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INCORPORATING "GAY FRIENDLY" LITERATURE
INTO YOUR CURRENT FIRST GRADE LITERATURE-BASED
READING PROGRAM

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education: Reading

by
Susan Lee Birrell
June 1993

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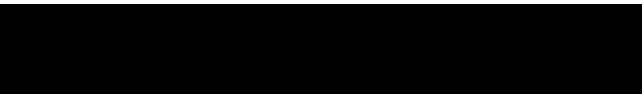
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June 1993

Approved by:


Margaret A. Atwell, First Reader

June 9, 1993
Date


Irvin Howard, Ed.D, Second Reader

Abstract

The purpose of this project is to present a resource guide for educators. The guide will reinforce the ideas presented during the three hour workshop, about how to integrate alternative literature into an existing literature-based reading curriculum. Included is information on where to find the literature, a sensitivity awareness check-list for teachers, and suggested activities to positively introduce "gay friendly" literature into the classroom.

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Introduction

During the 1992 presidential campaign the catch phrase of "family values" was used over and over again by all political parties. The only thing the politicians agreed upon was the importance of the phrase itself, but certainly not the definition of what a "family" or what our attitudes about family are. The face of the American family is changing: family members can be racially mixed, have differing abilities, be religiously mixed, or be homosexual. Curriculum should be expanded to better reflect the diversity of our population. In this project I will concentrate on primary grade literature dealing with positive gay or lesbian role models and how to incorporate this literature into a current first grade reading program.

Statement of the Problem

Available statistics tell us that "at least 1.5 million lesbian mothers reside with their children as a family unit in the United States (Hoeffler, 1981)." As teachers we tend to ignore students' realities and, instead, focus on typical or stereotypical, family structures. Children who come from two parent traditional homes may be well-served by this and they may feel comfortable and supported by the images used in their classrooms. However, not all students are equally supported by such a restricted curriculum. Children who have gay or lesbian family members need to experience feelings of acceptance and their teachers need to remind them of the wide diversity among American families; "children, in particular, may need to be reminded of all the ways people can be a family" (Koepke, 1992, p. 228). The problem for many children is that the books and other materials to which they are exposed to at school, the library, and home do not reflect all of society or their experiences.

One adult with a gay father reports that:

...as a child, I would have felt very special if there was a gay person in books that we read in school. I love my father very much and, although I couldn't share his lifestyle with my friends, it would have been a very empowering experience to think that my friends could talk about and view his lifestyle as O.K. (Anonymous, 1993).

The lack of literature with positive lesbian or gay role models and the reluctance of teachers to use the little

available literature are two related problems that must be dealt with together. "Gay friendly" literature is likely to be used in the classroom only if an effective resource guide is provided with it. Such guidelines must be persuasive, for parents and teachers want to "protect" young children from the world. However, "children bec[o]me aware of the world at a younger age, and eventually topics once thought unsuitable for children (or even forbidden) appear in their books" (Holland, 1980a; 1980b). Bias against gays and lesbians abounds; one public library in North Carolina was "attacked by a right-to-life group." They accused the library of "taking the lead in promoting homosexuality," because they had two books about a gay family and a lesbian family. The two books, *Heather Has Two Mommies* and *Daddy's Roommate*, are "books for young readers about families where parents are gay or lesbian couples", and they are "being attacked in many communities" (Censorship News, 1992, p. 4). Patrons of many libraries would like to see these books either restricted, by making them available only upon request or removing them from the shelves altogether. While it is recognized that many adults have difficulties dealing with homosexual issues, and many have a difficult time using the terminology related to gays or lesbians, it is important to recognize that teachers will probably be the leaders in presenting homosexuality as a positive family structure to their students.

The more familiar the students become with the words used in society, the more accepting the students will be of using the correct language. Books can help foster this sensitivity.

"Not only do the plots, characters, concerns, and values take on a contemporary, realistic outlook with which young people can identify, but also the language of the story itself reflects the speech used by real people in real places" (Goodman, 1987 p.320).

Children who, at an early age, are exposed to homosexual family members in literature have a greater opportunity for understanding and acceptance of differing family structures. Bettelheim writes that "stories for children provide a concrete format through which the essence of moral conflict and appropriateness of moral behavior can be conveyed...[T]he child...identifies with fictional characters thereby vicariously working through his/her own conflicts" (as cited in Tetenbaum, 1977). Having the opportunity of experience through literature enables the students to participate in realities they may not fully understand until they encounter them in the future.

Theoretical Foundations

This project is based upon a Whole Language Philosophy of learning. Whole language, is "practical theory" (Harste, 1988). Constance Weaver (1990, p. 3) calls it a "*philosophy*" rather than an approach because it is a "belief system" about learning and not a "prepackaged program" that remains constant. Whole language is the philosophy of education about *how*, naturally, we learn in life. "It has evolved from the successful practices of teachers who began implementing what they were learning about how children learn, how they learn language, and how they develop literacy in settings outside of school" (Harste, cited in Weaver, 1990). Without exposure to whole pieces of literature, we can not decide what ideas we believe, because our ideas build upon the ideas of others. Children bring their own ideas and experiences to school, and it is the responsibility of the educator

...to link classroom-based literacy lessons with real-world, authentic reading and writing experiences...Children must understand the relationships between what they do during reading and writing instruction and what they do when interacting with connected discourse outside of the school setting (Kucer, 1991, p. 532).

Traditional educators who take whole ideas and fragment them into bits of information in order to fit them into prescribed curriculum, do not present materials in the most effective way; "whole-part relationships must be eventually learned in any area of knowledge...[but]... the whole is a

lot more than the sum of its parts" (Goodman, 1987, p. 398).

Focusing on what students already know encourages the construction of more sophisticated thought. Students who are involved in the development of their own curriculum, because they help define the knowledge base, are empowered. They come to the learning task as experts seeking more information. Whole language teachers view the student as a "whole person with the human need to make sense of the world and communicate with others" (Weaver, 1990). These teachers see the student "actively seeking to know and organize the world, using everything already known to support further learning and to organize new experiences" (Weaver, 1990, p. 26). Whole language teachers expand on what the student knows by taking an optimistic, positive view of the student, and building on strength rather than isolating their weaknesses (Weaver, 1990). While focusing on the strengths of students, the whole language educator also values what the reader has to offer in relation to the text. Rosenblatt writes that once a text "leaves its author's hands, [it] is simply paper and ink until a reader evokes from it a literary work... (1978, p. ix). The learning takes place when the student has a relationship with the printed word, and the learning is fostered by the teacher who has a variety of text available. Most important to the whole-language philosophy is students' feeling of positive self-worth, and the belief

that they are capable readers and writers. When students feel successful in their reading and writing they want to continue producing; they want to read and write more. By varying the style of literature the students read and allowing students to write in various forms, the educator fosters the growth of the student intellectually and emotionally.

Children develop positive attitudes toward learning when they are encouraged to view themselves as competent and responsible. And in an atmosphere where they engage in actual reading and writing for a multiplicity of purposes, they become not only competent readers and writers but avid and prolific readers and writers, both inside and outside of school. In fact, competence is a by-product of engagement, rather than a prerequisite (Weaver, 1990, p.46).

Children who are exposed to complete texts with positive and broad images of the human experience, will become more aware of differing views and, they have an opportunity to learn positiveness and tolerance.

Review of the Literature

The literature related to this project is based on three significant areas: reader response or how readers are affected by what they read; self-esteem and identity; and curriculum inclusion. All are important and interrelated areas that have equal value.

Reader Response

A reader's response, relative to homosexuality, can be positive or negative depending on how teachers handle the issue. If educators encourage frank discussion, their authority will foster positive attitudes toward homosexuality.

All school personnel---teachers, administrators, guidance counselors, assistants---and teacher educators must begin to feel more comfortable saying and hearing the words *lesbian* and *gay*. Both teachers and parents could more easily discuss gay family constellations if the fact that lesbian and gay people exist is accepted (Casper, 1992, p. 132).

Reader response is a term for a method used in literature-based classrooms. In reader response, students are encouraged to bring what they know to the reading, incorporate that knowlege into the printed text to construct a personal meaning, and then respond to the literature. Some students respond in private ways, with internal feelings that do not get outwardly expressed; others are more expressive, with verbally sharing, writing, and extending the literature.

Many researchers have discussed ways to use reader response. Patricia Kelly believes that reader response "allows for different interpretations of text depending on what the reader brings to the reading" (1990, p. 465). While working as a third-grade teacher, Kelly "introduc[ed] children to a wide variety of books and foster[ed] diverse responses to literature". Although Kelly began with the traditional limitations of question and answering, she then engendered more creative reflections from her students by using an array of reader responses to text such as Readers Theatre, role playing, audiotaping for future listening, and choral speaking. She encouraged her students to respond to the literature in other areas such as art: wall hangings, flannel board retellings, and dioramas. Her students went into book production, book sharing groups, and review writing of books read in the classroom and at home. "Opportunities for choice allow[s] for a sense of ownership and encourage[s] active engagement in the meaning-making process through alternative modes of communication" (Moss, 1990, p. 40). Students can share alone with the teacher, with the class, or in response groups. Organization of response groups can vary from a few students working together in peer-editing sessions, to pairs or "peer teams" (M. A. Atwell, personal communication, February, 1993). Grouping is also flexible and can change daily, weekly, monthly, or never change at all.

Variety of responses or demonstrations that readers understand the text is the focus; in a whole language setting educators and students should use what works. "Response groups encourage peer interaction among students about the books" (Corliss, 1990, p. 25). Response styles are open, the student can write in a reader response journal or write a letter to the author or main character. Because whole language strongly endorses a communication model across expressive modes, the student may choose to respond to the literature using various creative, artistic methods or by writing their own piece in the style of the author. Correctness is not the primary concern; the process is more important than the product. "The *products* of comprehension are situation-specific. They lack the wide transfer value....It is the thinking *process* which one continues to use...it is the process which one is able to transfer from one situation to another" (Santa, 1981, p. 150). In a reader response program the role of the educator is powerful and can influence student values. It is the educator who, along with the students, decides the curriculum. In the case at hand, if the educator is uncomfortable with the concepts relating to diverse family structures and is not able to convey positive sentiment, he or she may send a message to the students that homosexuality is unacceptable.

Students need to read through the literature and decide how they feel about gays or lesbians in literature. It is the exposure itself that is important; non-traditional family structures in literature need to be available for all students. Although students can be affected by what they read, they too can be affected by what they do not read. "Children do not simply absorb the values represented to them via literature. Rather, children's literature confirms or fails to confirm attitudes from the larger world" (Bauer, cited in Jalongo, 1984). Students come to the learning environment open to opinions and situations that differ from what they know, and they need to have contrasting views so that they can confirm their existing knowledge or grow with new choices.

Literature is capable of exposing readers to value systems, ideas, and practices which may be different from their own, but information just the same which may be capable of broadening their knowledge, if only vicariously, of how and why others behave as they do (Palmer, 1982, p. 310).

The need for exposure to a wider definition of "family" seems clearly supported in a number of demographic studies. In 1948, Kinsey, Pomeroy, and Martin, estimated that "1 out of 10 people in the United States is gay or lesbian." If that is the case, children have the opportunity of knowing or at least being "exposed" to at least one homosexual in every ten people that they meet.

If those statistics have not changed, then based on the most current reports our total population for 1990 was 248,709,873 therefore, 24,870,987 million gay or lesbian person would be part of society (Hoffman, 1993). The American Bar Association, estimated that there are eight to ten million children being raised in the United States by three million gay and lesbian parents (Casper, 1992, p. 110). It can never be too early to teach students to value the diversity of humankind.

Lee Galda writes that children who are read to know how to use real-world experiences to understand text, and conversely, their experiences with text to understand the real world. She believes that "children make sense of their worlds through stories, make sense of stories through their worlds, and make sense of stories through other stories" (1990, p. 247). However, Richard Beach (cited in Palmer, 1979) suggests that attitudes of students and their behavior are "influenced more by parents, peers, schooling, and cultural socialization than by reading." If that is the case, exposure to literature can support or refute the ideas that the student has come to know outside of reading. Although parent, peer, and social influence is an important part of student development, books bring an added variation to the existing ideas of the reader. Because they are influenced by what they already know and can personalize each

story for themselves, the reader has the advantage of input resource that the non-reader does not have. Marilyn Cochran-Smith (1984) contends that readers who are inhaled by books use them to live lives they could not possibly live in reality, and use the text to test themselves against decisions and situations that they are sure to meet in their future lives. Failure to present literature with a gay or lesbian person or theme robs students the opportunity to accept existing diversity among their fellow classmates' family members. By excluding portions of the population from our curriculum we, in fact, alienate certain students. This exclusion can directly effect self-esteem.

Self-Esteem

Self-esteem is an important part of every child's development. A student with gay or lesbian family members, especially parents, can be alienated because of society's lack of understanding and acceptance. "Classroom education about family diversity is important for the healthy self-identity of all children. Pictures, puzzles, and children's books should present a broad range of family structures....It affirms that a family can be many different things" (Clay, 1990, p. 35). As educators, the building of students' self-esteem is a crucial part of what we do.

Students who have homosexual family members need to feel good about their family, as well as feel accepted by their peers and elders. "If a teacher truly recognizes the value of individual pupils and respects the similarities and differences among them, that teacher does not create negative evaluations of particular groups or individual characteristics" (Howard, 1980). Teachers who use positive non-traditional families in literature in their classrooms present their students with a clear potential for developing tolerance for and the acceptance of diversity. "Children's literature presents readers with the universality of human experience. We become more human as we gain an awareness of our emotions and begin to develop compassion for others" (Goodman, 1987, p. 313). There are clear benefits from introducing the topic of families through literature. Jerry Diakiv believes that "young children find it easier to assimilate new information when this information is presented within the structure of a story" (1990, p. 297). Diakiv goes on to say that "children's literature is a powerful medium for gaining an understanding of a world far from the students' own reality" (1990, p.296-7). As educators we should use the means proven most effective for conveying "sensitive" messages. Gay and lesbian family models can be presented to the student in various ways; however, reading aloud captures the attention of all the students and gives

them the chance to be more successful readers when they read it the second and third time. "The positive effect on the self-esteem of the less-proficient readers who sees themselves reading the same book as the more proficient readers in the class, is astounding" (Corliss, 1990, p. 23).

Since teachers are less reluctant to talk about the differing abilities of people in the community, old age, death and dying, they can use literature that is reflective of the social diversity of our society. Unfortunately, literature that portrays Americans realistically, especially related to homosexuality for primary grade children, is difficult to find. Corliss believes that "Children need access to as many books as possible..." (1990, p. 22). Books that are "gay friendly" are usually available in small independent book stores. None of these books are in the supermarket children's book section, and most are not available at major chain stores unless requested by ordering. "As the trend toward a literature-based language arts curriculum takes hold nationwide in the 1990s, this scrutiny of children's books will no doubt continue" (Jalongo, 1991, p. 145).

As educators we so often preach for "whole language" and then exclude "whole" segments of society.

Too often teachers opt for the easy way out and avoid the subject of gays and lesbians altogether.

Many lesbian [and gay] families confront the challenge of invisibility in their daily lives by a society that does not recognize their family unit as a family...advocacy for these families often is necessary in such traditional institutions as the school...(Levy, 1992, p.30-31).

It is important that children growing up with gay and lesbian parents be included in discussions about their primary relationships, their families. "The first arena in which a child develops relationships with others, relationships that are essential for survival, is within the family" (Chubb, 1992, p.387). For the first five years of their lives families are the primary focus. Children do not know that their family is "different" until they have something with which to compare them. "Young adults raised by lesbian mothers in the prior two decades speak about isolation, feelings that their families were not acknowledged in school and that they did not know many other children in similar families" (Casper, 1992, p. 132). Gay and lesbian parents have to deal with their family structure as being different. These parents try to make things "normal" for their children and they try to lessen the stressful situation brought on by society because of their family differences. Disapproval from society is not only felt by the gay or lesbian person, "but it is also felt by others who are related by blood or

other strong bond" (Bozett, 1988, p. 550). One problem, according to J. Clay (1990, p. 33), is that "prejudices of school personnel...against the sexual orientation of the children's parents" cause difficulties for the students. Educators don't want to have the added burden of dealing with parents who object to their curricular choices, and since most gay and lesbian parents usually don't discuss their family structure, gays and lesbians are simply excluded from the curriculum.

Curriculum Inclusion

Inclusion of a broader range of family situations into the curriculum is needed and appropriate. One gay parent describes the importance of the school reflecting the makeup of the world around them in the curriculum (Casper, 1992, p. 124). "Schools are very homophobic... [the students] do not learn much about homosexuality in schools." (Birle as cited in Eng, 1989, p. 42). While some larger school districts focus directly on homosexuality in some of its curriculum, it may be easier if educators informally incorporate "gay positive" ideas into their current literature-based reading program.

New York City's first grade "Rainbow Curriculum" is an example of a formal curriculum that deals with homosexuality

and other diversity issues. However, it is not necessary to wait for curriculum to be developed, educators can informally modify curriculum tastefully and include diversity positively. The project will present ideas to informally incorporate "gay friendly" literature into an existing first grade curriculum. For example, when reading *Nice New Neighbors* by Franz Brandenburg we could ask the students what would happen if the six Fieldmouse children didn't have Father Fieldmouse to encourage them to play with the new neighbors. Or if the Fieldmouse parents were of the same gender. Then, after the discussion, read the story *Families*, by Michael Willhoite (1991), that poses many types of families positively. "Children need the bridge that stories provide in order to link their growing understanding of other cultures to their personal experience and background knowledge" (Diakiw, 1990, p. 297). It is important to the student who has no knowledge of homosexuality to be introduced to it sensitively and objectively. "Regardless of whether a teacher wishes to develop a single lesson or a whole unit children's literature can be used as a starting point" (Diakiw, 1990, p. 297). There are positive outcomes when schools directly address critical issues. Children's literature "...provides us with the opportunity to develop values-driven curricula through which we can cherish and celebrate our similarities and our differences" (Diakiw,

1990, p. 300). Children know about drugs, pregnancy, death, and homosexuality but their facts are confused with the information they learn from well-meaning friends. They can handle the truth if it is presented to them at a level they can understand, and with sincere dialogue. "Young people are not as frightened of reality as some adults think. They are more frightened by whispered half-truths" (Snyder, 1978). Kenneth Goodman points out in 1987 that "there has been a trend for writers of literature for children and youth to deal with subjects that were avoided by publishers of an earlier period because of the controversy surrounding the subject matter in the story." Realistic Fiction, also called the "New Realism", is characterized by authors who write books that deal realistically and sensitively with pregnancy, sexuality, drugs, and various counterculture lifestyles (Goodman, 1987, p. 320). Sandy Turner, a teacher-librarian, believes that "children have the right to find themselves and their world in the stories they read, so books must deal honestly with a broad range of life experiences..." (1989, p. 16).

The "New Realism" is not that new, most fictional literature published since 1960 is considered part of this genre.

The liberalization of content and treatment of issues, and the inclusion of a broader range of social and ethnic groups in its characterization, has produced a fiction that comes nearer reality as young readers know it. Realism answers children's great need to understand (Mier, 1985, p. 43).

Unfortunately, there are many children's authors that have not focused on the topic of homosexuality within their stories for primary children.

Infusing "gay friendly" literature into an existing curriculum allows flexibility for the educator without having to build a new framework; inclusion for all students who may or may not have gay or lesbian family members and an opportunity for all students to view their families in positive ways.

Summary of the Project

This project identifies the lack of "gay friendly" literature for primary school students, the difficulties to the teacher interested in finding the literature, and educator's refusal to incorporate homosexuality issues into the family curriculum as problems that can be reduced through teacher education. My project will show educators where to find the literature that is available, how to incorporate the literature into existing curriculum, and argues that it is important to all students' self-esteem to include "gay friendly" literature into their existing curriculum.

Goals

The goals of this project are to identify books that this writer considers "gay friendly" literature for primary school children and propose ideas to educators concerning how to incorporate them into their existing first grade curriculum. The results of using these materials will increase student awareness of the diversity that exists in family structures, and help teachers deal positively with the issue of homosexual family members as they are discussed in the classroom.

Limitations

There are three major limitations to this project. The first limitation is that some educators and parents feel uncomfortable with gay and lesbian issues and are not willing to have included in them in the classroom discussions. The second limitation is that there is a lack of quality "gay friendly" literature. Complicating the issue of scarcity is the fact that some of the few books available, also include other agendas, such as artificial insemination, and pregnancy, that are not appropriate to include at the first grade level. The third limitation is that since these few books are published and distributed by independent publishers they are difficult to find in chain book stores. While some independent children's book stores might have limited supplies available these books usually must be ordered. Therefore, the majority of educators do not know that these books exist, and they are not being used.

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APPENDIX A: INCORPORATING "GAY FRIENDLY" LITERATURE INTO
A CURRICULUM



**INCORPORATING "GAY FRIENDLY" LITERATURE
INTO YOUR EXISTING CURRICULUM**



by

susan l. birrell

WORKSHOP OUTLINE

INTRODUCTION-

NOT SO BORING AND VERY RELEVANT

STATISTICS-

SIX MOST WANTED LIST-

("GAY FRIENDLY" BOOKS USABLE IN THE FIRST GRADE)

PRESENTATION OF INCORPORATION-

(HOW TO DO IT!!!)

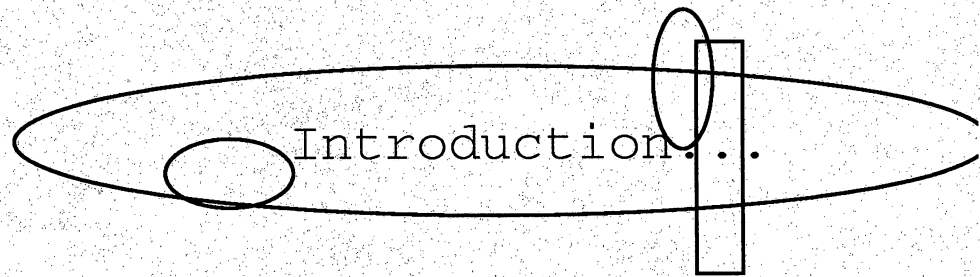
WHERE TO FIND THE MATERIALS-

(LOCATION, LOCATION, LOCATION)

"TEST TAKING" -

(NOT WHAT YOU MIGHT THINK)

THIS WORKSHOP IS DESIGNED TO EXPOSE TEACHERS TO "GAY FRIENDLY"
LITERATURE AND SHOW THAT INCORPORATION INTO EXISTING CURRICULUM IS EASY,
FUN, AND REWARDING!



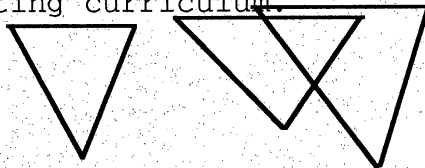
Introduction...

This workshop will help educators locate "gay friendly" literature and demonstrate how to incorporate the literature into a literature-based reading program for first grade.

There is a lack of quality "gay friendly" literature available. Of the few books, many have agendas that are not relevant to the first grade curriculum...pregnancy and invetro fertilization. My goal is to assist educators in finding and using books that show gay and lesbian family members in positive, helpful roles.

Many students in your classroom have gay and lesbian family members, and these students need your support and understanding relating to their family situation!

Many large school districts have adopted a family curriculum that includes diversity of family structure. The formal curricula is available, however, I will model how to informally modify your existing curriculum.



Statistics...

AT LEAST 1.5 MILLION LESBIAN MOTHERS RESIDE WITH THEIR CHILDREN AS A FAMILY UNIT IN THE UNITED STATES.

IN 1948 THE KINSEY REPORT ESTIMATED THAT ONE OUT OF TEN PERSONS IN THE UNITED STATES IS GAY OR LESBIAN!

...if those statistics have not changed, then based on the most current reports, our total population for 1990 was 248,709,987 people! Therefore, 24,870,987 million gay or lesbian persons are part of society!

It can never be too early to teach students to value the diversity of humankind!

Children's literature presents readers with the universality of human experience. We become more human as we gain an awareness of our emotions and begin to develop compassion for others.

K. Goodman-

MOST WANTED LIST OF "GAY FRIENDLY"
BOOKS DEEMED MOST ACCEPTABLE FOR FIRST GRADE
INTEGRATION

The following "Gay Friendly" books are published by Alyson Wonderland. The summaries are from the publisher's book catalog.

A BOY'S BEST FRIEND

Written by Joan Alden

Illustrated by Catherine Hopkins.

Will, a seven year old asthma sufferer, has proclaimed that he wants nothing at all for his birthday if he can't have a dog. He sees his birthday come and almost go without a gift. But at the last hour, Will's two moms present him with a dog who will make a difference by being different.

BELINDA'S BOUQUET

Written by Leslea Newman

Illustrated by Michael Willhoite.

Upon hearing a cruel comment about her weight, young Belinda decides she wants to go on a diet. But then her friend Daniel's lesbian mom tells her, "Your body belongs to you," and that just as every flower has its own special kind of beauty, so does every person. Belinda quickly realizes she's fine just the way she is.

DADDY'S ROOMMATE

Written and illustrated by Michael Willhoite.

This is the first book written for the children of gay men. The large, full-color illustrations depict a boy, his father, and the father's lover as they take part in activities familiar to all kinds of families: cleaning the house, shopping, playing games, and making up.

FAMILIES: a coloring book

Written and illustrated by Michael Willhoite.

Many kinds of families, including a diversity of races, generations, and cultural backgrounds, are depicted in this coloring book (which is accompanied by a short text); several of the families include lesbian or gay parents and relatives.

THE GENEROUS JEFFERSON BARTLEBY JONES

Written by Forman Brown

Illustrated by Leslie Trawin.

Jefferson Bartleby Jones is lucky to have two dads, because one is always free to have fun with him on weekends. He generously loans out one dad to a friend, then the other--and suddenly discovers himself alone for the first time. Forman Brown's lively verse gives kids with two dads a lot to feel good about.

GLORIA GOES TO GAY PRIDE

Written by Leslea Newman

Illustrated by Russell Crocker.

Gay Pride Day is fun for Gloria, and for her two mothers.

Here, the author of *Heather Has Two Mommies* describes, from the viewpoint of a young girl, just what makes up this special day.

The D.C.Heath Reading Library for first grade is named Library 1. All of the book that are referred to in this section, other than the listed "gay friendly" books, are included in Library 1.

"Gay Friendly" books are designated by a ++ following the title of the book and are published by Alyson Wonderland. Library 1 books that are used in the sample lesson section are designated by a * following the title of the book.

LIBRARY 1

BOOKS THAT MENTION TWO PARENTS:

1. Tales of Oliver Pig
2. Ira Sleeps Over*
3. Umbrella
4. Begin at the Beginning*
5. Father Bear Comes Home
6. Make Way for Ducklings
7. Nice New Neighbors
8. The Generous Jefferson Bartleby Jones++
9. A Boy's Best Friend++
10. Daddy's Roommate++
11. Gloria Goes to Gay Pride++
12. Belinda's Bouquet++
13. Families++

LIBRARY 1

BOOKS THAT MENTION ONLY ONE PARENT:

1. When the New Baby Comes, I'm Moving Out*
2. Mr. Rabbit and the Lovely Present*
3. Blueberries For Sal*
4. The Little Puppy
5. Loudmouth George and the New Neighbors
6. Pig Pig Grows Up*
7. The Snowy Day
8. William's Doll
9. Corduroy*
10. Ferdinand
11. Emma*
12. Pet Show!*
13. A Bargain for Frances
14. Boney-Legs (Lives with an Aunt)
15. The Tale of Peter Rabbit
16. Daddy's Roommate++

LIBRARY 1

BOOKS THAT MENTION ONLY A MOTHER:

1. When the New Baby Comes, I'm Moving Out*
2. Blueberries For Sal*
3. Loudmouth George and the New Neighbors
4. Pig Pig Grows Up*
5. The Snowy Day
6. Corduroy*
7. Ferdinand
8. Emma*
9. Pet Show!*
10. A Bargain for Frances
11. The Tale of Peter Rabbit
12. Daddy's Roommate++
13. The Generous Jefferson Bartleby Jones++

LIBRARY 1

BOOKS THAT MENTION ONLY A FATHER:

1. The Little Puppy
2. William's Doll

LIBRARY 1

BOOKS THAT INCLUDE A GRANDPARENT:

1. Tales of Oliver Pig
2. Begin at the Beginning*
3. Emma*
4. William's Doll
5. The Little Puppy
6. Families++

LIBRARY 1

BOOKS THAT MENTION SIBLINGS:

1. When the New Baby Comes, I'm Moving Out*
2. William's Doll
3. Nice New Neighbors*
4. Emma*
5. The Tale of Peter Rabbit
6. Begin at the Beginning*
7. The Tales of Oliver Pig
8. Ira Sleeps Over*
9. Make Way for Ducklings
10. Families++

LIBRARY 1

BOOKS THAT INCLUDES PETS:

1. Tales of Oliver Pig
2. Ira Sleeps over*
3. Pet Show!*
4. Corduroy*
5. The Little Puppy
6. Perfect The Pig
7. Jim's Dog Muffins*
8. Who's Afraid of the Dark?*
9. Arthurs Honey Bear
10. A Boy's Best Friend++
11. Gloria Goes to Gay Pride++
12. Families++

LIBRARY 1

BOOKS USED THAT DO NOT HAVE A FAMILY THEME:

1. Handbook: An ABC Finger Spelling & Sign Language
book*
2. If You Take a Paintbrush*
3. Each Peach Pear Plum*
4. Nothing Ever Happens On My Block*
5. Jamberry*
6. A Picture for Harold's Room*

Families...

"Classroom education about family diversity is important for the healthy self-identity of all children. Pictures, puzzles, and children's books should represent a broad range of family structures... It affirms that a family can be many things.

J. Clay

There are biological parents, adoptive parents, single parents, and step-parents...But the best parents are loving parents!

S. Birrell

SUGGESTED CURRICULA IDEAS FROM LITTLE DUCK DANCE,

the first grade basal reader

D.C.Heath and Company

1989 Lexington, MA

CLUSTER OVERVIEW: FAMILIES

CLUSTER THEME: Family relationships are often built around activities that family members share together.

SUMMARY OF BASAL STORY ONE: "Lee and His Grandma" is a realistic fiction story about a boy named Lee who bakes bread for his grandmother and sets off to deliver it. At the same time, his grandmother is on her way to deliver a gift to Lee. Clever illustrations show how they nearly miss each other, but at last, they meet up and exchange gifts.

SUGGESTED ACTIVITIES:

- *Make a grandparent scrapbook
- *Talk with grandparent guest speaker
- *Write a grandparent questionnaire

SUMMARY OF BASAL STORY TWO: In the informational article "My Family," a young girl describes her family to the reader. Members of her immediate family as well as her extended family are introduced. She describes the responsibilities and the enjoyment she experiences with her brother, sister, mom, dad, uncle, and grandmother.

SUGGESTED ACTIVITIES:

- *Discuss television families
- *Make a chart of family members
- *Describe family members
- *Write a letter

SUMMARY OF BASAL STORY THREE: "Just Like Daddy" is an animal story describing the pride a young bear feels by imitating his father's actions during a fishing trip. The story ends up with a humorous surprise, when the young bear shows that he can imitate something his mother does--catch a fish.

SUGGESTED ACTIVITIES:

- *Pantomime grown-up activities
- *Write riddles
- *Make picture frames
- *Make chart of family information

Simple incorporation of "gay friendly" books under the cluster theme of Activities That Family Members Share:

- *Daddy's Roommate- They share everyday activities and special ones too!
- *Families- Diversity of what family members have in common.
- *The Generous Jefferson Bartleby Jones-The family shares weekend events and share of each other!

*Gloria Goes to Gay Pride- The family shares holidays and Gay Pride festivals.

Read any of these books and show how different families share activities. After reading the basal story choose one of these "gay friendly" books and discuss, or incorporate a "Sample lesson" from the back.

Sample lesson theme:

GARDENING WITH FAMILY MEMBERS

CLUSTER OVERVIEW: FAMILIES

CLUSTER THEME: Family relationships are often built around the activities that family members share together.

PRE READING STRATEGIES:

Begin the lesson by talking about things that the students like to eat. Ask them what their mother prefers that they eat, and what they prefer to eat. Does anyone in their family like to garden? Ask them if they have ever grown a food or flower present? Would they like to get food or flowers for a present?

SUMMARY OF STORY ONE: "Mr. Rabbit and the Lovely Present," is a story about a young girl who is trying to decide what present to get her mother for her birthday. They can't decide what color to focus on, so they use all the colors in a basket of fruit.

SUGGESTED ACTIVITIES:

- *Draw a beautiful basket of fruit to give as a present to a family member.
- *Watercolor a beautiful basket of fruit that you would like to receive from your mother.
- *Paint a rabbit with tempera paint using a piece of fruit as a brush. Try to use home grown fruit!
- *Write about your favorite fruit and make a paper

mache' piece of fruit. Give it to your mother.

*Start a plant to give to your mother as a gift.

Write a poem to go with the plant.

INTEGRATION DISCUSSION:

Tell about your art work. Did a basket of fruit sound like an exciting present before reading the story? Did you think that it was a thoughtful gift after you read the story? What kind of person did you think the little girl is? How did she feel about her mother? What would she do if she had two mothers? Would she give the same presents to each of them?

SUMMARY OF BOOK TWO: "Belinda's Bouquet," uses references to gardening while dealing with the issues of body image.

INTEGRATION DISCUSSION:

Do you think that Daniels mommy could grow fruit for the little girl in the last story's mother? Did Daniel's mothers give advice as well as Mr. Rabbit? What would you tell Belinda to do about her problem? Who, in your house, could help Belinda with her problem?

Could Daniel's mommy teach the little girl to garden her own fruit or gifts?

SUGGESTED ACTIVITIES:

*Write a story that has Daniel's mothers talking to "the little girl".

*Write a story that has Mr. Rabbit talking to Belinda.

SUMMARY OF BOOK THREE: "Blueberries For Sal," tells what happens on a summer day in Maine when a little girl and a bear cub, wandering away from their blueberry-picking mothers, each mistake the other's mother for its own.

INTEGRATION DISCUSSION:

What would happen if Little Sal or Little Bear had two mothers? How would the story change if Little Sal had two mothers and Little Bear had only one?

SUGGESTED ACTIVITIES:

*Write a story that includes Little Bear and Mr. Rabbit.

*Write a story that includes "The little girl," Little Sal, and Belinda.

*Write a story that has "The little girls'" mother, Little Sal's mother, and Daniel's mothers doing something fun! Include your mother in the story.

*Re-write the stories to include a father.

*Re-write the stories to include brothers and sisters.

*Plant Blueberries and give them to a family member that likes fruit.

SUGGESTED CURRICULA IDEAS FROM LITTLE DUCK DANCE,

the first grade basal reader

D.C.Heath and Company

1989 Lexington, MA

CLUSTER OVERVIEW: Who's Next Door?

CLUSTER THEME: Neighbors and neighborhoods--who are the neighbors and what happens in the neighborhood.

SUMMARY OF BASAL STORY ONE: "The Neighborhood Pet Show," realistic fiction, introduces the reader to a group of neighbors who enter their pets in a community pet show. Kate wants her pet duck, Louie, to win first place. At the show, the pet owners are called forward one by one to show their pets. Because of Louie's humorous antics during his performance, he wins the Number 1 Funny Pet Ribbon.

SUGGESTED ACTIVITIES:

- *Create a language-experience story
- *Write newspaper articles
- *Create animal dances
- *Make a graph

SUMMARY OF BASAL STORY TWO: "New Neighbors," a poem to be read aloud by the teacher, shares with the listener the feelings of a young girl when her friend moves away. Her sad feelings gradually fade when new neighbors move in.

SUGGESTED ACTIVITIES:

- *Role-play making friends
- *Draw pictures of special things

SUMMARY OF BASAL STORY THREE: "In the Neighborhood" is an informational article that introduces children to several people who live and work near one another. The readers are asked to think about their own neighborhoods and where their neighbors live, work, and play.

SUGGESTED ACTIVITIES

- *Create commercials for neighborhoods
- *Make a map of school areas

Simple incorporation of "gay friendly" books that focus on the cluster overview of "Who's Next Door?":

- *Gloria Goes to Gay Pride- The whole neighborhood is out for the neighborhood celebration.
- *The Generous Jefferson Bartleby Jones- Jeff shares his dads with his neighborhood friends.

Read either of these books and show how neighbors are important to all family members. After reading the basal story choose one of these and discuss it, or incorporate a "Sample lesson" from the back.

Sample lesson theme:

SHARING YOUR FAMILY WITH NEIGHBORHOOD FRIENDS

CLUSTER OVERVIEW: WHO'S NEXT DOOR?

CLUSTER THEME: This section focuses on neighbors and neighborhoods--who are the neighbors and what happens in the neighborhood.

INTEGRATION DISCUSSION:

Open the conversation with a discussion about families and neighborhoods. Talk about who lives in their home and how each person interacts with the student. Share how each family member gets along with which neighbors, and how their neighborhood can be like a larger family. Incorporate this into "getting a new student" and making them part of your school family...

SUMMARY OF BOOK ONE: "Nice New Neighbors," focuses on the premise that no one wants to play with the Fieldmouse children. The six children solve this problem and bring the neighborhood together.

SUGGESTED ACTIVITIES:

*Have the students draw a picture of their home.

*Have the students draw a picture of their neighborhood.

*Have the students draw a picture of their neighbors.

INTEGRATION DISCUSSION:

The students share their pictures and then discuss the family structure in the story. Talk about how the mice got along with the new neighbors and how the story ended. Ask the children how the story would differ if the father mouse was not as helpful or the mother mouse so positive. Then ask them if the story would change if the mice had two fathers. Let the children discuss and share their situation as needed. (Some students may have two mothers... biological and step..)

SUMMARY OF BOOK TWO:

"The Generous Jefferson Bartleby Jones," focuses on having two fathers that live together and how he share the dads with his neighborhood friends.

INTEGRATION DISCUSSION:

Talk about how Jeff shared with his friends and what ended up happening to him. Does Jeff like having two dads? How did Jeff's friends react to Jeff having two dads? Can there be benefits to having two dads? Did Jeff need three dads?

SUGGESTED ACTIVITIES:

- *Draw a picture of a mouse family with two dads.
- *Write a story about a mouse family with two dads.
- *List things that you like to do with your family members. (One list for each family member!)
- *List things that you like to do with your neighbors.

SUGGESTED CURRICULA IDEAS FROM LITTLE DUCK DANCE,

the first grade basal reader

D.C.Heath and Company

1989 Lexington, MA

CLUSTER OVERVIEW: ANIMAL PALS

CLUSTER THEME: Most children enjoy having animals as pals, whether the animals are puppets, in the wild, or pets at home.

SUMMARY OF BASAL STORY ONE: "Pet Puppets" is a how-to article that provides six sequential directions designed for children to use in creating their own pet puppets. Children have the option of making a toad, bunny, bug, or kitten.

SUGGESTED ACTIVITIES:

- *Have children give directions for making a sandwich or doing a similiar activity.
- *Talk to the children about the different puppets.
- *Have the children choose a book about animals.

SUMMARY OF BASAL STORY TWO: In the realistic fiction selection, "I Was Walking Down the Road," a young girl catches a variety of animals, which she adds to her collection by placing them in cages.

In a reflective moment, she senses the animals' unhappiness and decides to set them free.

SUMMARY OF BASAL STORY THREE: "My Kitten," a poem to be read aloud by the teacher, captures an intimate and tender interaction between a child and a kitten.

SUGGESTED ACTIVITIES:

- *Perform a puppet play
- *Make animal collages
- *Make a list of describing words
- *Write poetry
- *Discuss endangered species

SUMMARY OF BASAL STORY FOUR: "Go Away, Dog," realistic fiction, is about a frisky, playful dog who eventually wins the heart of a boy. Gradually, as the dog pursues his unwilling playmate, the boy realizes the dog is lovable and enjoyable and invites the dog home with him.

SUGGESTED ACTIVITIES:

- *Pantomime a story.
- *Sequence a set of directions
- *Write a lost-and-found ad

Simple incorporation of "gay friendly" books under the cluster overview of "Animal Pals":

- *A Boy's Best Friend- The main character's need for a dog is the focus of this story.
- *Families- Many family pets and pet families are portrayed as important.

*Gloria Goes to Gay Pride- The family has a pet dog that protects the family.

Read any of these books and show how Animal Pals are important to family members. After reading the basal story choose one of these and discuss, or incorporate a "Sample lesson" from the back.

Sample lesson theme:

STUFFED PALS CAN BE FAMILY MEMBERS TOO!

CLUSTER OVERVIEW: ANIMAL PALS

CLUSTER THEME: Most children enjoy having animals as pals, whether the animals are puppets, in the wild, or pets at home.

PRE READING STRATEGIES: Have the students bring in their favorite stuffed pet. Sit on a large blanket on the floor and read the stories while they hold their pets.

SUMMARY OF BOOK ONE: "Corduroy" is a stuffed bear waiting hopefully in a toy department finds a home with a little girl who wants Corduroy so much that, when her mother refuses to buy him, she comes back the next day with her own money.

SUGGESTED ACTIVITIES:

- *Draw a picture of your favorite stuffed animal.
- *Draw a picture of a stuffed animal that you wished that you owned.
- *Draw a picture of a stuffed animal that has made an impact on your life.

INTEGRATION DISCUSSION:

How is this story like your stuffed animal story? Have you ever had a stuffed animal that needed repair? If so, what happened to it? How was it fixed?

Who fixed it? How important was that stuffed animal to you? Was your stuffed animal like a family member to you?

SUMMARY OF BOOK TWO:

"A Boy's Best Friend" is the story of an asthmatic boy named Will that wants one thing for his birthday, a dog. Although his illness prevents him from getting a "real" dog, Will's mothers come through for him.

INTEGRATION DISCUSSION:

How did this story end? Did you like the ending? Has anything like this ever happened to you? Who bought you your stuffed friend? Would Will ever imagined that he would get a dog for his birthday? Was he disappointed?

SUGGESTED ACTIVITIES:

*Make a list of names that you think would have been better than the name LeDogg. Go around the classroom and have people vote from your list to see which they prefer. Make a graph.

- *Make a stuffed animal with butcher paper, use recycled paper (scraps) to stuff the animal.
- *Write a story of a stuffed animal that comes to life.

Sample lesson theme:

AWARD WINNING PETS

CLUSTER OVERVIEW: ANIMAL PALS

CLUSTER THEME: Most children enjoy having animals as pals, whether the animals are puppets, in the wild, or pets at home.

PRE READING STRATEGIES: Have the students make an award ribbon for themselves. It can be for an action, virtue, or "just because," but they can only use one word to describe themselves! Have them wear their award ribbon all day!

SUMMARY OF STORY ONE: "A Boy's Best Friend" reflects the love that Will has for his dog. Will believes that his dog is "supernatural".

SUGGESTED ACTIVITIES:

- *Write a story about a supernatural animal or person
- *Draw a picture of how you feel about your pet
- *Make an award for your pet

INTEGRATION DISCUSSION:

Discuss how Will felt about LeDogg and how would he feel if something happened to it? Have they ever lost a pet?

SUMMARY OF BOOK TWO: "Jim's Dog Muffin" has been killed and everyone wants to make Jim feel better. All he can do is think about Muffin. "He was the nicest dog," says Jim.

SUGGESTED ACTIVITIES:

- *Write about the nicest animal that you know
- *Write about a pet that has left you
- *Write a letter to Jim
- *Make a list of things that Jim could do to feel better

INTEGRATION DISCUSSION:

If Jim did not ever have Muffins, he would have missed out on a lot of good times! Although it is sad to lose a pet, listen to this story and see how Archie handles his pet problems.

SUMMARY OF BOOK THREE: It's time for the "Pet Show" but Archie's cat is no where to be found. When it finally shows up, Archie decides to enter his second choice pet, a germ, and wins for the quietest pet!

SUGGESTED ACTIVITIES:

- *Have a classroom pet show
- *Have a pet show for non-traditional pets
- *Write an article for the newspaper about your show

SUGGESTED CURRICULA IDEAS FROM LITTLE DUCK DANCE,

the first grade basal reader

D.C.Heath and Company

1989 Lexington, MA

CLUSTER OVERVIEW: WHISPERS AND SMILES

CLUSTER THEME: The theme of communication--giving and receiving messages--is looked at realistically and humorously.

SUMMARY OF BASAL STORY ONE: In the realistic fiction selection "Body Talk," two girls play a game of talking without words. With only her hands and face, one girl communicates several emotions to her companion. Then, without using words, the second girl presents the first with a surprise gift of flowers, and they decide to become friends.

SUGGESTED ACTIVITIES:

- *Express feelings through music
- *Create a collage of facial expressions
- *Sing a song
- *Learn sign language

SUMMARY OF BASAL STORY TWO: "Whispers," a poem to be read aloud by the teacher, describes the soft, tickly feeling of whispers in the ear and the fun of telling secrets.

SUMMARY OF BASAL STORY THREE: In the fanciful animal story "The Secret," Amanda Pig cuddles with her mother and brother as they take turns whispering a secret. As in the old game telephone, the secret changes during the telling, and Mother Pig reacts dramatically to the revision.

SUGGESTED ACTIVITIES:

- *Use rhyming words
- *Chorally read "Whispers"
- *Categorize information
- *Use similes

SUMMARY OF BASAL STORY FOUR: In the African folktale "Talk," the objects and animals in the boy's world begin to talk--a flower commands that he stop picking it, his dog confirms that the flower talked, and a rock demands that he step off it. The boy runs to his mother, who makes light of the incidents until the bread she is making talks to her. When mother and son run to the father, the same type of thing occurs. They run to the grandmother, who laughs and sends them away. Then, to the grandmother's surprise, her chair talks to her.

SUGGESTED ACTIVITIES:

- *Make puzzles
- *Discuss first words
- *Practice emergency telephone conversations
- *Write about animal communication

Simple incorporation of "gay friendly" books under the cluster overview of "Whispers and Smiles":

- *Belinda's Bouquet- Mama communicates a very important message to Belinda after her feelings get hurt by a negative communication.
- *Daddy's Roommate- Mother communicates the importance of love.
- *The Generous Jefferson Bartleby Jones- Communication is the key issue in this story.
- *Gloria Goes To Gay Pride- During the Gay Pride Parade Gloria and others communicate their message through signs.

Read any of these books and show how honest communication with your family is important. After reading the basal story choose one of these and discuss, or incorporate the "Sample lesson" from the back.

Sample lesson theme:

TO COMMUNICATE FULLY YOU NEED ALL OF YOUR SENSES,
INCLUDING COMMON SENSE!

CLUSTER OVERVIEW: WHISPERS AND SMILES

CLUSTER THEME: The theme of communication--giving and receiving messages--is looked at realistically and humorously.

PRE READING STRATEGIES:

Spell out your name in finger spelling. Show the students how to say a simple phrase in sign language. Ask them if they know anyone who can finger spell or sign talk.

SUMMARY OF BOOK ONE: "Handtalk: An ABC of Finger Spelling and Sign Language," is an introduction to two kinds of sign language: finger spelling, or forming words letter by letter with the fingers, and signing, or making signs with one or two hands for each word or idea.

SUGGESTED ACTIVITIES:

- *Practice finger spelling the letter of the alphabet
- *Learn to finger spell your name
- *Practice signing words

INTEGRATION DISCUSSION:

Sometimes it is difficult to communicate with persons who communicate in a different way. But sometimes it is difficult to communicate with persons who communicate the same way.

SUMMARY OF BOOK TWO: "The Generous Jefferson Bartleby Jones" has a communication problems with his fathers. But Pete and Joe come through in the end.

SUGGESTED ACTIVITIES:

- *Play the game telephone with classmates
- *Sign a word and play telegraph
- *Learn to spell your family members' names

INTEGRATION DISCUSSION:

Jeff's fathers understood Jeff's communication better than Jeff did! His fathers came through for Jeff at the end of the story. Would not it had been lucky for Jeff if he had had a magic elf to help him solve his communication problem? Do not answer too quickly!

SUMMARY OF BOOK THREE: "Mixed-up Magic" has a story line with a definite communication problem. The elf tries to make wishes come true for Maggie and he gets all mixed-up! Maggie has a plan to fix that problem!

SUGGESTED ACTIVITIES:

- *Write a sentence to a friend and cut the words apart and see if they can put it together correctly
- *Make a list of rhyming words

INTEGRATION DISCUSSION:

All of the characters have had a difficult time communicating with other people. The next character we will read about has a problem seeing what is happening right behind his back. He needs to use common sense and be more aware of his surroundings!

SUMMARY OF BOOK FOUR: In the story "Nothing Ever Happens On My Block," Chester sits and complains about the boring block where he lives and all sorts of exciting things are happening behind his back.

SUGGESTED ACTIVITIES:

- *Write a story of the most exciting thing that has happened to you
- *Tell about your neighborhood
- *Have everyone from your family write about the same event and see how the stories differ

SUGGESTED CURRICULA IDEAS FROM LITTLE DUCK DANCE,

the first grade basal reader

D.C.Heath and Company

1989 Lexington, MA

CLUSTER OVERVIEW: WHO'S AFRAID?

CLUSTER THEME: Everybody is afraid of something, but the characters in these stories all do something to conquer their fears.

SUMMARY OF BASAL STORY ONE: In this version of the traditional fairytale "The Three Little Pigs," the pigs set off into the world armed with Mother Pig's warning about the big bad wolf. In turn, they build houses of straw, sticks, and bricks to keep the wolf away. The wolf simply blows down the straw house and the one made of sticks, so the two pigs take refuge with their brother in the brick house, which the wolf cannot destroy.

SUGGESTED ACTIVITIES:

- *Illustrate and retell a story
- *Experiment with straw, sticks, and bricks
- *Write a sequel to the story

SUMMARY OF BASAL STORY TWO: "Something Is There," a poem to be read by the teacher, announces that there is an unknown creature coming down the stairs--and it wants to get by.

SUMMARY OF BASAL STORY THREE: In the realistic fiction selection, "Steps in the Dark," Clara announces to Grandpa Harry that she wants to sleep outside in her tent. When she hears slow footsteps she becomes afraid. The steps turn out to be Grandpa's as he brings a bag of popcorn to share.

SUGGESTED ACTIVITIES:

- *Role-play specific fears
- *Discuss a book about a frightening situation
- *Create a new story ending

Simple incorporation of "gay friendly" books under the cluster overview of "Who's Afraid?":

- *A Boy's Best Friend-Will is afraid something will happen to LeDogg and tries to protect him.
- *Gloria Goes To Gay Pride-During the Gay Pride Parade participants experience protesters.

After reading the basal story choose one of these and discuss it, or incorporate a "Sample lesson" from the back.

Sample lesson theme:

HOME ALONE OR IN THE DARK

CLUSTER OVERVIEW: WHO'S AFRAID?

CLUSTER THEME: Everybody is afraid of something.

PRE READING STRATEGIES:

Talk about things that you are afraid of. Explain that everyone is afraid of something. Even the teacher!

SUMMARY OF BOOK ONE: In "Who's Afraid of the Dark," Stella the dog has a problem. Everynight at bedtime she gets scared...at least that's what her owner says. But who's *really* afraid of the dark?

SUGGESTED ACTIVITIES:

*Make a list of things that you are afraid of

*Make a graph of things that people are afraid of

INTEGRATION DISCUSSION:

Stella's owner is afraid of the dark. Do you think that it is scary to be home alone in the day time too? What can you do to make yourself safe in your home day or night?

SUMMARY OF BOOK TWO: In the book "The Generous Jefferson Bartleby Jones," Jeff lends out his two fathers and is left home alone.

SUGGESTED ACTIVITIES:

- *Write a letter to Jeff and give him suggestions of things that he could do to not be scared.
- *Make a weekly calendar of things that you are planning to do this week.
- *Would having a pet like Stella the dog have helped Jeff in this situation?

INTEGRATION DISCUSSION:

Some students have to go home alone everyday. Do you think that is what Jeff's fathers had intended? How many fathers do you think Jeff may need? While home alone, what could bring comfort to Jeff?

SUMMARY OF BOOK THREE: "Ira Sleeps Over" is

a story about Ira who is going to his first sleep over at a friend's house and is not sure if he should take his teddy bear or not. This question causes much frustration for Ira and his family.

SUGGESTED ACTIVITIES:

- *Bring your teddy bear or stuffed friend to school and share it
- *If you sleep with a "pet" write a story about it

SUGGESTED CURRICULA IDEAS FROM LITTLE DUCK DANCE,

the first grade basal reader

D.C.Heath and Company

1989 Lexington, MA

CLUSTER OVERVIEW: SURPRISE! SURPRISE!

CLUSTER THEME: Surprises happen when they are least expected.
That's what happens to the characters in this cluster!

SUMMARY OF BASAL STORY ONE: In the realistic fiction selection "The Climb," the members of a family pair up with one another to race to the top of the trail. At first, it appears that Uncle Billy and Kevin will win the race. Then it seems that Mom and Drew will be the winners. But in the end, Dad and Shari, who did not mention they would compete in the race, travel by bus to reach the top of the trail first. The whole family is surprised by this unexpected turn of events.

SUGGESTED ACTIVITIES:

- *Pantomime a mountain climb
- *Discuss relay races
- *Create a short story about climbing
- *Create a story with a surprise ending

SUMMARY OF BASAL STORY TWO: This photo essay, "Guess What's Inside," is intended to encourage children to verbalize their predictions about what is inside a package before they actually learn its contents. After viewing things such as an alligator's egg, bird feeder, watermelon, and kangaroo's pouch, the children should be surprised at what they find inside.

SUGGESTED ACTIVITIES:

- *Make mystery pictures
- *Guess hidden objects
- *Guess mystery characters

SUMMARY OF BASAL STORY THREE: In this traditional folktale, "Mr. Fox's Sack," a number of surprises occur as a sly fox asks three women in turn to watch his sack and not look inside. When the first two women peek, and his ill-gotten goods escape, the fox replaces them with the women's goods. Finally, the third woman outwits the fox. When she finds a boy inside the sack, she replaces him with her big dog. Unaware of the switch, the fox opens his bag, only to have the dog leap out and chase him away.

SUGGESTED ACTIVITIES:

- *Act out "Mr. Fox's Sack"
- *Predict character's behavior
- *Discuss curiosity
- *Give clues to find hidden objects
- *Create poems with hidden rhyming words
- *Create a short story

Simple incorporation of "gay friendly" books under the cluster overview of "Surprise! Surprise!":

*A Boy's Best Friend- The main characters get quite a surprise at the end of this story.

*Families- Some of the family structures may surprise and excite students.

*The Generous Jefferson Bartleby Jones- Jeff gets a surprise after he realizes the mistake that he has made.

Read any of these books and show how surprises are fun and exciting! Point out to the students that they can surprise family members! After reading the basal story choose one of these "gay friendly" books and discuss it, or incorporate a "Sample lesson" from the back.

Sample lesson theme:

RHYME TIME

CLUSTER OVERVIEW: SURPRISE! SURPRISE!

CLUSTER THEME: Surprises happen when they are least expected.
That's what happens to the characters in this cluster.

PRE READING STRATEGIES:

Talk about rhyming words and make up words that rhyme with real words. Sing the song, "Name Game" if you know it.

SUMMARY OF BOOK ONE: In the story "Jamberry" a little boy walking in the forest meets a big lovable bear that takes him on a delicious berry picking adventure in the magical world of Berryland.

SUGGESTED ACTIVITIES:

*Write about how surprised you would be if you met a talking, dancing bear

*Make jam in class

*Make jelly in class

*Discuss the differences between jam and jelly

*Have a jam and jelly tasting party

INTEGRATION DISCUSSION:

Although rhyming is fun, it is even more fun to make up poems and songs that rhyme and then illustrate them.

Can you make a rhyme that is like a puzzle or game?

That is what the next authors do in the next book!

SUMMARY OF BOOK TWO: In the poetry of "Each Peach Pear Plum," children can spy familiar nursery characters hiding in the pictures.

SUGGESTED ACTIVITIES:

- *Draw a picture of a character hiding in a picture
- *Write a poem that has rhyming sentences
- *Write a poem about your favorite fruit

INTEGRATION DISCUSSION:

Now that we have made a rhyme and read about rhyming games, can you make a rhyme about your family?

SUMMARY OF BOOK THREE: "The Generous Jefferson Bartleby Jones" is an enthusiastic rhyming story of an exceptional family.

SUGGESTED ACTIVITIES:

- *Write a poem about your family
- *Make a list of characteristics that reflect your feelings about yourself. Find rhyming words for them
- *Surprise someone with an illustrated poem about them

SUGGESTED CURRICULA IDEAS FROM LITTLE DUCK DANCE,

the first grade basal reader

D.C.Heath and Company

1989 Lexington, MA

CLUSTER OVERVIEW: PICTURE THIS!

CLUSTER THEME: Some people need a little help, such as Ed Emberley's direction, to draw. Other people, like Willaby, have natural talent.

SUMMARY OF BASAL STORY ONE: "A Man," is a poem to be read aloud to children. It is a child's prideful, step-by-step account of drawing a picture of a man.

SUMMARY OF BASAL STORY TWO: The how-to article, "Drawing Animals," combines diagrams with text directions to show children how to draw a simple pig, two kinds of frogs, and an owl.

SUGGESTED ACTIVITIES:

- *Illustrate a poem
- *Create a class art gallery
- *Draw animals using letters
- *Write to Ed Emberley

SUMMARY OF BASAL STORY THREE: "Willaby," a little girl in the first grade, loves to draw more than anything else--including playing or doing her assigned classroom work. Immersed in drawing, she misses the chance to make a get-well card for her teacher and hands in her drawing instead. After a week of worrying that the teacher will be displeased, Willaby finally learns that the teacher was happy to get the drawing.

SUGGESTED ACTIVITIES:

- *Make a collage
- *Make picture stories
- *Make self-portraits
- *Write a story
- *Make greeting cards

Simple incorporation of "gay friendly" books under the cluster overview of "Picture This!":

- *Gloria Goes to Gay Pride- The family makes posters for the parade.

Read this book and show how art is important to personal expression and self-esteem.

After reading the basal story read Gloria Goes to Gay Pride and discuss it, or incorporate a "Sample lesson" from the back.

Sample lesson theme:

EVERYONE IS AN ARTIST!

CLUSTER OVERVIEW: PICTURE THIS!

CLUSTER THEME: Some people need a little help to draw, but other people have natural artistic talent.

PRE READING STRATEGIES:

Have you ever entered an art contest? Have you ever made something artistic and your moms or dads hung it on the refrigerator? Do you always know what to draw or write?

SUMMARY OF BOOK ONE: In the story "Begin at the Beginning" Sara gets stuck when she must paint a picture for the second grade art show, until she discovers the best place to begin.

SUGGESTED ACTIVITIES:

*Complete a dot to dot. Decide where to begin, at the smaller number or the larger number?

*Make a dot to dot picture for someone else to complete

INTEGRATION DISCUSSION:

Sara started at the beginning and did a much better job. If you were as frustrated as Sara, who in your family could you ask for help? Is someone in your family more artistic than the others? What would you do if you were limited to just one color crayon?

SUMMARY OF BOOK TWO: In the story, "A Picture for Harold's Room," Harold needs a picture for his bedroom wall. With one purple crayon he creates a whole world of moonlight and mountains, ocean liners and fast-flying jets.

SUGGESTED ACTIVITIES:

- *Draw a picture using only one color crayon
- *Make a list of everything that is purple
- *Use grape juice to paint a picture

INTEGRATION DISCUSSION:

Harold and Sara both needed to complete a picture, but they sure did go about getting it finished differently. Do you think pictures of one color are as "expressive" as pictures with many colors? Does it make a difference?

SUMMARY OF BOOK THREE: "If You Take A Paintbrush" shows basic colors and how to mix colors. A simple, helpful book.

SUGGESTED ACTIVITIES:

- *Mix the three primary colors to create other colors.
- *Paint a picture using only color dots
- *Make a list of all the colors that you have discovered

INTEGRATION DISCUSSION:

After mixing colors, can you see how many different colors of red, blue, and yellow there are? Have you ever seen a picture with many shades or hues of one color?

Do you think that the ability to mix colors helps make more realistic pictures? We are going to read a story about a woman who began her hobby of painting at the age of 72. Is there anyone in your family that is that age?

SUMMARY OF BOOK FOUR: Motivated by a birthday gift, 72-year-old "Emma" begins to paint.

SUGGESTED ACTIVITIES:

- *Paint a picture for yourself
- *Paint a picture to hang in your classroom
- *Incorporate painting and drawing in one picture
- *Paint and draw and color using only purple

INTEGRATION DISCUSSION:

If you were going to run for a school office or have a garage sale, who could help you with your signs? What kind of art materials would you need? Gloria is lucky enough to have two mothers to help her.

SUMMARY OF BOOK FIVE: "Gloria Goes to Gay Pride" shows Gloria and her mothers making signs for the annual parade.

SUGGESTED ACTIVITIES:

- *Color a sign with your name on it
- *Color and paint a sign to show your school spirit
- *Draw, color, and paint a poster to hang in your room

SUGGESTED CURRICULA IDEAS FROM LITTLE DUCK DANCE,

the first grade basal reader

D.C.Heath and Company

1989 Lexington, MA

CLUSTER OVERVIEW: GROWING UP

CLUSTER THEME: Growing up is easy with a little help from parents and adult role models, as shown by the animals in these selections.

SUMMARY OF BASAL STORY ONE: "Animal Babies Grow Up," is a straightforward, informational article describing three kinds of animal babies--bears, foxes, and owls. The article tells how the mother bear protects her cubs and helps them catch fish; how the father and mother foxes bring food to their young and, later, teach them how to hunt; and how the owl's parents teach it to fly and catch food.

SUGGESTED ACTIVITIES:

- *Brainstorm to teach things taught by parents
- *Create animal stories
- *Match animal names
- *Listen to guest speaker on baby care
- *Write reports

SUMMARY OF BASAL STORY TWO: "Owly" is an animal story about a small owl who is curious about the world. He asks his mother how many stars there are, and she tells him to count them. He asks how high the sky is, and she tells him to go see. He asks how many waves in the ocean, and she tells him to count them. He asks how deep the ocean is, and she says it is as deep as the sky is high. Then she tells him that she has as many hugs for him as there are stars in the sky and waves in the ocean.

SUGGESTED ACTIVITIES:

*Participate in group oral reading

*Write fiction or nonfiction

Simple incorporation of "gay friendly" books under the cluster overview of "Growing Up":

*Belinda's Bouquet-This book shows a strong mother-son relationship that he shares with his friend.

*Daddy's Roommate-Daddy, Frank, and mommy parent the boy in this story and guide him lovingly.

*Families-Many families are portrayed as important.

*The Generous Jefferson Bartleby Jones-Jeff is lucky to have two fathers and a mother who love him very much!

*Gloria Goes to Gay Pride-This book focuses on family participation and parents guiding the child.

Read any of these books and show how "Growing Up" in families is very important. After reading the basal story choose one of these and discuss, or incorporate a "Sample lesson" from the back.

Sample lesson theme:

I WON'T GROW UP! WELL MAYBE I WILL.

CLUSTER OVERVIEW: GROWING UP

CLUSTER THEME: Growing up is easy with a little help from parents and adult role models.

PRE READING STRATEGIES:

Have the students draw a picture of themselves as babies. Ask them if they are grown up compared to that picture. Hang the pictures on the walls.

SUMMARY OF BOOK ONE: In the story "Pig Pig Grows Up," Pig Pig refuses to grow up. He is a big pig, but he insists on sleeping in a crib, eating strained foods, wearing baby clothes, and riding in a stroller. Then one day, Pig Pig surprises everyone--including himself.

SUGGESTED ACTIVITIES:

- *Make a list of things you did as a baby that you no longer do
- *Draw a picture of yourself as a baby and draw a picture of yourself now
- *Bring in your baby book to share with classmates

INTEGRATION DISCUSSION:

Have the students bring in pictures of their family members when they were babies. Put the family pictures together. Talk about how alike or different the family members looked as babies.

SUMMARY OF BOOK TWO: "Families" is a coloring book portrays many diverse families.

SUGGESTED ACTIVITIES:

*Draw a picture of your family and what you think they will look like ten years from now

*Look through a family photography album that has pictures from before you were born

INTEGRATION DISCUSSION:

Talk about brothers and sisters. Share your favorite brother and sister story. Make a graph of if your students are the older, younger, middle, or only child. Ask how they felt when they found out they were having another sibling.

SUMMARY OF BOOK THREE: In the story "When the New Baby Comes, I'm Moving Out" Oliver isn't ready for the new baby to use all of his outgrown things. However, Oliver realizes the benefits of being a big brother.

SUGGESTED ACTIVITIES:

*Make a family tree

*List the pro and con aspects of growing up

*Write a story of what it would be like to stay in the first grade for your whole life

WHERE TO FIND THE MATERIALS

ALL "GAY FRIENDLY" MATERIALS USED IN THIS PROJECT ARE AVAILABLE FROM ALYSON WONDERLAND PUBLISHING. THEY ARE AVAILABLE AT YOUR LOCAL GAY OR FEMINIST BOOKSTORE.

ALYSON WONDERLAND
DEPARTMENT L-20, 40 PLYMPTON ST.
BOSTON, MA 02118

1-800-8-ALYSON
1-800-825-9766

ALL OTHER BOOKS USED IN THIS PROJECT WERE FROM LIBRARY 1 OF THE D.C.HEATH READING SERIES FOR FIRST GRADE. THE BASAL STORIES WERE FROM LITTLE DUCK DANCE.

D.C.HEATH AND COMPANY
LEXINGTON, MA

susan l. birrell
p.o.box 2980
big bear city, ca
92314

WORKSHOP ASSESSMENT

Incorporating "Gay Friendly" Literature Into A Literature-Based Reading Program

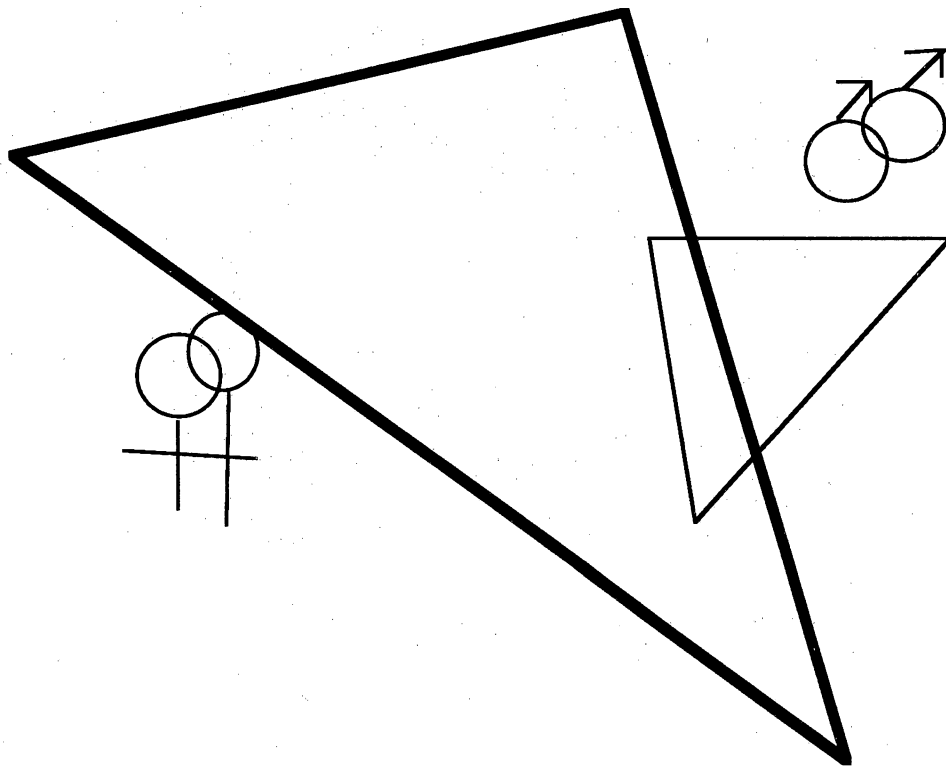
1. What was most informative about this workshop?
2. What was least informative about this workshop?
3. How much of this information would you apply into your own classroom?
4. Did this workshop help you to understand why educators need to talk about homosexuality in the classroom?
5. Do you feel better prepared to discuss a gay or lesbian family member if the topic is raised?
6. Would you use any of the "gay friendly" books in your classroom?
7. Could you simply incorporate "gay friendly" literature into your classroom without parent/district approval?

DIVERSITY AWARENESS TEST

Directions: Try to answer the following questions as quickly as possible. Try to use the first and last name not a description or job title!

1. Name a prominent American educator.
2. Name an elected official.
3. Name an elected official that is a women.
4. Name an elected official that is gay or lesbian.
5. Name a prominent African American.
6. Name a prominent Chinese American.
7. Name a prominent Armenian American.
8. Name a prominent Greek American.
9. Name a prominent Buddhist American.
10. Name a prominent handicapped American.
11. Name a Russian Czar that was gay.
12. Name three U.S. authors that were gay or lesbian.
13. Name a Danish author.
14. Name a Danish author that was gay.
15. Name a gay or lesbian person that is famous for something other than their sexual identity.
16. Name an American heterosexual that supports gay or lesbian persons in the military.
17. Name a prominent Californian that has not held public office.
18. Name a prominent Southern Californian.

19. Name a prominent American that is a single parent.
20. Name a person that you respect that has been receiving or is currently receiving public assistance.
21. Name a personal friend that has a different religious belief than yourself.
22. Name a prominent Jewish American.
23. Name a movie star that is gay or lesbian.
24. Name a television star that is gay or lesbian.
25. Name someone that has lost their life to "gay-bashing".



Another "TEST"

DECIDE WHAT THESE "GROUPS OF PEOPLE" HAVE IN COMMON.

1. Alexander the Great, Richard the Lion-Hearted, and Julius Caesar.
2. Sappho and Plato.
3. Michelangelo and Andy Warhol.
4. Oscar Wilde, Walt Whitman, Willa Cather, and Horatio Alger Jr.

Answers:

1. All were political giants and homosexuals.
2. Both were poets, philosophers, and homosexuals.
3. Both were artists and homosexuals.
4. All were famous authors and homosexuals.

Information taken from the Alyson Almanac, Alyson Publications 1989.

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