

1982

## A Program for Parents in Children's Literature and Prereading Activities

James Patrick Rogers  
*Central Washington University*

Follow this and additional works at: [https://digitalcommons.cwu.edu/graduate\\_projects](https://digitalcommons.cwu.edu/graduate_projects)



Part of the [Curriculum and Instruction Commons](#), [Educational Methods Commons](#), and the [Elementary Education and Teaching Commons](#)

---

### Recommended Citation

Rogers, James Patrick, "A Program for Parents in Children's Literature and Prereading Activities" (1982). *All Graduate Projects*. 45.  
[https://digitalcommons.cwu.edu/graduate\\_projects/45](https://digitalcommons.cwu.edu/graduate_projects/45)

This Graduate Project is brought to you for free and open access by the Graduate Student Projects at ScholarWorks@CWU. It has been accepted for inclusion in All Graduate Projects by an authorized administrator of ScholarWorks@CWU. For more information, please contact [scholarworks@cwu.edu](mailto:scholarworks@cwu.edu).

EDUCATIONAL TECHNOLOGY CENTER  
CENTRAL WASHINGTON UNIVERSITY

A PROGRAM FOR PARENTS IN CHILDREN'S LITERATURE  
AND PREREADING ACTIVITIES

---

A Project Report  
Presented to  
The Graduate Faculty  
Central Washington University

---

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

---

by  
James Patrick Rogers

March, 1982

A PROGRAM FOR PARENTS IN CHILDREN'S LITERATURE  
AND PREREADING ACTIVITIES

by

James Patrick Rogers

March, 1982

This project developed an educational program for parents of children in the lower economic classes. The program consisted of a series of workshops for parents to help them enrich the prereading background of their pre-school and primary-grade children. The major emphasis was to acquaint parents with children's literature and with the importance of their role in the reading development of their children.

## CONTENTS

Chapter	<u>Page</u>
1. FOCUS OF THE STUDY . . . . .	1
Significance . . . . .	4
Purpose . . . . .	7
Limitations of the Study . . . . .	7
Definition of Terms . . . . .	8
Summary of the Following Chapters . . . . .	8
2. REVIEW OF THE LITERATURE . . . . .	10
The Importance of Prereading Experiences . . . . .	10
Lack of Prereading Experiences in Lower- Income Homes . . . . .	12
The Role of Parents and Schools . . . . .	14
3. METHODOLOGY AND PROCEDURE . . . . .	18
GENERAL WORKSHOP OUTLINE . . . . .	21
4. PROJECT . . . . .	23
Workshop Outline . . . . .	24
Workshop No. 1 - What is Reading . . . . .	25
Readiness and How Can Parents Help . . . . .	25
Workshop No. 2 - Language Development . . . . .	32
Workshop No. 3 - Developing Interest in Words and Stories . . . . .	42
Workshop No. 4 - Listening and Following Directions . . . . .	60
Workshop No. 5 - Building Memories Fifteen Minutes a Day . . . . .	77
Workshop No. 6 - Developmental Patterns in Preschoolers . . . . .	92

BIBLIOGRAPHY FOR WORKSHOPS . . . . .	103
Workshop Director. . . . .	103
Parents. . . . .	105
Children . . . . .	108
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS . . .	110
Conclusions . . . . .	111
Recommendations . . . . .	111
SELECTED REFERENCES . . . . .	114

## Chapter 1

### FOCUS OF THE STUDY

One of the problems currently receiving attention by educators and professional journals is how to cope with the background deficiencies in reading of children from lower socio-economic homes. It is recognized that the preschool years are among the most formative in every child's life. However, the learning potential all children have is seldom realized to the fullest (MacKay, 1976). Many preschool age children enter school with little or no experience with printed materials. Thus, such children come to school with little or no interest in books or reading.

MacKay (1976), Monroe (1967), and Wallach (1976) reported that such background deficiencies are more often found among children of the poor than of other social classes. They stated the significance of environmental factors in contributing to a child's readiness to learn. MacKay (1976) stated: "Parents and immediate family make up the major part of the child's social environment, and their attitudes are crucial" (p. 17).

Benson (1969), Miller (1975) and Spodek (1973) stated that children from lower socio-economic groups lack basic concepts and skills necessary for beginning reading instruction. It is apparent from studies that disadvantaged children have less opportunity to participate in home

reading experiences than do children from middle or upper class homes. This lack of opportunity is thought to influence first grade reading achievement. Almay (1950), Sheldon and Carrillo (1952), and Sutton (1964) reported significant relationships between children's home prereading experiences and first-grade reading achievement as measured by standardized tests and teacher ratings. Miller (1969) supported these conclusions, and added: "They are especially lacking in the opportunity to take family trips and did less well on items related to visual and auditory discrimination" (p. 645). Thus, children from lower socio-economic backgrounds do not exhibit adequate skills to perform auditory and visual discrimination activities successfully.

Parents of lower socio-economic groups fail to provide prereading skills that have been enhanced to a large degree by the home environment of middle class children (Wallach, 1976). Parents from lower socio-economic homes do not feel a responsibility to teach prereading skills, and some lack the ability to teach them. Spodek (1973) noted: "They do not understand what behavior on their part helps a child to learn and what things they do that prevent or inhibit learning" (p. 277). Downing and Thackray (1976) reported that books and other forms of written language are less likely to be in evidence in homes of the disadvantaged. They stated: "Parents' attitudes are less likely to be positive towards intellectual activities such as reading" (p. 36). In addition, parents from lower socio-economic classes are less

likely to read to their children and are less likely to hold conversations with them. Moore (1979) stated that some low-income mothers considered talking to a baby silly and unimportant.

Schools have made some attempts to give parents specific skill lessons which would help prepare their children for reading instruction. However, Freshour (1972) reported that, for the most part, schools are not making use of parents as a resource. Swift (1970) concluded that although parent involvement is stressed in some programs, there is little research indicating that poverty parents have taken a more active role in the education of their children. Educators are still searching for meaningful ways to involve parents in helping their children acquire prereading skills.

The beginning stages of reading are important because it is at this time that the child's attitudes toward reading are developed, and a child's aptitude for reading is developed long before he enters first grade. Larrick (1973) stated: "Indeed, some specialists say there is little that the primary-grade teacher can do to help a child overcome the crippling effect of language starvation in his first five years (p. 9). Wallach (1976) concurred by reporting that hundreds of thousands of children still go through the first grade each year without learning to read, and that more often than not, these children are of the poor.

As the evidence indicates, there is a need for a concentrated effort backed by parents and educators to improve



reading readiness and achievement, particularly in light of what is known of the importance of the home environment, the value of varied experiences, and the development of language and self-concept.

### Significance

Rogers (N. D.) stated: "Children learn more during their first five years than they will in any other period of their lives" (p. 2). It is well established that the home is a significant factor in the readiness for learning to read (Plessas, 1964; p. 241). A number of environmental factors affect the experiences a child brings to the reading process. Downing and Thackray (1976) stated that the home background includes the following:

1. Economic conditions such as relate to income of the family, size of the house, sufficiency and regularity of meals and sleep.
2. Opportunity for play and for social experiences of different kinds--these, of course, are linked with growth concepts and vocabulary.
3. Nature and amount of speech and language patterns of children, particularly as they are influenced by the talk of their parents.
4. Attitudes toward reading and writing, the amount of reading done in the home, and the availability of books of varying levels of difficulty.
5. Quality of family life in terms of inter-parental relationships, as they influence the child's security and personality growth (p. 35).

Therefore, it is important to insure that these years are filled with the skills and experiences which encourage children to reach their learning potential. The factors

listed by Downing and Thackray affect the quality of experiences a child brings to the reading process, and these experiences are the "prerequisite for reading."

Because many parents of disadvantaged children are unaware of the importance of the environmental factors which contribute to reading readiness, it is the task of educators to inform parents and to help them provide their children with experiences which will encourage reading. Smith (1969) stated that a parent education program is vital to any attempts to help disadvantaged preschoolers. As Forgan (1975) noted: "Thousands of research studies have revealed parents are one of the most important factors in determining whether or not children learn to read" (p. 14).

Learning to read depends on an extensive background with oral language. A child is able to recognize more easily those words in print which are already within his speaking vocabulary. Moore (1979) stated:

For programs to be effective they should extend downward to infancy and upward into primary grades. Parents should be taught to teach their own children, and more attention should be given to language development (p. 19).

Therefore, it is imperative that oral language experiences should be a major part of the readiness program.

Preschool children need to be introduced to books and stories. They need to see books as a source of joy, entertainment and information. With an understanding of the purposes for reading, children will be motivated to want to read and will bring a background of experiences, ideas and

vocabulary to the reading process. Downing and Thackray (1976) stated: "The most valuable thing a parent can do to prepare their children for reading is simply to read books to them" (p. 49). They will then know that books and reading are worthwhile.

Also, reading to children provides opportunities for verbal interaction between child and parent. Flood (1977) noted that some investigators believe this interaction is directly related to language and reading success since it creates an environment which fosters language growth in children (p. 865).

Thus, the role of educators is extended beyond the school into the homes. Former Secretary Elliot Richardson of the U.S. Department of Health, Education, and Welfare stated that the challenge of the seventies is to make every home a learning center. Education is no longer equated with schools alone. "The new perspective will be family and community centered" (Frost, 1973; p. 73). After nearly two decades of full-time research with children under six years of age, Monroe (1967) reported that White concluded that the family is the primary educational delivery system. White stated that the highest educational priority in the nation should be to the family. Educators need to assist parents in assuming their responsibilities to the learning development of their children. Della-Piana (1968) noted: "The role of the parent in facilitating school learning is slowly receiving increased attention (p. 190). With its

membership open to parents, the International Reading Association has acknowledged the significant role that parents play in the reading process.

#### Purpose

The purpose of this project was to design a series of six workshop sessions for the parents of preschool children who live in low socio-economic areas. The basic goal of the workshops was to help the child and parents to value books and reading.

Specifically the goals for the workshops were:

1. To encourage parents to read to their child.
2. To provide parents with a range of activities and experiences which will help their child acquire the basic skills necessary for learning to read.
3. To offer specific ways parents can develop and reinforce prereading skills at home.
4. To instill in parents a responsibility for their child's education.

#### Limitations of the Study

This project was limited to parents of preschool and kindergarten-age children in low socio-economic areas. The six ninety minute workshops were focused specifically on developing an appreciation of reading and books. Emphasis was limited to language development and comprehension and not technical word recognition skills.

### Definition of Terms

For the purpose of this project the following terms have been defined:

Disadvantaged - (Used interchangeably with low-income). Any student who falls below the school standard is disadvantaged. In this connection the research shows that there is a substantially high positive correlation between 1) low school achievement and low income youth, and 2) low school achievement and minority group youth. (Ornstein, 1971; p. 270).

Reading Readiness - 1) The readiness to profit from beginning reading instruction: the teachable moment for reading; 2) The readiness to profit from reading instruction beyond the beginning reading level (Harris, 1981; p. 269).

Socio-economic Status - A person's position or standing in a society because of such factors as social class, level of education, income, and type of job (Harris, 1981; p. 300).

Workshop - A seminar or special course for productive activity either on a common topic or on topics of interest to individuals in a group (Harris, 1981; p. 359).

### Summary of the Following Chapters

Chapter two is a review of current literature on reading readiness among children in the lower socio-economic classes. The focus of the review was on the importance of prereading experiences, the lack of these experiences in

lower socio-economic homes, and the role of parents in the learning to read process. Chapter three is an explanation of the procedures in the development of the project. Chapter four is a series of six workshop sessions for parents in children's literature and prereading activities. Chapter five is a summary of the project. Recommendations are included for evaluation of the workshops. Suggestions for changes, if needed, are also included.

## Chapter 2

### REVIEW OF THE LITERATURE

The review of the literature is focused on three areas significant to the project. These are: 1) the importance of prereading experiences, 2) the lack of prereading experiences for children in families of lower economic status, and 3) the role of parents and schools in providing the necessary prereading experiences.

#### The Importance of Prereading Experiences

Research has indicated that the preschool years are among the most formative in the child's life, and the influence of the home as a significant factor in reading development is well established. Plessas (1964) stated that the greatest influence on a child's learning to read is living in a home with many encouraging and stimulating activities relating to reading. On the top of the list of these activities is the oral reading of books to preschool children. Miller (1977) stated:

Of all the activities which can occur in the home prior to a child's first-grade entrance, one factor has been found by research to be the most influential on a child's success in beginning reading. Most reading specialists consider it to be reading to the preschool child (p. 15).

Russell (1961) stated that the importance of reading to young children by parents enriches language development and aids children in understanding what reading means.

Freshour (1972) reported that oral language development is an important foundation for reading which is enhanced as the parent reads to the small child. Monroe (1967) noted that when a child who has had such pleasant experiences comes to school, he is eager to learn to read. Most significantly, Monroe concluded: "A child who has been read to many times already knows one dramatic and important fact about reading. Print means language" (p. 11).

In her studies with early readers, Durkin (1963) found that the parents of early readers read to their children before they started school. These parents also tended more often to discuss pictures and point out particular words as they read. Several methodological books on the teaching of reading urged parents to read to young children because books and stories provide children with models of book language. Reading aloud was chosen by Cohen (1968) as a solution to the problem of a child who is weak in motivation and readiness. Cohen stated that two factors which contribute to the weakness of motivation and readiness are: 1) lack of experience with books as a source of pleasure, and 2) inadequacy of language as a consequence of limitations in variety of experience in a milieu that offers restricted language models (p. 209). That reading to young children is important in the beginning stages of reading is supported by Heilman (1972). "It is during this period that the child develops attitudes toward himself, toward reading" (p. 27). Also, investigators have stated that children's ability to



use receptive and expressive language affects their learning process. Fox (1976) cited studies in which a positive relationship was found between oral language and reading.

The focus of research has been on other areas that influence a child's success in reading. Miller (1977) reported examples of home prereading experiences, in addition to being read to at home as parents, who were interested in reading themselves, reading materials in the home, and trips to interesting places. Durkin (1963) found that early readers often had engaged in informal reading activities such as learning by sight the names of letters and words that interested them. Durkin concluded that the early readers retained their initial advantage in reading through the intermediate grades.

Miller (1977) stated that children who have had the variety of reading and reading-related experiences prior to school entrance will have more success in beginning reading than children who have had fewer opportunities. Larrick (1973) reported:

A child's aptitude for reading is determined long before he enters first grade. Indeed some specialists say there is little that the primary grade teacher can do to help a child overcome the crippling effect of language starvation in his first five years (p. 9).

#### Lack of Prereading Experiences in Lower-Income Homes

Research has also shown that socio-economic status can affect reading achievement. Stodalsky and Lesser (1971) stated:

Taken together, the data on general intelligence, mental abilities and school achievement all give indications that general learning, first in the home and community, and later within the school as well, is clearly associated with socio-economic status. The level of such learning is generally lower for children of most minority groups and children in low socio-economic status (Wallach, 1976; p. 47).

Miller (1970) concurred: "Typically, lower-lower class children performed the least well on the reading readiness test" (p. 110).

Several studies were conducted to determine why children from lower socio-economic status lacked the prerequisite skills that would have enabled them to become more successful readers. Miller (1970) noted:

It has been thought that children of the lower classes lack parental interaction and supervision and do not attain the experiential background needed for readiness for school achievement (p. 100).

Other studies targeted the factor of limited language development as an important factor. Weiser (1974) reported: "This lack of parental responsiveness in the home is identified as a primary cause of children's difficulties in verbal skills and attention span" (p. 77). Also, Benson (1971) found ". . . that children living in low socio-economic urban areas used approximately only 50 percent of the words found in three leading basal first-grade readers" (p. 260).

Other skills and experiences besides language are necessary for success in learning to read. There is evidence that children of lower socio-economic classes have developed inferior auditory and visual discrimination skills. Also, their visual perception development is

inferior to that of middle and upper class children. Cohen (1968) reported: "In short, children from a disadvantaged background appear to lack basic concepts and skills assumed to be found in children from more advantaged environments" (p. 24). Paradis and Peterson (1975) stated that children from a lower socio-economic background do not exhibit adequate skills to perform auditory discrimination skills successfully.

Miller (1970) interviewed mothers from three social classes to determine the kinds of prereading experiences they had provided for their children. In two studies Miller (1970) concluded that the lower socio-economic class children had had the fewest opportunities to participate in the home prereading experiences and therefore as a group were the least prepared for beginning reading activities. Very few children of the lower economic classes had been on a family trip. Many could not recognize letters of the alphabet. Wallach (1976) stated that: ". . . a simple failure to teach these children key ingredient subskills that have typically already been supplied in a large degree by the home environment of middle class children, but not the disadvantaged children" (p. VIII).

#### The Role of Parents and Schools

Parents and educators have expressed concern for the lack of prereading skills among children of the lower socio-economic classes. They have requested more learning

opportunities for the economically disadvantaged in an effort to overcome the learning deficits among these children. A few programs have been initiated. However, Swift (1970) reported: ". . . there is little evidence of parent focused programs especially designed to overcome deficits of the poorly educated poverty parents and to prepare them to take a more active role in the education of their children" (p. 360). Wallach (1976) reported that hundreds of thousands of children still go through first grade each year without learning to read, and that more often than not, they are children of the poor.

Research studies have revealed that parents are one of the most important factors in determining whether or not children learn to read. This is because the family exerts the social influence on the child. Smith (1967) stated: "As a primary group, the family defines the basic ideas, values and emotions that are to influence the child throughout his life span" (p. 250).

Several investigators and authors of methodological books on reading have stated that an educational program for parents has to be an indispensable part of any preschool program for disadvantaged youth. Smith (1969) stated: "The rightful role of the educator is seen to be that of assisting parents to assume their responsibilities for the educational development of their children" (p. 252). Weiser (1974) supported this and stated: "It is the teacher's responsibility to inform the parents that they do have an influence on whether children learn to read" (p. 226).

Because parents are essential in a child's development, educators must begin to work with them. Dechant (1970) noted:

If the child comes from an environment that does not stimulate experiential and perceptual growth, the school must provide preparatory experiences. There is a special need to supply children from the lower socio-economic groups with stimulating experiences (p. 42).

Most of the concern for prereading programs has been influenced by the lack of adequate learning opportunities for the disadvantaged. Educators and parents are especially interested in overcoming the reading deficits common among these children. It is primarily up to the parents whether their children become good readers and whether they continue to read. It is primarily up to the teachers to inform parents of their vital role in the process of learning to read (Weiser, 1974). Anselmo (1973) stated: "Given this situation, if educators. . . want to be more successful in helping children learn to read, they must begin to work with the people with whom children interact while learning to talk. The home" (p. 199). Moore (1979) concurred:

We should help parents understand the overriding importance of incidental teaching in the context of warm, consistent companionship. Such caring is usually the greatest teaching, especially if caring means sharing in the activities of the home. . . . We have found no evidence for the common assumption that teachers can generally outparent parents (p. 229-230).

According to Abbott (1973) and Breiling (1976), there is a trend toward parental involvement in their children's education. Criscuolo (1974) noted:

Educators are searching for meaningful ways to involve parents in the reading program. Parents who are "turned off" toward the reading program have done so because the schools have not encouraged them to become acquainted with the goals and philosophy of the reading program nor to participate actively in its operation (p. 883).

Although research studies have revealed parents are one of the most important factors in determining whether or not a child learns to read and that there is a trend toward involving parents in the reading program, Swift (1970) reported that there is little evidence of parent-focused programs designed to overcome the poorly educated poverty parents and to prepare them to take responsibility for their children's education. "Little attempt has been made to prepare them with specific skills that would enable them to take a meaningful role" (p. 360).

On the basis of the literature reviewed, it was concluded that parents of low socio-economic status must be taught skills for educating their own children in their early years. The need exists for a program for parents of low socio-economic status. The program would show the parents how they can effectively influence their child's reading development. The question has been asked, "When will educators and parents get together in a partnership to help disadvantaged youth with prereading skills?" Granowsky (1979) answered: "When both the school district and individual schools make a concerted effort to let parents know--we want you, need you, and have valuable information to share with you about your child's learning needs (p. 827).

## Chapter 3

### METHODOLOGY AND PROCEDURE

This project developed an educational program for parents of children in the lower economic classes. The program consisted of a series of six workshops for parents to help them enrich the prereading background of their preschool and primary-grade children. The major emphasis was to acquaint parents with children's literature and with the importance of their role in the reading development of their children.

An important aspect of the workshops was to get the parents involved with the reading process. Many of the activities included in the project involved parent/child interaction.

Because the number of persons available as instructors for the project was limited, it was necessary to organize the workshops in a manner which required some self-direction on the part of the participating parents. Thus, the "Reading and Listening Center" was designed to be a self-directing activity. At this center parents read and listened to books which complimented the theme of each workshop.

A child's readiness for reading is based on a combination of several factors: heredity, maturation, experiential background and learnings. Parents can effect a child's

reading readiness by providing a variety of experiential and skill activities, which will form the basis from which a child learns to read. Skill activities which provide practice in the following areas were included in the workshops:

1. Language development and verbal meaning.
2. Perceptual skills
3. Attending skills
4. Listening skills.
5. Thinking skills.

Activities representing the areas listed above made up the content for the portion of the workshops called "Make-It-and-Take-It." This aspect of the project was designed to involve parents directly with the construction of materials to be used for skill development and involve them in the execution of the activities with their children.

In designing a format for the series of workshops one organizational outline was selected and applied to each of the six sessions. Thus, the participants found a repeating organizational plan, and after the first workshop they knew the procedures and time limits for various activities. Past experience determined that parents are more comfortable in small groups. Therefore, participants were divided into three color-coded small groups. These groups rotated among three different activities offered during each session.

The following is the organizational plan for all the workshops. Each session was designed following this outline.



The specific content and activities for each session are described in Chapter 4. Each workshop was scheduled to last 90 minutes. A bibliography for the workshop director, parents, and children is provided at the end of Chapter 4.

## GENERAL WORKSHOP OUTLINE

- I. The introduction to the workshop was presented by the workshop director and lasted twenty minutes.
  - A. The director stated the purposes and goals for the session. Included at this time were the workshop procedures and activities.
  - B. A brief motivational presentation based on the theme of the workshop was given. At this time a film or a slide presentation was used to illustrate the theme or to provide techniques which parents could use to achieve the goals.
  
- II. Three small group activities were scheduled to last 20 minutes each. Workshop participants were color-coded into three small groups and rotated among the three different activities. At the end of one hour all participants had attended each of the three activities.
  - A. A workshop assistant conducted the Make-It-and-Take-It Center. This center involved the construction of games, kits, and materials which provided experiences with a particular prereading skill.

Parents constructed the activities and then took them home. A list of sources for patterns, games, or materials used in this section appear in a bibliography for parents at the end of Chapter 4.
  - B. The Reading and Listening Center was a self-directed activity. Participants read and/or listened to children's stories which complimented the theme or goals for each session. Books, records, record players, tape cassettes, tape players and earphones were set up for parents' use. Included at this center was a bibliography of books appropriate to the workshop's theme and goals.
  - C. At the Prereading Task Card Center the workshop director presented prereading activity cards. Each activity was printed on individual 4" x 6" cards which the parents took home. The directions for the tasks were reviewed ensuring that parents understood the skills which were being developed and how the cards were to be used. Each workshop's outline listed sources for these activities.

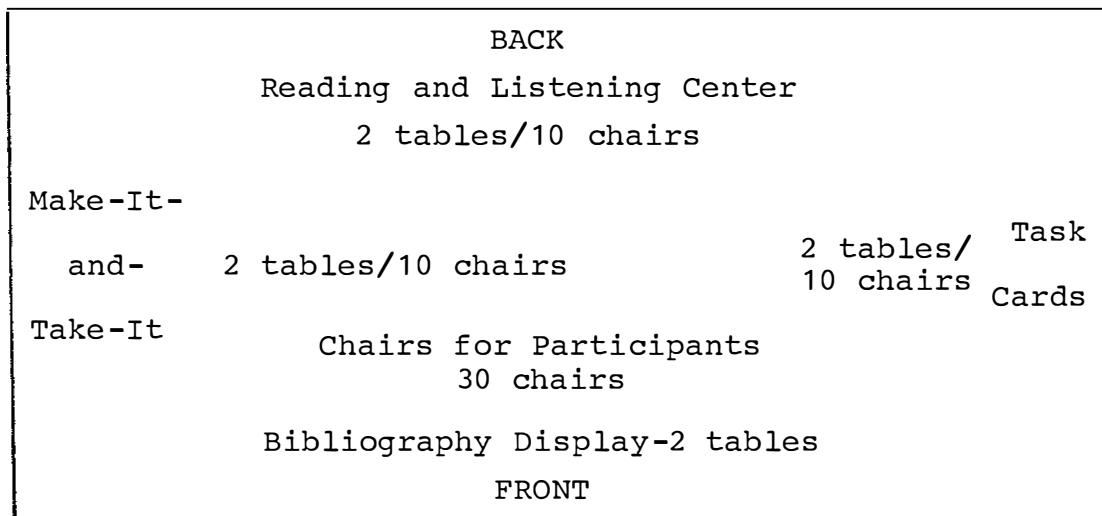
- III. The workshop director conducted a review and evaluation which lasted ten minutes.
- A. The director reviewed the purposes of the workshop and stated the methods and materials used to achieve them. Any questions from participants were answered at this time.
  - B. A Bibliography Display was organized on two separate tables. One table contained books, pamphlets, and dittoes materials labeled "Free." Workshop participants could take and keep any materials from this display. The second table contained additional printed materials which were labeled "Loan." These materials were available on a check-out-and-return basis. Each workshop outline contained a bibliography for both the "Free" and the "Loan" materials.
  - C. Each participant completed an evaluation form which rated the session and provided space for additional comments. The form of the evaluation was consistent in format for all sessions. The content was tailored to the goals of each session.

Chapter 4  
PROJECT  
Workshops for Parents  
of Preschool and Primary-Grade Children

The following pages contain the outlines for presentations and activities for each of six workshops for parents. The workshops provided parents with ideas, activities, and other materials designed to give them a rich background of prereading and experiential activities for use with their preschool and primary-grade children.

Each workshop was designed to last 90 minutes. The outline on the next page was used for each of the six workshops. An explanation of the headings and subheadings of the outline can be found in Chapter 3 of this project.

The diagram below represents the physical set-up of the meeting place for each workshop. This arrangement of furniture remained constant throughout the series of workshops.



## Workshop Outline

- I. INTRODUCTION
  - A. Purposes of workshop
  - B. Motivational and informational presentation
- II. SMALL GROUP ACTIVITIES
  - A. Make-It-and-Take-It Center
  - B. Reading and Listening Center
  - C. Prereading task cards
- III. REVIEW AND EVALUATION
  - A. Review of workshop activities
  - B. Bibliography display-materials for home use
  - C. Evaluation of workshop

## WORKSHOP NO. 1

"What is Reading Readiness  
and  
How Can Parents Help?"

- I. Introduction. 20 minutes. Workshop director
  - A. The purposes of this workshop are:
    1. To explain the factors that influence reading readiness.
    2. To demonstrate to parents the importance of the home as the child's first school.
    3. To share children's stories that demonstrate interaction between a child and a parent.
    4. To discuss and create activities that will assist parents in presenting prereading experiences to their children.
  - B. Motivational and informational activities.
    1. Workshop director presents a transparency listing the factors that influence reading readiness.  
Ervin (p. 37-125).  
Herr (p. 19-20).  
Forgan (p. 25-43).
    2. Director shows slide presentation, "Your Child Grows Through Discovery." This presentation is based on the concepts presented in a booklet, Your Child Grows Through Discovery: a Handbook for Parents: Right to Read, Idaho

Department of Education. The slides and tape were produced by the writer of this project.

II. Small Group Activities. 60 minutes; 20 minutes each

- A. Make-It-and-Take-It Center. 20 minutes. Assistant. Workshop assistant demonstrates the use of a flannel graph. Participants are given materials to make a flannel graph and two stories for use with it. Time is allowed for participants to complete construction of the flannel board and one story: "Story of Thanksgiving," from Anderson (1963) p. 37 and "The Big, Big Turnip," p. 46.
- B. Reading and Listening Center. 20 minutes. Self-directed.

Workshop participants are self-directed to read and listen to two of the following stories:

Blueberries for Sal, McCloskey

One Morning in Maine, McCloskey

Make Way for Ducklings, McCloskey

A Birthday for Francis, Hoban

- C. Prereading Task Cards. 20 minutes. Workshop director.

Each participant is given a copy of the "Reading Readiness Observational Checklist," Miller (1977, p. 27-29). and a packet of task cards related to specific skills listed on the checklist. Each card is discussed to insure that participants understand the activity and the readiness skill

for which it is intended. The following are headings for activities taken from Forgan:

"Listening and Speaking Vocabularies," (p. 27).

"Visual Skills," (p. 32).

"Auditory Skills," (p. 35).

"Interest in Words and Books," (p. 38).

"Names of Letters," (p. 42).

III. Review and evaluation: 10 minutes. Workshop director.

A. Review: Workshop director reviews the factors influencing reading readiness and relates the workshop's activities and the slide presentation to the purposes of the session.

B. Bibliography display.

The following books and materials are available to parents to check out for use at home:

Make Way for Ducklings (loan)

Blueberries for Sal (loan)

One Morning in Maine (loan)

A Birthday for Francis (loan)

Your Child Grows Through Discovery: a Handbook for Parents (loan)

Your Home is Your Child's First School (free)

Reading in the Home (free)

What is Reading Readiness (free)

What Books and Records Should I get For My Pre-schooler? (free)



C. Evaluation of workshop.

Participants complete the evaluation form.

A copy of the evaluation form for Workshop No. 1  
is found on the next page.

## EVALUATION FORM

## Workshop #1

Listed below are the four purposes of this workshop. We would like to know how well we have achieved these purposes. Please circle the number that indicates how well each purpose was achieved.

PURPOSES	LOW					HIGH				
1. to explain the factors that influence reading readiness	1	2	3	4	5					
2. to demonstrate to parents the importance of the home as the child's first school	1	2	3	4	5					
3. to share children's stories that demonstrate interaction between a child and a parent	1	2	3	4	5					
4. to discuss and create activities that will assist parents in presenting prereading experiences to their children	1	2	3	4	5					

Please answer the following questions:

1. Which part of the workshop was of the most value to you?
2. Do you feel any part of the workshop should be eliminated? Please explain.
3. What needs do you have that you would like to see presented in a future workshop?
4. Additional comments:

## EVALUATION FORM

## Workshop #1

Listed below are the four purposes of this workshop.

We would like to know how well we have achieved these purposes.

Please circle the number that indicates how well each purpose was achieved.

PURPOSES	LOW				HIGH
1. to explain the factors that influence reading readiness.....1	2	3	4	(5)	
2. to demonstrate to parents the importance of the home as the child's first school.....1	2	3	4	(5)	
3. to share children's stories that demonstrate interaction between a child and a parent...1	2	3	4	(5)	
4. to discuss and create activities that will assist parents in presenting prereading experiences to their children..... 1	2	3	(4)	5	

Please answer the following questions:

1. Which part of the workshop was of the most value to you?

Finding out about so many books, to read to my children.

2. Do you feel any part of the workshop should be eliminated?

Please explain. no - I liked it all.

3. What needs do you have that you would like to see

presented in a future workshop? more time to do the activities.

4. Additional comments:

## EVALUATION FORM

## Workshop #1

Listed below are the four purposes of this workshop.

We would like to know how well we have achieved these purposes.

Please circle the number that indicates how well each purpose was achieved.

PURPOSES	LOW			HIGH
1. to explain the factors that influence reading readiness.....	1	2	3	4 (5)
2. to demonstrate to parents the importance of the home as the child's first school.....	1	2	3	4 (5)
3. to share children's stories that demonstrate interaction between a child and a parent...	1	2	3	4 (5)
4. to discuss and create activities that will assist parents in presenting prereading experiences to their children.....	1	2	3	4 (5)

Please answer the following questions:

1. Which part of the workshop was of the most value to you?

*That I could feel like a teacher too.*

2. Do you feel any part of the workshop should be eliminated?

Please explain.

No

3. What needs do you have that you would like to see presented in a future workshop?

*Ways to motivate a student.*

4. Additional comments: *Let more parents be aware of*

## WORKSHOP NO. 2

## "Language Development"

I. Introduction. 20 minutes. Workshop director.

A. The purposes of this workshop are:

1. To explain the responsibility of parents in helping their child learn to read.
2. To provide stories and activities which encourage language growth for the children of participating parents.
3. To explain the importance of reading aloud to children.

B. Motivational and informational activities.

1. Workshop director presents each participant with a VIP button. A brief description as to the significance of the button is given. Forgan, (1977, p. 14-15).
2. Workshop director discusses the reasons for reading aloud to children. Chan, (1974, p. 1-12). Cullinan and Carmichael, (1977, p. 17-58).

II. Small Group Activities. 60 minutes. 20 minutes each.

A. Make-It-and-Take-It Center. 20 minutes. Assistant.

Workshop assistant demonstrates the use of paper sack puppets while reciting a poem or short dialogue: examples, "The Last Laugh," author unknown; and, Something for Christmas, Brown (1958).

Participants are given materials for making sack

puppets and the poem and dialogue. A list of stories is provided for which additional puppets can be made.

Paper Sack Puppets, Williams (1966).

- B. Reading and Listening Center. 20 minutes. Self-directing.

Eight titles from "Books to Encourage Language Growth," Cullian and Carmichael, (p. 17-38) are selected by the workshop director:

I Can't Said the Ant, Cameron

Drummer Hoff, Emberly

Millions of Cats, Gag

Puss N Boots, Wilkinson

The House That Jack Built, Galdon

Nuts to You and Nuts to Me, Hoberman

Twelve Days of Christmas, Kent

Over in the Meadow, Langstaff

Workshop participants are given time to read and listen to two of the above titles which have been recorded on tape cassettes.

- C. Prereading task cards. 20 minutes. Director.

The following cards are presented and discussed by the director. These activities are designed to encourage language growth in young children.

The activities are taken from Lybecker and Posner:

"Close, Closer," p. 34.

"What's Missing Pictures," p. 41-44.

"Do As I Say," p. 45.

"Tell a Story," p. 52-54

"Fun in the Kitchen," p. 58-62.

"The Child's Own Book," p. 74.

Parents take copies of the above tasks home and execute them with their children.

III. Review and evaluation. 10 minutes. Workshop Director.

- A. Review: The workshop director reviews the responsibilities of parents in providing prereading experiences for their children. Reference is made to the VIP buttons. The reasons for reading aloud to children are also reviewed.

At this time the director reads "A Plea for Parental Involvement" by Jesse Jackson.

- B. Bibliography display.

The following books and materials are available to parents to be checked out for use at home:

Any titles from the bibliography, "Books to Encourage Language Growth" (loan)

Why Read Aloud to Children (loan)

How Can I Help My Child Get Ready to Read (loan)

Good Books Make Reading Fun for Your Child (free)

Books to Encourage Language Growth: a bibliography (free)

Ten Tips for Reading to Children (free)

"A Plea for Parental Involvement" a reprint; (free)

Bequest of Wings: A Family's Pleasure with Books  
(loan)

C. Evaluation of workshop.

Participants complete the evaluation form.

A copy of the evaluation form for Workshop No. 2  
is found on the next page.



EVALUATION FORM  
Workshop #2

Listed below are the three purposes of this workshop. We would like to know how well we have achieved these purposes. Please circle the number that indicates how well each purpose was achieved.

PURPOSES	LOW	HIGH
1. to explain the responsibility of parents in helping their child to learn to read	1	2 3 4 5
2. to provide stories and activities which encourage language growth for the children of participating parents	1	2 3 4 5
3. to explain the importance of reading aloud to children	1	2 3 4 5

Please answer the following questions:

1. Which part of the workshop was of the most value to you?
2. Do you feel any part of the workshop should be eliminated? Please explain.
3. What needs do you have that you would like to see presented in a future workshop?
4. Additional comments:

## EVALUATION FORM

## workshop #2

Listed below are the three purposes of this workshop.

We would like to know how well we have achieved these purposes.

Please circle the number that indicates how well each purpose was achieved.

PURPOSES	LOW				HIGH
1. to explain the responsibility of parents in helping their child to learn to read..	1	2	3	4	5
2. to provide stories and activities which encourage language growth for the children of participating parents.....	1	2	3	4	5
3. to explain the importance of reading aloud to children.....	1	2	3	4	5

Please answer the following questions:

- Which part of the workshop was of the most value to you.  
*Making me realize that I don't spend enough time with my child during the day, in just communicating*
- Do you feel any part of the workshop should be eliminated?  
Please explain *no*
- What needs do you have that you would like to see presented in a future workshop?
- Additional comments:  
*I enjoyed it and plan on attending again. It was very informative.*

EVALUATION FORM

workshop #2

Listed below are the three purposes of this workshop. We would like to know how well we have achieved these purposes. Please circle the number that indicates how well each purpose was achieved.

PURPOSES	LOW				HIGH
1. to explain the responsibility of parents in helping their child to learn to read..	1	2	3	4	<del>5</del>
2. to provide stories and activities which encourage language growth for the children of participating parents.....	1	2	3	<del>4</del>	5
3. to explain the importance of reading aloud to children.....	1	2	3	4	<del>5</del>

Please answer the following questions:

- Which part of the workshop was of the most value to you.  
*Learning how I can help my children reading. They will like the puppets*
- Do you feel any part of the workshop should be eliminated?  
Please explain *To many things in 1 day*
- What needs do you have that you would like to see presented in a future workshop?  
*Help my child get interested in books.*
- Additional comments:  
*May be come at night.*

Asoff, Arnold. Black is brown is tan. Illus. by Emily McCull. Harper, 1973.

Aldis, Dorothy. "Alike" in The Reading of Poetry. Ed. by William Sheldon et al. Allyn and Bacon, 1963.

Aliki. Go Tell Aunt Rhody. Macmillan, 1974.

Baring-Gould, William S., and Cecil Baring Gould, eds. The Annotated Mother Goose. Bramwell House, 1962. PB; New American Library.

Barner, Bob. The Elephant's Visit. Little, 1975.

Blake, William. "Introduction" in This way Delight. Ed. by Sir Herbert Edward Read. Illus. by Juliet Kepes. Pantheon, 1956.

Elegvad, Lenore. Mittens for Kittens. Atheneum, 1974.

Brown, Marcia. The Bun; A Tale from Russia. Harcourt, 1972.

Cameron, Polly. "I can't" said the Ant. Coward, 1961

Campbell, Wilfred. "Indian Summer" in The Wind Has Wings. Ed. by Mary A. Downie and Barbara Robertson. Illus. by Elizabeth Cleaver. Walok, 1968.

Carroll, Lewis. "Jabberwocky" in the Golden Journey: poems for Young People. Ed. by Louise Bogan and William J. Smith. Illus. by Fritz Kredel. Heilly and Leo, 1965.

Elzbieta. Little Mops and the Butterfly. Doubleday, 1974.

Emberly, Barbara. Drummer Hoff. Illus. by Ed Emberly. Prentice-Hall, 1967. PB.

Ets, Marie Hall. Jay Bird. Viking, 1974.

Farjeon, Eleonor. "Three Little Puffins" in The Arbutnot Anthology of Children's Literature. 4th ed. Comp. by May Hill Arbutnot. Lothrop, 1976.

Ca'g, Wanda. Millions of Cats. Coward., 1928.

Galdone, Paul. The House that Jack Built. McGraw, 1961.

Graham, Lorenz. David He No Fear. Illus. by Ann Grifalconi. Crowell, 1971.

\_\_\_\_\_. Every Man Heart Lay Down. Illus. by Colleen Browning. Crowell, 1970.

"Grey Goose" in Reflections on a Gift watermelon Pickle and other Modern Verse. Ed. by Stephen Dunning, Edward Lueders, and Hugh Smith. Lothrop, 1967.

Grimm Brothers. Snow White. Trans. by Paul Meins. Illus. by Trina Schart Hyman. Little, 1974.

- \_\_\_\_\_. Snow White and the Seven Dwarfs. Trans. by Randall Jarrell. Illus. by Nancy Ekholm Burket. Farrar, 1972.
- Bartolius, Margaret A. The Chicken's Child. Doubleday, 1975.
- Hoberman, Mary Ann. Huts to You and Huts to Me: An Alphabet of poems. Illus. by Ronni Solbert. Knopf, 1974.
- Ignatow, David. "The Friends" in Some Haystacks Don't Even Have Any Huddle and Other Complete Modern Poems. Ed. by Stephen Dunning, Edward Lueders, and Hugh Smith. Scott, Foresman, 1961.
- Ireson, Barbara. The Gingerbread Man. Norton, 1963.
- Karasz, Ilonka. The Twelve Days of Christmas. Harper, 1949.
- Kent, Jack. The Twelve Days of Christmas. Parents, 1973.
- Kepes, Juliet. Run Little Monkeys, Run, Run, Run. Pantheon, 1974.
- Langstaff, John. Oh, A-Hunting We Will Go. Illus. by Nancy Winslow Parker. Atheneum, 1974.
- \_\_\_\_\_. Over in the Meadow. Illus. by Fedor Rogankovsky. Harcourt, 1957. PB.
- Leichman, Seymour. Shaggy Dogs and Spotty Dogs and Shaggy and Spotty Dogs. Harcourt, 1973.
- Lindquist, Willis. Stone Soup. Western, 1970.
- Loonni, Leo. Skinny. Pantheon, 1963.
- Martin, Bill. A Ghost Story. Holt, 1970.
- Meyer, Mercer. A Boy, a Dog, and a Frog. Dial, 1967.
- \_\_\_\_\_. Frog, Where Are You? Dial, 1969.
- \_\_\_\_\_. One Monster After Another. Western, 1974.
- Ness, Evaline. Amelia Mined the Mustard. Scribner, 1975.
- "The Pancake" in The Arbuthnot Anthology of Children's Literature, 4th ed. Comp. by May Hill Arbuthnot. Lothrop, 1976.
- Perreault, Charles. Cinderella. Illus. by Errol Le Cain. Bradleybury Press, 1973.
- \_\_\_\_\_. Cinderella. Illus. by Shirley Hughes. Walck, 1971.
- Finston, Edna Mitchell. Pop Corn and Ma Goodness. Illus. by Robert Andrew Parker. Viking, 1969. PB.
- Quackenbush, Robert. Clementine. Lippencott, 1974.
- \_\_\_\_\_. Pop to My Pop. Lippencott, 1975.

- Rackham, Arthur, illus. "Snowdrop" in Grimm's Fairy Tales" Twenty Stories. Viking, 1973.
- Rands, William. "Godfrey, Gordon, Gustavus Gore" in First Book of Poetry. Ed. by Isabel Peterson. Illus. by Kathleen Elgin. Watts, 1954.
- Raskin, Ellen. Ghost in a Four-Room Apartment. Atheneum, 1969.
- ..... Who, Said Sue, Said Whoo? Atheneum, 1973.
- Riley, James Whitcomb. The Gobble-Uns'll Git You Ef You Don't Watch Out! Illus. by Joel Schick. Lippencott, 1975.
- Sawyer, Ruth. Journey Cake, No! Viking, 1953. Pb.
- Saxe, John G. "The Blind Men and the Elephant" in Hold Fast to Dreams. Ed. by Arne Bontemps. Follett, 1969.
- Tippett, James. "Trains" in the Arbuthnot Anthology of Children's Literature. 4th ed. Comp. by May Hill Arbuthnot Lothrop, 1976.
- Tudor, Tasha. Mother Goose. Walok, 1944.
- Weatherly, Fredrick. "The Cat's Tea Party" in Time for Poetry. Rev. ed. Comp. by May Hill Arbuthnot and Shelton L. Root, Jr. Scott, Foresman, 1968.
- "The Wee Bannock" in Favorite Fairy Tales Told in Scotland. Ed. by Virginia Haviland. Illus. by Adrienne Adams. Little, 1963.
- Wildsmith, Brian. Brian Wildsmith's Mother Goose. Watts, 1964.
- Wilkinson, Barry. Puss in Boots. World Publishing, 1969.
- Zemach, Harve. Nail Soup. Illus. by Margot Zemach. Follett, 1964.

## WORKSHOP NO. 3

## "Developing Interest in Words and Stories"

I. Introduction. 20 minutes. Workshop director.

A. The purposes of this workshop are:

1. To help parents understand the factors which affect a child's reading interests.
2. To provide suggestions for stimulating an interest in reading.
3. To provide reading related activities which participants may share with their children at home.

B. Motivational and informational activities.

1. The workshop director discusses the importance of reading to children and the significance of parents as models. Director displays a poster with:  
"R . . . read  
E . . . example  
A . . . attend  
D . . . discuss"

and then discusses each activity for the word, "READ." Reading Newsletter, Allyn and Bacon. 1979.

Additional sources: Larrick, 1980.

Ransbury, no date.

2. Show the movie: "The Pleasure is Mutual"

II. Small Group Activities. 60 minutes. 20 minutes each.

- A. Make-It-and-Take-It Center. 20 minutes. Assistant.

In the first workshop each participant made a flannel board. At this time the assistant shares a seasonal flannel graph story. Materials for two stories are provided with time allowed to complete the construction of one story during the workshop; the other one is to be completed at home.

Stories are from Anderson (1963).

"The Lavender Bunny," p. 198.

"The Whispering Rabbit," p. 177.

- B. Reading and Listening Center. 20 minutes. Self-directed. Participants select two of the following titles which have accompanying tape cassettes:

Where Does Everyone Go?, Fisher, Aileen

The Arrow Book of Poetry, Scholastic

Listen Rabbit, Fisher, Aileen

The Rose on My Cake, Kuskin, Karla

Whose Mouse Are You?, Kraus, Robert

Over in the Meadow, Langstaff, John

Everytime I Climb a Tree, McCord, David

"Poems to Share," compiled by the project's writer.

- C. Prereading Task Cards. 20 minutes. Workshop director.

The following task cards are presented and discussed by the director. These activities are designed to stimulate a child's interest in reading: from Mueser, p. 82-90.

#73, "Following a Story"



- #74, "Choosing a Story"
- #75, "Books on Cassettes"
- #78, "Retelling a Story"
- #79, "Story Sequence Pictures"
- #80, "Check for Story Comprehension"
- #81, "Picking the Main-Idea Picture"
- #82, "Drawing the Main Idea"
- #83, "Story-Telling-Picture Stories"
- #84, "What Next?"
- #85, "Pictures in Sequence"

III. Review and evaluation. 10 minutes. Workshop director.

A. The workshop director restates the suggestions made on the chart titled "READ." The main points of the film, "The Pleasure is Mutual" are discussed.

B. Bibliography display.

The following books and materials are available to parents to check out for use at home:

Any books from the Reading and Listening Center

You Can Encourage Your Child to Read (free)

How Can I Encourage My Primary-Grade Child to Read? (loan)

Encourage Your Child to Read (loan)

"Poems to Share," compiled by project writer (free)

100 Good Books for Children (loan)

"Poetry Books: a bibliography," project writer (free)

C. Evaluation of workshop.

Participants complete the evaluation form.

A copy of the evaluation form for Workshop No. 3  
is found on the next page.

## EVALUATION FORM

## Workshop #3

Listed below are the three purposes of this workshop. We would like to know how well we have achieved these purposes. Please circle the number that indicates how well each purpose was achieved.

PURPOSES	LOW				HIGH
1. to help parents understand the factors which affect a child's reading interests.	1	2	3	4	5
2. to provide suggestions for stimulating an interest in reading	1	2	3	4	5
3. to provide reading related activities which participants may share with children at home	1	2	3	4	5

Please answer the following questions:

1. Which part of the workshop was of the most value to you?
2. Do you feel any part of the workshop should be eliminated? Please explain.
3. What needs do you have that you would like to see presented in a future workshop?
4. Additional comments:

## EVALUATION FORM

## workshop #3

Listed below are the three purposes of this workshop.  
We would like to know how well we have achieved these purposes.  
Please circle the number that indicates how well each  
purposes was achieved.

PURPOSES	LOW				HIGH
1. to help parents understand the factors which affect a child's reading interests.	1	2	3	④	5
2. to provide suggestions for stimulating an interest in reading.....	1	2	3	④	5
3. to provide reading related activities which participants may share with children at home.....	1	2	3	4	⑤

Please answer the following questions:

1. Which part of the workshop was of the most value to you?

*all parts were good*

2. Do you feel any part of the workshop should be eliminated?

Please explain. *No*

3. What needs do you have that you would like to see  
presented in a future workshop?

4. Additional comments.

EVALUATION FORM

workshop #3

Listed below are the three purposes of this workshop.  
 We would like to know how well we have achieved these purposes.  
 Please circle the number that indicates how well each  
 purposes was achieved.

PURPOSES	LOW			HIGH
1. to help parents understand the factors which affect a child's reading interests.	1	2	3	4
2. to provide suggestions for stimulating an interest in reading.....	1	2	3	4
3. to provide reading related activities which participants may share with children at home.....	1	2	3	4

Please answer the following questions:

1. Which part of the workshop was of the most value to you?  
 My child likes the flannel board.

2. Do you feel any part of the workshop should be eliminated?  
 Please explain. NO

3. What needs do you have that you would like to see  
 presented in a future workshop?  
 I missed the first 2 classes and  
 would like them to be repeated.

4. Additional comments.  
 Workshops at night so dads  
 can come too.

## MAKING STORIES LIVE

BINGO BINGO: From discarded magazines obtain pictures of familiar objects that have many rhyming names such as meat, snow, tree and cake. Paste four to a card, keeping a master list of the objects. Use buttons, or any small articles which serve as markers. Give each child a card and four markers. Using your master list, state three words that rhyme with one of the pictures. If a child has that picture on his card, he may cover it with a marker. The first child to cover all four pictures calls out "Bingo Bingo."

## MAKING STORIES LIVE

JEFFY JINGLES: Children greatly enjoy jingles, one of the forms of rhyme. For one thing, their rhythm is always the same and thus simple to learn, and deal with everyday situations, use catchy names, and are usually funny. Read a number of ready-made jingles to a child and soon he will be trying to make up his own. To help him, let him first supply the last line of a jingle you have read or made up yourself. Eventually he will learn to supply all the rhyming lines and perhaps be able to compose an entire jingle.

## INTEREST IN WORDS AND BOOKS

USE POST CARDS AND PAMPHLETS: When you visit a special place, have your child select some inexpensive post cards of his favorite scene. As he tells you about the pictures, write down what he says and read it back to him. You can make little books by pasting the pictures on paper. The free pamphlets that most children take usually have good pictures and can be used for this activity.

## INTEREST IN WORDS AND BOOKS

MAIL: Children love to receive their own mail. Encourage grandparents, aunts, uncles and other relatives and friends to send little notes or letters to your child. The child will begin to develop the desire to read his own notes.

READING SIGNS AND LABELS: As you travel around your neighborhood and community, you will see thousands of signs. Read some of them aloud or say, "I wonder what that sign up ahead says?" Similarly, children generally enjoy the pictures or special offers that are made on the backs of cereal boxes. If you read some of these offers, your child will develop interests in words.

## POETRY BOOKS

- Jesse Wilcox Smith. The Little Mother Goose. Dodd, Mead 1918.
- Tasha Tyler. Mother Goose. Walck. 1944
- Leslie Brooks. Ring O' Roses. Warner. n.d.
- Blanche Fisher Wright. The Real Mother Goose. Rand McNally. 1916.
- Marguerite de Angeli. Book of Nursery and Mother Goose Rhymes. Doubleday. 1954.
- Brian Wildsmith. Brian Wildsmith's Mother Goose. P. Watts. 1964
- Raymond Briggs. Mother Goose Treasury. Coward McCann, 1966.
- A.C.E.L. Sung Under the Silver Umbrella. MacMillan. 1962.
- Mary C. Austin and Queenie B. Mills. The Sound of Poetry. Allyn and Bacon. 1963.
- Donald J. Bissett. Poems and Verses About the City. Chandler. 1967.
- Donald J. Bissett. Poems and Verses about Animals. Chandler. 1967.
- Donald J. Bissett. Poems and Verses to Begin On. Chandler. 1967.
- Barbara Geisner. Very Young Verses. Houghton Mifflin. 1945.
- Catherine McEwen. Away We Go! Crowell. 1956.
- Myra Cohn Livingston. Whispers. Harcourt Brace. 1958.
- Myra Cohn Livingston. Wide Awake. Harcourt Brace, 1959.
- Myra Cohn Livingston. The Moon and a Star. Harcourt Brace. 1964.
- Dorothy Aldis. Hello Day. Putman. 1959.
- Harry Behn. Windy Morning. Harcourt Brace. 1953.
- Marchette Chute. Around and About. Dutton. 1959.
- Beatrice Schenck de Regineirs. Something Special. Harcourt Brace 1958.



- Aileen Fisher. Sunny Days, Sunny Days. Abelard. 1958.
- Zhonya Gay. Jingle Jangle. Viking. 1953.
- Mary Ann Hoberman. Hello and Goodbye. Little Brown. 1959.
- A.A. Milne. When We were Very Young. Dutton. 1961 ed.
- A.A. Milne. Now We Are Six. Dutton. 1961 ed.
- Ilo Orleans. The Zoo That Grew. Walck. 1960.
- William J. Smith. Boy Blue's Book of Beasts. Little Brown. 1957.
- Margaret Wise Brown. Nibbles Nibble. W.R. Scott. 1959.
- Karla Kuskin. In the Middle of the Trees. Harper. 1958.
- Karla Kuskin. The Rose on My Cake. Harper. 1964.
- Arnold Spilka. A Lion I Can Do Without. Walck. 1964.
- Aileen Fisher. Going Barefoot. Crowell. 1960.
- Aileen Fisher. Where Does Everything Go. Crowell. 1961.
- Aileen Fisher. Listen, Rabbit. Crowell. 1964.

# Poems to Share

Please note: An image on this page was redacted due to copyright concerns.

Please note: Text on pages 54-59 was redacted due to copyright concerns.













## WORKSHOP NO. 4

## "Listening and Following Directions"

- I. Introduction. 20 minutes. Workshop director.
  - A. The purposes of this workshop are:
    1. To inform participants of the importance of listening skills in reading.
    2. To provide activities which will encourage the development of listening skills.
    3. To provide activities which will give children practice in following directions.
  - B. Motivational and informational activities.
    1. Workshop director explains the importance of listening as a prereading skill.

Sources: Cullinan and Carmichael (1977, p. 108-119).  
Ervin (1979, p. 86-106).  
Mueser (1975, p. 90-102).  
Tinker (1976, p. 71-80).
    2. Show the filmstrip, Parent Support, Ginn (1976).
- II. Small Group Activities. 60 minutes. 20 minutes each.
  - A. Make-It-and-Take-It Center. 20 minutes. Assistant.

Assistant discusses activity cards which present tasks in developing listening skills. Each participant prepares a batch of play-dough to take home; Lybecker and Posner (1976, p. 61).

Assistant shares additional activities which are taken home to be used with children.

"Locate," Platts (1972, p. 71-76).

B. Reading and Listening Center. 20 minutes. Self-directed. All participants listen to the tape cassette of poems "Join Me" compiled and recorded by the project writer. Participants are reminded of a bibliography of poetry books, "Poetry to Share," distributed during an earlier workshop. This is an appropriate source for more poems to use with the task indicated above.

C. Prereading Task Cards. 20 minutes. Workshop director.

Workshop director presents activities which provide experiences in following directions. Taken from Lybecker and Posner (1976):

"Following Directions," p. 22.

"Do As I Say," p. 45.

"Counting Color Game," p. 80.

"Color Cards," p. 55.

"Can You Find the Clock?," p. 65.

"Rhythm," p. 26.

III. Review and Evaluation. 10 minutes. Workshop director.

A. Review: A reprint of a review of the Ginn film-strip, "Parent Support," is given to each parent. The reading support ideas are discussed. Ginn and Co., (1976).

B. Bibliography display.

The following books and materials are available to parents to check out for use at home:

Reading Aids Through the Grades (loan)

Launch (loan)

Helping Young Children Learn (loan)

Educational Games and Activities (loan)

150 Plus! Games and Activities for Early Childhood (load)

Workjobs . . . for Parents (loan)

C. Evaluation of workshop

Participants complete the evaluation form.

A copy of the evaluation form for Workshop No. 4 is found on the next page.

## EVALUATION FORM

## Workshop #4

Listed below are the three purposes of this workshop. We would like to know how well we have achieved these purposes. Please circle the number that indicates how well each purpose was achieved.

PURPOSES	LOW					HIGH				
1. to inform participants of the importance of listening skills in reading	1	2	3	4	5					
2. to provide activities which will encourage the development of listening skills	1	2	3	4	5					
3. to provide activities which will give children practice following directions	1	2	3	4	5					

Please answer the following questions:

1. Which part of the workshop was of the most value to you?
2. Do you feel any part of the workshop should be eliminated? Please explain.
3. What needs do you have that you would like to see presented in a future workshop?
4. Additional comments:

## Workshop #4

Listed below are the three purposes of this workshop. We would like to know how well we have achieved these purposes. Please circle the number that indicates how well each purpose was achieved.

PURPOSES	LOW	HIGH
1. to inform participants of the importance of listening skills in reading.....1	2	3 (4) 5
2. to provide activities which will encourage the development of listening skills .....1	2	3 (4) 5
3. to provide activities which will give children practice following directions.....1	2	3 (4) 5

Please answer the following questions:

- Which part of the workshop was of the most value to you.  
*I liked to be able to take the papers home.*
- Do you feel any part of the workshop should be eliminated?  
Please explain. *No —*
- What needs do you have that you <sup>would</sup> like to see presented in a future workshop?

4. Additional comments:

*I would like to have as good a teacher as Mrs. Kaye come to present & speak to a group as a day care etc*

## workshop #4

Listed below are the three purposes of this workshop. We would like to know how well we have achieved these purposes. Please circle the number that indicates how well each purpose was achieved.

PURPOSES	LOW				HIGH
1. to inform participants of the importance of listening skills in reading.....	1	2	3	4	⑤
2. to provide activities which will encourage the development of listening skills .....	1	2	3	4	⑤
3. to provide activities which will give children practice following directions.....	1	2	3	4	⑤

Please answer the following questions:

1. Which part of the workshop was of the most value to you.

*Following directions*

2. Do you feel any part of the workshop should be eliminated?"

Please explain.

3. What needs do you have that you <sup>would</sup> like to see presented in a future workshop?

4. Additional comments: *Recommend to have a workshop like this be offered during summer. This is an excellent experience for all parents.*



# CLOVER PARK SCHOOLS

10020 Gravelly Lake Drive S.W.,  
Tacoma, WA 98499  
(206) 584-9411

## GETTING READY TO READ WORKSHOP

FOR PARENTS OF PRE-SCHOOL AND PRIMARY GRADE CHILDREN

### LAKEVIEW ELEMENTARY SCHOOL

10501 — 47th Avenue S.W.

Thursday, February 22, 1979 ..... 12:30-2:30 p.m.

#### PROGRAM:

- Discussing guidelines to prepare your child for reading
- Sharing stories to read with children
- Preparing readiness activities to use at home

For reservations call: 756-8508 or 756-8457

*This workshop is funded by ESEA Title IV-C*

Please note: Text on pages 67-76 has been redacted due to copyright concerns.























## WORKSHOP NO. 5

## Building Memories Fifteen Minutes a Day

- I. Introduction. 20 minutes. Workshop director.
    - A. The purposes of this workshop are:
      1. To inform participants of the "Fifteen Minutes-a-Day" Reading Program initiated by the Idaho State Department of Education.
      2. To encourage participants to practice the above program in their homes.
      3. To help participants understand how phonics aid in the development of prereading skills.
      4. To provide participants with phonetic activities which they can share with their children.
    - B. Motivational and informational activities.
      1. The workshop director explains the program, "Build Some Memories with Your Children," Department of Education, Boise, Idaho.
      2. Director discusses how participants can begin using letter names and sounds with their children.
- Sources: Forgan (1975, p. 45-60).  
Sparkman (1978, p. 51-67).  
Smith (1967, p. 129-130).
- II. Small Group Activities. 60 minutes. 20 minutes each.
    - A. Make-It-and-Take-It Center. 20 minutes. Assistant. Assistant presents directions and materials for constructing the following activities taken from

Lybecker and Posner (1976):

"Name Tracing Board," p. 66.

"Alphabet Bingo," p. 49.

B. Reading and Listening Center. 20 minutes. Self-directed.

1. Each participant reviews the titles listed in "Books to Share With Children," a bibliography prepared by the project writer. As many titles as possible are provided from the list, and participants choose from these and skim the stories. Parents are advised to keep in mind the interests and needs of their own children when previewing the books.

2. Book marks and information sheets from the Idaho program are available at this center.

C. Prereading Task Cards. 20 minutes. Workshop director.

The director presents and discusses the following activities that deal with letters and letter sounds, taken from Platts (1972):

"Rhyming Words," p. 107.

"Rhyme Board," p. 107.

"Begins Alike," p. 109

"Initial Consonants," p. 110

"I See Something," p. 111.

"Two of a Kind," p. 111.

"Sound Books," p. 113.

III. Review and Evaluation. 10 minutes. Director.

A. Workshop director answers questions about the Idaho State Program and reads the short article, "Reading Program Draws Raves," South Idaho Press, April 24, 1977.

B. Bibliography display.

The following books and materials are available to parents to check out for use at home:

"Books to Share," a bibliography (free)

"Build Some Memories," a packet (free)

Launch (loan)

"Parents Can Teach Skills," a packet (loan)

A Primer for Parents (loan)

Dear Parents: Help Your Child to Read (loan)

Let's Read Together (loan)

The Children's Bookshelf (loan)

C. Evaluation of workshop

Participants complete the evaluation form.

A copy of the evaluation form for Workshop No. 5 is found on the next page.

## EVALUATION FORM

## Workshop #5

Listed below are the four purposes of this workshop. We would like to know how well we have achieved these purposes. Please circle the number that indicates how well each purpose was achieved.

PURPOSES	LOW					HIGH
1. to inform participants of the Fifteen-Minutes-A-Day" reading program initiated by the Idaho State Department of Education	1	2	3	4	5	
2. to encourage participants to practice the above program in their homes	1	2	3	4	5	
3. to help participants understand how phonics aid in the development of prereading skills	1	2	3	4	5	
4. to provide participants with phonetic activities which they can share with their children	1	2	3	4	5	

Please answer the following questions:

1. Which part of the workshop was of the most value to you?
2. Do you feel any part of the workshop should be eliminated? Please explain.
3. What needs do you have that you would like to see presented in the last workshop?
4. Additional comments:

EVALUATION FORM

Workshop #5

Listed below are the four purposes of this workshop.

We would like to know how well we have achieved these purposes.

Please circle the number that indicates how well each purpose was achieved.

PURPOSES	LOW	2	3	4	HIGH
1. to inform participants of the 15-Minutes-a-Day" reading program initiated by the Idaho State Dept. of Education.....	1	2	3	4	5
2. to encourage participants to practice the above program in their homes.....	1	2	3	4	5
3. to help participants understand how phonics aid in the development of prereading skills.	1	2	3	4	5
4. to provide participants with phonetic activities which they can share with their children.....	1	2	3	4	5

Please answer the following questions:

1. Which part of the workshop was of the most value to you?  
*The workshop informed us alot about things we should be helping our children with & the sheets will help us figure out what games we can play with them.*
2. Do you feel any part of the workshop should be eliminated?

Please explain.

3. What needs do you have that you would like to see presented in the last workshop?

4. Aditonal comments:

*I really enjoyed its nice to know teachers take the time to let the parents know.*

EVALUATION FORM

Workshop #5

Listed below are the four purposes of this workshop.

We would like to know how well we have achieved these purposes.

Please circle the number that indicates how well each purpose was achieved.

PURPOSES	LOW				HIGH
1. to inform participants of the 15-Minutes-a-Day" reading program initiated by the Idaho State Dept. of Education.....	1	2	3	4	(5)
2. to encourage participants to practice the above program in their homes.....	1	2	3	4	(5)
3. to help participants understand how phonics aid in the development of prereading skills.	1	2	3	4	(5)
4. to provide participants with phonetic activities which they can share with their children.....	1	2	3	4	(5)

Please answer the following questions:

1. Which part of the workshop was of the most value to you?  
*Showing how to work word games with my child, with colors & how to think.*
2. Do you feel any part of the workshop should be eliminated?

Please explain.

3. What needs do you have that you would like to see presented in the last workshop?

4. Additional comments:

*Easy going, and extremely informative*

Books to Share  
with  
Your Children

Please note: An image on this page was redacted due to copyright concerns.



The Mother Goose Treasury, compiled and illus. by Raymond Briggs. Coward-McCann, 1966, \$8.95. The use of color and well-spaced illustrations in this generous collection make it a treasure for any family. Familiar and lesser-known rhymes are included.

Ring o' Roses. A nursery rhyme picture book, compiled and illus. by L. Leslie Brooke. Warne, no date, \$3.95. The illustrations are large and full of humorous detail in this selective and delightful collection of Mother goose.

Book of Nursery and Mother Goose Rhymes, compiled and illus. by Marguerite de Angeli. Doubleday, 1954, \$5.95. Illustrations in soft colors and in black and white appear on every page of this bounteous collection of rhymes. Good for the entire family.

A for the Ark, written and illus. by Roger Duvoisin. Lothrop, 1952, \$3.95. Some unusual creatures are included in this amusing survey of the animals who come in A B C order to Noah's ark. Colorful illustrations.

Dancing in the Moon; Counting Rhymes, written and illus. by Fritz Eichenberg. Harcourt, 1956, \$3.25. Pictures of animal antics accompany each number from one to twenty. Delightful nonsense.

A B C Book; illus. by C.S. Falls. Doubleday, 1922, \$3.50. Handsome poster-like color prints show a bird, beast, or fish for each letter of the alphabet.

Jeanne-Marie Counts Her sheep, written and illus. by Françoise, pseud. Scribner, 1951, \$3.12. A small girl counts the number of lambs her sheep may have and plans what to buy when she sells their wool. A pleasant way to acquire the concept of numbers.

The A B C Bunny, written and illus. by Wanda Gag. Coward-McCann, 1933, \$3.95. An original alphabet book features charming rabbit drawings. Letters and pictures are large enough for the very young.

Over in the Meadow, by John Langstaff; illus. by Feodor Rojankovsky. Harcourt, 1957, \$1.50. An old counting rhyme tells of ten meadow-animal mothers who advise their young to dig, run, sing, play, hum, build, swim, wink, spin, and hop. Gay illustrations.

Lavender's Blue, compiled by Kathleen Lines; illus. by Harold Jones. Netts, 1954, \$6.95. A well-planned book contains many familiar nursery rhymes with carefully arranged, colorful pictures which encourage observation. A fine collection to grow on.

London Bridge Is Falling Down!; illus. by Peter Spier. Doubleday, 1967, \$3.95. A favorite rhyme has beautifully detailed pictures in color of old England. For all ages to enjoy again and again.

A B C, written and illus. by Celestino Fiatti. English text by

Angus and the Ducks, written and illus. by Marjorie Flack, Doubleday, 1930, \$2.95. An inquisitive Scottie dog finds adventure when he escapes his leash. First of several books about Angus.

Ask Mr. Bear, written and illus. by Marjorie Flack, Macmillan, 1932, \$2.95. A small boy tries, with the help of the farm animals to find just the right present for his mother's birthday. Danny's surprise gift is a delight to children and mothers sharing the book.

Corduroy, story and pictures by Don Freeman, Viking, 1958, \$3.50. An engaging teddy bear, unsold in a department store because one of his overall buttons is missing, has an exciting nighttime adventure and finds the home he has always wanted.

Millions of Cats, written and illus. by Wanda Gag, Coward-McCann, 1928, \$2.95. When the very old man goes out to look for a kitten, he comes home with millions and billions and trillions of cats. He and the old woman can't decide which one to keep, but the cats settle that problem in their own way.

The Snowy Day, written and illus. by Ezra Jack Keats, Viking, 1962, \$3. Footprints in the snow mark small Peter's travels during a wonderful fun-filled day outdoors. A Caldecott Medal Award. Other equally delightful stories about Peter are Whistle for Willie, Peter's Chair, and A Letter for Amy.

The Little Train, written and illus. by Lois Lenski, Black, 1960, \$2.75. Engineer Small and his shiny black engine provide just the amount of information about trains that a small boy wants to know. Among the other books are Mr. Small and Cowboy Small and Fireman Small.

Inch by Inch, written and illus. by Leo Lionni, Astor-Honor, 1960 \$3.95. An inchworm saves himself from a hungry robin by proving his usefulness as a measurer. Beautifully colored imaginative picture.

Make Way for Ducklings, written and illus. by Robert McCloskey, Viking, 1941, \$3.50. In this popular and amusing story Mrs. Mallard and her ducklings complicate Boston traffic when they move from the Charles River to a new home in the Public Gardens. A Caldecott Medal Award.

Bruno Munari's Zoo, written and illus. by Bruno Munari, World, 1963, \$3.95. A distinguished, brilliantly colored book describes the zoo animals in a witty, humorous way.

The Circus Baby, written and illus. by Naud and Micha Petersham, Macmillan, 1950, \$3.50. When a circus elephant decides her baby must learn to eat just as the clown family's baby does, the result is disastrous. Colorful pictures show the small elephant's misfortunes as he tries to do what his mother wants.

A Pocketful of Crickets, by Rebecca Caudill; illus. by Evaline Ness. Holt, 1964, \$3.50. When Jay takes his cricket with him on the first day of school, an understanding teacher accepts it as a bridge between home and school. Through its pictures and text this book captures the universal qualities of childhood.

Chanticleer and the Fox, adapted from Chaucer's *Canterbury Tales* and illus. by Barbara Cooney. Crowell, 1958, \$3.75. The Nun's Tale about the wily fox who flattered the vain cock into becoming his dinner is given authentic and lively pictures in bright colors. A beautiful book for all ages. A Caldecott Medal Award.

Andy and the Lion, written and illus. by James Dautherty. Viking, 1938, \$3. Andy, who likes to read about Lions, meets one on his way to school. After Andy pulls a thorn from the lion's paw they are friends for life. A modern picture-book version of "Androcles and the Lion"

May I Bring a Friend?, by Gertrude Schenk de Regniers; illus. by Beni Montresor. Atheneum, 1964, \$3.50. The King and Queen invite a small boy to tea and on each occasion he brings a friend, a different animal for each day of the week. A Caldecott Medal Award.

Drummer Hoff, adapted by Barbara Emberly; illus. by Ed Emberly. Prentice-Hall, 1967, \$4.25. Brightly colored woodcuts illustrate this lively cumulative nonsense rhyme in which various soldiers bring parts of the cannon by "Drummer Hoff fired it off" A Caldecott Medal Award.

The Happy Lion, by Louise Statio, illus. by Roger Duvoisin. McGraw, 1954, \$2.95. Everyone is friendly with the lion in the zoo until he escapes his cage and tries to return their visits. Rollicking tale with distinguished pictures.

Pitschi, written and illus. by Hans Fisher. Harcourt, 1953, \$4.95. A Foolish Kitten always wants to be something else, with the usual consequences. Beautiful, full-paged pictures offer many details for parent and child to look at together.

The Story about Ping, by Margorie Flack; illus. by Kurt Wiese. Viking, 1933, \$2. A little duck who lives on a wise-eyed boat on the River Yangtze, encounters numerous adventures when he tries to avoid a spanking. A favorite for many years.

Gran's Corner, written by Elizabeth Starr Hill; illus. by Nancy Grossman. Holt, 1967, \$3.95. A small boy finds there is satisfaction in having a place of his own but that his pleasure is increased by sharing it with younger brother. A story of urban life.

What do you Say, Dear?, by Sesyle Jonlin; illus. by Maurice Sendak. W.R. Scott, 1958, \$2.95. Exaggerated humor marks this question and answer book which is also an introduction to manners. The alliterations add to its fun. A companion piece to *What Do You Do, Dear?*

Frog Went A-Courtin', retold by John Langstaff; illus. by Fedor Rojankovsky. Harcourt, 1951, \$2.95. This gay, happy combination of several versions of the old ballad of the frog and the mouse is valuable as a picture book, a story book, and a singing book. A Caldecott Medal Award.

The Tomten, adapted by Astrid Lindgren from a poem by Viktor Rydberg; illus. by Harold Wiberg. Coward-McCann, 1961, \$3.75. A friendly troll watches over Swedish farm and its animals in the quiet dark winter. The illustrations are colorful but subdued and in complete keeping with the mood of the story.

Fredrick, written and illus. by Leo Lionni, Pantheon, 1967, \$3.75. In the summer, while other field mice gathered food, Fredrick gathers words and colors which he shares with his family, during the long winter days. The appealing collage illustrations are touched with bright colors.

One Morning in Maine, written and illus. by Robert McCloskey, Viking, 1952, \$3.50. This is a story of Sal, her family, and their activities on the day Sal loses her first tooth. Beautiful double-spread lithographs printed in dark blue are alive with the feeling of woods, beach, and sea. Time of Wonder, with its pastel water-color illustrations, portrays summer and early autumn activities on this Maine island.

The Little Island, by Golden MacDonald, pseud.; by Leonard Weisgard, Doubleday, 1966, \$3.75. Rhythmic prose tells about a kitten who visits a little island far out in the ocean. Richly colored illustrations show the changes in seasons and the coming of night and day on the island. A Caldecott Medal Award.

A Pair of Red Clogs, by Masako Matsuno; illus. in four colors by Kazuo Mizumura. World, 1966, \$3.50. A Japanese grandmother recounts a story from her childhood about her red clogs, the accident that befall them, and how she tried to keep her mother from knowing. Attractive illustrations.

Sam, Sam's, & Moonshine, written and illus. by Evaline Ness. Holt, 1966, \$3.95. A lonely little girl learns the difference between truth and fantasy when her cat and her friend almost meet with disaster. A Caldecott Medal Award.

The Happy Owls, written and illus. by Celestino Piatti, Atheneum, 1964, \$4.95. All the animals consult the owls to learn how they, too, can find happiness. Raidsome and striking pictures.

Song of the Swallows, written and illus. by Leo Politi, Scribner, 1949, \$3.25. A quiet story tells of two friends, the old bell ringer at Capistrano Mission Church and a young boy, as they await the return of the swallows in the spring. Soft, subdued, pastel illustrations. A Caldecott Medal Award.

Where the Wild Things Are, written and illus. by Maurice Sendak, Harper, 1963, \$3.95. Max becomes king of the wild things in this highly imaginative story which is filled with lovable grotesque characters. Both the colorful full-page illustrations and the story have great appeal to children. A Caldecott Medal Award.

One Sunday Morning, written and illus. by Uri Shulevics, Scribner, 1967, \$3.95. Throughout the week a small boy in a New York tenement makes believe that a king and his retinue come to visit. On Sunday his real surroundings and the royal world merge as he plays with a deck of cards. Imaginative illustrations.

The Fox Went Out on a Chilly Night; and old song; illus. by Peter Spier, Doubleday, 1961, \$3.50. On a moonlit night the Fox goes foraging in a New England village to find supper for his family. Colorful and detailed double-spread drawings make this old song a new delight.

The Tale of Peter Rabbit, written and illus. by Beatrix Potter, Warne, 1903, \$1.50. The immortal story of Peter Rabbit and his misadventures in Mr. McGregor's garden is still a favorite book for little children. They can soon "read" it by just looking at the pictures.

Curious George, written and illus. by Hans A. Rey, Houghton, 1941 \$3.25. Curiosity causes the capture of a little jungle monkey, continues to bring him exciting adventures on his boat trip to America and on his arrival in New York City. The first of several stories about George.

Caps for Sale, written and illus. by Esphyr Slobodkina, W.H. Scott 1947, \$2.75. While a tired pedlar sleeps, some mischievous monkeys take all the caps. The pedlar's efforts to get the caps returned delight children and make a good story to dramatize.

Rain Drop Splash, by Alvin Tresselt; illus. by Leonard Weisgard, Lothrop, 1946, \$3.50. The cadence of falling rain is caught in the brief text telling what happens on a rainy day. The reindrops "dripped from the shiny leaves, dropped from a rabbit's nose, splashed from a brown bear's tail." Full paged pictures in muted colors complement the text.

Umbrella, written and illus. by Eric Yeshina, Viking, 1958, \$3. A small girl's enjoyment of her new umbrella on dry as well as on wet days is told gently and colorfully in this story of Womo.

Madeline, written and illus. by Ludwig Bemelmans, Viking, 1939, \$3.50. In brilliant pictures and caressing rhymes Bemelmans creates the atmosphere of Paris and introduces us into a charming nonconformist. Other picture books describe further adventures of Madeline.

Pelle's New Suit, written and illus. by Elsa Beskow, Harper, 1929 \$3.25. Pelle, a Swedish farm boy, earns his new suit and follows each step in the process of its making. Memorable for its fresh colorful pictures of rural Sweden.

The Story of Babar, written and illus. by Jean de Brunhoff; translated from the French by Merle S. Haas, London, 1933, \$1.95. A young elephant leaves the jungle to live in Paris, when he returns home, he is proclaimed king of the elephants. The Childlike yet sophisticated illustrations are filled with details that will delight children. Babar's story continues in several sequels.

The Little House, written and illus. by Virginia Lee Burton, Houghton, 1942, \$3.75. Full-paged pictures show each change in the fortunes of the little house from a well-loved home in the country to a shabby, empty house in the city and back again to a respected country dwelling. A very satisfying story. A Goldsmith Medal Award.

Nike Mallogan and his Steam Shovel, written and illus. by Virginia Lee Burton, Houghton, 1939, \$3.25. Nike and his red steam shovel, Mary Anne, dig all kinds of holes until one day they dig themselves into a cellar and can't get out. For all children, especially little boys, who love machinery.

A B C, written and illus. by Bruno Munari, World, 1960, \$3.95. This is a clearly drawn and colorfully illustrated book with whimsical touches by the artist.

Celestino Piatti's Animal ABC; illus. by Celestino Piatti. English text by Jon Reid, Atheneum, 1966, \$4.50. Bold, colorful, childlike pictures and amusing couplets describe strange and familiar animals and birds.

Mother Goose and Nursery Rhymes; illus. with wood engravings by Philip Reed, Atheneum, 1963, \$4.95. Quaint, colored wood engravings enhance a carefully selected collection.

Mother Goose; Seventy-seven Verses with Pictures, by Tasha Tudor, Walek, 1944, \$3.95. Delicate pictures in pastel shades illustrate a Mother Goose with special appeal for little girls.

ABC; illus. by Brian Wildsmith, Watts, 1962, \$3.95. Stunning, colorful drawings illustrate the letters of the alphabet from apple to zebra. Each word is printed in upper and lower case.

Brian Wildsmith's Mother Goose; A collection of Nursery Rhymes, compiled and illus. by Brian Wildsmith, Watts, 1965, \$4.95. Familiar rhymes are illustrated in bold, glowing colors.

The Real Mother Goose; Special Anniversary Edition with Introduction by May Hill Arbuthnot, illus. by Blanche Fisher Wright, Rand McNally, 1944, \$3.95. Long popular with children, this has simple, uncluttered illustrations.

Cooking Carnival, by Fernie Ziner; illus. by Paul Galdone, Coward-McCann, 1962, \$2.86. Beginning with one boy, twelve children of varying races and nationalities join together for a day of fun.

Johnny Crow's Garden, written and illus. by L. Leslie Brooke, Warne, 1903, \$2.95. The irresistible humor of the drawings of the animals has made this book and its sequel favorites for over a half century.

Goodnight Moon, by Margaret Wise Brown, illus. by Clement Hurd, Harper, 1947, \$2.92. A baby rabbit says good night to a roomful of familiar objects which little children will recognize. Rhythmic text and quiet pictures make this a good bedtime book.

The Hey Diddle Diddle Picture Book; illus. by Randolph Caldecott, Warne, no date, \$4.95. Five nursery rhymes are illustrated line by line by a master artist of the nineteenth century.

Gilberto and the Wind, written and illus. by Maria Hall Ebs, Viking, 1953, \$3. With pictures in which one can almost feel the wind blowing, a small Mexican boy tells of his adventure on a windy day.

Elax with Ia, written and illus. by Maria Hall Ebs, Viking, 1955, \$2.75. Appealing drawings tell the story of a little girl who looks for and finds a playmate among the sunken creatures when she finally learns to sit quietly.

- Everett Anderson's Year, Lucille Clifton, illus. by Ann Grifalconi, Holt, 31pp. \$4.95.
- Giants, Indeed! Story and illus. by Virginia Kahl, Scribner, Unpagged 32pp. \$4.95.
- Herman the Helper, Robert Kraus, illus. by Jose Aruego and Arlene Dewey, Windmill/Dutton, 32pp. \$5.95.
- Hooray for Pig, Carla Stevens, illus. by Rainey Bennett, Seabury, 48pp \$4.95.
- Humbug Rabbit, Story and illus. by Lorna Ballian, Abingdon, Unpagged 32pp. \$4.95.
- If I Had My Way, Norma Klein, illus. by Ray Cruz, Pantheon, Unpagged 32pp. \$4.95.
- Lyle Finds His Mother, Story and illus. by Bernard Weber, Houghton, 48pp. \$5.95.
- Marie Louise and Christophe, Natalie Savage Carlson, illus. by Jose Aruego and Arlene Dewey, Scribner's Unpagged 40pp. \$5.95.
- Morris and Boris, Story and illus. by Bernard Wiseman, Dodd, 64pp. \$3.95.
- Mushroom in the Rain, Mirra Ginsburg, illus. by Jose Aruego and Arlene Dewey, Macmillan Unpagged 32pp. \$4.95
- The Mystery of the Red Mitten, Story and illus. by Steven Kellogg, Dial, 32pp. \$3.95.
- Otter in the Cave, Miska Miles, illus. by John Schoenherr, Atlantis/Little, Brown 48pp. \$5.25.
- Oliver, Robert Kraus, illus. by Jose Aruego and Arlene Dewey, Windmill/Dutton, 32pp. \$6.95.
- Paper Party, Story and illus. by Don Freeman, Viking, Unpagged, 40pp. \$6.95.
- Rebecca Hatpin, Robert Kraus, illus. by Robert Byrd, windmill/Dutton, 32pp. \$4.95.
- The Seal and The Slick, Story and illus. by Don Freeman, Viking 32 pp. \$5.95.
- Send Wendell, Genevieve Gray, illus. by Dymond Shubin, McGraw, Unpagged 32pp. \$4.95.
- She Came Bringing Me That Little Blue Girl, Eloise Greenfield, illus. by John Steptoe, Lippencott, Unpagged 32pp. \$5.95.
- The Summer Night, Charolette Zolotor, illus. by Ben Shacter, Harper, 32pp. \$4.95.
- Two Good Friends, Judy Delton, illus. by Giulio Maestro, Crown, Unpagged 32pp. \$4.50.
- Watch Out For Chicken Feet in Your Soup, Story and illus. by Tomoko de Paola, Franice-Hall, Unpagged 32pp \$4.95.
- You're the Scarsy Cat, Story and illus. by Robert Mayer, Parents' 40pp. \$4.95/

Anatole, by Sve Titus; illus. by Paul Galdone. McGraw, 1956, \$3.95. Anatole is the most contented mouse in all France. His secret for happiness is revealed in this book and its sequel.

Hide and Seek Fog, by Alvin R. Tresselt; illus. by Roger Duvoisin. Lothrop, 1965, \$3.50. The misty, otherworld atmosphere of a three-day coastal fog is successfully evoked in a unity of text and illustration.

White Snow, Bright Snow, written by Alvin R. Tresselt; illus. by Roger Duvoisin. Lothrop, 1947, \$3.50. Bold colors and descriptive text tell what happens to people in the country and in the city during an unexpected and very heavy snowstorm. A Caldecott Medal Award.

The Camel Who Took a Walk, by Jack Tworkov; illus. by Roger Duvoisin. Dutton, 1951, \$3.50. An unsuspecting camel draws nearer and nearer the tiger's ambush. Suspense grows as the monkey, the squirrel, and the bird plan what they will do at the moment when the tiger pounces. The surprise ending wakes all the creatures in the forest.

The Biggest Bear, written and illus. by Lynn Ward. Houghton, 1952, \$3.50. Johnny Orchard sets out to bring home the biggest bear skin in the whole valley, but returns with a bear cub in his arms. As his cub grows, so does Johnny's problems. The illustrations are an essential part of the story. A Caldecott Medal Award.

Mommy, Buy Me a China Doll; adapted from an Ozark children's song by Harve Zonach; illus. by Margot Zonach. Follett, 1966, \$3.35. A little girl suggests a ridiculous swapping of sleeping places in this adaptation of a humorous folk song. Bold, colorful illustrations add to the fun.

Harry the Dirty Dog, by Gene Zion; illus. by Margeret E. Graham. Harper, 1956, \$3.25. The engaging Harry buries the scrubbing brush and spends a glorious day getting dirty, but finds soap has its uses after all. Plenty of background details by the illustrator in a book full of fun.

Albert's Toothache, Barbara Williams; illus. by Kay Choras. Dutton. Unpagged 32p. \$4.95

Amy's Dinosaur. Story and illus. by Sid Hoff. Windmill. Dutton. 48pp. \$4.95.

Circus. Jack Probstsky. illus. by Arnold Lobel. Macmillan. 32pp. \$5.95.

And I mean It, Stanley. Story and illus. by Crosby Bonsall. Harper. 32pp. \$2.50.

The Compost Heap. Story and illus. by Marlow Rockwell. Doubleday. 24pp. \$4.95.

Dinosaur's Housewarming Party. Hoxes Allen. Illus. by James Marshall. Crown. Unpagged 59pp. \$5.95.

Dreams. Story and illus. by Sam Mack Keets. Macmillan. Unpagged 33pp. \$5.95.

An Elephant in My Bed. Suzanne Klien. Illus. by Sharien Pederson. Follett. 31pp. \$2.50



## WORKSHOP NO. 6

## "Developmental Patterns in Preschoolers"

- I. Introduction. 20 minutes. Workshop director.
  - A. The purposes of this workshop are:
    1. To provide participants with information on teaching their children about categories.
    2. To provide participants with information on teaching their children about comparisons.
    3. To provide participants with book titles that meet the developmental patterns of preschoolers.
  - B. Motivational and informational activities.
    1. The director discusses the developmental patterns of preschoolers. Source: Larrick (1973, p. 9-33).
    2. Director informs participants that the workshop deals with categories and comparisons. A brief explanation is presented. Source: Ervin (1979, p. 67-85).  
"Getting Categories Across to Children" and "Comparisons Aid Skill Development" from Parents Can Teach Skills, Associated Press, (1979).
- II. Small Group Activities. 60 minutes. 20 minutes each.
  - A. Make-It-and-Take-It Center. 20 minutes. Assistant. The assistant presents games and activities which provide experiences with categories and comparisons. Materials and time are provided for constructing two activities during the workshop.

Directions for the other activities are taken home.

Activities are from Lybecker and Posner (1976):

"Animal Game," p. 7-9.

"Sorting Beans," p. 13.

"Picture Cards," p. 46-48.

"How's It Different," p. 67.

"Same and Different Cards," p. 70-71.

- B. Reading and Listening Center. 20 minutes. Self-directed.

Several stories representing each of the seven developmental patterns of preschoolers are displayed. Participants preview as many selections as time allows. A bibliography of titles is provided.

- C. Prereading Task Cards. 20 minutes. Workshop director.

The director presents and discusses the following tasks which participants take home and execute with their child:

Platts (1972, p. 96-106).

The director presents poems to be shared with children. The task is for children to act out the directions or motions suggested by the poems:

"Poems to Act On," compiled by the director.

- III. Review and Evaluation. 10 minutes. Director.

- A. Review: The filmstrip "Who? Me? Teach Reading?" is shown. This film discusses the responsibility

of parents to the development of, and interest in, reading for their children. The filmstrip also offers suggestions as to things parents can do to assist their children with the reading process. This activity serves as a summary for many experiences and ideas presented to parents during the series of six workshops.

B. Bibliography display.

A Parent's Guide to Children's Reading (loan)

Bibliography of book titles that meet the developmental patterns of preschoolers from A Parent's

Guide to Children's Reading (free)

Reaching Children and Young People Through Literature (loan)

Your Child Can Read and You Can Help (loan)

Adventuring With Books (loan)

Let's Read Together (loan)

C. Evaluation of workshop

Participants complete the evaluation form.

A copy of the evaluation form for Workshop No. 6 is found on the next page.

## EVALUATION FORM

## Workshop #6

Listed below are the three purposes of this workshop. We would like to know how well we have achieved these purposes. Please circle the number that indicates how well each purpose was achieved.

PURPOSES	LOW				HIGH
1. to provide participants with information on teaching their children about categories	1	2	3	4	5
2. to provide participants with information on teaching their children about comparisons	1	2	3	4	5
3. to provide participants with book titles that meet the developmental patterns of preschoolers	1	2	3	4	5

Please answer the following questions:

1. Which part of the workshop was of the most value to you?
2. Do you feel any part of the workshop should be eliminated? Please explain.
3. Would you recommend these workshops to another parent? Tell why or why not.
4. What improvement could be made with future workshops?

## workshop #6

Listed below are the three purposes of this workshop.

We would like to know how well we have achieved these purposes.

Please circle the number that indicates how well each purpose was achieved.

PURPOSES	LOW			HIGH
1. to provide participants with information on teaching their children about categories .....	1	2	3	4 5
2. to provide participants with information on teaching their children about comparisons.....	1	2	3	4 5
3. to provide participants with book titles that meet the developmental patterns of preschoolers.....	1	2	3	4 5

Please answer the following questions:

1. Which part of the workshop was of the most value to you?

*I liked learning about the books which met my child's developmental needs. The poems were good.*

2. Do you feel any part of the workshop should be eliminated?

*No - too much to remember all at once*

3. Would you recommend these workshops to another parent? *Yes*

Tell why or why not. *Cuz we don't know these things.*

4. What improvements could be made with future workshops?

*More time to make activities*

Workshop #6

Listed below are the three purposes of this workshop.  
 We would like to know how well we have achieved these purposes.  
 Please circle the number that indicates how well each  
 purpose was achieved.

PURPOSES	LOW			HIGH
1. to provide participants with information on teaching their children about categories .....	1	2	3	4 5
2. to provide participants with information on teaching their children about compar- isons.....	1	2	3	4 5
3. to provide participants with book titles that meet the developmental patterns of preschoolers.....	1	2	3	4 5

Please answer the following questions:

1. which part of the workshop was of the most value to you?

*The last part.*

2. Do you feel any part of the workshop should be eliminated?

*No, but some should be presented at another time*

3. Would you recommend these workshops to another parent?

Tell why or why not.

*Yes.*

4. What improvements could be made with future workshops?

1. Rapid language development:

Mother Goose rhymes, of which there are many lovely editions, some of the best being

Marguerite de Angeli's Book of Nursery and Mother Goose Rhymes  
and A Pocket Full of Posies

Joan Walsh Anglund's In a Pumpkin Shell

Leslie Brooke's Ring O' Roses

House That Jack Built and Old Mother Hubbard, illustrated by Paul Galdone.

Other books include:

Krauss, Ruth A Very Special House

Rand, Ann & Paul Sparkle and Spin

2. Continuous activity, but short attention span. Enjoys naming, touching and repeating phrases:

Asbjornsen, P.C. The Three Billy Goats Gruff. Illustrated by Marcia Brown.

Eichenbery, Fritz Ape in a Cape: an alphabet of odd animals.

Ipcar, Dahlov Brown Cow Farm: a counting book.

Lenski, Lois Animals For Me

Munari, Bruno ABC and Zoö

Tall Book of Nursery Tales, illustrated by Rojankovsky

Wildsmith, Brian ABC

3. Intense interest in self. Child's name may be substituted for name of child in book.

Anglund, Joan Walsh The Brave Cowboy

Hoban, Russell Bedtime for Frances

Krauss, Ruth The Growing Story

4. Curious about his world. Enjoys stories which tell about the things around him.

Brown, Margaret Wise The Golden Egg Book and Pussy Willow

Ets, Marie Hall Gilberto and the Wind

Fisher, Aileen Where Does Everyone Go?

Goudy, Alice E. The Day We Saw the Sun Come Up

Hurd, Edith Starfish

Keats, Ezra Jack The Snowy Day

Showers, Paul The Listening Walk

Slobodkina, Esphyr The Wonderful Feast

Tresselt, Alvin Follow the Wind and I Saw the Sea Come In.

Ylla, Two Little Bears

Udry, Janice May A Tree is Nice

Zion, Gene All Falling Down

5. Enjoys imaginative play. Likes talking animals and personification of inanimate objects:  
 Burton, Virginia Lee Mike Mulligan and his Steam Shovel  
 Geisel, Theodor S. (Dr. Seuss) Horton Hatches the Egg  
 Gramatky, Hardin Little Toot  
 Piper, Watty The Little Engine that Could  
 Rey, H.A. Curious George
6. Seeks warmth and security in relationships with adults. (This is a primary need of all children from the time of birth.)  
 Anglund, Joan Walsh A Friend is Someone Who Likes You  
 Brown, Palmer Something for Christmas  
 Buckley, Helen Grandfather and I and Grandmother and I  
 Estes, Eleanor A Little Oven  
 Kuskin, Karla Which Horse is William?  
 Minarik, Else Holmelund Little Bear and Little Bear's Visit  
 Potter, Beatrix Tale of Peter Rabbit  
 Zolotow, Charlotte One Step, Two....; The Night When Mother was Away and Do You Know What I'll Do?
7. Begins to seek independence from adults. Books can help children meet new experiences comfortably:  
 Brown, Margaret Wise Wait Till the Moon is Full; The Runaway Bunny  
 Bennett, Rainey The Secret Hiding Place  
 Felt, Sue Rosa-Too-Little  
 Zolotow, Charlotte The Storm Book

Larrick, Nancy. A Parent's Guide to Children's Reading. New, Revised and Enlarged Edition. (A Giant Cardinal Edition) Pocket Books, INC. 1964. 50¢.



POEMS TO ACT ON

Please note: Text on pages 100-102 was redacted due to copyright concerns.





## BIBLIOGRAPHY FOR WORKSHOPS

### Workshop Director

- Clouse, Kenneth E. Who? Me? Teach Reading? Felton: Clouse, 1978.
- Cullinan, Bernice E. and Carolyn W. Carmichael (Eds.). Literature and Young Children. Urbana: National Council of Teachers of English, 1977.
- Ervin, Dr. Jane. Your Child Can Read and You Can Help. Garden City: Doubleday and Co., Inc., 1979.
- Forgan, Dr. Harry W. Help Your Child Learn to Read. Toronto: Pagurian Press Limited, 1975.
- Foster, Joanna and William Stoneback. The Pleasure is Mutual. New York: Connecticut Film, Inc., 1967.
- Ginn and Company. Parent Support: Teachers' In-Service Palo Alto: Ginn and Company, 1976.
- Herr, Selma E. Learning Activities for Reading. Dubuque: William C. Brown Co., 1977.
- Jackson, Jesse. A Plea for Parental Involvement. Tacoma News Tribune, September 28, 1979.
- Koppman, Patricia. Parent Involvement: One Key to a Successful Reading Program. Newsletter #4, Allyn and Bacon, 1979.
- Larrick, Nancy. Encourage Your Child to Read: A Parent's Primer. New York: Dell Publishing Co., 1980.
- Larrick, Nancy. A Parent's Guide to Children's Reading. New York: Dell Publishing Co., 1973.
- Lybecker, Jeanne and Jacki Posner. Parents Are Teachers, Too. Seattle: University of Washington, 1976.
- Miller, Wilma H. The First R: Elementary Reading Today. 2nd Edition. New York: Holt, Rinehart and Winston, 1977.
- Mueser, Ann Marie. Reading Aids Through the Grades. New York: Teachers College Press, 1975.
- Platts, Mary E. Launch. Michigan: Educational Service, Inc., 1972.

Smith, James A. Creative Teaching of Reading and Literature in the Elementary School. Boston: Allyn and Bacon, Inc., 1967.

Sparkman, Brandon and Jane Saul. Preparing Your Preschooler for Reading. New York: Schocken Books, 1978.

Tinker, Miles A. Preparing Your Child for Reading. New York: Holt, Rinehart and Winston, Inc., 1971.

Williams, De Apna. Paperbag Puppets. Belmont: Fearon, 1966.

BIBLIOGRAPHY FOR WORKSHOPS

Parents

- Anderson, Dr. Paul S. Storytelling with the Flannel Board. Minneapolis: T. S. Denison and Co., Inc., 1963.
- Arnold, Maureen. Discovering the Tacoma Area with Children. United States: Maureen F. Arnold, 1977.
- Associated Press. Parents Can Teach Skills-series of six articles; 1979.
- Avery, Marie L. and Alice Higgins. Help Your Child Learn How to Learn. Englewood Cliffs: Prentice-Hall, Inc., 1962.
- Chan, Julie M. T. Why Read Aloud to Children. An IRA Micromonograph. Newark: International Reading Association, 1974.
- Child Study Association of America. The Children's Bookshelf: A Parent's Guide to Good Books for Boys and Girls. New York: Bantam Books, 1962.
- Cianciolo, Patricia, (Ed.). Adventuring with Books. Urbana: National Council of Teachers of English, 1977.
- Committee of International Reading Association. Reaching Children and Young People Through Literature. Newark: International Reading Association, 1971.
- Davis, Glenna. Good Books Make Reading Fun for Your Child. Newark: International Reading Association, no date.
- Defranco, Ellen B. and Evelyn M. Pickarts. Parents Help Your Child to Read. New York: American Book Co., 1977.
- Duff, Annis. Bequest of Wings: A Family's Pleasures with Books. New York: The Viking Press, 1944.
- Ervin, Dr. Jane. Your Child Can Read and You Can Help. Garden City: Doubleday and Co., Inc., 1979.
- Forgan, Dr. Harry W. Help Your Child Learn to Read. Toronto: Pagurian Press Limited, 1975.
- Jackson, Jesse. A Plea for Parental Involvement. Tacoma News Tribune, September 28, 1979.

- Larrick, Nancy. Encourage Your Child to Read: A Parent's Primer. New York: Dell Publishing Co., 1980.
- Larrick, Nancy. A Parent's Guide to Children's Reading. New York: Dell Publishing, Co., 1973.
- Lorton-Baratta, Mary. Workjobs . . for Parents. Menlo Park: Addison-Wesley, 1975.
- Lybecker, Jeanne and Jacki Posner. Parents Are Teachers, Too. Seattle: University of Washington, 1976.
- Miller, Wilma H. The First R: Elementary Reading Today. 2nd Edition. New York: Holt, Rinehart and Winston, 1977.
- Mueser, Ann Marie. Reading Aids Through the Grades. New York: Teachers' College Press, 1975.
- Pitcher, Evelyn G., Miriam G. Lasher, Sylvia G. Feinburg, and Linda A. Braun. Helping Young Children Learn, 2nd Edition. Columbus: Charles E. Merrill Publishing Co., 1974.
- Platts, Mary E. Launch. Michigan: Educational Service, Inc., 1972.
- Ransbury, Molly Kayes. How Can I Encourage My Primary-Grade Child to Read?. An ERIC/CRIER+IRA Micromonograph. Newark: International Reading Association.
- Right to Read. Your Child Grows Through Discovery: A Handbook for Parents. Department of Education, State of Idaho.
- Rogers, Norma. How Can I Help My Child Get Ready to Read? An ERIC/CRIER+IRA Micromonograph. Newark: International Reading Association.
- Rogers, Norma. What Books and Records Should I Get for My Preschooler? An ERIC/CRIER+IRA Micromonograph. Newark: International Reading Association.
- Rogers, Norma. What is Reading Readiness? An ERIC/CRIER+IRA Micromonograph. Newark: International Reading Association.
- Scholastic. Reading in the Home. New York: Scholastic, no date.
- Spencer, Zane A. 150 Plus! Games and Activities for Early Childhood. Belmont: Fearon Publishers, Inc., 1976.

Tinker, Miles A. Preparing Your Child for Reading. New York: Holt, Rinehart and Winston, Inc., 1971.

Wagner, Guy, Max Hosier, Mildred Blackman, and Laura Gilloley. Educational Games and Activities. New York: MacMillan Co., 1971.



BIBLIOGRAPHY FOR WORKSHOPS

Children

- Brown, Palmer. Something for Christmas. New York: Harper and Row Publishers, 1958.
- Cameron, Polly. I Can't Said the Ant. New York: Coward, 1961.
- Emberly, Ed. Drummer Hoff. Englewood Cliffs: Prentice Hall, 1967.
- Fisher, Aileen. Listen Rabbit. New York: Crowell, 1964.
- Fisher, Aileen. Where Does Everyone Go?. New York: Crowell, 1961.
- Gag, Wanda. Millions of Cats. New York: Coward, 1928.
- Galdon, Paul. The House That Jack Built. New York: McGraw, 1961.
- Hoban, Russell. A Birthday for Francis. New York: Harper, 1968.
- Hoberman, Mary Ann. Nuts to You and Nuts to Me. New York: Knopf, 1974.
- Kent, Jack. Twelve Days of Christmas. New York: Parents, 1973.
- Kraus, Robert. Whose Mouse Are You? Riverside: Macmillan, 1970.
- Kuskin, Karla. The Rose on My Cake. New York: Harper, 1964.
- Langstaff, John. Over in the Meadow. New York: Harcourt, 1957
- McCloskey, Robert. Blueberries for Sal. New York: Viking, 1948.
- McCloskey, Robert. Make Way for Ducklings. New York: Viking, 1941.
- McCloskey, Robert. One Morning in Maine. New York: Viking, 1952.

McCord, David. Everytime I Climb a Tree. Waltham: Little, 1967.

Scholastic. The Arrow Book of Poetry. Englewood Cliffs: Scholastic Book Services, 1965.

Wilkinson, Barry. Puss N Boots. Mountain View: World Publishing, 1969.

## Chapter 5

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The project consisted of a series of six workshops designed for parents from the lower socio-economic classes. The goal of the project was to assist these parents in enriching the prereading background of their preschool and primary-grade children. A major emphasis was placed on acquainting the parents with children's literature and on the role and responsibility parents have in the development of their child's reading skills.

The workshops were presented to parents in the Clover Park School District from October, 1979 to April, 1980. One workshop per month in October, November, January, February, March and April was held at Lakeview Elementary School. Parents of preschoolers and primary-grade children were invited to attend the workshops. Parents were invited from areas designated as being of "low socio-economic status" by the school district's Title 1 directors. Invitations were sent home before each workshop.

The workshops were conducted at Lakeview Elementary School during the school day. Because the writer received a grant, funds were available to purchase books, materials and personnel services required to execute the project. The following conclusions and recommendations are based on the writer's notes taken after each session, and on the evaluations completed by participating parents.

### Conclusions

The most significant result of the project was to introduce parents to "the world of children's books." Many parents attending the sessions confessed to be non-readers when they were children and admitted to not reading or sharing books with their children. After the workshops parents reported that their children took an interest in books and reading. Parents expressed surprise and pleasure at the variety of themes presented in children's literature. They took the enthusiasm for books home to their preschool children.

During the workshops parents expressed a lack of confidence and admitted they did not know how to help their child. It was concluded from the evaluation forms completed by parents after the workshops that parents of low socioeconomic status could be taught skills for teaching their own children, and they need to have an opportunity to see how they can effectively influence their children's reading development.

### Recommendations

The following recommendations are made:

- 1) That the following options are considered because parents were not able to attend all of the workshops: a) repeat the same workshop two or three times, b) include a segment within each workshop that would inform new-comers of the content covered in previous sessions, or c) not to be concerned that

a parent did not attend all the workshops, realizing the information and activities in each workshop would independently contribute to the prereading background of children from low socio-economic homes.

2) That school librarians and the nearest public library be included in the workshops as children's books are such an important aspect of the project.

3) That further study of the workshops' content is needed since 90 minutes was not long enough to include all the information and activities planned, and that either the series of workshops include more than six sessions or there should be a deletion of one segment from each workshop. As the result of the experience of teaching the workshop, it is strongly recommended that the project be extended to eight sessions, because the content of the workshops was too important to be overlooked.

4) That research is needed to determine the results of the project. Although parents indicated they would follow up with the activities at home, the project did not determine that they did so. In homes where the prereading activities were conducted, it should be determined to what extent the project achieved its goals, and to what extent the activities and information helped the children acquire the basic skills necessary for learning to read.

5) That educators continue their search for meaningful ways to involve parents in the acquisition of prereading skills for their children. As Forgan (1975) stated: "Thousands

of research studies have revealed parents are one of the most important factors in determining whether or not children learn to read" (p. 14).

## SELECTED REFERENCES

- Abbott, Jerry L. Community Involvement--Everybody's Talking About It. National Elementary Principal, Vol. 52, No. 4, 56-59, January, 1973.
- Anderson, Dr. Paul S. Storytelling With the Flannel Board. Minneapolis: T. S. Denison and Co., Inc., 1963.
- Anselmo, Sandra. Improving Home and Preschool Influences on Early Language Development. The Reading Teacher, Vol. 32, No. 2, 139-143, November, 1978.
- Arbuthnot, May Hill. Children's Reading in the Home. Glenview: Scott Foresman and Co., 1969.
- Arnold, Maureen. Discovering the Tacoma Area with Children. United States: Maureen F. Arnold, 1977.
- Associated Press. Parents Can Teach Skills--series of six articles; 1979.
- Avery, Marie L. and Alice Higgins. Help Your Child Learn How to Learn. Englewood Cliffs: Prentice-Hall, Inc., 1962.
- Baker, Irving, Fran Durdeck, Elizabeth Rowell, and H. Schmitt. Children's Literature at Home Base. The Reading Teacher, Vol. 28, No. 8, 770-772, May, 1975.
- Behrmann, Polly. Help From Home. Grade Teacher, Vol. 89, 16-18, January, 1972.
- Benson, Josephine T. Teaching Reading to the Culturally Different Child. Readings on Reading. Scranton: International Textbook Co., 259-269, 1969.
- Binter, Alfred R., John J. Dlabal Jr., and Leonard K. Kise. Readings on Reading. Scranton: International Textbook Co., 1969.
- Bissett, Donald J. Using Children's Books in Readiness and Initial Reading Programs. Reading Bulletin. Allyn and Bacon; No. 126.
- Bloom, Benjamin S. All Our Children Learning. New York: McGraw-Hill Book Co., 1981.
- Bradley, Helen, Mary Bradley, and Jayne Gahagan. Preschool Teacher's Kit. Elgin: David C. Cook, Pub. Co., 1967.

- Breiling, Annette. Using Parents as Teaching Partners. The Reading Teacher, Vol. 30, No. 2, 187-192, November, 1976.
- Brzliniski, J. E. Beginning Reading in Denver. The Reading Teacher, Vol. 18, No. 1, 16-21, October, 1964.
- Carll, Barbara and Nancy Richard. School Readiness: One Piece of the Puzzle. New Hampshire School Readiness Project: 1965.
- Cassidy, Jack and Carol Vukelich. Survival Reading for Parents and Kids: a Parent Education Program. The Reading Teacher, Vol. 31, No. 6, 638-641, March, 1978.
- Chan, Julie M. T. Why Read Aloud to Children. An IRA Micromonograph. Newark: International Reading Association, 1974.
- Child Study Association of America. The Children's Bookshelf: a Parent's Guide to Good Books for Boys and Girls. New York: Bantam Books, 1962.
- Cianciolo, Patricia, (Ed.). Adventuring with Books. Urbana: National Council of Teachers of English, 1977.
- Clouse, Kenneth E. Who? Me? Teach Reading? Felton: Clouse, 1978.
- Cohen, Dorothy. The Effect of Literature on Vocabulary and Reading Achievement. Elementary English, Vol. 45, No. 2, 209-213, 217, February, 1968.
- Committee of International Reading Association. Reaching Children and Young People Through Literature. Newark: International Reading Association, 1971.
- Cooke, Thomas, and Tony Appoloni. Parental Involvement in the School. Education, Vol. 96, No. 2, 168-169, Winter, 1975.
- Cramer, Ronald L. Reading to Children: Why and How. The Reading Teacher, Vol. 28, No. 5, 460-463, February, 1975.
- Criscuolo, Nicholas. Parents, Active Partners in the Reading Program. Elementary English, Vol. 51, No. 6, 883-884, September, 1974.
- Criscuolo, Nicholas P. Reaching Unreachable Parents. Journal of Reading, Vol. 32, No. 4, 285-287, January, 1974.
- Croft, Doreen J. Parents and Teachers: A Resource Book for Home, School, and Community Relations. Belmont: Wadsworth Publishing Co., Inc., 1979.



- Cullinan, Bernice E. and Carolyn W. Carmichael (Eds.). Literature and Young Children. Urbana: National Council of Teachers of English, 1977.
- Davis, Glenna. Good Books Make Reading Fun for Your Child. Newark: International Reading Association, no date.
- Dechant, Emerald V. Improving the Teaching of Reading. Englewood Cliffs: Prentice Hall Inc., 1970.
- Defranco, Ellen B. and Evelyn M. Pickarts. Parents, Help Your Child to Read. New York: American Book Co., 1977.
- Della-Piana, Gabriel, Robert F. Stahmann, and John E. Allen. Parents and Reading Achievement: A Review of Research. Elementary English, Vol. 45, No. 2, 190-200, February, 1968.
- Downing, John and Derek Thackray. Reading Readiness. London: Hodder and Stoughton, Ltd. 1976.
- Duncan, Linda and Barbara Vonbehren. Pepper: A Spicy New Program. The Reading Teacher, Vol. 28, No. 2, 180-183, November, 1974.
- Duff, Annis. Bequest of Wings: A Family's Pleasures with Books. New York: The Viking Press, 1944.
- Durkin, Delores. Children Who Learned to Read at Home. Elementary School Journal, Vol. 62, No. 1, 15-18, October, 1961.
- Durkin, Delores. Children Who Read Before Grade 1: a Second Study. Elementary School Journal, Vol. 64, No. 3, 143-148, December, 1963.
- Engelhardt, Elizabeth. A Prereading Program. The Reading Teacher, Vol. 23, No. 6, 535-538, March, 1970.
- Ervin, Dr. Jane. Your Child Can Read and You Can Help. Garden City: Doubleday and Co., Inc., 1979.
- Esworthy, Helen F. Parents Attend Reading Clinics, Too. The Reading Teacher, Vol. 32, No. 7, 831-834, April, 1979.
- Flood, James E. Parental Styles in Reading Episodes with Young Children. The Reading Teacher, Vol. 30, No. 8, 864-867, May, 1977.
- Forgan, Dr. Harry W. Help Your Child Learn to Read. Toronto: Pagurian Press Limited, 1975.

- Foster, Joanna and William Stoneback. The Pleasure is Mutual. New York: Connecticut Film, Inc., 1967.
- Foulks, Patricia. How Early Should Language Development and Prereading Experiences Be Started? Elementary English, Vol. 42, No. 2, 310-315, February, 1974.
- Fox, S. E. Assisting Children's Language Development. The Reading Teacher, Vol. 29, No. 7, 666-670, April, 1976.
- Freshour, F. W. Beginning Reading: Parents Can Help. The Reading Teacher, Vol. 25, No. 6, 513-516, March, 1972.
- Frost, Joe L. Revisiting Early Childhood Education. New York: Holt, Rinehart and Winston, Inc., 1973.
- Ginn and Company. Parent Support: Teachers' In-Service Program. Palo Alto: Ginn and Company, 1976.
- Glazer, Susan Mandel. Getting Ready to Read: Creating Readers from Birth Through Six. Englewood Cliffs: Prentice Hall, Inc., 1980.
- Gordon, Ira J. Reaching the Young Child Through Parent Education. Childhood Education, Vol. 46, No. 5, 247-253, February, 1970.
- Gould, Toni S. Home Guide to Early Reading. Dallas: Offset Paperback Manufacturers, 1978.
- Granowsky, Alvin, Frances R. Middleton, and Janice Hall Mumford. Parents as Partners in Education. The Reading Teacher, Vol. 32, No. 7, 826-830, April, 1979.
- Harris, Theodore L. A Dictionary of Reading and Related Terms. Newark: International Reading Association, 1981.
- Heilman, Arthur. Principles and Practices of Teaching Reading. Columbus: Charles Merrill Publishing Co., 1972.
- Herr, Selma E. Learning Activities for Reading. Dubuque: William C. Brown Co., 1977.
- Hillerich, Robret L. Reading Fundamentals for Preschool and Primary Children. Columbus: Charles E. Merrill Publishing Co., 1977.
- Hoskisson, Kenneth. Should Parents Teach Their Children to Read?. Elementary English, Vol. 42, No. 2, 295-299, February, 1974.
- Hoskisson, Kenneth, T. M. Sherman, and Linda L. Smith. Assisted Reading and Parent Involvement. Reading Teacher, Vol. 27, No. 7, 710-715, April, 1974.

- Hunt, Abby Campbell. The World of Books for Children. New York: Sovereign Books, 1979.
- Jackson, Jesse. A Plea for Parental Involvement. Tacoma News Tribune, September 28, 1979.
- Jackson, Ruth. Building Reading Skills and Self-Concepts. The Reading Teacher, Vol. 25, No. 8, 754-758, May, 1972.
- King, Ethel M. Prereading Programs: Direct Versus Incidental Teaching. The Reading Teacher, Vol. 31, No. 5, 504-510, February, 1978.
- Koppman, Patricia. Parent Involvement: One Key to a Successful Reading Program. Newsletter #4, Allyn and Bacon, 1979.
- Larrick, Nancy. Encourage Your Child to Read: A Parent's Primer. New York: Dell Publishing Co., 1980.
- Larrick, Nancy. A Parent's Guide to Children's Reading. New York: Dell Publishing Co., 1973.
- Lewis, Juanita, Lucille Harrison, William Durr, and Paul McKee. Getting Ready to Read. Boston: Houghton Mifflin Co., 1979.
- Lorton-Baratta, Mary. Workjobs for Parents. Menlo Park: Addison-Wesley, 1975.
- Lybecker, Jeanne and Jacki Posner. Parents Are Teachers, Too. Seattle: University of Washington, 1976.
- Mackay, David and Joseph Simo. Help Your Child to Read and Write, and More. Great Britain: Penguin Books, 1976.
- Miller, Wilma H. An Examination of Children's Daily Schedules in Three Social Classes and their Relation to First-Grade Reading Achievement. California Journal of Educational Research, Vol. 21, No. 3, 100-110, May, 1970.
- Miller, Wilma H. A Final Report on a Longitudinal Study of Certain Home Environmental Factors and Children's Primary Grade Reading Achievement. California Journal of Educational Research, Vol. 26, No. 3, 130-136, May, 1975.
- Miller, Wilma H. The First R: Elementary Reading Today, 2nd Edition. New York: Holt, Rinehart and Winston Co. 1977.

- Miller, Wilma H. Home Prereading Experiences and First-Grade Reading Achievement. The Reading Teacher, Vol. 22, No. 7, 641-645, April, 1969.
- Monahan, Robert. Free and Inexpensive Materials for Preschool and Early Childhood. Belmont: Fearon Publishers, Inc., 1977.
- Monroe, Marion. Necessary Preschool Experiences for Comprehending Reading. New Directions in Reading. New York: Bantam Books, 9-19, 1967.
- Moore, Raymond S. and Dorothy N. School Can Wait. Provo: Brigham Young University Press, 1979.
- Mueser, Ann Marie. Reading Aids Through the Grades. New York: Teachers' College Press, 1975.
- Napoli, Joseph. Environmental Factors and Reading Ability. The Reading Teacher, Vol. 21, No. 6, 552-557, 607, March, 1968.
- Ornstein, Allan. Who Are the Disadvantaged? Young Children, 264-271, May, 1971.
- Paradis, Edward and Joseph Peterson. Readiness Training Implications from Research. The Reading Teacher, Vol. 28, No. 5, 445-448, February, 1975.
- Pine, Mary A. Self-Concept in Formal Education, Reading Achievement in Grade One. The Reading Teacher, Vol. 31, No. 4, 412-417, January, 1978.
- Pikulski, John J. Parents Can Aid Reading Growth. Elementary English, Vol. 51, N. 6, 896-897, September, 1974.
- Pitcher, Evelyn G., Miriam G. Lasher, Sylvia G. Feinburg, and Linda A. Braun. Helping Young Children Learn, 2nd Edition. Columbus: Charles E. Merrill Publishing Co., 1974.
- Platts, Mary E. Launch. Michigan: Educational Service, Inc., 1972.
- Plessas, Gus P. and Clifton R. Oakes. Prereading Experiences of Selected Early Readers. The Reading Teacher, Vol. 17, No. 4, 241-245, January, 1964.
- Quisenberry, Nancy L., Candace Blakemore, and Claudia A. Warren. Involving Parents in Reading: An Annotated Bibliography. The Reading Teacher, Vol. 31, No. 1, 34-39, October, 1977.

- Ransbury, Molly Kayes. How Can I Encourage My Primary-Grade Child to Read?. An ERIC/CRIER+IRA Micromonograph. Newark: International Reading Association.
- Right to Read. Your Child Grows Through Discovery: a Handbook for Parents. Department of Education, State of Idaho.
- Rogers, Norma. How Can I Help My Child Get Ready To Read? An ERIC/CRIER+IRA Micromonograph. Newark: International Reading Association.
- Rogers, Norma. What Books and Records Should I Get for My Preschooler? An ERIC/CRIER+IRA Micromonograph. Newark: International Reading Association.
- Rogers, Norma. What is Reading Readiness? An ERIC/CRIER+IRA Micromonograph. Newark: International Reading Association.
- Rossmann, Jean F. Remedial Readers: Did Parents Read to Them at Home? Journal of Reading, Vol. 17, No. 8, 615-622, May, 1974.
- Rupley, William H. Reading Readiness Research: Implications for Instructional Practices. The Reading Teacher, Vol. 30, No. 4, 450-452, January, 1977.
- Russell, David H. Children Learn to Read. Palo Alto: Ginn and Company, 1961.
- Scholastic. Reading in the Home. New York: Scholastic, no date.
- Sheldon, W. D. and L. Carillo. Relation of Parents, Home and Certain Developmental Characteristics to Children's Reading Ability. Elementary School Journal, Vol. 52, No. 5, 262-270, January, 1952.
- Smethurst, Wood. Teaching Young Children to Read at Home. New York: McGraw-Hill Book Co., 1975.
- Smith, Carl B. (Ed.). Parents and Reading. Newark: International Reading Association, 1971.
- Smith, James A. Creative Teaching of Reading and Literature in the Elementary School. Boston: Allyn and Bacon, Inc., 1967.
- Sparkman, Brandon and Jane Saul. Preparing Your Preschooler for Reading. New York: Schocken Books, 1978.
- Spencer, Zane A. 150 Plus! Games and Activities for Early Childhood. Belmont: Fearon Publishers, Inc., 1976.

- Spodek, Bernard. Early Childhood Education. Englewood Cliffs: Prentice-Hall, Inc., 1973.
- Staiger, Ralph and David H. Sohn (Eds.). New Directions in Reading. New York: Bantam Books, 1967.
- Stanchfield, Jo M. The Development of Prereading Skills. Elementary School Journal, Vol. 71, No. 8, 438-447, May, 1971.
- Sutton, Marjorie Hunt. Readiness for Reading at the Kindergarten Level. The Reading Teacher, Vol. 17, No. 4, 234-239, January, 1964.
- Swift, Marshall S., Mary Uelli, Tracy Warner, and Dale Klein. Preschool Books and Mother-Child Communication. The Reading Teacher, Vol. 25, No. 3, 236-238, December, 1973.
- Swift, Marshall S. Training Poverty Mothers in Communication Skills. The Reading Teacher, Vol. 23, No. 4, 360-367, January, 1970.
- Thomas, Dominic. Oral Language of Culturally Disadvantaged Kindergarten Children. New Directions in Reading, Bantam Books, 193-197, 1967.
- Tinker, Miles A. Preparing Your Child for Reading. New York: Holt, Rinehart and Winston, Inc., 1971.
- Todd, Vivian Edmiston and Helen Hefferman. The Years Before School, Guiding Preschool Children. London: The MacMillan Co., 1970.
- Truby, Dr. Roy. Parents in Reading: Administrators Guide. Portland: Northwest Regional Educational Laboratory, 1979.
- Truby, Dr. Roy. Parents in Reading: Parents Booklet. Portland: Northwest Regional Educational Laboratory, 1979.
- Wagner, Guy, Max Hosier, Mildred Blackman, and Laura Gilloley. Educational Games and Activities. New York: MacMillan Co., 1971.
- Wallach, Michael A. and Lise. Teaching All Children to Read. Chicago: University of Chicago Press, 1976.
- Warner, Silas L. and Edward Rosenberg. Your Child Learns Naturally. New York: Cornerstone Library, 1976.
- Ward, Evangeline. A Child's First Reading Teacher: His Parents. The Reading Teacher, Vol. 23, No. 8, 756-760, May, 1970.

Wardhaugh, Ronald. Theories of Language Acquisition in Relation to Beginning Reading Instruction. Reading Research Quarterly, Vol. 7, No. 1, 168-194, Fall, 1971.

Weiser, Margaret. Parental Responsibility in the Teaching of Reading. Young Childhood, Vol. 19, 225-230, May, 1974.