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Reading Instruction Activities for Trade Books for Use in Third-Grade Reading Curriculum

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READING INSTRUCTION ACTIVITIES FOR TRADE BOOKS
FOR USE IN THIRD-GRADE READING CURRICULUM

A Project Report
Presented to
The Graduate Faculty
Central Washington University

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

by
LaVerne A. Schott

August, 1985

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Reading instruction activities were developed to be used with trade books in third grade to supplement the basal reading program. Activities developed included comprehension questions and a cloze unit for each selected trade book, as well as general creative and enrichment post-reading assignments to provide students with reading and writing practice.

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CHAPTER ONE

Background of the Project

Purpose of the Project

The purpose of this project was to develop reading instruction activities to accompany the trade books that students are using on their own to practice reading skills. These materials were developed for a third-grade self-contained classroom in the Wahluke School District #73 in Mattawa, Washington. This project will be used by the writer to supplement the basal series for reading instruction.

A comprehension activity and a cloze activity were developed for each of the trade books selected for this project. General activities were also developed to be used with any trade book and these activities were put on cards and laminated. An index card file containing information about the trade books in this project was developed for the writer's record and future reference.

Rationale for the Project

The need for these instructional activities in the writer's classroom was apparent. Using trade books for reading instruction provides greater variety of children's literature in the classroom. The basals provide samples of fine children's literature but are very limited. Authors

of basals choose the stories and topic to be included in the basals to appeal to a general group. However, they can not know or understand the uniqueness of the group of children reading the basals. The addition of trade books provides an unlimited supply of stories and topics from which children will be given the opportunity to choose for themselves which story interests them.

Trade books provide unlimited alternate reading materials to use in classroom reading instruction. There are tremendous numbers of children's books published yearly. The writer will not have to depend solely on basal material to meet students' needs.

By incorporating trade books into the reading instruction, students are motivated to read because of allowing self-selection, within structured guidelines, or books and activities that interest them. The motivation of self-selection facilitates learning through reading practice. In order to improve playing the piano, practice is necessary. In order to improve reading, practice is necessary (Smith, 1979). Motivation through interest and self-selection however is not a panacea for reading difficulties (Strang, 1957).

Interest is a dynamic force in the improvement of reading (Strang, 1957). Interest stems from the needs and values of the person and is a reflection of self. Each person is unique with wide differences in interests. Interest integrates and organizes experience relating

specific behavior to some goal that seems important to the person. A person is interested in material that has meaning for him. In developing reading ability the dynamic force of interest should be used more than it is (Strang, 1957).

Each child not only has different interests but also different rates of learning. Putting all children into groups to fit the basal levels and then expecting all to continue through the basal at the same speed is not allowing for the difference in children's rate of learning. Teaching skills to all students, whether or not the student understands or knows the skill, not only ignores the different rates of learning of students, but also is an inefficient use of teacher's and students' time.

Considering the whole child, his interests, and rate of learning, will meet the child's needs. The relationship between the child's abilities and the kind of learning opportunities made available to him can make it impossible for a child to learn when only one type of reading program is offered, but able to learn when other kinds of instructions are available (Durkin, 1978). A child should be taught at a time, at a pace, and in a way that is just right for him. Influential proponents of individualized reading programs complain that use of basals discourages attention to individual children (Strang, 1957).

Focus and Limitations of the Project

The main objective of this project was to develop instructional activities for use with trade books for grade

three. Students in grade three vary in reading ability as much as from pre-primer to fifth grade or higher so the trade books selected were for levels 1 to 5. These trade books and activities supplement the basal reading series. This project will not be made mandatory but students will be encouraged to use the trade books and activities.

Definition of Terms

For the purpose of this study the following definitions of terms were used.

Cloze is a procedure in which words are deleted at random or according to some predetermined pattern requiring the reader to fill in the missing words.

Trade book is a book written for the library and bookstore market rather than for teaching reading instruction.

Children's literature is material, not including text books, written for children to read for their pleasure.

CHAPTER TWO

Review of Literature

Use of Children's Literature

For many years reading authorities have recommended using children's literature in the reading program. Koeller (1981) reviewed 25 years of The Reading Teacher and discovered that many leaders have advocated using children's literature in the reading program. There are "great possibilities for using children's books in the classroom" (Mikkelsen, 1982:790). In 1934 Paul McKee saw the importance of including children's literature in the curriculum. Mikkelsen (1982) referred to decades of research that have established the connection between children's early and continued exposure to literature and their language development and advocated using children's books throughout the year in all aspects of curriculum. However, incorporating children's literature in the reading program has been slow despite the evidence to support such recommendations. Children are still taught reading by the single text approach (Koeller, 1981).

Reading curriculum that integrates children's literature keeps children as its central focus. Children can choose what is relevant and meaningful to them. They can sit quietly and read something they like (McClure, 1982).

Children are exposed to interesting and natural speech patterns (Mikkelsen, 1982). They can draw from their knowledge of language and the world around them to read because children's literature is written naturally and for an explicit purpose rather than being written to attempt to create a story from controlled vocabulary. Children not only draw from their knowledge of the world to read children's literature but expand their knowledge of the world as they read literature (McClure, 1982).

Using children's literature in the reading curriculum emphasizes reading and reacting to what was read rather than completing workbook pages that have no relevance to the accompanying story. It gives children experience in what reading is all about. It focuses on the literacy concept of reading surrounding reading instruction with meaningful context. It provides a "total immersion" process of learning to read by reading (McClure, 1982:785). Children are involved with interesting material that makes sense and acquire reading skills by reading (Smith, 1979). "There is not a better way to learn how to read books than by reading books" (Durkin, 1978:101).

Many people know how to read but not all of them are readers. Children's literature in the curriculum encourages students to become lifelong readers instead of those who know how to read but do not (Sharp, 1984). Cunningham (1981) believed that finding "just the right book" (p. 720) makes the difference between a student learning how to

read and becoming a reader. Eeds (1981) maintained that exposure to literature makes children readers while children learn to read.

Availability and Variety of Material

Implementing children's literature in the reading program provides an unlimited source of reading material of all types. There is no shortage of trade books. Picture dictionaries, paperbacks, and children's bookclubs appeared in the 1950s. An average of about 1,000 titles of children's books were published per year until 1960; and after 1960, the volume of published children's books more than doubled (Koeller, 1981).

One does not have to look far to fill a room with books. Yard sales and secondhand bookstores are an inexpensive source for trade books for the classroom library. Teachers' and children's personal libraries are other sources for temporary loans. And, of course, the school library is another source. With the availability of trade books, every classroom should not be without them (Durkin, 1978).

With the inclusion of children's literature in the reading curriculum students can gain meaning from all types of literature and meaningful context becomes the foundation for reading instruction (McClure, 1982). Students understand that meaning is to be derived from print and that there is a message from the author to the reader. Basic reading skills are still taught but only as the occasion

arises to understand the material and within context (McClure, 1982).

Sharp (1984) suggested that picture books are not just for little children. They can be used with any age student to effectively teach literary elements or devices found in more difficult novels. McClure (1982) suggested integrating fiction and informational literature paralleling children's direct experiences to develop the students' ability to learn from all types of literature. Students are motivated to read to expand their knowledge of the experience through all types of books. Being exposed to and reading fiction and informational literature children experience the different structure and organization of each type of literature. They learn what to expect from each type of literature.

Children's Interest

Children's preferences for reading material are influenced by many factors and interest is one potent force affecting children's reactions to books (Spache, 1970). The importance of interest as a factor in learning to read has been stressed for many years. When children are interested in the material then learning occurs (Goodman, 1966). When children are asked what makes a book easy to read, they replied if it's interesting (Strang, 1957). Children are more likely to learn to read and to enjoy reading if what they read interests them and has personal meaning for them (Leibowicz, 1983). Their self-confidence grows as they

succeed in discovering answers to their own questions and concerns. Children are motivated to learn when they are offered material that appeals to them (Oliver, 1977). "If a book or article has meaning, use, and purpose for the individual, he will put forth the effort that reading demands" (Strang, 1957:171). However, Strang (1957) warned that lack of reading skills cannot be totally remedied by interest.

Oliver (1977) conducted a study on interests of first- and third-grade children on three types of characters and settings. The characters and settings were talking animals in a natural setting, real children in an urban and a suburban setting, and fantasy characters in a make-believe setting. The results showed first-grade children preferred animal characters more than third-grade students but there was not much difference between first-grade and third-grade preferences for realistic and fantasy characters.

In a study conducted by Brown and Krockover (1974), their reading preference test showed definite differences in what second- and third-grade boys preferred to what second- and third-grade girls preferred. The boys liked sports, history, science, adventure, mystery, and animal stories. Girls liked fantasy, mystery, animals, children and family, hobbies, and famous people. The study also showed that children in an individualized reading program in which they selected trade books to read have a broader

range of reading interests than those children using a basal reader.

Goodman (1966) reported that boys and girls in primary grades have similar interests. They enjoy familiar experiences, pets, toys, children, real and imaginary animals, and nature. Also primary-grade children are interested in greater variety of reading materials than older children. Not until about fourth grade is there noticeable differences in reading interests.

It appears that research findings on children's interests varies. This may be the result of the different ways interests were categorized and the various techniques used to identify children's reading interests. This is of little value in helping teachers meet the needs of a particular class. Age, sex, reading achievement, intelligence, radio, TV, availability of books, and other factors influence children's interests (Robinson, 1973). Leibowicz (1983) suggested the most visible and perhaps most directly useful information on children's reading interest is "Children's Choices" which has appeared in The Reading Teacher every October since 1975. Other suggestions for determining individual interests are class inventories and teacher observation (Spache, 1970).

Benefits of Children's Literature in the Curriculum

According to Carlson (1976) and Baumann (1984) implementing children's literature into the reading program is

beneficial in several ways. Interests are satisfied and efficiency in reading is fostered (Koeller, 1981). Interests are expanded (Strang, 1957). It gives children a broader understanding of literature (Carlson, 1976). Children's literature can be used to teach and enhance other subjects in the curriculum (Sharp, 1984). And it can promote positive attitudes toward reading and provide the teacher with unique ways to teach vocabulary and comprehension skills (Baumann, 1984).

It can also provide change in the routine (Goodman, 1966). Baumann (1984) suggested setting aside the basal reader for awhile to expose students to good children's literature. After students select and read a trade book, students and teacher discuss and share books. Forell (1978) proposed approaching books from a literary point of view and examine the plot, setting, characters, and style.

All areas of the curriculum can be enriched with the use of children's literature. Picture books can teach art. They clearly demonstrate how color can affect moods and how all kinds of media, crayons, colored pencils, water color, collage, and many others can be effectively used in illustrations. History, music, science, and social studies can all be enhanced by the use of children's books. Students can expand their understanding about different areas through picture books of regions being studied. Children's literature can be their transportation to far away places (Sharp, 1984).

Math concepts can also be explored by children while at the same time enjoying picture and story books. Children experience geometric shapes all around them and trade books can help reinforce their knowledge of shapes and their ability to identify shapes of everyday objects. Ordinal numbers, number sequence, comparisons, and many more math concepts can be examined through the use of children's literature (Radebaugh, 1981).

Cloze Procedure

Cloze procedure was originally designed as a tool for measuring readability. A random deletion was used because it was believed that if enough words were omitted, the blank would proportionately represent the kinds of words in the passage. The cloze was compared to Flesch and Dale-Chall formulas to test its accuracy and the results were positive (Taylor, 1953).

Cloze is no longer just a readability tool. Studies show that cloze is an effective instructional technique (Jongsma, 1980). Cloze exercises are useful in teaching children prediction (Valmont, 1983). It develops comprehension and understanding content material. However, it is no more or less effective an instructional method than many of the commonly used methods (Jongsma, 1980).

Studies show selective deletion patterns seem to be more effective for instructional purposes (Jongsma, 1980). Valmont (1983) also stated that when teaching with cloze

words should be deleted for definite reasons, no matter where they fall in the sentence and that generally the first and last sentence of a cloze unit remain intact. He suggested omitting words that have meaning for students or that appear frequently in the passage. Deleting categories of words such as adjectives or adverbs are also recommended. For practice using context clues for young students, omit the last or first word of the sentence. Another component of teaching with cloze requires discussing alternate answers rather than requiring exact words as in testing. "Such exercises should be constructed with great care so that the learner is required to apply as much prior knowledge as possible to fill in the cloze" (p. 174).

Summary

Trade books can be used to effectively teach reading as well as enhance other subjects in the curriculum. They provide a limitless supply of materials of all types and an enriching and creative method to teach reading. Exposing children to literature will not only be a means to teach reading but will produce lifelong readers.

Guiding children to literature that may satisfy their interests and purposes for reading is not an easy task and relies upon ample trade books from which to choose. Access to a variety of reading materials plays an important role in increasing the amount a student reads. There must be enough books available to tempt children to read on their own (Koeller, 1981).

Educators need to provide an environment saturated with books (Gillis, 1981). Articles in The Reading Teacher emphasize the need for many books in the classroom attractively displayed and easily accessible to students (Koeller, 1981). The classroom needs to be a place where there are books available for students to select and where time is allowed for students to select and use these materials (Gillis, 1981).

We cannot let ourselves be convinced that providing literature paralleling students' interest is a panacea for reading difficulties (Strang, 1957). No single method of teaching reading is sufficient for meeting the instructional needs of every student. Children are alike and yet different and these individual differences need to be met through a well-rounded reading curriculum (Goodman, 1966).

CHAPTER THREE

Procedures

Content of Project

Instructional activities were developed for use with trade books so that children's literature could be used in teaching reading. These activities consisted of a comprehension and a cloze activity for each selected trade book and several general activities to be used with any trade book. Several trade books were selected to be used in the reading curriculum in a self-contained third grade. An index file on the selected books was made for the writer's record and reference of trade books in the project.

Selected Trade Books

Sixty-five trade books were selected for this project: 10 at first-grade level, 15 at second-grade level, 20 at third-grade level, 10 at fourth-grade level, and 10 at fifth-grade level. The readability of each book was determined by the Fry Readability Formula and the books were color-coded for quick identification of level. Appendix A lists all the books. The books are grouped by reading level and each group was arranged alphabetically by author's last name.

Variety of topics was also considered when selecting these books because children in primary grades are interested in many topics. But not every student is interested in the same thing. Therefore the selection included fantasy, realism, animal, biography, science, and mystery topics. This gives students several topics from which to choose to satisfy their interests. The selection was limited to those books available in the school library.

Comprehension

A comprehension activity was developed for each trade book to give the student practice in the skill of comprehension. Reading is not just word calling but understanding what is written. It is giving meaning to symbols, and understanding what the author is saying. Appendix B contains a sample from each reading level.

Questions for simple recall of facts as well as questions for higher level thinking are included in the comprehension activity. Both are essential for understanding. The literal comprehension forms the foundation for higher level thinking skills and therefore cannot be neglected. But comprehension questions that go beyond just recall produce greater student achievement (Eeds, 1981).

Comprehension questions are generally considered an assessment of how well a student understood what was read. However, Eeds (1981) wrote that teacher constructed questions from literature students read aid their comprehension. Recall questions produce just recall-level

answers. But higher-level questions produce higher-level responses as well as recall of details. The manner in which comprehension questions are handled determines their value for increasing the skill of comprehension.

Another means of increasing students' comprehension skill using these teacher constructed questions is to conference with the student on how to look for answers and help the student to understand the type of questions. Some questions require an answer explicit in the text (Raphael, 1982). For example, does the question require a person's name (who), or is it asking for an event (what happened)? Let students know that some questions cannot be answered with details but that the student must use the details, or author's clues, and their own knowledge, to draw a conclusion. For example, the author will not mention that "it is winter" but he will write about "walking in newly fallen snow" so the reader concludes that the time the story takes place is winter without the author having to put it in print.

Cloze

Cloze was originally designed as a tool for measuring readability (Taylor, 1953). Studies now indicate that cloze procedure is not just a readability tool but also an effective instructional method for teaching reading and developing comprehension. Studies also showed that selective deletion was effective using cloze for instructional purposes (Jongsma, 1980).

Since cloze is an effective method in developing reading skills, the writer developed one for each of the selected trade books. It was suggested that selective deletions as well as random deletions be made when using cloze as an instructional method. Cloze is a versatile instructional tool. Appendix C is a sample of cloze which deleted the last word of the sentence. Appendix D is a sample of cloze which deleted nth selected words. Appendix E is a sample of cloze which deleted nouns. Appendix F is a sample of cloze which deleted verbs. And Appendix G is a sample of cloze which deleted adjectives.

The students' copy of the comprehension and cloze activities were put in color-coded folders labeled with the author and title of the book for which they were made. These folders will be displayed in a convenient place in the classroom for students' access.

General Activities

A list of general activities appears on Appendix H. Each of these activities was put on cards and the cards were laminated for durability. They will be displayed in the classroom near the comprehension and cloze activities for student access. The activities listed have come from a variety of sources including the following: books, educational magazines, teachers, and from the writer's committee.

These general activities provide students with enrichment activities to do with trade books. Students can

expand and stretch their creativity with these activities. They can respond to books in an unusual manner. The activities themselves are not unusual but using these activities after reading a book is not a typical classroom post-reading assignment for students.

Making a word bank is also included in the list of general activities. The word bank was intended to develop students' vocabulary. Several reasons for students to select words for their word bank from the book they read was suggested as well as different ways for students to work with their selected words. Performing these word tasks expand students' knowledge and understanding of words.

The word bank is a very versatile tool. It can be used for teaching many reading skills. Alphabetizing can be practiced by making a game of alphabetizing words from the word bank. Take out two groups of four or five words and the student can challenge another student to see who can put their words in order first. Words from the word bank can be used as an individual spelling list for a student. Antonyms and synonyms can be studied using the word bank. Decoding skills can be practiced. Instructional uses for a word bank seem limitless.

Management of Project

To provide quick reference for the writer an index card was made for each book selected for the project. It contained the author, title, Fry reading level, and summary

of the book. These cards were arranged alphabetically by author's last name (see Appendix I for sample).

Appendix J is a sample of a student record sheet on which the student will list the books read and the activities completed. It also provides the writer with a record of what students are reading and doing and a basis for conferencing with students. This will also provide the writer with means for determining reading interests of students for future instructional planning, for example, broadening and expanding students' interests.

After the student reads a book, he/she will then select at least one activity to do. Upon completion of the activity the student will fill in his/her record sheet and turn it in or take it to the aide or teacher to be initialed on the record sheet showing acknowledgement of the student's work. The student will then turn in the activity for correcting, or, depending upon the type of activity, display it in the classroom or set up a time for performing.

CHAPTER FOUR

Summary, Conclusions, and Recommendations

It was the purpose of this project to develop instructional activities to be used with trade books in the reading curriculum for grade three. This will provide a greater variety of children's literature for reading instruction and alternative reading materials for the students. Caution should be used when presenting trade books to be used in the curriculum so as not to diminish the students' enthusiasm for reading for pleasure. The basal is the main instructional material for the reading curriculum and this project will not replace it.

Sixty-five children's books were used in this project and the reading level of each book was determined by the Fry readability formula. For management purposes and future reference, information concerning each book was typed on index cards which were filed alphabetically by the author's last name. There is a set of cards containing activities that can be used with any book and each book has a cloze unit and comprehension questions. Working up specific activities for each book was very time consuming.

The cloze is an effective instructional technique. It promotes predicting skill, which according to Smith (1979) is essential for fluent readers, and is effective in

developing comprehension. Deletions used for the cloze units in this project were every nth word (7, 8, or 9) or selected words (nouns, verbs, and adjectives).

Comprehension questions are more a test of understanding rather than a means of improving understanding of the material read. However, it was the writer's intent that the comprehension questions not be graded but rather the student be given credit for doing the activity and if any item was missed or omitted the student be assisted in identifying the type of question, shown what clue to look for, and finding the answer.

The general activities were meant to be broad enough to be used with any book. Therefore additional books the students choose to read not listed in this project can also be used.

Conclusions

The purpose of this project was the development of activities to use with trade books to supplement the basal reading program. Therefore, no conclusions could be made by the writer about the effectiveness of using trade books in the reading curriculum as compared to solely using the basal reading series to teach reading. A comparison of this type might prove beneficial.

Recommendations

After reading what authorities had to say about integrating children's literature into the curriculum

and after developing this project, the writer highly recommends incorporating trade books into the curriculum. Secondly, the writer recommends using multiple copies of a book so several students would read the same story with group discussion following, rather than individuals writing answers to teacher-made questions. This way children can learn from each other and recognize that different readers form different views even though reading the same material. Thirdly, the writer recommends involving the students in making up questions. Teach students the difference between literal and inference questions and have them make two or three literal questions and two or three inference questions for a story. This is another means for adding books to the project as well as reviewing and improving existing questions for the original selection of books.

Integrating trade books into the curriculum demonstrates that "books make available new information, understandings, insights--whole new worlds, in fact" (Durkin, 1978:101). It will promote reading as well as learning.

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APPENDIX A
List of Trade Books

APPENDIX A

List of Trade Books

Level 1 (Green)

1. Asheron, Sara. Will You Come to My Party? New York: Wonder Books, Inc., 1961.
2. Darling, Kathy. Bug Circus. Champaign, Illinois: Garrard Publishing Company, 1976.
3. Friskey, Margaret. Indian Two Feet and His Horse. New York: Scholastic Book Services, 1966.
4. Hoff, Syd. Who Will Be My Friends? New York: Harper and Row, Publishers, 1960.
5. Kessler, Leonard. The Duck on the Truck. New York: Wonder Books, Inc., 1961.
6. Lexau, Joan M. The Spider Makes a Web. New York: Scholastic Book Services, 1979.
7. Minarik, Else Holmelund. Little Bear. New York: Harper and Row, Publishers, 1957.
8. Parish, Peggy. Zed and the Monsters. Garden City, New York: Doubleday and Company, 1979.
9. Stevenson, James. Monty. New York: Scholastic Book Services, 1979.
10. Supraner, Robyn. Case of the Missing Rattles. Mahwah, New Jersey: Troll Associates, 1982.

Level 2 (Yellow)

11. Bulla, Clyde Robert. Eagle Feather. New York: Scholastic Book Services, 1968.
12. Bulla, Clyde Robert. Old Charlie. New York: Scholastic Book Services, 1972.
13. Bulla, Clyde Robert. Squanto Friend of the Pilgrims. New York: Scholastic Book Services, 1954.
14. Bulla, Clyde Robert. Three-Dollar Mule. New York: Scholastic Book Services, 1970.

15. Darby, Gene. What is a Frog? New York: Scholastic Book Services, 1957.
16. Gackenbach, Dick. Hattie Rabbit. New York: Harper and Row, Publishers, 1976.
17. Hoff, Syd. Danny and the Disosaur. New York: Harper and Row, Publishers, 1958.
18. Hoff, Syd. Grizzwold. New York: Harper and Row, Publishers, 1963.
19. Hoff, Syd. Sammy the Seal. New York: Harper and Row, Publishers, 1959.
20. Kraus, Robert. The Littlest Rabbit. New York: Scholastic Book Services.
21. Rockwell, Anne. A Bear, A Bobcat, and Three Ghosts. Pleasantville, New York: Reader's Digest Services, Inc., 1977.
22. Sabin, Fran and Lou. Mystery at the Jellybean Factory. Mahwah, New Jersey: Troll Associates, 1982.
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APPENDIX B

Sample Comprehension Questions

APPENDIX B
Sample Comprehension Questions

BUG CIRCUS

RL 1

by Kathy Darling

1. Where did the children get the idea of having a bug circus? _____

2. Who gave the children jars for their bugs? _____
3. Why did the children dress up and have a parade?

4. Why couldn't Tara be in the parade? _____

5. How does the reader know that the people liked the bug circus? _____

6. Which bug act did you like best? Why? _____

SQUANTO FRIEND OF THE PILGRIMS

RL 2

by Clyde Robert Bulla

1. What present did Captain Weymouth give the Chief?

2. How did Squanto spend his time on the ship? _____

3. Why were the English so curious about Squanto? _____

4. Did Squanto have reason to fear Captain Hunt? _____

Why? _____

5. How did Squanto help the pilgrims? _____

MADELINE'S RESCUE

RL 3

by Ludwig Bemelmans

1. Describe Madeline. _____

2. Could Madeline swim? _____

3. Why did the girls fight at night? _____

4. Who made Genevieve leave? _____

5. What does "This creature of uncertain race!" mean? _____

6. How do we know that Miss Clavel did not agree with the trustees about Genevieve? _____

THE BIGGEST BEAR

RL 4

by Lynd Ward

1. Define humiliate. _____
2. Why did Johnny always feel humiliated? _____

3. Why do you think Johnny's grandfather had not killed a bear? _____

4. When the bear became a pest, what was decided to do about the bear? _____
5. Did this solve the problem? _____
6. What kept Johnny from killing the bear? _____

7. Do you think the bear will be happy in the zoo? _____
Why? _____

8. What other animal would not make a good house pet? Why? _____

THE BOY WHO STOLE THE ELEPHANT

RL 5

by Julilly H. Kohler

1. Who did Gyp live with? _____

2. Why did Gyp live with him? _____

3. Who was Queenie? _____
4. Why didn't Queenie like Mr. Catfish Williams? _____

5. Where did Queenie go while Gyp went to jail? _____

6. How did Gyp get to Paducah? _____

7. What did Gyp do when he got to Paducah? _____

APPENDIX C

Sample Cloze Last Word Deleted

APPENDIX C

Sample Cloze Last Word Deleted

BUG CIRCUS

RL 1

by Kathy Darling

The children talked about their bugs at school.
Tara listened to them. She was not happy.
She did not have a bug. After school Tara got
her jar. She went down the street looking for
a bug. She looked on the wall.

WORD BOX

wall

bug

jar

school

bug

happy

them

APPENDIX D

Sample Cloze nth Word Deleted

APPENDIX D

Sample Cloze nth Word Deleted

SQUANTO FRIEND OF THE PILGRIMS

RL 2

by Clyde Robert Bulla

Squanto was not strong after the long weeks on the slave ship. The Brothers put him to bed and cared for him. They kept the dish of oranges and grapes by his bed.

In a few days he was well enough to sit outside in the sun. In a few more days he was helping the Brothers work in their gardens.

He watched the ships in the port . He said to the Brothers, "You help me go home, please?"

APPENDIX E
Sample Cloze Nouns Deleted

APPENDIX E

Sample Cloze Nouns Deleted

THE HIDDEN CAVE

RL 3

by Ruch Chew

FILL IN THE MISSING NOUNS:

The way to the Garden of Fragrance led past the water-lily pond and the greenhouse. The magician stopped to look at the enormous goldfish swimming among the lilies. Then Tom and Alice took him into the greenhouse to show him a banana tree.

The Garden of Fragrance was set apart from the rest of the botanic garden by a brick wall. Tom and Alice took Merlin through the gate. The flower beds were waist high so that people could lean over to touch and smell the plants.

APPENDIX F

Sample Cloze Verbs Deleted

APPENDIX F

Sample Cloze Verbs Deleted

THE BIGGEST BEAR

RL 4

by Lynd Ward

FILL IN THE MISSING VERB:

While he was doing the chores next morning, Johnny saw that the bear hadn't stayed in the woods very long. So Johnny started out again, due east this time, to the blueberry bluff, way past Watson's hill. And when Johnny left him, the bear was eating blueberries very happily. But two days later he was back again.

This time Johnny took him due south and got a boat and rowed two miles out in the lake and left him on Gull's Island, which is a pretty big island.

But the next morning, there he was, not even very wet.

Johnny and his father talked it over, and they decided there was only one thing to do.

APPENDIX G

Sample Cloze Adjectives Deleted

APPENDIX G

Sample Cloze Adjectives Deleted

27 CATS NEXT DOOR

RL 4

by Anita Feagles

FILL IN THE MISSING ADJECTIVES:

There was one cat that Jim thought was beautiful.
She was all white, and had long fur and blue
eyes. He tried to think of a beautiful name for her.
He remembered a girl in his first grade who had long
blond hair and blue eyes, and her name was Linda,
so he named the beautiful cat Linda.

APPENDIX H

General Activities for Any Book

APPENDIX H

General Activities for Any Book

1. Make a picture to go with a story or book you've read.
2. Write a story of your own about meeting one of the characters in the story or book you've just read.
3. Make an advertisement to sell the book.
4. Choose characters from several different stories you have read. Think of a way to put these characters into a new story. Write and illustrate your story.
5. Make a puppet play from the story you read. Make finger puppets or stick puppets. Choose one or two friends to help. Prepare to perform the play for an audience.
6. Write a new episode for the story you've read.
7. Read 2 or 3 books by the same author. Compare the books. How are they alike? How are they different? How are the characters alike or different? How are the settings alike or different? How are the plots alike or different? How are the endings alike or different? Write down your comparisons.
8. Make a mobile of the characters from the book you read. Use a paper plate or make a band from which to hang the characters. Color the front and back of each character. Put the title of the book on the paper plate or band.
9. Write part of the story you read from a different point of view. (For example the third pig in "Three Little Pigs" might say, "I told my brothers that straw and sticks just wouldn't do. Those are no protection from a hungry wolf. I'm going to use bricks.")
10. Write a diary (or journal) for a few days or a week as if the main character might have written it.
11. Write a character sketch of a character in the story you read. You might tell what the person looked like, who was his/her best friend, what he/she liked to do, or how he/she got along in school.

12. Make a new book jacket. It should include an attractive picture or cover design, a summary of the book information on the author and illustrator, and information about other books by that author.
13. Do a dramatic reading of a scene.
14. Read a scene with sound effects.
15. Dramatize a scene from a book you read. You may work with a friend to do this dramatization.
16. Create a "filmstrip" of the story you read. Draw a picture for each scene. Tape the pictures together to make a long strip. Cut a cardboard box into a TV screen to run the strip of pictures through. Tell the story as you pull the picture strip through the box in front of an audience.
17. Construct a diorama of a scene from a book. A shoe box is a good size.
18. Impersonate a character from a book you read and let the class guess who you are. Dress up as the character and retell the story.
19. Pitch a sales talk for a book.
20. Portray a book character. Ask another reader of the same book to role play a different character. The two characters can meet, talk about themselves and what has happened to them.
21. Draw a scale model of an item in the story.
22. Cook a food mentioned in the book.
23. Build a relief map of the setting of the story. Use clay or paper mache.
24. Convert the events of the story into a ballad or song. Adapt the words to a well-known melody ("Old MacDonald Had a Farm," "I've Been Working on the Rail Road," etc.).
25. Make a word bank. Keep words in ABC order. Write title and author of story on back of index card. Put your name on card. Copy the sentence from the story that uses the word. Write the dictionary spelling. Write a synonym for the word. Write an antonym for the word.

- 25a. Words to select for the word bank: 5 words that show feelings or 5 words that describe people or 5 words that describe places or 5 words that describe things.
- 25b. Challenge a friend to spell words from your word bank.
- 25c. Challenge a friend to make up synonyms and antonyms for words from your word bank. Use a thesaurus or dictionary to check for accuracy.
- 25d. Challenge a friend to alphabetize 5 words from your word bank while you alphabetize 5 words from his word bank. Copy the words down in ABC order for the teacher or classroom helper to check for accuracy.
26. Find and copy a sentence or sentences that show how a character feels. Write down the title and author of story. Write down the feeling the sentence shows.
27. (For levels 1 and 2) Find a sentence that describes the main character and copy it. Also find a sentence that describes the setting and copy it.
28. (For levels 3, 4, and 5) Find a paragraph that describes the main character or setting and copy it.

APPENDIX I
Sample Index Card

APPENDIX I
Sample Index Card

Prager, Annabelle
THE SURPRISE PARTY
level 3; Yearling Book RL 2.0

Nicky wants a surprise birthday party. He plans it all himself and then turns it over to his best friend. When the day comes, no one comes.

APPENDIX J
Student Record Sheet

