THE USE OF CHILDREN'S LITERATURE TO FOSTER POSITIVE READING ATTITUDES IN PRIMARY CHILDREN WITH READING DIFFICULTIES

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THE USE OF CHILDREN'S LITERATURE TO FOSTER POSITIVE READING ATTITUDES IN PRIMARY CHILDREN WITH READING DIFFICULTIES

by

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ABSTRACT

Children's attitudes toward reading and their personal motivation to read are very powerful influences in their learning to read. It is, therefore, the responsibility of teachers to foster in all children desirable attitudes toward reading while giving them adequate and efficient command of reading skills.

The purpose of this internship was to select and to implement challenging and enjoyable reading activities for children who had encountered difficulties in learning how to read during their first three years of school. The function of these reading activities was to stimulate and to develop in these children positive attitudes toward reading.

The literature reviewed was related to ways of fostering in children an interest in and love for reading. It affirmed that the use of children's literature can exert a positive effect on the development of children's reading attitudes and habits. The more exposure children have to good books and the more opportunities they have to interpret and to share their reading experiences, the greater is the probability that they will develop an interest in and a love for reading.

Procedurally, the internship project involved the following: the identification of the sample, the creation

of the reading environment, the organization of group and individual instruction, the sharing and interpreting of children's literature, and the expansion of interests in children's literature.

The nine six-and seven-year-old children selected for this project were identified by standardized tests and classroom observations. The project was carried out over an eight-week period in an elementary school.

Evaluation was based on the children's reactions to the project and their comments about their own involvement in it, the classroom teacher's impressions of the project and its effect on the children, and the intern's observations of the project. The evaluation indicated that the three objectives of the internship project had been successfully fulfilled. The books selected were accepted and enjoyed by the children and were suited to their diverse needs, interests and abilities; the reading activities proved to be both challenging and pleasurable and were effective in the development of reading interests and habits; the books and the related activities together were instrumental in developing and fostering in all the children a positive attitude toward reading.

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CHAPTER 1

THE INTERNSHIP

Introduction

> One of the greatest challenges . . . of any school system is to promote maximal interest on the part of the students in reading. . . . Without the ability to read and the incentive to do independent reading, the student is denied much of the richness of the world's accumulated knowledge. (Graf, 1956, p. 201)

This statement made over twenty years ago is as relevant now as then. In fact, the same philosophy was reiterated in 1970 by James E. Allen Jr. (1970), former United States Commissioner of Education, when he stated, "The right to read shall be a reality for all--that no one shall be leaving our schools without the skill and the desire necessary to read to the full limits of his capability. . . . This is education's 'moon'--the target for the decade ahead" (p. 53).

If this goal, to reach education's moon, is to be attained, then children's reading habits must be "nurtured and developed during the elementary school years" (Lickteig, 1975, p. 5). Cullinan (1971) believes that "books read during this period have a lasting effect on lifetime reading habits" (p. 2).

Primary teachers are aware that a child's attitude toward reading and his personal motivation to read are very

powerful influences in his learning to read "and in establishing permanent carry-over habits of reading" (Smith, 1963, p. 409). They realize that various conditions contribute to children's developing a healthy desire to read. Teachers know also that the apparent lack of these conditions results often in a negative attitude toward reading. Some children have had considerable exposure to stimulating reading material in their homes. They have had stories told to them, they have owned many books, and their parents have read regularly to them. The reverse situation has existed in the home environments of other children. Their homes have been devoid of any stimulating reading materials and their parents seldom have read to them. Bissett (1970) states that "an alarming number of children from . . . affluent homes come to school with a similar lack of experience with books, for their parents are so busy they have little time to select and read appropriate books to [their] children" (p. 7). In some schools, the methodology used to teach reading has placed emphasis on <u>how</u> to read, as well as on developing a desire to read. In other schools, the chief concern has been to teach <u>how</u> to read with little emphasis being given to the development of the desire to do so. It is the recognition of this latter approach to the teaching of reading which leads Chambers (1971) to state that "we see, too often, that teachers are so busy helping children develop [reading] skills that they neglect the important aspects of helping children understand how to use these skills" (p. 7).

Many teachers are also well aware that children learn in many different ways and that not all children learn from the same teaching methodologies (Tooze, 1957, p. 45). It is of utmost importance that teachers identify the children's unique learning styles and that teaching techniques be implemented to utilize these learning patterns so that reading proficiency may be realized by all children.

Bissett (1970) maintains that "young children cannot develop a desire to read if they do not first know what is in books" (p. 74). In order that children come to know the rich potential of books, it is crucial that all children in school participate in a variety of carefully planned activities with books. Such varied experience may do much to foster the development and expansion of a strong interest in books and a healthy desire to read.

The primary teacher who has the responsibility "to instill desirable attitudes and appreciations while giving children adequate and efficient command of reading skills" (Graf, 1956, p. 201) has an important and challenging task. How well she is able to discharge this responsibility may in large measure determine whether children merely learn how to read or become readers, with the resultant pleasure and personal enrichment. The teacher then is "the builder of programs, the provider-of-time to read, the initiator of activities, the sparkplug who shows children by . . . [her] own enthusiasm that reading of literature is a joyous and rewarding form of recreation" (Whitehead, 1968, p. 2).

Since it is her privilege to give the children the "gift of reading", she must make every effort to ensure that this gift is used so that the children "can become readers of books, not people who just know how to read" (Chambers, 1971, p. 32).

Purpose

The major purpose of this internship was to select and implement challenging and enjoyable reading activities for children who had encountered difficulties in learning how to read during their first three years of school. The function of these educational exercises was to stimulate and develop in these children positive attitudes toward reading.

Definitions

This section contains a brief definition of specific terms used in the context of this project.

Third Year Student

Third year student refers to a child in his third year of school.

Fifth Year Student

Fifth year student refers to a child in his fifth year of school.

Seventh Year Student

Seventh year student refers to a child in his seventh year of school.

Peer-Tutor

Peer-tutor refers to a fifth or a seventh year student who assists a third year student with assigned reading activities.

Program in Children's Literature

The program in children's literature refers to that program which allows children to read independently books selected freely from a variety of literary materials. The program provides opportunities for the children to interpret and share their reading with their peers by means of various creative activities.

Significance of the Internship

The primary school has always been concerned with teaching children how to read. Perhaps it has not always been as involved in developing a love for reading. In this regard, Bundy (1974) writes that "excessive emphasis is being placed on basic word recognition and simple comprehension in the teaching of reading to the exclusion of other important skills" (p. 774). Chambers (1971) shares this point of view and suggests that teachers "become so involved with the task

of teaching [reading] that we forget its purpose" (p. 7).

Probably every teacher, school administrator, and parent feels that the time spent on direct instruction in reading is vital. Yet the conscientious efforts by many teachers to teach children how to read have resulted at times in over-teaching of the reading skills. This practice has frequently left children with few opportunities to delve into a variety of books so that they may enjoy them for pure pleasure, initiating the development of favourable attitudes toward reading and a diversity of reading interests.

The intense emphasis on teaching the skills of reading has resulted often in a limited number of children and adults who read for information and pleasure. Research (Huck, 1962; Witty, 1962) supports this statement that schools are teaching children and adults how to read, but are not developing the incentive to do independent reading. Pfau's (1966) findings reveal that "children rather consistently rank reading below other choices as a desirable pastime" (p. 34). A study of children's televiewing and reading habits, conducted by Smith (1971), shows:

> that children on the average are devoting about one hour per day to voluntary reading and three hours per day in viewing television. . . . If teachers and researchers were to direct more vigorous effort to the development of keen tastes and deep appreciations for the content of good books, children would spend less time viewing the bizarre on the screen and more time in communing with the writers of worthwhile literature. (p. 3)

Teachers must recognize, in the preparation of reading programs, that the reading skills program constitutes only one part of a good reading program and another important part is a rich program in children's literature. The reading skills are learned so that children are able to read literature written for them. Wilson and Hall (1972) believe that "from prereading to the attainment of independence in reading, experiences with literature and opportunities for personal reading are essential elements of the reading curriculum" (p. 217). Huck and Young (1961) maintain that:

> the elementary curriculum which does not provide children with literature for enjoyment and for exploration is an impoverished educational environment. Where children have little or no opportunity to extend their horizons through stories and poems, at school, there exists an educational deficiency that cannot be met by any substitute. (p. 446)

In recognition of this fact, Chambers (1971) writes that "along with teaching children to read . . . [teachers] should let them read, as well. . . . The ultimate reason for the teaching of reading is to introduce the world of books to the students" (p. 6).

The core of the school's reading program generally has been the basal reader--the coordinated series of textbook, manual, and workbooks. Basic statistics from a 1961 survey of reading instruction practices, by the Bureau of Applied Social Research of Columbia University, indicated that 95% to 98% of primary teachers and 80% of elementary teachers in America used basal readers every school day.

The survey revealed also that the basal reader was the only reading instructional material in almost 70% of the classrooms. Statistics related to studies in England were stated also in this survey. They showed 82% of the English schools used only one basal reader (Spache & Spache, 1973, p. 146). While no such formal study has been done for the Province of Newfoundland, there is strong evidence to show that the situation here is similar to that existing in the primary and elementary schools reported in the above survey. Until 1970 the Newfoundland Department of Education prescribed for primary and elementary schools a single basal reading program. Since a denominational education system exists in Newfoundland, the Protestant schools were issued one basal program and the Roman Catholic schools were issued another basal program. A survey of the basal readers prescribed for use in grades I-VI by the Newfoundland Department of Education, 1967-1977, is provided in Figure I, Appendix A.

The basal reading programs are designed to help the teacher develop children's reading skills, but they do not necessarily assure an active interest in reading. There are those indeed who believe the opposite to be true. Huck (1962), for example, asserts that "few children ever developed a love of reading by reading a basic reader" (p. 308), while Reid (1973) refers to the "watered down" nature of the reader and suggests that it often sacrifices literary qualities "to the 'necessities' of word control" (p. 167). Chambers (1971) states that "if one is fed a

diet of nothing but stories from the basals, it is somewhat easier to understand why some adolescents and adults dislike to read". (p. 18). He believes that "no matter how well organized and how detailed, no matter how sequential the program has been developed and the skills reinforced, the basal reading program is not a panacea" (p. 19). Walker (1974) maintains that "the teachers and administrators need to realize that the real success of learning to read--reading for meaning and understanding--probably occurs more outside the basal reader than in the process of using it" (p. 42). It is important that educators recognize the basal reading program as being primarily a place of introduction from which it is expected that children will venture out into enticing undiscovered spaceways of reading.

The Individualized Reading Program has been an attempt to overcome some of the weaknesses of the basal programs. This approach focuses attention on each child by allowing self-selection and self-pacing of reading material, with direct instruction provided on an individual or group basis. The Harvard Report on Reading in Elementary Schools states that this program looks fine in its theoretical state, but not so in its practical state. The administrators and teachers involved in the study overwhelmingly rejected the program because they did not understand how to use it effectively as a method of teaching reading (Chambers, 1971, pp. 21-22). Wilson and Hall (1972) reiterate this finding when they state that the most frequently identified disadvantages

of individualized reading relate to the organizational problems and the lack of a sequential plan for teaching and the neglect in instruction of skills (p. 67).

There are many and varying approaches to teaching reading. Teachers are confronted with the inevitable task of selecting a reading program which will both help children to master the reading skills and encourage them to apply and extend these skills by wide reading. Such a program would seek to foster and develop children's appreciations, tastes, and desire to read.

It is of utmost importance that the chosen reading program be one which has taken the best from all approaches and is used to fit the needs, interests, and abilities of the children. In this regard, Bundy (1974) states that "the most effective reading instruction comes when the teacher adapts materials and instructional techniques to fit the unique needs [interests and abilities] of the individual student" (p. 775). Skill development must be an essential part of the reading program, but the program must not stop there. The skills must have application beyond any text or workbook if readers are to reach or even approach reading proficiency. The skill building program must be accompanied by a rich program in children's literature. Huck (1956) states that children's literature "should be a part of the daily [reading] program of every grade. . . . One book in a child's hands is worth ten on the shelf" (p. 27). Chambers (1971) agrees that "the delightful world of children's liter-

ature should be an integral part of every good reading program" (p. 7).

Empirical observations indicate that schools have succeeded in teaching most children the mechanics of reading, but the "interest" side of the ledger is often shockingly bare. Wilson and Hall (1972) believe that the amount of personal reading achieved by adults reflects the schools' lack of impact in developing reading interests in many individuals. If more schools are to have substantial impact in the development of reading attitudes, interests, and habits, some changes have to occur in their approach to the teaching of reading. Reasoner (1968) suggests that "the requisite attitude which the teacher of reading must bring to his work with children is that good literature is a necessary and complementary (not supplementary!) facet of all children's reading at all stages and levels, in all types of programs, and with all types of methodology" (p. xi). This is one suggestion well worth adopting to help stimulate the movement toward change in the reading program. In this regard, there can be little doubt of the real value of including a program of children's literature in the present reading programs:

> It permits children to really read as we are teaching them to read. It gives children an organized, sanctional opportunity to interact with good children's books in the classroom. Here is where the real reader is developed. He is given an opportunity to find that the skills of reading have application in an area that will provide adventure, escape, answers, delight and pleasure. He is able to discover that reading is a wonderful, worthwhile skill that he can use profitably. (Chambers, 1971, p. 24)

Objectives

The objectives of this internship were:

1. To select a variety of stimulating books suited to the needs, interests, and abilities of the children.
2. To choose challenging reading activities for the development of reading interests and habits.
3. To foster in children a positive attitude toward reading.

Organization of the Internship Report

Chapter 1 has introduced the internship, identified its purpose and objectives, defined specific terms, and outlined the significance of the project. Chapter 2 presents a review of the literature related to the selection of children's literature, creative techniques for exploring children's literature, and the place of children's literature in the reading program. Chapter 3 contains the methodology used in the organization and implementation of the program in children's literature. Chapter 4 provides an evaluation of the internship. Chapter 5 includes a brief summary of the internship, discusses a number of conclusions, and states some recommendations.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Introduction

While so many authorities in children's literature affirm that children's books exert a positive effect on the development of children's reading attitudes and habits, there is limited formal research with statistical evidence to substantiate this hypothesis. Most of the research available is related indirectly rather than directly to the hypothesis. There is a large body of literature, however, which affirms the influence children's literature has in fostering children's reading attitudes and habits.

Much of the literature reviewed for this internship revealed extensive information describing how to foster children's love for reading. Thus, for the purposes of this project, particular attention has been given to the literature dealing with the selection of children's literature, the creative techniques for exploring children's literature, and the place of children's literature in fostering positive reading attitudes and habits.

The Selection of Children's Literature

This section identifies the need for careful selection of children's books as well as the purpose and primary

objectives of such selection. It also examines a number of basic principles necessary for successful book selection.

Careful selection of children's literature is essential in fostering children's love for books. Children's exposure to stimulating stories and poems can be assured only if teachers are aware of valid selection principles and if they apply those principles in the building of a well-balanced collection of children's literature. Unless teachers have such guidelines, Wilson and Hall (1972) maintain that "it is possible to fill a classroom library corner with highly recommended books and still not have materials which appeal to children" (p. 224).

Need for Book Selection

The need for book selection has increased substantially with the increase in the number of children's books published each year and the increasing awareness on the part of teachers of the value of integrating well chosen books into all areas of the curriculum. Ellis (1973) believes that a great deal of work has been done "to encourage an awareness in schools . . . of the importance of books in their work. . . . Today it is common practice for a wide variety of books to be provided catering for all ages in a school, and reflecting not only the curriculum but also the extra-academic interests of the children" (p. 1).

In reference to the numerous books printed for children, Ohanian (1970) states that 1,410 books were

published in the United States in 1969 (p. 946), not taking into account the output of previous years, and Hill (1973) estimates that 2,000 children's books, of which 1,500 are new titles, are published yearly in England (p. 104). In addition, Ellis (1973) states that Canada, Australia, New Zealand, West Indies, Africa, and Asia are publishing "from time to time outstanding work . . . . available to children" (pp. 167-173) and that an influx of translations of children's literature from "France, Germany, Sweden, Switzerland, and to a lesser extent from Denmark, Finland, Holland, and Norway" (p. 187) is increasing the number of books accessible to children.

Of this overwhelmingly large number of new books being published annually, some are excellent, some are good, some are mediocre, and some are poor. In this regard, Ellis (1973) states that:

> there are a number of good reasons why it is necessary to select books for children, because while so much is available which is of good quality, there is even more which is not; and much of this larger section may well have a detrimental effect upon its readers. . . . . Surely it is not wrong to desire the best for one's children when it is realized the impressions they absorb will remain for life. (p. 4)

It is imperative, therefore, that a greater emphasis be placed on the need for careful, intelligent book selection, if children are to be exposed to the best in children's literature.

Purpose and Objectives of Book Selection

Drury (1930) states that "the high purpose of book selection is to provide the right book for the right reader at the right time" (p. 1). This fundamental purpose for book selection stated almost half a century ago is as valid now as then. In fact, the same purpose of book selection is reiterated by such writers as Harrod (1969), Griffin (1970), and Freeman (1975).

If the purpose of book selection is to be achieved, then objectives must be established. While writers (Drury, 1930; Wofford, 1962; Harrod, 1969) have identified general objectives of book selection, Freund (1966) has proposed the following specific objectives which are applicable especially to the selection of children's literature for the primary program:

1. To provide stimulating materials to assist in the school's reading readiness program.

2. To select, for the exercise of reading skills taught in the classroom, a variety of printed materials suited to the needs, interests and abilities of the children.

3. To choose challenging materials for the development of new reading interests and the encouragement of reading as a habit.

4. To provide printed materials to improve the quality of reading tastes and to develop an appreciation of good literature.

5. To provide materials to satisfy leisure time interests and activities.

6. To select materials to encourage reading as a means toward better self-understanding. (p. 15)

Principles of Book Selection

Successful, intelligent book selection is largely dependent on the application of a number of basic principles. It is the recognition of the importance of selection principles which leads Haines (1950) to state that "to bring together people and books and to provide for readers books that meet demands, needs, and tastes, there have emerged certain principles that are commonly accepted as fundamental in book selection" (p. 40).

Teachers must have an "understanding of the principles upon which practice of book selection is to be based" (Haines, 1950, p. 42), if they are to select appropriate books for fostering the children's love for reading. Arbuthnot et al. (1971) maintain that this knowledge allows the teachers to determine if the books they have selected are good literature, if they make a significant contribution to the children's wisdom, or merriment, or appreciation of beauty and if they have child-appeal (pp. xi-xiii).

Although the literature abounds with principles of selection, intelligent selection of materials is based on a small number of fundamental principles. Davies (1974) reports that the American Association of School Librarians' study of selection, organization, use, and significance of paperbacks (The Young Phenomenon: Paperbacks in Our Schools) recommends seven "knows" of good book selection. These "knows" must be kept in the foreground of the library media specialist's thinking when selecting books (p. 80).

Of the seven "knows" stated, five are applicable to the teacher when she selects children's literature for her children.

This section of the chapter presents an overview of the literature dealing specifically with these five "knows" of intelligent book selection.

Knowledge of the students. Huck and Young (1961) maintain that knowing children is one side of the coin of good book selection (p. 15). Haines (1950) and Rufsvold (1969) share the same belief. Larrick (1960) states that "success in bringing children and books together depends, first, on knowing each child. This means learning about his interests and needs, his previous experiences with books, and the level at which he reads comfortably" (p. 195).

The knowledge of children's interests assists the teacher in determining their preferences for subject matter in books. These preferences may differ widely, because children's interests vary. In this respect, Wofford (1962) states that "no child follows a set pattern [of interests] and that no two [children] are identical in their reading interests" (p. 43).

Although a variation exists in children's interests, many children's preferences have been identified by interest inventories and surveys conducted by various researchers (Dunn, 1921; Lazar, 1937; Witty et al., 1946; Fargo, 1947; Gunderson, 1953; Norvell, 1958; Wofford, 1962; Ford &

Koplyay, 1968; Brown & Krockover, 1971). Some interest studies have involved primary age children. Huck and Young (1961), for example, state that "in 1921 Dunn found that surprise, plot, repetition, animals, narrativeness, liveliness, and familiar experience especially appealed to primary children. . . . Gunderson reported that seven-year-olds described their favorites as funny, exciting, or magic" (p. 6). Wofford (1962) found that young children are interested in "nursery rhymes, picture books, easy books and simple stories. These books should be about animals and talking beasts; and their families; and community helpers, such as, the milkman, fireman and policeman" (p. 43).

Since no interest study is infallible, the information inferred from the results must be treated with caution. One of the weaknesses of the studies is that most surveys are carried out on groups of children, thus group interests are identified, not individual interests. In this regard, Sebesta (1968) writes that "interest studies describe generally preferences of the majority while the child is a minority" (p. 21). Another weakness is that discrepancies appear in interest surveys because a multiplicity of variables exists. For example, the number and types of questions asked, the particular techniques applied, when and where the study is conducted may all influence the results. Because this is so, Sebesta and Iverson (1975) point out that interest findings must be "generalized only with caution. . . . What the studies do show is that temporary interests are likely

to play a part in children's initial reading preferences" (p. 115).

The identification of children's interests serves only as a starting point for selecting children's books. Sebesta and Iverson (1975) maintain that "the function of literature is to broaden, even create new ones. Guidance should be provided to develop tastes that will change and deepen interests" (p. 110). Smith (1964) adds that "the reading interests with which . . . [children] come to school are our opportunity but that the reading interests with which they leave school are our responsibility" (p. 102).

The teacher's knowledge of children is increased by her knowledge of child development theories. These theories help the teacher to recognize children as people who possess basic physical, mental, and emotional needs. In reference to the recognition of children as humans, Arbuthnot and Sutherland (1972) believe that books should be examined in the light of their relation to children's basic psychological needs. Books which have themes satisfying the need for achievement; for physical, emotional and intellectual security; for belonging; for play; or for aesthetic satisfaction are very appealing and beneficial to children (pp. 3-15).

It is apparent, therefore, that the more sensitive the teacher is to the children's basic needs, the more competent she is likely to be in choosing children's books which "impart richness to their lives" (Sebesta & Iverson,

1975, p. 99).

The teacher's knowledge of her children's reading ability is also valuable to her when examining books for her children. In this regard, Sebesta (1968) maintains that "no matter how accurately derived, the reading ability of children is always only one factor determining the right book for the right child. It provides an approximation which determines partly the match between the child's level of reading competence and the book's level of difficulty" (p. 25).

Although the knowledge of the children's reading ability is important, the teacher must also be aware of the reading level of books. Some published literary materials have indicated their reading levels or grades, but such levels or grades are usually estimates, "sometimes mere guesses" (Sebesta & Iverson, 1975, p. 119). Fry (1972) advises that the teacher have available suitable techniques to measure the reading level of books so that the children may be surrounded with literature which is suitable to their reading ability (pp. 213-214).

Knowledge of the curriculum. The teacher who selects books for children should be thoroughly familiar with the prescribed course of study for the specific grade level she is teaching. A general familiarity with the curriculum of the grade above and below may also give insight into the topics studied at the appropriate grade levels.

In this regard, Rufsvold (1969) suggests that "materials in a . . . library are . . . examined to select those in which the presentation and the subject matter are suitable for the grade . . . level at which they are used. They are considered in relation . . . to the curriculum . . . of the pupils and the teachers" (p. 13). Wofford (1962) believes that this information provides direction in the selection of literary materials which supplement and enlarge the curriculum areas and which allow a wider correlation with children's environments and the world outside (pp. 32-35).

Knowledge of the collection. Wofford (1962) maintains that the teacher who chooses books for children should have some awareness of the collection already accessible to the children. Familiarity with the classroom book collection allows the teacher to make valuable decisions about what particular books are available, which are most useful, and which are in good condition. It reveals also the existence of unattractive, uninteresting and outdated materials (pp. 31-32). Rufsvold (1969) agrees that knowing well the existing collection is important to successful book selection. She maintains that this knowledge allows for "a continuing program of discarding outmoded and useless materials, so that the . . . library will at all times be a live, working collection, not weighted down with superseded ideas and unattractive old editions" (p. 13).

Knowledge of books. Huck and Young (1961) are of the opinion that knowing books is the other side of the coin of good book selection (p. 15). In this regard, Haines (1950) states:

> As we realize the place and influence of books in the personal development of the individual and therefore in the whole fabric of life education, we appreciate more fully the importance of book knowledge to all who . . . are to serve as a connecting link between people and books. Every . . . [selector] should possess an enthusiasm for books. But no one can become sincerely enthusiastic over something about which he knows little or nothing. The more we know about books, the more genuine enthusiasm they inspire. (p. 42)

Drury (1930) points out that the knowledge of books "must be acquired by diligent study, and the apprenticeship should never cease. . . . Learning about books in many fields is a lifelong task" (p. 4).

In order to know books, the teacher must examine them for their literary qualities. In this respect, Arbuthnot and Sutherland (1972) state the need "to look closely at a book to examine the elements that produce the effect, and also, to appraise its total effect on you" (p. 23). During this examination, Rufsvold (1969) maintains that two basic qualities must be considered, "their truth and their art. The first includes factual accuracy, authoritativeness, balance, integrity, and, when appropriate, recency. The second is marked by stimulating presentation, imagination, vision, creativeness, style appropriate to the idea, vitality, distinction" (p. 13).

Huck and Young (1961), Rufsvold (1969), Cullinan (1971), Arbuthnot and Sutherland (1972), and Ellis (1973) all agree that in a fiction book, plot, theme, characterization, setting, style, and format should be evaluated. Cullinan (1971) asserts that these qualities "are examined both separately and in relation to each other. The interdependence of the elements is emphasized, and the quality of their integration is suggested as a basis for appraising books for children" (p. 57).

Rufsvold (1969), Arbuthnot and Sutherland (1972), and Ellis (1973) maintain that in a nonfiction book, organization and scope; accuracy, authenticity, and currency; style; and format must be evaluated. Lukens (1976) describes the successful nonfiction book as one which "manages to supply information and yet make the reader sense that discovery is open-ended. There is more to be known, and finding out is exciting" (p. 185).

Arbuthnot and Sutherland (1972) state that in the selection of appropriate poetry, its singing quality, its melody and movement, its words, and its content are the most important characteristics to examine (pp. 280-281).

Other authors (Smith, 1953; Larrick, 1960; Huck & Young, 1961; Egoff, 1975; Sebesta & Iverson, 1975) believe in the importance of evaluating the literary qualities of fiction and nonfiction prose, and poetry. They also discuss these qualities at some length.

Knowledge of book selection aids. De Angelo (1968) believes that a knowledge of selection aids is critical to the selection of quality books. She maintains that "few adults have the depth and breadth of reading background to choose the best of the old; fewer still have access to the deluge of new books and the time for reading to apply the criteria of quality necessary to choose the best of the new" (p. 110).

Haines (1950) states that there are available a variety of selection aids which range from:

> the bibliographical publications of the American Library Association, of other library organizations, of individual libraries, of educational institutions and associations, through the bibliographical publications of special or general publishing firms to the catalogues and lists issued by book dealers, and the bibliographical material that appears in library, or literary, or other specialized periodicals. . . . In many . . . book selection aids, information concerning books listed is presented in the form of annotations; that is, in a condensed note concerning the essential characteristics and apparent value of the book. (pp. 64-65)

In reference to the contents of a selection aid, Freeman (1975) agrees with Haines (1950) when she writes that an aid lists "book titles, with sufficient annotated information, which have been evaluated and rated worthy of purchase" (p. 67).

De Angelo (1968) points out that each selection aid has its "own distinct values and unique contributions" and that no one aid is perfect or adequate alone (p. 111). Freeman (1975) recommends that teachers should avoid using

one selection aid to choose books. She suggests that at least three be consulted (p. 69). A selected list of reputable selection aids is cited in Appendix D.

When deciding which selection aids to use, De Angelo (1968) suggests that the selector choose the aids which include the following information about each title:

> 1. A précis of the content, the scope of the book.
>
> 2. The author's aim and, in the reviewer's judgement, how well he succeeded in achieving it.
>
> 3. The format (quality of design, make-up and binding) and illustrations (type, quality, use, placement).
>
> 4. The accuracy, up-to-dateness, clarity, organization, and practical aids of information books.
>
> 5. The strength of theme and plot, characterization, style and quality of writing in books of fiction.
>
> 6. Some comparison with similar books or other books by the same author, when appropriate.
>
> 7. An approximation of the grade- and/or age-level range.
>
> 8. The weaknesses or limitations, the strengths, and an overall evaluation. (p. 112)

Summary

The primary teacher who is interested in promoting life-time reading habits among her children has the responsibility to provide good children's literature. The successful execution of this responsibility depends largely on her knowledge of the purpose, objectives, and principles of intelligent book selection.

Creative Techniques for Exploring Children's Literature

Scrivner and Scrivner (1972) maintain that "if children are to develop the wide range of reading interests and selective discrimination . . . they must be motivated to try many kinds of reading experiences. Teachers must be aware of the need to find effective ways to introduce them to new books, more authors, other areas of interest" (p. 118). The identification and use of effective ways to bring children and books together in a pleasurable manner need not be a difficult task, but an extremely rewarding experience (Arbuthnot & Sutherland, 1972, p. 646). Sebesta and Iverson (1975) believe that innovative teachers, aware of the numerous possibilities literature provides for creative activities, can make the children's literary experiences an enjoyment which stimulates their independent reading and their recognition of reading's joys (p. 461).

A survey of literature related to effective ways to bring children and books together is presented in this section. Two forms of oral interpretation--reading aloud and storytelling--are discussed as effective means of bringing children and books together. Two other techniques, dramatization and art, are also explored to show how they may be "outgrowths of children's delight in a book or story that they have encountered. It is the nature of children that when they have had their imaginations stimulated by a

story, they want to do something with it: to present it as a dramatic production or to interpret it through an art medium" (Whitehead, 1968, p. 163).

Before introducing the children to creative activities for exploring their literature, Scrivner and Scrivner (1972) state that the creation of an attractive, stimulating physical environment is very important. They maintain that:

> every effort should be made to create an interesting room for children; a room that will . . . stimulate the child's imagination, a room of simple, free-flowing lines with natural materials and an absence of ostentation. . . . The room must talk to children. It must be challenging and enchanting, and simultaneously provide freedom of movement for the restless, active child and permit the solitary child to work uninterrupted. (p. 38)

Witty et al. (1966) also emphasize the importance of creating a conducive environment where the children may do their independent reading. They maintain that "the classroom environment undoubtedly has a strong influence on children's voluntary reading. There must be quiet, and space, and comfortable places where the child may enjoy adventures with books" (p. 145). Huck and Young (1961), Whitehead (1968), and Coody (1973) agree with the importance of an inviting classroom environment.

The plans to create a conducive environment for reading must involve the children who will use it. Whitehead (1968) describes the development as "a cooperative venture, with the teacher giving the pupils a major role in the discussion of the project and with each pupil being readied

to accept a portion of the responsibility" (p. 28). Huck and Young (1961) believe that "children will gain respect for an interest in books when they share in the planning" (p. 380).

An important physical feature in the creation of an inviting reading environment is the reading center, with a display of appealing children's books. In reference to the display of books, Veatch (1968) suggests that the literature be "spread out face up more than piled up--no special order needed except maybe very general headings". Coody (1973) also agrees that:

> it is of absolute necessity to display many of the books face out . . . [because] the spine means nothing to a child who cannot yet read, and very little to a beginning reader. Shelves should be wide and deep enough to hold the over-sized picture books with their covers showing. Book jackets are designed to invite browsing. If the jacket is hidden or removed, the value of its sales appeal is lost. Some books, of course, are displayed flat on the table, others standing in book racks. Some books should be kept in a cabinet to be brought out on special occasions. (p. 7)

The development of an attractive area in itself is not enough. Smith (1963) maintains that "the teacher who is most successful in developing an interest in literature is undoubtedly the one who, herself, loves literature, lives literature, appreciates literature, and conveys her enthusiasm to the pupils whom she teaches. . . . This is a quality which teachers should cultivate in themselves" (p. 414).

Although an interesting reading center and an enthusiastic teacher are important to the creation of an

enticing reading atmosphere, other physical features are also significant. Huck and Young (1961) state that:

> the teacher . . . [and her pupils are] also responsible for developing dramatic bulletin boards and eye-catching displays to excite children's interests in reading. . . . The alert teacher . . . [and her pupils] collect objects, models, and figurines related to children's literature. Intrigued by these objects, the . . . [children] may become interested in reading the accompanying books. . . . To attract the attention of children and to stimulate further reading, bulletin boards and displays should be changed frequently. (pp. 380-382)

Time is another important factor in the fostering of children's love for reading. On this subject, Whitehead (1968) believes that the time must be "free" time.

> 'Free' time from regularly scheduled reading instruction, during which they may select and read a book of their own 'free' choice. That is, the child is not to be made dependent upon the teacher for his choice of reading matter. He is to be permitted to make his choice from among the hard or easy, fat or thin, hardbound books or paperbacks. And he is to be allowed to read the book in its entirety, or but a few pages, at his own rate of reading. (p. 22)

Herrick and Jacobs (1955) agree that "unless time is available for carrying forward reading at school, no amount of inspirational talk about the delights of reading for fun or admonition that reading is valuable will impress children. Only when they are provided time unhurriedly to explore the wonders of prose literature do they really come to know that reading is a joyful experience" (p. 207). Carlsen (1960) reiterates the importance of time for reading, when he advises teachers to "provide time, lots of time for

reading during the school day" (p. 134).

The development of a warm and inviting environment in which children are encouraged and stimulated to read, an enthusiastic teacher, and free time are important factors in helping children to foster a love for reading. In addition to these factors, involvement in creative activities is another essential component. Many recognized authorities in the field of children's literature (Jensen, 1956; Huck & Young, 1961; Smith, 1963; Whitehead, 1968; Chambers, 1971; Arbuthnot & Sutherland, 1972; Coody, 1973; Sebesta & Iverson, 1975) have written about creative techniques to attract children to the delightful world of children's literature and to share their interpretations of literary materials with their peers. On this subject, Chambers (1971) maintains that "the creative activity that comes as a result of interaction with children's books provides many opportunities to exercise the creative, divergent thinking process. . . . Each activity enhances the literature program and provides creative opportunities that otherwise would be lacking" (p. 175). Huck and Young (1961) believe that creative literary activities are very valuable in leading the children "to deeper insights and lasting appreciation of literature" (p. 441).

In the following section, particular attention is given to three forms of creative activity--oral interpretation, dramatization and art.

Oral Interpretation of Children's Literature

One of the most effective methods of luring children to books is through the use of oral interpretation activities. In his discussion of such activities, Whitehead (1968) states:

> Good oral interpretation of literature is not separate and far removed from the everyday lives of children; it is part and parcel of many of their working hours and a contributor to their genuine enjoyment and appreciation of the whole body of fine literature. For boys and girls in the school a good book needs more than just a sound plot and interesting characters. It requires a teacher's voice--vital, warm, expressive--to transport the child-listener into the book, story, or poem itself, stir his emotions, stimulate his mind, and make the characters and scenes as real as the people and places he knows in real life. (p. 88)

Included in this section is a review of literature related to oral interpretation activities. These activities may be used by the teacher and her children to interpret prose and poetry, and to tell stories.

Reading aloud. Reading aloud is one of the most powerful charms a primary teacher has to lure children to books (Arbuthnot & Sutherland, 1972) and to increase children's appreciation of literature (Whitehead, 1968, p. 89). Dietrich and Mathews (1968) state that "some of the rarest moments of rapport and the most meaningful flashes of insight have come during read aloud sessions" (pp. 50-51). Larrick (1960) maintains that it is through this vehicle that primary children truly learn to realize the

pleasure and satisfaction books have to impart to them (p. 4).

Huck (1971) believes that "children should hear many stories before they are expected to read. As they discover that books can produce enjoyment, they gradually develop a purpose for learning to read" (p. 39). Smith (1964) maintains, however, that:

> the read-aloud activity must not terminate once children begin to read, but it must be continued so that the children may retain their enthusiasm for what . . . [they] may be able to read for themselves once the skills of reading are mastered. The kinds of material and the challenging vocabulary and ideas of the picture books are often beyond the skill of readers; yet . . . [they need] the stimulation of more literary materials while . . . [they are] learning to read the simpler stories of everyday life which are controlled in vocabulary to meet the needs of the . . . [beginners]. (p. 146)

Huus (1968) holds the same philosophy, but states further that reading aloud must be "continued into high school--yes, even into college--for via oral reading the real essence of literature comes through" (p. 19).

It is evident, therefore, that reading aloud must be an activity which receives ample time during the school program. In recognition of the value of reading to children in primary school, Smith (1964) states that "reading aloud to the children in . . . primary grades should be a part of each day's program" (p. 4).

Arbuthnot and Sutherland (1972) and Cohen (1972) agree that reading to children has several values. Arbuthnot

and Sutherland (1972) state the following values of reading aloud:

> 1. It persuades children to undertake the trials of learning to read.
>
> 2. It introduces them to a wide variety of quality literature.
>
> 3. It makes children curious about what is inside a book and to feel glad when they have found out.
>
> 4. It develops children's powers of aural comprehension.
>
> 5. It exposes children to the tune and cadence of English--such English as they may not hear on the streets or perhaps even in their homes.
>
> 6. It allows children to hear and enjoy stories and poems they cannot yet read for themselves. The well-read story or poem fills the gap between what the children can read and what they would like to read. The story or poem acts as a stimulant to their flagging wills by reminding them of delights that await them.
>
> 7. It exposes children to types of literature they might never read for themselves, but find delightful when they listen to them interpreted by someone who understands and thoroughly enjoys them. (pp. 650-651)

Sebesta and Iverson (1975) believe that the skill of the reader to bring "to life and voice the exact words of the author" depends a tremendous amount on the enjoyment the reader has received from the story or poem before she reads it to the children (p. 461). In this respect, Whitehead (1968) states that "enjoying the story herself is the first and foremost virtue that the oral interpreter of literature can possess. If the reader believes in what she is doing--if she reads with enthusiasm--the children

will sense it" (p. 99). Sebesta and Iverson (1975) suggest that the reader must be concerned at the same time with useful read-aloud techniques if she wishes to impart a literary experience to the children. Such techniques, which require sometimes concentrated practice, include:

> 1. Attention to vocal quality--planning how and where to alter your pitch and loudness to highlight meaning.
>
> 2. Variation in rate--planning where to slow down for emphasis and where to glide along quickly to give the feeling of action.
>
> 3. Usage of pauses--planning where to emphasize what is to follow. (p. 466)

Iverson (1973) describes the ideal situation as whenever the teacher reads aloud, she "reads as if there were no higher joy. The voice responsive to literature holds all of life: laughter and sadness, exaltation and despair. The listeners hear the voice long after, and it heightens all their further reading" (p. 332). The effectiveness of such reading aloud will be evidenced, Sebesta and Iverson (1975) believe, by "the increasing desire children have to read aloud themselves" (p. 467).

That all teachers may improve their ability to read aloud is emphasized by Whitehead (1968):

> Reading aloud is an art which every teacher can master if she truly believes in the value of the activity. . . . When the teacher chooses appropriate selections, properly interprets them, and is considerate of her audience's interests and needs, the children will develop a lasting appreciation for literature. (p. 90)

Storytelling. Storytelling has often been labelled an art. Thorne-Thomsen (1966) describes it as "a simple art" in which the storyteller is the "instrument and the story is the thing" (pp. 28-29). Whitehead (1968) claims that this art "has given joy and instruction to children since the beginning of time" (p. 103). It is an activity that children should not be denied because it "helps transmit our literary heritage" (Huck & Young, 1961, p. 386).

It is imperative, therefore, that the classroom teacher be a storyteller. Huck and Young (1961) maintain that all teachers can and must cultivate the art and should practice it constantly. They claim that the teacher should have confidence in her ability as a storyteller because she:

> is an artist in working with children. . . . Her enjoyment and knowledge of children will enable her to convey her enthusiasm and appreciation for the story. All of her own life experiences enrich her interpretation of the story. The teacher must be able to identify with the setting and characters of the story in order to free herself to communicate the spirit and feelings expressed in the tale. She is then able to laugh with foolish fellows, cry with the princess, boast with pompous kings, and share in the triumph of good over evil. (p. 387)

Storytelling, like reading aloud, has values. Among the more obvious, Coody (1973) states the following:

> 1. It introduces the child to some of the finest literature available.
>
> 2. It brings to the child many characters with whom he can identify.
>
> 3. It creates a wholesome relationship between a child and an adult.

4. It whets the appetite for further literary experiences, and creates an interest in reading.

5. It enriches and enlarges the vocabulary.

6. It improves listening and comprehension skills.

7. It stimulates creative writing and other creative activities.

8. It provides the child with valuable information and knowledge. (p. 27)

The values of storytelling are realized if the oral interpreter utilizes appropriate techniques to present the story. Sebesta and Iverson (1975) recommend that the storyteller know the story but not memorize it, use few props and gestures, and use appropriate voice (pp. 472-473). Another prime requirement for success in storytelling is the storyteller's enthusiasm. Sawyer (1973) maintains that "one must be gloriously alive. It is not possible to kindle fresh fires from burned-out embers" (p. 26).

Successful storytelling is dependent on the selection of appropriate stories to tell. The tales chosen depend on the age and experience of the audience. Huck and Young (1961) distinguish between stories for telling and stories for reading. They state that "stories worth the telling have special characteristics. These include a quick beginning, action, a definite climax, natural conversation, and a satisfying conclusion. . . . Some stories should not be told. If the exact words are necessary to convey the humor or mood, it should be read" (p. 387). In this they are supported by Arbuthnot and Sutherland (1972).

If children are to benefit greatly and receive the maximum worth from storytelling, Coody (1973) maintains that:

> a great deal of time, energy, and effort are demanded of the teacher. Hours must be spent in studying children's literature, in seeking the right stories, in learning, preparing and practicing each story for telling, in setting the stage for story-telling, and in providing appropriate follow-up activities to the stories. (p. 26)

There is much agreement in the literature that storytelling is one creative technique which may develop in children positive attitudes toward reading. Huck and Young (1961) believe it encourages "enthusiastic lifetime reading habits" (p. 385) and Bellon (1975) goes so far as to say that children who are not exposed to the wonderful art of storytelling "have few reasons for wanting to learn to read" (p. 156).

Dramatization

Coody (1973) believes that "the use of dramatization as an educational procedure is unsurpassed as a means of helping interpret and understand literature" (p. 42). It provides opportunities for the children to:

> explore freely the potentialities of sound and rhythm in language that is free from the inhibitions of everyday speech which others have come to associate with them. The voice in the play is not they who are talking--so they can be bold when they are normally shy, harsh when they are normally kind, older or younger at will. They can try out language under greater stimulation than mere discussion usually brings. They can

> find emotional release through the literary enactment, sensing deep in their lives the power of literature to mold idea and feeling. (Iverson, 1973, p. 332)

Dramatization has additional values besides language exploration and emotional release. In this regard, Whitehead (1968) points out the following benefits of drama usage:

> 1. It provides an opportunity for children to reflect and think creatively about their literature experiences, and then to express themselves as individuals.
>
> 2. It adds a new dimension to books, stories and poems.
>
> 3. It provides opportunity for children to learn how to cooperate and interact socially as they participate.
>
> 4. It develops in children an increased ability to evaluate dramatic literature and dramatic acting.
>
> 5. It assists pupils in developing their powers of observation and evaluation in order that the children may learn to apply them in present and future encounters with book characters, plots, themes, and settings. (pp. 164-165)

Smith (1975) believes that "dramatization does not always have to be a story. Little children dramatize freely--they will mimic ducks, chickens, and pigs as easily as they mimic people" (p. 304) and Coody (1973) points out that "dramatization is the most natural and child-like means of expression" (p. 43).

There are various forms of dramatization suitable for young children. In this respect, Whitehead (1968) states that dramatic play, pantomime, creative rhythms, puppetry, and shadow plays are the most appropriate kinds of drama-

tizations for primary children (pp. 43-56). Coody (1973) agrees with Whitehead (1968) and adds that young children also express themselves effectively through the vehicle of creative dramatics (pp. 46-47).

Art

Coody (1973) states that "art expression as an extension of oral language . . . is a very effective means by which a child can communicate his feelings and ideas to others and, at the same time, experience the profound sense of release that accompanies creative effort" (p. 82). Huck and Young (1961) maintain that art is a medium which many primary children find more meaningful to use than verbal explanation to express their ideas, feelings, and understandings of books they have read (p. 414).

Children's literature furnishes many opportunities for primary children to use art as a means of self-expression and as a mode of communication with others. Coody (1973) affirms that "through many happy experiences with artistic, well-written children's books, young children grow to feel that beauty and color are important to their lives and that books are ever-present sources of information, inspiration, and aesthetic satisfaction" (p. 84).

A wide variety of art activities may be employed so that children may communicate their feeling about books they have heard or read. A selected list of such creative art activities which have proven successful and appropriate in

interpreting literature for primary children is included in Appendix F.

Summary

Children's desire to read and their creative potential to express themselves verbally and nonverbally are largely dependent on the vibrant and exciting literary environment teachers provide for them. In addition, the children need time and encouragement to select and explore literature of their own choice, opportunities to listen to well read or told stories and poems, and opportunities to share and interpret what they have heard or read, through creative means such as dramatization and art activities.

The Place of Children's Literature in the Reading Program

The body of research related to the use of children's literature in developing positive reading attitudes is limited. It is, however, positive in nature. This section reports a number of studies which affirm the effectiveness of children's literature in fostering positive reading attitudes.

Attitudes and Children's Literature

According to Wilson and Hall (1972), one determinant of response in any learning situation is attitude (p. 221).

In this regard, King (1967) states that the child's attitude "is of prime importance in learning to read and in establishing habits of reading" (p. 312). Burns and Roe (1976) agree that attitude is one of the affective aspects of the reading process which influences "the energy that children expend upon the reading task" (p. 10).

Scrivner and Scrivner (1972) believe that "attitudes do not develop automatically as children learn the reading skills" (p. 55), thus, opportunities must be provided to develop them. King (1967) also agrees that attitudes must be developed or modified with experience (p. 312). Witty et al. (1966) identify the role of the school in this regard. They maintain that "a major responsibility of the school . . . will be to provide situations that will maintain or engender favorable attitudes toward reading" (p. 127). In recognition of the role the school should play in developing attitudes, Jones (1971) states that the school must make reading important to the child and expose him to literary experiences which bring success (p. 234). Wilson and Hall (1972) write that "a child who experiences pleasure and enjoyment in reading will be more likely to develop favorable attitudes toward reading; he will be more likely to develop 'the reading habit'" (p. 221). They also believe that "children's literature materials, which are used primarily for enjoyment, may do more to develop favorable attitudes toward and interest in reading than do instructional materials designed for developing specific skills. . . .

Experiences with books can . . . stimulate a desire to read" (p. 110). Pfau's study, cited by Wilson and Hall (1972), was "an experimental program with primary children where an intensive effort was made to create a reading environment and encourage recreational reading through a thirty-minute period devoted to activities with library books". Pfau concluded that the children in the study showed improved reading achievement and a more positive attitude toward reading when the literature program was followed (p. 222). Healy, in his study on reading attitudes, cited by Wilson and Hall (1972), "found that 'favorable attitudes produce significant achievement and more reading'" (p. 184). Burns and Roe (1976) agree that there is a relationship between attitude and reading achievement, "that is, good attitudes or feelings about reading enhance reading achievement, and, in turn, good achievement in reading enhances better feelings about reading" (p. 408).

It appears from the literature presented that children's literature can play a vital role in the development of positive reading attitudes.

Interest and Children's Literature

Wilson and Hall (1972) maintain that interest is another determinant of response in the learning situation (p. 221). Smith (1963) states that over sixty years ago the recognition of interest as a basic factor in the learning process was emphasized by the noted psychologist,

Thorndike. She also claims that even today the psychologists are stressing the powerful influence of interest in learning (p. 409). In this respect, Rankin, cited by Brooks (1971), states that "it is probably now universally admitted by competent persons that children enter with more enthusiasm and with a higher degree of success into activities, which, to them, are intrinsically interesting" (p. 24).

It may be inferred from the above statements that interest is a vital factor in learning how to read and in promoting positive attitudes toward reading. Spiegler (1956) believes that beyond a doubt, children will read if their interest is stirred, and, they can best be taught reading if interest is the keynote (p. 182). Smith (1963) maintains that "interest is the touchstone to reading achievement, reading enjoyment, and reading usefulness. It is the generator of all voluntary reading activity" (p. 408). As a result of a number of Austrian research projects, Bamberger (1974) reiterates the importance of interest in reading. He reports that "we know that education in reading is only successful if the interest of the child can be secured" (p. 3).

Interest in reading requires nurturing. In this regard, Smith (1963) believes that interest in reading "must be nurtured with the substance of appropriate content" (p. 409). Busch, quoted by Zimet (1972), agrees "that content is of crucial significance in the process of learning to read, and that interest and relevance are significant

content variables" (p. 19).

It seems self-evident that story content of interest to children would facilitate the process of learning to read. Since the basal reader is the vehicle used widely to introduce children to reading, its story content must appeal to their interests. There is some reason to believe that this is not always the case. Smith (1962) researched the comparison of first grade primer content and free choice library selections. She reported that the preprimers and primers which the children were required to read, and which were supposed to stimulate an interest and desire to read, did not really satisfy their reading interests as shown by their free choice books. Of the twenty-three children's interest categories identified, the preprimers and primers included only eight of these categories in their story content (pp. 202-209).

Blom et al. (1968) analyzed the story content of twelve primary reading textbooks used in the United States. They were "impressed by the restrictedness and inappropriateness of primer content in relation to the developmental interests of the first grade child. An extreme discrepancy was found between the actual lives of children and what was depicted in the story content. There was a predominance of poorly defined sex roles, an emphasis on middle-class suburban settings, themes of a pollyannaish quality, regressive emphasis, and a tendency to denigrate the masculine role" (Zimet, 1972, p. 28).

Wiberg and Trost (1970) followed up the Blom et al. (1968) investigation by comparing the content of these twelve first grade primers with the content of 639 first graders' free choice library selections. The resulting data supported strongly the hypothesis that the story content of a group of first grade library books would demonstrably differ from the story content of a group of primer stories (Zimet, 1972, pp. 27-37).

It appears obvious from the research studies reported that the use of children's literature can provide appropriate story content suited to children's interests. In this respect, Smith (1963) believes that children's literature can "tap dormant springs of interest and keep them flowing in ever widening streams of reading enjoyment and usefulness" (p. 409).

Other Values of Children's Literature in the Reading Program

Maintaining that children's literature plays a significant role "in the acquisition of, and readiness for, reading skills, as well as the opportunity to exercise those skills", Chambers (1971) refers to his survey of a body of research on the role of children's literature in reading skill development. Based on his survey, he draws the following generalizations:

1. Preschool language (vocabulary) development is increased significantly if children are provided a rich experience through children's books. Oral reading to young children and much interaction with picture storybooks are advised.

2. The relationship between oral language and reading has been confirmed. Oral language can be enlarged and significantly enhanced by interaction with children's books when read aloud.

3. The slower the youngster is in his academic progress (reading), the more difficult it is for him to deal with words in isolation unrelated to a meaningful experience. Vocabulary is thus learned best in a context of emotional and intellectual meaning. The children's trade book is a good source for this kind of learning.

4. The advanced reader is better able to achieve greater growth when children's books are a part of his reading program than he may achieve from a basal program alone.

5. Because of the emotional involvement that occurs when a youngster reads a book of his choice, his use of context skills often overcomes what appears to be problems in other reading situations.

6. Because more reading is done when children's books are a part of the reading program, skills are given an opportunity to be used more often. They thus are more likely to become a part of the child's collection of permanent reading tools.

7. Because boredom is less likely to occur when a rich program of literature is evident in a reading program, attitudes toward learning to read improve significantly. (pp. 10-15)

In recognition of the effect that the reading aloud of children's books has on children's language development, Wilcox (1971) reports that in 1965, Ruddell "following a review of studies on language development, felt that one of the principal implications was the language model which the youngster encountered, which was of great importance. This, he felt, emphasized the value of hearing and reading of children's literature and participation in storytelling and

discussions" (p. 23). Lyons (1972) states that "there is a growing amount of evidence which supports the effectiveness of reading aloud to children as a method of increasing language maturity and reading achievement" (p. 60). Bamberger (1974) agrees with the above findings when he states that "by listening to exciting stories the child's vocabulary is greatly expanded through a wealth of context clues offered by the plot" (p. 6).

In regard to the relationship between oral language and reading, Wilcox (1971) reports that in 1967, MacDonald wrote about a program for language development through literature which was planned especially for Spanish-speaking children. The plan was to stimulate their language environment by a heavy emphasis on children's literature. The data reported supported strongly "the Literature Experience Approach to Language Learning. This approach emerges as a highly effective program for young children in stimulating and promoting growth in language attitudes, skills and abilities" (p. 14). Lyons (1972) in a study to examine the effect of children's literature and oral discussion on the reading achievement of first and second grade children reports that "both reading to children and providing them with increased opportunities to use language and interact with adults are recognized as effective techniques for building the language competence necessary for success in reading" (p. 58).

Porter (1972) reports on Cullinan's review of research studies, 1966-1972, showing the effect of children's literature in children's acquisition of reading skills. Her conclusions indicate the effect literature has on children's reading, composition, and language abilities:

> 1. Teachers' reading aloud daily is associated with a measurable increase in children's language ability.
>
> 2. Stories read aloud to children help them to draw inferences at a higher level than when the children read the stories to themselves.
>
> 3. A special program in literature using daily oral reading by teachers has a significant effect on children's reading ability.
>
> 4. Children are able to read beyond their mastered reading level when they encounter high interest material.
>
> 5. Competence in composition and increasing mastery over syntax develops from a continuing exposure to literature of superior quality. (p. 1034)

The results presented indicate that children can increase their reading, comprehension, composition and language skills through their involvement with children's literature. Through their oral and silent participation with books, the children have opportunities to practice these skills. In this regard, Bamberger's (1974) study to identify the reading behavior, reading interests, and reading attainment of ten-year-old children reports as one of the conclusions:

> that the effect of practice necessary for reading does not derive from systematic drilling of the various reading skills. It

> certainly does not come from repeating reading of short texts from school readers, but that it is rather there where the children have really been lured into reading, where education in reading stems from a literary source in the form of children's and juvenile books. (p. 5)

Pfau (1966) claims that one of the important personal gains children receive from their participation with children's literature is that they "are better able to form certain attitudes concerning reading. They tend to view the act of reading as a more usable, enjoyable skill, and they seem to understand more adequately how reading can be employed profitably during leisure time" (p. 51).

Summary

Children's desire to read is dependent largely on their attitudes toward reading and their interest in reading. To stimulate these attitudes and interest, appealing reading material must be available for the children. The use of children's literature in the classroom can provide interesting story content and can foster in children positive reading attitudes. Children's literature usage can also expand the reading, comprehension, composition, and language abilities of children.

CHAPTER 3

METHODOLOGY

Introduction

The purpose of this project was to select and implement challenging and enjoyable reading activities for children who had encountered difficulties in learning how to read. These activities were designed to stimulate and develop positive reading attitudes in these children.

This chapter describes the procedures which were followed by the intern in developing and implementing this project: (1) identifying the children, (2) creating the reading environment, (3) organizing for instruction, (4) sharing and interpreting children's literature, (5) expanding interests in children's literature.

Identification of Sample

The sample of nine subjects was chosen from a population of 70 primary children of ages six and seven. The sex and age distributions of the subjects are shown in Table 1.

The following instruments were used to identify the sample for this project:

TABLE 1

Sex and Age Distribution of the Subjects

Subject	Age 6	7	Total
Male	3	4	7
Female	1	1	2
Total	4	5	9

Standardized Tests

1. Reading tests
   a. Gates-MacGinitie Primary Reading Test
   b. Durrell Analysis of Reading Difficulty Test
   c. Slosson Oral Reading Test
2. Intelligence Tests
   a. Otis-Lennon Mental Ability Test
   b. Peabody Picture Vocabulary Test
3. Language Test
   a. Assessment of Children's Language Comprehension

Survey

1. Inventory of Reading Attitude

Medical Tests

1. The Keystone Visual Survey Telebinocular

2. Auditory Test

Informational Observations

1. Classroom observations

2. Cumulative files

The Gates-MacGinitie Primary Reading Test, a group test designed to test vocabulary knowledge and paragraph comprehension, was administered to the population by three classroom teachers. This test served as the initial screening instrument for the identification of the sample. Based on the results of this test, the nine children for inclusion in this project were chosen. Their scores, the lowest in the population surveyed, are recorded in Table 2. Children at the beginning of their third year, as these were, would normally be expected to read at a grade 2 level. These scores indicate that the nine children chosen for the sample were generally a half to one year below their grade level in their reading achievement.

Since the individual scores of the children in the sample on the Gates-MacGinitie Primary Reading Test indicated that the children were encountering difficulties with reading, the Durrell Analysis of Reading Difficulties Test was given to each child. This individualized diagnostic reading test was administered by the intern to help identify the children's specific reading difficulties as well as some probable causes for these difficulties. The results of this test are recorded in Table 3.

TABLE 2

Gates-MacGinitie Primary Reading Test Results

Subject	Vocabulary		Comprehension	
	Raw Score	Grade Score	Raw Score	Grade Score
A	17	1.5	4	-
B	16	1.5	9	1.5
C	9	1.2	0	-
D	17	1.5	0	-
E	13	1.4	11	1.6
F	10	1.3	6	1.3
G	8	1.2	7	1.4
H	12	1.3	8	1.4
I	12	1.3	8	1.4

The Slosson Oral Reading Test, an individualized test, was also given by the intern to provide some information about the children's abilities to pronounce isolated words at different levels of difficulty. The results of this test are shown in Table 4.

The Otis-Lennon Mental Ability Test was administered to the population by the school's guidance counselor. This group test was used to determine the population's intellectual potential. In this regard, Otis and Lennon (1967) state that the test is designed to measure "the children's

TABLE 3

Durrell Analysis of Reading Difficulty Test Results

Subject	Reading		Comprehension								
	Oral	Silent	Oral	Silent	Listening	Word Recognition	Word Analysis	Letter Identification	Visual Memory	Auditory Discrimination	Spelling
A	-	-	-	-	-	Below Grade 1	Below Grade 1	Fair	Below Grade 1	Grade 3	-
B	-	-	-	-	Fair Grade 2	Low Grade 1	Below Grade 1	Fair	Grade 1.5	Grade 2.5	-
C	-	-	-	-	Fair Grade 1	Below Grade 1	Below Grade 1	Good	Grade 1.5	Grade 2.5	Below Grade 1
D	-	-	-	-	-	Low Grade 1	Low Grade 1	Fair	Grade 1	Grade 2.5	-
E	-	-	-	-	-	Low Grade 1	Below Grade 1	Fair	Grade 1	Grade 2.5	Below Grade 1
F	-	-	-	-	Fair Grade 2	Below Grade 1	Below Grade 1	Fair	Grade 2.5	Grade 1.5	-
G	-	-	-	-	Fair Grade 3	Below Grade 1	Below Grade 1	Fair	Below Grade 1	Below Grade 1	-
H	-	-	-	-	Fair Grade 1	Below Grade 1	Below Grade 1	Fair	Grade 1	Grade 1.5	-
I	-	-	-	-	-	Below Grade 1	Below Grade 1	Fair	Grade 1	Grade 2	-

TABLE 4

Slosson Oral Reading Test

Subject	Raw Score	Reading Level
A	20	1.0
B	19	0.9
C	27	1.3
D	18	0.9
E	14	0.7
F	9	0.4
G	18	0.9
H	16	0.8
I	21	1.0

facility in reasoning and in dealing abstractly with verbal symbolic, and figural test content sampling a broad range of cognitive abilities" (p. 4). The results of this test indicated that the intelligence quotients of the children in the sample ranged from 90 to 110, which is within the average range of intelligence. Table 5 reveals the results of this test.

The Peabody Picture Vocabulary Test, an individual intelligence test, was given to the children in the sample by the intern because the group scores of some of the children seemed inconsistent with their observed performance. The

TABLE 5

Otis-Lennon Mental Ability Test Results

Subject	Part I	Part II	Part III	Total Raw Score	Chronological Age Year	Chronological Age Month	Intelligence Quotient
A	8	4	14	26	7	0	91
B	9	3	15	27	6	10	96
C	8	10	19	37	6	11	110
D	10	10	14	34	7	6	97
E	6	6	13	25	7	1	90
F	4	7	14	25	6	11	93
G	6	5	24	35	7	6	98
H	8	10	13	31	7	1	99
I	12	9	14	35	6	9	107

scores, recorded in Table 6, indicate that the intelligence quotients of some children as revealed by the Peabody Picture Vocabulary Test were higher than their intelligence quotients on the Otis-Lennon Mental Ability Test.

TABLE 6

Peabody Picture Vocabulary Test Results

Subject	Chronological Age Year	Chronological Age Month	Mental Age Year	Mental Age Month	Raw Score	Intelligence Quotient
A	7	1	10	4	77	131
B	6	11	8	7	69	116
C	7	0	7	3	62	102
D	7	7	7	3	63	93
E	7	2	6	1	56	91
F	6	11	6	6	58	95
G	7	6	10	0	75	116
H	7	1	6	3	57	93
I	6	10	9	5	73	124

The language test, Assessment of Children's Language Comprehension, was administered by the intern to each child in the sample to measure his receptive language ability. Table 7 indicates the children's scores. "The average first or second-grader should attain a virtually perfect score" (Foster et al., 1972, p. 17) on this test. The children in

TABLE 7

Assessment of Children's Language Comprehension Results

Subject	Chronological Age		Vocabulary		Two Critical Elements		Three Critical Elements		Four Critical Elements	
	Year	Month	Raw Score	% Correct	Raw Score	% Correct	Raw Score	% Correct	Raw Score	% Correct
A	7	1	10	100	10	100	10	100	9	90
B	7	0	10	100	10	100	9	90	9	90
C	7	0	10	100	10	100	10	100	9	90
D	7	7	10	100	10	100	10	100	10	100
E	7	2	10	100	10	100	10	100	8	80
F	6	11	10	100	10	100	9	90	7	70
G	7	7	10	100	10	100	10	100	10	100
H	7	1	10	100	10	100	9	90	6	60
I	6	10	10	100	10	100	9	90	8	80

the sample were generally below the norm.

In this project, the Inventory of Reading Attitude (Based on Vogt et al., 1963, p. 495) was used to identify the present reading attitudes of the children in the sample. Information gathered from this survey administered by the intern indicated that the children did not generally have a favourable attitude toward reading. They disliked having to read or to participate in any activities that required reading. The results of the inventory are reported in Table 8 and a copy of the inventory is found in Appendix B.

TABLE 8

Inventory of Reading Attitude Results

Question	% Yes	% No	Question	% Yes	% No
1	55.6	44.4	11	44.4	55.6
2	33.3	66.7	12	55.6	44.4
3	66.7	33.3	13	22.2	77.8
4	44.4	55.6	14	44.4	55.6
5	44.4	55.6	15	44.4	55.6
6	66.7	33.3	16	22.2	77.8
7	55.6	44.4	17	55.6	44.4
8	88.9	11.1	18	55.6	44.4
9	66.7	33.3	19	66.7	33.3
10	33.3	66.7	20	11.1	88.9

Two medical tests were administered by the school nurse to determine whether or not the children in the sample had normal vision and hearing. The Keystone Visual Survey Telebinocular was used to measure their visual acuity and an audiometer was used to measure their auditory acuity. Both tests indicated that the children had normal vision and hearing. Table 9 records these test results.

TABLE 9

The Keystone Visual Survey Telebinocular and Audiometer Results

	Vision		Hearing	
Subject	Right Eye	Left Eye	Right Ear	Left Ear
A	20/20	20/30	O.K.	O.K.
B	20/30	20/30	O.K.	O.K.
C	20/20	20/20	O.K.	O.K.
D	20/30	20/30	O.K.	O.K.
E	20/30	20/30	O.K.	O.K.
F	20/30	20/30	O.K.	O.K.
G	20/30	20/30	O.K.	O.K.
H	20/30	20/30	O.K.	O.K.
I	20/20	20/20	O.K.	O.K.

The intern observed the children in the sample on three occasions during their regular reading sessions. The children were viewed while they read alone, as they reacted to others in work and play situations, and as they met problems. During these sessions, notes were made on the children's word recognition skills, pronunciation, phrasing and expression, and their interests and habits of reading, as well as their choice of library books. Additional information was obtained from the children's cumulative files.

Summary

The sample chosen for this study was selected from a population of 70 primary children in an elementary school. The identification of the sample of nine children and the diagnosis of their reading difficulties were based upon the results of Standardized Reading, Intelligence, and Language Tests. The results of the reading tests revealed that the children in the sample were reading approximately a half to one year below their grade level. The results of the intelligence tests indicated that the children were in the average range of mental ability and the language test results showed that the receptive language ability of seven of the children was below the norm, while two children were at the norm. An inventory of reading attitude revealed generally an indifferent attitude toward reading. Medical testing indicated the normality of the children's visual and auditory abilities. Classroom observations revealed basic information related to the

children's reading problems, such as word analysis skills, oral reading ability and reading habits. An examination of the children's cumulative files made possible a study of their patterns of growth over a period of time.

The accumulated information obtained from the group testing was used by the intern to identify the sample in the population surveyed. The individualized testing was used to acquire further information about each individual's learning difficulties and learning style. This combined information along with the personal observations assisted the intern in developing an appropriate program in children's literature.

Creating the Reading Environment

The children's desire to read was fostered partly by their involvement with carefully selected stories and poems. To insure that appropriate books were chosen to be read to the children as well as to be read by them, the intern followed the selection principles reviewed in Chapter 2.

A survey of the books already available to the children in their classroom allowed the intern to avoid duplication in the selection of literature for the project. Such books as Picnic Bear, Little Girl and the Tiny Doll, Palmiero and the Ogre and The Magic Slippers were found on the classroom's library shelves.

To become acquainted with the children's curriculum, the intern studied the primary section of the Programme of

Studies. Since the children were using the basal reader Up the Beanstalk from the Ginn Integrated Language Program, reference to the stories in this reader enabled the intern to select children's books that provided related supplementary reading. Lucky and the Giant and The Little Boy Who Fooled the Giant, for example, correlated very well with the basal story, Jack and the Beanstalk. Aspects of science were explored in chosen stories such as Timmy the Tin Can Telephone, Pets from the Pond, and How Does a Plant Grow. Halloween was celebrated during the project, so the books Ghosts and Goblins, Heigh-Fo for Halloween, and Let's Find Out About Halloween were introduced, allowing the children additional experience with the customs of Halloween. Books to support other areas of the curriculum were also selected.

Decisions about specific books to be included were influenced greatly by the identification of the children's needs and interests. Some knowledge of child development, the classroom observations, and the individual testing enabled the intern to have an increased awareness of their basic psychological needs. Since the children required books to increase their self-confidence and sense of security, books such as Little Bear, The Story of Ping, and The Tale of Peter Rabbit were chosen to assist the satisfaction of these needs. Tim books and Mike Mulligan and His Steam Shovel emphasized the need to achieve. Billy and Blaze stories, Make Way for the Ducklings, Hurry, Skurry and Flurry, and other domestic and wild animal stories portrayed the need to love and to be loved.

Books were also sought to satisfy the children's need to belong, their need to know, their need for change, and their need for aesthetic values.

Identification of the children's interests aided the selection of the right books for the right children. A Preference Questionnaire (Based on Rogers & Robinson, 1963, p. 708) was given by the intern to identify the specific reading preferences of each child. The information was collected by a Yes/No response to each question on the questionnaire. No reading skills were required, since the intern read each question to the individual children. The children's reading preferences were obtained, therefore, without penalty caused by any lack of their reading ability. A copy of the questionnaire is found in Appendix B.

An Interest Inventory (Based on Witty, 1949, pp. 302-307 and Whitehead, 1968, pp. 15-19) was completed also by each child. Guided by the inquiries on the inventory, the intern and the child discussed informally such topics as favorite leisure activities, hobbies, play preferences, and movie and reading habits. The responses helped determine the children's interests and such information was utilized in the selection of appropriate reading materials. A copy of the inventory is found in Appendix B.

The information gathered from the Preference Questionnaire and the Interest Inventory, along with information from the standardized tests, has been consolidated in the individual profiles of the nine children. These profiles are to be found in Appendix C.

The knowledge of the children's reading abilities acquired from the results of the reading tests enabled the intern to estimate the reading achievement level of each child. Subject A's reading vocabulary, for example, ranged from below Grade 1 level to Grade 1.5 level. This information indicated to the intern that some books selected must have a readability level of Grade 1.5 or less.

In establishing the readability level of books, the intern employed informal methods. A rough estimate of the reading level of some books, for example, was found by looking through each book and studying carefully a few pages at the beginning, middle and end. Difficulty of ideas and complexity of sentence structure were considered, as well as the vocabulary of the book. Some readability estimates were confirmed by having a child read orally a few sample selections from the beginning, middle and end of a book. In this regard, Harris and Sipay (1975) state that since books are intended to provide successful, enjoyable reading experiences, then it is important that the child confront no more than two or three unknown words in a hundred running words (p. 522).

Since the intern was concerned with the changing of attitudes, and since many of the books would be read to the children, it was possible to include in the collection of books a wider variety of readability levels and a broader scope of interests than those of the children in the sample. Such books as Walter the Lazy Mouse, Trico and the Golden

Wings, Star Maiden, and Mrs. Mallard's Ducklings were chosen, therefore, for the project.

An invaluable tool in the choice of books was a reputable selection aid. Good Reading for Poor Readers (Spache), Picture Books for Children (Cianciolo), and Children's Books Too Good To Miss (Arbuthnot et al.) were three such selection aids used by the intern. Selection ideas were sought also from the children in the sample, other primary children, friends, school and public librarians, and book stores. All books chosen for this project were read by the intern before they were placed in her classroom.

The placement of the selected books in the intern's classroom was not in itself enough to create an interesting reading environment. The physical arrangement of the classroom was also important. The classroom was, therefore, arranged in an attempt to interest all children, regardless of their past reading experiences. Its organization, which was initially quite simple, became more elaborate after the program began and the children participated in its development.

One of the first tasks of the children and the intern was the development of a reading center, located in one corner of the classroom, with shelves and tables for attractive displays of the books. Some shelves were constructed from discarded bricks and fence palings, which, to add brightness, were painted in multicolors by the children. Other shelves were

custodian-made. A rug made from carpet samples sewn together, and a few old cushions increased the comfort of the reading center. The two walls of the center developed gradually into attractive bulletin boards where the children displayed their own artistic interpretations of the stories and poems which they read. One area of the wall space was reserved for colorful book jackets, both commercial and those made by the children. These jackets, such as The Mitten, Rosie's Walk, and Sam, Bangs, and Moonshine, were intended to serve as temptations to lure the children into exploring, even reading, the contents between the covers.

A puppet theatre made by the children was a feature of the reading center. It was constructed from a vacuum cleaner box. The children did the painting and provided the curtains. Although some of the puppets were commercial many were made by the children themselves.

Adjoining the reading center was a reading table. Converted from four primary desks, it met the needs of those children who preferred the chair-table reading style to sitting or lying on the rug. The table served also for a book display area to entice the children to browse among old and new print materials.

Another corner of the classroom was used for an art corner. It consisted of shelves constructed by the children, and was used to store the multimedia art materials. A bulletin board and two easels which were readily accessible to the children whenever their program warranted their use were

also located in this corner.

Two sketching and pasting tables, a portable chalkboard, two wall chalkboards, a primary circular table, and a number of primary desks and chairs were also available in the classroom.

Intern-made displays were constructed and placed in prominent areas as another attempt to bring children and books together. The physical layout of the intern's classroom is provided in Figure 2, Appendix A.

Summary

The selection of a well-balanced collection of good children's literature and the physical arrangement of the classroom were major tasks in the creation of the reading environment. Basic principles of book selection were implemented by the intern, so that appropriate books were selected for the children. The intern investigated the children's homeroom classroom book collection; studied the curriculum guide; identified the children's needs, interests, and reading abilities; evaluated the literary quality of fiction, nonfiction, and poetry books; used selection aids; and read numerous children's books. The development of a reading center and art corner, the construction and utilization of devices to stimulate the children's reading, and the informal and flexible arrangement of tables and chairs assisted in the creation of an environment conducive to reading.

Organizing for Instruction

Both group and individual instruction was used in this project. Although heterogeneous grouping was used initially for whole group activities, such as reading aloud and storytelling, after four sessions it became obvious to the intern that regrouping according to the children's reading ability was necessary for maximum effectiveness. Consequently, three children were assigned to one group and six to another. The homogeneous pattern of group organization was maintained generally throughout the duration of the study. Reading aloud or storytelling by a child, a peer-tutor, or the intern; dramatization; and art activities all took place in homogeneous groups. Such grouping was considered unnecessary when the children were involved in field trips and school library activities.

Individual instruction was an equally important part of the project. Believing that an individualized instructional approach would increase the probability that the children would develop favourable attitudes toward reading, would reduce the anxiety felt by the children about their progress in reading, and would allow for greater achievement in their reading, the intern initiated a peer-tutoring program.

The peer-tutoring program involved nine students from a fifth and a seventh-year class. These students were selected by their classroom teacher from the top 20% in

reading achievement in their classes. Each tutor was assigned by the intern to work with one child in the sample; an attempt was made to match according to the congeniality of the peer-tutor and the child. Once chosen, these fifth and seventh-grade tutors were trained by the intern in two pre-service sessions and in daily in-service sessions after the project commenced. The first pre-service session included informal discussions concerning the function of the peer-tutor, the nature of the learner, the means of establishing rapport with the children, the purposes and expected outcomes of the tutoring program, and the specific peer-tutoring behaviors and procedures. In the second pre-service session, the peer-tutors were required to pair up and role play. They took turns tutoring or acting the part of a child being tutored. At the end of this session they were ready to commence the actual peer-tutoring program. The daily in-service sessions, held after school, included introduction, explanation, and demonstration of the next tutoring session activities. Time was provided also for a question period and review of the previous tutoring session.

Regular reading activities performed by the peer-tutors were:

1. Reading stories aloud to the group or individual child.
2. Preparing and asking questions during a discussion period.
3. Listening to the child read or tell a story.

4. Writing the child's story on chart paper while the child dictated it.
5. Helping the child select a book for the next day's activities or to take home.
6. Assisting the child in drama and art activities.

Summary

Although the children in this project were similar in chronological age, they varied in maturational growth, cognitive ability, personal experiences, and interests. To meet these differences, group and individual instruction was given, and peer-tutors were enlisted and trained to assist the intern.

Sharing and Interpreting Children's Literature

The achievement of the prime purpose of this project--to stimulate and develop in children positive attitudes toward reading--was dependent on the selection and implementation of challenging and enjoyable reading activities.

Reading aloud and storytelling were two activities included in each day's session. Three times per week the children gathered in their homogeneous groups to listen to and share a story or poem read or told by the intern or a child, while twice a week each child met with his peer-tutor to listen to and share a story or poem. These read-aloud and storytelling activities always occurred at the beginning

of each session, leaving the children ample time to interpret and share their story or poem in a dramatic or artistic manner.

The selection of all the read-aloud stories and poems was done initially by the intern. Some books were selected before the project began, while others were chosen after the children had selected a number of books from the school and public libraries. The individual reader responsible for the read-aloud session chose a book at least a day in advance of his read-aloud session. This allowed the reader time to become acquainted with the material so that it could be presented more effectively to the children.

Peer-tutors who were to read aloud first read the material themselves and then discussed it with the intern during an in-service session. Usually a child who was to read aloud selected a story with the intern's guidance. The selection was generally made a week in advance of the scheduled read-aloud period so that the child had ample opportunity to become familiar with the story and to practice presentation techniques.

A list of read-aloud stories and poems found pleasing to the children in the project is given in Appendix E. Included also is a more extensive list based on recommendations by noted children's literature authorities.

The reading aloud activity generally took fifteen to twenty minutes of each session, varying with the length of the story or poem to be presented, the read-aloud techniques

employed by the reader, and the follow-up activities. During the session, when the group read-aloud activity occurred, the children gathered around the reader in the reading corner. No desks or tables were required, just a comfortable, relaxed sitting position on the rug. The children sat close to the reader, who sat on the rug with the children or on a primary chair near the children, so that they easily saw the text and illustrations.

The arrangement for the individualized sessions was quite flexible. The peer-tutor and the child together decided where they were to carry out their activity. The intern often found the art corner, reading center, or corridor in use for some groups, while others preferred sitting at the sketching and pasting table or near the portable chalkboard.

The introduction of a story or poem to a group or an individual was often quite brief. When Millions of Cats and The Steadfast Tin Soldier were being read, for example, the title, author and illustrator's names were given and some time provided for the child to look at the book jacket before the story was begun. This short introduction tended generally to be enough to arouse interest in the story. A more leisurely introduction occurred occasionally because the title or book jacket stimulated an immediate discussion about the contents. Such books as And To Think That I Saw It On Mulberry Street and Blueberries for Sal motivated the children to a short discussion of the texts before they were

read. Related activities followed the reading. The choice of activity was an individual decision. Discussions followed only if the children desired them.

Each child kept a record of all stories or poems shared in the read-aloud sessions. The title and the names of the authors and illustrators were all entered by each child on his own circular disc which was then attached to his growing bookworm chart. This individualized record keeping served to stimulate more reading. Not only did the children record stories and poems read to them in school, they also recorded those which they read or heard at home.

At times stories were partly read and the children were given the opportunity to interpret the remainder of the story in their own way, by illustrations, comic strips, dramatizations and written endings. Occasionally the children pretended they were authors and set about changing the ending of a story. They recorded their endings on chart paper so that other children could read them. These endings were then placed on the Sharing Our Stories bulletin board. After the endings were completed, often the original story was completely read and comparisons made of the various endings. Subject A, for example, wrote the following ending to Harry the Dirty Dog:

> When Harry realized that no one knew him because he was so dirty, he went to a laundromat, jumped into a basket of dirty-colored clothes and was thrown in the washer. When the lady opened the washer, Harry jumped out, frightening the lady, and ran home.

Books which were read aloud to or by the children either at school or at home were shared by various methods. The children employed a variety of sharing techniques to demonstrate their feelings and thoughts about the different stories and poems and to encourage their friends to read them. Some children enjoyed preparing a simple puppet dramatization, which was presented for the other children at a scheduled time. Subjects E and F, for example, dramatized A Birthday for Frances, after they had made their felt puppets; Subject G had a puppet show after reading The Mitten; others prepared materials and dressed up like a book character from their favorite story or poem. Subject G, for example, dressed as Simp in the story Cannonball Simp and Subjects E and I dressed as Helen and Max in the story Finders Keepers, Losers Weepers? To add interest to this sharing technique, the children stood between a huge cardboard book jacket, which Subjects D and H had constructed and stepped from the book jacket as if they were the real characters coming alive, and told about their story or the characters they represented. Characters were also depicted through plasticine modelling. Bernard in Baseball Mouse, George in Curious George books, Miss Oliver and Georgie in Georgie to the Rescue, Sylvester in Sylvester and the Magic Pebble were all modelled. A short description of the model was printed and placed on a display table along with the model and the book it represented. Character mobiles were made from construction paper, balanced and suspended by light thread from the classroom ceiling.

The tin soldier from The Steadfast Tin Soldier, Mike Mulligan in Mike Mulligan and his Steam Shovel and Rosie in Rosie's Walk were some of the character mobiles displayed. Some characters and scenes were cut out of felt and later used when a story or poem was reread. Subjects A, B, and C, for example, made felt figures of Jekkel, Jessup and Jill from the poem Five Eyes.

The children also shared their stories and poems through a variety of art media. Illustrations of scenes or characters were depicted through paints, crayons or pencils on manila paper, with a printed description of the objects, incidents, or characters placed under the illustrations. These illustrations were then displayed on the art bulletin board. Creating enticing book jackets for stories and poems was another interesting method used by the children to express their thoughts and impressions. When the illustrations were completed on the jackets, the title and the names of the authors and illustrators were printed on the cover. Inside the jacket a short summary of the story or poem was recorded. Other sharing activities are listed in Appendix F.

When the children shared their stories or poems with the group, they were given approximately five minutes to tell about their sharing activity. At the completion of the sharing activity the children displayed their books in an attractive manner so that they were easily accessible to anyone who had been enticed to take a second look at them.

The storytelling activities followed much the same manner as the read-aloud activities. The selection of a story for storytelling by a child or peer-tutor took place with intern guidance a week in advance of the scheduled storytelling time. This time allowed the storyteller to become completely familiar with the story and to make any additional preparations.

A list of the storytelling books used in this project, along with recommended storytelling books, are listed in Appendix E.

The storytelling activity, usually presented by the intern, occurred once a week. On two occasions Subject H and Peer-tutor A told a story. The storytelling session generally took fifteen minutes, varying slightly with the length of the story and the techniques used to tell it.

Before the session began the children gathered around the storyteller in the reading center. If the visual aids used did not require the flannelboard, then the storyteller sat on the rug with the children. When the flannelboard was in use, the storyteller sat on a primary chair by it. All the items used in the presentation were assembled beforehand, so no unnecessary movements occurred during the session.

When Subject H's story, The Three Billy Goats Gruff, and Peer-tutor A's story, Katy No Pockets, were told, the storytellers made use of visual aids--felt characters and scenery, and puppets. These aids helped them to relax and take their minds off their audience, and concentrate on the

sequence of events in their stories. Although the intern sat next to the storytellers for reassurance and assistance while they told their stories, no assistance was required by either of them.

In the story, The Man Who Didn't Wash His Dishes, told by the intern, visual aids were also used. The felt board presentation appeared quite effective and evoked interesting comments. "I didn't know you could listen to a good story that way", Subject B remarked. The children seemed to be intrigued with the 'realness' of the objects and characters. A day after this storytelling session the intern found Subject G in the reading center using the book and felt figures to retell the story to himself.

Although flannelboards and other visual aids were used during some storytelling sessions, such aids were considered secondary to the actual telling/listening experience. Sometimes, as in the story, Millions of Cats, the voice and facial expressions of the storyteller were the only aids needed to tell the story. The children soon joined naturally in the refrain, "Hundreds of cats, thousands of cats, millions and billions and trillions of cats".

A wordless picture book, A Boy, A Dog and A Frog, was used for one storytelling session. This book appealed greatly to the children because its detailed, sequential illustrations presented the plot in a visual manner.

After a story had been told, the children were given the opportunity to discuss it, if they desired to do so.

The discussion was not initiated by a battery of questions, but rather by the mere recalling of interesting incidents which the children found appealing and worthy of discussion. Once the story was told and the subsequent discussion over, the title, author's and illustrator's names were recorded on each child's growing inchworm. The book and any accompanying visual aids were then displayed on the storytelling book table, easily accessible to all the children.

Activities which followed the storytelling were creative in nature. The purpose of the activities was to increase the children's understanding, enjoyment and appreciation of the story. Many of the read-aloud sharing activities were used also for the storytelling sharing activities. Some children expressed their feelings and thoughts about the stories through creative arts which were later displayed. The story, The Man Who Didn't Wash His Dishes, was dramatized in pantomime form by Subjects B, H and I. Mobile and plasticine characters were constructed, such as Katy in Katy No Pockets, the old man and the old woman in Millions of Cats; dress-up characters were modelled, for example, the old lady in Queer Company; different beginnings and endings for the stories were written; and puppet shows were given.

Time was provided for the children to share their creative ideas. They showed their books to other children, they displayed their own interpretations of the books, and talked a little about what their interpretations represented.

Summary

Read-aloud and storytelling activities were extensively used in an attempt to develop a positive attitude toward reading, to nurture an eagerness and enthusiasm for reading, and to promote reading habits. These activities provided opportunity for individual reaction and for sharing of ideas and experiences.

Expanding Interests in Children's Literature

Efforts to foster positive reading attitudes did not begin and end in the daily sessions held by the intern. Attempts were made to foster positive reading attitudes through the children's interest in taking home books to read, through their public library visits, and through their satisfaction received from seeing other classes visiting and enjoying their displays of books and art work.

On Mondays the children selected two books to take home. One book was to be read by the child while the other was to be read to the child by a member of his family. A note attached by the intern to each book provided this information. The children signed out the books by printing their names, the books' titles and the take out date in the Take Home Library record book. If the books were completed and returned before the following Monday, the children were allowed to select two more. If the children required a longer time to finish their books, a time extension was given.

During the sharing activity sessions, the children were encouraged to share these take-home books in the same manner in which the in-class read-aloud stories and poems were shared. The intern was thus able to discover whether or not the child had either read or heard the story.

Every second Friday, after school, each child selected or was given four books from the classroom library to return to the school library and to select new books to replace those they had returned. Once the new books were chosen and signed out, they were taken to the classroom to be recorded in the School Library record book. Some books were then placed on the shelves for new books, while others were displayed on the New Books display table. During the next two weeks, the new books rotated from the New Books library shelves to the New Books display table so that eventually all books were displayed.

The purpose of this library activity was to teach the children the value of the school library and to familiarize them with some of the important selection criteria necessary to choose good books. It also helped the children to feel a part of creating the reading atmosphere in the classroom and developing a personalized library.

On two occasions the children visited two children's public libraries. These visits were arranged by the intern in conjunction with the public librarians. Before each visit the children discussed the purpose of the trip and what they wished to learn. Some of the things the children

wanted to know about were; how you join the library, how you sign out a book, and what books are in the library. They discussed what fun it would be to discover books about giants, Halloween and other topics of interest to them individually and as a group.

The first public library trip was an introductory one because many of the children had not visited a public library before. The librarian showed the children around the library and explained generally how the books were arranged. The children were shown how to find a book by its author or title and what to do if they browsed a book and did not want to read it. They were told how to become library members, how to sign out a book and how to know when and how to return it. After the discussion, the children were invited to browse freely among the books on the shelves and select two books to take back to the school. When the books had been chosen and signed out in library members' names, the non-members were given membership cards and strongly encouraged to have them completed and returned. Upon their return to the school, the children recorded the selected books in the Public Library record book and placed them either on the New Book display table or on the New Book library shelves.

The second visit, this time to a different public library, included the children in the project, their classmates, their homeroom teacher, four parents and the intern. This visit included a short welcoming talk and a story, Where

The Wild Things Are by the librarian. The children were then given a guided tour of the library and later left in the primary book section where they spent time browsing, reading, and selecting books to return to the school. After they had browsed and selected books, they were shown the film, *Jack and the Beanstalk*. Time was later provided for a discussion with the librarian of their library visit. Again, upon returning to the school, the project children recorded their books in the *Public Library* record book and placed them either on the *New Book* display table or on the *New Book* library shelves. Their classmates took their books to their homeroom classroom.

An important follow-up activity to the library visits was a thank-you letter written to the parents and librarians by the children themselves, expressing their appreciation and pleasure.

When the project children were not involved with the daily sessions, other primary groups were invited to visit the project classroom to see the children's displays and to use the available materials. Some primary teachers took advantage of this opportunity to use the classroom for reading activities with their own groups and to choose books which they could read to their classes. Many of the children, interested by what they saw, were anxious to become involved in some of the creative activities. They also sought out the project children, outside of the classroom time, and discussed what they had seen. They were very interested in

the activities and curious as to how some of the objects on display were made, objects such as the character mobiles, the peep show and the huge book jacket. It was obvious that many of them were more than a little envious. This positive reaction from their peers brought much satisfaction to the project children and encouraged them in producing more impressive work.

Summary

The activities in which the children participated extended beyond the classroom and beyond their daily sessions with the intern. The children were encouraged to take home books to read and listen to, became involved in the selection of books for the classroom library, participated in public library visits, and invited their peers to visit and enjoy the activities they were involved in.

CHAPTER 4

EVALUATION

Introduction

The primary purpose of this internship was to select and implement challenging and enjoyable reading activities for children who had encountered difficulties in learning how to read during their first three years of school. The long term objective was to stimulate and develop in these children positive attitudes toward reading. Attitudinal change, however, is very difficult to evaluate. Even when such change is evident, it is difficult if not impossible to attribute it to any one cause.

Although there is much subjectivity present in the evaluative process applied to this project, the intern is convinced that the nine children involved did indeed, during the course of the project, develop very positive attitudes toward reading and did increase their amount of reading. While it may be impossible by formal testing to prove the direct relationship between the project and these behavioral and attitudinal changes in the children, the intern believes that there is strong evidence that the two are related.

At the commencement of this project, some formal testing was administered to enable the intern to find out as much as possible about the learning style of each child.

so that materials and activities chosen for the project would be appropriate. No testing was given, however, at the termination of the project. The decision not to test was taken partly because the time period had been so restrictive, but more importantly because the intern believed that formal testing could in no way validly measure what was considered to be of maximum importance in the project. Greater significance was placed by the intern on observations of the children's attitudes toward reading, their success in reading a variety of materials, and their own evaluation of their reading achievement.

While no formal posttesting was administered, a careful record was kept of the number and type of books read by each child, the books reported on by each child, and related information obtained in the pretests on each child. All this specific information is reported in the individual profiles in Appendix C.

The evaluation of the internship was a continuous process--diagnosis, guidance, appraisal--throughout the duration of the project. This assessment involved the children, the classroom teacher, and the intern. All were concerned with assessing the children's participation in and their enjoyment of the project with all of its activities. This included their selection of books, their use of books, and their involvement in the varied related activities.

This chapter discusses the children's reactions to the project and their comments about their own involvement

in it, the classroom teacher's impressions of the project, and its effect on the children, and the intern's observations of the project during its operation.

Children's Evaluation

At no time during the program were the children requested specifically by the intern to comment on any aspect of the project. Their comments and opinions resulted spontaneously from their involvement in various activities. Any evaluation of the project must take such comments into consideration. Subject B, for example, a shy child, on his way to his remedial reading class, stopped the intern in the corridor, and stated excitedly, "Only two more hours before we go on the library trip. I can hardly wait." Subject H remarked to a primary teacher that he could not wait until he returned to the intern's classroom to complete his finger puppets of the characters in the story The Mitten.

The children participated enthusiastically in the selection of books. Even though the activity occurred on Fridays, after school, every child participated; no child had to be reminded to inform his parents of his intention to stay.

While the children were selecting books to return to the school library, many of their comments were recorded. The comments were always positive and indicated a high degree of enthusiasm for the activity in which they were involved. Some of those comments were:

Subject C: This makes me feel that it's my library.

Subject D: Hey, there's another book by Robert McCloskey.

Subject E: I wish we could do this all the time.

Subject F: Doing this helps me when I have to find a book during my library period.

Subject G: Now I know what title, author, and illustrator mean.

The children became so involved with browsing and choosing books during this library activity, that a time limit had to be enforced. The browsing exercise led the children to discover books on topics of interest. Following up a personal interest, Subject A exclaimed, "Hey, I found a book on skidoos, maybe I can find more." Subject G, who had really enjoyed The Biggest Bear, put his newly acquired knowledge of the card catalogue to use to find other books by the same author. Twice he was found at the card catalogue locating books written by Lynd Ward.

Their participation in the selection of books for the intern's classroom from the school library collection increased the children's confidence and their ability to choose books independently when they visited the public libraries. Subject C who always consulted with the intern before selecting a book had gained enough confidence in his selection ability by the third week, that he no longer requested the intern's guidance when he chose books from the school library. Subject F, who had previously been

refused permission by her parents to become a member of the public library was able to convince the same parents to revoke that decision by demonstrating to them her knowledge of how to select, borrow and return library books. A similar incident involved Subject I who had not been permitted to become a library member. He persuaded his mother to accompany him on the second library visit. Observing his enthusiasm for books and his knowledge of book selection, the mother was persuaded to change her opinion and allow her son to become a library member.

Exposure to a variety of books and involvement in the selection activity helped the children to recognize particular qualities in books. They began to identify in books certain qualities which appealed to them. This was reflected in their comments, some of which are recorded below:

Subject C: There's too much reading in this book.

Subject G: I like pictures that are colorful, but not too bright. I even like pictures like the ones in Blue-berries for Sal.

Subject H: This print is too small.

These remarks and many others like them indicated that the children were developing some critical awareness of books and a discriminatory taste in their choices.

As the project progressed more and more books were circulating among the children. Subjects D, F, H, and I, who in the first week were hesitant to take books home because

they did not like to read, by the third week were taking home two books. Subjects A, B, and G were taking home as many as six books per week by the fourth week of the project. To hear Subject A state, "I didn't watch television last night because I wanted to finish Georgie to the Rescue" was a delight to the intern. Subject C reported that he enjoyed Number Bear so much he had it read five times.

The children's enjoyment of the books and related activities was obvious. The more involved they became the greater their enthusiasm appeared. As the project progressed, for example, the children became so involved with their activities that the intern had to ask the classroom teacher for an extension of the daily one-hour session. The request was granted and when possible the sessions were increased to an hour and a half. Although the children came to the daily session during a reading period, in arranging for the extended sessions care was taken to ensure that they did not miss regular classroom instruction in other subjects.

The stories and poems which the children read or heard seemed to stimulate their imaginations and encouraged responses from even the most reluctant ones. The enthusiasm and enjoyment shown by these children are difficult to measure by any formal test. There is no test that could measure the intense concentration on Subject A's face as he tried to express with paints his feelings about The Smallest Boy in the Class after he had just heard the story for the first time, nor is there a test which could measure the delight on Subject E's face

as she drew laughter from her peers by her puppet show of The Happy Lion.

Although the children did not always verbalize their thoughts on a story such as The Steadfast Tin Soldier or a poem A Friend is Someone Who Likes You, often a complete silence or a sparkle in their eyes indicated to the intern how much they really enjoyed the activities. No test was needed to convince the intern who monitored the activities; the evidence was conclusive.

As the project neared completion all the children wondered if it could continue, even if only once a week. This request was another indicator of the success of the project and the positive attitudes which the children had developed.

Classroom Teacher's Evaluation

The classroom teacher, who was an experienced primary teacher, was quite interested in the project from the time of its inception. She administered the Gates-MacGinitie Reading Test to her class and discussed with the intern her opinions of the selected children from her knowledge and observations of them. As the project became a reality, daily informal discussions were maintained between the classroom teacher and the intern. Through this daily contact the classroom teacher informed the intern of such things as the reading skills being taught in the regular class. Wherever possible the regular classroom teaching was reinforced during the project. When the children were taught the -ing and -ed

skills, for example, the intern noted this in read-aloud sessions. When the nine children began the basal reader Up the Beanstalk, the classroom teacher informed the intern, and books about giants were displayed in the intern's classroom. The classroom teacher was pleased with this practice and remarked upon the value of such reinforcement.

One of the interesting parts of the project to the classroom teacher was the involvement of older children as peer-tutors. She thought that it was very interesting to see older children from years five and seven reading to the children and helping them with different activities. Although aware that older children could be very useful in tutoring, she mentioned that she had not seen any tutoring service of the nature of the one in this project. She was impressed and suggested that the school put some thought into developing a peer-tutoring program.

She was enthusiastic also about the library visit, which included all of her students along with some of the mothers. Commenting on this trip she said, "One very interesting part of the project for both myself and the pupils was a field trip to the children's library." She went on to note, "We all learned much about different kinds of reading materials and, in particular, other educational materials such as records, filmstrips, available at the library."

The classroom teacher reported that the children were anxious to attend the daily sessions and enjoyed them very much. She reported also that the children in the

project were quite enthusiastic about having stories read to them and being allowed to take home books. She knew that some of the children had very little exposure to books outside their classroom. She was convinced that a project of this nature was particularly meaningful and valuable to the children. Moreover, she was definite in her assertion that the project enriched the children's vocabulary and broadened their interests. This became obvious in the regular classroom activities, she affirmed.

After the project was completed, the classroom teacher and the project children had an informal discussion about the project. The following are but a few of the comments made by the children to the classroom teacher and recorded by her.

Subject A: I liked the peer-tutor reading to me.

Subject B: I liked making things.

Subject C: I liked everything.

Subject D: I liked the inchworm.

Subject E: I liked listening to stories and poems.

Subject F: I liked making stories.

Subject G: I liked the mobiles.

Subject H: I liked picking out books.

Subject I: I liked making pictures on large paper.

Intern's Evaluation

At the outset the children were active participants in the creation of the reading environment. One activity in which they were directly involved was the selection of books. In this activity, their degree of involvement changed from passive observation to active independent selection. At first, for example, all the children sought the approval of the intern for books they selected for the classroom library. In fact, Subjects B, C, D, and H had to be given much encouragement to select any books, although they were interested in the activity. As all the children became more exposed to the variety of available books and were given time to browse, they required little encouragement to select. The children also chose books impulsively at first, but this behavior changed to careful selectivity as they became more aware of its importance. The first week, when the children went to the school library to select books, they pulled any book from the Easy-Read section and assumed, without browsing, it was what they wanted. Little if any thought was given to the fact that all easy-read books might not be of interest to the readers. As Subject A expressed it, "All the books on the Easy-Read shelves are okay for us because they are easy to read." The selection activity also provided the children opportunity to expand their interests and to vary their selection of books. The same Subject A, for example, who was extremely interested in skidoos, became interested in transportation vehicles which required skiis. He located

such books as Jeanne Bendick's The First Book of Airplanes and Robert J. Hoare's The Story of the Aircraft, dealing with small ski and float planes. He also found Edward Radlauer's Snowmobiles informing him of the development of the snowmobile.

The children were actively and enthusiastically involved in the physical arrangement of the intern's classroom. They were willing and eager to come to the classroom after school each day during the first week of the project, to arrange and build furniture and displays. This willingness and enthusiasm on the part of all the children certainly may be taken as an indication of their interest in the project.

Their interest and involvement in both individual and group activities grew with the project. Although they had been accustomed to group activities in their classroom, they rarely had the opportunity to be members of such small groups as they now were. The intimacy of the small group allowed them greater opportunity to express themselves and to have close contact with an adult or their peers. The intern observed that the children were initially passive with their peer-tutor, but after the first week, they became more verbal and expressed their opinions more openly. During the first two weeks, for example, Subject E saw and listened to her peer-tutor without asking questions or making any response, other than yes or no. She simply followed the directions her peer-tutor gave. Later, however, she interacted well, sometimes volunteering an opinion about development in the stories. "I don't think that Ping should have been

spanked because he was so little and couldn't swim as fast as the other ducks", she remarked on one occasion, when Marjorie Flack's The Story of Ping had been read.

The small group activities help to increase the children's comprehension. Whereas in a large classroom group a few children often answer questions, in the small group all children were given the opportunity to respond. The small group gave the intern the opportunity to see how well all the children could respond to inferential questions as well as literal ones. Some of the questions used were: Who was the boy in the story The Biggest Bear? Where did Ping live? Why do you think Curious George was so curious? What do you think will happen next? The intern did note that all children answered literal questions well, but inferential questions gave difficulties. In fact, the children tended to avoid answering them by saying, "I don't know". As the children learned that these questions generally invited a diversity of answers, they gained confidence in their ability to reply. Why do you think Harry wanted to be dirty? for example, was a question asked during a short discussion of the story Harry the Dirty Dog before it was read aloud. Subject I, a quiet child, replied, "Harry wanted to be dirty so that he could get lots of attention from the people he saw".

The children's language and listening ability appeared to grow with their participation in small group discussions and activities. The intern was amazed in the

third week to find Subject B, a shy child, using words like, hibernation, fragile, illustrator in the correct context. The children's facial gestures during the read-aloud activities and verbal responses to questions during discussions indicated how well they were listening.

The peer-tutoring program received positive reaction from the time it was initiated. The tutors' enthusiasm was observed by the intern from their delight at being chosen to be tutors and their interest shown during the pre-service sessions. Peer-tutor A stated she couldn't wait to begin her program. Peer-tutor G, who had never had any reading difficulties himself, indicated that he always wanted to work with little children who had difficulties with reading. As the tutors became involved with their children, their in-service training sessions provided them opportunities to express their thoughts about the children and the program. Such comments as the following were indicative of their interest.

Peer-tutor A: Do you know that I really think (Subject A's name) will read a lot more now that he's interested in his book. He even could say such words as snowmobile and shelter without my helping him because he used picture and context clues.

Peer-tutor B: I'm sure learning a lot about reading.

Peer-tutor D: I'm really enjoying this experience.

Peer-tutor E: How can I do more to help (Subject E's name)?

Peer-tutor F: Can we continue to help after your project is finished?

Peer-tutor G: I can now understand how it feels having problems with reading. How much he misses by not reading!

Peer-tutor I: I really like working with little children.

The children in the project also expressed positive views about the peer-tutoring program. The following comments are but a few samples.

Subject A: I wish I could have someone to help me like this in my classroom.

Subject C: He's sure nice to me.

Subject E: I want to give this picture to (Peer-tutor E's name) because she's so good to me and helps me.

Subject I: I hope I can learn to read better so I can help children like (Peer-tutor I's name) helps me.

Six of the peer-tutors' mothers, during parent-teacher interviews, expressed to their children's teachers their delight in the project. The parents had been informed of the project through their children. One parent in particular was impressed with the challenge that working with a younger child presented to her daughter. She had also noted her child's increased tolerance and understanding of younger children at home and in the neighbourhood.

Another unplanned but positive result of the peer-tutoring program was the recognition by other teachers that children may be used to help other children. The two kinder-garten teachers, seeing the success of this peer-tutoring

program and recognizing the merit of using children to help other children, asked the intern if it would be possible to design and implement such a program for their classes and, if so, would the intern develop the program. This request was met. The intern organized a peer-tutoring program for twelve kindergarten children, informed the kindergarten teachers of its design, and had the peer-tutors from the original program implement it.

The success of the sharing and interpreting activities was shown in different ways. One important effect of the activities was the development of independence on the part of the children. The children were forced to make individual decisions about such things as which sharing activity to do, how best to depict an incident in a story, and what materials would be needed to depict the incident. It became necessary for them to plan their activity and accept responsibility for their own materials to carry out their sharing activities. The activities also helped to increase the children's powers of concentration. During the first week's activities, Subjects B, D, E, F, and H, for example, found it difficult to concentrate on their work for more than five minutes. Movements inside and outside the classroom easily distracted them. A marked improvement was observed as the project progressed. In fact, during the last three weeks of the project, all the children were so absorbed in their activities that the intern requested longer sessions. The classroom teacher granted the request.

As more stories and poems were shared, the children grew in their ability to respond imaginatively. The paintings of Subjects B and H at first were little more than outlines, but within three weeks their paintings involved more vivid and involved details. New ideas for sharing were developed. Subject A suggested making a peep-show about the story Georgie and the Noisy Ghost and Subject F asked if she could depict her impressions of the poem Half Way Dressed through a comic strip mural painting. Both followed through with their ideas, and they were pleased with the outcome. Subject A stated, "I really enjoyed making my peep-show. It's very interesting how I made it." Subject F exclaimed, "Isn't this funny? I think it's a good comic."

The intern observed much willingness and enthusiasm for the sharing and interpreting activities by all the children throughout the program. The activities did much to nurture the children's interest in and excitement for reading--an interest and excitement which the intern hopes will continue.

The library visits also stimulated much excitement and obvious enjoyment. All the children appeared to have become more aware of the importance and use of a library, both in the school and in the community. Their desire to visit the libraries on their own was indicative of the success of the trips. Such incidents as the following are but a few indications of the children's enjoyment of the visits: an avid young reader reading a story to a close friend, Subject

A, in a quiet library corner; Subject F showing and describing to the stuffed toys, Winnie-the-Pooh and Piglet, an interesting display of A.A. Milne's books; Subjects A, B, and G sitting on the library floor absorbed in a discussion about magazine pictures and articles; Subject H explaining to a parent Tigger's adventures in Winnie-the-Pooh; and all the children browsing magazines and books with apparent concentration and fascination.

Another indicator of the success of the project was the involvement and interest of other boys and girls in the project's activities. These children, in fact, appeared to be somewhat envious of the children involved in the project. Some children in other classes as well as from the homeroom classroom asked the intern if they could participate in the project. A number of recorded incidents indicate interaction between the children in the project and their peers and regular classroom teacher. There was, for example, Subject E, explaining to a friend how she made the characterized mobile of a reindeer from the story The Littlest Reindeer. On another occasion Subject I read his story ending of The Circus Boy to his teacher, and Subject G showed friends, on the map, the Yangtze River where The Story of Ping was set. These incidents showed the children's interest, delight, and pride in sharing their activities with their friends.

The intern believes that the project was successful and valuable to the children involved. The total number

of books actually read by the children was 112, the average number read by each child was 12.4, the greatest number read was 18, and the minimum number read was 8. These figures alone indicate that these nine children, who read approximately one book or less each month before the project, had begun to develop a desire to read. Certainly they had increased their amount of reading. The intern hopes that the positive experiences with reading encountered in this project may have long-range effects on the reading attitudes and habits of these children.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This internship was designed to select and to implement challenging and enjoyable reading activities for children who had encountered difficulties in learning how to read during their first three years of school. The function of these educational exercises was to stimulate and develop in these children positive attitudes toward reading.

When reading skills are overemphasized or taught in isolation, children often learn to read but have little desire to do so. Consequently, many children who can read rarely choose to read for their own information or pleasure. Some children, in their attempts to learn how to read, actually develop negative attitudes toward the reading process and practice. The literature reviewed for this project was related almost entirely to ways of fostering in children an interest in and love for reading. There is a large body of such literature which affirms that exposure to good children's books may have a strong and lasting influence in this regard.

The nine children who participated in this project were children who rarely showed any interest in books, and who generally had negative attitudes toward reading. They

were identified by standardized tests, cumulative files, and observations of the classroom teacher and the intern. The project was carried out over an eight-week period, in an elementary school.

The project included the creation of the reading environment, the organization of group and individual instruction, the sharing and interpreting of children's literature, and the expansion of interests in children's literature.

The evaluation of the project indicated that the project was successful in selecting a variety of stimulating books suited to the needs, interests, and abilities of the children; in choosing challenging reading activities for the development of reading interests and habits; and in the fostering in children a positive attitude toward reading.

Conclusions

Based on the results derived from this project, the following conclusions have been drawn:

1. Children's literature may be used effectively to complement basal reading programs.
2. Activities based on children's literature may be used to improve children's oral and silent reading, to enrich their receptive and expressive language, to expand their powers of concentration, and to stimulate their imagination.

3. Activities based on children's literature may be used to develop in children an interest in and a positive attitude toward reading.

Recommendations

On the basis of this project, a number of recommendations are made for the benefit of other persons wishing to implement a children's literature program in the classroom:

1. That children's literature be used to complement the basal reading program.
2. That a rich and varied collection of carefully selected children's literature be chosen to meet the needs, interests, and reading abilities of the children involved in the program.
3. That a stimulating reading environment be created and that the physical arrangement of the classroom be conducive to individual and group activities.
4. That the children be provided sufficient time to read independently books selected freely from the collection of children's literature.
5. That the children be provided adequate time to interpret and to share their reading experiences with their peers, by means of

various challenging and enjoyable creative activities.

6. That a peer-tutor program be designed to assist the teacher in implementing the children's literature program.

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APPENDIX A

1. Figure 1. Basal Readers Prescribed for Use in Grades I-VI by the Newfoundland Department of Education, 1967-1977

2. Figure 2. Physical Layout of Classroom

Year	Basic Reader Series									Grade						School
	C F	F & F	L & L	G I L P	Y C R	V		N O H	S P	I	II	III	IV	V	VI	
1967	x									x	x	x	x	x	x	Prot.
–		x								x	x	x				R.C.
1968			x										x	x	x	R.C.
1968	x									x	x	x	x	x	x	n.s.
–		x								x	x	x				R.C.
1969			x										x	x	x	R.C.
1969	x									x	x	x	x	x	x	n.s.
–		x								x	x	x				R.C.
1970			x										x	x	x	R.C.
1970				x						x	x	x				n.s.
–					x					x	x	x				n.s.
1971	x												x	x	x	n.s.
			x										x	x	x	R.C.
1971				x						x	x	x				n.s.
–					x					x	x	x	x			n.s.
1972	x												x	x	x	n.s.
			x										x	x	x	R.C.
1972				x						x	x	x				n.s.
–					x					x	x	x	x	x		n.s.
1973						x								x		n.s.
	x														x	n.s.
			x												x	n.s.
							x						x	x	x	n.s.
1973				x						x	x	x				n.s.
–					x					x	x	x	x	x	x	n.s.
1974						x								x	x	n.s.
							x						x	x	x	n.s.
1974				x						x	x	x				n.s.
–					x					x	x	x	x	x	x	n.s.
1975								x		x	x	x				n.s.
									x				x			n.s.
						x								x	x	n.s.
							x						x	x	x	n.s.

(cont'd.)

Year	Basic Reader Series									Grade						School
	CF	F&F	L&L	GILP	YCR	V	OH	NOH	SP	I	II	III	IV	V	VI	
1975				x						x	x	x				n.s.
–					x					x	x	x	x	x	x	n.s.
1976								x		x	x	x				n.s.
									x				x			n.s.
						x								x	x	n.s.
							x						x	x	x	n.s.
1976				x						x	x	x				n.s.
–					x					x	x	x	x	x	x	n.s.
1977								x		x	x	x				n.s.
									x				x			n.s.
						x								x	x	n.s.
							x						x	x	x	n.s.
1977				x						x	x	x				n.s.
–					x					x	x	x	x	x	x	n.s.
1978								x		x	x	x				n.s.
									x				x			n.s.
						x								x	x	n.s.
							x						x	x	x	n.s.

Key:

CF: The Curriculum Foundation Series
F&F: Faith and Freedom Series
L&L: Light and Life Series
GILP: Ginn Integrated Language Program
YCR: Young Canada Readers
V: Voyager Series
OH: The Open Highways Series
NOH: The New Open Highways Series
SP: Starting Points in Reading

Prot.: Protestant
R.C.: Roman Catholic
n.s.: not stipulated
x: program used and grades using program

Figure 1. Basal Readers Prescribed for Use in Grades I-VI by the Newfoundland Department of Education, 1967-1977.

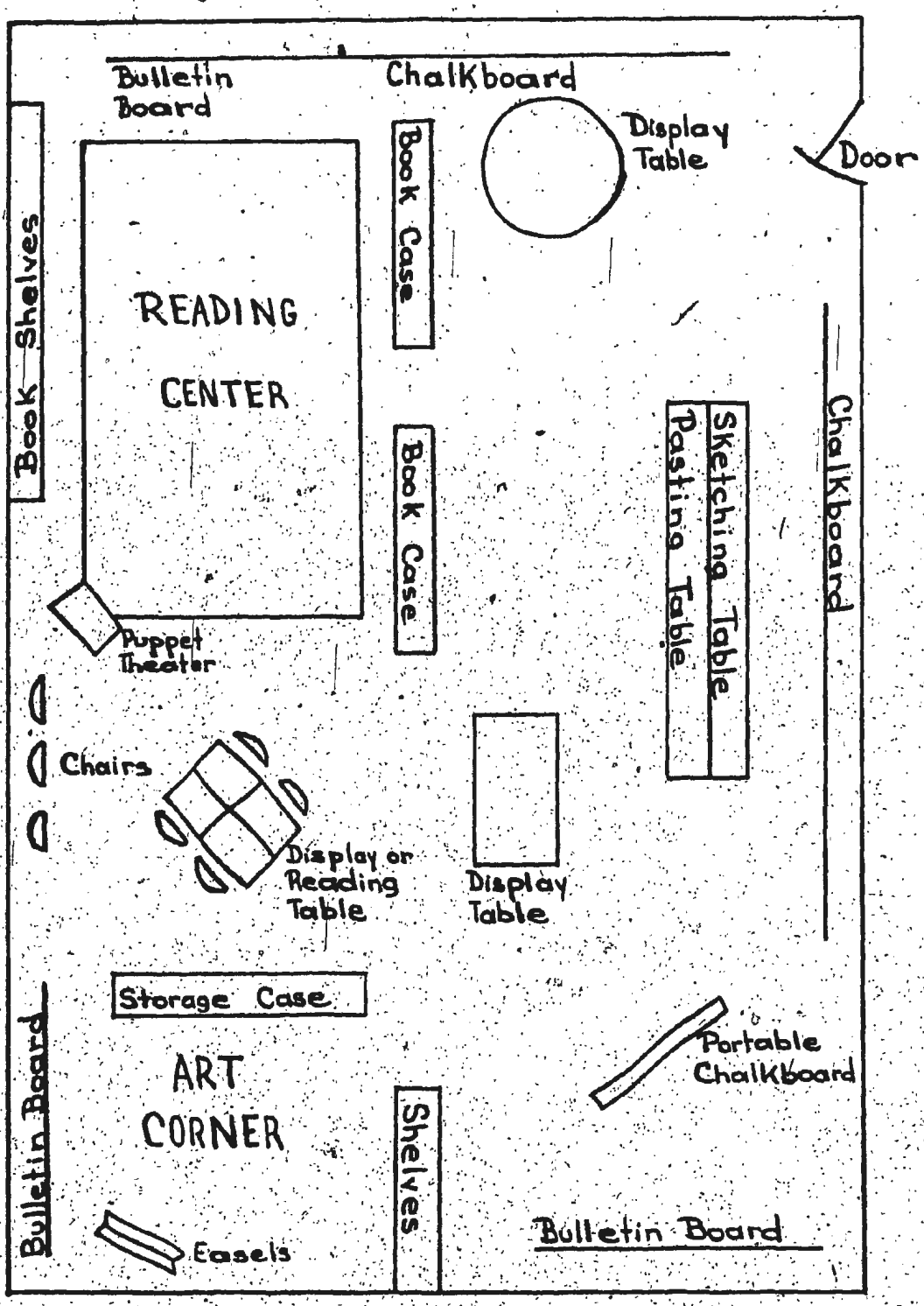

Figure 2. Physical Layout of Classroom.

APPENDIX B

1. Inventory of Reading Attitude
2. Preference Questionnaire
3. Interest Inventory

INVENTORY OF READING ATTITUDE

Name: _____ Birth Date: _____ Age: ___ Sex: ___

Grade: ___ School: _____ Teacher: _____ Date: ___

DIRECTIONS: The teacher reads the questions to the student. The student circles his answers.

1.	Do you like to read before you go to bed?	Yes No
2.	Are you interested in what other people read?	Yes No
3.	Do you like to read when mother and father are reading?	Yes No
4.	Is reading your favorite subject at school?	Yes No
5.	If you could do anything you wanted to do, would reading be one of the things you would choose to do?	Yes No
6.	Do you think that you are a good reader for your age?	Yes No
7.	Do you like to read catalogues?	Yes No
8.	Do you think that most things are more fun than reading?	Yes No
9.	Do you like to read aloud for other children at school?	Yes No
10.	Do you like to tell stories?	Yes No
11.	Do you like to read the newspaper?	Yes No
12.	Do you like to read all kinds of books at school?	Yes No
13.	Do you like to answer questions about things you have read?	Yes No
14.	Do you like to talk about books you have read?	Yes No
15.	Does reading make you feel good?	Yes No

16. Do you feel that reading time is the best part of the school day Yes No

17. Do you find it hard to write about what you have read? Yes No

18. Would you like to have more books to read? Yes No

19. Do you like to act out stories that you have read in books? Yes No

20. Do you like to take reading tests? Yes No

PREFERENCE INVENTORY

Name: _____ Birth Date: _____ Age: ____ Sex: ____

Grade: ____ School: _____ Teacher: _____ Date: ____

DIRECTIONS: The teacher reads the questions to the student. The student circles his answers.

1. Would you like to read about a child exploring a cave?

Yes No

2. Would you like to read about a child who has a pet?

Yes No

3. Would you like to read about funny things that happen to a seven-year-old child?

Yes No

4. Would you like to read about the way people lived long ago?

Yes No

5. Would you like to read about how to make things?

Yes No

6. Would you like to read about the things a family might do?

Yes No

7. Would you like to read about a magic ring?

Yes No

8. Would you like to read about a happy day at the beach?

Yes No

9. Would you like to read about animals?

Yes No

10. Would you like to read about a funny dress-up party?
Yes No

11. Would you like to read about old-fashioned things?
Yes No

12. Would you like to read about building boats?
Yes No

13. Would you like to read about a grandmother's (father's) visit?
Yes No

14. Would you like to read about a friendly giant?
Yes No

15. Would you like to read about what an astronaut does?
Yes No

16. Would you like to read about a haunted house?
Yes No

17. Would you like to read about what you can be when you grow up?
Yes No

18. Would you like to read about boys and girls who live in a faraway country?
Yes No

19. Would you like to read about a person on television?
Yes No

20. Would you like to read about how plants grow?
Yes No

21. Would you like to read about playing hockey in the N.H.L.?
Yes No

22. Would you like to read about building a bridge?
Yes No

23. Would you like to read about a mysterious noise?
Yes No

24. Would you like to read about a policeman and a fireman?
Yes No

25. Would you like to read about living in China?
Yes No

26. Would you like to read about Indians and Eskimos?
Yes No

27. Would you like to read about how a tadpole changes into a frog?
Yes No

28. Would you like to read about winning a monopoly game?
Yes No

29. Would you like to read about a child who was afraid?
Yes No

30. Would you like to read about winning a prize?
Yes No

31. Would you like to read about an exciting airplane ride?
Yes No

32. Would you like to read about a child who didn't learn his numbers?
Yes No

33. Would you like to read about a flying balloon trip?
Yes No

34. Would you like to read about different ways to travel?
Yes No

INTEREST INVENTORY

Name: _____ Birth Date: _____ Age: ____ Sex: ____

Grade: ____ School: _____ Teacher: _____ Date: ____

QUESTION	ANSWER		
	YES	NO	OTHER
A. Play and Other Activities:			
1. What do you like to do best, in your spare time?			a. b. c. d.
2. What do you usually do:			
i. after school?			a. b. c. d.
ii. on weekends?			a. b. c. d.
3. What are your favorite games?			a. b. c. d.

QUESTION	ANSWER		
	YES	NO	OTHER
4. Do you like to make things? What things have you made?			a. b. c. d.
5. What things do you play with at home?			a. b. c. d.
Which one do you like best?			
6. Is there anything (e.g. toy) that you would like to have very much? If yes, what?			
7. Do you like pets? If yes, do you have a pet? If yes, what is it? If no, what kind of pet would you like?			
8. What animals do you like?			a. b. c. d.
If you could choose any animal, for a pet, what animal would you choose?			

QUESTION	ANSWER		
	YES	NO	OTHER
9. Do you collect things? If yes, what?			a. b. c. d.
If no, if you could collect anything, what would you collect?			
10. Do you take lessons (e.g. music, ballet)? If yes, what kind?			a. b. c. d.
If no, would you like to take lessons? If yes, what type?			a. b. c. d.
11. Are you in any clubs or organizations (e.g. beavers)? If yes, what?			a. b. c. d.
How long? What do you like best about the club or organization? If no, would you like to be in a club or organization? If yes, which one?			a. b.
12. If you could have three wishes, which might come true, what would they be?			a. b. c.

QUESTION	ANSWER		
	YES	NO	OTHER
13. Do you ever wish you were someone else? If yes, who?			
14. Are there some things you're afraid of? If yes, what are they?			a. b. c. d.
15. What would you like to do when you grow up?			a. b. c. d.
B. Television, Radio and Movies:			
16. Do you watch T.V.? How much on a schoolday? How much on a weekend?			hours hours
17. What T.V. programs do you like best? (1st, 2nd, 3rd, 4th)			a. b. c. d.
18. Who is your favorite male T.V. personality?			
19. Who is your favorite female T.V. personality?			

QUESTION	ANSWER		
	YES	NO	OTHER
20. Do you listen to the radio? How much on a schoolday? How much on a weekend?			hours hours
21. What radio programs do you like best? (1st, 2nd, 3rd, 4th)			a. b. c. d.
22. Who is your favorite male radio personality?			
23. Do you listen to records? If yes, what kind? (music/story) What is your favorite record?			a. b.
24. Name the best movies you have seen recently.			a. b. c. d.
25. Who is your favorite male movie star?			
26. Who is your favorite female movie star?			

QUESTION	ANSWER		
	YES	NO	OTHER
C. Reading			
27. Do you like to have someone read a story to you? If yes, what are some of the best stories that have been read to you?			a. b. c. d.
Who read them?			
28. Do you like to have someone tell a story to you? If yes, who tells the best stories to you?			
29. Do you like to look at magazines? If yes, which magazines?			a. b. c. d.
30. Do you like to look at comic books? If yes, which comic books? (title or type)			a. b. c. d.
31. Do you like to read? If yes, what books or stories have you read?			a. b. c. d.

QUESTION	ANSWER		
	YES	NO	OTHER
32. What books or stories do you like best?			a. b. c. d.
33. Do you have books of your own? If yes, about how many?			
34. Do you go to any library?			
35. Which of the following things do you like to do best? i. read books ii. listen to stories iii. go to movies iv. listen to the radio v. listen to records vi. look at television vii. play			

APPENDIX C

Individual Children's Profiles

Subject A

A quiet, seven-year-old boy, with above average intellectual ability, but a year and a half below his grade level in reading achievement. His Inventory of Reading Attitude indicated that he enjoyed listening to stories and participating in reading activities which required little reading, such as talking about stories he had heard and looking through catalogues. His main reading preferences, as identified by his Preference Questionnaire, were mystery, sports, and adventure. His prime interests, as identified by his Interest Inventory, were watching television shows, such as The Flintstones, Space 1999, and cartoons; going to the movies, especially humorous ones; and playing outdoors with his dinkies and bicycle.

During the project, Subject A quickly became interested in books and enthusiastic about the reading activities, especially the sharing activities. He thoroughly enjoyed constructing a peep-show for the story Georgie and the Noisy Ghost and making mobiles of his favorite story characters, such as Simp in Cannonball Simp and Harry in Harry the Dirty Dog. Within the first four weeks of the project he was taking home six books per week. He read 18 books, had family members read 18 books to him, and listened to 40 books read by the intern and his peer-tutor. Books read by the subject himself included Georgie to the Rescue and I Want to be a Hockey Player; books read to him at home included The First Book of Airplanes, A Book of Astronauts

for You, and Winter Rescue; and books read by the intern and his peer-tutor included Cannonball Simp and The Story of Ping.

Subject B

A very withdrawn six-year-old boy who required a great deal of encouragement to participate verbally in any activity. He did enjoy, however, participating in art activities, such as painting. While his intellectual ability was in the average range, his reading achievement was a year below his grade level. According to his Inventory of Reading Attitude, he enjoyed listening to stories, but he disliked reading as a school subject, and any activities related to reading, such as telling and writing stories, answering questions about stories and dramatizing stories. His Preference Questionnaire showed that he preferred to read about humorous happenings, making things, and mysterious adventures. His Interest Inventory indicated that he enjoyed playing outdoors with his race cars, especially his hot wheels; watching television programs, such as The Flintstones; and caring for his two dogs.

During the project, Subject B gradually became an active participant in all reading activities. He particularly enjoyed the library visits and plasticine modelling of his favorite story characters, such as Curious George in Curious George stories and Max in Where the Wild Things Are. Although his attitude toward most reading activities was negative

at first, by the fourth week of the project he was so enthusiastic about books that he was taking home six books each week to read and have read to him. He read 18 books, had family members read 18 books to him, and listened to 40 books read by the intern and his peer-tutor, who tried on most occasions to read books for which he expressed preference. Books read by the subject himself included Harry by the Sea and Georgie and the Robbers; books read to him at home included Elephant in a Well; books read by the intern and his peer-tutor included The Steadfast Tin Soldier, Georgie and the Noisy Ghost, and Angus and the Cat.

Subject C

A shy, six-year-old boy, with an average intellectual ability, but a year below his grade level in reading achievement. His Inventory of Reading Attitude indicated that he enjoyed hearing stories, but did not enjoy reading them or doing any activities related to reading, such as writing or telling stories, and answering questions. According to his Preference Questionnaire, he preferred adventure stories, domestic and wild animal stories and magical stories. His Interest Inventory showed that he enjoyed riding his bicycle and playing hockey; playing games, such as Monopoly; and watching cartoons on television.

Although at first Subject C was quite hesitant to take home books, because he 'always had to read them', he was very interested in all activities during the daily

sessions. He liked especially performing puppet shows of stories he had read or heard, such as The Runaway Bunny and Angus and the Ducks. During the project, he read 10 books, and listened to 40 books read by the intern and his peer-tutor. Books read by Subject C included Seven Diving Ducks and Little Toot, and books read by the intern and his peer-tutor included A Baby Sister for Frances and The Tail Who Wagged the Dog.

It may be an indication of some change in attitude that Subject C six weeks after the completion of the project shovelled snow to earn enough money to buy a book from the See-Saw Book Club.

Subject D

A seven-year-old boy, with low average intellectual ability, but a year below his grade level in reading achievement. His Inventory of Reading Attitude indicated a completely negative attitude toward reading and a strong aversion to even listening to stories. His Preference Questionnaire indicated that he preferred animal stories, sports stories and humor. According to his Interest Inventory, he was interested in television programs, such as All in the Family, and the late shows; and games, such as air-jet hockey, Masterpiece and Monopoly.

This boy showed very little enthusiasm for any reading activities during the first two weeks of the project. A great deal of encouragement and positive reinforcement

were required to have him participate in a sharing activity. By the third week, the intern noted a positive change. One morning, when The Biggest Bear was being read aloud, the intern noted intense concentration by Subject D. After the story was completed he asked if he could have a second look at the book during his sharing time because he liked the story and the pictures. He was given the book, without any further discussion. That afternoon, after school, Subject D returned to the intern's classroom requesting two books to take home, the first he had taken since the project was initiated. From this incident on, he became totally involved with all the reading activities. He was particularly interested in storytelling sessions and dressing up to represent his favorite story characters, such as the man in The Man Who Didn't Wash His Dishes. Another incident indicative of his change in attitude toward reading may be noted in this statement he made: "I enjoyed Nubber Bear so much I had it read five times." During the project, Subject D read 8 books, had his mother read 6 books to him, and listened to 40 books read by the intern and his peer-tutor. Books read by the subject himself included The Bike Lesson; books read to him by his mother included Nubber Bear; and books read by the intern and his peer-tutor included Stone Soup and Peter's Chair.

Subject E

A seven-year-old girl of low average intellectual ability and reading a year below her grade level. Her

Inventory of Reading Attitude showed that she enjoyed listening to stories and participating in reading activities, such as answering questions, discussing and writing stories, and dramatizing stories. Her Preference Questionnaire indicated that she preferred animal stories, mystery stories, and humor. According to her Interest Inventory, her main interests were outdoor activities, such as skipping and playing with friends.

During the project, Subject E became enthusiastic about all reading activities. She thoroughly enjoyed dramatizing her stories. One such dramatization was Hurry, Hurry. She read 16 books, had family members read 16 books to her, and listened to 40 books read by the intern and her peer-tutor. Books read by the subject herself included Are You My Mother? and Rosie's Walk; books read to her at home included Georgie and the Noisy Ghost, Once Upon a Mouse and Ask Mr. Bear; books read by the intern and her peer-tutor included The Wrong Side of Bed.

Subject F

A quiet, six-year-old girl with a low average intellectual ability, a year and a half below her grade level in reading achievement. Although her Inventory of Reading Attitude indicated that she enjoyed listening to and dramatizing stories, she did not enjoy the time spent in reading during the school day. Her Preference Questionnaire showed she preferred animal, mystery, and family stories and her Interest Inventory showed she enjoyed playing with friends

and watching television programs, such as I Dream of Jeannie, It's Your Choice, and The Flintstones.

During the first two weeks of the project, Subject F was quite hesitant to take home books because she did not think she could read, and no one at home would read to her. This hesitation did not appear to interfere with her enthusiasm for the daily reading activities with the intern. She especially delighted in dramatizing stories. One such dramatization was a finger puppet show of the story Andy and the Lion. With encouragement and reassurance from the intern that she could read, Subject F's attitude toward taking home books slowly changed and she persuaded her mother to read to her before the project was terminated. She read 8 books, had her mother read 6 books to her, and listened to 40 books read by the intern and her peer-tutor. Books read by the subject herself included The Snow Baby; books read to her by her mother included Johnny Lion's Rubber Boots; and books read by the intern and her peer-tutor included Keep Your Mouth Closed, Dear and William and his Kitten.

Subject G

A seven-year-old boy with above average intellectual ability, a year and a half below his grade level in reading achievement. He verbalized very well and was quite well informed about topics of interest to him, such as swimming, skiing, and travelling. Although he was very interested in learning about new topics, his Inventory of Reading Attitude

indicated that he disliked reading. His Preference Questionnaire showed that he enjoyed adventure, science, and sports stories and his Interest Inventory showed that he enjoyed outdoor activities, such as canoeing, swimming, climbing trees and riding his bicycle; he liked animals, particularly horses; and enjoyed listening to records.

Although Subject G expressed negative feelings toward reading, he was one of three children who was taking home six books by the fourth week of the project. The intern observed that as the project progressed, Subject G's reading attitude changed. By the third week, he was totally involved with all reading activities. He thoroughly enjoyed the public library visits and the returning of books to the school library. These activities allowed him opportunity to browse and find books of interest to him, such as Rockets and Satellites and What Makes Day and Night. During the project, he read 18 books, had family members read 18 books to him, and listened to 40 books read by the intern and his peer-tutor. Books read by the subject himself included The Monkey in the Rocket and The Horse in Harry's Room, books read to him at home included Animals Everywhere, and books read by the intern and his peer-tutor included Mike Mulligan and His Steam Shovel and Nic of the Woods.

Subject H

A seven-year-old boy with low average intellectual ability, a year and a half below his grade level in reading

achievement. His Inventory of Reading Attitude indicated that he disliked reading and any activity which involved reading. According to his Preference Questionnaire, he preferred sports, making things and humorous stories. His Interest Inventory indicated that he enjoyed playing football and cowboys, going to movies, and watching television cartoons and programs, such as Mr. Dress-Up.

Subject H required a great deal of individual attention, encouragement, and positive reinforcement to interest him in any reading activity. During the first two weeks of the project, he found it very difficult to sit for more than five minutes and listen to a story or participate in a sharing activity. It was in the third week that the intern noted that Subject H was attending longer to his sharing activity. In the fourth week of the project, his peer-tutor read him the story The Mitten which he thoroughly enjoyed. His sharing activity for this story was making finger puppets of the characters so that he could put on a finger puppet show for his peers. His enthusiasm for this activity and an indicator of a change in his reading attitude may be noted in this comment, "I can't wait until I return to (intern's name) classroom to finish my finger puppets of the characters in the story The Mitten."

By the project's termination date, Subject H had read 8 books, had had family members read 6 books to him, and had listened to 40 books read by the intern and his peer-tutor. Books read by the subject himself included The Yellow Boat and

and The Birthday Car; books read to him at home included Georgie to the Rescue and Curious George; and books read to him by the intern and his peer-tutor included Snowshoe Paws and Whistle for Willie.

Subject I

A quiet, six-year-old boy, with above average intellectual ability, a year and a half below his grade level in reading achievement. His Inventory of Reading Attitude showed that he enjoyed listening to stories, but disliked reading as a school subject and any activities which involved reading, for example, discussing and writing about stories, and telling or dramatizing stories. His Preference Questionnaire showed that he preferred adventure, animals, and do-it-yourself books, and his Interest Inventory indicated that he enjoyed playing with blocks and puzzles, and watching television cartoons.

During the project, Subject I became very interested in books and reading activities. He particularly enjoyed working with his peer-tutor and making a collage of one of his favorite story characters, Harry in Harry by the Sea. Although at first he was hesitant about taking home books, because he did not enjoy reading them, by the third week he was taking home two books each week. Before the project terminated, he read 8 books, had family members read 6 books to him, and listened to 40 books read by the intern and his peer-tutor. Books read by the subject himself included

No Fighting, No Biting! and No Funny Business; books read to him at home included Story of Babar and The Little Engine That Could; and books read by the intern and his peer-tutor included The Biggest Bear and The Story of Ferdinand.

APPENDIX D

Selection Aids

BOOK SELECTION AIDS--A SELECTED LIST

Arbuthnot, M.H., Clark, M.M., Long, H.G., & Hadlow, R.M. Children's books too good to miss. Cleveland: The Press of Case Western Reserve University, 1971.

Best books for children: A catalogue. New York: R.R. Bowker. Published annually.

Books for children. Chicago: American Library Association, 1968.

Children's catalogue. New York: H.W. Wilson, 1976.

Cianciolo, P. Picture books for children. Chicago: American Library Association, 1973.

Eakin, M.K. Good books for children (3rd ed.). Chicago: University of Chicago Press, 1967.

Eakin, M.K., & Merritt, E. Subject index to books for primary grades (3rd ed.). Chicago: American Library Association, 1973.

Elementary school library collection (11th ed.). Newark: Bro-Dart Publishing, 1977.

Hodges, E.D. (ed.). Books for elementary school libraries: An initial collection. Chicago: American Library Association, 1969.

Reid, V. (ed.). Reading ladders for human relations. Washington, D.C.: American Council on Education, 1972.

Spache, G.D. Good reading for poor readers. Champaign: Garrard Publishing, 1974.

BOOK REVIEWING PERIODICALS--A SELECTED LIST

Bookbird. Vienna: International Board of Books for Young People.

Booklist. Chicago: American Library Association.

Bulletin of the center for children's books. Chicago: University of Chicago Press.

Canadian materials. Ottawa: Canadian Library Association.

Horn book magazine. Boston: The Horn Book.

Junior bookshelf. Huddersfield, England: Woodfield & Stanley.

In review: Canadian books for children. Toronto: Provincial Library Service.

School library journal. New York: R.R. Bowker.

Top of the news. Chicago: American Library Association.

APPENDIX E

(All listed books were available to the children during the course of the project. Those marked with an asterisk were read to the children by the intern.)

1. Read Aloud Stories
2. Read Aloud Poetry
3. Storytelling Books
4. Trade Books

READ ALOUD BOOKS

*Aliki. Keep your mouth closed, dear.

Andersen, H.C. The emperor's new clothes.

*_____ The steadfast tin soldier.

Ardizzone, E. Little Tim and the brave sea captain.

_____ Tim to the lighthouse.

*_____ The wrong side of bed.

Asheron, S. Little gray mouse goes sailing.

Bemelmans, L. Madeline.

Berenstain, S. & Berenstain, J. Bears on wheels.

_____ The bike lesson.

Bethell, J. The monkey in the rocket.

Bishop, C. Five Chinese brothers.

Bond, G.B. Patrick will grow.

Bright, R. Georgie and the noisy ghost.

*_____ Georgie's Halloween.

_____ Georgie to the rescue.

Brooke, L. Johnny Crow's garden.

Brown, M.W. Big red barn.

_____ Once a mouse.

_____ Pip moves away.

_____ Runaway bunny.

*_____ Stone soup.

*_____ Wait till the moon is full.

Burningham, J. Cannonball Simp.

Burton, V. The little house.

*_____ Mike Mulligan and his steam shovel.

Calhoun, M. The witch of hissing hill.

Carrick, C. The dirt road.

Carroll, R. The chimp and the clown.

_____ What whiskers did.

Charles, D. Busy beaver's day.

*Dalgliesh, A. The bears on Hemlock Mountain.

de Brunhoff, J. Babar's cousin, that rascal Arthur.

_____ Story of Babar.

Delafield, C. Mrs. Mallard's ducklings.

*Dewitt, J. The littlest reindeer.

Duvosin, R. Petunia.

*Fatio, L. The happy lion.

*Fenton, E. The big yellow balloon.

Flack, M. Angus and the cat.

_____ Ask Mr. Bear.

_____ The boats on the river.

*_____ The story of Ping.

_____ Wait for William.

_____ William and his kitten.

Friskey, M. Mystery of Rackety's Way.

_____ Seven diving ducks.

*Gag, W. Millions of cats.

Galdone, P. The little red hen.

Gramatky, H. Airplanes.

_____ Little Toot.

_____ Little Toot on the Grand Canal.

_____ Little Toot on the Thames.

Guilfoile, E. Have you seen my brother?

Hillert, M. The birthday car.

_____ Circus fun.

_____ The snow baby.

_____ The three goats.

_____ The yellow boat.

*Hoban, R. A baby sister for Frances.

_____ A bargain for Frances.

_____ Bedtime for Frances.

_____ Best friends for Frances.

_____ A birthday for Frances.

_____ Ugly bird.

Hoff, S. The horse in Harry's room.

Hurd, E.T. Hurry, hurry.

_____ Johnny Lion's rubber boots.

_____ No funny business.

Janice (pseud.) Little bear learns to read the chalkboard.

_____ Little bear's pancake party.

*Johnson, M.S. Snowshoe paws.

Kah, V. The duchess bakes a cake.

*Keats, E.J. Peter's chair.

*_____ The snowy day.

_____ Whistle for Willie.

King, P. Mabel the whale.

Kitt, T. The boy who fooled the giant.

Krasilovsky, P. The cow who fell in the canal.

_____ The man who didn't wash his dishes.

Krauss, R. Carrot seed.

_____ Everything under a mushroom.

_____ The happy egg.

_____ How spider saved Halloween.

_____ The tail who wagged the dog.

_____ A very special house.

Leaf, M. The story of Ferdinand.

Lear, E. Incidents in the life of my Uncle Arly.

*_____ The owl and the pussycat.

Lenski, L. Big little Davy.

_____ Davy and his dog.

_____ Debbie and her family.

_____ A dog came to school.

_____ The little auto.

_____ The little sail boat.

LeSieg, T. Ten apples up on top.

*Lindgren, A. The tomten.

_____ The tomten and the fox.

Lipkind, W. Finders keepers, losers weepers.

MacGregor, E. Theodore turtle.

Mayer, M. Frog, where are you?

Massey, J. The littlest witch.

*McCloskey, R. Blueberries for Sal.

_____ Lentil.

_____ Make way for ducklings.

McClure, H. Children of the world say 'Good morning'.

Miklowitz, G.D. Barefoot boy.

Minarik, E. Little bear.

_____ No fighting, no biting!

Newberry, C. April's kittens.

_____ Smudge.

_____ Widge.

Piper, W. The little engine that could.

Potter, B. The tale of Peter Rabbit.

Poulet, V. Blue bug and the bullies.

Rees, E. Brer Rabbit and his tricks.

*Rey, H.A. Curious George.

_____ Curious George gets a medal.

_____ Curious George goes to the hospital.

_____ Curious George takes a job.

Scarry, R. The supermarket mystery.

_____ Waggy and his friends.

*Sendak, M. Where the wild things are.

*Seuss, Dr. And to think that I saw it on Mulberry Street.

_____ Bartholomew and the oobleck.

*_____ The 500 hats of Bartholomew Cubbins.

_____ Green eggs and ham.

_____ Horton hatches the egg.

Slobodkin, L. The amiable giant.

Steig, W. Sylvester and the magic pebble.

Tapio, P.D. The lady who saw the good side of everything.

Tresselt, A. Hide and seek fog.

Tworkov, J. The camel who took a walk.

Udry, J.M. If you're a bear.

Wahl, J. Cabbage moon.

_____ Dr. Rabbit.

*Ward, L. The biggest bear.

_____ Nic of the woods.

Wildsmith, B. The little wood duck.

Williamson, S. The no-bark dog.

Yashima, T. Crow boy.

Zion, G. Harry and the lady next door.

_____ Harry by the sea.

*_____ Harry the dirty dog.

_____ Hide and seek day.

Zolotow, C. Mr. Rabbit and the lovely present.

_____ Storm book.

READ ALOUD POEMS

Aldis, D. Hiding.

_____ Little.

Allingham, W. A swing song.

*Anglund, J.W. A friend is someone who likes you.

Baruch, D. Barber's clippers.

Behn, H. This happy day.

*Chute, M. My dog.

*De La Mare, W. Five eyes.

_____ Tired Tim.

Field, R. City rain.

_____ Doorbells.

_____ The ice-cream man.

*_____ My inside-self.

Fyleman, R. The dentist.

Hoberman, M.A. A year later.

*Kuskin, K. The things I do.

*Lee, D. Half way dressed.

*McCord, D. The pickety fence.

*Mitchell, L.S. The house of the mouse.

Morley, C. Animal crackers.

Nohelty, S. Eleven and three are poetry.

*Richard, L. Eletelephony.

Stevenson, R.L. The swing.

_____ Wind.

Wynne, A. Piping robin.

READ ALOUD POETRY BOOKS

Aldis, D. All together.

Arbuthnot, M.H. & Root, S.L. (eds.) Time for poetry.

Blishen, E. (comp.) Oxford book of poetry.

Caudill, R. Come along.

Cole, W. (ed.) The birds and the beasts were there.

_____ I went to the animals fair: A book of animal poems.

_____ Poems of magic and spells.

De La Mare, W. Peacock pie.

Field, R. Poems.

Geismer, B.O. & Suter, A.B. Very young verses.

Lear, E. The complete nonsense book.

*Lee, D. Garbage delight.

Livingstone, M.C. (ed.) Listen, children, listen: An anthology of poems for the very young.

McEwen, C.S. (ed.) Away we go!

Milne, A.A. Now we are six.

_____ When we were very young.

*Orleans, I. Gingerbread children.

Reed, G. (comp.) Out of the ark: An anthology of animal verse.

Stevenson, R.L. A child's garden of verse.

Thompson, J.M. (ed.) Poems to grow on.

STORYTELLING BOOKS

Andersen, H.C. Thumbelina.

_____ The ugly duckling.

*Anderson, P.S. Queer company.

Bond, M. A bear called Paddington.

Brown, M. Three Billy-Goats Gruff.

Ets, M.H. Elephant in a well.

Friskey, M. Chicken little, count-to-ten.

*Gag, W. Millions of cats.

Haley, G.E. A story - A story.

Keloff, S. The mystery of the missing red mitten.

*Krasilovsky, P. The man who didn't wash his dishes.

Lionni, L. Inch by inch.

*Mayer, M. A boy, a dog, and a frog.

McCloskey, R. One morning in Maine.

Monjo, F.N. The drinking gourd.

Payne, E. Katy no pockets.

Politi, L. Little Leo.

Slobodkin, L. Magic Michael.

Williams, M. The velveteen rabbit.

Wilson, B.V. Cheese, peas, and chocolate pudding.

TRADE BOOKS

Aliki. The story of Johnny Appleseed.

Anderson, C.W. Blaze and the forest fire.

_____ Blaze and the gypsies.

_____ The crooked colt.

_____ High courage.

Anglund, J.W. Cowboy and his friend.

_____ In a pumpkin shell.

Ardizzone, E. Nicholas and the fast moving diesel.

_____ Peter the wanderer.

Asheron, S. How to find a friend.

_____ The surprise in the story book.

Aulaire, I. Animals everywhere.

_____ Ola.

_____ Two cars.

Baker, E.H. About a bicycle, a bicycle for Linda.

_____ I want to be a hockey player.

Balian, L. Humbug witch.

Barrie, J. Peter Pan.

Behn, H. All kinds of time.

_____ Little igloo.

Beim, J. Andy and the school bus.

_____ The smallest boy in the class.

Belting, N. Christmas folk.

Bemelmans, L. Madeline and the bad hat.

_____ Madeline's rescue.

Benchley, N. Oscar Otter.

_____ Strange disappearance of Arthur Cluck.

Bendick, J. The first book of airplanes.

Berenstain, S. & Berenstain, J. The bears' picnic.

_____ Inside, outside, upside down.

Beresford, E. The snow womble.

Birnbaum, A. Green eyes.

Biro, V. Gumdrop goes to London.

Blades, A. A boy of Taché.

_____ Mary of Mile 18.

Blough, G.O. After the sun goes down.

Bonsall, C.N. The case of the cat's meow.

_____ Who's a pest?

Branley, F.M. A book of astronauts for you.

_____ Rockets and satellites.

_____ Timmy the tin can telephone.

_____ What makes day and night.

Braucher, B. Belinda and me.

_____ Mr. Tall and Mr. Small.

Bremburg, P. Doctor Sean.

Brett, M. Robin finds Christmas.

Bright, R. Georgie and the robbers.

Brooke, L. Golden goose book.

Brown, M. Once a mouse.

Brown, M.W. Christmas in the barn.

_____ Company's coming for dinner.

_____ Pussycat's Christmas.

_____ Sleepy little lion.

Buck, P. Pets from the pond.

Buff, M. & Buff, C. Hurry, Skurry and Flurry.

Burningham, L. Mr. Gumpy's motor car.

_____ Mr. Gumpy's outing.

Burton, V.L. Calico, the wonder horse.

_____ Katy and the big snow.

Carrick, C. The old barn.

_____ The pond.

Carroll, L. Alice in Wonderland.

Carroll, R. Chimp and the clown.

_____ The Christmas kitten.

Carelton, B. Benny and the bear.

Caudill, R. Happy little family.

_____ Pocketful of cricket.

Cerf, B.A. Book of animal riddles.

Charmatz, B. Cats whiskers.

Clymer, E. Benjamin in the woods.

_____ Chipmunk in the forest.

Coombs, P. Dorrie and the haunted house.

Cooper, P. Let's find out about Halloween.

de Brunhoff, L. Babar and his children.

_____ Babar loses his cousin.

_____ Babar the king.

Delage, I. The old witch goes to the ball.

Dent, J.M. Winter rescue.

Drummond, V.H. Miss Anna Truly and the Christmas lights.

Dudley, M. Bad mousie.

Duvoisin, R.A. Petunia and the song.

_____ Petunia's Christmas.

_____ Two lonely ducks.

Eastman, P. Are you my mother?

Eitzen, A. Birds in wintertime.

Elkin, B. Al and the magic lamp.

_____ King's wish.

_____ Lucky and the giant.

Emberley, B. Night's nice.

Engelbrektson, S. The sun is a star.

Ets, M.H. Gilberto and the wind.

_____ Nine days to Christmas.

_____ Play with me.

_____ Talking without words.

Fatio, L. The happy lion and the bear.

_____ The happy lion roars.

_____ The happy lion's vacation.

Fennenna, I. Dirk's wooden clogs.

Flack, M. Walter the lazy mouse.

Friskey, M. Indian two feet and the wolf cubs.

_____ Johnny and the monarch.

_____ The perky little engine.

Galdone, P. Henny Penny.

_____ The old Mother Hubbard and her dog.

_____ The old woman and her pig.

Glendinning, S. Jimmy and Joe find a ghost.

_____ Jimmy and Joe meet a Halloween witch.

Goudey, A.E. The day we saw the sun come up.

Graham, M.B. Benjy and the barking bird.

Gramatky, H. Loopy.

Graves, R. The big green book.

Greene, G. I want to be a policeman.

_____ I want to be a zoo-keeper.

Grimm, J. Rapunzel.

_____ The sleeping beauty.

_____ The travelling musicians.

Gurney, N. Impossible dogs and troublesome cats.

Hader, B. The big snow.

_____ Lost in the zoo.

Haley, G.E. A story, a story.

Hamberger, J. The day the sun disappeared.

_____ The peacock who lost his tail.

Harper, W. Ghosts and goblins.

Hefflefinger, J. At the pet hospital.

Hoare, R.J. The story of aircrafts.

Hoban, R. The mole family's Christmas.

Hoban, T. Big ones, little ones.

Hogrogian, N. One fine day.

Howell, V. Who likes the dark?

Hutchins, P. Rosie's walk.

_____ So-so cat.

Jordan, H.J. How a seed grows.

Karasz, I. The twelve days of Christmas.

Keats, E.J. The little drummer boy.

Kellogg, S. Can I keep him?

Kipling, R. The elephant's child.

Kitt, T. The boy, the cat and the magic fiddle.

_____ Secret cat.

Krahn, F. How Santa Claus had a long and difficult journey delivering his presents.

Krasilovsky, P. The shy little girl.

_____ The very tall little girl.

Krauss, R. The happy day.

_____ Herman the helper.

La Fontaine, J. The rich man and the shoemaker.

Langstaff, J. On Christmas in the morning.

Lawson, R. Rabbit hill.

_____ Tough winter.

Lenski, L. The little train.

_____ Surprise for Davy.

_____ Susie Marian.

Levenson, D. The day Joe went to the supermarket.

_____ Too many pockets.

Lexau, J.M. I should have stayed in bed.

_____ The rooftop mystery.

_____ Striped ice-cream.

Lifton, B.J. The one-legged ghost.

Lines, K. Once in Royal David's City.

Lionni, L. Tico and the golden wings.

Lipkind, W. Nubber bear.

_____ Professor Bull's umbrella.

Lobel, A. Frog and toad are friends.

Lovett, L. Little lost kitten.

Lowery, J. How does a plant grow?

MacDonald, G. & Weisgard, L. The little island.

MacDonald, K.J. Patrick the diesel.

Manifold, L.F. The Christmas window.

Mayer, M. A boy, a dog, a frog, and a friend.

_____ Frog on his own.

McCloskey, R. Time of wonder.

McGinley, P. The horse who lived upstairs.

_____ A wreath of Christmas legends.

Milne, A.A. The house at Pooh Corner.

_____ Winnie-the-Pooh.

Minarik, E.H. Father Bear comes home.

_____ Little bear's friend.

Moore, C.C. The night before Christmas.

Moore, L. The magic spectacles.

_____ Night snow.

_____ The snake that went to school.

_____ Snowy morning.

Mowat, F. Owls in the family.

Munari, B. The elephant's wish.

Ness, E. Sam, Bangs and Moonshine.

Nodset, J.L. Who took the farmer's hat?

O'Brien, T. To know a tree.

Parish, P. Amelia Bedelia.

_____ Amelia Bedelia and the surprise shower.

_____ Granny and the Indian.

_____ Little Indian.

Peet, B. Hubert's hair-raising adventure.

Polgreen, J. Good morning, Mr. Sun.

Potter, B. The story of Miss Moppet.

_____ The tailor of Glouchester.

_____ The tale of Mrs. Tiggy-Winkle.

_____ The tale of Mrs. Tittlemouse.

Radlauer, E. Motorcycle mania.

_____ Snowmobiles.

_____ Soap race racing.

Rice, E. Ebbie.

Ringi, K. The winner.

Robins, P. Star Maiden.

Salten, F. Bambi.

Sawyer, R. Journey Cake, ho!

Scarry, R. Babykins and his family.

_____ Great big schoolhouse.

Schlein, M. Fast is not a ladybug.

_____ Heavy is a hippopotamus.

Sechrist, E.G. Heigh-Fo for Halloween.

Seuss, Dr. The cat in the hat.

_____ Foot book.

Sharmat, M.W. Burton and Dudley

Slobodkin, L. Caps for sale.

_____ Dinny and Danny.

Spencer, J. & Spencer, C. Spotlight on cats.

Stolz, M.S. Emmett's pig.

_____ Say something.

Thayer, J. Curious, furious chipmunk.

Tresselt, A. The mitten.

_____ White snow, bright snow.

Tudor, T. The doll's Christmas.

Turkle, B. Obadiah the bold.

Udry, J.M. Mary Ann's mud day.

_____ A tree is nice.

_____ What Mary Jo wanted.

Uttley, A. Little grey rabbit's pancake day.

_____ Squirrel goes skating.

Wahl, J. Crabapple night.

_____. Margaret's birthday.

Wasserman, S. Moonbeam finds a moon stone.

White, E.B. Stuart Little.

Zion, G. No roses for Harry.

Zolotow, C. Do you know what I'll do.

_____ If it weren't for you.

_____ The quarrelling book.

_____ Someday.

DRAMA ACTIVITIES

1. Activity: Creative dramatics

Materials: 1. story, folktale or poem
2. limited props.
3. limited costumes

Directions: 1. Select a story, folktale or poem.
2. Choose characters.
3. Have characters re-enact story, folktale or poem, using impromptu dialogue.
4. Present drama in a brief period of time.

Stories suitable for creative dramatics:

Ardizzone, E. Little Tim and the brave sea captain.

Brown, M. Henry - Fisherman.

Dalgliesh, A. The bears on Hemlock Mountain.

Emberley, B. Drummer Hoff.

Ets, M.H. Play with me.

Fatio, L. The happy lion.

Friskey, M. Seven diving ducks.

Titus, E. Anatole and the cat.

Will and Nicolas Finders Keepers.

APPENDIX F

Sharing Activities

1. Drama Activities
2. Art Activities

2. Activity: Pantomime.

Materials: Story or incident familiar to audience.

Directions: 1. Select a well-known story or incident.

2. Dramatize the story or incident through body movements only, no dialogue is required.

3. Body movements must be clear-cut, purposeful, precise and convincing.

Stories suitable for pantomime:

Edmonds, W.D. The matchlock gun.

Flack, M. Ask Mr. Bear.

Gag, W. Millions of cats.

Grimm, J. & W. Snow White and the seven dwarfs.

Leaf, M. The story of Ferdinand.

Potter, B. The tale of Peter Rabbit.

3. Activity: Dramatic play

Materials: Story with strong central characters.

Directions: 1. Select a character from a story.

2. No costumes or prescribed dialogue required.

3. Actor simply 'plays like' the character he is representing--he acts the way he interprets the role.

Stories suitable for dramatic play:

Bemelmans, L. Madeline's rescue (Madeline).

Burningham, J. Cannonball Simp (Simp).

Dewitt, J. The littlest reindeer (Littlest reindeer).

Flack, M. The story of Ping (Ping).

Gramatky, H. Little Toot on the Thames (Little Toot).

Kahl, V. The duchess bakes a cake (Duchess).

Keats, E.J. Peter's chair (Peter).

Parish, P. Amelia Bedelia and the surprise Shower (Amelia Bedelia).

Rey, H.A. Curious George goes to the hospital (George).

Sendak, M. Where the wild things are (Max).

Zion, G. Harry by the sea (Harry).

4. Activity: Puppetry.

Materials: puppets--any type

puppet theatre

Directions:

1. Select a story, poem or incident, with lively dialogue and plenty of action.
2. Identify characters in story, poem or incident.
3. Choose puppets to represent characters.
4. Allow the puppeteer(s) to re-enact the story, poem or incident using own dialogue.

Stories suitable for puppetry:

Brown, M.W. The runaway bunny.

Daugherty, J. Andy and the lion.

de Brunhoff, J. Babar stories.

Dines, G. Tiger in the cherry tree.

Flack, M. Angus and the ducks.

Leaf, M. The story of Ferdinand.

Lindman, M. Snipp, Snapp, Snurr stories.

Milne, A.A. Winnie-the-Pooh.

5. Activity: Creative rhythms

Materials: record or musical instrument

Directions:
1. Select a record or musical instrument appropriate for background music to a story.
2. Play the music while the story is being read aloud.
3. When a scene or incident includes action, such as dancing or skipping, allow the children to dance or skip.

Stories suitable for creative rhythms:

Bianco, M. The velveteen rabbit (skipping like rabbits).

Bright, R. Georgie to the rescue (dancing like ghosts).

Gag, W. Millions of cats (walking like cats).

Perrault, C. Cinderella (dancing in the ballroom).

6. Activity: Shadow play or shadow pantomime

Materials: 1. puppets

2. shadow play screen--any translucent material (a white sheet), 8 x 12 feet, tacked to wooden frame

3. bright light--slide projector or 200 watt bulb

Directions: 1. Select a story with action, considerable dialogue, an attention-holding plot, strong central characters, and distinctive settings.

2. Puppeteers stand behind screen which is fairly high, so that the puppets are manipulated from below and the puppeteers will not cast their own shadows.

3. Puppeteers dramatize their story in the same manner as a puppet show.

4. The oral interpretation may be done by the puppeteers, a single narrator or by a tape recording, or the production may be entirely in pantomime.

5. Musical accompaniment may be used.

Stories suitable for shadow play or shadow pantomime:

Grimm, J. & W. Snow White and the seven dwarfs.

Mayer, M. A boy, a dog, a frog, and a friend.

McCloskey, R. Blueberries for Sal.

Ness, E. Sam, Bangs, and Moonshine.

Tresselt, A. The mitten.

7. Activity: Informal dramatization

Material: a story or poem

Directions: 1. Immediately after the completion of a story or poem, the reader has actors dramatize the literature.

2. The dramatization is impromptu--the dialogue, action, properties are spontaneously thought up and delivered.

Stories suitable for informal dramatization:

(any story or poem that inspires the children to want to play it out right away)

Bishop, C. Five Chinese brothers.

Clark, M. Poppy seed cakes.

Daugherty, J. Andy and the lion.

Flack, M. Ask Mr. Bear.

_____ Walter, the lazy mouse.

Gag, W. Millions of cats.

Gramatky, H. Little Toot.

Grimm, J. & W. Bremen town musicians.

Kipling, R. Just so stories.

Morrow, E. Painted pig.

Perrault, C. Sleeping beauty.

Slobodkin, L. Caps for sale.

Other Ideas for Dramatizations:

1. Each child acts out the title of a book or poem.

2. Have a recording of a children's story played, after which the children may interpret the story dramatically.

3. Dramatize a single line of poetry, or a complete poem.

4. Each child dresses as a character from literature and relates an incident from a book or story.

5. Bring a book character from the past to the present: How would Obadiah react to the world of today?

6. Have a book character masquerade. Each child dresses as a book character. Class members attempt to identify the book characters being presented, and the name of the book or story in which each character appears.

7. A child chooses an animal from his favorite animal story. He pretends to be the animal and dramatizes an incident. The class attempts to guess the animal and the story represented.

8. Quiz program--two or three-minute skit by several children, giving clues to the book they are representing. The actors use no names that will identify the title of the book, but merely re-enact a memorable excerpt. The class must discover the title and author of the book.

9. Make up rhymes for finger plays or use fingers to create table puppets to act out stories or selections.

ART ACTIVITIES

1. Activity: Collage

Materials: Paste; paper, wood, or cardboard; variety of small materials, such as soft wire, ribbon, buttons, yarn, seeds, macaroni, different textures and colors.

Directions: Paste different textures and shapes of material to a flat surface, such as paper, forming storybook characters and scenes.

Stories which have popular subject matter for collage construction:

Duvosin, R. Petunia.

Flack, M. The story of Ping.

Lawson, R. Rabbit Hill.

Leaf, M. The story of Ferdinand.

MacGregor, E. Theodore Turtle.

McCloskey, R. Make way for ducklings.

2. Activity: Mosaic

Materials: paper, cardboard, egg shells, pebbles, tile, seeds, wood.

Directions: Select a favorite book character to be captured in mosaic form. Using a crayon or felt point pen, sketch the shape of the character in bold outline directly on the surface to be covered. The shape is filled in with glued material and the background is added last.

Stories suitable for mosaic:

Bemelmans, L. Madeline.

Brooke, L. Johnny Crow's garden.

Duvosin, R. Petunia.

_____ Veronica.

Flack, M. The story of Ping.

Keats, E.J. Whistle for Willie.

Potter, B. The tale of Peter Rabbit.

3. Activity: Frieze

Materials: long, narrow band of paper, construction paper, textures

Directions: On a long, narrow, horizontal band of paper, arrange and glue objects depicting scenery and figures depicting characters of a story or poem.

Stories suitable for frieze:
(any good cumulative tale)

Frasconi, A. The house that Jack built.

Gag, W. Millions of cats.

Galdone, P. Henny Penny.

_____ The old woman and her pig.

Seuss, Dr. The 500 hats of Bartholomew Cubbins.

Stobodkin, L. Caps for sale.

4. Activity: Mural

Materials: tempera paints, paint brushes, long strip of white wrapping paper or mural paper

Directions: Spread a long strip of white wrapping paper or mural paper on the floor. Have the children gather around the paper to paint a particular scene or scenes from a story or poem. The shapes and forms on the mural must be large and bold, with a minimum of small detail.

Stories suitable for murals:

Burton, V. The little house.

Hader, B. The big snow.

MacDonald, G. & Weisgard, L. The little island.

McCloskey, R. Time of wonder.

Udry, J.M. A tree is nice.

5. Activity: Box theatres:

a) peep show

b) diorama

c) roller theatre

a) Peep show

Materials: shoe box, paints, construction paper.

Directions: Cut the front out of the shoe box. Paint inside and outside of box. Cut out objects and figures from construction paper and place in the box, gluing them in appropriate locations. Replace cut out front. Make a hole in the top or side, so a child can peep in to see the scene inside.

b) Diorama

Materials: cardboard carton; paints, construction paper, small objects--pebbles, tile, yarn.

Directions: Cut out the front of the carton. Paint a background scene from a story or poem, inside the carton. Arrange clay objects, paper cutouts, papier

mache figures or salt and flour figurines of story characters in the box, in front of the background.

c) Roller theatre

Materials: cardboard carton, paints, manila paper, rollers (dowel rods), pieces of wood

Directions: Select a story and identify its important scenes. Each scene is illustrated on a separate sheet of manila paper. Illustrations may be drawn with crayons, paints, or pasted-on colored paper cutouts. Finished pictures are assembled sequentially and fastened together with masking tape. The first picture is put farthest to the right in the series so that pictures will unroll from left to right.

The movie box is constructed from a carton. A window is cut out of one side. Holes are made in the top and bottom of the carton to the left and right of the window, into which dowel rods are inserted to serve as rollers.

The two ends of the "movie strip" are attached to the two dowel rods by means of masking tape. Handles to turn the rods are made from wood.

For the show, the sequence of pictures is rolled from the left roller and onto the right dowel rod, the pictures passing by the window in the box as a reader narrates the story.

6. Activity: Modelling

Materials: Clay, plasticine, soap, wood, plaster.

Directions: Select a character or incident from a book, for example, Ping, Simp, Angus. Model the character or incident out of one of the materials mentioned. Identify the character or incident, by a short written statement, attached to the object(s).

Other Ideas for Art:

1. Poetry and prose may be illustrated by covering the six sides of a box with pictures interpreting a poem or story; the box can be displayed in many ways, even as a hanging decoration.

2. Finger paints are effective in illustrating miniature poems about wind, rain, and starry skies. They create a mood, instead of picturing exactly.

3. Pipe cleaner figures, mobile figures and wire figures make effective models of storybook characters.

4. Make posters to advertise books.

5. Illustrate a part of some book enjoyed.

6. Draw simple, four-frame comic strips, illustrating the sequential development of a story or poem.

7. Individual cartoons and strips may be mounted on heavy paper and folded into booklet form or taped into manila folders captioned "For a Smile". The strips may also be mounted on bulletin boards.

8. Decorate a book jacket in any desired manner and write an advertisement to accompany it.

9. Create a series of original illustrations for a story, using paper, paint, and other art media.

10. Stretch a cord, captioned "A Hive of Good Books", between two dowel rods, with paper clothes hanging from it, on each item of paper clothing is written or drawn something about various books.