

A LITERATURE RESOURCE BOOK FOR
THE TEACHING OF LANGUAGE ARTS
USING CHILDREN'S LITERATURE,

MASTER'S PROJECT

Submitted to the School of Education
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of the Requirements for the Degree
Master of Science in Education

by

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Approved by:

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Dedication

This book is dedicated to my family,
my fellow teachers, and my
students at Northwestern Middle School

CHAPTER I

INTRODUCTION TO THE PROBLEM

The growing interest in the whole language movement has prompted the need for appropriate materials for use in the language arts program. The whole language movement stresses the utilization of children's literature in the language arts program. Appropriate material to implement children's literature is not available in handbook form. This lack of material makes it difficult for teachers to incorporate the literature effectively in their classroom.

The adopted textbooks are controlling language arts programs. Textbooks limit teachers to teach skill by skill and word-by-word. The textbooks are not developed to follow a particular course of study. Appropriate grade level skills are not being taught because the courses of study and textbooks do not correlate.

Purpose of the Project

The handbook presented as part of this project can be used specifically by fifth grade teachers at Northwestern Middle School in Clark County. The objectives and literature used in this book are appropriate for grades one through eight.

This handbook will provide appropriate materials for the implementation of children's literature in a language arts program for varying grade levels.

Problem Statement

The intent of this project is to provide teachers with a guide for integrating children's literature in the language arts program.

Limitations

There are three possible limitations regarding the use of this handbook. They are:

1. It follows the Northwestern fifth grade course of study, therefore, its usefulness is more appropriate for teachers in the Northwestern School district.

2. It is useful in a primary or intermediate classroom and would not be of benefit to teachers working with students in high school settings.
3. It was developed to be used in a rural community.

The above limitations can be adapted and with appropriate modifications the handbook can be useful in various areas and grade levels.

Assumptions

There are two assumptions that have been made regarding this handbook. They are:

1. Children's literature is valid and appropriate focus for implementing an adopted course of study in creating an integrated curriculum.
2. Children's literature is an effective means of teaching language arts, especially when it is used as a conceptual focus for classroom activities.

CHAPTER II

REVIEW OF THE LITERATURE

The education system in the United States is making a move toward whole language. People and systems generally do not change unless there is a compelling reason to do so (Shanker, 1990). A great deal of what we have done in the name of teaching reading, writing, speaking, and listening has not worked (Cornett, 1990). The United States ranks 49th of 159 U.N. members in its literacy rate (Larrick, 1987).

A whole language perspective is used in Australia, the United Kingdom, and New Zealand -- New Zealand now has the highest literacy rate in the world (Cornett, 1990). Basal texts have never been used for any subject in New Zealand; teachers decide on resources that suit their childrens' needs and on the teaching method that works for them based on the syllabus. There has always been a strong element of teacher choice (Mabbett, 1990).

Goodlad (1984) found little "real" reading and writing in American classrooms: 6% of the time in

elementary schools, 3% in junior high, and 2% in high school was spent doing the kinds of reading students would do outside of school. Students wrote 15% of the school day, but two-thirds of that writing was simply copying. About 70% of reading time was spent on workbooks and ditto sheets that focus on isolated skills, although there is no evidence that any set of subskills are essential to reading.

Recognizing the limitations of traditional skills teaching and the kinds of instructional materials available, school systems around the nation are implementing a shift in both instruction and materials to what is known as a literature-based, whole language approach. New directions for teaching language arts will enable students to meet the challenge of higher literacy expectations (Gutknacht, 1990).

Goodman (1986) defines whole language as "A way of bringing together a view of language, a view of learning, a view of people, in particular two special groups of people: kids and teachers" (p. 5). In many textbooks, children's experiences are either ignored or dealt with superficially, with an end of the unit "thinker" question for extra credit. There is little opportunity to assess and determine a student's real

knowledge of a subject, or for the teacher and student to identify and deal with misconceptions that can become effective barriers to learning. Atwell (1990) expresses frustration with curriculum guides and textbooks that frequently assume two things: that the only facts learned from year to year are those covered in the guide or text, and that those facts are learned in a preordained sequence.

There is a variety of principles in a whole language program. According to Cornett (1990) a whole language approach shows that language is learned easiest and best: a) when children are immersed in an environment where language opportunities are natural, plentiful, and joyful; b) when the focus is on "whole" language instead of separate skills; c) when the language arts are integrated; d) when language is viewed as a means to get or give meaning; e) when learners are active participants in learning language; f) when activities and materials provide meaningful repetition of frequent language patterns; g) when students are given the responsibility of making choices; and, h) when students are comfortable about risking, experimenting, questioning, expressing their opinions, and risk taking. Language success is guaranteed by

encouraging individual differences and conveying a message to children of your belief in them.

Planning is a must in a literature-based program. It means taking control back from the basal reader manuals, from the mastery learning skill sequences, the workbooks, and the test-makers. Professionals are always in control of their own work. Whole language teachers have no choice. Other professionals may be able to advise the teacher, but the teacher's plan must be individual and involve a consideration for pupils' participation (Goodman, 1986).

I never knew that teaching was simply a matter of letting children read, inquiring into their thinking, following their interests, allowing them to share with their classmates, and challenging and encouraging their dream (Graves, 1990). Duffy, Roehler, and Putnam (1987) conclude, "As more is learned about the nature of reading and the effective teaching of reading, the need for elementary school teachers who will make substantive curricular decisions becomes more apparent" (p. 357). Goodman (1991) concludes that, more than anything else, basals are built around control -- they control reading; they control language; they control learners; they control teachers.

The evidence from the literature -- recent theory and research -- is that reading, like all language, only develops easily and well in the context of its use. In the basal there is little sense of student ownership of their learning and their reading. This is bad for their development as thinkers, as learners, and as participants in a democratic society (Goodman, 1991).

Those involved in the whole language movement must be aware of the responsibility we have in keeping the movement alive. We must assist teachers in understanding the philosophy that underpins the movement so that teachers and their children can thrive as learners in their whole language classrooms (Goodman, 1990).

The available whole language materials are valuable when researching whole language. The materials are not practical when attempting to implement whole language. Planning whole language lessons is very time consuming. This handbook is a practical guide for teachers planning and implementing whole language in an elementary classroom. The classroom teacher can develop their own teaching style and incorporate the literature and strategies needed to cover their language arts course of study.

CHAPTER III

METHODOLOGY

After deciding to develop a handbook for incorporating children's literature in the language arts program, the writer reviewed numerous journals related to the topic. The following journals were reviewed:

1. Childhood Education
2. Educational Leadership
3. Instructor
4. Language Arts
5. The Reading Teacher

These journals were helpful in locating appropriate children's literature to use for this handbook.

Handbooks relating to the literature-based approach to language arts were read. They were:

1. In the Middle by Nancie Atwell
2. Coming to Know by Nancie Atwell
3. The Whole Language Catalog by
Kenneth S. Goodman, Lois Bridges Bird, and
Yetta M. Goodman

Considerable time was spent at the library. The facilities and materials in the Metropolitan Library of Columbus, Ohio, the Warder Public Library in Springfield, Ohio, and the Montgomery County Library in Dayton, Ohio, were used. Bibliographies from previous whole language classes were used to begin the search of the literature.

Before gathering the children's literature, a copy of the fifth grade course of study for the Northwestern Schools was studied. The course of study was divided into six parts: listening, speaking, viewing, reading, writing, and thinking. The six parts were then broken down into specific strategies.

After reading and reviewing articles, journals, and books on the subject, children's literature was gathered. Each book was read and notes were taken. An activity was provided and recorded for each strategy in the handbook.

CHAPTER IV

FIFTH GRADE

I. LISTENING

A. Develop skills in attending to a speaker

1. Display a good attitude by listening responsively and courteously

The Conversation Club

(Diane Stanley)

- Peter starts a new club to show his friends good listening habits.
- Discuss why it is important to listen responsively and courteously based on parts of the story. Role playing would be very effective.

You Mean I Have to Stand Up and Say Something (Joan Detz)

- Excellent "read aloud" for discussing, listening, and speaking.

2. Demonstrate techniques of good listening

- a. Recognizing the importance of good eye contact

You Mean I Have to Stand Up and Say Something (Joan Detz)

- b. Identifying body language as a clue to the speaker's meaning

You Mean I Have to Stand Up and Say Something (Joan Detz)

- c. Listening attentively for a limited period of time
- Discuss the importance of the above listening skills based on The Conversation Club. Why good eye contact? Different types of body language for excitement, fear, sadness, etc. Call on volunteers to read from a book with which they are familiar. They will try to use good eye contact and appropriate body language. Listeners will practice being responsive, courteous, and attentive.

- d. Taking notes on what is heard

One Day in the Desert

(Jean Craighead George)

- While reading the book aloud, students will write down points of interest. The students will then illustrate what they heard.

- e. Summarizing and visualizing

One Day in the Desert

(Jean Craighead George)

- Informational picture book
- Read this book aloud to the class. Read it a second time and have them list all plants and animals. Notice how they survive. Summarize survival in the desert.

Summer of the Monkeys

(Wilson Rawls)

- Illustrate each chapter and compile in book form

B. Develop comprehension skills through listening

1. Listen for different purposes

a. Main ideas and details

Animals Should Definitely Not Wear Clothing (Judi Barrett)

- Cover the outside of the book with construction paper. Ask the students what the main idea of the story was. Make a web of details from the story. Make the web using animal shapes or clothing.

Alexander and the Terrible, Horrible, No Good, Very Bad Day (Cynthia Voirst)

- Same idea as above.

b. Sequence

The Ox Cart Man (Donald Hall)

- Identify the seasons from the book in proper sequence by drawing each season. Compile the drawings in a book. Put the drawings in proper sequence based on the story.

Sing Down the Moon (Scott O'Dell)

- Select six main parts from the story and put the students into six groups. Each group will select a part and illustrate on poster paper. Choose colors such as yellow, brown, or orange and use yarn to fringe the paper. These can be made to look like Indian rugs. When they are complete, all groups will work together to put into proper sequence.

c. Cause and effect

- Nursery Rhymes are excellent for discussing cause and effect.
- Cloudy with a Chance of Meatballs
(Judl Barrett)
- Listen for what caused Grandpa to tell a tall-tale at bedtime. Identify other causes and effects. Art project with Plaster of Paris.

d. Fact and opinion

Jack and the Beanstalk
(Joanne Greenberg)

- After reading the story, have a trial for Jack and his mother. Discuss consequences they would face today. Discuss facts and opinions and reach a verdict for Jack and his mother.

e. Personal enjoyment

The Jolly Mon (Jimmy Buffett)

- Book and tape. Listen to the author tell the story with background Caribbean music.

The Polar Express
(Chris VanAllsburg)

f. Communication

The Gold Cadillac (Mildred Taylor)

- Identify silence as an effective means of communication. Discuss different ways whites and blacks communicated their feelings to each other.

Author's Chairs or Readers in the Rocker

- Communicate to the other students why you are enjoying the book. Give a two minute time limit. The audience will communicate with the reader by asking three questions.

g. Following directions

The Cat Who Wore a Pot On Her Head (Jan Sleplan)

- Book and tape. Listen to the tape and illustrate. Have the students draw what Bendemolena was to do and then what she actually did.

Two Bad Ants (Chris VanAllsburg)

- Read the book aloud and then make ants on a log. Use the recipe book Kids Cooking (Vicki Lansky). Listen for directions to make the ants. A how-to book would fit in with this lesson.

h. Critical listening

My Side of the Mountain
(Jean Craighead George)

- Make a list of foods Sam prepared, such as acorn pancakes. Make a recipe book. Try some of the recipes.

The Attic Mice (Ethel Pochocki)

- Listen for figurative language (personification of chestnut, similes, and metaphors).

II. SPEAKING

A. Learn and experience the forms of oral communication

1. Participate in speaking activities

The True Story of the Three Little Pigs (Jon Scieszka)

- Have a trial for the wolf.
- Discuss other tales and give different points of view.
- Biographies can be used at this time.
- Videotape students while speaking in their small groups.
- See next objective.

2. Interact in small and large group discussions by use of the following:

a. Staying on the topic

b. Asking questions

c. Summarizing

- After discussing biographies, each child will read one. Each child will present their biography to their group by answering questions and summarizing that person's life. They must stay on topic. They will be videotaped during this time.

B. Develop delivery skills

1. Practice, use, and control of the voice (articulation, rate, volume, pitch, stress)

What Do I Do When My Mouth Won't Open (Susan Beth Pfeffer)

- Excellent "read aloud" for the speaking skills.
- Biography videotape can be used to evaluate the above delivery skills. This should be done in their small groups.

2. Practice use and control of the body (posture, mannerisms, eye contact, gestures)

You Mean I Have to Stand Up and Say Something (Joan Detz)

- Read aloud or use excerpts.
- Refer to pages 66-68.
- Poetry is excellent for students to read aloud to practice body control. A student's poem or other poetry can be used.
- Biography videotape can also be used to evaluate.

3. Develop use of complete sentences in logical order

Number the Stars (Lols Lowry)

- Select key sentences from the story. Write the sentences on chart strips. Mix the sentences and have the students write them in logical order.

4. Develop appropriate vocabulary and language usage

- Discuss different dialects and when their usage is appropriate in various stories they are writing. Make a word bank of different language usages.

Roll of Thunder Hear My Cry

(Mildred Taylor)

Ida Early Comes Over the Mountain

(Robert Burch)

The Secret Garden

(Francis Hodgson Burnett)

Sing Down the Moon (Scott O'Dell)

Scorpions (Walter Dean Myers)

- Excerpts or whole books can be used

III. VIEWING

A. Learn the forms of visual media

1. Observe and produce forms of visual media

a. Films

- Watch movies of various books read in class

Island of the Blue Dolphins

(Scott O'Dell)

Hatchet (Gary Paulsen)

Where the Wild Things Are

(Maurice Sendak)

- Videotapes from biographies can also be used at this time.

b. Television

Sarah Plain and Tall

(Patricia MacLachlan)

- View the television movie.

c. Photographs

Boy (Roald Dahl)

A Girl from Yamhill

(Beverly Cleary)

- Discuss autobiographies and write an autobiopoem. Bring in photographs to go with the poem. Use excerpts from the above literature.

d. Computers

- Use the computer to reinforce various teaching strategies.

e. Illustrations

- Compare different author styles for illustrations. Discuss the importance of illustrations relating to the texts. Look at and discuss past Caldecott award winners.

The Wild Christmas Reindeer

(Jan Brett)

Dear Milli (Maurice Sendak)

The Polar Express

(Chris VanAllsburg)

2. Explore different forms of drama and theater

a. Dramatic play

- Take a field trip to the Ohio Theater or other theater.

b. Sensory awareness

Through Grandpa's Eyes

(Patricia MacLachlan)

- Discuss the importance of our senses in children's literature.

c. Creative dramatics

Pretend You're a Cat

(Jean Marzollo)

- Mime or write a short play of a children's literature book.
- Use the above book and act out different animals.

d. Story dramatization

- Write a holiday play to use during the week before Christmas vacation. A play already written can also be used. This can be done as a whole group or more than one play can be used with small groups.

IV. READING

A. Apply word recognition and word development skills

1. Recognize and apply phonetic analysis skills

a. Vowels

New Kid on the Block

(Jack Prelutsky)

Where the Sidewalk Ends

(Shel Silverstein)

- Teachers choose poems that have words that reflect the vowel sounds being studied.

b. Blends and clusters

Where the Sidewalk Ends

(Shel Silverstein)

- Teachers use the poem, "Smart"

c. Digraphs

Where the Sidewalk Ends

(Shel Silverstein)

- Teachers use "Smart"

d. r-controlled vowels

Where the Sidewalk Ends

(Shel Silverstein)

New Kid on the Block

(Jack Prelutsky)

e. Sounds of "y"

Where the Sidewalk Ends

(Shel Silverstein)

f. Silent letters

New Kid on the Block

(Jack Prelutsky)

g. Diphthongs

Where the Sidewalk Ends
(Shel Silverstein)

h. Schwa

New Kid on the Block
(Jack Prelutsky)

- Have students identify these skills by writing examples from the above poetry. Poems should be displayed on poster board. A key with possible answers should be on back of poster board.

2. Recognize and apply structural analysis skills

a. Singulars and plurals

- Select various passages out of children's literature books. Put the passages on poster board. Discuss singulars and plurals. Discuss their spelling and how they are used in a sentence.

b. Compound words

The Wuggle Norple Story
(Daniel Pinkwater)

- Put all compound words on chart paper. Have students recite words and then check book for missed words.

c. Root words

Where the Red Fern Grows
(Wilson Rawls)

- Select various words from a familiar chapter book. Concentrate on the roots of the words. Use the words as a spelling list.

d. Contractions

Alfie Gets In First

(Shirley Hughes)

- Brainstorm contractions from the story and put on a class poster. As a class write the words used to form the contractions.

e. Possessive nouns and pronouns

Possessives (Joan Hanson)

- Have students make their own book of possessives. Do activity in groups of two.

f. Prefixes and suffixes

Where the Red Fern Grows

(Wilson Rawls)

Island of the Blue Dolphins

(Scott O'Dell)

- Select words from one of the above books. Concentrate on the prefixes and suffixes of the words. Use words for a spelling list.

g. Syllables in a word

Animals, Animals (Eric Carle)

- Use the haiku from the poetry to count the syllables (5-7-5 syllables)

The Friendly Beast (Tomie DePaola)

- Listen for syllables and count syllables per line.

h. Abbreviations

- Make a chart of commonly used abbreviations. Hang the chart up so students can refer to it when needed.

1. Syllables in a word and accented syllables

Where the Red Fern Grows

(Wilson Rawls)

- Show students words that are hyphenated at the end of a line (blackber-ries, page 23). Go over rules for dividing words into syllables. Make a chart and display in the classroom. This can also be used as a spelling list.

3. Use context clues to determine the meaning of an unfamiliar word

- Have students select a book from the classroom. Find five sentences in that book with an unfamiliar word. List the five words on an index card. Put the sentences on five index cards. Put one sentence on each card. Omit the unfamiliar word. Put the answer on the back. Give your set to your classmates. See if they can match all five. As a class, discuss the importance of using context clues.

4. Develop vocabulary by identifying and defining the following strategies

a. Antonyms

Antonyms. More Antonyms. Still

More Antonyms (Joan Hanson)

- Review antonyms.
- An opposite book can be made in groups or as a class.

b. Synonyms

Synonyms. More Synonyms. Still
More Synonyms (Joan Hanson)

- Review synonyms.
- Write titles of children's literature books. Have students replace words from the titles with synonyms. This can be made into a game.

c. Homonyms

The Sixteen Hand Horse. A
Little Pigeon Toad. The King
Who Rained. and A Chocolate
Moose for Dinner (Fred Gwynne)

- Watch a segment of The Munsters.
- Discuss authors and their different roles.
- A homonym book can be made and sent to Fred Gwynne.

d. Imagery

Animals. Animals (Eric Carle)

- Read a haiku and allow the students to illustrate.

e. Idioms

Mad as a Wet Hen and In A Pickle
(Marvin Terban)

- Have the students illustrate the idioms. Try to brainstorm more idioms and illustrate.

f. Dialects

- Make a class word bank of different dialects. Discuss the importance of proper terms used in writing with a certain dialect. Follow up in writer's workshop. This bank can be displayed in different ways.

B. Comprehend and use literal comprehension skills

1. Relate illustration to text

Animalia (Graeme Base)

- Identify why the illustrations correspond with the text.

The Napping House (Don and Audrey Wood)

- Discuss the illustrations and how they relate to the text.
- Discuss why the illustrations are appropriate for the text of the two books discussed. Have the students select one of the two styles and illustrate a similar page. Put the pages into book form.

2. Interpret punctuation marks

Humphrey's Bear (Jan Wahl)

- Go over the different types of punctuation marks. Write the story on chart paper without punctuation. Have students write the story with correct punctuation and illustrate their favorite part of the story.

3. Follow written directions

- Choose a How to... book. Have students select something from the book and demonstrate it in class.

4. Assimilate information

Island of the Blue Dolphins

(Scott O'Dell)

- Have the students brainstorm and web a list of foods on the island for future survivors.

5. Locate key words

- Choose a biography. Have the students choose key words that describe the famous person.

6. Determine sequence of events

The Ox Cart Man (Donald Hall)

- Assign a season to each child and put them in groups of four. Illustrate each season and put them in the proper sequence. Discuss why it is important for the seasons to follow in proper sequence.

7. Identify main ideas and supporting details

Animals Should Definitely Not Wear Clothing (Judi Barrett)

- Discuss the main idea and supporting details of the story.

Island of the Blue Dolphins

(Scott O'Dell)

- Write a title for each chapter. Discuss the main idea of each chapter.

8. Recognize speaker in dialogue

- Use excerpts from various children's literature books the students are familiar with. Have the students identify the speaker.

Roll of Thunder Hear My Cry

(Mildred Taylor)

The Secret Garden

(Francis Hodgson Burnett)

9. Recognize pronouns and their antecedents

- List commonly used pronouns on a chart. Select a short story containing numerous pronouns. Copy a chapter on chart paper. Have the students locate and record the pronouns and their antecedents.

10. Scan for information

- Give each student a Zoobook. Allow each student to scan the book for ten minutes. Collect the books and have the students record information in their learning logs. Discuss information collected. It may be used for a project.

11. Identify topic sentence

The Dollhouse Murders

(Betty Wren Wright)

- Select five paragraphs out of the story. Write the sentences on chart strips. Keep the paragraphs together but scramble the sentences. Have the students put the sentences from each paragraph in logical order and identify the topic sentence.

C. Learn and use interpretive comprehension skills

1. Identify problem and solution

Maniac Magee (Jerry Spinelli)

- Discuss the problems Maniac faced and some possible solutions.

The Pinballs (Betsy Byars)

- Discuss the problems the children faced. Discuss the way they solve their problems and how we would handle the situation.

2. Discriminate between cause and effect

- Have each student bring a picture from the newspaper. Cut the article and the caption from the picture. Have each student determine the cause of the picture and the effect or what is actually happening in the picture. Display on a mural. Newsworthy Causes and Effects.

3. Compare and contrast relationships

The Whipping Boy (Sid Fleischman)

- Discuss the likenesses and differences between Prince Brat and Jeremy.

Cinderella (Charles Perrault)

- Make a venn diagram comparing and contrasting versions of Cinderella.

Ugh (Arthur Yorlins)

Princess Furball (Charlotte Huck)

4. Analyze feelings and attitudes

A Taste of Blackberries

(Doris Smith)

- Discuss dealing with death.

The Animal, The Vegetable, and

John D. Jones (Betsy Byars)

- Discuss dealing with divorce.

5. Draw logical conclusions and deductions

Here Comes the Cat

(Vladimir Vagin)

- Have each student draw a conclusion and then discuss why it was logical.

Island of the Blue Dolphins

(Scott O'Dell)

- Have students write a sequel. What happens to Karana when she leaves the island?

6. Differentiate between fact and opinion

The Book of the Pig

(Jack Denton Scott)

- Have students list facts about pigs, then read the book.

7. Identify relevant and irrelevant details

The Wolf's Chicken Stew

(Keiko Kasza)

- Read the book aloud to the class. Add sentences in various places while reading the story. Have students write down the irrelevant details added throughout the story.

8. Infer that which is not directly stated

Read the poem, "Mummy Slept Late and Daddy Fixed Breakfast" by John Clardi.

- What does the author infer happens when daddy fixes breakfast?

The Whipping Boy (Sid Fleischman)

Chapter 10-11

- Why do you think Prince Brat won't return to the castle?

9. Recognize author's purpose

The Napping House

(Don and Audrey Wood)

- What is the purpose of the color on each page?

10. Detect bias and propaganda

The Gold Cadillac (Mildred Taylor)

Maniac Magee (Jerry Spinelli)

- Listen for evidence of discrimination. Write a journal entry putting yourself in one of the story character's shoes.

11. Appreciate humor

Matilda (Roald Dahl)
BFG (Roald Dahl)
Where the Sidewalk Ends
 (Shel Silverstein)

D. Read for different purposes

1. Read for information

The Magic School Bus books
 (Joanna Cole)

- Listen and learn about the solar system, earth, human body, and waterworks with Ms. Frizzle and her class.

E. Develop and use reference skills

1. Develop and use dictionary skills

a. Alphabetizing through the third letter

Summer of the Monkeys

(Wilson Rawls)

- Keep a dictionary of difficult words while reading. This can be done with the whole group. Alphabetize the different words when book is finished. The teacher will need to watch for appropriate words.

b. Defining words, prefixes, and suffixes

- Each student will use their silent reading book. Write down five to ten difficult words from their book. Record page numbers. The words must have a prefix or a suffix. Look each word up in the dictionary. Write down the meaning of the word that fits in the sentence.

- c. Recognizing alternate spelling for pronunciation
 - Use a dictionary. List ten words on chart paper that have alternate spellings. Give the students ten minutes to locate the word and write down the pronunciation and alternate spelling.
- d. Locating plural forms
 - Use a dictionary. List ten words on chart paper with various plural ending variations. Have the students locate the words, write the plural, and use ten sentences.
- e. Identifying prefixes suffixes, and root words
 - Use a dictionary. Scramble ten to twenty words on a worksheet. Have the students make words using the scrambled prefixes, suffixes, and root words.
- f. Using guide words to locate entry words
 - Give each student a picture book and a dictionary. Assign each letters of the alphabet. Tell them to locate words from the story that begin with those letters. Use the dictionary to locate the words. Explain the concept of guide words. Write down the guide words from the page that words appear.

g. Identifying abbreviations

- Use a dictionary. Write commonly used abbreviations on chart paper. Have students use a dictionary to find and write the explanation for each abbreviation.
2. Use a thesaurus and/or synonym-antonym dictionary
 - Make word webs. Select common words from writer's workshop stories. Make murals of word webs with the common word in the center. Have students look up words in the thesaurus and add them to the web. Discuss the importance of using a variety of words.
 3. Utilize the card catalog
 - Give a mini-lesson on using the card catalog. Give examples of author card, subject card, title card, and cross-reference card. Visit the library. Have each student write down five books they want to read this year. Write down all information on index cards. Record all information. Have the students get into groups according to type of card. Discuss differences in card information.
 4. Locate information using the Dewey Decimal System
 - Have students write down a hobby. Use the Dewey Decimal System to locate that hobby book. Share the book and their hobby with the class.

5. Use encyclopedias as a source of general information

One Day in the Desert

(Jean Craighead George)

- Have students record information while the book is read aloud. Select an interesting plant, animal, or weather condition from the book. Use the encyclopedia to locate and record more information. Have each student complete a project with the information gathered.
6. Recognize the telephone directory and newspaper as additional sources of information

Telephone Time (Ellen Weis)

- Discuss the proper manners for the telephone.
 - Use a local paper. Identify different parts of the paper. Put the students into groups. Have each group write an appropriate article for a different section of the paper. A theme may be used for the paper. This can be incorporated into science or social studies.
7. Identify and use graphic aids such as:

- a. Maps

A Lollygag of Limericks

(Myra Cohen Livingston)

- Locate a place on the map with a funny name. Write a limerick using that name. Use the origin of the name when possible.
- Students locate and mark on a world map the setting of each book read throughout the year.

b. Graphs

- Graph books read throughout the year. A large graph with different types of books should be used. Students record their book in the appropriate space upon completion.

c. Charts

Hatchet (Gary Paulsen)

- Chart articles Brian used while stranded. Chart the articles found in the survival pack and articles that he made. Also record the way he made each item and what it was used for.

8. Utilize parts of a book

- Page numbers
 - Title page
 - Table of contents
 - Title and subtitle
 - Main heading and chapter heading
 - Illustrations, maps, figures, and diagrams
 - Glossary
 - Index
 - Copyright page
- Develop a scavenger hunt using a science or social studies textbook. The hunt could be on index cards posted in the front of the room or copied for each student. It should include twenty questions that challenge skills for locating information.

J. Bibliography

- Use the library card catalog to locate information for a research project on animals. Write a bibliography using the books to be used for the research project.

F. Develop and use study skills

1. Develop and implement study strategies

a. Focusing attention

The Wild, Wild Cookbook

(Jean Craighead George)

- Discuss plants from our area and some plants used in other George novels. Using the cookbook, notice all the recipes that use the plants from our area.

b. Rereading

Island of the Blue Dolphins

(Scott O'Dell)

- Reread page 181 to get a grasp of what the island looks like. Draw the island as Karana visualized it.

c. Consulting another source

One Day in the Desert

(Jean Craighead George)

- Research one animal, plant, or desert from the book. Present the information in project form to the class.

d. Expanding vocabulary

The Phantom Tollbooth

(Norton Juster)

- Read the book in a reading group. Each student should have a copy. The vocabulary is very exciting but could be confusing if not visualized. A dictionary of favorite words can be developed and illustrated.

e. Following written directions

Kids Cooking (Vicki Lansky)The Wild, Wild Cookbook

(Jean Craighead George)

- Class can choose four or five recipes to prepare.

f. Categorizing information

Hatchet (Gary Paulsen)

- Categorize items Brian made and supplies he had. Develop a chart of the information.

g. Sequencing

Hatchet (Gary Paulsen)

- After reading the book, have students recall the major points and put them in proper sequence.

h. Predicting outcomes

The Dollhouse Murders

(Betty Wren Wright)

- At the end of specific chapters, the students will predict what will happen next. These predictions should be recorded and discussed when the book is complete.

i. Taking notes

One Day in the Desert

(Jean Craighead George)

- While reading to the class, the students will write down information from the book. Record all information on class chart paper. Put students into groups of three. Each group will illustrate what they heard.

j. Outlining

One Day in the Desert

(Jean Craighead George)

- Develop a class outline from information gathered in note taking. Use the information to write about an animal. Use the physical feature, food, and shelter as the outline form. Write the report.

k. Summarizing

Any book

- Students write a paragraph about a book. Trade paragraphs with a partner. The partner responds with a paragraph about why they do or do not want to read that book.

l. Asking detailed questions

- Develop a Jeopardy game using children's literature. Mount the game on a bulletin board or chalkboard. Have daily answers with need for appropriate questions.

G. Enjoy, study, and appreciate literature

1. Recognize and appreciate forms of literature such as:

a. Short story

The Gold Cadillac (Mildred Taylor)

- Read aloud and discuss problems with discrimination.

b. Folk literature including myths, legends, tall tales, fables, parables and folk tales.

- Fill the classroom with each of the above forms of literature. Put the books into labeled sections of the room. Discuss different characteristics of each form such as: illustrations, writing style, and background.

Where the Buffaloes Begin

(Olaf Baker)

The Jolly Postman

(Allen and Janet Ahlberg)

Frederick (Leo Lionni)

The Mitten (Jan Brett)

The Boy Who Cried Wolf

(Freya Littledale)

The Magic Tree: A Tale of Congo

(Gerald McDermott)

Ten Tall Tales (E.J. Bird)

The Great White Man Eating Shark

(Margaret Mahy)

The People Could Fly

(Virginia Hamilton)

Johnny Appleseed (Steven Kellogg)

Fables You Shouldn't Pay Any

Attention To (Parry Heide)

The Talking Eggs (Robert D. Souci)

The Principal's New Clothes

(Stephanie Calmanson)

Owl at Home (Arnold Lobel)

c. Biography

George Washington's Breakfast

(Jean Fritz)

- After reading the story, discuss the life of George Washington. Prepare background information to present to the class. Discuss the fact that an author must collect factual information before writing a biography. Prepare some of the recipes from the story.

d. Autobiography

Boy: Tales of Childhood

(Roald Dahl)

Self-Portrait (Trina Hyman)

- Compare and contrast the above autobiographies. Make a venn diagram for the comparisons. Discuss the similarities and differences in the two autobiographies.

e. Poetry such as haiku, ballad, cinquain, limericks

- Set up a poetry learning center. Feature a different form of poetry every four to six weeks. Prepare activities to use with each form. Also, incorporate poetry into units of other content areas.

Animals, Animals (Eric Carle)How Pleasant to Know Mr. Lear

(Myra Livingston)

A Lollygag of Limericks

(Myra Livingston)

A Sliver of Liver (Myra Livingston)Piggericks (Arnold Lobel)I Like Weather (Aileen Fisher)The Fall of Freddie the Leaf

(Leo Buscaglia)

f. Novel

- Read various novels during the school year.

Number the Stars (Lois Lowry)

Maniac Magee (Jerry Spinelli)

Incident at Hawk's Hill

(Allan W. Eckert)

2. Understand the stanza and rhyme scheme of poetry

The Baby Ughs Are Hatching

(Jack Prelutsky)

- After each stanza there is a rhyme about Ughs. Read the rhyme aloud listening for rhythm. Have each student write their own rhyme about the Ughs to go with the poem.

3. Identify setting

- On a world map, locate the setting of all books used in class. Mark each location on the map with yarn and a label.

4. Identify exaggeration

Paul Bunyan (Steven Kellogg)

- Have each student write and illustrate their own tall tale. Read the tall tales during reader's theatre.

5. Identify figurative language

a. Similes and metaphors

As: A Surflet of Similies

(Norton Juster)

- Write similes by comparing one thing that is familiar to all students. Some examples to spark ideas may be their lockers, rooms, or desk.
- Discuss the differences between similes and metaphors. Write examples of each.

b. Personification

The Attic Mice (Ethel Pachacki)

- Read the book aloud to the class. Discuss how the chestnut takes on human characteristics.

c. Alliteration

The Sheriff of Rottenshot

(Jack Prelutsky)

- Discuss the humor in using alliteration in books and poetry. Find stanzas in other Prelutsky poems that use alliteration. Copy and illustrate that stanza.

V. WRITING

A. Learn and use the conventions of writing

1. Maintain cursive and manuscript handwriting skills

Tyrannosaurus Wrecks: A Book of Dinosaur Riddles (Noelle Sterne)

- Students copy these riddles as a fun way to practice handwriting skills.
- Use your feature read aloud book. Write sentences from the story on sentence strips. Put a new strip up daily. Students will write the sentence or paragraph for handwriting practice.

The above exercises can be used for the following skills:

- a. Spacing of letters and words
- b. Margins
- c. Adjusting letter size
- d. Uniform slant
- e. Connecting strokes
- f. Proper indentation

2. Capitalize the following:

The Dollhouse Murders

(Betty Wren Wright)

- Select various paragraphs from the story. Use the paragraphs on page 60.

The paragraphs include the following concepts for capitalization:

- First word in a sentence
- First word in a quotation
- Proper nouns and adjectives
 - Write the paragraphs on chart paper. Write them without proper capitalization. Have the students write the paragraphs with correct capitalization.
- Names of days and months
 - Write the poems, "Monday's Child" and "Thirty Days Has September" on chart paper. Have the students copy the poems for handwriting evaluation.
- Special holidays
 - Celebrations (Myra Livingston)
 - Read the poems on the appropriate holiday. Copy the poems on chart paper to show proper capitalization. Have students illustrate the poems.
- Main words in a title
 - Point out the main words in the title during book talks.

- g. God and all words related to the deity
- After writing "Monday's Child" discuss the words related to the deity. Refer to the word Sabbath in the poem.
- h. Parts of addresses

The Jolly Postman

(Allan and Janet Ahlberg)

- After reading the book discuss the way we write our addresses. Compare the addresses in the story to ours. If we would send letters addressed that way today, would they be received? Why? or Why not?

3. Know and apply punctuation rules

Safari Punctuation (Mario Rizzo)

- Make a chart using the above book. This can be used with some of the skills that will be covered in this section. A page number referring to this book will follow some of the skills.

- a. End punctuation (pgs. 34, 40, 46, 48)

Good Dog, Carl (Alexandra Day)

- Have the students write captions to go along with the pictures.

- b. Period after numbers, initials, and abbreviations (pgs. 36-38)

The Phantom Tollbooth

(Norman Juster)

- Use pg. 42 of the book to demonstrate the above punctuation rule.

c. Period in outlines

One Day in the Desert

(Jean Craighead George)

- Refer to Reading F.2.j. When developing the outline, point out when it is appropriate to use periods.

d. Comma (introductory words, direct address, addresses, dates, direct quotations, series, greetings, and closing of letters) (pgs. 20, 26, 27, 29)

Dear Mr. Henshaw (Beverly Cleary)

- Use Leigh's journal entries to demonstrate the above rules. Have the students locate examples in the book. After they have located an example they are to write it and then write an example of their own.

e. Quotation marks (direct quotes and broken quotations)

Little Bear's Visit

(Else Holmelund Minarik)

- After reading the story point out the examples of direct and broken quotes. As a whole group, write examples of this concept. Follow up with more examples during writer's workshop.

People (Peter Spler)

- Use the big book. Mount it on an easel. Have the students write captions for the pictures. Share the captions with the class.

f. Apostrophe

The Puppy Who Wanted a Boy

(Jane Thayer)

- This Christmas story is filled with contractions. After reading the story have the students locate the contractions and discuss the meaning of the apostrophe. List the contractions and the words they represent on chart paper. Include some of the contractions in a spelling lesson.

g. Hyphen such as numbers, word divisions, and compounds

The Phantom Tollbooth

(Norman Juster)

- While reading this aloud to the class, record on chart paper examples of hyphenated words: ninety-nine (page 190), both-ered (page 9), and ankle-deep, knee-deep (page 214).

4. Identify and use nouns as a part of speech

The Third Story Cat (Leslie Baker)

- This book uses four kinds of nouns. Read the book to the class and chart the four kinds of nouns.

1. person - "girl"
2. place - "park"
3. thing - "ledge"
4. idea - "balance"

- Have the students list five nouns for each of the four kinds.

a. Proper and common

The Dollhouse Murders

(Betty Wren Wright)

- After reading chapter one, discuss the difference between a common and proper noun. Chapter one contains numerous proper nouns. Have the students list ten common nouns and all the proper nouns in that chapter. Check the lists of nouns as a whole group.

b. Singular, plural, and possessive

Merry-Go-Round (Ruth Heller)

- Read this book aloud to the class. Discuss formation of plurals and possessives. Write examples on chart paper for each type. Put the students in groups to make their own version of Merry-Go-Round.

c. Grammtical usage (subject)

Any book can be used.

- Write sentences from one or more books on chart paper. The sentences should be familiar to the students. Locate the subject in each sentence. Put the students in small groups. Send a group of students to the reading corner to locate five sentences from their favorite books. One person in the group will record the sentences. When each group has completed the task, have the students trade sentences with another group. The students are to underline the subject in each sentence and return it to that group so they can check the answers. Share the outcomes.

5. Identify and use verbs as a part of speech

Kites Sail High (Ruth Heller)

- Read book aloud to the class. After reading the book, chart the following types of verbs: action, regular and irregular, linking, auxiliary, complete, and tenses. Assign a type to each learning group (cooperative learning). Each group will prepare a verb book for their specific types. The book will follow the Kites Sail High style. When complete, the books should be shared in whole group.

6. Identify and use pronouns as a part of speech

- Select a chapter from your read aloud book. Example: Maniac Magee (Jerry Spinelli).
- Write the chapter on chart paper. Underline the pronouns. Give a mini lesson on pronouns and their antecedents. Chart another chapter and have the students locate and record pronouns and their antecedents.

7. Identify and use adjectives as a part of speech

- a. Descriptive

The Polar Express

(Chris VanAllsburg)

- After reading book aloud, discuss the illustrations. Discuss what the story would be like without the illustrations and descriptive words. Give a mini lesson on adjectives. Have each student write a paragraph about The North Pole. Before writing the paragraphs, have each student web some adjectives for The North Pole.

- b. Article, numerical, degrees of comparison

Many Luscious Lollipops
(Ruth Heller)

8. Identify and use adverbs as a part of speech

The Z Was Zapped
(Chris VanAllsburg)

- Read each page and point out the adverbs. Have each student make a list of verbs and put an adverb with it. Have the students trade with a partner. They are to illustrate each other's verbs and adverbs. Make a class book of verbs and adverbs.

9. Demonstrate spelling ability by memorizing spelling list for appropriate grade level

My Side of the Mountain
(Jean Craighead George)

- Select words from the book for a weekly spelling test.

- B. Learn and use composition development

1. Write declarative, interrogative, exclamatory, and imperative sentences

Humphrey's Bear (Jan Wahl)

- Write the book out on chart paper. Read the chart to the class pointing out the four types of sentences. Have each student write five sentences for each of the four types.

2. Use elements of good sentence writing such as:
 - a. Complete sentences
 - b. Sentence variety such as:
beginning, length
 - c. Subject and verb agreement
 - d. Proofreading
 - Use the assignment from Humphrey's Bear. Give a mini lesson on above skills. Have a peer proofread for editing before turning in final copy.
3. Develop a paragraph of at least three sentences
 - a. Generating ideas

Nothing Ever Happens On My Block
(Ellen Raskin)

 - After reading about a little boy's boring block, have the students write a paragraph about their street.
 - b. Write a topic sentence with supporting sentences and using proper paragraph form (margins, indentation, capitalization, punctuation, spacing, and handwriting)

Weird Parents
(Don and Audrey Wood)

 - Read the book aloud to the class. Have the students write a paragraph about their weird parents.

c. Arranging in a logical sequence

Island of the Blue Dolphins

(Scott O'Dell)

- Break chapter seventeen into sentences. Have the students put it in logical sequence. This chapter tells how Karana made her spear.

4. Use writing process of prewriting, writing first draft, revising, proofreading, and rewriting final copy

- Write a story using the above process in Writer's Workshop.

In the Middle (Nancie Atwell)

- Teachers refer to the Writer's Workshop chapter (pgs. 51-123).

5. Participate in creative writing

a. Journals

Dear Mr. Henshaw (Beverly Cleary)

- A great read aloud.

The Gathering of Days

(Joan W. Blos)

- Share parts of the story with the class. Students write diary entries that their grandma and/or grandpa might have written.

b. Poetry

Island of the Blue Dolphins

(Scott O'Dell)

- After reading the story, write a poem Karana might have written about her encounters and adventures on the island.

6. Write a short, factual report from an outline generating a topic sentence from a main topic and supporting sentences from subtopics

The Magic School Bus Inside the Human Body (Joanne Cole)

- Read this book to the class using the big book. Have the students rewrite this outline from book into a short report. Share the reports with the class during whole group.

7. Write friendly letters, thank-you notes, and invitations

Island of the Blue Dolphins

(Scott O'Dell)

- Write a letter to a friend telling them about Karana's experiences on the island.

Number the Stars (Lols Lowry)

- Students write a thank-you letter to the Danish Resistance for protecting the Jews.

The Jolly Postman

(Allen and Janet Ahlberg)

- Students write Baby Bear's response to Goldilocks' invitation.

8. Identify parts of a letter (heading, greeting, body, closing, and signature)

Free Stuff for Kids

(Meadowbrook Press)

- Mini lesson on parts of a letter. Have students write letters asking for free stuff. Do this at the beginning of the year. Encourage students to use this activity to get Christmas gifts for their families.

9. Incorporate proper conventions of writing (indenting, margins, neatness)

Free Stuff for Kids

(Meadowbrook Press)

- Use above activity.

10. Address an envelope neatly and accurately using block style and a return address

Free Stuff for Kids

(Meadowbrook Press)

- Use above address.

11. Take notes to answer questions on a given topic

One Day in the Desert

(Jean Craighead George)

- Read the book aloud to the class. Have students take notes as the teacher reads. Distribute ten questions from the story for students to answer.

VI. THINKING

A. Develop creative thinking skills

1. Demonstrate creativity by responding to the arts such as:

a. Drawing

Mrs. Frisby and the Rats of NIMH (Robert O'Brien)

- While reading the book to the class, make a mural of the rats' underground home. Allow each student to contribute to the drawing.

b. Music

The Star Spangled Banner (Paul Galdone)

- Students recite this book with the music of our national anthem playing in the background.

c. Drama

Pretend You're a Cat (Jean Marzollo)

- Read this aloud. Have the students select the animal they want to act out. Practice acting out in class. Have a kindergarten class come to visit. Select a student to read the book while the rest of the class acts out their parts. The kindergarteners may want to join in.

2. Solve problems through brainstorming

Alfie Gets in First

(Shirley Hughes)

- Alfie locks himself in the house. Brainstorm real life situations from the students' lives. Act out some of the situations in class. Brainstorm possible solutions to the situations.

3. Experiment with writing various literary forms

a. Poetry

A Sliver of Liver (Myra Livingston)

- Read "January". Have the students select a month and write a poem about it. Display the poems on a mural.

b. Short story

Where the Wild Things Are

(Maurice Sendak)

- Have the students write about a wild dream from their childhood. Bind the stories and give to parents during parent-teacher conferences.

B. Develop critical thinking skills

1. Identify and solve problems through techniques such as:

a. Analyzing

On My Honor (Marion Dane Bauer)

- Joel promised his father that he wouldn't go beyond his boundaries. He went beyond the boundary and a tragedy occurred. Ask the students to analyze how they would react in that situation.

b. Interpreting

Maniac Magee (Jerry Spinelli)

- Maniac thinks he is welcome on the east end of town. He doesn't realize that he is an outsider. What is causing Maniac's misinterpretations? Brainstorm and web how Maniac sees the situation and then web the way it really is.

c. Predicting

Island of the Blue Dolphins

(Scott O'Dell)

- Based on information from the story, have students predict how Karana will live the rest of her life.

2. Use reasoning processes such as:

a. Recognizing fallacies

Island of the Blue Dolphins

(Scott O'Dell)

- Women in the story were not able to protect the men in their tribe. Discuss what happened when Karana started making weapons and doing rituals only the men could do.

b. Comparing and contrasting

The Secret Garden

(Francis Hodgson Burnett)

- After reading the book, watch the movie. Make a venn diagram to compare and contrast the book and the movie. Discuss the reason why various parts are different in the book and the movie.

c. Patterning

The Summer of the Monkeys

(Wilson Rawls)

- Billy tries everything in his power to catch the monkeys. Discuss the patterns Billy watched for to become friends with the monkeys and to eventually catch them.

d. Classifying

The Whipping Boy (Sid Fleischman)

- Discuss the two main characters in the story. Classify Prince Brat and Jemmy according to their qualities.

3. Practice decision making

On My Honor (Marion Dane Bauer)

- Continue the earlier discussion of this story. Discuss the decisions the characters made in the story. Share with the class or write of a time the students needed to make an important decision and why.

4. Gather information for purposes such as evaluating, drawing conclusions, and making inferences

Where the Red Fern Grows

(Wilson Rawls)

- Billy shared many experiences and conversations with his grandfather. Have the students interview someone over fifty. Tell of their wisdom.

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CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The growing interest in incorporating children's literature in a language arts program prompted this project. This handbook will be of assistance to teachers wanting to teach language arts using children's literature. This handbook, if published, would be the first commercial handbook of this kind available.

The purpose of this project was to give teachers easy access to children's literature and the uses for it in the classroom. The steps listed below were used to gather the information:

1. Reviews of Journals
2. Reviews of Handbooks
3. Review of the Course of Study for the
Northwestern Schools
4. Reviews of Children's Literature

This handbook was developed based on a synthesis of the various types of children's literature currently available for elementary students.

The handbook provides teachers with a list of children's literature books and activities that can be used to teach specific language arts strategies in the areas of listening, speaking, viewing, reading, writing, and thinking.

Conclusions

The review of the literature shows that literature-based language arts programs are effective in teaching language arts strategies. Children's literature is available for teaching numerous strategies related to English, reading, and writing. After developing the handbook, the writer concludes that children's literature is an effective means of teaching language arts.

Recommendations

The activities in this handbook are not limited exclusively to the Northwestern course of study. This handbook is a beginning for teachers familiar with the integration of children's literature in the language arts program. Every teacher must decide the appropriate method of teaching in the classroom. This

handbook can be followed on a dally basis or it can be used as a resource. The teacher's personal teaching style must be considered when children's literature is used in an elementary classroom.

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