CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

THE DEVELOPMENT OF TWO INSTRUCTIONAL UNITS 
FOR USE IN AN INDIVIDUALIZED READING PROGRAM

A project submitted in partial satisfaction 
of the requirements for the degree of 
Master of Arts in 
Elementary Education with Specialization 
in Reading Improvement 

by 

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The thesis of Zita F. Gluskin is approved:

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DEDICATION

This project is dedicated to my mother, Pearl Feder Ostrowsky, with love and admiration.
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ABSTRACT

THE DEVELOPMENT OF TWO INSTRUCTIONAL UNITS FOR USE IN AN INDIVIDUALIZED READING PROGRAM

by

Zita Feder Gluskin

Master of Arts in Elementary Education With Specialization in Reading Improvement

May, 1975

The purpose of this project was to show how a classroom teacher could make use of the school or community library in devising an instructional unit for use in an individualized reading program.

Review of the literature was undertaken to determine what reading materials are recommended for use in individualized reading programs. Criteria in regard to literary standards and content had to be determined to provide a basis for classification of books. With this end in view, the literature in the field was examined to determine the subject areas of high interest to children ranging in ages from five to eight.

On the basis of findings, two topics were selected, each to serve as the core for an instructional unit: (1) Books About Dogs, and (2) Books About Friendship. Criteria were established and fifteen books were selected
for each unit. Suggestions for use in the classroom along with a list of guidelines for teachers were developed.

The learning principles involved in this program include the development of abilities to select a book, use the library, keep records, participate in discussions, and improve reading skills. This project was designed, therefore, as a practical approach to the organization of an individualized reading program and as a tool for reading enrichment in the primary grades.
CHAPTER 1

NATURE OF THE PROBLEM

Background of the Study

Individualized reading programs have gained increased acceptance in the United States and have proved to be effective tools in developing reading skills. By bringing into creative use the classroom library, currently a neglected resource, such programs involve the pupils in the choice of books they read, thereby instilling in them the need to define their own tastes and preferences. In the process, seeds of literary discrimination consistent with their age and reading levels are sown.

The feasibility of instituting such a program in the schools, however, depends on the nature and extent of the existing facilities, and particularly the availability of books in the classroom that are especially suited to the pupils' reading levels. While it is true that the major publishers have issued sets of readers for use in individualized reading programs, few are geared to the primary grades. Then, too, to be truly "individualized," such a program requires that the teacher hold periodic conferences with each of his or her pupils concerning the books they are reading. Sebesta (1969) and Sipay (1972), in independent
studies, were concerned about the teacher's knowledge of reading materials. For the discussions to be fruitful, the teacher's familiarity with the content of the books in the classroom library is desirable.

Therefore, the instructional units developed in this study may be useful to classroom teachers in the organization of an individualized reading program.

Purpose of the Project

In many elementary schools and communities, there is a children's library of several thousand books. With the assistance of the classroom teacher, this valuable resource can, with little difficulty and no additional expense to the school or district, be incorporated into a reading program suited to the individual needs of the children. Books already available can be reviewed and arranged into instructional units geared to the reading and interest levels of pupils in the primary grades. Such units, integrated into an individualized reading program, can guide beginning readers in their choice of books appropriate to their levels.

The purpose of this project, therefore, is to show how a classroom teacher can make use of her school or community library in devising an instructional unit for an individualized reading program.
Procedures of the Project

- Criteria in regard to literary standards and content had to be determined to provide a basis for classification of the books. With this end in view, the literature in the field was examined to determine the subject areas of high interest to children ranging in ages from five to eight. On the basis of findings, the following two topics were selected, each to serve as the core for an instructional unit: (1) Books About Dogs, and (2) Books About Friendship.

Following the selection of these topics, a survey of approximately one hundred children's books was undertaken, and fifteen titles were selected in each category. The criteria were applied to each selection and are included together with synopses of the books.

This project also contains a set of discussion questions for pupil-teacher conferences, as suggested by Veatch (1966). In addition, samples of primary level report forms with a list of suggested activities designed to stimulate further interest in reading are included.

Finally, there is a set of guidelines for teachers in outline form with suggestions as to how the unit may be modified or expanded.

Limitations of the Project

(1) Subjects of the units:

For purposes of this project, two subjects were
developed into reading instructional units: Dogs and Friendship. Needless to say, other subjects can be chosen, subject to the same criteria.

(2) Grade and age group of the readers:

With respect to interest and reading levels, these units were developed with children in the primary levels in mind: Kindergarten, first and second grades (five to eight year olds.)
CHAPTER 2

REVIEW OF THE RELATED LITERATURE

The review of the literature is divided into the following topics: (1) Reading Materials in Individualized Reading Programs, (2) Criteria for Selecting Reading Topics, and (3) Criteria for Selecting Books.

Reading Materials in Individualized Reading Programs

Reading programs have expanded greatly to meet the needs of our changing society (Huck, 1967). No longer is one basic text per grade level adequate to challenge the reading abilities of all children. Some seven or eight publishing houses have offered "packaged library sets" consisting, in some cases, of the publisher's own materials exclusively. These sets may be distributed through book clubs, and in some instances, may consist of mere excerpts for children to sample.

Some proponents of individualized reading, such as Veatch (1959), propose that teachers use a variety of reading matter: juveniles (fiction and nonfiction), magazines, newspapers, and readers, to afford each child the opportunity to select his own material and to proceed at his own pace. It is suggested that the child, left alone, will select books of an appropriate level that will satisfy his
It is difficult to describe an individualized reading program in any great detail. Chall (1967) notes because the materials used in the programs vary considerably. Some teachers make no use of basal readers, relying instead on trade books to a considerable extent. Others claim to follow individualized reading programs by giving daily basal-reading instruction in groups, with the children sometimes reading self-selected books or other materials.

Bond and Wagner (1966) urge that the teacher in an individualized reading program replenish the classroom library with books from school and public libraries. They suggest further that these materials could be the major source of reading matter. According to Frazier (1961), mastering our most valued reading skills or abilities depends more upon wide reading than what can be gained by a series of textbooks.

A cautionary note is issued by LePere (1967) to the effect that adults may at times become overly concerned with the mechanics of reading and tend to lose sight of the satisfactions that reading brings. She finds that in some classrooms a profusion of instructional materials to be "covered" makes it difficult for the teacher to set aside enough time for the children to read.
grapple with these materials, the library books collect dust.

Many teachers, LePere also states, are convinced that reading and literature programs in the elementary schools should be interwoven. Beginning readers need help in discovering that the skills of reading can be applied to many printed materials other than the basal reader. The teacher's primary concern, she asserts, should be the task of helping children broaden their reading. Whatever the method, the teacher's job should be to find creative ways of using the vast array of literary materials in the instructional reading program. The individual approach is thus designed to guide children, beginning with their earliest experiences in reading, to be selective in their choice of materials. While the school's central library may provide the main source of books, teachers who are successful with such programs find that short-term loans from public libraries offer valuable added resources.

A realistic framework for a literature curriculum, Cullinan (1971) states, is a planned program in which the main objective is the enjoyment of literature through the development of sensitivity to literary elements and content. The child becomes a critic of his own literature when he exhibits successful experiences in the making of wise choices for his independent reading.
Criteria for Selecting Reading Topics

Studies were reviewed regarding the topics that interest young children.

Anderson et al (1972) state that primary children like animal stories, humor, fairy tales, adventure stories, how-to-do-it books, and nature stories. The pattern of reading interests appears to be similar for bright and slow children of the same age level. However, children do not have a natural proclivity for discovering books unassisted.

The results of a study by Lawson (1972) show that the topics of primary interest to elementary children are animals and friends. In an informal study by a group of researchers headed by Lauritzen (1974), animals are found to be the most favored subject to both boys and girls in all age groups. Seven year old boys favor humor and illustrations. The topic of dogs, too, is a favorite one for this age group.

There appears to be an underlying similarity in children's interests in reading materials, according to Bamman (1973). Those in kindergarten and first grade enjoy stories of children like themselves who have similar problems with playmates, pets and toys. They like stories with repetitive phrases. Also, young children seem to develop a decided inclination to read a story as they look at the illustrations.
King (1969) states that the story content of special interest to primary grade children concern everyday activities; in particular, animal stories, fairy tales, nature stories, humorous tales, comics, and how-to-do-it books. She maintains that children prefer the narrative prose form, particularly stories that are well plotted with action and humor. Furthermore, realism in illustrations tend to be a more important factor than color.

A survey of six hundred and twenty eight children to determine their reading interests was done by Mackintosh (1957). With respect to children of the primary age, her findings show a preference for stories dealing with real, rather than talking, animals. In the first three grades there is a strong interest in family relationships, and beginning in the primary grades, children express an interest in science.

Admitting that his data is insufficient, Busch (1972), nevertheless, believes that reading content is of crucial significance in the process of learning to read. Interest and relevance are important content variables.

Wundheiler (1966) urges the author of children's literature to concentrate on conflicts indigenous to the child's world. She believes the work of such authors affords the best insight into human nature and is a powerful tool for the betterment of life and growth. Schultheis (1970) points to the necessity for teachers to become
acquainted with children's books so as to categorize them for easy access in accordance with problems and needs. Literature, Bernard (1961) says, when read and appreciated by elementary school pupils, contributes to their mental health by helping pupils to understand and to improve their social relationships.

Daniels (1973) describes a conference on children's books held October, 1967, as a means of promoting international understanding. It was organized by the Danish UNESCO School near Copenhagen. The participants concluded that good children's fiction can be used educationally to good effect. These resolutions have lent international prestige to the concept of fiction as an instrument in the development of cultural awareness and brotherhood.

In discussing the role of pupil's interest in the choice of books, Tinker (1962) emphasizes strong motivation as an important factor. There is ample evidence, from research and classroom experience, to show that children achieve greater progress when they read about things of special interest to them.

Criteria for Selecting Books

Cullinan (1971) observes that adults, in their selecting and interpreting of books with children, will recognize the hallmarks of good writing in the evaluation of theme, character, plot and setting; that no component is to be considered in isolation. The suggestion is made that the
quality of integration of these elements provides the proper basis for the appraisal of books for children.

Criteria for children's literature are established by Arbuthnot (1957:25) based on a general criteria for literature. "It is through well-drawn individuals that children gain new insight into their own personal problems and their everwidening relationships with other people." She also includes illustrations as a criterion, maintaining that pictures should interpret the story, correlate precisely with the text, be bright in color, and filled with details.

Tinker (1962) lists the following considerations for teachers in selecting books for a reading program.

1. Nature of interest;
2. Appeal;
3. Literary quality;
4. Subject matter;
5. Level of difficulty -- appropriateness of vocabulary;
6. Typography: size of type, margins;
7. Illustrations: suitability;
8. Instructional values: reading objectives.

It is suggested by Huck (1961) that the author bear in mind what children do not like:

1. Too much description;
2. First person narrative;
3. Difficult time concepts, including the use of flashbacks;
(4) Unnatural or complicated conversation.

Frank (1969) discusses literary qualities in children's books and concludes that a literary work contains pace, depth and style, with well constructed sentences, language pleasing to the ear, and evocative words skillfully used. The events depicted in the more memorable children's books, Lanes (1971) notes, occur outside any specified or identifiable time or place.

Concern for color, line, shape, texture and composition in children's illustrations are reviewed by MacCann and Richard (1973). They assert that children delight in skillful and playful manipulations of color, line, shape, and pattern with emphasis on the interdependence and association of all parts of a picture book -- the illustrations, text, and overall design.

In a lasting work of fantasy, Cameron (1962) states, the writer can evoke the true aura of childhood through the recreation of the emotional state he experienced as a child. The author thereby creates an inner logic for his story, drawing a boundary outside which his fantasy may not wander.

There is concern as to the quality, quantity and readability of reading materials that are selected by teachers for classroom use. Sipay (1972) believes that the effectiveness of any individualized reading program is influenced by the amount and type of reading materials available to the children. The competent teacher, Troup (1961)
recommends, must make an effort to examine and evaluate the material provided for independent or individualized reading.

Sebesta states,

The teacher is the intermediary, the middleman, between author and child reader. The teacher dare not depend upon childhood memories of beloved books or a quick scan of lists and stacks of current fare. He must be a teacher who reads children's books, presently and actively. (1969:244)

In an individualized reading program, Lazar (1963:184) finds, the teacher must provide an adequate supply of materials with a wide range in readability, interest, and theme. "Reading with its provision for self-selection," she states, "is not a 'Laissez-faire' matter. The teacher must guide the children in making selections appropriate to readability and interest."

A careful appraisal of the basic needs of children, Betts (1946) maintains, should result in the selection of worthwhile books appealing to a wide range of reading levels and interests.

The literature shows a general awareness on the part of researchers that children's books should reflect the problems and concerns of their lives. Books help the child to realize that others face problems similar to his own (Huck, 1961).
Summary

Individualized reading programs are found to vary according to the quality of reading materials available. The use of basal readers in conjunction with classroom libraries can offer a variety of usable reading matter.

Beginning readers, ages five to eight, are interested primarily in subject matter embracing animals, adventure, humor, and friends. While these concerns are most assuredly to be taken into account when determining criteria, the research shows that, in general, criteria for the selection of children's reading materials are no different from those applied to adult literature. Considerations of theme, characters, plot, setting and illustrations are likewise important in the selection of the best in children's books.

Finally, investigators in the field concerned with literary appreciation advocate the introduction into the reading program of more library books, and urge teachers to find new, more creative approaches in their use of literary materials.
CHAPTER 3

ORGANIZATION OF THE PROGRAM

The following considerations were made in selecting the topics and materials:

(1) **Subject and content:**

An important consideration entering into the choice of Dogs and Friendship as the basic topics for this project was the difference in kind between the two: Dogs as a subject can lend itself to factual, objective treatment, whereas the subject of Friendship lifts the discussion to another, more abstract plane, where matters of value, human affection, and behavior arise. And both appear frequently as subjects for fiction as well.

(2) **Illustrations:**

With regard to illustrations, a primary concern was the extent to which they contributed to a child's comprehension and enjoyment in his reading of the text. Do they appeal, through color and clarity of line, to a child's vivid imagination? Do they appeal to his sense of beauty and proportion?

(3) **Format and general appearance:**

Books for young children, particularly picture books, sometimes appear in either the large or small
format, and are designed especially to attract the child's attention (King, 1969). This, plus such additional matters as typography, quantity and density of text, as well as integration of the illustrations with the story, were likewise taken into account.

(4) Quality of writing:
Arbuthnot (1957) and Cullinan (1971) agree that the skills belonging to the author of children's books are the same as those suggested for authors generally. Such adult considerations of theme, plot, style, and characterization apply no less importantly to the evaluation of books for children. This view underlies the appraisal of books for this project.

(5) Reading level:
The books surveyed for the purposes of this project are those intended for the five to eight year age group. The Spache Readability Formula (1953) was used to verify the reading level of the books.

(6) Problem to which the children can relate:
To develop discussion skills, a book had to stimulate the kind of questions that could get children involved. This applied particularly to the main characters of a story, be they animals or people, fictional or otherwise.
Suggested Guidelines for Teachers

1. Use of the instructional program

   A. It can be used any time during the school year
      (1) As the reading instructional program
      (2) At the end of a level of instruction
      (3) In addition to another ongoing reading program.

   B. A suggested sequence to begin the program:
      (1) Acquire the library books that are listed in the bibliography of a unit; no less than two books for each child in the group.
      (2) Place the books in a special place in the classroom or in a box that is labeled with the title of the program.
      (3) Introduce all the books in the unit at one time.
      (4) Set whatever standards are necessary for individual conferences, group discussions, work areas, and responsibilities for reading the books.
      (5) Have the children make folders for written language activities.
      (6) Select the discussion questions that are applicable to the student's understanding, which will be used in individual conferences and group discussions.
(7) Assign those activities that are appropriate for
the students in the group as the unit progresses.

II. Modification of the program:
The number of books read, the discussion questions
asked, and the activities assigned, can be adjusted
to the needs of different groups of children within
each class.

III. Expansion of the program:
A. More books can be added to the bibliography of
each instructional program.
B. New discussion questions and activities can be added.
C. Additional programs can be developed, using the
established criteria.
D. Additional programs can be developed using a
modification of the criteria established for this project.

The Instructional Units
Following the guidelines as described in Chapter 1,
the topics that met the criteria were selected for the
two instructional programs. These were "Books About Dogs"
and "Books About Friendship."

Each instructional program consists of the following components:
(1) A list of suggested discussion questions;
(2) A list of suggested activities;
(3) A report form;

(4) A synopsis of each book selected;

(5) The application of criteria;

(6) A bibliography of the books selected for the program.

The four areas of the discussion questions are those proposed by Veatch (1966). The list of activities and the report form are in response to suggestions made by a team of primary teachers at Erwin Street Elementary School in Van Nuys, California.
INSTRUCTIONAL UNIT
"BOOKS ABOUT DOGS"
Discussion Questions - Books About Dogs

I. Area of Factual Thinking

1. Tell about the dog in the story -- his name, how he looks, his breed.
2. Where does the dog live?
3. Who are the other characters in the story?
4. What did you learn about dogs from this book?

II. Area of Critical Thinking

1. What kind of characteristics did the dog have?
2. Do you think the story could have happened? Why or why not?
3. What might have happened before the story began? After the story was over?

III. Area of Personal Involvement

1. Which character in the story would you like for a friend, or a pet?
2. How did the book make you feel?
3. Show the pictures in the book that you liked best.
4. What would you tell your friends about this book?

IV. Area of Mechanical Skills

1. What words gave you trouble? Why?
2. What new words did you learn in this book?
3. What part of the book do you want to read aloud?
Suggested Activities - Books About Dogs

I. Art Activities

1. Make a painting (or series of pictures) of one of the dogs in a book.
2. Bring pictures of dogs that are in newspapers and magazines, and make a collage.
3. Make a mural about dogs. It may include all the dogs you have read about in the unit.
4. Make puppets (paper bag, or stick) of a dog in one of the books.

II. Reading Activities

1. Bring in other library books (fiction or nonfiction) about dogs.
2. Read a book, or a section of it, into the tape recorder.
3. Bring in news stories you find in newspapers or magazines about a dog. Put them on the bulletin board.

III. Written Activities

1. Write a brief report about the book, using perhaps the form in the unit.
2. Write a book telling about your dog or a friend's dog.
3. Keep a list of all the books you have read about dogs.
IV. Oral Language Activities

1. Record a story about a dog on a tape recorder to share with classmates.

2. Report about your own dog.
   a. Bring in a photograph of your dog or someone else's dog.
   b. Find out the age, weight, height, breed, and color of this dog. Record this information and share it with the group.

3. Dictate a story to the teacher about a dog.

V. Drama Activities

1. Act like one of the characters in a book you have read. See if the other children in the group can guess which character it is.

2. Act out the story of one of the books using the paper bag or stick puppets you have made (see #4, Art Activities.)
A report form - Books About Dogs

BOOKS ABOUT DOGS

TITLE - __________________________

AUTHOR - _______________________

THE DOG IS CALLED________________

THE BEST PART IS_________________
1. Bemelmans, Ludwig. MADELINE'S RESCUE.


   **Synopsis.** Madeline, who lives in a French boarding school with eleven other girls, is rescued from drowning one day by a stray dog. The children take the dog back to school and name her Genevieve. When the school trustees come for a visit, they send the dog away because no dogs are allowed in the school. All the children are upset, and they look all over Paris for Genevieve. When the dog comes back to school, she gives birth to eleven puppies. Now each little girl has a dog of her own.

   **Application of Criteria.** The story has good suspense and humour. It is simple, with one line of narration on each page. The illustrations are in full color or black, white and yellow and depict authentic scenes of Paris. The story is in large picture-book format. Reading level: 1.6.
2. Bethell, Joan. *HOW TO CARE FOR YOUR DOG.*

*Synopsis.* This book explains to children just what the title implies -- how to care for a dog. It is divided into twelve chapters, which cover information on such topics as what to do with your puppy the first day you bring him home, what to feed your dog, how to keep him clean, and how to teach him tricks.

*Application of Criteria.* This is an informative book that can be used to introduce beginning research lessons. Children may read selected chapters which are written with clarity and simplicity. The occasional illustrations are line drawings that enhance the text. Reading level: 2.6.
3. Brenner, Barbara. THE FIVE PENNIES.  


Synopsis. Nick has five pennies in his pocket. He tells his mother he is going out to buy an animal. On the way he spends all the pennies -- on cherries, nails to build a dog house, and meat scraps for the animal he is going to buy. Then he realizes he has no money left to buy an animal. But "something" smells the scraps and follows him home. It is a hungry, stray dog. Nicky keeps him and is happy again.

Application of Criteria. The story is simple and well paced. It has a city setting and good concepts for discussion, i.e., decisions the boy had to make, the need to plan ahead, adding and spending money. The illustrations are full color with many details. The characters have believable personalities. An illustration on each page follows the text. Reading level: 1.5.
4. Cole, Joanna. *MY PUPPY IS BORN.*

   New Jersey: Scholastic Reader, 1971

   **Synopsis.** With a series of photographs, the author shows the birth of a litter of puppies as well as the first eight weeks of their lives. There is a large picture and two or three lines of text on each page. Each photograph shows clearly what the narrative is explaining.

   **Application of Criteria.** The photographs, combined with the short sentences, are informative regarding the subject of this book -- the birth of a dog and its early development. It can be used as a resource book for a research lesson at a primary level. Reading level: 1.8.
5. Cretan, Gladys Yessayan. LOBO AND BREWSTER.


Synopsis. Lobo, the dog, finds his place in the family threatened when a new pet kitten arrives. He feels left out as the children seem to pay more attention to Brewster, the new cat. One day Brewster gets lost and Lobo finds him trapped in a drawer. Then the two animals become friends and play together.

Application of Criteria. This is a realistic depiction of what it is like bringing another animal into a home. The children are believable, and the dog's feelings are described without humanizing them. The illustrations are soft gray line drawings, with an occasional use of pink or blue wash for accents. It is a small-book format.

Reading level: 1.3.
6. Flack, Marjorie. *ANGUS AND THE DUCKS*


   **Synopsis.** Angus is a dog from Scotland who is very curious. One day the door of the house is left open, and he goes out exploring. He meets two ducks, whom he frightens by barking at them; they in turn frighten him by hissing. He runs back home and hides under the couch.

   **Application of Criteria.** The story is well-paced, told in simple one-line text under double-paged pictures. The drawings are large and clear, in black and white and color. The pictures are realistically rendered and explain the story. Reading level: 1.5.
7. Goldreich, Gloria and Esther. WHAT CAN SHE BE?
A VETERINARIAN.

Synopsis. This is a true story of Dr. Penny, a veterinarian. The text and pictures explain how an animal doctor (veterinarian) works. Most of the situations are concerned with dogs. The book explains how a dog is cared for when he is ill or following an accident. It shows a woman in the professional role of the veterinarian.

Application of Criteria. This book gives a definitive description of the job of veterinarian. Most of the situations are related to dogs who live in the city. Many of the photographs, which are used to illustrate the text, are detailed close-ups. Reading level: 2.4.
8. Hoff, Syd. **LENGTHY.**


**Synopsis.** Lengthy is a very long dog, longer than any other dog. He is able to do such unique things as watch his house, or let the old lady use his body for a clothes line. But when she wants to knit him a sweater, he runs away because he knows he is so long that she will have to use up all her money for yarn. The plot reaches a climax when he decides to come home, and trips some bank robbers (because of his length). He is given a reward, which he gives to the old lady. She then makes him the sweater.

**Application of Criteria.** This is a humorous fantasy. The physical characteristics of the main characters are unreal. All the other characters and settings are realistic. The story is told in simple, one-line text. The drawings are done in cartoon style, with the main character, a dachshund, exaggerated in his physical characteristics. Reading level: 1.8.
9. Keats, Ezra Jack and Cherr, Pat. MY DOG IS LOST.

   Synopsis. Juanito, a little Puerto Rican boy who can
   speak only Spanish, has lost his dog. With the use of a
   sign, his friends on the street help him find the dog, who
   is safe with a mounted policeman.

   Application of Criteria. This simple plot points up
   the problems a person can have when he does not know the
   native language of a country. Some Spanish words are
   introduced in the text in very large type, with a glossary
   given at the end of the book. The drawings are black and
   white, with the use of bright color accents. Children of
   multi-ethnic origins are drawn. Reading level: 1.4.
10. Nodset, Joan L. GO AWAY DOG.


**Synopsis.** A little boy encounters a dog and keeps telling the dog: "Go away. I don't like dogs." The dog manages to get the boy to play with him. Finally, the boy realizes that he does like the dog and takes him home with him.

**Application of Criteria.** The story is written in simple short sentences for the beginning reader. The plot suggests problem-solving questions. It is in small-book format with black, white and red illustrations. The variety of action shown in the pictures describes the simple text of each page. Reading level: 1.3.
11. Skorpen, Liesel Moak. ALL THE LASSIES.


Synopsis. Peter wants a dog, but his mother keeps giving him small animals such as a fish, a bird and a kitten instead. He calls them all Lassie, and expects them to perform as a dog does. Eventually Peter's mother consents and buys him the biggest dog in the pet shop that makes friends with all the other "Lassies."

Application of Criteria. This is a humorous, believable story that is written in a well-paced style. Each illustration is full-paged; the text inserted in the corner. The drawings are rendered clear using the colors blue, gold, green, and white. Reading level: 1.8.
12. Sutton, Felix. THE BIG BOOK OF DOGS.

New York: Grosset and Dunlop, 1952.

Synopsis. This resource book about dogs lists them in categories: sporting dogs, hunting dogs, working dogs, terriers and toy dogs. The history and function of each kind of dog is given. In addition, there are drawings and descriptions of each well-known breed.

Application of Criteria. The pictures and information are clear and can be helpful in identification and classification of dogs. It is in a big-book format, with full color illustrations that attempt to show an accurate picture of each dog described. Reading level: 4.5.
13. Taylor, Sydney. *THE DOG WHO CAME TO DINNER.*


**Synopsis.** In order to get acquainted, Mr. and Mrs. Brown invite their new neighbors, Mr. and Mrs. Lane, for dinner. The guests come into the house with a big dog. The dog is playful and misbehaves, but no one reprimands him. When the Browns and the Lanes realize the dog does not belong to either family but had just wandered into the house accidentally, they all laugh and relax. Finally, after the dog has his dinner, he goes home.

**Application of Criteria.** This story has good plot with a humorous surprise ending. The full-color illustrations depict the families in the story as city dwellers of different races. Although the faces of the people seem stereotyped, the drawing of the dog is memorable. The book is written in a controlled beginning-to-read vocabulary and includes a word list at the end. Reading level: 1.9.
14. Thayer, Jane. THE PUPPY WHO WANTED A BOY.


Synopsis. Petey is a dog who wants a boy for Christmas. He wanders through the city, meeting many different kinds of dogs and asking them if he can have their boy. They all say no. He wanders to an Orphan Home and there he meets a lonely boy, who wants him. The boy brings him inside the orphanage, and there 50 boys pet him.

Application of Criteria. This is a fast-moving, humorous story with interesting repetitions. As the plot develops, many breeds of dogs are shown. The illustrations are clear. Reading level: 2.5.
15. Zion, Gene. HARRY BY THE SEA.


Synopsis. Harry, a dog, who is at the seashore with the family that owns him, cannot find an umbrella to hide under for shade. He walks near the water and gets splashed by a large wave. He gets covered with seaweed and frightens everyone on the beach who believes he is a monster. Harry spends the whole day looking for his family, but only frightens everyone away. Finally, when he sees the children he knows, he jumps for joy, and the seaweed falls off his body. Everyone is relieved that he is a dog.

Application of Criteria. This story has suspense, humor, and a good climax. There are a few lines of text on each page. It is in a large-book format with full-page illustrations in black, white, green and orange. The pictures enhance the text. Reading level: 1.8.
BIBLIOGRAPHY - BOOKS ABOUT DOGS

INSTRUCTIONAL UNIT

"BOOKS ABOUT FRIENDSHIP"
Discussion Questions - Books About Friendship

I. Area of Factual Thinking
   1. Where does the story take place?
   2. Who are the friends in the story?
   3. What problems do they have?
   4. How do they solve it?
   5. Who are the other characters in the story?

II. Area of Critical Thinking
   1. Do you think this story could have happened?
      Tell why or why not.
   2. What might have happened before the story began?
      After the story was over?

III. Area of Personal Involvement
   1. What would you do if you were (name of character) in (title of book)?
   2. Which character in the story would you like as a friend?
   3. How did the book make you feel?
   4. Show the pictures in the book that you liked best.
   5. What would you tell your friends about this book?

IV. Area of Mechanical Skills
   1. What words gave you trouble?
   2. What new words did you learn in this book?
   3. What part of the book do you want to read aloud?
Suggested Activities - Books About Friendship

I. Art Activities
1. Make a painting of the main characters.
2. Make a painting of your own friends.
3. Make a mural showing the activities you like to do with your friends.
4. Make puppets (stick puppets, paper bag puppets, or stocking puppets) of the characters.

II. Reading Activities
1. Bring in other library books about friendship.
2. Read one of the books or a section of it to a friend or into a tape recorder.

III. Written Language Activities
1. Write a report about a book read. (See the suggested form).
2. Write a story or a book about your best friends.
3. Make a list of what you like to do with your friends.
4. Keep a list of all the books you read about friendship.

IV. Oral Language Activities
1. Tell about your friends (record on a tape recorder).
2. Dictate a story to the teacher about your friends.
V. Drama Activities

1. Act like one of the characters in the book. See if the other children in the group can guess who it is.

2. Act out one of the stories using the puppets you made.
Report Form - Books About Friendship

BOOKS ABOUT FRIENDSHIP

TITLE ____________________________________________

Author _________________________________________

In this story ___________ and ___________

__________________ are friends. They like to

________________________________________

The best part is __________________________________
1. Anglund, Joan Walsh. A FRIEND IS SOMEONE WHO LIKES YOU.
   Synopsis. This miniature book shows small children in the world around them. Who can be their friend? A dog, a boy, a tree, the wind -- things in their own environment that make them feel good.
   Application of Criteria. There is very little text, with one or two short sentences or phrases on each page. The detailed line drawings are highly stylized, showing small children playing. Reading level: 1.4.
2. Anglund, Joan Walsh. COWBOY AND HIS FRIEND.


Synopsis. A boy in this story is never lonely because he always has his friend with him. As explained by the illustrations, the friend is his imaginary bear.

Application of Criteria. The simple text is suitable for beginning readers. The illustrations are black and white line drawings, and explain the story. Reading level: 1.2.
3. Beim, Lorraine and Jerrold. TWO IS A TEAM.


**Synopsis.** Ted and Paul are friends. They decide to build a scooter together but they quarrel a great deal, and each ends up making one by himself. When they ride them, they are careless and they break things. Finally, their scooters fall apart. They get together again, build a new wagon, and rebuild their friendship too.

**Application of Criteria.** This story has a well-paced plot with emphasis on the concepts of friendship and working together. The book uses large size type. The pictures are black and white drawings, and they indicate the boys are of different racial background, although it is not mentioned in the text. Reading level: 2.2.
4. Bonsall, Crosby. AND I MEAN IT STANLEY.

   **Synopsis.** A child is collecting junk and is piling it up. During this time, she is talking to Stanley, whom the reader never sees in the illustrations. She tells Stanley that she does not want him to see what she is making. When Stanley comes through a hole in the fence and licks the little girl, the reader sees from the illustrations that he is a dog.

   **Application of Criteria.** There is a development of suspense in this story which leads to a surprise ending. The narrative has a childlike quality. The detailed line drawings of a homely looking girl in a playcorner in the yard or alley of a city have little color. Reading level: 1.5.
5. Brown, Myra Berry. FIRST NIGHT AWAY FROM HOME.

New York: Franklin Watts, Inc. 1960

Synopsis. Stevie packs all his toys into a suitcase and goes down the block to sleep at his friend's house. On the way he meets his other friends who tell him what it is like to sleep away from home. When he goes to bed, he can't fall asleep. Then his brother brings over his teddy bear, and he is able to sleep.

Application of Criteria. This realistic story explores the anxieties children have when they are away from their own home. The concepts can stimulate good discussions. The realistic illustrations are black and white line drawings, with orange used occasionally. Reading level: 1.8.
6. Carlson, Natalie Savage. MARIE LOUISE AND CHRISTOPHE.


Synopsis. Marie Louise is a mongoose; Christophe is a green snake who likes to play tricks on her. One of his tricks leads them into a terrible quarrel. When they are put into a cage together to entertain the townspeople, they realize they want to be friends more than anything.

Application of Criteria. There is simple plot development with a friendship theme. The text has many repetitions. The illustrations in this book, which has a large-book format, are full page or several small drawings on each page. The drawings of the main character have warmth and humour. Reading level: 2.6.
7. Cohen, Miriam. WILL I HAVE A FRIEND?


Synopsis. This is Jim's first day in kindergarten. He plays all day, but is worried that he does not have a friend to share things with. Finally, at the end of the day, he makes a friend. The story gives the sequence of activities that take place in a preschool or kindergarten classroom.

Application of Criteria. The simple narrative aimed for the beginning reader, shows the activities that children are familiar with in school and explores their feelings and anxieties when they first enter. The illustrations are realistic, using a range of colors. The classroom in the story is depicted as a cheerful, happy place.

Reading level: 1.5.
8. de Reghiers, Beatrice Schenk. MAY I BRING A FRIEND?

   Synopsis. A boy is invited to have tea with the King and Queen. When he requests, "May I bring a friend?" they tell him that any friend of his is welcome. Thereafter, he brings a different large animal to tea each time he comes. When the boy's friends want the King and Queen to visit them, they all have tea at the City Zoo.

   Application of Criteria. This is a humorous, fanciful story. Its text has repetitions, and the plot has suspense. The illustrations are full-page drawings, using accurate proportions and brilliant colors. Reading level: 1.7.
9. Hutchins, Pat. TOM AND SAM.


Synopsis. Sam and Tom are friends who live next door to each other. They each try to build something special that is admired by the people in the town. They stop being such good friends because they try to outdo each other. Finally, when they each try to steal something that belongs to the other, they make up and become friends again.

Application of Criteria. This story attempts to describe how to solve the problem of jealousy in a friendship. The illustrations are bright and clear and supply many of the details for this story. Reading level: 2.3.
10. Lund, Doris Herold. YOU OUGHT TO SEE HERBERT'S HOUSE


   Synopsis. Herbert has a vivid imagination. While playing over at his friend's house, he boasts that his house is a castle with a moat, inhabited by many wild animals, and always set up for a party. When his friend, Roger, wants to come over and play, Herbert begins to worry. He tells his mother about his exaggerated stories, and she helps him set up his house to approximate some of his imaginative descriptions.

   Application of Criteria. The concept of how a child can exaggerate to impress a friend or enhance his own self-image is explored in this book. The illustrations, which are essential for the explanation of the story, are pastel drawings with people rendered realistically in contrast to Herbert's imaginary house. Reading level: 3.2.
11. Marshall, James, GEORGE AND MARTHA.


   Synopsis. As the table of contents indicates, this book has five stories about two great friends, George and Martha. Each of the stories is a problem-solving situation about the two main characters who are hippos, and how they continue to remain friends.

   Application of Criteria. This is a humorous book and children can identify with the events. The illustrations, which are full-page, show the hippos with human qualities. Reading level: 2.2.
12. Stevens, Carla  **HOORAY FOR PIG.**

   New York: Seabury Press, 1974

   **Synopsis.** Pig's friends are all going swimming, and he feels left out because he cannot swim. His friend, Otter, shows him how and encourages him in much the same way a young child is taught to swim.

   **Application of Criteria.** The short sentences and the line drawings explain with clarity the emotional impact of being afraid and overcoming it. The story can stimulate discussion about these feelings. Reading level: 1.7.
13. Wright, Dare. THE LONELY DOLL.


**Synopsis.** The black and white photographs, showing a beautiful girl doll posed in life-like situations, helps tell the story of Edith, the lonely doll. When two teddy bears come to play with her, they all have fun together.

**Application of Criteria.** The photographs of this large book enhance the fantasy of dolls and teddy bears playing together. The problem of loneliness is one that children can relate to and discuss. Reading level: 1.8.
14. Zolotow, Charlotte. THE HATING BOOK.


Synopsis. The main character, a girl, says she hates her friend. She explains, in first per-
son, that her friend is ignoring her whenever she can. The girl's mother tells her to ask her friend
why. When she finally does, the girls realize they have had a misunderstanding and are good friends
again.

Application of Criteria. This problem-solving story about a friendship takes place indoors during
a winter season. The illustrations are line draw-
ings with a wash of red, yellow and pink. They help to clarify the story. Reading level: 1.6.
15. Zolotow, Charlotte. MY FRIEND JOHN.


Synopsis. This story is a description of a friendship between two young boys. It explains all the things they know about each other that are important. It tells what they like, what they are afraid of, and the secret things they know about each other.

Application of Criteria. This small book explores the feelings of children who are friends. The line drawings are realistic and show the feelings of the main characters. Reading level: 1.4.
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CHAPTER 4

IMPLICATIONS OF THE STUDY

Implications for Pupils: Learning Principles Involved

(1) **Learning to choose a book:**

The criteria used in this project may be helpful to teachers interested in enlarging the reading qualities that give the book value as the unit is introduced. This, in turn, will help the children develop their own criteria when they have a larger selection to choose from.

(2) **Introducing the library:**

The use of these books can serve as a good introduction to the use of the school or community library. In this way, children may be encouraged to go to the library to pursue a subject of particular interest.

(3) **Learning to keep records:**

Use of the program may develop in the student a sense of responsibility. He learns to keep records of the books he has read and to write brief reports in accordance with a simplified form kept in his folder. Some of the activities and forms suggested in this program may be catalytic in developing self-evaluative records, also.
(4) **Developing discussion skills:**

Discussions with the children are held individually or in groups. The questions suggested in the unit can be of help to children in developing skills in literary evaluation as well as thinking since a variety of questions were used, emphasizing factual thinking, critical thinking and personal involvement. These questions also bring to the discussion such matters as problem solving and values, with the books in the unit serving to stimulate the exchange of ideas.

(5) **Improving reading skills:**

Children who experience success in this kind of a program will be motivated to read more. As Bamman et al noted, "In early primary reading instruction there should be much free individual reading of simple materials of high interest because true fluency comes only as the children read abundantly." (1973).

**Implications for Teachers**

(1) **Improving the quality of an individualized reading program:**

In an individualized reading program, the child will be able to choose a book of interest at his reading level while the teacher, having read the books (or synopses), will be able to conduct discussions at all levels of comprehension. Robinson states: "No estimates can be
made of the number of pupils who might begin to read if teachers . . . adapted methods and materials to abilities and interests." (1969).

(2) **Enriching the reading program:**

These units can cover a range of interests and reading levels broad enough to serve as an addition to the basal reading series and as an enrichment program for beginning readers and other readers in the ensuing grades.

**Summary**

There is a need for good books in the classroom to enhance the individualized reading program. A good source of books in such a program is the library in the school or community. To assist teachers in the effective use of books of interest to primary children, two units of instruction were developed for the primary grades: (1) "Books About Dogs" and (2) "Books About Friendship." Criteria were developed for the selection of the topics and the books. The learning principles involved in this program include the development of abilities to select a book, use the library, keep records, participate in discussions, and improve reading skills. This project is designed, therefore, as a practical approach to the organization of an individualized reading program and as a tool for reading enrichment in the primary grades.
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