A History, Analysis, and Application of the Whole Language Teaching Philosophy

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A HISTORY, ANALYSIS, AND APPLICATION
OF THE WHOLE LANGUAGE TEACHING PHILOSOPHY

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PROJECT TITLE: A HISTORY, ANALYSIS, AND APPLICATION OF THE WHOLE LANGUAGE TEACHING PHILOSOPHY

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TABLE OF CONTENTS

I. Introduction 4-8

II. General Characteristics

   Introduction 8-10
   Language Learning Beliefs 10-12
   Role of the Student 12-14
   Materials Used 14-16
   Classroom Environment 16-18
   Role of the Teacher & Instructional Techniques 18-20
   Integration & Thematic Teaching 21-23
   Evaluation 23-25

III. Early Historical Similarities

   Introduction 25-26
   John Dewey 26-28
   Friedrich Froebel 28-30
   John Locke 30-31
   Leo Tolstoy 32-33
   Horace Mann 33-35

IV. Recent Whole Language Advocates

   Introduction 35
   Kenneth Goodman 35-37
   Orin and Donna Cochrane, Sharen Scelena, and 37-39
   Ethel Buchanan
   Constance Weaver 39-41

V. Conclusions

   Criticisms 45-47
   Personal Conclusions and Reactions 48-51

VI. Appendix

   A-H 52-87

VII. Annotated Bibliography 88-167

Works Cited & Bibliography 168-170
INTRODUCTION - TEACHING SCENARIOS

Welcome to the television program "A Slice of School" where the producers of the show put secret cameras into various elementary school classrooms to show the American public examples of what types of things are really going on behind the closed doors of their schools. Today's show begins in a classroom in Minneapolis, Minnesota at Morningside Elementary. Before the hidden cameras were installed in the classroom of Ms. Bongaarts, rumors had been made about her classroom. Her room has been known as the noisy room; she is said to be a "whole language" teacher. This is what "A Slice of School" found out when they went behind closed doors...

It is eight o'clock in the morning and the second graders in Ms. Bongaarts' class settle down for their story of the day. Ms. Bongaarts knows that many of the students became curious about plays after they watched the fourth graders perform a play. After the performance the second graders had told Ms. Bongaarts that they too, would like to put on a play. So now, Ms. Bongaarts picks up a picture book called Amazing Grace (Hoffman). After discussing the author and where the book was published, she asks them to make predictions after just looking at the cover of the book. Katie Jo speaks up and says, "I think it is going to be about a girl who knocks out her two front teeth since the girl on the cover does not have any teeth." Other predictions are made while Ms. Bongaarts puts their ideas on the board with each child's initials by
their remarks. Ms. Bongaarts redirects the children's attention to the story and reads only the first page. Ms. Bongaarts stops again and asks the students if they would like to change their predictions. They also brainstorm about everything they know about acting and plays since the story is about plays. Finally, Ms. Bongaarts begins to read the book entirely through with expression and zip.

Ms. Bongaarts then asks how many enjoyed the story and if they liked Grace the main character. Kyle raises his hand and says, "My Grandma tells us stories about the days when she drove the streetcar." Other children follow suit and soon there is a lively discussion about plays and related personal experiences.

After the discussion the students are invited to retell the story to a partner in their own words and then together they reread the book. At the end, the children learn about summaries. They decide that the summary of this story is that it is about a girl named Grace who enjoys stories and acting, and through hard work becomes the star of her class play.

With that, Ms. Bongaarts says that they would begin their own unit on theater. She explains that they would be putting on their own play, going to a play at the local theater, and writing plays. Soon the class is buzzing about with partners researching various topics from encyclopedias and other materials about theaters. One group reads about what theater is from two different encyclopedias with help from the
teacher. Another student decides to reread the book *Amazing Grace* and write about what feelings Grace had in the story (Hoffman). (In Appendix A there are examples of authentic text that these children might have read in this particular classroom) Ms. Bongaarts also explains how they would be responsible for sharing with the class what they found out about theaters.

For the next few weeks the children change what was Room 202 to the Morningside Theater Company. They write plays and decide on one play to perform. They also realize they would have to learn something about measurement so that they can make a stage. They use language arts, science, math, and music skills to get the classroom play in order. The television cameras picked up Miss. Bongaarts in the classroom providing materials and assisting; the room looked and sounded like a sports team practicing. In the next school portrayed in "A Slice of School" a contrasting type of teaching style is found.

The hidden cameras are next placed in a school a few miles from the last location. The background information and rumors about this classroom are more familiar. It is known that the teacher in this room uses more traditional methods of teaching and also uses a basal reader to teach reading and language arts skills. The cameras are turned on and this is what is seen...

In this second grade classroom the students are sitting
in even rows and no one is talking at the present time except for the teacher, Mrs. Smith, who is at the front of the room. She is holding a heavy book in her arms that she refers to as her manual and her "Bible." She begins her reading lesson by telling the children that today they are going to be learning and reading about plays. The camera zooms in on her manual and it looks as if Mrs. Smith is reading exactly what is in bold print in her manual.

The children are asked to get out their reading textbooks and turn to a play about animals. Each student reads one sentence aloud until the play is completed since there are not enough play parts for everyone. But at the end of each page, Mrs. Smith stops the reading and asks various questions. The cameras notice that she reads exactly the prepared questions from her manual. (An example of a this type of teacher's manual page is in Appendix B)

After the play is read the children are asked to complete a workbook page on vocabulary words. This workbook page introduces vocabulary words not found in the text from the play they have just read. Rather it uses words the students should know using unfamiliar context. (See Appendix C for an example of this type of workbook page) The teacher then corrects the page and takes each child's score down in her record book. It is nine thirty and time for forty minutes of math.

The reader of this paper has just had a chance to
visualize two contrasting classroom teaching scenarios that are typical of many classrooms today. The first scenario was created with a teacher who draws her beliefs about learning from the whole language philosophy while the second scenario was developed with a teacher who uses a philosophy that teaches reading using basal readers and a more traditional approach. In this paper, I will explore the whole language teaching philosophy and instructional strategies. The whole language teaching approach can be an effective way to teach the language arts and other subject areas. I will defend that statement with an exploration of the general characteristics, the foundations of the whole language teaching philosophy, and an application of a broad whole language strategy, literature-based thematic units. The goal of this paper is not to compare the two different teaching approaches described in the introductory scenario. Rather, the two vignettes were shown to give the reader a clear picture of how a whole language lesson is taught in contrast to a traditional reading lesson. The focus of this paper is on one of those whole language approaches. It is important to analyze this educational philosophy because of the impact the instructional strategies can have on learners and its recent popularity in the United States.

GENERAL CHARACTERISTICS - INTRODUCTION

Educators have seen many trends come and go. Decades are marked with major practices that exemplify different periods
of educational history, thought, and theories in the United States and around the world. For example during the 1960's and early 1970's the "open classroom" was one way that classrooms were structured. Today, a recent trend has been to structure the class by implementing the whole language philosophy. As this paper will show, the concepts that underlie the whole language philosophy can be noted in some philosophers' works as far back as the 1600's. The ideas are not new, but the way in which they have been presented and developed are new. The potential longevity of the whole language approach can be seen in its widespread use by educators in New Zealand and Australia. Educators in those countries have been practicing whole language for thirty and twenty years respectively. Within the last ten years the practice has been used by Canadian and American educators. With what appears to be a stable philosophical foundation, the whole language "trend" may become normative in classrooms. Before the early historical roots can be explored, it is necessary to sift through the various research and writings on whole language so that a working definition of whole language can be established for this paper.

The whole language approach to teaching is an educational philosophy about how to best teach students, how students learn, the most appropriate instructional materials, and the creation of the classroom environment. The basic tenets of the philosophy have been stated as:
1. A Holistic approach to the development of literacy.
2. A belief that language is central to human learning.
3. A belief that learning is easiest when it is from whole to part, when it is in authentic contexts, and when it is functional for the learners.
4. A belief in the empowerment of learners and teachers.
5. A belief that learning is both personal and social and that classrooms and other educational settings must be learning communities.
6. A positive view of all human learners.
7. An acceptance of all learners and the languages, cultures, and experiences they bring to their education.
8. A belief that learning is both joyous and fulfilling. (The Whole Language Advocate 2).

Throughout this paper many concepts, beliefs, and activities are based on these aforementioned original tenets of the philosophy. It would be impossible to generalize all of the concepts and activities that characterize the whole language philosophy, but it is important to get a broad picture of what the philosophy involves. What follows is intended to provide that broad picture.

LANGUAGE LEARNING BELIEFS

One underlying belief of the whole language philosophy is that natural language learning should be a vital part of one’s education (Goodman Whole 7). Natural is understood to mean that when children learn how to use language at school, that language use needs to be purposeful, age appropriate, and conducive to use at home. An example of this would be a primary aged child playing house with fellow classmates. The teacher invites the children to visit the play grocery store at the other end of the room, but first the children must write out a grocery list. The children are using language skills to develop their list. Most children have seen their
parents make grocery lists at home and may have helped in developing the list at home. Like the scenario suggested, the learning environment needs to be similar to the real world so that there are natural similarities between the two. The whole language perspective is deeply rooted in providing authentic language learning experiences so that a child will be able to use what he or she learns in school in daily life. An example of a writing task from an unauthentic perspective would be if a teacher told students to write a creative story about why spiders have so many legs in isolation, rather than during a study on spiders.

This belief in natural language learning has been developed from looking at linguistic development with infants (Goodman Whole 16). Infants do not learn to talk from a workbook or from direct instruction. Rather they communicate their needs and interact with their parents and other caregivers with some form of purposeful communication. Children see and hear others communicating in regular patterns. An example of this would be a child using intonation at the end of a question after hearing a brother or sister doing the same. From modeling and meaningful feedback a child begins to speak and communicate.

Ken Goodman, who has done an extensive amount of research and writing on this philosophy wrote about the importance of language,

Children are literally driven to learn language by their need to communicate. Sure, human beings
are endowed with the ability to think symbolically. But actual language development is a matter of survival. At birth we are totally helpless. We depend for survival on our ability to get the attention of those around us (Goodman Whole 15).

Effective language use is a prime thrust of whole language because of the importance of communication in the everyday world.

Children need to use language to communicate, but also normal language use is the stem from which other information is learned. When children begin to read and understand a recipe to make a cake, for example, they begin to understand measurement and sequencing from the language on the recipe card. They need language to understand math concepts, musical words, and in all subject areas. Children need language not only to communicate, but to understand other subject areas as well (Cullinan 426). That is why the whole language philosophy puts such a heavy focus on purposeful language use and development so that the child can transfer language skills to help understand any subject.

ROLE OF THE STUDENT

The students are the focus of whole language teaching. Whole language teachers believe students will learn when they actively interact with the materials and information being presented (Weaver 22). When student-centered lessons and activities are developed, students’ abilities are used and challenged to understand a concept. If students manipulate ideas and materials, interact with and are stimulated by
meaningful learning experiences, they are more likely to use all the modes of communication and are more likely to be intrinsically motivated to learn. An example of this is when the students read about plays, write their own play, and perform their play with limited direction from the teacher. The students' roles in a whole language classroom can best be described by the two words - active learners.

Students also play an important role in the whole language classroom because they also help the teacher to design and decide on the content of the curriculum. The teacher can enhance student motivation by taking student interests along with district and state goals and outcomes to create a meaningful curriculum of study with the child as the main focus. This results in the students having ownership, responsibility, and taking active engagement in the activities.

Students in a whole language classroom take charge of their learning in a variety of ways as well. Jerome Harste and Kathy Short in *Creating Classrooms for Authors*, write about using student partnerships to increase natural language use at school. In some cases older school children work with younger children. They read, write, and do other meaningful tasks together. Students feel ownership in the activity. Students also become the editors, publishers, and listeners for the other students in the class. Rather than just having the teacher give comments on students' writings, other
classmates listen and read another child’s text and give suggestions. Students also are typically given choices in the mode and the type of activity they want to work on which further makes the student an active participant. The whole language teacher and classroom would be nonexistent if they did not have active student participation, involvement, and direction.

MATERIALS USED

As shown by the introduction perhaps the most visible difference between a whole language classroom and a basal or textbook orientated classroom is the instructional materials used. Emphasis is given to the quantity of print and the quality of the print available in a whole language classroom. Whole language teachers prefer using authentic reading materials rather than commercially published basal readers which contain stories written to suit a readability formula or to represent words with certain grapho-phonics principles. Authentic reading material is derived from trade literature, magazines, newspapers, nonfiction reading, children’s own writing products, and many other sources of print in a whole language classroom. The room becomes "print rich" and students become familiar with many different types of print (Weaver 83). In contrast, basal readers remain in use in traditional classrooms. Basal readers are typically confined, constrained collections of stories that lack the elements of a good story. In Appendix D there is an example of a story in
authentic form as well as a basalized version of the same story. The basalized version lacks most of the expressive and beautiful language and plot that the authentic story contains.

Recently, however, many textbook companies have been taking one chapter from a well known children's book and putting it into a traditional basal, but calling their new textbook "whole language." This violates the whole language philosophy since the whole book needs to be used and manipulated by the students so that a child experiences a real story from start to finish. Children need to read and become acquainted with intact books as they would come across them at home and in their adult life.

Almost all children can drift easily into the world of a story that is being read to them or that they themselves are reading. That is one of the reasons why real books or trade books are an essential part of any whole language classroom. Children are motivated to learn how to read and make sense of the symbols they encounter after they see others being delighted by a good story or enlightened by a news article. The interest level of reading for children can be sparked even more in a classroom that contains good children's literature. "Good" children's literature enables children to learn about different genres, elements of literature, and the composition of writing. The use of real literature as part of any whole language program is best summarized by Cullinan, "The language of literature becomes the heart of reading and writing.
programs; thus, whole language and literature are inseparable" (426). A major task of whole language teachers then, is to sort through all of the children's literature that is published to find quality literature.

CLASSROOM ENVIRONMENT

In the scenarios provided at the beginning of this paper another difference between a whole language classroom and a traditional classroom was shown, the classroom environment. There are generally two main parts to the classroom climate: the social-emotional element and the physical element. Both are vitally influenced by the teacher's instructional philosophy.

In a whole language classroom environment the teacher uses activities and actions which will provide a warm and risk taking climate. Each child needs to feel secure in the classroom environment in order to really be able to focus on learning. Whole language teachers insist on and provide this environment for the learner. One way that the environment can be created is by the attitude of the teacher, "In whole language classrooms, children are treated as capable and developing, not as incapable and deficient" (Weaver 25). Another way to create a risk-taking environment is to look at many different pieces of a child's work so that progress can be seen rather than evaluating the child on one isolated piece of work. Perhaps the biggest part of creating this type of classroom comes from a positive and genuinely optimistic
attitude about learning from the staff and teachers of the school.

Another aspect in creating a positive social-emotional classroom is to provide activities that boost self-esteem. One way to do that is to avoid ability groupings. In a whole language classroom, flexible groups (i.e., temporary groupings) are used to bring students with the same interests or skill needs together. This contrasts sharply with the traditional use of fixed groupings for the entire year. Fixed ability groups convey the message to students that the students who are in the lower group might remain there for the year and never get any better while the higher achievers will always be considered the brightest in the class (Cochrane 134). In a whole language classroom, individuals' needs are frequently assessed and flexible groupings are made on the basis of the assessments. Groups of children are not only formed because of what type of assistance is needed, but also to boost and enhance positive social interactions. This belief stems from the underlying tenets that learning should be "joyous and fulfilling," that students are taught in a "positive view," and that learning "is both joyous and fulfilling" (The Whole Language Advocate 2).

The physical set up of a classroom plays an important role in the total environment of a classroom. When children are actively discussing, editing, publishing works, strict quietness is impossible. The room is a beehive of activity.
Students are constantly buzzing around engaging in learning activities. The physical make-up of the room needs to allow for this type of work and energy. Strict rows are not suitable in a classroom where students are using various materials and learning arrangements to learn. Some of the components of the room should be a place for small group work, a quiet area for independent reading and working, a listening area, dramatics area, classroom library, and a place for whole group instruction. The whole language teacher needs to consider both the physical set up and social emotional climate of the classroom in order to make each child comfortable for learning.

ROLE OF TEACHER AND INSTRUCTIONAL TECHNIQUES

In a traditional classroom, the teacher tends to be at the front of the room delivering information and controlling the class with threats and promises. In contrast, a whole language classroom teacher might not be immediately spotted if a person was to pass by the room. The teacher might often be found blending in with the children monitoring and working with what was being pursued. Whole language teachers "facilitate productive interaction among children" so learning can occur for every student and so that they can learn from each other (Weaver 25). Creativity, a broad knowledge of reading materials, and organization of materials are key factors to a successful whole language teacher. Instead of reading each direction, idea, or teaching strategy from a
manual, a whole language teacher depends on personal preparation, intuition, research, and extensive reading to plan student activities.

When whole language teachers plan their instruction, efforts are made to teach the children from "whole to part" rather than "part to whole" (Goodman Whole 19). (See Figure 1)

<table>
<thead>
<tr>
<th>Whole To Part</th>
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<tbody>
<tr>
<td>Text</td>
<td>Letter</td>
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<td>Paragraph</td>
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<tr>
<td>Letter</td>
<td>Text</td>
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</tbody>
</table>

Whole Language Advocates typically begin with the larger units of information rather than the smaller units of information. (Adapted from Developing Integrated Curriculum Units (1990) by Kath Murdoch et al.)

Students begin to read and have read to them entire stories rather than focusing each sentence or word on each page initially. First, a whole concept or story, is presented. Then, as needed, focused instruction is provided on individual skills. For example, during a primary reading lesson a well know children’s book might be read aloud like Brown Bear, Brown Bear (Martin). After reading the entire book many times through, the teacher might introduce the letter "B" and then help the students identify the letter "B" in the story.

Direct instruction by the teacher comes into play when
students or the teacher discover that a concept needs explaining because it is pertinent for students' understanding. For example, during a writing lesson, students write about a conversation they had with a friend. They realize that they need punctuation to show dialogue. Then, the teacher interjects a lesson on quotations and other important punctuation.

Another important role of the teacher in any classroom is that of a model. One difference that might be observed between a traditional classroom and a whole language classroom is that the teacher participates in the activities as well. If there is time given for independent reading, the teacher also will take time out to read rather than going about other business. The teacher is modeling life long reading skills and becomes a co-learner with the students. The teacher is modeling to take time out from adult life to read as well as showing respect for the activity by participating with the students.

Another part of the teacher's role in whole language is to be extremely well read. In order to plan, suggest, and use a variety of print sources, the teacher needs to be knowledgeable of sources. Without a wide variety of known materials and bank of reading materials, the teacher has lost the backbone of the whole language lesson.

INTEGRATION AND THEMATIC TEACHING

Another key characteristic of a whole language classroom
is the integration of subjects by using thematic studies rather than strict time periods for individual subjects. The underlying whole language philosophy tenets—that literacy can be developed through holistic practices and when learning is functional for the learners—provide the base for using this type of strategy. Thematic teaching is a broad strategy to attain curriculum integration. A broader definition of thematic teaching is included in a later section of this paper. With all of the curriculum demands that governments and districts make of schools, it is impossible to do justice to any one subject when, for example, a time limit of a half hour is given. In a whole language classroom a central theme helps to minimize the typical structured daily schedule with time blocks for each subject. Rather, there are extended time periods where all of the subject areas are brought in to discover and learn concepts from a related theme. In a Appendix E, there is a brief outline of two possible schedules from a thematically integrated type of structured classroom. A detailed schedule is also included to show how many of the subject areas are integrated during the days and weeks during the study of a particular theme. In Appendix F there is a thematic web which shows how many subject areas and topics can be addressed from a single theme.

Using thematic teaching to integrate any or all subject areas helps students make connections on a given topic. This strategy is primarily based on Piaget's schema model of
learning (Pappas et al. 25). Schema are what Piaget associates with the "chunks" of knowledge that are learned which are then organized into larger related fields of knowledge. People are constantly adjusting their schema—adjusting what they learn.

What we learn at any time is always based on what we already know. This knowledge is not a mere accumulation of out-there facts about the world picked up by osmosis, by passive absorption like a sponge. Instead, knowledge is actively constructed by individual minds (Pappas et al. 23).

Integrating curriculum materials and using thematic units helps to create a rich background of knowledge on topics so that further learning on the same topic can be assimilated more easily.

The thematic way of teaching is one of the broad whole language strategies which exemplifies the whole to part theory of this philosophy. It can become a more efficient teaching style in that with thematic organization, teachers can also address the goals and outcomes for several curriculum areas. Minnesota has developed various outcomes that students should achieve while in school. The outcomes are in all of the various subject areas. Different outcomes from different subject areas can be addressed at the same time; this could be achieved by using integration or thematic units of study. In Appendix G there are some examples of Minnesota Language Arts Model Learning Outcomes. There is also a diagram showing how the different outcomes are interrelated. One of the outcomes shown, states that students will use writing for a variety of
purposes. This outcome could be achieved in various subject areas, thus different writing purposes, while doing a thematic study. Integration and thematic teaching allows the teacher and student to achieve many different outcomes from different areas during the study.

EVALUATION

Any educational philosophy has approaches to measure a student's growth and learning. Evaluation is important in order to monitor if what is going on in schools is actually beneficial. It is very difficult in the present American education system to get away from the stress placed on traditional standardized tests and grades. Whole language advocates, in contrast, have used many different strategies to show children, parents, and others what learning is occurring.

One way is through portfolios. Each student collects various work samples throughout a time period and keeps them in a personal portfolio. Portfolio enclosures are typically whole work samples rather than tests which evaluate students on isolated, discrete skills. Portfolios symbolize the beliefs of whole language teachers since this type of evaluation looks at a wide sampling of work by the student rather than using one test score to show how the child is doing. The student, parent, and teacher can see how a child learns, progresses or regresses, and how much effort is given on assignments throughout the year or during a given time frame. Some work samples that are a part of the portfolio
might be writing samples from throughout the year, cooperative work that was done with other students, and drawing samples. Included in the portfolio could be a videotape of special presentations or an audio tape to help see how the child is doing in special communication skills.

Another assessment tool is an anecdotal log or checklist of teacher comments. Periodically during the day a teacher documents observations of children in a classroom log. Work habits, special concerns, and other observations are written down to help describe and assess each child. In Figure 2 there is an example of what types of comments a teacher might make in the log.

Figure 2 - Possible example of observations in log

Smith, John

9/18 Worked well with small group on play writing
9/30 Worked alone on choice activity of designing scenery for
10/10 Worked alone on new activity
10/22 Orally read well with great fluency during play practice
11/2 Got angry when asked to join a group rather than working alone. Discussed his feelings on matter. Is having trouble working with Kyle and Ben. Solved problems through a talk.
11/10 Worked with a partner to complete activity.

If John Smith’s parents inquire about his cooperation skills, the log becomes one way that the teacher can show areas of concerns or successes. A log also becomes important when a teacher speaks about the child during a parent-teacher conference or to other school officials; the teacher has documentation to provide the parent or official.

Self-evaluations by students are also another important
aspect of evaluation (Hood et al xiii). Students rate themselves on effort given to tasks, understanding of material, and they set goals for future activities. Filling out a survey after a project or writing a brief self-evaluation teaches students the valuable life-long skill of being responsible for one's own work. This is holistic in that it gives students some control and responsibility for their work.

There are many other holistic ways of getting away from the exclusive use of traditional tests, that infrequently do not test higher level thinking skills or that do not allow for different modes of test taking. An important point is made by a whole language advocate, "whoever controls assessment in effect controls education [and] in order to reclaim their classrooms as places where genuine learning and teaching can take place, teachers must reclaim assessment and accountability" (Weaver 210). Teachers are the ones providing instruction; they know the children. When tests are used, they might be generated and created by the teacher so that emphasis is given to higher level thinking questions and appropriate content. Assessment does not occur on one day or every few months, rather it "is an ongoing part of instruction" (Harp 2).

EARLY HISTORICAL SIMILARITIES

INTRODUCTION

In order to fully understand the characteristics and
practices of a whole language teaching program, it is necessary to look at similar beliefs of early educational philosophers. Many historical thinkers' ideas contain the roots of the whole language philosophy (Goodman Didn't 190). Although these philosophers lived years ago and they themselves had no idea of the term whole language, their ideas and writings reflect parallel goals. By briefly looking at the education beliefs of a few educational philosophers, the whole language philosophy becomes better established.

JOHN DEWEY (1859-1952)

John Dewey's role in the progressive education movement of the late 1800's and early 1900's was immense. In his suggestions for educational reform, he explained and developed some concepts which are similar to today's whole language beliefs. His many essays, writings, and teachings during the turn of the century are very compatible with today's world. Social changes in the United States at the turn of the century caused much turmoil. New machines were making the world an easier place to live, but the education system needed to prepare the young for this complex world. Presently with the turn of the century seven years away, the modern world changes dramatically each day. Young students need to be prepared to handle these changes.

Dewey's ideas which could lay the foundation for the whole language philosophy are best summarized by one editor's opening remarks on one of Dewey's essays, The Child and The
Curriculum and The School and The Society. The editor writes, Dewey was at the forefront of the battle to abolish the old tradition that the schools which society supports were merely charged with the somewhat static duty of handing on to each new generation a relatively fixed body of subject-matter items. He was anxious to consider the child who was being educated. In a few years, throughout the world, his name, therefore, become synonymous with the advocacy of the child-centered school and of the school that gave full emphasis to real interests and to learning through doing (Dewey viii).

Dewey believed that children became confused about what they learned in school because the subject matter had nothing to do with what they experienced at home or in their environment. He advocated for a school which individualized the curriculum for each student (Dewey 33). Each child would learn if they actually had to manipulate a process or objective in a real setting and stemming from an intrinsic motivation of the child. Today, whole language proponents also advocate that real learning occurs in real world situations.

Dewey recognized that children learned much about the world around them and others at home. Dewey suggested that the home is a perfect blueprint for a school (Dewey 35). In a home setting children inquire about things around them, touch things, try things out, communicate about things, eventually learn new things, and make connections with old concepts. Dewey continued to describe why schools confuse a child by noting the isolation of skills taught in schools. Children cannot use their everyday experiences of home and neighborhood to reinforce what is learned in school. Not all of the things learned in school are necessary for life at
home. Children cannot make connections between home and school, since the things being learned at the two are often incompatible. Dewey summarizes this idea in his book by saying, "[In a school] the primary waste is that of human life...because of inadequate and perverted preparation" (Dewey 64).

To cure the educational flaws, Dewey suggested making schools similar to the modern day vocational school. Dewey believed that students learn by doing, not memorizing or listening. His school would provide experiences in science outdoors which require active involvement and touching in the environment rather than reading about it from a book. About literature and language, Dewey wrote,

Language is almost always treated in the books of pedagogy simply as the expression of thought. It is true that language is a logical instrument, but it is fundamentally and primarily a social instrument. Language is the device for communication; it is the tool through which one individual comes to share the ideas and feelings of others. When treated simply as a way of getting individual information, or as a means of showing off what one has learned, it loses its social motive and end (Dewey 27).

In classrooms, then, language was to be shared and a social activity, not treated in isolation as some schools chose to do.

FRIEDRICH FROEBEL (1782-1852)

Many of John Dewey’s ideas were rooted in another early educational philosopher, Friedrich Froebel. Froebel’s ideas from the 1800’s earned him the name "Father of the Kindergarten." Although his work heavily emphasized the
importance of preschool education, his basic educational philosophy is also foundational to the whole language philosophy. The two main components of Froebel’s philosophy show through even one hundred years later in today’s educational philosophy.

The first component was his view that a child needs to have "self-activity or spontaneity" (Downs 57). The child, with the help of the teacher, "adapts instruction received in its own way" (Downs 57). Like Dewey, Froebel believed that children need to use in a real situations what they learn at school. In essence, "it is more productive for the child to execute his own plan or carry out his own design than to learn passively" (Down 58).

The second component of Froebel’s educational philosophy which lays the foundation for and is similar to the whole language philosophy is that he believed that all subjects, school activities, and all aspects of a child’s life need to be interrelated. The day would be planned, then, with the "complete articulation and the harmonious correlation of studies" (Down 58). The child then could see how what is being learned relates to other things being learned.

Although he lived more than one hundred years ago, Froebel’s educational ideas have become the roots of recent holistic educational philosophies. The two concepts of self-motivated learning and an integrated curriculum are essential to student learning. This is concurrent with some of the
general characteristics of the whole language philosophy. Thematic teaching and integration allow for links and similarities to be made between subjects, while student participation in designing curriculum is another characteristic.

JOHN LOCKE (1632-1704)

An earlier educational philosopher also had some beliefs that have become the stepping stones for today's whole language philosophy. Three main ideas of Locke's on education have contributed to the foundational beliefs of whole language.

In the area of curriculum, or what should be taught to students, Locke believed that what was learned in one subject area could and should be related to what would be learned in another area of study. (Yolton 73). This really is the essence of the whole language teaching strategy with themes to achieve curriculum integration. When appropriate, connections in math, language, science, art, and all of the subject areas are linked under one central theme.

Secondly, Locke believed that motivation for learning could also be enhanced by teaching "students to gain mastery over themselves, how to be able, upon choice, to study some subject matter" (Yolton 71). When children take the initiative to learn something, they tend to be more engaged and may discover something that is personally relevant to them. Locke further suggested by his writings that "what is
to be taught should not be presented as a task or burden or duty" (Yolton 70). The individual should see it as enjoyable and similar to play, so that it will be intrinsically motivating to study. In a whole language classroom the teacher and child together decide on topics of study. Whether it be spiders or orchestra instruments that are being studied, Locke would agree with this type of shared decision-making since students would be developing the life long skill of taking up a study on one's own free will.

A third idea of Lockes' which is also part of the whole language philosophy is his focus on language learning. During his time foreign languages were a major part of the curriculum. But unlike many educators of his time, Locke believed that formal grammar of learning languages should not be taught until the oral fluency and use of the language in everyday situations was cemented. Locke said "languages were made not by rules or art, but by accident, and the common use of people" (Yolton 78). The teaching of grammar rules is not avoided in a whole language classroom. A grammar rule is taught as it is needed rather than in an artificial hierarchial sequence out of the context of need. In a whole language classroom fluency, articulation, and practical uses of the language are addressed before emphasis on correct grammar and grammar rules.

LEO TOLSTOY (1828-1910)

Although Tolstoy's educational ideas and beliefs are not
as well known as someone like John Dewey's, Tolstoy was, "an intelligent and interested practitioner who relied on common sense and humane sensibility as guides to help him through the confusing and depressing eddies of formalistic educational theory and practice" (Tolstoy XVIII). Through Tolstoy's thoughts, people like John Dewey developed their philosophies. The strongest theme through out his educational writings is to respect students and create motivating curriculum with them in mind.

Like today's whole language believers, Tolstoy believed that schools do too little to foster individual development and learning. Rather, educational institutions tend to mass produce students by strictly imposing the same sequenced curriculum on every child regardless of individual needs or interests. In the following description Tolstoy described how this occurs,

The school is arranged in such a manner because the aim of the state school, established from above, is for the main part, not to educate the people, but to educate them according to our method...schools which are established from above and by force are not a shepherd for the flock, but a flock for the shepherd (Tolstoy 15).

Tolstoy makes the point that too often it is the children who have to adapt to the type of instruction being presented rather than the teacher adjusting instruction for each individual child's instructional needs and well being. Many schools do not focus on what intrinsically motivates each child. In a whole language classroom this view is translated
into the belief that time should be devoted to study areas that are suggested by the children. Time is given to develop and adapt the state and district outcomes into interesting areas of study that the children will be motivated to study.

Tolstoy tried to cultivate each individual’s desires through providing them with different teaching styles and individualized learning experiences. Similarly, whole language teachers believe that they are in a learning partnership with their students.

HORACE MANN (1796-1859)

Horace Mann at one point was devoted to being a lawyer and serving the U.S. Government. He could not, however, shake his desire to serve society in an even more meaningful way. He became the secretary head for the newly created state department of education in Massachusetts during the 1800’s. He believed in providing a public education system for society since people could not be functional without being literate.

Perhaps his biggest similarity with whole language advocates was his views on how to teach reading. He believed that children could be prepared for reading "by having interesting and inspiring stories read to them...a child’s earliest words are learned as wholes; hence the inappropriateness of beginning with the alphabet or syllables" (Mann 10). Mann wrote that the reason why he believes stories and "whole words" should be taught before individual sounds is because it is more important for a child to be able to
communicate and understand real language (Mann 40). Mann describes the need to relate words with concrete objects, "objects and events are known to us, before the names, or phrases, which describe them" (Mann 35). An example of what Mann meant is that when young children say the word "ball" they associate the word with the concrete object of a ball. It would be hard for young children to take each sound in the word ball and associate it with the concrete object of a ball. As mentioned earlier, whole language teachers teach words from "whole to part" rather than "part to whole."

Mann further suggested that reading aloud to children fosters interest in independent reading (Mann 39). Mann wrote,

Perhaps the best way of inspiring a young child with a desire of learning to read is, to read to him, with proper intervals, some interesting story, perfectly intelligible, yet as full of suggestion as of communication; for the pleasure of discovering is always greater than that of perceiving. Care should be taken, however, to leave off, before the ardor of curiosity cools (Mann 39).

Mann believed that children would become inspired to learn how to read independently because of the many interesting things that could be discovered from reading. Whole language advocates share and make available good literature and all genres and levels of difficulty of reading materials for children. Whole language teachers provide interesting activities with stories to further expand the child's understanding of a story. The belief is that the child is motivated to learn to read from the modeling, sharing, and
activities provided from the print materials by teachers, parents, and other children.

RECENT WHOLE LANGUAGE ADVOCATES

INTRODUCTION

Modern day advocates of the whole language teaching philosophy have many similarities with many of the early historical philosophers cited in the previous section of the paper. It would be impossible to discuss the research and writings of all of the more recent advocates of whole language. For the purpose of this paper, three well known sources will be focused on. These three were chosen in particular for this paper because of their clear writing style and the prominence of their work. Many of their ideas and general beliefs help to outline and define the whole language philosophy. It is the continuous research and work done by modern whole language philosophers that will help bring even better teaching strategies and foundations to the whole language teaching philosophy.

KENNETH GOODMAN

Ken Goodman has done an extensive amount of writing and presenting of materials on the topic. Goodman has much in common with John Dewey's progressive ideas. Goodman wrote, "I share Dewey's view that the classroom is not preparation for life; it is life itself" (Goodman Didn't 192). Although Goodman has done much research in the area of reading, he has helped expand some of the underlying whole language beliefs.
In his book entitled *What's Whole in Whole Language?*, Goodman explains the philosophy simply and in a clear, concise manner. He answers the question posed in his title with the following points:

Whole language learning builds around whole learners learning whole language in whole situations. Whole language learning assumes respect for language, for the learner, and for the teacher. The focus is on meaning and not on language itself, in authentic speech and literacy events. Learners are encouraged to take risks and invited to use language, in all its varieties, for their own purposes. In a whole language classroom, all the varied functions of oral and written language are appropriate and encouraged (Goodman 40).

Goodman’s statements are based on language learning studies and beliefs. Using language in natural environments and for real purposes can be one way that language can be learned (Goodman *Whole* 7). His thoughts and writings are consistent with historical writers like Dewey.

Kenneth Goodman has also written about how whole language ideas and practices will spread and develop. For himself, he has refined his whole language practices and beliefs by what he has learned from students, actual teachers trying many various whole language strategies, and from other researchers (Goodman *Why* 386). He believes that the philosophical base is set from Dewey and many others, but that the philosophical base will solidify with "teachers in ghettos, barrios, and Indian reservations making it happen with kids" (Goodman *Why* 357). These teachers then share what they learn with other interested teachers on different levels. The whole language research base is becoming even greater with more and more
educators becoming knowledgeable and testers of various whole language practices.

ORIN AND DONNA COCHRANE, SHAREN SCELENA, AND ETHEL BUCHANAN

In Reading, Writing, and Caring, the authors offer a wealth of whole language strategies and activities. The book is written clearly for any beginning whole language teacher who could use the activities provided as well as to gain an understanding of the philosophical foundations. Although most whole language writings mention the social and emotional concerns of the student, this book makes very specific suggestions on how to create a warm, risk taking classroom environment which is essential to any whole language classroom.

One way is through teachers providing meaningful and appropriate aged level activities. The authors wrote, "if children are immersed in an environment that they are capable of making sense out of, they will learn through play in a natural, joyous manner. Only if the child is forced into dull and meaningless tasks will he be turned off to learning" (Cochrane et al. 133). As mentioned earlier, the whole language philosophy insists upon using authentic learning materials and hands-on activities. By providing these materials in a stimulating, warm environment students will more than likely want to participate. If children can successfully complete activities without constant frustration, a positive classroom climate should exist.
Another way the authors create a warm learning environment is to provide a genuine place that builds the child’s self-esteem. The authors present the idea that each person, student, child is made up of "pieces" that they get from one another (Cochrane et al. 136). These pieces are smiles, nice comments, or encouraging words. They also write that "teachers can add many wonderful pieces to our lives or they can introduce negative pieces into our lives that we have not before experienced" (Cochrane et al. 136). Whole language teachers need to encourage progress with thoughtful activities, successes, and genuinely respect so each student can receive some "positive pieces." It does not mean that whole language teachers will overlook or ignore wrong behavior or not correct mistakes. It means that they will make corrections in optimistic, reassuring, helpful ways. Children might be more apt to try something and take risks in a classroom where they will be treated with respect and are gaining self-confidence.

These two ideas help to develop the social-emotional climate of a classroom. Much of the recent research focuses on the whole language activities and strategies to teach students, but the social-emotional environment of the classroom is just as important to prepare for and continue to address by the teacher. John Dewey wrote about the need for a positive child centered school, but it has been with recent writings that the belief has become a major component of the
whole language philosophy.

CONSTANCE WEAVER

Constance Weaver's book, Understanding Whole Language From Principles to Practice, is a necessary book for any newcomer or curious person of the whole language philosophy. In her book, Weaver defines and explains what whole language is and then offers the research foundations for language learning and language arts instruction. This particular book provides a clear framework to understand the philosophy. It may be particularly useful for the beginning teacher. That is why it has been chosen for this paper. Although her book is full of whole language beliefs and research, her development of the "transactional" model of learning as it relates to a whole language classroom helps to provide a research base for one of the major beliefs of the philosophy.

The transactional model of learning has also been called the "active concept of learning" theory (Weaver 8). The learner "actively engages with—or transacts with—the external environment, including people and books in order to learn" (Weaver 8). Children might touch, use, make, and manipulate various materials and ideas to enhance understanding of curricular content.

In many traditional schools, children become locked in a track of classes that they must take in a particular time frame. With the transactional model, in contrast, children might progress at their own individual rate.
Another implication of this model is that students must see the activities provided as personally relevant. So, teachers might offer student choices or plan with students the activities used. Weaver writes, "people rarely engage or invest themselves in learning tasks they consider boring...they do such tasks, but they don’t engage themselves in the doing" (Weaver 10). So when using this "active" learning model, teachers must take into consideration students’ interests.

Using this transactional model of learning helps to achieve and expands many of the whole language beliefs. One whole language belief is that the child participates in a meaningful way in what is being learned. When a child is actively immersed in an activity, the whole child is participating. Weaver also writes about how this model helps to achieve whole language beliefs,

A whole literacy perspective is broadly concerned with whole learning and the whole lives of children and teachers. It should not be surprising, then, that from one perspective, a whole language philosophy is in effect a particular manifestation of a much broader conception of learning. This broader educational philosophy stems from the recognition that meaningful and enduring learning occurs most readily as the result of an active process of meaning-making, rather than a passive process of filling in blanks or repeating or recopying information (Weaver 8).

As mentioned earlier in this paper the role of the active student is very important in a whole language classroom. Weaver’s writing on the transactional model of learning as it relates to the whole language philosophy helps to enlarge and
solidify the whole language belief that students need to become partners and participants in their education.

APPLICATION OF THE WHOLE LANGUAGE TEACHING PHILOSOPHY

LITERATURE-BASED THEMATIC UNITS

DEFINITION

There are many different activities and approaches to teaching children that are compatible with the whole language philosophy of teaching. One such broad strategy is the thematic unit. When a teacher "identifies themes or topics that may be common to many or all subject areas" a thematic unit is created (Pappas et al. 49). Thematic units can be described further,

[They] reflect patterns of thinking, goals, and concepts common to bodies of knowledge. They link together content from many areas of the curriculum and depict the connections that exist across disciplines. Thematic units provide a framework for a community of learning in which all children can continue to learn language and to construct knowledge (Pappas et al. 49).

As the name of the strategy implies, a general topic is chosen and the activities are planned around that topic or tend to be broad in scope. Although there is a plethora of thematic choices that could be used, some examples of possible themes are: changes, explorations, the past, let's eat, and giants (Pappas et al. v). All of these themes have possibilities to integrate many different curriculum areas.

Thematic units are holistic in nature because they allow for students to be active learners. Many other beliefs of the philosophy can be accomplished using this strategy as well.
One of the major characteristics is the use of authentic texts and environment to learn. In a thematic unit reading and materials are real to the particular theme being studied. For example, if spiders are being studied, real spiders might be present in the classroom. The characteristic of using language for purposeful means takes place during thematic studies since students are usually working together, with the teacher, or alone doing hands-on activities rather than teacher-directed lessons. Language use, both written and oral, takes place to complete the activities or projects. Another characteristic, active student participation, typically automatically occurs with thematic teaching because students and teachers cooperate together to come up with the theme. The activities that are planned usually have "doing" activities which students take charge of independently or in groups. Evaluations during a thematic study are based on a wide variety of activities, modes, and during various time frames. Students are evaluated on their efforts, findings, and work throughout the unit rather than on just one exam. There is usually a culminating activity for evaluation as well. Thematic units are one broad whole language teaching strategy which use many of the core beliefs of the philosophy to organize the study.

Literature-based thematic units take the idea of thematic units one step further. A collection of thematically related literature is used to study a topic. A literature-based
thematic unit has as its core all types of genres of literature to provide information, language activities, and structure for the studies during the thematic unit.

A thematic unit might be implemented for as few as three days or for as many as twelve weeks. Hopefully, many or all of the subject areas could be integrated during the thematic study. Christine Pappas and other authors have created a book which is entirely on creating thematic units. The book suggests using various steps when developing a thematic unit. (See Appendix H for an example of possible route to planning a thematic unit) It describes the route a teacher might take in developing a thematic unit.

RATIONAL FOR ANNOTATED BIBLIOGRAPHY

In order to plan a literature-based thematic unit that has good, quality literature as the core of its activities and materials the teacher must spend time researching, reading, and planning. As a future teacher and an advocate of the whole language philosophy, I decided that it would be helpful to create a beginning bibliography of books which I can use to help me create future literature based thematic units. I read over three hundred children’s books of various genres and difficulty levels in the broad thematic areas of World War II, families, friends, and self esteem issues. I selected these themes because they provide a large base from which more narrow themes could be chosen. For example, in the area of families a more narrow thematic study could look at different
types of families around the world. Another reason why I chose these particular themes is because many struggles children have, come from the areas. I did narrow my focus with the unit on WWII to show that there is a wide variety of literature on a focused topic.

One reason for the creation of an annotated bibliography is to have at my disposal an emerging bank of quality children's literature titles and references. The criteria for developing such a bibliography has the following criteria: One, within a literature-based thematic unit children need to be introduced to many different genres of literature. This bibliography includes different genres. Two, the bibliography includes resources with different reading levels within one thematic area. As a whole language teacher, I need to respect the children's individual reading levels and provide appropriate materials for each child to have a successful experience. The third criteria is to include pieces of real literature. One whole language advocate wrote about using real literature in the classroom,

Teaching with real books is different from teaching with textbooks...textbooks, however, are chosen for the children by others. What will be read and how it should be responded to is worked out long before the child receives the books...Real books have no manuals to tell teachers all the things they must do and when to do them. The story contained in each book stands on its own. It is up to teachers and readers to work at interpreting what the author has written and, once the story is read, to decide what might be done in response. Teaching is shaped by teachers' beliefs about how children learn best, by their love and knowledge of literature, and by their awareness of children's interests. Life in literature-based classrooms is in a
constant state of becoming. Books, children and teachers all count. There is no prescribed plan to be acted out (Peterson 5)

Any teacher who plans to use real literature in place of a basal reader program must be very well read so that children are receiving experiences with quality literature and so teachers have at the ready, many literary selections to make appropriate, motivating reading recommendations to children.

It would be impossible to plan the activities for the four following emerging literature based thematic units of study since the exact students with whom the units would be used are not known at this point. More specifically, it would go against many of the whole language beliefs to plan units of study without the input from the students and without knowing the different learning styles of the individual students. Nevertheless, the annotated bibliography which follows the appendices of this paper is a rich source of quality literature from which to draw for the four themes identified.

CONCLUSIONS

CRITICISMS OF WHOLE LANGUAGE

Like any other educational philosophy and set of teaching strategies, whole language has its critics. Whole language principles and activities have been under fire in North America since their introduction during the past decade. Some of the major criticisms follow.

One major criticism of the whole language philosophy is that it is just another educational trend that is similar to
the "open classroom" of the 1960's. The criticism is focused on the physical freedom given to children in a whole language classroom when they work on various activities or other learning activities. In the 1960's, however, the trend of open classrooms was more focused on individuals working independently. In contrast the whole language philosophy emphasizes "learning as a social phenomenon" where children use language in many social contexts (Weaver 28). Although there are some similarities with the open classroom there are philosophical differences. One difference is that in a whole language classroom activities center around social learning and skills in contrast to the open classroom where the focus was on individual activities to achieve an objective.

Many educators viewed the open classroom as an educational trend and some now criticize and label whole language practices as just another educational trend. Some people argue that whole language activities and practices will become obsolete in the next ten years as another trend will take the spotlight. Many whole language advocates argue, however, that the whole language philosophy has a large, sound philosophical base and that the whole language "methodology is dynamic and continually evolving - guided by observations of students and the ever changing understanding of the theory" (Church 28). Whole language advocates also refute the criticism that whole language is just a trend; the approach has achieved success and longevity in other countries like New
Zealand and Australia.

A third criticism is that whole language teachers do not provide enough or any phonic instruction. One article which focused on this issue of teaching phonics asserted that, "For students of all ages, the upside of whole language is its incorporation of rich vocabulary, exciting narrative, and lovely literary conclusions. Many of today's children, rich and poor, are linguistically undernourished and desperately need the sounds of good language" (Vail 23). Critics argue that whole language teachers basically ignore phonic instruction and other related skills. This has become a major criticism of the whole language approach. In rebutting this criticism, whole language advocates respond that phonics and related skills are not neglected but, they are taught in a different style and structure than in a traditional classroom. Whole language teachers teacher phonics in context of whole text and at the point of need. There have been many whole language strategies and activities written to address this criticism and to provide teachers with whole language based phonic lessons and methods for instruction.

Various debates will continue about the best ways, strategies, and philosophies to teach children. As long as research continues to be done, and as long as the demands and needs of students continue to change and are present in schools, new and old strategies will be tried and adjusted.

PERSONAL CONCLUSIONS
The intent of this paper was to define and analyze the basic characteristics and philosophical foundations of the whole language teaching philosophy as well as an exploration of a whole language teaching strategy. The various characteristics of the whole language philosophy allow for many effective teaching methods in a variety of subject areas. Students become participants in their education, while taking some responsibility for what they will learn and how they will learn it. The classroom environment is designed to provide each child with individualized activities and assessment while promoting cooperation activities and social learning skills. The materials and activities encountered and planned are things and ideas students will find and apply in their worlds outside of school. Links are made for students in various subject areas on a related topic so that students develop broader knowledge bases. These outcomes and end results of using whole language teaching strategies help to show how successful a whole language classroom can be. All of the aforementioned characteristics and beliefs discussed and analyzed through the paper also help to show how whole language teaching approaches can be effective ways to teach the language arts and other subject areas.

There are three personal concluding reactions that I would make as I close my research and writing on this topic. These reactions help to summarize my feelings and voice a fear for the whole language teaching philosophy. My first reaction
to the overall characteristics and beliefs of the philosophy is that I think the philosophy gives teachers more respect and credit for their knowledge of educational theories and practices. When teachers use whole language approaches they must be well read, creative, responsible, and accountable for their activities and assessments. Teachers must have a solid philosophical background in whole language in order to plan the activities and to explain to others the rational and philosophical base for the activities. In that sense, it is my belief that whole language teachers can finally use their intelligence and education to plan their classrooms.

Another personal conclusion on the whole language teaching philosophy I have is that students are becoming more valued in most whole language classrooms. It is with the student as the major concern, that activities and classroom environments are constructed. Students have a say in what they would like to learn. Students are therefore more intrinsically motivated to play active roles in their learning. I think that many schools have gotten off track in their planning and goals for students by not including students in any decision making or planning education. Each student should be and treated as the prized possession of a classroom. Whole language approaches try to accomplish this belief.

Finally, I will end this paper by voicing my fear for the whole language philosophy. As I have been reading,
researching, and discussing with others for this paper, I have found that many people ignore or skip over the philosophical base and core beliefs of whole language. Some teachers and writers explain that they are dedicated to the philosophy, but have no idea why or where the underlying approaches come from for whole language activities. They use a few whole language activities, but do not know why they are effective ways to teach. Others consider themselves whole language teachers because they simply use authentic literature and reading materials in the classroom. The philosophy, however, goes beyond using specific strategies and quality children's literature, even though it is a good start. But the philosophical foundations, teacher training and ongoing preparation, and creation of student-centered activities must be developed along with using good children's literature. My hope for educators is that when they use whole language strategies they will also learn the philosophical bases and methodologies from which the strategies are derived. Then, they have to defend what they are doing they will have the ammunition to do so.

In the children's book Amazing Grace, which was mentioned in the beginning teaching scenario, the young character Grace is inspired by the stories she reads and those her grandmother tells her (Hoffman). She becomes the main characters, having wild adventures in her imagination, after listening or reading to these stories. One of her greatest characters that she
would like to become is an actress. In the end, she becomes Peter Pan in her classroom play after struggling to show her classmates that a female and an Afro-American can become a great Peter Pan, even though the character is male and white. After the play was finished Grace said, "I feel as if I could fly all the way home!" (Hoffman) One of the most important whole language beliefs and a future goal for my classroom is that all children will feel like Grace at many times during their educational careers and be able to celebrate and enjoy learning.
APPENDIX A

Examples of authentic text. First example is from the children's book, Amazing Grace, by Hoffman, 1991. This first page shows some of the feelings of the main character. Second example is a page from a children's encyclopedia. Taken from Childcraft - The How and Why Library, 1991. This second example shows an authentic nonfiction resource that children could use. The third page is from a basic encyclopedia. Taken from The World Book Encyclopedia, 1992. With the help of an adult, the child could use this as another nonfiction source.
The play was a big success and Grace was an amazing Peter Pan.

After it was all over, she said, "I feel as if I could fly all the way home!"

"You probably could," said Ma.

"Yes," said Nana. "If Grace put her mind to it, she can do anything she want."
Curtain going up!

A sudden hush falls over the theater. As the lights dim, the curtain goes up. And there, on the brightly lighted stage, a story comes alive.

Most plays are stories in which the actors speak their parts. Operas are stories in which the performers sing their parts. And in ballet, the stories are acted out by dancing to special music.

All over the world, people enjoy going to the theater to see acted-out stories of real or make-believe happenings. These acted-out stories are called plays. In a play about real happenings, events that could happen in real life are acted out, and all the events in the story are believable.

In a play about make-believe happenings, the actors can make the characters in the play do amazing things. In the play Peter Pan, the characters, Peter Pan and the children, fly through the air. Everyone knows that people can’t really fly. The actors wear harnesses and glide through the air attached to wires. That makes their flying look real to the people in the audience.

Canada

Actors give a performance of Twelfth Night, a play by William Shakespeare, at the Stratford Festival in Ontario.
tion and presents the final product as it will be seen by an audience.

The director's assistants include a stage manager, and, depending on the budget, one or more assistant stage managers, an assistant director, and a rehearsal secretary. Often, one person serves as both assistant director and rehearsal secretary.

The rehearsal secretary sits near the director during rehearsals and takes notes. An assistant director may rehearse certain scenes, coach performers, or act as a go-between for the director and designers. In the professional theater, the stage manager organizes tryouts. He or she attends all rehearsals and records changes in dialogue and blocking on a master copy of the script. Later, during performances, the stage manager is in charge backstage. The stage manager is often called upon to direct or rehearse replacement cast members or even a complete cast for a second production of a successful show.

The performers

Performers are among the few artists who cannot separate their means of expression from themselves. They are their own instrument. They create with their own body and voice and their own psychological and mental qualities. It is often difficult to separate talent and creativity from the performer's personality. But acting is an art and, as with any art, natural ability, study, and practice are essential.

Body and voice. Performers need a flexible, disciplined, and expressive body. They must be able to use their body to represent a wide range of attitudes and reactions. They may be aided by courses in stage movement, dancing, or fencing, or by participating in sports that demand physical control and coordination. Dancing and fencing are particularly useful because they provide grace and body control. These skills also assure more job opportunities for performers. A performer who can dance as well as act is especially in demand.

The same requirements of flexibility, control, and expressiveness apply to the voice as to the body. Performers learn how to breathe properly, to achieve variety in vocal rhythm and tone, and to make themselves heard and understood. They also learn dialects. Training in oral reading, relaxation, and singing is important. However, most performers require years of practice to change their voices significantly so they can speak higher, lower, louder, or softer—and still be understood. For professional performers, therefore, work on vocal improvement, as well as on physical flexibility, should continue throughout their career.

Observation and imagination. To portray a role well, performers should know about human emotions, attitudes, and motivations (reasons for behavior). They must be able to express these elements so they can be understood by an audience. A good performer develops the habit of observing others and remembering how they behave. If an actor takes the role of an old man, for example, he may prepare in part by observing how old men walk, stand, and sit. He may then adapt these movements to suit the character. A performer also learns how different people react to such emotions as happiness, grief, and fear.

Performers may try to develop emotional memory, so that in portraying a role they can recall a situation from their past that caused a similar emotional response in them. This is a complex acting technique, however, and should be used only after developing a thorough understanding of how one should best approach this process. Performers learn to know others through knowing themselves and their emotional capacities as thoroughly as possible. They portray others partly by using their knowledge of themselves and by developing a sensitivity to their own emotions.

Concentration is particularly important for performers. They must be able to involve themselves in an imagined situation and shut out all distractions. Their goal is to give a performance that creates the illusion of something happening for the first time. Part of making this happen involves concentrating on listening to other performers in the play and responding appropriately. It also involves focusing on each moment as it happens rather than anticipating what is to come.

Systems of acting. No matter how talented or even well-trained performers are, they cannot use their skills to full effectiveness without some consistent working method. Performers should try as many approaches to acting as possible, and choose the one, or a combination of several, they consider to be most successful for them.
APPENDIX B

Example of a page taken from a teacher's manual with prepared questions. Taken from City Spaces, Scott, Foresman Reading: An American Tradition, 1987.
BIRDS: We are the birds, the birds of the jungle.
What will we see from our treetop today?

BIRD #1: Look! There is Tiger, King of the Jungle!
He's huge and he's hungry, and he is also
dreaded by all.

BIRD #2: But now he's asleep.

BIRDS: Shh! Do not wake him.
It's day and not night.
But he will be mad
If we wake him all right!

(BIRDS fly away as ANT walks in.)

ANT: Well, well, well, who have we here? Neighbor
Tiger is taking a nap right across my path. I'll
have to climb over him.

TIGER: Ha! What have I caught walking across my nose?
How dare you wake me, Ant? Don't you know I
am King of the Jungle? Look how much bigger
and stronger I am than you. Why, I could crush
you between my teeth!
APPENDIX C

Words You Know

Read each sentence. Underline the word that makes sense in the sentence.

1. For me, each question on my math test was like solving a _______.
   a. riddle
   b. statue
   c. canyon

2. Some of _______ old films really make me sad.
   a. thousand
   b. those
   c. average

3. I knew I was going to win when I moved _______ of the fastest racer.
   a. ahead
   b. behind
   c. among

4. I would like to live near the beach, _______ of here in the city.
   a. sure
   b. short
   c. instead

5. I _______ that it’s important to keep our city’s streets clean.
   a. squeal
   b. dread
   c. agree

6. Best friends, like the two of us, often share things _______ themselves.
   a. ahead
   b. between
   c. because
APPENDIX D

Example of the same story retold in a traditional basal reader and then the same story from a published storybook. The first version is taken from the basal reading series My Best Bear Hug, published by D.C. Heath and Company, 1989. The second version is from Animal Fables From Aesop, by Barbara McClintock. Published by David R. Godine, Publisher, 1991.
A Town Mouse went to see an old friend in the country.

"Have a little something to eat," said the Country Mouse. "I don't have much, but you are welcome to what I have."

"Thank you," said the Town Mouse. "You are very kind."
"It is nice here in the country," said the Town Mouse, "but you must come to town with me. There are many things to see there."

"Well, I am happy here," said the Country Mouse, "but I'd like to see your home in town."

"Let's go!" said the Town Mouse.
So they walked all the way to town. The Town Mouse and the Country Mouse went inside a big house.

“Come here,” said the Town Mouse.

They came to a table filled with good things to eat.

The Country Mouse said, “This is great! I can see why you like it here.”

“Yes,” said the Town Mouse. “This is the best way to live!”
Just then something huge ran into the room. It jumped up on the table.

"Come on!" said the Town Mouse. "Let's get out of here! Run! Run for your life!"

The Town Mouse and the Country Mouse ran as fast as their little feet could go.
“What was that huge thing?” asked the Country Mouse.

“That was a cat,” said the Town Mouse. “Cats like to eat mice.”

“They do?” said the Country Mouse. “I think it is time for me to go home. This town life is not for me.”

“Well, I guess it is not for everyone,” said the Town Mouse.
So the Country Mouse went back to the country where she could eat what little she had in peace. And she never went into town again.
The Town Mouse and the Country Mouse

One day a Town Mouse went to visit his cousin in the country. This cousin was a rustic sort, but he heartily welcomed his town kinsman. Beans and bacon, cheese and bread, were all he had to offer, but he offered them freely. The Town Mouse turned up his nose at such plain fare and invited his country cousin to visit his town home.
“Come with me and I’ll show you how to live. You won’t have been in town a week before you’ll wonder how you ever could have lived in the country.”

No sooner said than done: the two mice set off.
They arrived at the Town Mouse's residence late at night.

"You'll want some refreshment after our long journey," said the Town Mouse, and he took his cousin into the grand dining room.
There they found the remains of a fine feast, and soon the two hungry mice were eating up jellies and cakes and all kinds of rare delicacies.
Suddenly they heard growling and barking. "What is that?" cried the Country Mouse in alarm. "Oh, that's only the dog of the house," answered the other. "Only!" squeaked the Country Mouse. Just at that moment the door flew open and in came a huge sniffing mastiff. The two mice had to scamper off quickly and hide.
“Good-bye, cousin,” said the Country Mouse, as soon as the danger had passed.

“What! Going so soon?” asked the Town Mouse in surprise.

“Yes,” the Country Mouse answered. “Better beans and bacon in peace than cakes and ale in fear.”
Appendix E

Example of a classroom time schedule in an integrated classroom. The first page is a brief description and the second example is a more detailed schedule. Taken from An Integrated Language Perspective In the Elementary School, by Christine C. Pappas et al., 1990.
### Weekly Schedule, Caitlin Cooper's Sixth Grade Classroom

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Opening exercises</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8:10</td>
<td>Forum. Children gather to share work, group plan, and learn about activity choices for the day.</td>
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</tr>
<tr>
<td>8:30</td>
<td>Integrated work time. Children sign up to work in various areas, participate in special projects (i.e., digs). Opportunity for problem-solving, creative thinking, self-expression, communication, and content engagement.</td>
<td></td>
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</tr>
<tr>
<td>9:50</td>
<td>Special classes: Art, Music, Physical Education, Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30</td>
<td>Recess</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:45</td>
<td>Integrated work time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td>Lunch</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>12:45</td>
<td>Sustained Silent Reading (SSR*)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1:00</td>
<td>Forum. Whole group experiences that include introducing new material, guest speakers, writing-editing workshops, math reviews, and the like.</td>
<td></td>
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<tr>
<td>2:00</td>
<td>Integrated work time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30</td>
<td>Clean-up, announcements, dismissal</td>
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</tbody>
</table>

### Weekly Schedule, Carol Hagiha's Second Grade Classroom

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:35</td>
<td>Opening exercises, Attendance, lunch count, sign-ups.</td>
<td></td>
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</tr>
<tr>
<td>8:05</td>
<td>Sharing time. Projects, writing, solutions to work-related problems, planning, progress report.</td>
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</tr>
<tr>
<td>8:25</td>
<td>Whole group activity, Theme introduction, simulation, guest speaker, Reader's Theatre*.</td>
<td></td>
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</tr>
<tr>
<td>9:00</td>
<td>Integrated work time. Move between centers, work in small groups.</td>
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</tr>
<tr>
<td>9:45</td>
<td>Recess</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td>Art</td>
<td>Music Physical Education Library Outdoor Education</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10:50</td>
<td>Poetry time. Teacher shares poetry, children share poetry.</td>
<td></td>
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</tr>
<tr>
<td>11:00</td>
<td>Integrated work time. Rotate groups.</td>
<td></td>
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<tr>
<td>11:30</td>
<td>Lunch</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>12:10</td>
<td>Integrated work time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30</td>
<td>Sustained Silent Reading* and individual conferences</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>12:55</td>
<td>Literature time Reading Buddies* Writing workshop Reading Buddies* Author's Chair*</td>
<td></td>
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</tr>
<tr>
<td>1:30</td>
<td>Integrated work time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:15</td>
<td>Evaluation and clean-up</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### Detailed Schedule, Second Grade Classroom

#### DAY 1 (LET'S EAT!)

<table>
<thead>
<tr>
<th>Time</th>
<th>Children</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:25</td>
<td><strong>TEACHER PREPARATION</strong></td>
<td>Carol checks setups for class, writes announcements on board, and checks mail in office.</td>
</tr>
<tr>
<td>8:55</td>
<td><strong>OPENING EXERCISES</strong></td>
<td>Carol greets children as they enter, makes sure forms are filled in, and makes announcements.</td>
</tr>
<tr>
<td>8:05</td>
<td><strong>SHARING TIME</strong></td>
<td>Carol invites children to sharing area. She shares a limerick as an introduction to Sharing Time, and then monitors time and participates in the group discussion.</td>
</tr>
<tr>
<td>8:25</td>
<td><strong>UNIT INTRODUCTION</strong></td>
<td>Carol introduces a new story, <em>The Hungry Thing</em>. Leads discussion of hunger, “What might happen if no one could figure out what you wanted?”</td>
</tr>
<tr>
<td></td>
<td><strong>Children stay in sharing area, listen to story, and discuss.</strong></td>
<td>Carol uses the Big Book* and reads it along with the children. She points out features of the text and of individual words and phrases. As children suggest additional things to feed the Hungry Thing, Carol adds lines to the Big Book* text.</td>
</tr>
<tr>
<td></td>
<td><strong>Children take different parts to read, and all recite the Hungry Thing’s lines.</strong></td>
<td>Carol introduces the new unit on eating, solicits children’s suggestions, and goes over some possible activities.</td>
</tr>
<tr>
<td></td>
<td><strong>Several children suggest activities for a class work chart.</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Children help plan their work for integrated work time.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Planning sheets are checked off, and work assignments made.</strong></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td><strong>INTEGRATED WORK TIME</strong></td>
<td>Carol moves between groups, helping children get started on their work.</td>
</tr>
<tr>
<td></td>
<td><strong>Children move to work areas throughout the room:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>---Grocery list. Children locate advertisements for luncheon foods and figure math problems related to serving a luncheon. A grocery store in the area provides practice in careful shopping, making change, adding money, and checking work with a calculator. Finished work is put in a folder for the teacher to review.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>---Food measures. This group works with an assortment of measuring devices and dry foods to measure. They work to establish equivalencies and make a chart to use in cooking activities.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Carol works with a small group who have been having difficulty with previous math activities. The children then work in pairs to check their work.</strong></td>
<td></td>
</tr>
</tbody>
</table>
—Growing food. Assorted seeds and reference books help children with sorting and matching seeds to full-grown plants. Children set up experiments to observe root growth and chart development of different types of food plants.

—Food in fiction. Children select books from the reading center to read to each other. Each child picks a book to read during individual conferences.

—Eating around the world. Children listen to the story, and try to use chopsticks. They discuss the experience and try to find interesting words to describe it. They locate Japan and the United States on their inflatable globes and on the Peter’s Projection world map. In pairs, they create directions for eating in America and in Japan.

Carol leaves the math group and joins the children who are planting seeds. She shares part of Hoe, Hoe, Hoe, Watch My Garden Grow and discusses types of plants children have decided to grow. She asks children for a report on their progress during today’s evaluation time.

A parent volunteer (prepared by Carol) is working in this area today. She has a pot of Japanese noodles bubbling in a corner, and How My Parents Learned to Eat in hand. She shares the story and invites children to eat the noodles with chopsticks. In between helping children manage the chopsticks, she records the descriptive words and phrases the children use to describe this experience. These will be added to children’s Learning Log* and used in their writing.

Carol shares several “eating” poems from The Random House Book of Poetry.

Carol points out other books of poetry in the reading center and suggests asking the librarian for help, too.

Carol works with a child who is ready for an “editor” for part of “How to Eat in Japan and the United States.” She also checks with the poetry group to see that they have themselves organized for work.

Carol has conferences with individual children or with small groups to hear them read and to discuss their reading.

(RECESS AND SPECIAL CLASSES)

POETRY
10:50

Children recite their favorite poems after the teacher shares some poetry. A child suggests illustrating Shel Silverstein’s “Adelaide” and several other children decide to put together a book of eating poems and illustrations.

INTEGRATED WORK TIME
11:00

Children rotate groups or move to writing tables to complete projects begun earlier in the day.

LUNCH FOLLOWED BY A THIRD INTEGRATED WORK TIME
SUSTAINED SILENT READING* 12:30–12:55

Children read selections of their choice.

(Continued on next page.)
<table>
<thead>
<tr>
<th>DAY 1 (LET'S EAT!)</th>
<th>Time</th>
<th>Children</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITERATURE</td>
<td>12:55</td>
<td>After discussing food preferences, children decide to survey a grocery store to find out what foods are best sellers. They select a committee to work with the teacher in developing a survey.</td>
<td>Carol shares <em>Gregory the Terrible Eater</em> and leads discussion of favorite and least favorite foods.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Children retrieve <em>How My Parents Learned to Eat</em> to find parts that refer to American eating customs. They reread some parts.</td>
<td></td>
</tr>
<tr>
<td>INTEGRATED WORK TIME</td>
<td>1:30</td>
<td>Complete work for today's projects and plan for next day.</td>
<td>Carol asks children to share what was learned about Japanese food and customs. What part of the story helped them to understand how complicated American-style eating was? She invites several children to share parts of the story by reading them aloud.</td>
</tr>
<tr>
<td>EVALUATION AND CLEAN-UP</td>
<td>2:15</td>
<td>Children put work in notebooks and begin end-of-day jobs.</td>
<td>Carol asks children to survey foods products at home and to see if they can find two foods that did not come from the United States.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY 2 (LET'S EAT!)</th>
<th>Time</th>
<th>Children</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHARING TIME</td>
<td>8:05</td>
<td>One group shares their Big Book* of eating customs in the United States and Japan. Children discuss punctuation in the Big Book* as the group explains that they had some difficulty in this area. Several children read sentences as if other punctuation had been used (i.e., question marks rather than an exclamation mark or a period). They begin to construct some helpful hints for punctuation. Several children come to the board to put punctuation marks in sentences and to see if their hints are really helpful.</td>
<td>Carol points out interesting words and ideas, comments on their careful attention to punctuation and asks the class why they think certain choices were made.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Carol writes some sentences on the board and asks children to use their new helpful hints to punctuate them. “Let’s see if we can use these hints to make our writing more interesting. Why don’t you bring some examples of good use of punctuation to ‘group’ today?”</td>
</tr>
</tbody>
</table>
WHOLE GROUP
ACTIVITY
3:25

Children match passports from a previous activity to country names posted in the room and sit in those areas.

Children quickly note that the snack is not "fairly" distributed.

Discuss as a class how to solve the problem. Rank order solutions. Pick one, and act on it.

Discuss ways to help hungry people. Select several possibilities to work on.

Work in groups to plan for hunger projects (see WEB).

Share plans and make a schedule for accomplishing them.

Once children are seated by country, Carol distributes snack based on food distribution in the countries represented.

Carol asks them to outline the problem and then offer possible solutions.

"How do we decide which solution to pick?" Compare to problems in the world. "Can we think of possible solutions to some of these problems?"

Divide class into groups based on the suggestions and student interests.

Carol helps make plans workable and serves as recorder.

INTEGRATED WORK TIME
3:00

DAY 15 (LET'S EAT!)

<table>
<thead>
<tr>
<th>Time</th>
<th>Children</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHARING TIME 3:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A committee that went to the food pantry reports on the need for cardboard boxes. The class decides to collect boxes and deliver them the following week.</td>
<td>Carol participates in the discussion that is led by the committee of students.</td>
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</tr>
<tr>
<td>DRESS REHEARSAL 3:25</td>
<td></td>
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<tr>
<td>Run through the play, poems, and other readings planned for guests.</td>
<td>Organize a runthrough of the program, including play adapted from The Funny Little Woman.</td>
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</tr>
<tr>
<td>ROOM ARRANGEMENT 3:00</td>
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<tr>
<td>Put final touches on decorations, and organize food.</td>
<td>Work with children on room decoration.</td>
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</tr>
<tr>
<td>RECESS AND SPECIAL CLASSES 3:45</td>
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<tr>
<td>LITERATURE 4:00</td>
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</tr>
<tr>
<td>Gather quiety for story.</td>
<td>Share Bon Appetit, Mr. Rabbit.</td>
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<tr>
<td>SPECIAL PROGRAM 4:00</td>
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<tr>
<td>Children greet guests and show them to seats. They introduce program and put on performance. Children serve luncheon (all planned and made by children). Bid guests goodbye. After all guests leave, everyone goes out for recess.</td>
<td>Carol also greets guests. She assists and directs as necessary and makes sure guests receive books made for them.</td>
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</tr>
<tr>
<td>CLEAN-UP 4:15</td>
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<tr>
<td>Everyone helps put room back into working order.</td>
<td>Read book of own choosing.</td>
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</tr>
<tr>
<td>SUSTAINED SILENT READING* 4:55</td>
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</tbody>
</table>
APPENDIX F

Example of a thematic web. The theme is Exploration. This is an example of how a teacher could organize and brainstorm when planning for a thematic unit or integrated schedule. Taken from An Integrated Language Perspective In the Elementary School, by Christine Pappas et al., 1990.
WORD ORIGINS
WORDS FROM THE MYTHS
WORD PEOPLE
IS THAT MOTHER IN THE BOTTLE?
Make a dictionary of word origins for new terms in science and social studies. Illustrate your dictionary. List all the suffixes and prefixes you can discover and categorize by use and meaning. Make a chart of confusing "word additives" (such as non-flammable/inflammable). Make a current slang dictionary. Use the DICTIORITY OF AMERICAN SLANG for ideas.

EXPLORING DIALECTS/ACCENTS/REGIONALITY
JACK AND THE WONDER BEANS
BRAIDS
THE PEOPLE THEY COULD FLY
Make a list of regional expressions. Collect regional ways of naming or pronouncing certain words (such as all the words for a submarine sandwich). Tell a story from your region. How would someone from another region tell it? Compare regional versions of common stories ("Jack and the Beanstalk," "The Night Before Christmas"). Invite a storyteller to class who can use dialect effectively. Make a comparison chart of similarities and differences in regional story versions. Locate language/dialect regions on a U.S. map. Where does "standard English" come from? Survey TV or radio for use of dialect/accent/regional expressions.

CODES AND SPECIAL LANGUAGES
OVER SEA, UNDER STONE
HANDBOOK

EXPLORING THE FUTURE
THE GREEN FUTURES OF TYCHO
THE WHITE MOUNTAINS
What might lead to the futures depicted in these books? Make a future wish list of things we need to do to ensure a better future. Write to find out what is being done to make a good future. Make a predictions chart; listing things you think are likely to happen. Make a predictions chart; listing things you think are likely to happen.

20,000 LEAGUES UNDER THE SEA
What things did Jules Verne predict accurately? Write a history of your time as if you were living 100 years from now.

FIGURATIVE LANGUAGE
WHITE SNOW, BRIGHT SNOW
IT DOESN'T ALWAYS HAVE TO RHYME
REFLECTIONS ON A GIFT OF WATERMELON PICKLE
Go on an adverb and adjective hunt. Collect descriptive words for environmental phenomena. Collect beautiful ways of saying things from poems or other literature. Create metaphors and similes to describe a favorite place, or event. Make an anthology of favorite poems that use interesting language.

ARTISTIC BREAKTHROUGHS
ON THE FRONTIER WITH MR. AUDUBON
WINSLOW HOMER
MY STORY: TRINA SCHART HYMAN
Create a museum of different art styles. Make a guide to the museum and invite others to visit. Write to a variety of artists and survey them on questions of interest. Visit a print shop to see how art is reproduced. Make a survey of the uses made of art in the community. Create a guide to community art. Raise money to buy a piece of art for the school. Explore different artistic mediums. Use art to share findings from other investigations.

INVENTIONS THAT CHANGED MUSIC
Make a display showing the earliest known instruments. Make a timeline showing the history of musical instruments. Listen to recordings of ancient instruments. Listen to different styles of music over time. What inventions changed musical styles? Prepare a demonstration of electronic music (new age music). Compose and play own electronic music.

NEW DANCE FORMS
What is the language of dance? Make a dictionary of dance. A VERY YOUNG DANCER
Create a photo-essay to illustrate your dictionary. Find out how dance is used in other cultures. Learn a dance from another culture. Compare ways you use dance. Create a dance to represent the theme "exploration."

PERSONAL EXPLORATION
INNER JOURNEYS
ON MY HONOR
A FINE WHITE DUST
IOUS
THE ELEPHANT IN THE DARK
A life line of important events in your life. What makes an event good or bad? What makes a good person? Make a list of characteristics of a good person. Make a comparison chart of literary and real characters using your list of characteristics. Discuss what each character in A FINE WHITE DUST and IOUS is involved in exploring. Write a tentative plan for things you want to accomplish this year in the next 3 years, and so on.
APPENDIX G

Example of model integrated outcomes for language arts which were developed by the state of Minnesota. Second page is a chart showing how the various language arts outcomes could be integrated. Third page is a diagram of how outcomes fit into district goals and student choices. Taken from Model Learner Outcomes for Language Arts Education, Minnesota Department of Education, 1988.
MODEL INTEGRATED OUTCOMES
FOR LANGUAGE ARTS

<table>
<thead>
<tr>
<th>SBE LEARNER GOALS</th>
<th>LANGUAGE ARTS, READING LEARNER OUTCOMES</th>
<th>DEVELOPMENT AND CONCEPT EMPHASIS</th>
<th>TEST ITEM BANK</th>
</tr>
</thead>
</table>

**I. PURPOSE**

Purpose relates to why the communication is taking place. What is to be accomplished? For example, one may read, write, speak or listen to entertain or be entertained. Purpose helps establish criteria for the organization, style, content, and length of the communication act.

A, B.1, The student will know and apply the criteria for communication acts (e.g., organization, audience, style, content, length).

Knowing, Applying

A.2, B.8, C.5. **WRITING**

1. Use language to identify audience and purpose clearly before composing.

2. Develop a style appropriate to purpose and audience.

3. Share writing to determine if specific criteria have been met.

4. Use writing for various purposes.

Applying, Integrating

A.1 **READING**

1. Set purposes for reading various materials.

2. Use various reading strategies and rates according to the type, purpose, and difficulty of the materials being read.

Applying, Integrating
<table>
<thead>
<tr>
<th>SBE LEARNER GOALS</th>
<th>LANGUAGE ARTS. READING LEARNER OUTCOMES</th>
<th>DEVELOPMENT AND CONCEPT EMPHASIS</th>
<th>TEST ITEM BANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.4, A.8, B.8, C.5</td>
<td><strong>SPEAKING</strong></td>
<td>Applying, Integrating</td>
<td></td>
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<tr>
<td>1. Demonstrate the five functions of oral communication (ritualizing, controlling, feeling, informing, and imagining) using appropriate clarification of purpose.</td>
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<td>2. State goals for a group (small group communication).</td>
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<tr>
<td>3. Speak to a variety of purposes (public communication): show and tell, oral report, demonstration, information, speech, personal experience, storytelling, oral interpretation, etc.</td>
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<tr>
<td>A.3</td>
<td><strong>LISTENING</strong></td>
<td>Applying, Integrating</td>
<td></td>
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<tr>
<td>1. Apply listening skills in a variety of contexts for several purposes.</td>
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<td>2. Adjust listening behavior to communication purpose.</td>
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<td><strong>II. AUDIENCE</strong></td>
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<tr>
<td>The concept of audience addresses for whom the communication is intended and causes the communication act to be shaped accordingly. Is it for children? Is it for adults? Is the audience likely to be informed or uninformed, interested or uninterested in the topic?</td>
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<tr>
<td>A, B.1, B.8, C.3, C.4, C.5, M.1</td>
<td>The student will know the needs of varied audiences and demonstrate the use of communication appropriate to those needs (age, interest, background knowledge, formal/informal setting, group size).</td>
<td>Knowing, Applying, Integrating, Affective, Multicultural, Gender Fair, International/Global</td>
<td></td>
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CHAPTER 3

INTEGRATED LANGUAGE ARTS MODEL

MEANING

READING

WRITING

SPEAKING

LISTENING

DRAMA

SPEECH

LANGUAGE STUDY

COMPOSITION

LITERACY

LITERATURE

MEDIA
LEARNER OUTCOMES: MODEL AND ESSENTIAL

MODEL LEARNER OUTCOMES

DISTRICT CHOICE

STUDENT CHOICE

DISTRICT

STUDENT

MANDATE

DISTRICT AND
STUDENT
MANDATE

ESSENTIAL OUTCOMES
FOR INSTITUTIONAL
ACCOUNTABILITY

THINKING

CONTENT
Example of a possible planning route for creating a thematic unit and activities. Taken from *An Integrated Language Perspective In the Elementary School*, by Christine Pappas et al., 1990.
Choosing the Theme

Selecting Materials → Choosing Activities

Sharing the Theme with Children
Suggesting General Choices

Children Make Decisions About Plans
Teacher Collaborates on Individual and Group Choices

Implementing the Theme

Individual Projects → Small Group Projects → Whole Class Projects

Ongoing Sharing of Process and Product

Culmination Sharing of Projects
ANNOTATED BIBLIOGRAPHY
ANNOTATED BIBLIOGRAPHY FOR THE FOLLOWING LITERATURE-BASED THEMATIC UNITS:

1. World War II
2. Families
3. Friends
4. Self-Esteem
5. Miscellaneous Books
Literature Unit: World War II


Type: picture book, intermediate (5th/6th)

Summary: Rose Blanche is a girl who lives in Germany during WWII. She sees, watches, and is fearful of the army trucks that she sees. She follows the trucks one day and sees where they hold Jewish people. She continues to visit the camp bringing food for the prisoners. She dies from a shot when she goes back one day to find the camp destroyed.

Other Information: Related topics of study could include character development, resistance. Rose Blanche (White Rose) was a group of young German citizens protesting the war.


Type: picture book, real photographs, all ages - but appropriate for intermediate, black and white, simple text.

Summary: Using real photos, a brief description is given of Jewish life before the holocaust and life as it changed for the Jewish people. The book shows what happened to many Jewish children.

Other Information: Related topics of study could include Jewish children. Book would be good way to introduce any unit on WWII.


Type: picture book with extensive text, disturbing/abstract pictures, intermediate 5th/6th.

Summary: A family in Hiroshima is interrupted during breakfast by the atomic bomb August 6, 1945. The flight and after effects of the radiation are shown through the family.

Other Information: The story is a narrative based on a true story. The title means "The Flash of Hiroshima." Related topics of study include the bomb itself and radiation

**Type:** picture book with extensive text, beautiful oil illustrations.

**Summary:** A mom retells the story of how she got a little glass angel with a golden wing for the Christmas tree. She tells a story about how her father was taken away during the war, while her and her family were moved around and had to endure many hardships. After the war, the father returns with the little angel. She was a refugee and the glass angel symbolized their new life after the war.

**Other Information:** Related topics could be separation of family issues, refugee life, and Christmas tales.


**Type:** chapter book, 190 pages, 5th grade and above.

**Summary:** Anna and her family become refugees after the Nazis take over in Germany since they were Jewish. Their moves to Switzerland, Paris, and France are filled with hardships, new schools, and new languages. In the end they had survived.

**Other Information:** Related topics would be geography, Paris landmarks, and survival.


**Type:** Biography, chapter book, real black and white photos, 216 pages, easy to read but sophisticated ideas and writing style, intermediate.

**Summary:** Through interviews with various people (sister, friends, etc), the author illustrates the life of Sophie Scholl. She was twenty-one years old when she was put to death for her work distributing anti-Nazi leaflets throughout European colleges. Her brother and some friends had formed what was called the White Rose Resistance group.

**Other Information:** Related topics could be growing up in Nazis Germany, resistance, and women studies.

7. **Book Information:** Hautzig, Esther. *The Endless Steppe:

Type: chapter book, 250 pages, narrative, easy to read with proper background development, 5th/6th grade.

Summary: Esther Rudomin (12 year old) lived happily in Poland as a Jew before the war. Once the war began she and her family were under arrest by the Russian government because they were "capitalists." The story shows their deportation to Siberia, the long struggles, life at the camp, poverty, and separation from other family members. The book ends with the family gaining their freedom with the end of the war, but without any of their possessions.


Type: chapter book, 179 pages, writing style is somewhat confusing to understand but very worthwhile book.

Summary: Annie de Leeuw was a Jewish girl from Holland who tells the story. Annie and her sister must hide in an upstairs room of a farm house during the war. They are separated from their father and other sister. The story shows how close the farm family and girls become and the struggles they endure being hidden for two years.

Other Information: Other related topics of would be separation, loneliness, and survival.


Type: chapter book, 170 pages, easy reading, fantasy like.

Summary: Hannah did not want to go to the annual family Passover meal. Her relatives just reminisced about their Holocaust experience. After Hannah preforms the tradition of opening the door to let in the prophet Elijah, Hannah returns to the 1940's and experiences first hand the concentration camp experience. The end of the book returns Hannah to the present time with a changed attitude about her relatives.

Other Information: Easter/Passover holidays.


Type: chapter book, 137 pages, easy reading, 4th/5th.

Summary: Two ten-year-old girls from Copenhagen help each
other out through the war. One of the girls is Jewish. The two families are very good friends and help the Jewish family relocate to Sweeden. The story often times returns to the theme of survival and the theme that if one does not know the full truth of what they are doing they will not be as fearful. The escape to Sweden on fishing boats provides a suspenseful tale of escape.

**Other Information:** family, Jewish holidays, death of a sister, resistance groups.


**Type:** Picture book with extensive text, black and white pencil drawings.

**Summary:** Jeannie-O’s dad had to go away to the war. He was no longer safe in America. Jeannie-O and her mother were very sad and their life changed. Those changes, the waiting of letters, and the victory of WWII are all shown.

**Other Information:** Shows an American child’s view of the war with some geographical information.


**Type:** chapter book, but more easy to read, complex ideas, 4-6.

**Summary:** Sadako, a twelve year old, discovers she has leukemia as a result from the radiation from the bomb. In order to get better she believes that if she make one thousand paper cranes she will regain her health, but she does not.

**Other Information:** Could be used for a unit on families and survival, Sadako is honored today at her memorial in the Hiroshima Peace Park.


**Type:** chapter book, 156 pages, adventure, 4-6.

**Summary:** Peter Lundstrom and his friends all help save Norway’s money during the war when they sled down hills with gold hidden under them, past the Nazi guards. In the end the gold is saved.
Other Information: Quick paced story, all grades would enjoy, not known if it is a true story.


Type: picture book with extensive meaning, all ages.

Summary: Miriam and the other women in a concentration camp stay up late at night and use whatever they can find to make toys for the young kids in the concentration camps on the day they are set free. The hardships are shown through the illustrations.


Type: picture book with sophisticated text meaning, all ages.

Summary: A little Jewish girl must live with a farm family during the war away from her parents so she will remain safe. A bunny becomes her pet and she has a safe place to hide.

Other Information: beautiful illustrations.


Type: chapter book, 47 pages, all ages would enjoy.

Summary: Katie and her mom live in New York City during WWII when her father must go to the war. They are a Jewish family and their traditions are shown, as well as the pains of losing someone to the war. They are supported by one of the mother’s friends and their new child.

Other Information: Could be used for a unit on death and surviving.


Type: picture book with extensive text, unique pictures, all ages.

Summary: A grandmother tells a story to her grandchild about escaping two wars from Russia. Gypsies once told her that she would run into misfortune which she did when the wars came. Many of her relatives died and she had barely enough to live, but the birth of her child was a miracle since people loved to
see a baby and offered her and her family many things. She finally made it to America with her daughter.


Type: chapter book, nonfiction biography, 4-6.

Summary: The background information to Anne Frank’s hiding, family, and death are given in the easy to read, but informative book. Good for background information on Anne Frank who was a Jewish girl who hid with her family during WWII in Holland, but was found by the Nazis. The writing of her diary and how it came to be published are discussed.

Other Information: Would be excellent to read before reading the diary itself.


Type: chapter book, 111 pages, 4-6.

Summary: Lisa is a Jewish girl who lives in Denmark during WWII. When Hilter crashes the Danish government Lisa and her family worry for their future. Her brother and her take part in an underground resistance program. In the end the Danish government and people help hide away many Jews to Sweeden, including Lisa and her family.

Other Information: Adventure type story, suspenseful.


Type: chapter book, 149 pages, 5-6.

Summary: A little boy is friends with a Jewish boy named Friedrich and his family. Each chapter shows how the Jewish people were shunned and destroyed through the years leading up to WWII and during the war. Many of the Jewish traditions are shown as well as the emotions the Jewish family encountered. The eventual death of the Friedrich is shown because he was not allowed in a bomb shelter.

Other Information: Chronology in the end of the book, book has some underlying ideas and themes that are not explained unless one already knows about WWII.

Type: chapter book, extensive reading, 229 pages, biography.

Summary: Book shows the travels, struggles of finding live family, and surviving as a Jew after WWII. The life experiences in concentration camps are shown of one woman. The significance of family and finding live family for Jews is emphasized.


Type: chapter book, 171 pages, can become confusing.

Summary: A thirteen year old girl makes her way on one of the many transports that lead people back to their home towns or new places after WWII. She goes alone and is moving from Russian zone to Cologne. Many adventures and discomforts are had, but her main goal of the trip is to help the elderly couple she meets make it to the boarder.

Other Information: Shows refugees hardships after the war as well as during.

Literature Unit: Families


Type: picture book, easy reading 1-2nd grade.

Summary: Danny, a young toddler, is sad because he never gets a chance to hold his new baby sister. All of his relatives and parents get the opportunity to hold the new baby. Finally, the parents and relatives surround Danny and give him the chance to hold the baby.

Other Information: nice illustrations.


Type: picture book, easy reading 1-2nd grad.

Summary: After digging a big hole in their sandpit, Wild and Woolly fall to the North Pole. On their way back home they met, eat, and stay with unique individuals like a fairy and a gypsy. They finally make it to their own home, their parents, and known food.

Other Information: Related topics of study could include voyages and fantasy lands.

**Type:** picture book, only a few sentences of text, K-1.

**Summary:** Jessie has to wait for her mother to come pick her up from dance class. Because Jessie's mother ends up having car problems and other delays, she is late. Jessie begins to think that her mother has forgotten about her, but is happily surprised when her mother finally shows up.

**Other Information:** Related topics could include working mothers and patience.


**Type:** picture book, 1-2nd.

**Summary:** Katie Morag gets to deliver the mail on the Isle of Struay one day when no Mr. McColl could not deliver it because his child was getting in a new tooth. Katie had to deliver a package to her Grandma, but ended up getting all the other packages delivered to the wrong addresses. In the end all of the packages end up at the right houses, thanks to Katie's Grandmas help.

**Other Information:** A related topic of study could be postoffice. Nice illustrations.


**Type:** picture book, 1-3rd grade.

**Summary:** Aunt Martha and her niece take a road trip every summer—without men. The story describes what they will do, like stop and buy junk or eat in fancy restaurants without the harassment of other traveling companions telling them to hurry up or to quick wasting time.

**Other Information:** the characters are Afro-American, but the story itself lacks an interesting storyline.


**Type:** picture book, predictable pattern 2-3rd.

**Summary:** The book shows the progression of a family from the
wedding of a young farm couple, to their having kids, to becoming grandparents, and to their death. This is done with a simple song like verse throughout the story.

Other Information: beautiful pictures, shows the traditions of a farm family or a family living long ago.


Type: picture book, K-1.

Summary: Alfie and Annie Rose played a "This little pig" with Annie Rose's feet. When Alfie got a pair of new yellow boots to splash around in the mud and puddles with, he realizes that his boots are on the wrong feet. Annie Rose also decides to be like her big brother and get a pair of boots.

Other Information: More appropriate for a discussion or unit on right and left, but does show sister and brother relationship.


Type: picture book, easy reading 1-3rd, beautiful pictures.

Summary: A girl and her family are hiking when they stumble upon an area which was once occupied by a house. The girl finds a nail and other clues to what the family might have been through. The family who lived at the house is shown and revealed through the girl's findings.

Other Information: Related topics of study could include a study on family roots.


Type: picture book, easy reading, K-1.

Summary: The story briefly describes how two expecting parents prepare for the day when their adopted baby comes home.

Other Information: Too simplified, rather corny!


Type: picture book, easy to read, 2-3, pencil drawings.
Summary: A little boy is left with his grandfather to wait for his Mom and Dad to come home with the new family arrival. The little boy is sad because he did not even know who the baby was. The grandfather tells the boy a story about how much sweeter life is when there is a new baby to celebrate. The boy feels better in the end.


Type: picture book, 1-3.

Summary: Before Jemima leaves to go back home after spending the summer with her aunt on a farm, she takes one last walk around remembering all of the things she did with her aunt that summer.

Other Information: Aunt-niece relationship, poetry like.


Type: picture book, easy reading, K-1.

Summary: A mother retells the story to her daughter about a time when the daughter was very young and cried the whole night until the parents realized all she wanted to do was to be held.

Other Information: Related topics for study could include childcare and love.


Summary: Kayla is the big sister who the speaker of the book, the younger sister, follows around and imitates. At the end of the story the younger sister decides to take the initiative and Kyla follows the younger sister.


Type: picture book, easy to read, 1-3.

Summary: Anna's grandmother comes every Wednesday to take care of her while her Mom and Dad are at work late. Anna's Dad's birthday is also coming up. On Wednesday nights Anna is hard at work teaching her Grandma how to read and on the Dad's
birthday, Grandma's birthday present to her son is her new skill of learning how to read.

Other Information: Related topics of study could include lifelong learning and birthdays.


Type: picture book with extensive text, 2-4.

Summary: A little girl tells the story of her great-aunt, the Lupine Lady. Her great-aunt was told by her grandfather that she should do three things in life and one of them was to make the world more beautiful. As the great-aunt was getting old she still had not done anything to make the world a more beautiful place, she then decided that by spreading Lupin seeds around her city she would complete that task in life.

Other Information: Related topics of study could include flowers, voyages, and lupines. Beautiful pictures.


Type: picture book, easy to read, K-3.

Summary: Mr. Jordan has spent many different times of his life in the park. At each phase in his life the park has provided him with a happy place to visit. When he finally becomes very old, he enjoys going to the park to watch the young kids.

Other Information: Could be used for study on growing old or different phases of life.


Type: picture book w/extensive text, 1-3.

Summary: A little girl retells the story of her Grandma's life. The grandma came from Russia and survived by aiding her husband's job with gambling. The granddaughter learns card games as well. The little girl then becomes very sad when she finds out that her grandmother died.

Other Information: Related topics include immigration and death.

Type: picture book, easy to read, K-2.

Summary: A little boy tells a story about how his father picks him up from daycare and then they make spaghetti together. The trip to the grocery store, the preparation, and mom’s arrival home are all included in the story.

Other Information: The story helps to show other family dynamics, like a working mother.


Type: picture book, 1-3.

Summary: Katie lives with her grandmother during the summer and her big, boy cousins come to visit her and her grandmother. There are many chores to take care of at the island, but Katie and her cousins are tempted to go into the city and play chickenelly. They end up going to play the game and Katie felt bad since she knew her grandmother felt sad that they skipped out on their chores. Everyone finishes their chores and they have a nice dinner, with Grannie who forgives them.

Other Information: good pictures, related topic of study could be temptation.


Type: picture book, all ages.

Summary: Rhyming story which is set up parallel to the five stages of grief. Each page shows how Everett feels when his father died. Denial, Anger, Bargaining, Depression, and Acceptance are all shown through Everett’s verse.

Other Information: Book would be excellent for death and dying unit, pictures are pencil or charcoal sketches.


Type: picture book, easy to read, K-2.

Summary: A little girl walks with her mom and new baby brother to a pond to ice skate. On the way there, the little girl asks if her mom use to do that with her when she was little or before she was born. The story shows the love of a
mother for a daughter and how it continues to grow throughout time.

Other Information: Somewhat corny, but appropriate.


Type: black and white prints, easy to read, 1-4.

Summary: An old man’s life is recreated for the reader. He had an unhappy childhood of moving after his father’s house burned down. He enjoyed living with his cousins and was sad to move back with his father. He ran away and then began life alone in a little cabin. He visited his cousins often and their children. He did odd jobs and learned to be self sufficient. In the end he knows he is very happy living alone.

Other Information: Other topics of study could include survival, living alone, and being different.


Type: picture book, easy to read, but complex story, 2-4.

Summary: Tommy went to visit his grandmothers every Sunday. He called his great grandmother Nana Upstairs because she was in her bed all day, except for the times when her Tommy ate together. He called his grandmother who was always in the kitchen, Nana Downstairs. He loved to visit his grandmothers. One day his mother told him that Nana Upstairs died. He did not know what death was until that experience.

Other Information: Other related topics of study could include death and grief, and family roots.


Type: collection of stories and poems, easy to read, 1-3.

Summary: Alfie and her little sister Annie Rose share lots of adventures and learn about life through various experiences showed through in the book. Their relationship of brother and sister is also showed.

Other Information: Stories within collection include Alfie teaching Annie Rose how to eat properly and when grandmother
comes to share her pictures, nice illustrations, somewhat overgeneralized stories.


**Type:** picture book with extensive text, 1-4.

**Summary:** Bobby is named after his grandfather Bob, and both call each other by their first names. Bobby loves to hear his grandfather Bob tell him about how he taught him to walk. They use to play many special games together. One day Bobby’s parents tell him that his grandfather had a stroke. Bobby is sad that his grandfather does not remember his name, but slowly but surely Bobby helps his grandfather to learn how to eat again and finally walk. Now the grandfather can ask Bobby how Bobby taught him how to walk.

**Other Information:** Other topics include survival, strokes, and changes.


**Type:** picture book with extensive text, K-3.

**Summary:** Bo goes to visit his grandpa in the summer. They play baseball, learn about the names of flowers and bugs, and do other summer activities. Bo’s goal of the summer is to see a shooting star. It is not until the last night together that Bo sees a shooting star. His grandpa teaches him to make a wish on that star.

**Other Information:** Book has somewhat of a predictable style. They both give real names to all the things they see in nature as well as their real names. For example, a Douglas Fir they call Doug.


**Type:** picture book, easy to read, K-1.

**Summary:** A little boy wakes up early and tries to wake up his father with all kinds of questions. When the little boy threatens to play his recorder the parents get up and allow him to fall back asleep in their bed with them.

**Other Information:** Corny, but may be appropriate for a study of manners or morning.

28. **Book Information:** Gould, Deborah. *Grandpa’s Slide Show*. 

**Type:** picture book with extensive text, 2-4.

**Summary:** Sam and Douglas went to their grandpa’s and grandma’s house often for dinner. After dinner the grandpa always pulled out slides for a slide show. Then one day the grandpa dies and the little boys see the grandmother and their mother going through the steps of grief and funeral preparations. The story ends with the remaining family taking out slides and having special memories about their grandpa.

**Other Information:** Story and pictures are somewhat disturbing at the funeral scene, but would be excellent to show children the steps that are taken when someone dies.


**Type:** picture book, easy to read.

**Summary:** A little girl and her grandpa have special memories together. One example is that the grandpa always switches around words like the little girl says that they are eating chocolate ice cream, but the grandpa tells her they are really eating strawberry ice cream. In the end the grandpa cannot play because he is sick and finally dead.

**Other Information:** Fun pictures, could be used for predictable pattern book.


**Type:** picture book, predictable pattern, K-2.

**Summary:** Will’s mom is busy doing other things and continuously asks Will to entertain and hush his baby brother. Will sings, tells stories, and plays with the baby until he finally falls asleep. Then, will can go play baseball. Shows how sisters and brothers can take care of each other.

**Other Information:** Easy to read, pictures are not the best, but story has a good point.


**Type:** picture book, with extensive text.
Summary: Willie stops giving hugs to this family and friends after his friend makes fun of hugging. After awhile Willie misses hugging his family and sneaks around hugging anything, even a bath towel. His sister tells him that he "is not the hugging type" which bothers him. He then begins to give hugs again, regardless of what his friend says.

Other Information: Could be used in the friendship unit or on being OK. Afro-American family.


Type: picture book, with extensive text and mini chapters, 2-4.

Summary: Freddy is the middle child and feels like he is not very special. He finally gets his chance to do something to make him a unique person in his family. He gets the part of the green kangaroo in the fifth and sixth grade play and becomes a star.

Other Information: Could use book for unit on self esteem.


Type: picture book, predictable pattern, extensive text, K-3.

Summary: A little boy goes out to find a mommy, but instead he finds a teddy bear, an uncle, etc., who all help him try to find a mommy. In the end he does find a woman who wanted a boy and then they search out a daddy.

Other Information: Somewhat of a corny ending, oversimplified with the finding of the daddy. Nice illustrations.


Type: picture book, easy to read, K-3.

Summary: Francis was sad when her mother and father seemed to pay more attention to their new baby sister Gloria. Francis finally runs away to under the dinning room table. Her parents comment how lonely it is without her and how they could not be a family. In the end Francis realizes she is still special and is part of the family.
Other Information: Could be used for a unit on rhyme.


**Type:** picture book, easy to read, K-3.

**Summary:** Mrs. Piggott did the cooking, cleaning, and went to work. Her husband and two sons, Simon and Patrick, did nothing to help with the work. One day Mrs. Piggott leaves a note saying that they were pigs, and she left. They finally realized how much they needed her and they began to fend for their own. She came back and they all became appreciative and cooperative in household chores and work.

Other Information: Shows roles in families, working moms.


**Type:** Picture book, beautiful pictures, 1-4.

**Summary:** Charlie builds his own make believe house out of clay and garbage that he finds in the streets where he lives. He even makes his own bedroom. Charlie uses his imagination to make believe that it is his house rather than the shelter he lives in.

Other Information: Story takes place in a South African township.


**Type:** Picture book, easy to read, K-3

**Summary:** A little Eskimo boy sits on his mother’s lap and soon brings in many other toys. When his baby sister wants to join on her lap, he does not think there will be any room, but the mother shows how there is always enough room.

Other Information: Shows the jealous feelings that siblings often get, somewhat of a predictable pattern book.


**Type:** picture book, easy to read, meaning could benefit all ages.

**Summary:** A little boy asks is it fair that he has no brothers
and sisters and other similar questions. He then looks at the benefits of being an only child.

**Other Information:** Nice pictures. Addresses of only child issues well like having to cheer mom and dad up and similar problems.


**Type:** picture book, easy to read, predictable pattern, 1-3.

**Summary:** A little girl recalls her experiences from her childhood when she was young in the mountains. Things like what she ate, where she played, and related memories are included. It ends with the thought that she was very content in the mountains and did not want to go anywhere else.

**Other Information:** Caldecott Honor Book.


**Type:** picture book, easy to read, K-2.

**Summary:** A little girl leaves her grandmother’s house and is amazed how the moon follows her all the way home, even in the speeding car. When she falls asleep she thinks about her personal moon as her mother, father, and grandmother all watching her, all the time.

**Other Information:** Good for unit on moons/solar system, somewhat hard to keep interested in.


**Type:** picture book, not typical pictures but nice, predictable pattern, K-3.

**Summary:** A little child reflects about the scenery, sunsets, and camping experience that she has with her Grandpa in the mountains.

**Other Information:** Book jacket makes note that it occurs in the Rocky mountains. Good for a unit on geography or different land types.

42. **Book Information:** Soya, Kiyoshi. illustrated by Akiko

**Type:** picture book, predictable, easy to read, K-1.

**Summary:** A little girl was playing outside when it began to rain, so she took cover under some leaves. Soon other insects and animals joined her and it became her second family. When the sun came out she returned to her own family.


**Type:** picture book, easy to read, 1-3.

**Summary:** A little girl helps her Grandma who lives in the city do laundry. They climb the steps to the roof, hang the laundry, and spend the day out on the roof. Shows urban lifestyles.


**Type:** picture book with extensive text, 2-5.

**Summary:** A little Vietnamese girl named Ut comes to America with her family, everyone except her mother. Everyone laughs at Ut because she can not speak English very well and dresses different. Finally one little boy writes Ut’s story and the principal shares it with the whole school. The school decides to have a Vietnamese fair to make money to send for Ut’s mother. In the end they are reunited.

**Other Information:** Good information about some Vietnam history, shows family different then American family.


**Type:** picture book, easy to read, predictable pattern, K-1.

**Summary:** The story shows how relatives packed up their car and drove for hours to visit relatives far away. When they got there, eating, hugging, and playing took place. Then they left and were sad about leaving.

**Other Information:** Caldecott Honor Book.

46. **Book Information:** Sanders, Scott Russell. illustrated

**Type:** beautiful picture book, easy to read, 2-4.

**Summary:** This is a story about a family of seven who is settling in the west during the settlement time. Their hardships are shown and their different family life of rough times and surviving are shown.

**Other Information:** Could be used for a unit on survival.


**Type:** picture book, easy to read, predictable, K-2.

**Summary:** Two little kids prepare for Christmas while their grandmother is out in Africa doing crazy things trying to get home in time for Christmas. In the end she makes it and brings unusual animals as presents for the kids.

**Other Information:** Good for a unit on Christmas or patience.


**Type:** picture book, easy to read, predictable, nice illustrations, K-2.

**Summary:** Leon was sleeping while his family and sister were getting ready for her wedding. When he awoke he was the errand boy and ended up looking like a bride in the end.

**Other Information:** Afro-American characters.


**Type:** picture book, beautiful illustrations, K-3.

**Summary:** A little girl goes to spend the summer with her grandmother. The summer is organized and the girl knows it is time to leave when a certain fruit is ready to be picked from the garden. Their special relationship and outings are shown in the story.

50. **Book Information:** Olson, Arielle North. illustrated by Elaine Wentworth. *The Lighthouse Keeper’s Daughter.* Boston:

Type: picture book with extensive text, beautiful illustrations, 3-5.

Summary: Miranda is a little girl who must light the oil lamps in the lighthouse while her father is gone to get food from another island. Miranda reflects on how her family made it to the island and how she always wanted to plant a garden. In the end the father safely returns and she grows a garden.

Other Information: Shows how families stick together and help each other out.


Type: picture book, easy to read, K-2.

Summary: Eric and Karin go to daycare together. Karin shows Eric all the ropes, he feels small and sad when she gets ready to start real school. He soon learns he isn’t so small and can help the new kids at his daycare.


Type: picture book, easy to read, K-3, humorous.

Summary: A little girl is weary of her new neighbors. After eating dinner there she learns that her new friend’s father is a giant. The advantages of having a father who is a giant are shown. The friend is adopted.

Other Information: One of characters is Afro-American.


Type: picture book, easy to read, K-2.

Summary: The likes and dislikes of two sisters are shown. In the end it is the love they share as sisters that makes them special.

Other Information: black and white pencil type illustrations.


Summary: The pictures show a mouse family who just had a new baby. The eight other brothers and sisters are very happy, except for the youngest. In the end the youngest realizes that he will not be forgotten, but has a new place in the family.


Type: picture book with text, 1-4.

Summary: A little girl has the chance to spend the week after Christmas with her Grandma. They do many exciting things like feed the birds and collect wood since their electricity went out during a snow storm. Grandma also finds her mother’s skates to try on the little girl and promises her that she can come back whenever even if the skates do not fit.


Type: picture book with extensive text, beautiful illustrations, 3-5.

Summary: A Native American boy and his grandfather sit around a campfire while the grandfather tells the boy of his birth and growing up. The boy tells the grandfather that he never wants him to leave him, but the grandfather tells him that his heritage will give him strength.

Other Information: Shows some Native American traditions like the naming ceremony and counting rope.


Type: picture book, predictable, could be sung, K-2.

Summary: A little girl who wants a china doll suggests that they sell her father’s bed to get money for the doll. Then the story asks where the father will sleep and continues in a predictable story pattern.

Other Information: The story is adapted from an Ozark children’s song.

58. Book Information: Zolotow, Charlotte. illustrated by

**Type:** picture book, easy to read, predictable, K-1.

**Summary:** A little boy tells all the things he will do for his sister when they are older, like building her a castle or building her a bridge.


**Type:** easy to read, picture book, predictable, K-2.

**Summary:** A big sister shows and tells her little sister what to do all the time. Finally the little sister runs on her own to the meadow to be alone. The big sister is very sad and scared when she finally finds the little sister and from that day on they both decide to take care of each other.


**Type:** picture book with extensive text, 2-4.

**Summary:** A white little girl becomes friends with Baptist Afro-Americans and they allow their grandmother to be her grandmother also. She goes to their Baptist church sometimes and then has chicken dinner with them on Sundays. The kids really want to get her a hat she loved and sold Ukrainian eggs to get enough money.

**Other Information:** True story, real pictures are used in the drawn in pictures frames throughout the book, wonderful illustrations.


**Type:** picture book with extensive text, big illustrations, 2-4.

**Summary:** Twin brothers get separated from their parents during a war so they try to find odd jobs to survive, but they always fight and get into trouble. One day a tailor, Nathan, takes the boys in and teaches them his trade. When he dies they worry about their future, but continue to tailor clothes. One customer invites the boys to England to meet the queen since they did such a nice job sewing his suit. When they get there, they are disguised as old men, their real parents see through the disguise and are happy that they found their
children.

**Other Information:** Could be used for a unit on reunions or sibling rivalry.


**Type:** picture book with extensive text, 2-4.

**Summary:** While a mom cleans the house she asks her son to take care of their two year old sister. He soon learns how much work she is and gets angry at her when she spills her milk or destroys his toys. Then the little sister disappeared and he was very worried. In the end the mom and the brother find the little girl asleep. He is very thankful when they find her.

**Other Information:** Characters are Afro-American.


**Type:** picture book with extensive text, K-3.

**Summary:** A mother animal is worried because she does not feel well and has so much to do. It is her son’s birthday and she has many preparations, including making the cake. In the end, the father animal and siblings all make her go to be and they prepare for the party.

**Other Information:** Shows the different roles that family members can take.


**Type:** picture book with extensive text, 2-5.

**Summary:** A little boy is very nervous about going to get a plant for his mother’s birthday. His brother and mother yell all kinds of directions at him and tell him to beware of the bull dog. The little boy is very scared but manages to safely bring the plant back to his mother.

**Other Information:** Characters are Afro-American.

Type: picture book, easy to read, K-3.

Summary: A little boy does not want to accept his new father's wife. The feelings and process of acceptance are shown.

Other Information: Very good story for today's family situations.


Type: picture book, predictable, humorous, K-3.

Summary: A little boy asks his mother about the various monsters he thinks he encounters and she says there are no monsters. But when his mother cannot predict other things then he replies that sometimes mothers do not know everything.

Other Information: Could be used for a unit on fears or monsters.


Type: picture book, easy to read, K-1.

Summary: A little baby will not stop crying. Everyone tries to help the parents out, but what finally solves the crying is when the brother comes home and plays with the baby.


Type: chapter book, 208 pages, all ages would enjoy.

Summary: Ramona and her family are all memorable characters that all children would enjoy. In this book Ramona tries to get her mother's love by twitching her nose like a rabbit and through other actions. Ramona and her friend and others get into many predicaments throughout the story as well. The emotions that Ramona feels after her mother and father fight or through tough times are also shown.

Type: picture book, easy to read, predictable, K-1.

Summary: A little girl explains the good and bad things about what happens or how she feels when her mom travels a lot.


Type: picture book, easy to read, predictable, K-1.

Summary: A little girl explains how different laps, like her grandfathers or mothers are nice for certain things, but that her grandmother's lap is the most perfect.

Other Information: Corny. Shows old stereotypes of females and males.


Type: picture book with a couple of words per page, k-1.

Summary: a little boy does exactly what his father does except in the end he catches a large fish like his mother, unlike his father.


Type: picture book with extensive text, 2-4.

Summary: The Babars are the royal family and find out that they are expecting a baby. They are an elephant family. When the mother has three baby elephants, they learn how much fun and work the babies are. Their adventures are shown.


Type: chapter book, humorous, 159 pages, all ages would enjoy.

Summary: Ramona and Beezus are sisters in the well known Quimby household. In this adventure Ramona embarrasses Beezus many times like at her art lesson when the teacher likes Ramona's drawing better. Ramona always seems to be ruining something for Beezus, the older sister.

74. Book Information: Dragonwagon, Crescent. illustrated by

**Type:** picture book with some text, predictable, 2-4.

**Summary:** A little girl hates her brother Harry. She describes all of the nasty things he does to her like telling her that the frosting on the brownies is made out of frogs. In the end she also realizes that he is nice to her some of the time.

**Other Information:** Shows a typical sibling relationship.


**Type:** picture book with extensive text, 1-4.

**Summary:** Jimmy and Janet are four year old twins. They enjoy doing many things together. One day they try to find a dog to give their two dog biscuits to, but they never find the perfect dog so they give it to a cat, who enjoys them just as well.


**Type:** picture book, rhyme, beautiful illustrations, K-2.

**Summary:** Anna finds and discovers many different things in the world including flowers, rivers, trees, and bugs. She also imagines many different situations while she is playing.


**Type:** picture book, easy to read, K-3.

**Summary:** In the city of Geopolis, Katy is their snow plow and bull dozer who does all the work in the city. They depend on her for many jobs. She came in most when the biggest blizzard of the season came and she was the only powerful snowplow to do the job.


**Type:** chapter book, 186 pages, all ages could enjoy.
Summary: In this continuing series on the Quimby family, Ramona, a second grader, has many trying adventures and experiences with her father. Her father looses his job and is now around to look after Ramona more. The emotions that a family goes through when their are money shortages are shown.


Type: picture book, easy to read, predictable, K-1.

Summary: Two children compare what their Grandmother’s do for them on different occasions and their lives. One grandmother is very traditional and takes the child out for ice cream, while the other enjoys jumping out of airplanes.


Type: picture book, easy to read, predictable, K-2.

Summary: A little cat can not find his mother, so he goes every where around town to try to find her. Nobody will help her find her as well. In the end the little cat goes home and finds his mother at home. They make a deal to tell each other when they leave the house.


Type: picture book, easy to read, could benefit all ages.

Summary: A Korean girl examines how there are many different families. She gives examples of all types. Her feelings about being adopted are also shown.


Type: picture book, beautiful illustrations, 2-4.

Summary: Glen and Holly enjoy learning about butterflies with their Grandpa in his garden. When a butterfly dies, the Grandpa tells them not to be sad because butterflies leave their eggs behind so that there will be new butterflies later. When Grandpa dies, the children remember this lesson as well.

Other Information: Could be used for a unit on death and dying as well.

83. Book Information: Caines, Jeannette. illustrated by

**Type:** picture book, easy to read, black and white illustrations, Afro-American family, K-2.

**Summary:** Abby is an adopted little girl. Her brother wants to bring her to show and tell and tell everyone how special she is. In the end Abby asks if they can adopt another brother.


**Type:** picture book, easy to read, 2-3.

**Summary:** Two cousins, Jenna and Jessica, are as different as night and day. Their differences and uniqueness are shown.

**Other Information:** confusing book, no real plot.


**Type:** picture book, easy to read, predictable, 1-3.

**Summary:** A small child reflects on how his Grandpappy sings, sleeps, and other various activities when he visits him during the summer.


**Type:** picture book with extensive text, 3-5.

**Summary:** Aaron and his family lived in a house with four floors. All of this family lived there, including his uncle who was a tailor. Aaron always watched his uncle. When his uncle got sick, Aaron showed him how he learned how to make a dress, which made his uncle very happy.


**Type:** picture book, easy to read, unique pictures, K-2.

**Summary:** A little girl is excited to visit her cousin Katie who lives on the farm. All of the sights and animals that are on a farm are talked about.

**Other Information:** Better for a unit on farms, rather than
families.


Type: picture book with extensive text, 4-6.

Summary: Jennifer has two different homes. One is with her mother and stepdad and the other is with her real dad. Her feelings about having two of everything and fear she has when her real father leaves are shown.


Summary: Lily Laceby was a ninety year old lady. One night when she fell asleep, she did not hear all the raucous outside her door. When she finally woke up she found all of her millions of relatives outside the door waiting to celebrate her birthday.

Other Information: Each page has first what was happening outside, then a picture of Lily sleeping, and then a picture of what Lily was dreaming about.


Type: picture book with extensive text, black and white illustrations, 3-6.

Summary: Celia reacts sad and angry when she really understands that she was adopted for the first time. Her reactions, questions, and stages of accepting the adoption are all shown. Addresses adoption very well.


Type: picture book, Afro-American characters, bizarre pictures, 2-4.

Summary: A little boy is sad when his mother and father bring home a new baby sister. He is jealous of all the attention and presents the new baby is getting until his mother tells him that she will need his help. He then realizes that he has
an important role as a big brother.


**Type:** picture book, multi-culture pictures and scenery, 1-3.

**Summary:** Sam and his Dad think about where their red balloon might travel to after it was taken up by the wind. After a series of different countries and animals that the balloon endures, it finally ends up in Africa where Sam’s grand dad Abdulla will know that Sam was thinking about him.


**Type:** picture book, easy to read, K-3.

**Summary:** Koala Lou was loved by everyone, especially her mother. When her mother became busy with more children, her mother never said the same loving statement that she had said before. So in order for Koala Lou to gain that love back, she thought she should win the olympics. She came in second, but her mom still loved her.


**Type:** picture book, easy to read, K-2.

**Summary:** Amy’s mother has Amy wait on a park bench while she goes into a store. While Amy’s mother is gone, Amy thinks about how long she might have to wait on that bench for. She thinks about her children, husband, and grandchildren.

**Literature Unit:** Being Different – I am Special


**Type:** picture book, 2nd-3rd.

**Summary:** Mary is a girl who contradicts everything. She even says that she is not even scared of the Giant in town. One day she proves this to her friend by talking to the giant. They become friends and Mary ends up organizing the Giant’s life and getting the other children to become friends with the Giant and see that he is a good person.
Other Information: Mary’s character plays off of the nursery rhyme "Mary, Mary quite contrary." Could use book with that rhyme.


Type: picture book, 2-3rd grade.

Summary: Oliver does not like to do the things that most boys like to do. He enjoys dancing, walking, drawing, and dressing up. His mother and father allow him to take dancing classes so that he can get his exercise. The kids at school make fun of him and Oliver is called a sissy. When the kids see what a good tap dancer he is at the talent show, he becomes a star.

Other Information: Related topic of study could include tap dancing.


Summary: Owlider is an owl whose parents want him to become a doctor or a lawyer. He role plays and learns about these different careers but chooses to become a firefighter instead. His parents still like him, although he decided to become something different then their expectations.

Other Information: Related topics could include families and decision making.


Type: picture book, easy to read, 1-3.

Summary: A little snail learns why having a big, beautiful house (his shell) does not work well for a snail. He cannot move around easily and see the world. He learns that a small shell is the best house and to be happy with what you have.

Other Information: Related topics could include snails and their habitat.


Type: picture book, easy ready, could benefit all grades.
Summary: Nick is nervous about being different from the other kids since he is in a wheelchair. The class asks him many questions about his handicap at first, but then he fits in just fine. He feels really special when he helps to solve a classroom problem.

Other Information: Good story for any classroom expecting a new handicapped child, somewhat oversimplified, but beneficial.


Type: picture book, easy reading, 1-3.

Summary: Jim thinks that he cannot paint and does not know what to paint when asked to paint what he would like to be when he grows up. His teacher makes the suggestion that he then should paint what he likes to do. Jim painted a picture of a pizza. When all of the paintings were displayed all of the children admired Jim because of its colors and original idea. All of the children decided Jim would be an artist when he would grow up.

Other Information: Related topics could be painting or careers.


Type: picture book, easy to read, K-2.

Summary: George cannot spell. Everyone in his class puts him down because he cannot spell. One day on the news his friends notice that George had saved an older man’s life by calling for help. After that newscast everyone thought George was OK.

Other Information: Although the meaning of the book is good, children might get idea that they must do something earth shaking to be considered OK.


Type: picture book, easy to read, K-2

Summary: Jim is a first grader who does everything different than everyone else. People make fun of him or do not like him because he does things differently except for the new girl from Chicago. She always responds "So What?" when Jim complains that he is different. In the end Jim and his odd
ways are excepted.


**Type:** picture book, easy to read, K-2.

**Summary:** Otto is an octopus who hates being different because he has eight arms. Otto’s mother and father try to explain how having eight arms allows him to finish his work faster so he can go out to play. He also proves to be useful playing different sports with his eight arms. In the end he feels just like everyone else, and is thankful for his eight arms.

**Other Information:** Could be used with a study on octopuses.


**Type:** picture book, 1-3.

**Summary:** Henry decides to move into a vacant, dirty old home in a neighborhood where everyone else keeps their home clean. The neighbors get mad at Henry for not cleaning up, but he likes his home that way. He moves away and his neighbors end up missing him and Henry ends up missing his neighbors.

**Other Information:** Could be used for a unit on neighborhoods or relationships.


**Type:** picture book, easy to read, a few sentences on each page, K-2.

**Summary:** A little boy says all of the things that he is "I am a ..." Predictable pattern. In the end he dreams about all the things that he could be.

**Book Information:** Corny, but gets the message that each person can do and has the ability to do many things.


**Type:** picture book, easy to read, K-2.

**Summary:** One morning Imogene awakes with antlers. Her family tries to do everything possible to help get rid of them. She can do many things with her antlers also. The next morning
she awakes and her family is glad to see her antlers gone, but then she has feathers.

**Other Information:** Reading Rainbow book.


**Type:** picture book, easy to read, K-3.

**Summary:** Hector is a dog who becomes famous because of his perfect nose. One day he has an accident and his nose becomes an accordion, he thinks his life is over and becomes a street dog with no life. Then one day his life turns around when he was singing and a talent agent discovered him. This time when he became famous he kept to himself.


**Type:** picture book, easy to read, beautiful illustrations, K-2.

**Summary:** A little girl comments on all the weird and unmatching clothes that her father wears. He does not mind being different. He is even a pastor and his congregation does not mind if he does not match. In the end she decides she does not mind either.


**Type:** picture book with extensive text, 1-4.

**Summary:** A handicapped girl is the main character who sets up a dominos corner full of dominos. Someone even dropped a cookie in the middle, but Tommy saved the dominos from falling. They have a carnival and the grand finale is a name drawing of who will be able to knock the dominos over.

**Other Information:** Shows someone is different as the main character and how she is happy as she is.


**Type:** picture book, limited illustrations, 1-3.

**Summary:** Aunt Lulu lived in Alaska where she was a librarian. Her job allowed her to bring books to the gold miners. They and her dogs were very sad when she left to move home to her
family in New Jersey. In New Jersey she continued to drive her sled and dogs around, she didn’t mind being different.

Other Information: Good for a unit on Alaska.


Type: picture book, predictable, easy to read, K-1.

Summary: A turtle asks many different animals if he can be like them and never succeeds. In the end he is thankful that he is himself because when it rains he can hide under his shell. Expressive words like "Crash, Bang, Wallop, Crunch" are used throughout.


Type: picture book, easy to read, K-2.

Summary: An elephant is sad when she is made fun of at school for having the longest nose. She tied up her nose and was very thankful when it came untied. In the end she asks the other school friends who are all animals who has the biggest mouth or the biggest tail and then they all realize that they were wrong for making fun of her nose.


Type: picture book, easy to read, humorous, 2-4.

Summary: Two parents cannot decide on a name for their child, they love the name Allison, but worry because their last name is Wonderland. She is teased all through school, but realizes "names will never hurt her." She is proud of her name when she becomes a doctor in the end.

Other Information: Could be used with the book *Alice In Wonderland*.


Type: picture book, easy to read, K-2.

Summary: Claudia hates her big ears. She tries everything to make them smaller. Finally she decides to hide them wearing a big hat, but nobody recognizes her in the hat and she has problems walking without getting into a mess. She finally takes off the hat and all her friends and her were happy to
have the true Claudia back.


**Type:** picture book, easy to read, predictable, multiculturally balanced.

**Summary:** A little boy never wins anything. He gets very frustrated when he never wins anything and always practices his piano when he gets angry. One day his piano teacher asked him to play a concert and that is when he found his reward and special talent.


**Type:** picture book with extensive text, 2-5.

**Summary:** A beautiful princess who is really ugly inside gets lost in the woods and tries to get an old fairy and "plain Jane" to help her find her way home, but she is so mean to them that they do not help her. Then the old fairy's wand suddenly bangs into the wall and all three fall into a deep sleep. In one hundred years a prince discovers them and takes the plain Jane as his wife because she is more nice.


**Type:** picture book with extensive text, nice illustrations, Afro-American characters, K-3.

**Summary:** Mary Jo never shares anything in class. She tries to think of various things, but all the other kids always bring similar items or the same items. Then one day Mary Jo brings her father to share and the class thinks its a big hit and so does she.


**Type:** picture book with extensive text, 2-4.

**Summary:** Jason Everett Bear spends his time telling all of his friends that he is terrific and gives himself gold stars. They are turned off by his behavior. Then Jason tries to be a bad bear so that his friends will like him, but they do not.
Finally, he decides to just be Jason Bear and nothing else. Everyone likes him then.


Type: picture book with extensive text, 3-5.

Summary: Jane wishes she could have and be many different things. Her wishes are always followed by her families reasons why she should like who she is. In the end she is happy that she is who she is.


Type: picture book with extensive text, all ages would enjoy.

Summary: The principal is the fanciest dresser in the whole school, he shows off about the fact often. One day he gets taken by two crooks who try to tell him that he looks beautiful in the clothes that they make for him, which turn out to be no clothes at all. He finally sees his error when he struts out in front of the whole school with no clothes on.

Other Information: Could be better used for a unit on being happy with who one is, patterned after a Hans Christian Anderson fairy tale.

Literature Unit: Friends


Summary: Jim and Paul are best friends at school. One day Paul becomes best friends with another child. Jim was very sad that he no longer had a best friend. The two become best friends again after they save the classroom eggs that they were hatching.

Other Information: Related topic could be sharing.

Type: picture book, easy to read, K-2.

Summary: Jim is nervous at his first day of school. His dad tells him that he will have no problem making friends, but Jim is still nervous. Throughout the day, through various activities, Jim becomes friends with the other kids.


Summary: Nancy is new in town and is ignored and teased by the other girls in the neighborhood. The four friends have always been friends and let Nancy join in after Nancy invites them to her birthday party and the group learns more about Nancy and her life.

Other Information: pictures are not typical, story seems to give the meaning that only through inviting people to parties can you have friends, nevertheless it is an enjoyable story.


Type: picture book, easy to read, K-3.

Summary: Tilly and Matthew are best friends and do everything together. One day Matthew broke Tilly’s purple crayon and they go their separate ways. They both discovered how boring it was to not have anyone to play with. They apologized in the end for the mean names that they called each other.

Other Information: wonderful pictures, black female and white male character, inner city setting.


Type: picture book with extensive text, K-4.

Summary: A little girl had a friendship with her old neighbor lady who lives in a white house named Miss. Lilly. Miss. Lilly and the little girl do many things together like gardening and picking plums. One day Miss. Lilly goes to the hospital and dies. The little girl is sad at first, but is thankful for the memories and to have Miss. Lilly’s cat.

Other Information: Related topic of study could be death.

**Type:** picture book, with extensive text, 1-4.

**Summary:** Osa is a little girl growing up in an African community. She does not believe her other family members when they tell her that her father went to war and will not come back. She tells all of her friends that her dad was the best warrior in the world and other stories. She forgets to listen to her friend’s stories and all her friends leave her. One day her Grandma uses the story cloth of their culture to tell Osa a story about a girl who was so proud that when she walked to the market with eggs on top of head, the eggs fell out, and she did not even notice. Everyone made fun of her. Osa learned the hard lesson about pride and being vain at that point.

**Other Information:** wonderful illustrations, related topics could include African traditions, families, and survival.


**Type:** picture book, easy to read, K-2.

**Summary:** Emily Culpepper is an old woman who loves most in life to visit her friends. She shrinks her friends and puts them in jars so that she can always have someone to talk to. One day the policeman comes and tells her that she has to release her friends. She does, but then shrinks the policeman so she can have him.

**Other Information:** Book has wonderful illustrations. Could be used during study of community helpers.


**Type:** picture book, easy to read, K-3.

**Summary:** Tory helps her older male friend Taylor with various projects in his workshop. They make a weathervane for their other friend Miss. Perry. Then they plot who they will make something for next. Each of the wooden objects that they make have a little basket tied around their neck made out of a peach pit.

**Other Information:** Shows unique relationship of neighbors and older people and younger people.

**Type:** Picture book with extensive text and serious topic, appropriate for all children.

**Summary:** Betsy and Peter were best friends. One day her mother and father tell Betsy that Peter died when he was hit by a car. The various feelings, questions, and emotions that children show when dealing with death or learning about death are shown through Betsy. In the end she feels better about the situation, by drawing pictures of Peter to help remember him.

**Other Information:** Good book for a unit on death, but shows a special kind of friendship. Hard to hold back the tears.


**Type:** picture book, easy to read, K-2.

**Summary:** John knows everything about his friend. He knows which steps creak at his house, what he is afraid of, and other things. His friend knows everything about him. They make a good team because of their strengths and weaknesses.


**Type:** picture book, easy to read, K-1.

**Summary:** Arthur is a friend who plays with his best friend, they also get in fights, but in the end they are friends.

**Other Information:** Very easy to read, three words on every page.


**Type:** picture book, with extensive text, 1-3.

**Summary:** A little girl is shown going outside after dinner to play with neighborhood friends. They decide to play Sardines which is a game like hide and seek. The anxiety of hiding alone and other feelings are shown. Also explains how to play game through text.

**Other Information:** Beautiful pictures which include children
from all cultures.


**Type:** picture book, easy to read, K-3.

**Summary:** Molly and her best friend do everything together, until one day they got in a fight because one of the friends did not want to trade dolls. They exchanged many words. Molly was very sad because she had no one to play with. In the end they resolve their fight.

**Other Information:** Does not show how they resolved fight, but still meaningful stork.


**Type:** picture book with extensive text, nice illustrations.

**Summary:** A boy named Charlie secretly watches a man named Gregory paint and sing by a lake during the summer. Sometimes the painter goes and floats in his canoe. When he does this Charlie goes and paints a picture. Soon the two meet and they become friends. Gregory teaches Charlie all about painting.

**Other Information:** Good for a unit on painting, artists, or using the imagination.


**Type:** picture book with extensive text, nice illustrations, 2-4.

**Summary:** Martha lives in San Francisco with her parents who are divorced. Madeleine comes from Paris for the year to live in San Francisco because her Dad had business there. The two become friends, learn from each other, and are sad when they have to part. Their parents promise that Martha will visit the following summer which she does.

**Other Information:** Shows true family situations and the emotions of leaving a good friend. Meaningful for all ages.

Type: picture book with small chapters, easy to read, 1-4.

Summary: Amy is the tallest girl in her class. So is her best friend Mark. Their adventures together and their growing relationship is shown. But one day when Amy returns from camp she is an inch taller than Mark, now he even makes fun of her. In the end Mark says that he can’t go to Amy’s birthday party, Amy thinks its because she is taller than him now. In the end they work it out.

Other Information: Could be used for a unit on self esteem.


Type: picture book, cartoon like, easy to read, 1-4.

Summary: Sally and Maude are best friends who do everything together. One summer they spend six weeks at camp where they are inseparable. On the last day they have Battle Day where they do various camp activities, but Sally and Maude are not on the same team. At first they try to help each other out, but then soon learn that it is OK to be competitive too.

Other Information: Could be used for a unit on summer camps or summer in general.


Type: picture book with mini chapters, easy to read, 1-3.

Summary: Martha and George are hippos who are great friends. Each chapter shows the friends in different predicaments and adventures. In the end many lessons about friendships are learned.

Other Information: Fun book to read.


Type: picture book with cartoon like pictures, easy to read, 1-3.

Summary: Sally and Maude are best friends. One day Sally goes to camp for six weeks. Maude waits for a letter from Sally and is sad that she is gone. Soon Maude does exciting things with other friends like Emmilylou. When Sally gets back, Maude teaches Sally all of the things that Emilylou taught her and they become three best friends.
Other Information: Shows the importance of including everyone and the resolution of losing a best friend for awhile.


Type: picture book, easy to read, K-1.

Summary: Ton and Pon are friends. They are dogs. One is big and one is little. Each think that it is better to be tall or short. In the end they are thankful that they have each other since they needed one tall friend to get their hat down from a tree and one short friend to get a hat out a tunnel.

Other Information: Could be used for a unit on self esteem and being different.


Type: picture book, with extensive text, beautiful illustrations, 1-3.

Summary: Louis and Kathy are best friends. They always dream about a horse who takes them anywhere they want to go and other adventures. One day Louis leaves for camp and Kathy discovers from her mother that she is having lots of fun and making new friends. Kathy is very jealous and mad and becomes friend with the new old man and dog that move in across the street. The dog is going to have puppies and both Louis and Kathy are suppose to have one. Louis gets back from camp and discover that there was only one puppy. They decide to share it and rekindle their friendship.

Other Information: Could be used for a unit on puppies. Also shows special friendship between an older person and younger person.


Type: picture book with extensive text, pencil or charcoal drawings, 3-4.

Summary: Anna becomes good friends with an older woman by her neighborhood. Anna learns all about Nana Marie’s life from the stories she tells about her furniture and other belongings. One day Nana Marie is not there because she is in the hospital. Rita, Nana’s sister in law, tells Anna that she has gone blind, but is coming home from the hospital. Anna thinks of the perfect gift and decides to give her all of visions that she could see during the day.
Other Information: Good for unit on the blind or growing old.


Type: picture book, easy to read, K-2.

Summary: A friend gets sad after she sees her best friend playing with another friend. She then reflects that she too can find another friend.

Other Information: Somewhat of a weird resolution of the problem or feelings addressed by the book.


Type: picture book with extensive text, 2-4.

Summary: A little Afro-American girl befriends an older woman who lives by her bus stop named Mrs. Malloy. Mrs. Malloy always feeds the little girl and tells her stories from her childhood. The little girl also helps the lady by writing letters. The best day is when Mrs. Malloy gets a letter from her son who is a soldier, they always do a little dance. Then Mrs. Malloy dies and the little girl gets to keep her dog.

Other Information: Book focuses on their growing friendship, not the death.


Type: picture book, bright colors, easy to read, predictable, K-2.

Summary: A rooster, a mouse, a pig, and other farm animals all go out for their daily bike ride which includes many adventures. The repeated line throughout the story is "good friends always stick together." But in the end when they all want to sleep at each others houses they realize that they don't like some other lifestyles other than their own, and then they learn that "Sometimes good friends can't be together."


Type: picture book, easy to read, predictable, K-2.
Summary: A friend gets very excited when her new friend Octavia tells her a secret. The friend debates if she would ever tell the secret or what the secret is worth, but in the end she decides not to tell anyone the secret since they are best friends.

Other Information: Nice story about not telling secrets, good message.


Type: picture book, easy to read, predictable, black and white fun drawings, K-3.

Summary: Rosie and Michael do everything together; they are best friends. Even when Rosie calls Michael gorilla face, they still are friends. The book shows all the different ways that they remain friends.

Other Information: Shows how friends still remain, even after they do something wrong. Humorous.


Type: picture book with mini chapters, extensive text, 2-4, nice pictures.

Summary: Bumper Tubbs and his neighbor Hornsby are very good friends. In the book they help each other out and do different things for each other. For example, Bumper always sleeps in late and always misses the sunrise, so Hornsby gives him a picture of a sunrise.


Type: chapter book, but easy to read, 2-5.

Summary: Matthew and Beast are best friends. They have to go to summer school this summer and engage in various activities. Their favorite activity is swimming in their friend's Emily's pool. When Beast finds out that Matthew has to move to Ohio, he tries to plot a hide away spot in his garage. Both are sad when they move, but they know they will always be friends.

Type: chapter book, but easy to read, 3-6.

Summary: Rebecca, who is eight years old, holds many grudges against her new sitter, Mrs. Galloway. Her mom is a doctor and divorced so Rebecca has her look after her and help with chores around the house. Worst of all, it seems that Mrs. Galloway does not like Rebecca’s cat Whiskers. In the end Rebecca learns that Mrs. Galloway loves cats and even takes one of Whisker’s kittens. They become friends in the end.

Other Information: Shows modern family well.


Summary: Clancy and Tippitt had a fight many years ago. It was not until Clancy needed his coat tailored that they become friends again. After Tippitt kept forgetting to fix the coat, they became friends again since Clancy would come by all the time to see if the coat was ready.

Other Information: Shows what holding a grudge can do to a friendship.


Summary: Nettie Jo is a flower girl in her cousin’s wedding, but she is sad because she can not bring her rag doll unless it has a new dress. She has the fabric, but cannot find a needle. She asks her friends the fox, the rabbit, and the panther to help her find the needle, but they are too busy with their own problems which Nettie Jo helps them with. In the end they remember how they had been helped by her and help her in the end.


Type: picture book, nice illustrations, 2-4.

Summary: An older man and woman live alone and take walks each day. They are both lonely and decide to get dogs. Although they pass each other on their walks everyday they
never become friends until their new dogs bump into each other.

Other Information: Shows special relationship between older people.


Summary: A Maebelle, who was one hundred and eight, lived in a tree. She made friends with all the birds and was sad when they left south for the winter. One of her bird friends tries to fly with a big suitcase, but it is too heavy so Maebelle uses her wisdom and asks the bird if she could use what is in the suitcase for a hat contest. The hat wins.

Other Information: Maebelle is Afro-American.


Type: picture book with extensive text, black and white illustrations, 2-4.

Summary: Miss. Maggie was an old lady who lived in a rotten cabin by a young boy Nat's home. He always delivered her some food but was always afraid of the rumors about Miss. Maggie. One winter he started to worry about Miss. Maggie because there was no smoke coming from her house. He went over and they became friends from that day on.


Type: picture book, easy to read, K-2.

Summary: A little girl decides she hates her friend and tells about all the terrible things she does to her through the week. When she finally asks her friend what was wrong the friend said that she thought she said she looked like a freak one day when really the little girl had said she looked neat. They were friends from then on.


Type: picture book, easy to read, K-2.

Summary: A little girl remembers all the things her and her
friend, Janey, did before Janey moved away. She hopes one day when they are older that they can live by each other again.


**Type:** picture book with extensive text, 4-6.

**Summary:** An old woman can not get any sleep because every night when she takes off her shoes and falls asleep the shoes dance around the room and make alot of noise, she also has to dance. She finally goes to the scary Willy Nilly Man who is suppose to cure anything, but he is too mean to help and until finally the old woman tempts him with blackberry jam. In the end the man appreciates her being social and cures her problem.


**Type:** picture book with extensive text, 2-4.

**Summary:** A little boy loves his new teacher. He becomes jealous and fearful that they will loose the friendship that they develop after she starts dating Mr. Klein the music teacher. Finally the two teachers get married, but the little boy understands that they can still be friends.


**Type:** picture book, easy to read, K-2.

**Summary:** A little boy hates when his mother leaves him with a baby-sitter, but this baby-sitter turns out to be different. She enjoys watching baseball and reading about baseball. In the end the little boy loves and sees his baby-sitter as a friend.

**Other Information:** Afro-American characters.


**Type:** chapter book, 153 pages, 5-6.

**Summary:** Linda is the girl in the fifth grade classroom who gets harassed by many of the other girls in the classroom. They call her "Blubber" and make fun of her often. The group of girls that does the calling are all very close, but are
fearful of the leader of the group. By the end of the book, Jill the main character, becomes excluded from the group and learns how one feels when treated like they treated Linda.


**Type:** picture book, easy to read, predictable, K-2.

**Summary:** A little girl goes through all the reasons why she does not like her friend to come visit. She has to share everything and does things differently than her friend. In the end she is sad when her friend leaves, but gets excited when she can visit her friend the next day.


**Type:** Wordless book except for beginning page, for prereaders, great illustrations.

**Summary:** A little mouse asks who will be his friend and then the pictures show many different animals until finally another little mouse says that he will be the other mouse’s friend.


**Type:** picture book, easy to read, black and white illustrations, K-2.

**Summary:** Thayer has a fuzzy toy bear named Beady. They play together often and have lots of fun. One day Beady looks in the dictionary and learns that bears really should live in caves. He goes and tries to survive in the cave, but realizes that something is missing — his friend Thayer!

**Misc. Books**


**Type:** predictable pattern, picture book, limited text.

**Summary:** A little girl investigates where various footprints come from around her house. She discovers some belong to her dog and other animals.

**Other Information:** Related topics could be making a similar
book with this patter and various science units on birds or other animals.


**Type:** picture book, K-2.

**Summary:** Natalie and her younger brother Thomas like to be underneath things. The story shows the concept of "under" and "underneath" by showing the children in different situations around the house and with their father.

**Other Information:** Could be used to introduce concept of under or underneath.


**Type:** picture book, easy to read, 2-3.

**Summary:** While humans sleep the night away on a cold night, a little Tomten who lives in the hayloft goes to all the animals and talks to them in a secret language. He would like to talk to the children, but they are sleeping at that time.

**Other Information:** Could be used on a unit about fantasy creatures.


**Type:** picture book, easy to read, K-2, great illustrations.

**Summary:** Molly wonders who else is up at 8:00 AM eating breakfast. Other people from different countries in the same time zone are shown eating their type of breakfast and speaking their language.

**Other Information:** The Eastern Time Zone is shown.


**Type:** picture book, 1-3.

**Summary:** A grandfather who enjoys fishing with his friend is envious of his friend's long scarf that keeps him warm. The grandfather asks many different relatives to knit him a scarf, but all of them are too busy so he learns to knit on his own.
Other Information: Related topics could include family labels and knitting.


Summary: Rather than the typical Christmas story, the author uses migrant workers who must find work to create a parallel to the Christmas story. Uses real world ideas and concepts like a police chief and travelers to help the migrant workers.

Other Information: Could be used during the Christmas season with the biblical story.


Type: picture book, easy to read, 2-3.

Summary: Christopher and his class got to take the subway to their field trip to the Aquarium instead of going to school one day. The subway turned out to be a very busy place. Before Christopher knew it he had lost the group he was traveling with. Finally, a police officer helped him to a phone to call his teacher. He was very happy to see his teacher coming to help get back to school.

Other Information: Good book to read before going on a field trip or if doing unit on the subway.


Type: picture book, alphabet game, K-1.

Summary: The book is an alphabet/word game which uncovers a word alphabetically from a grandmother’s trunk until the letter "z" is reached.

Other Information: Could be used in an alphabet unit or as a game to played during freetime.


Summary: Alice tells her mom about a special room she has where she can play and do all kinds of things. She can be on a beach in January or play with her kitten who died. The
mother ends up searching the whole house for the special room and Alice tells her that it is her memory that is her special room.

Other Information: Related topic of study could be memory.


Summary: A little boy tells a little bird to fly away so that his cat does not get the little boy. The boy continues to say throughout the story that he cannot fly like a bird, but then imitates the other animals. In the end the little boy acts just like himself and feels good about being able to run to his father.

Other Information: Could be used for a unit on farm animals or dramatics.


Type: picture book, one page introduction with text, K-1.

Summary: Through unique, beautiful pictures the story of a developing seashore vacationing city can be told. The story begins with an introduction to how the vacations began, with what each picture symbolizes throughout time.

Other Information: Book could be used for oral language activity or study of the seashore and its uses.


Type: picture book, no words, K-2.

Summary: Through a series of pictures it is shown how when a little baby yawns and someone saw the yawn, it was passed from person to person. The mystery of why a person yawns when one sees another person yawn is showed in the book.

Other Information: The book could be used during health unit on yawns or for children to make their own words to the story.

Type: picture book, black and white sketches, K-2.

Summary: A little girl went to Africa in her dream. She
danced with her great grandfathers, walked through Africa with
her cousins, and other African traditions.

Other Information: Good book to show different family
relationships, but better for showing lifestyle of a different
culture in a simplified form.

by Amy Schwartz. Maggie Doesn’t Want to Move. New York:

Type: picture book with extensive text, K-3.

Summary: Simon and his little sister Maggie do not want to
move from their old house. Although Maggie cannot talk, Simon
shows his anxiety by saying his sister does not want to move
and her feelings. Soon the mother shows Simon his new school
and teacher and he is glad about the move.

Other Information: Appropriate for a unit on moving or trying
new things.

15. Book Information: Stolz, Mary. illustrated by Pat
Cummings. Storm In the Night. New York: Harper and Row,

Type: picture book with extensive text, 2-4.

Summary: Thomas and his grandfather sit outside on the porch
when a storm is going on. Thomas and his cat Ringo are not
afraid of anything, so they say. The grandfather tells a
story about how his greatest fear was storms and how he and his
dog use to hide under the bed whenever there was a storm. He
overcame his fear when he had to get his dog from outside
during a storm once.

Other Information: Could be used for a unit on family
relationships, storytelling, and thunderstorms. Afro-
Americans are characters.

16. Book Information: Stevenson, James. Grandpa’s Too-Good

Type: picture book with extensive text in cartoon form, 2-4.

Summary: Mary Ann and Louie are frustrated that nothing will
grow in their garden. Their Grandpa tells them a story about
when he was young and his younger brother and him grew a
garden. Somehow someone threw some miracle grown in the
garden and the garden was unmanageable.

**Other Information:** Could be used for a study on gardening, storytelling, or families.


**Type:** picture book, easy reading, predictable to a degree.

**Summary:** A little girl listens to the different sounds raindrops make when they fall on different things in her environment.

**Other Information:** Could be used for units on rain, rainbows, and interesting language. Character is Afro-American.


**Type:** picture book, easy to read, K-3.

**Summary:** A little girl makes special valentines for the people she loves rather than buys them. She also receives valentines. She gets one from a secret valentine who she thinks is the old, lonely lady that she had given her a valentine her to.

**Other Information:** Could be used for a unit on letter writing or valentine’s day.


**Type:** Picture book with extensive text, K-3.

**Summary:** The question is posed vicariously through one character what makes them cry. The book then shows different scenarios and cultures of people who cry about different things. Their feelings and solutions to their sadness are shown.

**Other Information:** Good book for unit on feelings or being called a "crybaby."


**Type:** picture book, easy to read, K-3.
Summary: Mrs. Toggle is worried when her principal tells her she is getting a new student who is a dinosaur. Her and her class make all kinds of preparations and learn about dinosaurs. In the end, Mrs. Toggle realizes that they are really getting a new student named Dina Swayer.

Other Information: Could be used during a dinosaur unit or being new in school.


Type: Picture book with limited text, easy to read.

Summary: A mother tells her daughter, Hannah, when she is older about what she did while she was pregnant and waiting. Her grandmother had given her an envelope of seed and did not know whether or not they would come out pink or blue. By the time she was born and brought home, the flowers had turned pink.

Other Information: Corny, too simplified.


Type: picture book, black and white illustrations, K-3.

Summary: Bea is sick of going to kindergarten and her father is sick of going to his advertising job, so they decide to switch places and each love their new role.

Other Information: Perfect for a unit on careers and getting sick of school! Reading Rainbow book.


Type: picture book, easy to read, predictable pattern, K-2.

Summary: A little girl identifies all the problems with elephants like how they leave a pink ring in the bathtub, ruin another person’s suntan rays, and other things. She always says, "The trouble with elephants..."

Other Information: Could be used with a unit on elephants or stuffed animals.

Type: picture book, easy to read, K-1.

Summary: A little girl goes with her family to pick apples and pumpkins which she later carves for a jack-o-lantern and her mom and dad give out the apples as Halloween treats.

Other information: Good for a unit on apple and pumpkin harvesting, fall, or holidays.


Type: picture book with extensive text, unique pictures, 1-4.

Summary: In a remote Eskimo village, the villagers were worried that their new priest would not make it before the ocean freezes for Christmas. The villagers decide to make a journey to the other side of the mountain where the waves are not to bad to go and meet him. It is a successful mission, and they have a wonderful Christmas celebration.

Other Information: Good for a unit on Eskimos, many descriptions of different tools in their culture, and good for unit on Christmas Around the World.


Type: picture book with extensive text, 2-4.

Summary: When Mrs. Peterkin accidentally puts salt in her coffee instead of sugar, the whole family tries to find a way to make it taste better. A chemist comes in, an herb woman, and finally the wise lady just makes a new cup and the problem is solved.

Other Information: Adapted from "The Peterkin Papers" about Victorian family life published in 1867.


Type: Picture book with extensive text, 2-4.

Summary: Irene’s mother Mrs. Bobbin is a dressmaker. Her mother felt too ill to deliver the dress she had just finished making to the Duchess, so Irene had to go through the wind and snow to get it there. The dress flies out of the box and Irene worries all the way to the castle. To her surprise the dress blew right to the castle and she put it back in the box
and enjoyed the party as well since they were so happy she made it.

Other Information: Could be used for a unit on fantasy or responsibility tasks.


Type: picture book with extensive text, 3-5.

Summary: Irene is an Afro-American child who is the main character of the story. Her daily life is shown growing up in Harlem, her family, and her luck when she finds a nickel. The nickel is enough to buy raison buns, a special treat, which she shares with friends.

Other Information: Good for a unit on New York or Urban lifestyles.


Type: Humorous picture book, easy to read, predictable, 1-3.

Summary: The "worst person" goes to an old hotel after he finds out that nothing works there and that it is always cold. He meets Miriam and her son Cranston who turn out to be even "worse" than he. In the end he goes home and finds out that they only live down the block and they become friends.


Type: picture book with extensive text, easy to read, nice pictures, 1-3.

Summary: Annie had learned how to fix anything from watching her Dad. When she was older she took a cart and began a company that said they could fix anything. They helped make a clown make children laugh, she married a couple, and other similar fixings. She was happy that she had chose that career since "the world was full of things that needed fixing."

Other Information: Could be used for a unit on repair, tools, or careers.


Type: picture book, easy to read, K-1.
Summary: A little boy's turn square after he watches too much television. He can only see things as cubes. The doctor says the only cure is to do other activities which he does.

Other Information: Corny story, but tells a good point about watching television.


Type: picture book, easy to read, K-2.

Summary: Humorous book about three kids who decide to help their parents out by painting their house when the babysitter does not show up.

Other Information: Could be used for a unit on responsibility or painting.


Type: picture book, cartoon like, easy to read, K-1.

Summary: A little boy starts school for the first time. His parents agree that he is a changed boy, now that he is a school boy. He is surprised how well he likes school. His mom starts to cry and he wonders why. She explains that she is so happy that he can do things on his own now.

Other Information: Good for unit on starting school or changes.


Type: picture book, a few words on each page, K-1.

Summary: Brief descriptions like "we play" are given on each page for what happens at school or a daycare.

Other Information: Shows the basics of any school day, fun pictures.


Type: picture book, pencil type drawings, to be read with an adult, all ages.
Summary: A little girl explains the different types of fights that she has had and seen, for example with her sister or cats. The worst is when her mother and father fight. Her reaction is shown.

Other Information: Book is about dealing with family problems, there are discussion questions at the end.


Type: wordless book, beautiful pictures, K-1.

Summary: The pictures tell the story of a little boy who loses his stuffed monkey, what happens to the monkey, and how the little boy finds it again.

Other Information: Good book for children to make their own words to.


Type: picture book, easy to read, K-1.

Summary: A little girl and her grandfather tour their farm and note where the animals names came from as they wait for the rain shower to come.

Other Information: Could be used for a unit on farms, rains, or families.


Summary: In rhyme form, many different cures are tried for little Rachel's blister, but none of the ideas work until finally the queen suggests that her mother just kisses the blister - and that works!

Other Information: Fun book for unit on rhyme.


Summary: A gardener, who only grows pumpkins, went past a
mean woman's house where some talking flowers were. The
talking flowers persuaded the gardener to take them and
provide a better growing environment for the flowers. They
demanded and demanded. The gardener was growing sick of their
demands when finally he was saved when the wicked woman came
and took the plants back.

Other Information: Could be used for a unit on gardening or
fantasy.


Type: picture book, easy to read, 1-3.

Summary: Natasha was a little girl who wanted everything,
right away. Her grandmother, Babushka, told her she had to
wait. One day Babushka goes into town and lets Natasha play
with a special doll. The doll comes to life and runs Natasha
until she is very tired. Natasha learns her lesson.

Houghton Mifflin company, 1983.


Summary: Each page has a new creation of an animal like a
"Glubzunk" which is a frog and old sunken log crossed. Each
have a rhyme to describe themselves.

42. Book Information: Peet, Bill. The Gnats of Knotty Pine.

Type: picture book with extensive text, 3-5.

Summary: The animals in the forest gather for meeting to
discuss how to dodge the hunters come the opening of hunting
season. No one comes up with any good idea and no one cares
to listen to the Gnats. When the hunters arrive the gnats
take matter into their own hands by swarming around the
hunters, forcing them to leave. From that time on, all of the
animals respect and care for the Gnats.

43. Book Information: Martin, Charles E. Island Winter. New

Type: picture book with extensive text, nice illustrations,
2-4.

Summary: A little girl is sad when fall begins and her summer
friends leave her from the remote island where she lives.
Soon she is busy with the school year and all that it brings.
Her school life is shown along with the arrival of summer again and her summer friends.


**Type:** picture book, beautiful illustrations, 1-4.

**Summary:** Roxaboxen is an imaginary place that a group of kids made up. It was there fantasy land. Everyday they played there and imagined whatever they needed to, to make there own little city.

**Other Information:** True story, little white stones that made up "main street" are still in Arizona.


**Type:** picture book, rhyming, nice illustrations, K-3.

**Summary:** A little boy listens out his window and sees all the farm animals and scarecrow dancing in the barn. He joins them and returns in the morning without anyone noticing.


**Type:** picture book, easy to read, small, K-3.

**Summary:** The book goes through a series of people being or saying mean things to another, like a chain. Then when one person becomes happy again that feeling flows through the chain and everybody becomes happy in the end.


**Type:** picture book with beautiful illustrations, extensive text, 2-4.

**Summary:** Two boys are at their Grandparent's farm and take notice of all the different animals, gardens, and landscapes that they come across on the way to the creek. There is food waiting for them when they get home.

**Other Information:** Could be used with families or could be used with unit on observing.

**Type:** Picture book, extensive text, Japanese characters.

**Summary:** Suki a four year old is worried that when day care starts her mother will not come back for her. Her mother reassures her that she will always love her and always come and pick her up. Suki realizes then how fun day care will be.


**Type:** picture book with extensive text, 3-5.

**Summary:** Mr. Aloysius McCarthy and Ivanhoe O'Brien are neighbors who get in a dispute about how the hole got in the fence that separated their homes. Was it McCarthy's chickens or O'Brien's cucumbers? They solve the problem by building a huge fence, each get jealous of how big the other's fence is getting and add more. In the end both huge fences fall to the ground and they become friends again and compromise about the fence with the hole in it.


**Type:** picture book with extensive text, 3-5.

**Summary:** An old woman finds a green jar which always says "pick me up" and so the lady does along with her little boy guest. Before they know it they are both saying and can only say "um" all the time. They go to old Willy Nilly who knows all about magic and he tells them that the jar makes people say "um" all the time and gives them the cure to stop the problem.

**Other Information:** Each student could make their own magic jar of words they don't want to say or a habit they want to break.


**Type:** picture book with poems on each page, K-2.

**Summary:** Anna, a little girl, celebrates the different flowers, fruits and berries that she comes across in the summer with a song and poem.

Type: picture book with extensive text, 2-4.

Summary: A little boy and his mom, aunt, and brother take a trip on a canoe. The preparations, maps, and encounters are all shown in the story. Different recipes and instructions for specific camping ideas are given.


Type: picture book, predictable, neat pictures.

Summary: A bad little boy gets a ride on an elephant's back and when the elephant asks if he would like a lollipop or a bun and other food the boy says yes and the elephant takes it from the various stores. The owners run after the two. In the end the elephant tells the little boy that he never said "please" when he asked for the goods. The little boy learns that lesson.


Type: mini chapter book, easy to read, text sounds like a basal, K-2.

Summary: Two cats have various adventures. In one chapter they drop their groceries, in another they are on a train, and in the last chapter they are rejoicing that it is summer. Rhyming verses, but lacking consistency or real plots.


Type: picture book, easy to read, predictable, K-2.

Summary: A little girl named Hannah gets confused when her mother says things like you are "my little monkey" or "my little chickadee." Hannah tries to picture herself as those animals, but always reminds her mom that she is Hannah.

Other Information: Would be good for a unit on figurative language for any grade level.

Type: picture book, predictable pattern, 1-4.

Summary: A little puppy goes searching for a little boy. He sees all kinds of boys and dogs together and asks them if the dog would like to give up their boy, but none of them want to. On Christmas he runs into a Boys Home and there he is taken in. He gets fifty boys instead of just one.


Summary: A page tries to summon help from other people in the court when the king only wants to stay in the bathtub all day. Each person offers an idea, but the king invites the person into the bathtub and they do whatever the idea was in the bathtub - even eat lunch. In the end the page solves the problem by pulling the plug.


Type: picture book with a collection of poems, easy to read, Afro-American characters.

Summary: Each poem describes a different relationship with a family member, friend, or feeling. Each little poem is somewhat connected with the other poems. By the end of the story we know all about Jenny.


Summary: Elbert catches a bad word and when he uses the bad word at an elegant party he tries to find a cure. He visits a gardener who gives him some acceptable words to use when he is mad. Then when the incident happens again, Elbert impresses them all by using a good word to express his anger.


Type: picture book, easy to read, K-2, nice illustrations.
Summary: A little girl discovers all the different noises rain can make when it hits different things. She finally gets to sleepy to listen any more and hopes to find a rainbow in the morning.

Other Information: Good sound words.


Type: picture book with extensive text, 3-5, South African characters and setting.

Summary: Ntombi, a six year old Zulu girl, is responsible for walking to the market and getting some sugar. Her cousin and aunt warn her of the monster in the forest and give her a hard time about being so young. In the end the sugar slipped from her hands and she ended up dancing to get some more money to buy more sugar.

Other Information: Shows the culture well.


Type: picture book, easy to read, predictable, K-1.

Summary: The book shows all the different things that trees provide for people. Besides keeping people and animals cool, they are fun to play on.

Other Information: Caldecott Medal book.


Type: Picture book, easy to read, K-1.

Summary: A goose finds an egg and takes care of the baby that hatches from the egg. But the baby does everything different than the mother goose. The baby turns out to be a chicken.


Type: picture book with extensive text, 2-4.

Summary: A mother and grandfather try to explain and help their daughter deal with the sudden death of her father. The feelings, funeral, and other types of things are discussed and shown.
Other Information: Good for a unit on death and dying.


Type: picture book, easy to read, K-1.

Summary: A little girl does everything her mother does, but from a shorter perspective she does different things. For example, when her mother talks to her neighbor, Anna talks to the dog.

Other Information: Corny.


Type: Historical fiction, picture book with extensive text, 4-6.

Summary: A little girl Nettie writes her friend in the north about her trip south during the pre-Civil War period. Some disgust in the treatment of slaves is shown.

Other Information: Would be good with unit on Civil War or treatment of slaves.


Type: picture book, easy to read, predictable, K-2.

Summary: A mother mouse puts her young mouse to bed, but the young mouse asks if he could have another mother. When the mom mouse does so she asks all of the other animals to help out. In the end the baby mouse just wants another kiss goodnight.


Type: picture book with mini chapters, predictable, K-2.

Summary: The story shows four different adventures of Little Bear and his Mother bear. The adventures are of Little Bear making Birthday Soup, going out to play in the snow, flying to space, and wishing different things.

69. Book Information: Aardema, Verna. illustrated by

**Type:** picture book, predictable, K-3.

**Summary:** Aardema retells a tale from Kenya, Africa about how it came to rain on Kapiti Plain. Multicultural book.

**Other Information:** Shows different animals of land, same rhythm as "The House That Jack Built."


**Type:** Picture book, beautiful illustrations, 2-5.

**Summary:** A father and son go out into the woods at night to see if they can find an owl. The silence and owl calls are shown to try to retrieve an owl. In the end they finally see one for a few seconds. Then it is time to go home.

**Other Information:** Caldecott Medal Book.


**Type:** picture book, nice illustrations, easy to read, 1-4.

**Summary:** Molly goes through the different seasons and what she does during each season, but then wonders if everyone has the same seasons every where else. The book also ends with a brief description of why there are different seasons.


**Type:** picture book, easy to read, K-3.

**Summary:** During a war, a mother debates whether or not to work for a factory job. So if she does, she shows all of her sons how to do the work around the house. They find the work to be very hard, but she is very proud of them when they finish.

**Other Information:** Could be used with a unit on wars.


**Type:** picture book, beautiful illustrations, easy to read, 2-4.
Summary: Nora was a young girl who found a sick young duck. She took the duck to her friend who took care of all kinds of sick or old animals. The doctor and her feed and take a tour of all the animals. In the end Nora feels good about giving her duck back to the family it belonged to.


Type: picture book, 2-5.

Summary: A mom, son, and sister all think back to when their husband/father was alive. It has been a year since the death, and the little boy realizes how much easier it is to remember his father without becoming sad. They spread his ashes around different places to help remember him.

Other Information: Good for a unit on death and grieving.


Type: picture book with some text, 2-4.

Summary: A little mouse named Phoebe leaves her mother and goes to leave on her own. They write letters back and forth, but Phoebe becomes sad when her mother writes how busy she is. In the end the mother explains to Phoebe that no matter how grown up she gets she will always love her Phoebe.

Other Information: Could be used for a unit on writing letters or leaving.


Type: picture book with extensive text, 2-4.

Summary: Amoko Efua Mould was a five year old boy who lived in West Africa. He drags around his bear, Efua wherever she goes. One night she forgets to bring him inside and he gets torn by dogs. Amoko is much relieved when her father finds the bear.

Other Information: Multicultural.

Type: picture book, beautiful illustrations, predictable, easy to read, K-2.

Summary: An Afro-American boy takes the reader to different sights of where a trail leads from his campfire and his house. He runs into many different animals and areas on his trail on Summertime Island.


Type: picture book, easy to read, K-2.

Summary: A little girl wakes up in the middle of the night and sees a deer in her yard. She puts salt in her hands and eventually feeds it to the deer. Then the deer goes away.


Type: picture book with extensive text, Afro-American characters, 1-5.

Summary: A boy named Hugh Thomas was fishing in the Bayou Clapateaux with his dad and grandpa when they tell him about a far out fishing story. When Hugh is left on his own an outrageous experience happens to him, he catches a million fish, but by the time he gets home he only has three.

Other Information: Shows the dialect and country of the Bayou Clapateaux.


Type: picture book, easy to read, a rhyme, K-1.

Summary: The author presents a rhyme about the different things that people have to do in a garden, what grows, and the colors in a garden.


Type: picture book, easy to read, K-2.

Summary: A little girl drags her friend Patsy on the short way to the park. Patsy encounters many hardships on the way like getting muddy and being scared by a dog. In the end the little girl does not understand why Patsy’s father is so mad.
Other Information: Could be used in the friends unit, but not a worthwhile book.


Type: picture book, nice illustrations, words only, K.

Summary: The book is a catalog of things babies need, have, and the demands on parents.

Other Information: Would be good for beginning readers and learning new words.


Type: picture book, easy to read, K-2.

Summary: The various activities and projects that beginning school aged kids encounter during their first months of school are shown.


Type: picture book, predictable, easy to read, K-3.

Summary: Mr. McGill cannot harvest his wheat by himself so he goes and looks for help. When he does that it becomes a procession of men looking for help. In the end five men help each other with each of their chores and they still have time for fun at the end of the day.


Type: picture book, easy to read, K-3.

Summary: Mr. Bennett catches a huge fish and invites Mrs. Gardenia over for dinner. But while Mr. Bennett is preparing the fish many things happen to the fish until it finally ends up back on the grill just in time for dinner.


Type: picture book with letters on each page, 2-4.

Summary: Annie received cards from her Grandpa every week since she was born. As she gets older she can write back to
her Grandpa on her own. She shares all of her letters with her class one day and her class decides they too want pen pals and begin to collect many different cards.

Other Information: Could be used for a unit on letter writing.


Type: picture book, easy to read, K-1.

Summary: A little boy must follow a secret message to find his birthday present of a little puppy.

Other Information: Wonderful illustrations, unique pages.


Type: picture book, beautiful illustrations, 1-3.

Summary: A hermit moves to a new shell and decorates it with all of the other creatures he meets on the way. He gives up his house when he outgrows it to a younger crab.


Type: picture book, easy to read, K-2.

Summary: A little girl who lives in a part of the country that only gets rain constantly looks out the window for snow. One night her friend calls and tells her to look out the window, it was snowing. Everyone in the neighborhood helps to build a huge snowman until midnight.


Type: picture book, easy to read, 1-4.

Summary: Bear cannot understand why he cannot get rid of his shadow, especially when he is trying to catch fish. He finally gets rid of it when the sun goes down. The next day his shadow is still with him, but he still catches the fish.

Other Information: Good for a unit on shadows.

Type: picture book, easy to read, bright, bold pictures, K-2.

Summary: Jeremy is determined to pin the tail on the donkey, but when he does he takes a trip to various places around the world since he does not want to peek through the blindfold until finally he ends up back at the birthday party.


Type: picture book, K-1.

Summary: Grandfather Twilight takes a pearl from his trunk every night and throws it into the sea to become a pearl. A story about how the author thought pearls came to the ocean.


Type: picture book, easy to read, 2-4.

Summary: Elliot loved to watch trucks and imagined he would be a truck driver someday. While the other kids were doing their own thing, Elliot would spend his time playing, listening, and watching all kinds of trucks. He even has his birthday party at the truck station he likes to go to.


Type: wordless book, for the prereader.

Summary: The pictures depict a young boy who makes a snowman, then the snowman comes to life, and the two do many things together. At the end the boy finds the snowman melted.


Summary: Yoshi builds many things in his village. When he can no longer think of anything to build a magic fan brings him ideas. No one can understand why he wastes his time building big things like bridges until they are all saved by going on the bridge during a storm.


Type: An fable cut in wood from India, easy to read, 1-3.
Summary: A hermit changes a mouse into a tiger to protect him from harm, but the tiger does not appreciate the hermit's kindness so the hermit turns him back into a mouse.

Other Information: Caldecott Medal.


Type: picture book, Afro-American characters, easy to read, 2-4.

Summary: A family visits their grandmother, who they call Bigmama, during the summer and enjoy exploring their grandmother's house and visiting with relatives.


Type: picture book, nice illustrations, 2-4.

Summary: A little girl and her grandfather do many things together. He teaches her how to enjoy picking fruit and other activities. When he becomes too sick to do those things, she assists him. When he dies, the girl is full of wonderful memories of the grandfather.


Type: chapter book, 128 pages, humorous.

Summary: A family decides to provide a home for an unique bear that says he has traveled all the way from Peru to England. The attempts of Paddington to assimilate into the family are humorous and would be enjoyed by all.

Other Information: Could be used for a unit on animals or fitting in.


Type: picture book with extensive text, 2-4.

Summary: The book describes all of the many animals chores or habits that they preform before winter. Once it does snow their actions are also shown.

Other Information: Caldecott Medal.

**Type:** picture book, humorous, K-3.

**Summary:** Marty was a boy with lots of red hair. He did not want to go get his hair cut, but after a lady mistook his hair for a mop he was very anxious to get his hair cut.


**Type:** picture book, easy to read, K-2.

**Summary:** When a boy wears his Indian suit, magical things begin to happen. He creates a creature called Mag who does everything the little boy wants him to. In the end, his mother makes him wash off the wall.


**Type:** picture book, with a few words on each page, K-1, beautiful illustrations.

**Summary:** The author uses rhyming words to describe what different animals do in the tall grass.

**Other Information:** Would be fun to pattern book after.


**Type:** picture book, predictable, 2-4.

**Summary:** Wilfrid lives next to a senior citizen’s home. His favorite person there is a lady who has as long of name as her own, but she is loosing her memory. So in order to help her remember things, Wilfrid brings some objects that help her rekindle her memory.


**Type:** picture book, 2-4.

**Summary:** An American boy and an African boy’s lives are shown on each page. Each page shows how their lives are very different and the same when they are doing the same thing. In the end they both look at a book of a far away place and hope to go there some day.

**Type:** picture book with only a few words on each page, K-1.

**Summary:** A little boy finds an old ball on his trip to the beach. The things he does with the ball are shown and in the end he leaves the ball their for others to explore and find.


**Type:** picture book, easy to read, 2-4.

**Summary:** Joel and his cat Jesper were best friends. Joel lived on a farm that had pigs on it. One day the mother pig had babies, but one too many so Joel took care of the pig Julia. In the end Julia goes on to have more babies.

**Other Information:** Could be used for a unit on family life or having pets.


**Type:** picture book, extensive text, 4-5.

**Summary:** A boy personifies the month December and is lonely to figure out what the other months are like since he goes to sleep for the other eleven months. The North Wind comes and allows him to see March, June, and October. They all become friends.

**Other Information:** disturbing, abstract pictures. text is hard to follow.


**Type:** picture book, rhyming, K-2.

**Summary:** The endless possibilities of what a moon could be used for in a fantasy setting are shown. It is concluded that a moon could be the best birthday present.


**Type:** picture book, predictable, rhyming, K-2.
Summary: On a hot summer day in a town in the Ozarks, all the people begin to itch. In order to get rid of the itch they all jump into the river to relieve themselves.

Other Information: Lack of a real plot, but fun for a choral reading or similar activity.


Type: picture book, extensive text, humorous, predictable, 5-6.

Summary: An enormous crocodile decides to find a yummy child to eat for lunch. He tells all of his jungle friends his plans. When he finally tries different tricks to get kids the jungle friends are there to help the children.

Other Information: The conclusion and climax of the story are over done.


Summary: Old MacDonald tries farming with grand circus animals, but then realizes how easy it is to run a farm with just a horse, cow, and chicken.


Type: picture book, easy to read, K-1.

Summary: Jeremiah runs over a hill to greet the sun as it rises. He then goes home to his parents to tell them about the new day.


Type: picture book, unusual three dimensional relief illustrations, 1-3.

Summary: A pigeon keeper feeds his pigeons everyday. One of the day one of the pigeons does gets lost. A little boy finds him, but knows he must let the pigeon go. When the boy sees pigeons flying he always will believe that the one he found is in the group.

114. Book Information: Tompert, Ann. illustrated by Robert

**Type:** picture book with extensive text, math integration, all ages could enjoy if working with tangrams.

**Summary:** A grandfather tells a story about two foxes who can change into different animals to safeguard themselves from other animals. In the end this ability helps them to be safe from a hunter.

**Other Information:** Each animal change is shown by changes in using the tangrams. excellent.


**Type:** picture book with extensive text, 1-3.

**Summary:** Petunia, a goose, is strolling through when he finds a book. With the book she thinks she knows everything. She tries to help her friends, but only makes problems. She finally realizes that she has to learn to read to gain knowledge and wisdom.
WORKS CITED


BIBLIOGRAPHY


