toot on the Thames.
- Grimm, Jacob and Wilhelm. Rumplestiltskin.
- _____. The Elves and the Shoemaker.
- _____. The Fisherman and His Wife.
- Hamberger, John. The Day the Sun Disappeared.
- Hancock, Sibyl. Mario's Mystery Machine.
- Hanson, Joan. Antonyms.
- Haviland, Virginia. Favorite Fairy Tales Told in England.
- _____. Favorite Fairy Tales Told in Germany.
- Hoban, Russell. A Bargain for Frances.
- _____. Bread and Jam for Frances.
- _____. Nothing to Do.
- Hoff, Syd. Ida, the Bareback Rider.
- _____. Oliver.
- _____. Siegfried, Dog of the Alps.
- Hoffman, Felix. The Seven Ravens.
- Hutchins, Pat. Clocks and More Clocks.
- Ipcar, Dahlov. One Horse Farm.
- Joslin, Sesyle. What Do You Say, Dear?
- Keats, Ezra Jack. A Letter to Amy.
- _____. Apt. 3.
- _____. Peter's Chair.
- _____. Pet Show!

Kirn, Ann. Let's Look at Tracks.

_____. Tip for Tap.

LaFontaine. The Grasshopper and the Ant.

_____. The Northwind and the Sun.

Lamorrisse, A. The Red Balloon.

Langstaff, John. Frog Went a-Courtin'.

Lathrop, Dorothy. Puppies for Keeps.

Leaf, Munro. The Story of Ferdinand.

_____. Wee Gillis.

Lenski, Lois. Cowboy Small.

_____. Spring Is Here.

Lipkind, William and Nicholas Mordvinoff. Circus Ruckus.

Matsuno, Masako. A Pair of Red Clogs.

Mayer, Mercer. A Boy, a Dog, and a Frog.

_____. A Special Trick.

McCloskey, Robert. Blueberries for Sal.

_____. Burt Dow, Deep-Water Man.

_____. Lentil.

_____. Make Way for Ducklings.

McClung, Robert. Blaze, the Story of a Striped Skunk.

_____. Honker, the Story of a Wild Goose.

_____. How Animals Hide.

Miles, Miska. Mississippi Possum.

_____. Nobody's Cat.

Milgrom, Harry. Adventures with a String.

Miller, Lisa. Wheels.

- Minarik, Else Holmelund. Little Bear's Friend.
- Morrow, Elizabeth. The Painted Pig.
- Naden, Corinne. Let's Find Out About Frogs.
- Newberry, Clare Turlay. April's Kittens.
- Nims, Bonnie. Always at Home, the Story of Sea Shells.
- Parlin, John. Amelia Earhart.
- Payne, Emmy. Katy-No-Pocket.
- Penney, R.L. The Penguins Are Coming.
- Perrault, Charles. Cinderella or The Glass Slipper.
- Phleger, Fred. Red Tag Comes Back.
- Podendorf, Illa. Shapes - Sides, Curves and Corners.
- Polgreen, John and Cathleen. Our Friend, the Sun.
- Politi, Leo. Little Leo.
- _____. Song of the Swallows.
- _____. The Mission Bell.
- Potter, Beatrix. The Tale of Jemima Puddle-Duck.
- Rey, H.A. Curious George.
- Sauer, Julia L. Mike's House.
- Sawyer, Ruth. Journey Cake, Ho!
- Schwartz, Elizabeth and Charles. When Animals Are Babies.
- Selsam, Millicent. All Kinds of Babies.
- _____. Benny's Animals.
- _____. Tony's Birds.
- Sendak, Maurice. Higglety Pigglety Pop! or There Must Be More
to Life.
- _____. Nutshell Library.
- Seuss, Dr. And to Think That I Saw It on Mulberry Street.

- _____. The Cat in the Hat Comes Back.
- Shapp, Martha and Charles. Thomas Alva Edison.
- Showers, Paul. What Happens to a Hamburger.
- Sitomer, Mindel and Harry. What Is Symmetry?
- Slobodkin, Florence and Louis. Too Many Mittens.
- Stanek, Muriel. Left, Right, Left, Right.
- Stobbs, William. Jack and the Beanstalk.
- Thayer, Jane. The Popcorn Dragon.
- _____. The Puppy Who Wanted a Boy.
- Thurber, James. Many Moons.
- Titus, Eve. Anatole.
- _____. Anatole and the Piano.
- Tresselt, Alvin. Hide and Seek Fog.
- _____. The Beaver Pond.
- _____. The Dead Tree.
- Tudor, Tasha. Around the Year.
- Udry, Janice May. A Tree Is Nice.
- _____. The Moon Jumpers.
- Untermeyer, Louis. Aesop's Fables.
- Ward, Lynd. The Biggest Bear.
- Waters, John. Camels, Ships of the Desert.
- White, E.B. Charlotte's Web.
- Wilde, Oscar. The Happy Prince.
- Wildsmith, Brian. Mother Goose.
- Williams, Margery. The Velveteen Rabbit.
- Wright, Blanche Fisher. The Real Mother Goose.
- Wright, H.R. Four Threes Are Twelve.

Yashima, Taro. Crow Boy.

_____. Umbrella.

Ylla. Animal Babies.

Zim, Herbert. Golden Hamsters.

Zion, Gene. Harry the Dirty Dog.

Zolotow, Charlotte. The Storm Book.

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Jacobs, Leland and Sally Nohelty. Poetry for Young Scientists.

Larrick, Nancy. Green Is Like a Meadow of Grass.

_____. Piper, Pipe That Song Again.

Mizumura, Kazue. I See the Winds.

O'Neil, Mary. Hailstones and Halibut Bones.

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APPENDIX B. Questions to Think About
and Activity Choice Cards

Questions to Think About

Andersen, Hans Christian

The Ugly Duckling

How did the other ducks treat the ugly duckling?

What did the ugly duckling do after he left the barnyard?

When did the duckling realize he had become a beautiful swan?

How did he feel?

Have you ever heard the expression "Beauty is only skin deep"?

What does it mean?

Activity Choice Card

Andersen, Hans Christian

The Ugly Duckling

1. Change the fairy tale into a play. List the characters and important scenes. Choose one or two of these scenes and informally dramatize them for the class with some friends.
2. At the beginning of the story the bird is an ugly duckling. At the end of it he is a beautiful swan. Write a story telling how he changed from one to the other. Draw "before" and "after" pictures to accompany your story.
3. On your paper describe the ugly duckling's personality. (Did his personality change as his appearance did? Was he kind? mean? friendly?) Draw a picture to accompany your description.

Questions to Think About

Andersen, Hans Christian

Thumbelina

After Thumbelina left home she had many adventures - with a toad, a cockchafer, and a field mouse. Can you tell about these

adventures?

How did Thumbelina save the swallow's life? How did he repay her?

Fairy tales usually have a happy ending. Did this one? What happened?

Activity Choice Card

Andersen, Hans Christian

Thumbelina

1. Adrienne Adams, the illustrator of this fairy tale, has drawn many beautiful pictures. Choose three or four of your favorite pictures and tell a friend what is happening in each of them.
2. On your paper write about a time when Thumbelina was:

happy	lonely
sad	helpful
3. Make a poster advertising this fairy tale to the class. Mount it on the bulletin board.

Questions to Think About

Anderson, C.W.

Blaze and the Forest Fire

What things did Billy and Blaze have to do to get to the farmer's house?

How do you think Billy felt as he rushed to the farmer's house?

How were Billy and Blaze rewarded?

Activity Choice Card

Anderson, C.W.

Blaze and the Forest Fire

1. Make up who, what, when, where, and why questions for the story and answer them yourself.

2. On your paper tell about the most exciting, or the happiest part of the story. Draw a picture to accompany it if you wish.
3. Read the story to a friend.

Questions to Think About

Ardizzone, Aingelda

The Night Ride

Could the events in this story really happen?

Who were the main characters?

Where were they going in the engine?

Did the story have a good ending? What happened?

Activity Choice Card

Ardizzone, Aingelda

The Night Ride

1. Write another scene for the story (to follow after the little girl brings the toys inside), and clip it to the last page of the book for others to read.
2. Write about the ride that the toys had. Don't forget to tell how they got the engine and where they went.
3. Choose the important events in the story and make a comic strip, with pictures and blurbs.
4. Sell the book to the class during Sharing Time.

Questions to Think About

Ardizzone, Edward

Little Tim and the Brave Sea Captain

How did Tim become a stowaway?

Was he always happy on the ship? Why?

What happened to the ship?

What happened to the captain and crew?

Do you know what they meant when they said they were going to Davey Jones' locker?

Activity Choice Card

Ardizzone, Edward

Little Tim and the Brave Sea Captain

1. Pretend you are Tim. Write a letter to your friend telling about your adventure at sea.
2. Choose five pictures in this book. On your paper put the page number of the pictures, and then tell what is happening in each.
3. Draw a cover for the book and write the inside flap summary. Attach it to the book.

Questions to Think About

Asimov, Isaac

Stars

What are constellations?

How are stars different from one another?

Why can't we see stars in the daytime?

What kind of a night is best for star-watching?

Activity Choice Card

Asimov, Isaac

Stars

1. Take this book home. Use the star maps to help you find constellations in the sky. The Big Dipper should be easy to find.
2. Give a talk to the class about stars. Make an outline of what you want to say, and use the pictures in the book if you wish.

3. Write the meanings of the words that are listed below.

Don't forget to use complete sentences.

constellation

astronomers

Milky Way

Questions to Think About

Atwater, Richard and Florence

Mr. Popper's Penguins

How did Mr. Popper get Captain Cook, the penguin?

What changes were made in the Popper household when the penguin arrived?

How did Mr. Popper's family and the penguins raise money to support themselves?

Find the table of contents. What is the name of the chapter that begins on page 44?

Activity Choice Card

Atwater, Richard and Florence

Mr. Popper's Penguins

1. Pretend you are a news reporter. Write a story for the television news telling about the first stage performance of the Popper Performing Penguins. Read your story to the class.
2. Introduce the book to a friend by reading aloud parts that you think will interest him. Prepare for it by choosing the parts beforehand.
3. Choose the funniest, happiest, or most exciting event in the story. Write about this event in your own words and draw a picture to accompany it.

4. If you would like to know more about penguins, read The Penguins Are Coming, by R.L. Penney.
5. Draw a cover for the book and write an inside flap summary. Attach it to the book.

Questions to Think About

Averill, Esther

The Fire Cat

Why didn't Pickles have any cat friends?

What did Mrs. Goodkind do to rescue Pickles in the tree?

Where did Pickles find a new home? What did he do there?

How was Pickles rewarded for working so hard?

Pickles always wanted to do "big things." What was the biggest thing he did?

Do you think The Fire Cat is a good title for this story?

Why?

Activity Choice Card

Averill, Esther

The Fire Cat

1. Describe Pickles at the beginning of the story. Describe him at the end of the story. Don't forget to tell how his personality changed.
2. This book is divided into three short chapters. (Look up the table of contents to find their titles.) On your paper summarize each chapter and draw a picture to go with each. Mount your pictures and summaries on the bulletin board.
3. Make up four or five riddles about the characters and events

in the book. Clip them to the last page of the book so that others may read them after they have finished the story.

Questions to Think About

Bemelmans, Ludwig

Madeline and the Gypsies

How did Madeline and Pepito get left behind on the ferris wheel?

What adventure did they have?

How did the gypsies hide them?

Activity Choice Card

Bemelmans, Ludwig

Madeline and the Gypsies

1. Write a poem about Madeline.
2. Pretend you are Madeline. Write a letter to a friend telling about your adventure with the gypsies.
3. Choose your favorite scene in the story. Make stick puppets of the characters, and present the scene to the class. You may want a friend to help you.

Questions to Think About

Bishop, Claire Huchet

The Five Chinese Brothers

What special talents did the Five Chinese Brothers have?

Why was the First Chinese Brother condemned to have his head cut off?

How did his brothers help to save his life?

Activity Choice Card

Bishop, Claire Huchet

The Five Chinese Brothers

1. Change this story into a play. List the characters and

important scenes. Then choose your cast, tell or read them the story, and dramatize the production.

2. Draw pictures of one or two of the Five Chinese Brothers. Put them in a situation in which they demonstrate their special talents. Write a line or two underneath to explain each picture.
3. Write an advertisement for the book and post it on the bulletin board. Try to catch the reader's interest!

Questions to Think About

Borten, Helen

Do You Hear What I Hear?

Did you like this book? Why?

Not all sounds are alike. How are they different?

What is music?

Activity Choice Card

Borten, Helen

Do You Hear What I Hear?

1. Divide your paper into six squares. In each square draw an object that makes the following sound:

a loud sound

a short sound

a quiet sound

a musical sound

a long sound

In the sixth square draw an object that makes the sound you like best.

2. Make a cover for the book and write an inside flap summary.
3. Read the book to a friend.

Questions to Think About

Branley, Franklyn M.

Eclipse, Darkness in Daytime

What happens to the earth during an eclipse?

What causes this to happen?

How do eclipses confuse animals?

Activity Choice Card

Branley, Franklyn M.

, Eclipse, Darkness in Daytime

1. Give a talk to the class about eclipses. Plan your talk beforehand. Show the pictures in the book if you wish.
2. Draw pictures of the earth before, during, and after an eclipse. Write a line or two explaining each picture.
3. Make a list of the new words and definitions that you met in the story. Post them on the bulletin board.

Questions to Think About

Branley, Franklyn M.

Flash, Crash, Rumble, and Roll

What is the weather usually like before a thunderstorm?

What makes a flash of lightning?

What happens first, thunder or lightning?

How can you tell how many miles away thunder and lightning are?

Activity Choice Card

Branley, Franklyn M.

Flash, Crash, Rumble, and Roll

1. Make a poster for the room entitled Things You Should Do in a Lightning Storm.
2. Tell the class what happens before a lightning storm, during a lightning storm, and right after lightning strikes.

3. On your paper tell why lightning is dangerous but thunder isn't.

Questions to Think About

Branley, Franklyn M.

What Makes Day and Night

What does the earth look like?

Why do we have day?

Why do we have night?

Activity Choice Card

Branley, Franklyn M.

What Makes Day and Night

1. Do the experiment described in the book. Use the lamp provided by the teacher.
2. Draw a picture illustrating what makes day and night. Write a few lines to explain your picture.
3. Read the book to a friend and help him to understand what makes day and night.

Questions to Think About

Bright, Robert

Georgie to the Rescue

Who were the main characters in this story?

Why did they go to the city?

Where did each of them stay when they got there?

How did Georgie and Herman rescue Miss Oliver?

Activity Choice Card

Bright, Robert

Georgie to the Rescue

1. Pick out some of the best parts of the story. Read them to two or three friends and try to interest them in reading

the book themselves.

2. Write a ghost story.
3. Choose four pictures that you like the best. On your paper tell what is happening in each picture. Use complete sentences and write in your own words.

Questions to Think About

Brown, Marcia Felice

Where does the story take place?

What is a gondola?

How did the cat feel as he wandered through the streets? Why?

How did he find a home?

Activity Choice Card

Brown, Felice Felice

1. At the end of the story the cat had two things which he didn't have at the beginning of the story. What were they? Tell on your paper how he got them.
2. Summarize the story in four or five pictures and sentences.
3. Read Nobody's Cat, by Miska Miles.

Questions to Think About

Brown, Marcia Stone Soup

Why didn't the village people want to give the soldiers any food?

How did the soldiers outsmart the people? What is stone soup?

Read the last page of the book. What does it mean?

Activity Choice Card

Brown, Marcia

Stone Soup

1. Pretend you are a television reporter. You want to interview the three soldiers who made the stone soup. What questions would you ask them?
2. Pretend you are the book. Write an ad in a newspaper telling people why they should read you.
3. Choose some friends and informally dramatize one or two parts of the story.

Questions to Think About

Brunhoff, Jean de

The Story of Babar

Why did Babar move to the city?

How was his life different there than in the forest?

Why do you think he decided to return to the forest?

Two important things happened to Babar when he returned to the forest. What were they?

Activity Choice Card

Brunhoff, Jean de

The Story of Babar

1. Choose the most important events in the story and make a comic strip, with pictures and blurbs.
2. Babar became King of the Elephants. If you were crowned King or Queen for a day, what would you do? Write your story, then read it to the class.
3. Write a poem about Babar the Elephant.
4. Write a letter to the author of the book, telling her what you thought of the story.

Questions to Think About

Buff, Mary and Conrad

Hurry, Skurry, and Flurry

What kinds of animals are mentioned in this book?

Why do you think the authors have divided the book into four chapters - Spring, Summer, Fall, and Winter?

Some forest animals are enemies, others are friends. How do they help to protect each other from danger?

Activity Choice Card

Buff, Mary and Conrad

Hurry, Skurry, and Flurry

1. Read Blaze, the Story of a Striped Skunk, by Robert McClung.
How are squirrels and skunks alike, or different, in the way they look after their babies? Tell the class about it.
2. Even though this book is entitled Hurry, Skurry, and Flurry, it tells about other animals besides squirrels.
Write a story about the forest creatures and how they live throughout the year.
3. Make a mobile of the forest animals you know. Look at pictures in books and encyclopaedias before you begin.
4. Write a poem about a squirrel or other animal. Remember, it doesn't have to rhyme!

Questions to Think About

Burton, Virginia Lee

The Little House

Why did the Little House like the country so much?

How did it become a part of a big city?

Did the Little House like being in the city? Why?

What happened to bring it back to the country?

Have you ever seen buildings being torn down or open spaces being plowed for new buildings and roads? What did you think of it?

Activity Choice Card

Burton, Virginia Lee

The Little House

1. Pretend you are the Little House. Write a letter to your friend telling how you feel about living in the city.
2. Draw two pictures, one of the Little House in the city and the other of the Little House in the country.
Underneath your pictures tell how the Little House in the country became part of the city and then moved back to the country again.
3. Where would you rather live, in the country or in the city? Why? Write your answer on your paper.

Questions to Think About

Campbell, Ann

Let's Find Out About Color

What are primary colors?

What are complementary colors?

What happens if you mix complementary colors?

Activity Choice Card

Campbell, Ann

Let's Find Out About Color

1. Use your crayons or paint for this activity. Mix colors together to see if you can make new colors from the primary colors. Label the colors on your paper. For example, red + yellow = orange

2. Write an advertisement for the bulletin board recommending the book to the other children in the class.

Questions to Think About

Cooney, Barbara

Chanticleer and the Fox

Who owned Chanticleer? Was the owner rich or poor? How do you know?

Foxes are clever animals. How did the fox trick the rooster? This story is a fable, and fables teach a lesson. What is the lesson taught by this fable?

Activity Choice Card

Cooney, Barbara

Chanticleer and the Fox

1. Make up your own short fable in which someone learns a lesson.
2. Tell the fable to a friend.
3. List the story events in about six or seven sentences.

Questions to Think About

Dalgliesh, Alice

The Columbus Story

What land did Christopher Columbus discover?

Who did he find there?

What was his trip like? How did he travel?

Activity Choice Card

Dalgliesh, Alice

The Columbus Story

1. Write a story about Christopher Columbus. Tell about some of the following:
 - how he got the money to go

- his three ships
 - what it was like at sea
 - the people he met on land
2. Get a globe and trace his voyage from Italy to Haiti.
Find America. Ask the teacher to help you if you wish.
 3. Use plasticine and make a model of the ship that brought
Columbus to America.

Questions to Think About

d'Aulaire, Ingri and Edgar Parin

Animals Everywhere

Can you match the name of each animal with its picture?

Which animals would you find in our country?

Activity Choice Card

d'Aulaire, Ingri and Edgar Parin

Animals Everywhere

1. Make a list of the animals you did not know before you
read the book. Choose one of them and find more
information about it in another animal book, or in the
encyclopaedia.
2. Choose another animal book and read it. For example,
Animal Babies, by Ylla. Which book do you like better?
Why? How are the two books alike? How are they different?

Questions to Think About

d'Aulaire, Ingri and Edgar Parin

Leif the Lucky

Why was Leif called Leif the Lucky?

What country did he discover? Do you know why it was called
this name?

Activity Choice Card

d'Aulaire, Ingri and Edgar Parin

Leif the Lucky

1. Leif's father sailed from Norway to Iceland, and then to Greenland. Later Leif discovered Vineland, or Newfoundland, a part of the North American Continent. Use a globe to find these five places. Ask the teacher to help you if you wish.
2. Leif visited King Olav in Norway. At suppertime the King decided to teach a fat man a lesson which was very funny. Tell about this lesson on your paper.

Questions to Think About

Estes, Eleanor

The Hundred Dresses

What did Wanda mean when she said she had a hundred dresses?
 How did Maddie and Peggy feel after Wanda left town? Why?
 What lesson did the two girls learn?

Activity Choice Card

Estes, Eleanor

The Hundred Dresses

1. If you could choose one of the characters in the story to be your friend, which one would it be? Why?
2. Choose a friend who you think might like to hear about the book. Go to a quiet place in the room and tell him the story. Read aloud parts from the book if you wish.
3. Change the story into a play. List the characters and the important scenes. If you wish you can choose some friends and dramatize it.

Questions to Think About

Ets, Marie Hall

Mister Penny's Circus

Why didn't Susie and Olaf want to go back to the circus?

How did Mister Penny solve their problem without buying the animals?

What does "buy on time" mean?

What did Susie and Olaf do to help Mister Penny and all of the other animals?

Activity Choice Card

Ets, Marie Hall

Mister Penny's Circus

1. The story took place in three or four places. List these places and tell what happened in each.
2. Tell the class about the tricks which the animals performed at the circus and at Mister Penny's house.
3. Sell the book to the class during Sharing Time.

Questions to Think About

Ets, Marie Hall

Play with Me

Where did the little girl go to play?

Why didn't the animals want to play with her?

How did she make friends with them? What did she learn?

If you wanted to play with those animals, what would you do?

Activity Choice Card

Ets, Marie Hall

Play with Me

1. Answer the Questions to Think About on your paper in complete sentences.

2. Choose three or four friends and read or tell them the story. Then dramatize it in Sharing Time. Ask the children in the class if they know what the little girl learned.
3. Summarize the story on your paper, and draw a picture of your favorite part of the story.

Questions to Think About

Fatio, Louise

The Happy Lion and the Bear

How did the Happy Lion feel when he heard that a new bear was coming to town?

Why weren't the bear and the lion friends when they first met?

What happened to François?

How did this help to make the bear and the lion friends?

Activity Choice Card

Fatio, Louise

The Happy Lion and the Bear

1. On page 31 the Happy Lion said:
 "One should not roar at people before one knows them better."
 What does this mean? Can we use it as our motto everyday?
 How? Talk about it with some friends.
2. Choose your favorite picture in the book. On your paper tell what is happening in the picture. Also tell what happened before and after it.
3. Sell the book to the class during Sharing Time.

Questions to Think About

Flack, Marjorie

Angus Lost

Why did Angus leave home?

Whom did he meet on his way down the road?

How did he find his way back home again?

How is the milk truck different from the one that comes to your street?

Activity Choice Card

Flack, Marjorie

Angus Lost

1. Make up another title for the story. Tell the class why it would be a good title.
2. Answer the Questions to Think About on your paper in complete sentences.
3. Write your own story about Angus.

Questions to Think About

Floethe, Louise and Richard

Fishing Around the World

Why is it important for countries to catch fish?

Do all fishermen fish in the same way? What different methods do they use?

Do you know how Newfoundland fishermen fish?

How can we protect the fish from pollution?

Activity Choice Card

Floethe, Louise and Richard

Fishing Around the World

1. Show some of the pictures to the class as you explain how the men in them are fishing.
2. Choose one country in the world. On your paper explain how its people fish. Draw a picture to accompany your story.

3. Cut pictures from newspapers that show how fishermen in Newfoundland catch fish.

Questions to Think About

Floethe, Louise and Richard

The Farmer and His Cows

What is this story all about?

Is farm work done the same way today as it was many years ago?

Can you tell about some of the differences?

Why do the people in the city depend on the farmers, even though they may live many miles apart?

Activity Choice Card

Floethe, Louise and Richard

The Farmer and His Cows

1. Make two columns on your paper. Label one column Things That Happened On Farms Long Ago, and the other Things That Happen On Farms Today. Fill in the columns.
2. Choose four or five pictures in the book. Show them to the class during Sharing Time and tell what is happening in each.
3. Have you ever visited a farm? If so, write about it.

Questions to Think About

Freeman, Don

Dandelion

What things did Dandelion do to get ready for the party?

How did he disobey the party invitation?

Why didn't Jennifer Giraffe let Dandelion into the party?

What joke did Dandelion play on himself?

How did the story end?

Activity Choice Card

Freeman, Don Dandelion

1. Draw Dandelion before and after he got ready for the party.
Write about each of your pictures.
2. Tell how Dandelion learned to always be himself. Give
your story an interesting title.
3. Make up who, what, when, where, and why questions about the
story and answer them yourself.

Questions to Think About

Freeman, Don Norman the Doorman

Where did Norman live?

What did he do with the traps he collected?

What was his prize for doing so well in the art show?

Activity Choice Card

Freeman, Don Norman the Doorman

1. Choose the best parts of the story and read them aloud to
some friends. Try to interest them in reading the story
themselves.
2. Tell about your favorite part of the story on your paper.
Draw a picture to accompany it if you wish.
3. Make up four or five riddles about the characters and
events in this story. Clip them to the back of the book
so that others may read them after they have finished the
story.

Questions to Think About

Gág, Wanda

Millions of Cats

Why did the old man and woman want a cat?

Why did the old man bring home so many cats?

How did they decide which cat to keep?

Activity Choice Card

Gág, Wanda

Millions of Cats

1. Make up a tune for the lines "Hundreds of cats, Thousands of cats, Millions and billions and trillions of cats." Sing it to the class.
2. Choose a friend who has read the story. Decide who will be the old man and who will be the old woman. Informally dramatize some of the conversations they had together.
3. Write a paragraph telling how you think the cats decided among themselves which one would live with the old man and woman.
4. Sell the book to the class during Sharing Time.

Questions to Think About

Gág, Wanda

Nothing At All

What was Nothing At All's problem?

How was this problem solved?

Who helped to solve it?

Is this story true or make-believe?

Activity Choice Card

Gág, Wanda

Nothing At All

1. Write a poem about Nothing At All.

2. Write a story telling how Nothing At All became "something."
3. Choose the important scenes and change the story into a comic strip with pictures and blurbs.
4. What did you think Nothing At All would be about before you read it? Talk about it with a friend.

Questions to Think About

Gág, Wanda

Snow White and the Seven Dwarfs

Why did the Queen dislike Snow White?

Where did Snow White find a new home?

How did the Queen try to kill Snow White?

Did the story end happily? What happened?

Activity Choice Card

Gág, Wanda

Snow White and the Seven Dwarfs

1. Find a friend who has heard or read a different version of Snow White and the Seven Dwarfs. Together make a list of the ways in which the versions are alike and different.
2. Choose a friend and make a box movie of this fairy tale. Don't spend too much time drawing the pictures!
3. Tell the fairy tale to a friend who has never heard of Snow White.

Questions to Think About

Galdone, Paul

The Three Wishes

What was the man's job?

What did he do (or not do) to receive the wishes?

What things did he wish for? How did one wish lead to another?
Why do you think his wife called him a fool?

Activity Choice Card

Galdone, Paul

The Three Wishes

1. If someone were to give you three wishes, what would you want them to be? Write about them on your paper.
2. Some of the sentences in this folk tale are written in old English, for example, "I'll e'en do as thou wishest." This means "I'll do what you wish," or, "I'll do what you want." Read the story again, and write the meanings of the other old English sentences on your paper.
3. Read the folk tale to a friend.

Questions to Think About

Gans, Roma

It's Nesting Time

Why is the book called It's Nesting Time?

What materials do birds use to build their nests?

Where do they build them?

What should you do if you find a nest with eggs in it?

If you want to keep a bird nest, what time of the year should you look for one? Why?

Activity Choice Card

Gans, Roma

It's Nesting Time

1. Have you ever watched a bird build his nest? Have you ever found a nest after the birds have left it? Write about what you saw or found.

2. Give a talk to the class about birds and their nests. Be sure to include some of the following:
 - where birds build their nests
 - what the nests are made of
 - the tools birds use to build their nests
 - how different kinds of birds build different kinds of nests
 - what we can do to help birds build their nests
3. Tell on your paper how one of the birds in this book builds his nest.
4. Look up birds in an encyclopaedia. Try to find more information about birds and their habits.

Questions to Think About

Godden, Rumer

Impunity Jane

What does "impunity" mean?

Why wasn't Impunity Jane happy in the doll house?

What did Gideon do that was wrong? How did he change it?

Activity Choice Card

Godden, Rumer

Impunity Jane

1. Write about your favorite part of the story and draw a picture to accompany it.
2. Pretend you are Impunity Jane. Tell a friend about your adventures outside the doll house.
3. Write an advertisement for the bulletin board recommending the book to the other children in the class. Tell about some interesting parts of the story to catch their attention.

Questions to Think About

Godden, Rumer Mouse House

Why did the mouse family need a new house?

How did Bonnie help them to find one?

Could this story really happen? Why?

Activity Choice Card

Godden, Rumer Mouse House

1. Answer the Questions to Think About in complete sentences on your paper.
2. Choose a friend who you think might like the story. Find a quiet place and tell him about it. Show the pictures if you wish.
3. Write about your favorite part of the story. Draw a picture to accompany it. Post your work on the bulletin board.

Questions to Think About

Godden, Rumer The Old Woman Who Lived in a Vinegar Bottle

What was the vinegar bottle?

How did the fish repay the old woman for saving his life?

How did the old woman's personality change?

What lesson does the book teach us?

Activity Choice Card

Godden, Rumer The Old Woman Who Lived in a Vinegar Bottle

1. Make up your own story about someone or something that grants wishes. Think about it before you begin to write.
2. Read The Fisherman and his Wife by The Brothers Grimm.

3. Tell the story to a friend.

Questions to Think About

Goldin, Augusta Ducks Don't Get Wet

What is a duck doing when it is preening?

Why doesn't a duck get wet?

What happens in the wintertime when ducks can't find any food?

Activity Choice Card

Goldin, Augusta Ducks Don't Get Wet

1. Do the experiment described in the book. Use the water and oil provided by the teacher.
2. List five things that you learned about ducks.
3. Advertise the book to the class during Sharing Time.

Questions to Think About

Goudey, Alice Butterfly Time

What time of the year do you see butterflies?

There are many kinds of butterflies. How are they alike?

How are they different?

Activity Choice Card

Goudey, Alice Butterfly Time

1. Show a friend the butterfly pictures in this book. Read about them together.
2. Draw a picture of your favorite kind of butterfly. Cut out your butterfly and attach a pipecleaner to it to form the body and antennae.
3. Find other books about butterflies in the library.

4. Look for butterflies this summer. They will be around plants and flowers.

Questions to Think About

Goudey, Alice The Good Rain

Why is it important to have plenty of rain?

What happens to the farmer's crops when there is no rain?

The people in the city also like to have rain. Why?

Activity Choice Card

Goudey, Alice The Good Rain

1. Give a talk to the class explaining why it is so important to have rain, both in the country and in the city. Make an outline of the things you want to say before you give your talk.
2. Divide your paper in half. Draw "before" and "after" pictures describing a situation before and after it rains. Write a sentence or two explaining your pictures.
3. Choose two city and two country pictures in the story. Write about each of them.
4. Read Mississippi Possum, by Miska Miles, to find out what can happen when we have too much rain.

Questions to Think About

Gramatky, Hardie Little Toot on the Thames

How did Little Toot get lost?

Where did he go?

How did Little Toot cause trouble at the boat race?

How did Little Toot save the barge with the explosives on it?

Activity Choice Card

Gramatky, Hardie

Little Toot on the Thames

1. Make up who, what, when, where, and why questions about the story and answer them yourself in complete sentences.
2. Pretend you are Little Toot. Write a letter to your friend telling about your adventures on the Thames.
3. Choose a happy or a sad part of the story and write about it.

Questions to Think About

Brothers Grimm

Rumplestiltskin

The miller's daughter had a problem. What was it? How was it solved?

What kind of person was the king?

How did the queen discover Rumplestiltskin's name?

Activity Choice Card

Brothers Grimm

Rumplestiltskin

1. Fairy tales often have the following:

- a happy ending
- fairies
- kings, queens, princes, or princesses
- palaces or castles
- some magic or make-believe

Does Rumplestiltskin have any of these things? Which ones?

Make a list of them. For example: Rumplestiltskin has a

happy ending. The queen kept her baby and Rumpelstiltskin disappeared.

2. Choose a favorite scene and, with some friends, informally dramatize it before the class.
3. Have you read another version of Rumpelstiltskin? How was it like this one? How was it different? Tell about it on your paper.
4. Make up five riddles about this fairy tale. Ask other children for the answers.

Questions to Think About

Brothers Grimm

The Elves and the Shoemaker

How did the elves help the shoemaker?

What did the shoemaker and his wife do to repay them?

What time of the year did the tale take place? How do you know?

Activity Choice Card

Brothers Grimm

The Elves and the Shoemaker

1. Make stick puppets of the four main characters in this fairy tale. (Draw the characters on paper, then cut them out and glue onto popsicle sticks.) Choose three friends and dramatize the fairy tale before an audience.
2. Draw a cover for the book and write an inside flap summary.
3. Read the fairy tale to some friends.
4. Summarize the fairy tale in five or six pictures and sentences.

Questions to Think About

Hamberger, John

The Day the Sun Disappeared

Why were the forest animals so confused?

What had really happened to the sun?

Were there any new words in the book? Find out their meanings and write them on your word list.

Activity Choice Card

Hamberger, John

The Day the Sun Disappeared

1. Describe the fox on the cover of the book - how he looks and why.
2. Draw three pictures to explain what happens before, during, and after an eclipse. Write a sentence or two to explain each picture.
3. Advertise the book to the class during Sharing Time.

Questions to Think About

Hansen, Joan

Antonyms

What are antonyms?

Give some examples of antonyms.

Activity Choice Card

Hansen, Joan

Antonyms

1. Think of as many antonyms as you can. Make a list of them on your paper.
2. Choose a friend and play this game:
One person says a word and the other gives the antonym, or opposite meaning. Take turns, and try to think of some

unusual antonyms!

3. Make a booklet of antonyms. Draw pictures to illustrate the meanings of the words.

Questions to Think About

Haviland, Virginia

Favorite Fairy Tales Told in Germany

Think about one of the fairy tales that you read in this book.

Who were the main characters?

What was the problem in the fairy tale?

How was it solved?

Was there any magic in the fairy tale? If there was, how did it work?

Find the table of contents. What fairy tale is on page 72?

Activity Choice Card

Haviland, Virginia

Favorite Fairy Tales Told in Germany

1. Choose some friends and dramatize one of the fairy tales in the book.
2. Tell one of the more unfamiliar fairy tales in the book to the class.
3. On your paper tell about your favorite fairy tale.

Questions to Think About

Hoban, Russell

A Bargain for Frances

Who were the main characters in the story?

Did they act like animals or people? How?

Frances had a problem. What was it? How did she solve it?

What are backsies?

Activity Choice Card

Hoban, Russell

A Bargain for Frances

1. If you could choose a friend in this story, who would it be? Why? Write about it on your paper.
2. Has anyone tried to trick you into doing something you had not intended to do? Write about it.
3. Draw a picture and write about your favorite part of the book.

Questions to Think About

Hoban, Russell

Bread and Jam for Frances

Who was the main character in this story?

Why was she so sad?

What did she learn at last?

Activity Choice Card

Hoban, Russell

Bread and Jam for Frances

1. Make up who, what, how, where, and why questions for this story and answer them yourself in complete sentences.
2. Choose three or four important pictures in the story. On your paper tell what is happening in each picture. Don't forget to tell how the characters feel!
3. Read the story to a friend.

Questions to Think About

Hoff, Syd

Ida, the Bareback Rider

Why was Ida a greedy person?

What happened to change her?

How was the fire put out?

Read page 29. What does it mean?

Activity Choice Card

Hoff, Syd

Ida, the Bareback Rider

1. Read to page 24. Then close the book and write your own ending to the story.
2. On your paper tell how Ida's personality changed.
3. Select three or four important scenes in the story and write about each of them. Draw pictures to accompany your writing if you wish.

Questions to Think About

Hoff, Syd

Siegfried, Dog of the Alps

Who was Siegfried?

Was Mr. Gruyère proud of him? Why?

What did Siegfried do to change everyone's mind about himself?

Activity Choice Card

Hoff, Syd

Siegfried, Dog of the Alps

1. Find Switzerland on the globe.
Read about Switzerland in the encyclopaedia.
2. Tell about an exciting event in the story. Don't forget to include:
 - why it happened
 - exactly what happened
 - how the characters felt

3. Have you ever wanted someone to be proud of you like Siegfried wanted Mr. Gruyere to be proud of him? Write about it.

Questions to Think About

Hoffman, Felix

The Seven Ravens

Why did the boys leave home?

What happened that made them change into ravens?

What did the girl do when she discovered that she had seven brothers?

How did the stars help her to find her brothers?

What kind of book is this - biography, animal story, fairy tale, or information book?

Activity Choice Card

Hoffman, Felix

The Seven Ravens

1. Make a mobile of this fairy tale. Be sure to include pictures of all the important characters and objects. Make a list of them before you begin.
2. On your paper tell why you liked or disliked this fairy tale. Draw a picture to accompany your work if you wish.
3. Often there is magic in fairy tales. Write a paragraph or two telling about the magic that helped the girl to find her brothers in The Seven Ravens.

Questions to Think About

Joslin, Sesyle

What Do You Say, Dear?

Why should you have good manners?

Is What Do You Say, Dear? a good title for the book? Why?

Activity Choice Card

Joslin, Sesyle

What Do You Say, Dear?

1. Make a list of all the manners used in this book. For example, thank-you very much, excuse me. Choose one or two of the manners and write your own conversations around them.
2. Think of other manners which the book has not mentioned. Draw pictures and write the script to go with them. Staple your pictures together to make a booklet.
3. Choose a friend and dramatize some situations in which we should use good manners.

Questions to Think About

Keats, Ezra Jack

A Letter to Amy

Who was Willie?

Why did Peter mail Amy an invitation to his birthday party?

Why was Peter so sad when he returned from the mailbox?

Did the story take place in the city or in the country? How do you know?

Activity Choice Card

Keats, Ezra Jack

A Letter to Amy

1. What do you think Peter wished when he blew out his birthday candles? What would you wish for? Why? Write your answer on your paper.
2. How did Peter feel at the beginning of the story? Why?

How did Peter feel in the middle of the story? Why?

How did Peter feel at the end of the story? Why?

Draw a picture to accompany each of your answers if you wish.

3. Write a poem about Peter.
4. On your paper tell what you think would have happened at Peter's birthday party. Use your imagination!

Questions to Think About

Keats, Ezra Jack Pet Show!

What kinds of animals were at the pet show?

Why didn't Archie bring his cat? What did he bring instead?

Do you know what a germ is?

Activity Choice Card

Keats, Ezra Jack Pet Show!

1. On your paper tell how the old woman felt when she won a prize. How did Archie feel about it?
2. Summarize the story in five or six pictures and sentences.
3. Write an advertisement for the bulletin board telling why other children should read the book.

Questions to Think About

Kirn, Ann Let's Look at Tracks

What kind of book is this - biography, fable, fairy tale, or information book?

How are animal tracks different from one another?

What kinds of things do tracks tell us about the animal?

Activity Choice Card

Kirn, Ann

Let's Look at Tracks

1. Have you ever seen animal tracks? Tell the class about them.
2. Draw pictures of three or four sets of animal tracks. Label each set and mount them on the bulletin board.
3. Read your favorite parts of the story to a friend.

Questions to Think About

Kirn, Ann

Tip for Tap

Why did the jackal want to go to the other side of the river?
 What did he do to get the camel to swim home so fast?
 Was it a fair thing to do? Why?
 How did the camel teach the jackal a lesson?

Activity Choice Card

Kirn, Ann

Tip for Tap

1. Make stick puppets of the camel and the jackal. Use your puppets in conversation with each other to explain to the class how the camel taught the jackal a lesson.
2. Has anyone tried to trick you? Were they successful? Write about it and read your story to a friend.
3. Explain the expression "tip for tap" on paper. Use clear and complete sentences.
4. If you are interested in camels, read Camels, Ships of the Desert, by John Waters.

Questions to Think About

LaFontaine

The Grasshopper and the Ant

In this book the Questions to Think About card is attached to the first page of the book to guide your reading.

Fables are very short stories in which animals act like people. They usually teach a lesson. In this book the lesson is printed at the end of each fable. Before you begin to read, cover the lesson with your bookmark. Then try to guess the lesson just by reading the fable.

Activity Choice Card

LaFontaine

The Grasshopper and the Ant

1. Read some of your favorite fables to a friend.
2. Write your own fable. Think about it before you begin.
3. Illustrate one of the fables in the book. Clip it to the correct page above the title of the fable.
4. Choose a friend and dramatize a fable before the class.
Ask them to guess the lesson it teaches.

Questions to Think About

Langstaff, John

Frog Went a-Courtin'

Did you like this story? Why?

What was it about?

Who did the frog marry?

Do you know what a-courtin' means?

Activity Choice Card

Langstaff, John

Frog Went a-Courtin'

1. This story is meant to be sung. The music is at the back

of the book. Ask the teacher to hum the tune for you. Then gather some friends together and sing the story to the class. If you wish you may teach them some of the words so that they can join in with you.

Questions to Think About

Lathrop, Dorothy

Puppies for Keeps

Why is the story called Puppies for Keeps?

Why did Mother call her puppy Star?

How did the puppies amuse themselves?

What did Marianne and Terry learn about the puppies as the animals were growing older?

Activity Choice Card

Lathrop, Dorothy

Puppies for Keeps

1. Read this story until you reach page 34 where it says:

"That man who wants to buy the puppies - well, I told him he could see them tomorrow."

"Tomorrow!" "Tomorrow?" "Not tomorrow!" cried Marianne, Terry, and their mother together.

Then close the book and write your own ending to the story.

2. Have you ever had puppies in your house? If so, write about them.
3. Choose the picture that you like best in this book and write about it.
4. Read April's Kittens, by Clare Turlay Newberry.

Questions to Think About

Leaf, Munro

The Story of Ferdinand

What did Ferdinand like to do most of all?

How did he get chosen to fight in Madrid? Did he want to fight there?

How did the bullfighters feel when Ferdinand just sat down in the ring?

Activity Choice Card

Leaf, Munro

The Story of Ferdinand

1. Write a poem about Ferdinand the bull.
2. Change The Story of Ferdinand into a play. Make a list of the characters and most important scenes. Write a line or two telling what happens in each scene. If you wish, choose some friends and dramatize your play. Be a good director!
3. Write a few sentences telling about the following:
 - Ferdinand
 - Ferdinand's mother
 - the other bulls
 - the Matador
4. Choose the funniest, the saddest, or the happiest part of the story and write about it. Draw a picture to go with your writing.

Questions to Think About

Leaf, Munro

Wee Gillis

Why was the boy called Wee Gillis?

What did his mother's relations do for a living?

What did his father's relations do for a living?

Wee Gillis had a problem. What was it? How was it solved?

How did his work in the Highlands and Lowlands of Scotland help him to play the bagpipes?

Activity Choice Card

Leaf, Munro

Wee Gillis

1. Use the following words in sentences:

mist

sigh

creep

kilt

2. Draw a cover for this book and write an inside flap summary.

3. On your paper tell why you liked or disliked this story.

Questions to Think About

Lenski, Lois

Cowboy Small

Who was Cactus?

What kinds of things did Cowboy Small do?

Activity Choice Card

Lenski, Lois

Cowboy Small

1. Talk to some friends about Cowboy Small and the work that he did. Do you think all cowboys do that kind of work?
2. Pretend you are an advertiser. Write an announcement for the class bulletin board telling others about the book and why they should read it.
3. Find other books in the library about cowboys and their

work.

Questions to Think About

Lipkind, William and Nicholas Mordvinoff

Circus Ruckus

Why wasn't Kelly allowed to enter the circus grounds?

How did Kelly and Dan cause a ruckus at the circus?

How did they become part of a circus act?

Activity Choice Card

Lipkind, William and Nicholas Mordvinoff

Circus Ruckus

1. Answer these questions on your paper in complete sentences:

Who was Mr. Hopper?

Why did he chase Dan and Kelly through the circus grounds?

What act did Herr Goppel perform in the circus?

How did Mr. Hopper thank Dan and Kelly for making Prank's act a success?

2. Find the poster in the book that advertises Mr. Hopper's Circus. Read it to the class during Sharing Time. Be sure to put expression in your voice!
3. Have you ever been to a circus? Write about it.
4. Describe some of the acts which were performed at the circus, either in writing or by telling about them during Sharing Time.

Questions to Think About

Matsuno, Masako

A Pair of Red Clogs

Why did Mako's mother buy her a pair of red clogs?

How did the clogs get cracked?

Can you explain the weather-telling game?

How did Mako try to deceive her mother into buying her a new pair of clogs?

How did she feel after her plan had failed?

How would you feel?

Activity Choice Card

Matsuno, Masako

A Pair of Red Clogs

1. Read the story and stop on page 16 where it says:

I thought and thought . . . and I had a bright idea!

Now write your own ending to the story, telling what

Mako did with her pair of cracked clogs.

2. Look at the pictures in this book. Make a list of the things that tell you the story took place in Japan.
3. Do you think that Mako learned a lesson? What was it? Tell the class about it.

Questions to Think About

Mayer, Mercer

A Boy, a Dog, and a Frog

Where did the story take place?

What was the problem?

How was it solved?

Activity Choice Card

Mayer, Mercer

A Boy, a Dog, and a Frog

1. Write the words of the story to go with the pictures in this book.

2. Choose a friend. Go to a quiet place in the room and "read" the story together.
3. Make up a story in your mind. Draw the pictures for it on separate sheets of paper and staple them together to form a book. Show it to some friends as you tell them what is happening in each picture.

Questions to Think About

Mayer, Mercer A Special Trick

Why did the magician hire Elroy?

What did Elroy do with the magician's dictionary?

How did he make the tent ready for the magician's return?

On page 30 Elroy said to the magician:

"Boy could I show you a thing or two..."

What did he mean?

Activity Choice Card

Mayer, Mercer A Special Trick

1. Do you think A Special Trick is a good title for this book? Why? Write your answer on your paper.
2. Make up your own magical words to produce spells and tricks. Write the words and the tricks on paper, or tell them to a friend.
3. Pretend you are Elroy. Write a letter to a friend telling about your use of the magician's dictionary.
4. Tell the story to a friend in your own words. Show him the pictures if you wish.

Questions to Think About

McCloskey, Robert

Blueberries for Sal

Name the characters in this story.

What was the problem in this story? How was it solved?

Was Sal a good berry picker? What did she like to do most of all?

Why was Sal's mother picking berries?

Why do you think the words and pictures in this story are blue?

Activity Choice Card

McCloskey, Robert

Blueberries for Sal

1. Study the double-page picture on the back inside flap of the book. If this picture were in the story, it would come after the last page. Write the words to accompany this picture and clip them to the book so that others can read your story ending.
2. In what ways were Sal and the bear cub alike? Draw a picture to accompany your answer.
3. Have you ever been berry picking? If so, write about your trip.

Questions to Think About

McCloskey, Robert

Burt Dow, Deep-Water Man

Why did Burt Dow want to get inside the whale?

How did Burt and the gull get out of the whale's stomach?

Who was Leela?

How did Burt make all of the whales happy?

Activity Choice Card

McCloskey, Robert

Burt Dow, Deep-Water Man

1. Pretend you are Burt. Write a letter to your friend telling about your day fishing.
2. Choose your favorite picture in the book and write about it.
3. Choose the important scenes in this story and make a comic strip, with pictures and blurbs. Mount your comic strip on the bulletin board.

Questions to Think About

McCloskey, Robert

Make Way for Ducklings

What medal did this book win? Why?

At the beginning of this story Mr. and Mrs. Mallard had a problem. What was it?

How did they solve their problem?

How did the policeman help Mrs. Mallard and her children?

What happens when ducks molt?

Activity Choice Card

McCloskey, Robert

Make Way for Ducklings

1. Do you think that Make Way for Ducklings is a good title for this book? Why? Write your answer on your paper.
2. Mrs. Mallard took just as much care of her ducklings as your mother takes care of you and your brothers and sisters. How did Mrs. Mallard look after her children?
3. Interest other children in this book by reading parts of it aloud to the class. Choose the parts in advance, and try

to put expression in your reading.

4. This book has many beautiful pictures. Choose your favorite picture and tell why you like it. Tell what is happening in the picture. Show the picture to the class and read what you have written about it.

Questions to Think About

McClung, Robert Blaze, the Story of a Striped Skunk

How do skunks protect themselves from their enemies?

What do they eat?

What do they do in the wintertime?

How does a mother skunk look after her babies?

Activity Choice Card

McClung, Robert Blaze, the Story of a Striped Skunk

1. What would you do if you met a skunk? Write about it and draw a picture.
2. List five facts that you learned about skunks in this book.
3. Give a talk to the class about skunks. Make an outline and use the pictures in the book if you wish.
4. Draw a picture and write a story about a skunk. Give your skunk a name.
5. If you are interested in skunks, read other books about them, including the encyclopaedia.

Questions to Think About

McClung, Robert Honker, the Story of a Wild Goose

This book tells about a year in the life of Honker, Branta, and

their family of baby geese.

Did they live in one place all year round? When did they migrate? Where?

What are flyways?

How did Honker and Branta care for their children?

What are some of the dangers faced by wild geese?

What has man done to protect the geese?

Activity Choice Card

McClung, Robert

Honker, the Story of a Wild Goose

1. Do you think it is a good idea for countries to have Wildlife Refuges? Why? Write your answer on your paper.
2. Make some posters illustrating the dangers faced by the wild geese in their travels. Mount them on the bulletin board. They may interest others in reading the book.
3. Give a talk to the class about the life of the Canada goose. Prepare for your talk by making an outline of the things you want to say.
4. Write about your favorite part of the story. Draw a picture to accompany your work if you wish.

Questions to Think About

McClung, Robert

How Animals Hide

Why do animals hide?

Where do many animals hide?

Some animals change colors at different times in the year.

Why?

color?

Activity Choice Card

McLung, Robert

How Animals Hide

1. Show the pictures to a friend as you tell him how the animals are hiding. Make sure your friend finds the animal in each picture!
2. Answer the questions on page 39 on your paper.
3. Choose your favorite picture. Write about it.

Questions to Think About

Miles, Miska

Nobody's Cat

Where did the cat live?

How did he find food?

Do you think the cat was surprised when the children were kind to him? Why?

Activity Choice Card

Miles, Miska

Nobody's Cat

1. How was the cat in this story different from a pet cat? Write your answer on paper or tell the class about it during Sharing Time.
2. Do you think Nobody's Cat is a good title for this story? Why? If you don't think it is, make up another title for the book.
3. Do you know of any stray cats or dogs that roam around your neighbourhood? Write a story about them, telling how they live.

Questions to Think About

Milgrom, Harry

Adventures with a String

In this book the Questions to Think About card is attached to the first page of the book to guide your reading. There is no Activity Choice Card for this book.

As you read this book do the experiments with the string that the teacher has provided. Answer the questions as you do each experiment. You may ask a friend to work with you if you wish.

Questions to Think About

Morrow, Elizabeth

The Painted Pig

Where did the story take place?

Why did Pita and Pedro quarrel?

What was Pedro's problem?

How did he try to solve his problem?

Was he successful? How did Pancho come to his rescue?

Activity Choice Card

Morrow, Elizabeth

The Painted Pig

1. On your paper describe Pita's pig. Draw a picture of it to accompany your written description.
2. Make stick puppets of Pancho and Pedro. Dramatize the conversation in which Pancho is trying very hard to sell his toys to Pedro. Be a good salesperson.
3. Write some riddles about the story. Clip them to the last page of the book so that other children may read them after they have read the book.

Questions to Think About

Naden, Corinne

Let's Find Out About Frogs

Why do frogs belong to the group of animals called Amphibia?

What do they eat?

Where do they live during the winter?

How do frogs help man?

The frog's skin is important to him for many reasons. What are some of these reasons?

Activity Choice Card

Naden, Corinne

Let's Find Out About Frogs

1. Draw a life-size picture of a frog. Don't forget to include four toes on each front leg, a wide mouth, and all of the other features which the book tells you about.
2. A frog grows from an egg to a tadpole to a full-grown frog. Draw pictures of these changes, and write a few lines explaining what is happening in each picture. Staple your pictures together to make a booklet.
3. Read Benny's Animals, by Millicent Selsam.

Questions to Think About

Nims, Bonnie

Always at Home, the Story of Sea Shells

What are the animals called that live inside sea shells?

Why are they always at home?

Describe sea shells. Are they all alike?

Describe the animals that live inside sea shells.

What dangers do these animals face, even though they have a shell to protect them?

Activity Choice Card

Nims, Bonnie

Always at Home, the Story of Sea Shells

1. Give a talk to the class about mollusks. Use the pictures in the book if you wish.
2. Have you ever found sea shells on the beach? Tell about them on your paper.
3. Read Houses from the Sea, by Alice Goudey. This book describes many different kinds of sea shells.

Questions to Think About

Payne, Emmy

Katy-No-Pocket

Who was the main character in this story?

What was her problem?

Who helped her to solve the problem? How?

Activity Choice Card

Payne, Emmy

Katy-No-Pocket

1. Katy went to many animals for advice on how to carry her baby. Draw pictures and write a sentence or two telling how some of these animals carried their own babies.
2. Can you think of any other ways Katy might have carried her baby? Draw pictures and write about them. Use your imagination!
3. Read the story to a friend.

Questions to Think About

Penney, R.L.

The Penguins Are Coming

How do penguins build their nests?

How do they feed and look after their babies when they are born?
 Why did the man band the penguins?

Activity Choice Card

Penney, R.L. The Penguins Are Coming

1. Find Antarctica, the home of the Adelie penguins, on the globe.
2. Tell a friend what you learned about penguins.
3. Write a story about the Adelie penguins, telling how they build their rookeries on the shore and live there with their mates during the spring and summer months.

Illustrate your story with pictures.

Questions to Think About

Perrault, Charles Cinderella or The Little Glass Slipper

Why was the girl called Cinderella?

How did her step-sisters treat her?

Why was the fairy godmother so important in this fairy tale?

What happened at the ball?

Activity Choice Card

Perrault, Charles Cinderella or The Little Glass Slipper

1. Make a box movie of the fairy tale. Choose a friend who has also read the book to help you. Before you begin organize your movie by making a list of the scenes, or "slides," that you will need to draw.
2. Have you read or heard another version of Cinderella? Was it exactly like this one? On your paper tell how they were

alike or different.

3. Choose some friends and informally dramatize parts of the fairy tale.
4. Pretend you were at the ball. Write a letter to your friend telling about the princess who appeared there.

Questions to Think About

Phleger, Fred Red Tag Comes Back

Why did the man tag the salmon?

Where do the salmon spend most of their lives?

Why do they always return to the river where they were born?

What dangers did Red Tag face in the ocean and rivers?

Activity Choice Card

Phleger, Fred Red Tag Comes Back

1. Make a time line of Red Tag's life, from the time he was a little fish until he became a large old salmon. Draw pictures to accompany your time line, and mount them on the bulletin board beside the time line.
2. How did Aku help the man who tagged the salmon? What can we do to help our Wildlife Service protect the salmon in our rivers? Tell the class about it.
3. Choose a friend. Go to a quiet place in the room and tell him about the salmon and their life in the ocean and rivers.

Questions to Think About

Podendorf, Illa Shapes - Sides, Curves and Corners

In this book the Questions to Think About card is attached to

the first page of the book to guide your reading.

As you read this book, find the shapes in the pictures as the author tells you.

Activity Choice Card

Podendorf, Illa

Shapes - Sides, Curves and Corners

1. Draw the following shapes:

triangle	eclipse
square	circle
rectangle	cone

Label each shape.

2. Find as many of the shapes as you can in the room. List them on your paper, for example:

rectangle - table

square - window

Questions to Think About

Polgreen, John and Cathleen

Our Friend, the Sun

Why is the sun important to us?

What would the earth be like without the sun?

Plants store the sun's energy. How do we use plants to get the sun's energy?

Activity Choice Card

Polgreen, John and Cathleen

Our Friend, the Sun

1. Divide your paper into four blocks. Draw four pictures showing how the sun helps us. Write a line or two underneath to explain your pictures.

2. Read the book to some friends.
3. If you would like to know more about the sun, read Sunshine Makes the Seasons, by Franklyn M. Branley.

Questions to Think About

Politi, Leo Little Leo

Who were the main characters in this story?

Do you know what language they spoke besides English?

Why was Leo's family so happy?

How would you feel if you were going to a new city or country?

Activity Choice Card

Politi, Leo Little Leo

1. Get a globe. Trace Leo's journey from California to Italy. How did he travel across America? How did he travel across the Atlantic Ocean? Ask the teacher to help you if you wish.
2. On your paper tell how life in California and life in Italy were alike. How were they different?
3. Show the pictures to a friend as you tell him the story.

Questions to Think About

Politi, Leo The Mission Bell

Where did the story take place?

Who was the main character?

What was his greatest wish? Did it come true? How?

Why was the Mission Bell so important in this story?

Did you like this story? Why?

Activity Choice Card

Politi, Leo

The Mission Bell

1. How did Father Serra become a friend of the Indians?
Write a story, telling how his missions helped the Indians to lead better lives.
2. Answer the Questions to Think About on your paper in complete sentences.
3. Draw two pictures, one of a happy event in the story and the other of an unhappy event. Write a few lines underneath to explain your pictures. Staple them together and show them to the class.

Questions to Think About

Potter, Beatrix

The Tale of Jemima Puddle-Duck

What was the problem in this story?

How did the dogs help to solve the problem?

What would have happened at the dinner party?

Read page 38. Why did the fox want the lard?

Activity Choice Card

Potter, Beatrix

The Tale of Jemima Puddle-Duck

1. Write a different ending to the story.
2. Pretend you are Jemima. Write a part of the story from your point of view.
3. Write a poem about Jemima.
4. Dramatize your favorite part of the story with some friends.

Questions to Think About

Rey, H.A. Curious George

Where did George live in Africa?

Where was the man in the yellow hat going to take him to live?

Why was George called Curious George?

What things did he do on his way to his new home?

Activity Choice Card

Rey, H.A. Curious George

1. In this story Curious George had many adventures before he arrived at the zoo. Write about another adventure which George could have had. Clip it to the last page of the book for others to read.
2. Choose two or three pictures in this book. Write a caption for each picture and tell what is happening in it.
3. Pretend you are a newspaper reporter. Write an article for your paper telling about one or two of George's adventures. Include an eye-catching headline.

Questions to Think About

Sauer, Julia L. Mike's House

Why did Robert go to the library each week?

What did he call the library? Why?

How did the policeman help Robert?

Why did the librarian want Robert to take different books from the library each week?

Did you like this book? Why?

Activity Choice Card

Sauer, Julia L.

Mike's House

1. Read Mike Mulligan and His Steam Shovel, by Virginia Lee Burton.
2. Re-read the part of the story in which Robert and the policeman are in Rocco's Diner talking about Mike Mulligan. Choose a friend and informally dramatize this part of the story for the class during Sharing Time. If you wish, you may choose to dramatize another part of the story.
3. Have you ever been lost? If so, write about it.

Questions to Think About

Sawyer, Ruth

Journey Cake Ho!

Why did Johnny leave home?

How did the journey cake help the family?

Did the story end happily? What happened?

Activity Choice Card

Sawyer, Ruth

Journey Cake, Ho!

1. Pretend you are Johnny as you answer the following questions on your paper:
 How did you feel when you were told to leave home?
 How did you feel when the journey cake began to roll away?
 How did you feel when you reached home?
2. Draw a picture and write about your favorite part of the story.

3. Tell the story to a friend. Show him the pictures if you wish.

Questions to Think About

Schwartz, Elizabeth and Charles

When Animals Are Babies

Are all animal babies alike when they are born?

How are some of them different?

How are some alike?

Activity Choice Card

Schwartz, Elizabeth and Charles

When Animals Are Babies

1. Were there any animals in this book which you did not know about before? Choose one or two of these animals and find more information about them in the encyclopaedia, or in another animal book.
2. Choose two or three of the baby animals mentioned in this book and tell the class about them during Sharing Time. Show them the pictures if you wish.
3. Draw pictures of some of the baby animals that you know of and label them with their proper names, for example, snakelings, tadpoles, wolf pups.

Questions to Think About

Selsam, Millicent

Benny's Animals

Benny wanted to classify his animal pictures. The professor told him that there are two large groups of animals. What are they?

After the animals are divided into these two groups, they can be

separated again into five other groups. Turn to page 49 to note the names of these groups.

Why was Professor Wood an ancestor detective?

Activity Choice Card

Selsam, Millicent

Benny's Animals

1. Find pictures of fish, amphibians, reptiles, birds, and mammals. Sort them into piles as Benny did, and label each pile. Display the piles on a table so that other children may look through them.
2. Why is the book called Benny's Animals? Write your answer on your paper.
3. Tell a friend about the book, or introduce it to the class during Sharing Time.

Questions to Think About

Selsam, Millicent

Tony's Birds

What are field glasses?

What kinds of things did Tony learn about birds and bird watching?

Activity Choice Card

Selsam, Millicent

Tony's Birds

1. What things did Tony use to make bird watching easier? How did they help him? Write your answers on paper.
2. Tell the class how we should behave if we want to watch birds without frightening them away.
3. Have you ever watched a bird very closely? Draw a picture of the bird you saw. Then find it's name in a bird guide

or in an encyclopaedia. Look for birds around your house this summer.

4. If you would like to know how birds build their nests, read It's Nesting Time, by Roma Gans.

Questions to Think About

Seuss, Dr. The Cat in the Hat Comes Back

Did you enjoy the book? Why?

How did the trouble begin in this story?

What did the Cat in the Hat do to solve the problem?

What did he keep in his hat? .

Activity Choice Card

Seuss, Dr. The Cat in the Hat Comes Back

1. Write your own story about the adventures of the Cat in the Hat.
2. Read parts of this story to some friends.
3. Write a letter to a friend telling him why he should read this book.

Questions to Think About

Shapp, Martha and Charles Thomas Alva Edison

What kind of story is this - information book, animal story, fairy tale, or biography?

What did Thomas Edison invent that made him famous?

What other things did he invent?

Activity Choice Card

Shapp, Martha and Charles

Thomas Alva Edison

1. Give a talk to the class describing Edison's life.
Make an outline and be sure to tell about some of the following:
 - where he was born
 - what he was like as a boy
 - what kinds of jobs he had
 - some of the things he invented
 - how the people of New Jersey have honoured him
2. Make a time line of Edison's life. Mount it on the bulletin board.
3. Write a story about Thomas Alva Edison. Draw a picture to accompany your story if you wish.

Questions to Think About

Showers, Paul

What Happens to a Hamburger

What happens when you digest food?

What are food molecules?

How do the food molecules get into your blood?

Activity Choice Card

Showers, Paul

What Happens to a Hamburger

1. Do the experiment described on page 10. Can you see the sugar? Can you taste it? What has happened?
2. On a large sheet of paper draw a picture of your head and stomach. Label the parts and use your picture to explain to the class how food is digested.

3. Make a poster showing the ways in which our bodies use food.

Questions to Think About

Sitomer, Mindel and Harry

What is Symmetry?

What is symmetry?

There are three kinds of symmetry; line, point, and plane.

Can you tell something about each of them?

Activity Choice Card

Sitomer, Mindel and Harry

What is Symmetry?

1. Get some sheets of paper. Do the experiments on line symmetry that are described in the book.
2. Can you think of other examples of point and plane symmetry? Choose a friend and together list them on paper.

Questions to Think About

Stanek, Muriel

Left, Right, Left, Right

What was Katie's problem?

How did Katie's grandmother help her to solve the problem?

How did Katie help her brother?

Activity Choice Card

Stanek, Muriel

Left, Right, Left, Right

1. Do you have trouble knowing left from right? How do you tell them apart? Write about it.
2. Can you think of another way in which Katie might have learned the difference between left and right? Tell the class about it.

3. Summarize the story in five or six pictures and sentences.

Questions to Think About

Stobbs, William

Jack and the Beanstalk

Why did Jack sell the cow?

Was his mother pleased with the beans? Why?

What did Jack take from the Ogre?

Did the story have a happy ending? What happened?

Activity Choice Card

Stobbs, William

Jack and the Beanstalk

1. Have you heard another version of Jack and the Beanstalk?
How was it like, or different from, this one? Write about it on your paper.
2. Tell the fairy tale to a friend as you show him the pictures in the book.
3. Draw some pictures and write about the magical things that happened in this fairy tale.
4. Write an advertisement recommending this book to the other children in the class. Tell about some interesting parts of the fairy tale to catch their attention.

Questions to Think About

Thayer, Jane

The Popcorn Dragon

Why is the story called The Popcorn Dragon?

Do the characters act like people or animals? How?

What did Dexter learn not to do?

Did you like this story? Why?

Activity Choice Card

Thayer, Jane

The Popcorn Dragon

1. Write a story about an animal that can do something no other animal can do.
2. Answer the Questions to Think About on your paper in complete sentences.
3. Show the pictures to a friend as you tell him about the story.

Questions to Think About

Thayer, Jane

The Puppy Who Wanted a Dog

What time of the year did the story take place?

What did Petey want for a present?

Did he get it? Where?

Activity Choice Card

Thayer, Jane

The Puppy Who Wanted a Dog

1. Pretend you are the puppy. Tell what you did to get a boy for Christmas.
2. Find pictures of Petey when he looked:

tired	mischievous	lonely
happy	playful	proud
3. Write an advertisement for the book. Read it to the class.

Questions to Think About

Titus, Eve

Anatole and the Piano

Who is Anatole?

How did he help Domenico play the piano?

How was Anatole rewarded?

In what country does the story take place?

Activity Choice Card

Titus, Eve

Anatole and the Piano

1. Make up another title for the story. On your paper tell why it would be a good title.
2. Ask the teacher to help you pronounce the French words in this book.
3. Choose a happy, sad, or exciting part of the story and write about it. Draw a picture to accompany your work if you wish.

Questions to Think About

Tresselt, Alvin

Hide and Seek Fog

What is this book about?

How did the fog change the people's plans?

Is Hide and Seek Fog a good title for the story? Why?

Activity Choice Card

Tresselt, Alvin

Hide and Seek Fog

1. Write a poem about the fog.
2. Have you ever been outdoors in the fog? Write about it.
3. On your paper tell how the fog became a nuisance to the people and the animals. Draw a picture to accompany your work.
4. Read the story to some friends.

Questions to Think About

Tresselt, Alvin

The Beaver Pond

Where did the beavers build their dams?

How did they build them?

What does the beaver use his tail for?

Why did the beavers leave the pond?

Is this story true or make-believe?

Activity Choice Card

Tresselt, Alvin

The Beaver Pond

1. Tell a friend some things that you learned about beavers. Show him the pictures in the book if you wish.
2. Make a box movie about beavers. Before you begin read other books about beavers. Also make a list of the pictures you will need to draw and the things you want to say.
3. On your paper tell how the beaver makes his house. Draw a picture to accompany your work.

Questions to Think About

Tresselt, Alvin

The Dead Tree

What causes trees to die?

How are trees useful, even after they are dead?

How does the old tree help to make new trees?

Activity Choice Card

Tresselt, Alvin

The Dead Tree

1. Give a talk to the class about trees. Use the Questions

to Think About as a guide if you wish.

2. Read A Tree Is Nice, by Janice May Udry.
3. Draw a picture illustrating how trees can be useful after they die. Write a few sentences underneath to explain your picture.

Questions to Think About

Tudor, Tasha Around the Year

What is this book about?

Did you like it? Why?

Can you name the months of the year? Use the book to help you.

Activity Choice Card

Tudor, Tasha Around the Year

1. What is your favorite time of the year? Write about it and draw a picture to accompany your story.
2. Read the book to the class.
3. Write a poem about a month or season.
4. Read Roundabout the Year, by Peggy Blakely.

Questions to Think About

Udry, Janice May A Tree Is Nice

Do you think trees are nice? Why?

How are trees useful?

How do they help animals?

Activity Choice Card

Udry, Janice May A Tree Is Nice

1. Write a poem about trees.

2. Read the book to some friends.
3. Draw a picture showing why trees are useful and enjoyable to have around. Write a caption above the picture.

Questions to Think About

Udry, Janice May The Moon Jumpers

Who are the Moon Jumpers?

What things did the Moon Jumpers like to do?

Could this be a true story? Why?

Activity Choice Card

Udry, Janice May The Moon Jumpers

1. Pretend you are a Moon Jumper. What would you do at night? Write about it and draw a picture to accompany your work.
2. Draw a cover for the book and write an inside flap summary.
3. Tell the class about the book during Sharing Time.

Questions to Think About

Ward, Lynd The Biggest Bear

Why did Johnny want to shoot a bear?

What did the bear do to become such a nuisance?

How did the bear save his own life?

Activity Choice Card

Ward, Lynd The Biggest Bear

1. There are many interesting facial expressions in the pictures of this book. Look through the pages and find

pictures of people who look:

frightened

very happy

angry or mad

amazed

sad

On your paper put the page number on which you found the picture, and write a sentence or two telling why the person looks that way. For example:

Page 11 - The man looks frightened because there is a bear behind him.

2. Tell a friend about Johnny's bear.
3. Write three or four riddles about the characters and events in this book. Clip them to the last page so that others may read them after they finish the book.

Questions to Think About

Waters, John

Camels, Ships of the Desert

Why are camels called ships of the desert?

Why can the camel go for such a long time without water?

Where do camels live?

There are two types of camels. What are they? How are they different?

Activity Choice Card

Waters, John

Camels, Ships of the Desert

1. Draw a picture of a camel. Label his hump, eyelashes, and other parts of his body that help him to survive in the hot desert. Show your picture to some friends as you tell them why each part of the camel's body is so useful.

2. On your paper list five or six things that you learned about camels.
3. Tell the class about the book during Sharing Time.

Questions to Think About

Wilde, Oscar The Happy Prince

Why was the Happy Prince so sad?

What did he do to help the poor people?

How did the swallow help him?

Why is the book called The Happy Prince?

Do you think we should try to behave like the Happy Prince?

Why?

Activity Choice Card

Wilde, Oscar The Happy Prince

1. Tell the story to some friends as you show them the pictures.
2. On your paper write about the Happy Prince. Draw a picture to accompany your work if you wish.
3. Answer the Questions to Think About on your paper in complete sentences.

Questions to Think About

Wildsmith, Brian Mother Goose

Did you enjoy this book? Why?

Did you read any nursery rhymes that you had not heard or read before?

Which nursery rhyme did you like best? Why?

Activity Choice Card

Wildsmith, Brian

Mother Goose

1. Dramatize your favorite nursery rhyme.
2. Choose a rhyme that you are not familiar with, and compose a tune for it.
3. Read another book of nursery rhymes. How is it like this version? How is it different? Which one do you like best? Why?
4. Choose three or four of your favorite nursery rhymes. Write the verses, illustrate them, and staple the pages together to make a booklet.

Questions to Think About

Williams, Margery

The Velveteen Rabbit

How did the velveteen rabbit become "real" to the little boy?
 Why was the rabbit thrown out to be burned?
 What did the fairy do to the velveteen rabbit?

Activity Choice Card

Williams, Margery

The Velveteen Rabbit

1. Do you have a favorite "real" toy? Draw a picture and write about it. Tell how you got the toy, what you do with it, and where it is now.
2. Choose a friend who you think would be interested in the story. Go to a quiet place in the room and read the best parts of the book to him.
3. Pretend you are the velveteen rabbit. On your paper tell

how you felt at the following times:

- when you were new and no-one played with you
- when you became "real" to the little boy
- when you overheard that you were going to be burned
- when the fairy turned you into a live rabbit

Questions to Think About

Wright, H.R.

Four Threes Are Twelve

In this book the Questions to Think About card is attached to the first page of the book to guide your reading.

As you read this book supply the answers to the multiplication problems.

Activity Choice Card

Wright, H.R.

Four Threes Are Twelve

1. Make up some multiplication problems and draw pictures to illustrate them.
2. Write an advertisement for the book and post it on the bulletin board.
3. Read the book to a friend. Help him to understand multiplication.

Questions to Think About

Yashima, Taro

Crow Boy

Why was Chibi called Crow Boy?

How did the children feel about Chibi at the beginning of the story? How do you know?

How did they feel about him at the end of the story? What changed their minds about him?

Activity Choice Card

Yashima, Taro

Crow Boy

1. Divide your paper into four blocks. Draw four pictures of things that happened in the story, and write captions under each.
2. Write a different ending to the story.
3. Choose some friends and dramatize your favorite part of the story.
4. Tell a friend about Crow Boy.

Questions to Think About

Ylla

Animal Babies

What is this book about?

Which animals could you have as pets?

How are the pictures in this book different from those in Animals Everywhere, by Ingri and Edgar Parin d'Aulaire?

Activity Choice Card

Ylla

Animal Babies

1. Show the pictures to a friend as you tell him about the animal babies.
2. Choose one or two of the animals and draw them with their babies. Write two or three sentences about the babies underneath the pictures.
3. Choose an animal in the book that you do not know too much about. Find more information about the animal in the encyclopaedia.

Questions to Think About

Zim, Herbert S. Golden Hamsters

Why were hamsters first brought to North America?

If you raise hamsters as pets, what should you feed them?

Why do wooden cages make poor homes for hamsters?

Why do hamsters make such good pets?

We should be very careful not to let pet hamsters escape outdoors. Why?

Activity Choice Card

Zim, Herbert S. Golden Hamsters

1. Talk to some friends about hamsters and how to care for them. Show them the pictures in the book if you wish.
2. How are the gerbils in our classroom like the hamsters that are described in this book? Write your answer on your paper.
3. Pretend you are a pet shop owner. A customer wants to know how to take care of the male and female hamsters he is going to buy. Do one of the following:
 - Make a list of the things he should do.
 - Choose a friend to be the customer and tell him what he should do before the class during Sharing Time. A note to the customer: feel free to ask the pet shop owner lots of questions.

Questions to Think About

Zion, Gene Harry the Dirty Dog

Why did Harry run away from home?

Why didn't his family know him when he came back?

What did Harry do to let his family know who he was?

Activity Choice Card

Zion, Gene

Harry the Dirty Dog

1. Make up who, what, when, where, and why questions and answer them yourself in complete sentences.
2. Choose three or four important pictures in the story. On your paper explain what is happening in each picture, and tell how Harry feels about the situation.
3. The cover of the book contains "before" and "after" pictures of Harry. Explain these pictures to the class.

Questions to Think About

Zolotow, Charlotte

The Storm Book

What kind of a day is Charlotte Zolotow describing?

She uses many descriptive words to describe things, for example: dusty blade of grass, hazy sky. Can you find in the story any more descriptive words that make pictures in your mind?

Activity Choice Card

Zolotow, Charlotte

The Storm Book

1. Write about a thunder and lightning storm that you remember. Draw a picture to go with your story.
2. Select your favorite parts of this book and read them to a friend.
3. If you are interested in learning more about thunder and lightning, read Flash, Crash, Rumble, and Roll, by Franklyn M. Branley.

APPENDIX C. Samples of the Pupils'
and Intern's Records

PUPILS' RECORDS

Martin

Miles, Miska Mississippi Possum

Date Started: May 26

Comments: I liked this story. It was about a possum.

Activity: I gave the story a new title. I called it
 The Big Flood and I wrote about it.

Date Ended: May 28

Douglas

McCloskey, Robert Burt Dow, Deep-Water Man

Date Started: June 10

Comments: I liked it when Burt put band-aids on all the
 whales.

Activity: I told the story to Nina.

Date Ended: June 11

Lisa

Hoban, Russell Bread and Jam for Frances

Date Started: May 20

Comments: Try something before you say you do not like it.

Activity: —

Date Ended: May 22

Susan

Sendak, Maurice Higglety Pigglety Pop! or There Must
Be More to Life

Date Started: May 5

Comments: The part that I liked best was when Jennie
went away. She went away to be a movie star.

Activity: —

Date Ended: May 6

Susan

Parlin, John Amelia Earhart

Date Started: May 20 ,

Comments: I liked the part of the story where Amelia
flew across the Atlantic Ocean.

Activity: Time line.

Date Ended: May 23

Lynn

Ylla Animal Babies

Date Started: May 1

Comments: I like this story because it shows how mother
animals treat their babies.

Activity: I told how the animal babies were alike in
Animals Everywhere and Animal Babies.

Date Ended: May 2

Judy

Larrick, Nancy Green Is Like a Meadow of Grass

Date Started: May 12

Comments: I like Green Is Like a Meadow of Grass because
I like poetry.

Activity: —

Date Finished: May 12

Nina

Potter, Beatrix The Tale of Jemima Puddle-Duck

Date Started: June 12

Comments: I liked it when Jemima hatched four eggs.

Activity: I wrote a poem about Jemima.

Date Finished: June 12

Carol

Zolotow, Charlotte The White Marble

Date Started: May 5

Comments: I liked the words in this book.

Activity: I wrote a story about a time when I was lonely.

Date Ended: May 8

Leslie

Showers, Paul What Happens to a Hamburger

Date Started: May 22

Comments: I liked the book because the pictures tell about
 your body.

Activity: —

Date Finished: May 26

INTERN'S RECORDS

Lynn

- May 22 Chose and read The Biggest Bear, by Lynd Ward.
Conference: No problems with word recognition or comprehension. She came very well prepared and read aloud with enthusiasm. Tomorrow she will begin her activity - finding pictures of facial expressions which correspond to specific words listed on the Activity Choice Card.
- May 23 Finished activity for The Biggest Bear.
Very good work. She also found a picture of someone who looked humiliated.
- May 26 Talked with Carol about Honker, the Story of a Wild Goose, by Robert McClung.
- May 27 Chose and began to read The Beaver Pond, by Alvin Tresselt.

Lisa

- June 3 Chose and began reading The Nutshell Library, by Maurice Sendak.
- June 4 Finished The Nutshell Library.
Conference: Lisa had little difficulty reading these stories, she particularly enjoyed the one about Pierre and read it silently several times. She planned her own activity and wrote another story about Pierre.

June 5 Finished her story about Pierre which she entitled Pierre Always Says No. It was very imaginative and funny. She read it to the class during Sharing Time.

June 6 Lisa listened to Stacy read sections of The Hundred Dresses, by Eleanor Estes. She then chose the book to read herself.

Jocelyn

May 5 Chose and read Katy-No-Pocket, by Emmy Fayne. Conference: Jocelyn read this book extremely quickly. She didn't think it was an especially good story because it was too easy, and chose to read another book instead of doing an activity. We talked about book selection, and I helped her to choose her next book, The Happy Lion and the Bear, by Louise Fatio.

May 6 Finished reading The Happy Lion and the Bear. I talked with her for a few minutes before Close-off Time, she is pleased with the book and is making very good use of her Word List. We will need a conference tomorrow.

Douglas

May 28 Douglas worked with Nina and Lynn for a few minutes in preparation for their dramatization of Hansel and Gretel. Later he chose and began reading Ida, the Bareback Rider, by Syd Hoff.

May 29

Finished Ida, the Bareback Rider.

Conference: Douglas came well prepared for today's conference. He wanted to tell the story in his own words, and then talked about people who were greedy like Ida. He is gaining confidence in reading aloud and in answering questions, and now likes to talk to others about the stories he has read. He decided to draw a cover and write an inside flap advertisement for the book. Will begin this activity tomorrow.

Tolson

June 2

After talking to Susan about The Velveteen Rabbit, Tolson chose The Columbus Story, by Alice Dalgliesh. He finished the book and will be ready for a conference tomorrow.

June 3

Conference: Tolson has a good understanding of this story, he has no problems with comprehension or word recognition. He is becoming very interested in biographies, and wanted to know if he could get more of them at the library this summer. Instead of doing an activity he has decided to read Little Toot on the Thames, by H. Gramatky.



