AN ORIENTATION FOR TEACHER AIDES

by

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Chapter I

The Problem and Definition of Terms Used

The schools need help and parents want to give help. But many of them are unwilling because they are not qualified. It is the purpose of this project to investigate the ways which parents may be able to help in the educational process of their children and then acquaint parents with the school's needs so they can aid the schools by giving service.

The Problem

Statement of the problem. It is the purpose of this project to (1) review the literature related to parent education and parent participation in the local elementary school; (2) establish a working criteria for training parents as aids; and (3) set-up an orientation program in the Tulsa Street Elementary School area to acquaint parents with good technique in helping a child learn to read.

Importance of the Study. Through association with existing parent groups the writer began to see a need on the part of today's parents to keep up with changes occurring in his child's school; these changes reflect a basic change in curriculum for the elementary school child and in the organization and administration of the school.

People today are talking a lot about children. There are hundreds of new books yearly that tell parents how to raise their children. Some say talk with your children, some say play together, some say tell them the answer, the list could go on. Parents are interested in knowing what is right educationally for their children and want to help in as
many ways as they can, but they need to learn how they can be helpful. The day of not involving the parent in school is gone.

The schools need help and parents want to give help. It is the intent of this project to investigate ways to involve parents more with their children in the educational process.
Definition of Terms Used

In-Service Education. Harris (1969), says that in-service education is designated as that time when trainees are in effect being trained. The emphasis of in-service is the extension and the enrichment of the classroom teacher and or teacher aide.

Teacher Aide. Teacher aide means different things. Perkins (1966), says a teacher aide is a person who assists the classroom teacher with routine procedures and under her direction performs special assignments. The teacher aide is used to designate the person who performs functions that are primarily non-clerical. Other names which teacher aides might be referred to are: paraprofessionals, volunteers, teacher's helpers, or sub-professionals.

Teachers Role. The Committee of Teacher Education (1964), says there are six roles of the teacher in promoting pupil growth: (1) director of learning, (2) counselor and guidance worker, (3) mediator of the culture, (4) link with the community, (5) member of the school staff and (6) member of the profession. This project defines the teacher as a director of learning. The director of learning guides activities. To be an expert director of learning a teacher must achieve: (1) understanding of how pupils learn and direct effective learning activities, (2) understanding of the individual pupil, demonstrated by ability to meet individual needs and develop individual talents and (3) the ability to appraise the effectiveness of activities in achieving desired outcomes.
Graded Self-Contained Classroom. In the self-contained classroom the entire class is regulated by the teacher. All subjects are taught by the teacher. Children are usually grouped by age and subject matter is taught on a hierarchical scale becoming more difficult as the children grow older. Most classrooms in the Los Angeles City School District are set up on this basis.

Role-playing. Harris (1969), calls role-playing a spontaneous dramatization involving one or more persons assuming designated roles in relation to a specified problem in a given situation. The drama is structured by the problem and the situation, but is un rehearsed and not preplanned. The objective is to encourage the fullest possible assumption of roles by the players so that they "act" and "feel" as they might in a real situation.

Summary

The continued growth in numbers of teacher aides employed in schools and the growth and development of parent advisory groups attests to the worth of this venture by schools to develop programs which will involve parents in the education process. The future may find teacher aides as indispensable in schools as are nurses aides in hospitals. Shank (1970), believes this trend will develop as a substantial program in the two-year colleges.

The groundwork has been laid for Chapter II which reviews the current literature and further explains what studies point out, there is a need for volunteer help in the local school.
Chapter II

Review of the Literature

Much has been written in regard to the use of teacher aides in the schools; most of this summary will deal with a review of those writings. The chapter has five main parts: (1) The history of the teacher aide program, dealing with some early experimental programs, (2) How the teacher aide can be used in general, (3) How the teacher aide can be used in reading, (4) How to establish a teacher aide program at the local school level, and (5) Some working school models.

The History of the Teacher Aide Program. Teacher's assistants were utilized in the American school systems before 1820, but the modern context of teacher aides (the first organized effort) is traced to the days of the Work Project Administration (WPA). Hill (1953), says the Bay City, Michigan experiment of 1953, in response to overcrowded classrooms, is recognized as the first formal beginning of teacher aides in the classrooms. Brotherson (1971), showed that in 1966, N.E.A. conducted a survey which indicated the use of 80,000 aides in the United States; the 1970 figure is 200,000 according to the Center for Urban Education, with a predicted figure of 1½ million by 1977.

Hill (1958), points out that the Bay City program began with 12 housewives and other non-degreed women employed to do tasks which did not require professional training. By 1956, the number had grown to 40, and the tasks had expanded. Between 1955 and 1957, the Fairfield, Connecticut Elementary School System participated in an experimental
study of the utilization of aides which resulted in the Yale-Fairfield Study, and concentrated its efforts on the impact of aides in the overcrowded classrooms.

Hill (1958), says the early Yale-Fairfield Study supported the thesis that the use of aides permitted teachers to have more time to devote to the professional aspects of their jobs which resulted in great job satisfaction for the teachers.

The Bank Street College of Education (1967), indicated there was an additional value to aides in the classroom, particularly in the area of disadvantaged children. The aide from the immediate community was able to communicate in a non-threatening and familiar way, and also served to interpret behavior unfamiliar to the teacher.

Bank Street (1967), based its study on 15 programs, representing urban, small-city and rural areas, including the Far West, the Middle West, the South, the Central Atlantic Region and New England, concluded multiple benefits were possible in all school situations, regardless of the composition of the school population and of the socio-economic background of the aides. Some of the benefits were:

1. For the pupil, it provided more individual attention by concerned adults, more mobility in the classroom, and more opportunity for innovation.

2. For the teacher, it rendered his role more productive in terms of pupil outcome, and more manageable in terms of teaching conditions.

3. For the other professionals, it increased the scope and effectiveness of their activities.
4. For the aide, it provided meaningful employment which contributes to her own development and to the needs of the society.

5. For the school administrator, it provided some solution—not necessarily the solution—to his dilemma of meeting increasing needs for school services, coupled with the shortage of professionals to meet these needs.

6. For family life, it gave aides, many of whom are now or may someday be parents, the opportunity to learn child development principles in a real situation.

7. For the community at large, it provided a means through which unemployed and educationally disadvantaged persons may enter the mainstream of productivity.

Today, aides are utilized from pre-school level through the community college level and from one end of the country to the other.

How Teacher Aides Can Be Used. Brotherson (1971), says what the teacher aide does will vary from school to school and from classroom to classroom. It will depend on the needs of the community, the school and the pupils as well as on the creativity of the teacher or school using the aides within the context of the school policy and the state law.

Frequently a distinction is made between non-instructional aides and instructional aides, the difference being whether or not the aide has direct contact with children. The non-instructional aide may perform clerical, housekeeping, or technical tasks. The instructional aide, in addition to working with children, under the supervision of a classroom
teacher, may also have duties which are clerical or housekeeping. The aide may be assigned to one teacher or shared by several.

Brotherson (1971), has compiled the following, based on logs kept by over 50 aides in a one year training period which included five months of on-the-job assignments. The emphasis here is on tasks done by aides within categories of a general nature.

Clerical tasks may include:
- Typing reports, tests, seatwork, book lists and other teaching material.
- Operating duplicating machines.
- Sorting and filing.
- Collecting book, milk, activity and other fees.
- Keeping attendance and other records.
- Grading and recording objective tests.
- Correcting papers.
- Arranging for field trips by contacting bus companies, making reservations, preparing and recording permission slips.
- Handling routine interruptions in the classroom.
- Taking and making routine phone calls.
- Arranging for appointments between parent and teacher.
- Helping with student registration activities.
- Making out requisition forms.
- Filling out report cards from the teacher's grade book.
- Inventorying materials and filling out forms.
- Keeping files of children's work.
- Preparing transfers.

Housekeeping tasks may include:
- Mixing paints and preparing various kinds of clay.
- Helping children clean up after art activities, lunch or snack.
- Putting out play equipment and putting it away.
- Setting up for lunch.
- Preparing and putting away science equipment.
- Distributing supplies and books to the students and collecting completed work.
- Organizing supplies in the classroom and replenishing them when needed.
- Checking for good ventilation, lighting and seating arrangements.
- Cleaning the chalkboard.
- Putting lessons on the chalkboard.
- Maintaining bulletin boards and room decorations.
- Giving first aid for minor cuts, injuries and so forth.
Technical tasks may include:
- Setting up and operating filmstrip, film, overhead and opaque projectors.
- Making transparencies.
- Laminating visual teaching aids.
- Preparing materials and mounting them on bulletin boards.
- Making posters and other visual aids such as graphs, maps, and so forth.
- Operating tape recorders, record players and video-tapes.
- Checking out and returning films, tapes, records and science kits.
- Preparing classroom displays: art work, decorations for the holidays, science table.
- Collecting pictures and other materials for class work.

Monitorial tasks may include:
- Supervising loading and unloading of buses.
- Accompanying children on buses to and from school.
- Supervising lunch periods.
- Monitoring tests.
- Assisting in the supervision of classroom parties, field trips and book fairs.
- Supervising assemblies.

Direct instructional support tasks may include:
- Circulating in the classroom to see if children are completing their work, and giving help where needed.
- Giving spelling tests.
- Listening to children read individually.
- Reading to children.
- Working on a specific skill area with individual children in all subject areas.
- Assisting the teacher during art projects.
- Helping children study for tests.
- Listening to and checking individual self-tests in individualized programmed reading.
- Helping children who have been absent make up missed work.
- Giving make-up tests.
- Assisting in school plays, musicals and such.
- Assisting in role-playing or socio-drama activities.
- Providing emotional support and close supervision for the teacher having behavior problems in the classroom.
- Interpreting behavior and non-verbal communication to the teacher who may not be familiar with the community.
- Taking over the class when an emergency requires the teacher to leave the room.
- Translating for the teacher and child in bi-lingual communities.
- Supervising small group activities for special projects or research.
- Giving or repeating teacher-prepared instructions.
- Reinforcing a lesson presented by the teacher in a small group situation with different kinds of activities.
- Listening to children tell stories.
- Helping children look up information.
Hill (1958), discovered after preliminary study of the Bay City, Michigan schools, that teachers were spending between 21 and 69 percent of their time on non-teaching tasks. The school system hired teacher aides to perform some chores that do not require professional training. One teacher aide compiled the following list of her activities:

1. Took roll and reported attendance to the principal's office.
2. Helped in physical education period.
4. Collected, recorded and accounted for fund collections.
5. Assembled, prepared, distributed and replaced surplus material.
6. Checked papers, recorded grades, returned papers.
7. Rearranged desks to group reading levels.
8. Made arithmetic cards of tagboard.
9. Made list of library books in room.
12. Operated record player for class work.
13. Did general housekeeping tasks.
14. Changed room decorations.
15. Supervised relief time and recess periods.
16. Helped substitute teacher plan day's work.
17. Helped with drill for poor spelling pupils.
18. Mounted pictures for room display.
19. Labeled materials and filed them.
20. Dictated trial test in spelling.
21. Copied materials and filed them.
22. Gave first aid to pupils who became ill; telephoned parents.
23. Helped recent absentees with lessons to be made up.
24. Operated ditto machine.
25. Operated movie projector.
27. Helped pupils organize committees for unit study.
28. Played piano for gym class.
29. Helped with polio program.
30. Took care of ceramics kiln.

In the school district of University City, Missouri, Bair (1964), noted that they employed both clerical aides and teacher aides who work with children. The aides, who were assigned to teaching teams, sit in with the team of teachers when plans are being made. At that time the plans are made for what the aide will do. Such tasks as these are assigned to the aides:
1. Work with the movie projector, filmstrip projector, or tape recorders with small groups of children.
2. Develop materials under the teacher's direction.
3. Supervise small study groups, testing situations, or children's individual projects.
4. Help children who have been absent with make-up work.
5. Help children with skill work or remedial work.
6. Collect resources such as maps, magazine articles, or library books for children to use.
7. Help a group of children develop a bulletin board.
8. Work with pupil committees.
9. Supervise children who are writing a school newspaper.
10. Continue an art lesson that has been begun by the teacher.
11. Help in large group situation as a second person to assist with the mechanics of calling the roll, answering messages, or taking care of fringe discipline activities in the auditorium.
12. Accompany a teacher on a field trip with a large group of children.
13. Take a group of children to the playground for a break.

How The Teacher Aide Can Be Used In Reading. The aide is not expected to have remedial reading skill or to be an expert in subject matter. Shank (1970) says the teacher aide is not expected to teach the way a highly professional teacher does. Her job is to work toward helping the child to become a successful and happy reader. She does this by encouraging the child to read; by giving him her full attention when he is reading (and never conversing with others); by letting him know that she enjoys reading; by helping him to group the words into meaningful phrases; by helping him to increase his speed in reading as soon as he is ready; and by being patient always. The most successful aides use encouragement freely, look for something to praise, and are never sarcastic.

A questionnaire was circulated to all teachers at Tulsa Street School to determine the needs of the teachers in regards to teacher aides. Most of the teachers were responsive, some even enthusiastic toward the idea of getting volunteer help. Below is a list of specific operations the teachers at Tulsa Street School would like the teacher aides to perform:
1. Prepare instructional materials
   a. make tapes
   b. make learning games
   c. duplicate independent reading activities
   d. make puppets

2. Assist children as tutors or in small groups
   a. tutor children in skills
   b. listen to children read individually
   c. work with small groups in role playing activities or in research

3. Keep records
   a. correct and record tests
   b. keeping attendance and other records
   c. keeping files of children's work

4. Work in the library
   a. assist with library management
   b. expand the library program and hours
   c. provide a read-aloud time in the library

In an oral interview with Mrs. Kent, a children's librarian for the Los Angeles Public Libraries, it was discovered that they use library aides quite extensively. Mrs. Kent said that without the library aide program at the libraries many of the services of the library would be greatly reduced. The primary functions of the library aides are clerical but there is opportunity for some contact with the children according to Mrs. Kent. The librarian aides on some occasions take small groups of children on tours of the library or read a motivating story to them, but most of their work is clerical.

Kent (1972), says the duties of the librarian aide are:

Handling circulation routines—checking cards and renewing and checking out books.

Follow up overdue and lost materials.

Typing, sending notices, opening mail and filing.

Assisting students in locating material.
Helping to set up audio-visual equipment for individual listening or viewing.

Processing new books including typing cards and card pockets.

Assisting with inventory at the end of the year.

Checking shelves and making sure books are kept neatly in order.

Making bibliographies on teachers' requests and putting books on reserve for them.

How To Establish A Teacher Aide Program At The Local School. Just as volunteer programs differ, so will the methods used to recruit workers. It is necessary to tailor the recruiting techniques to the situation in the individual school.

When setting out to recruit teacher aides, look for men and women (young, mature or retired) who love children and who are flexible, friendly and reliable. Wright (1969), advises the recruiter to look for persons of varying abilities, skills and talents who are interested in serving the school.

Robb (1969), points out that most communities have a reservoir of people, mainly mothers, grandmothers and retired persons with backgrounds and skills that the school can use. Positions as aides to teachers appeal to married women who have home and family responsibilities, whose children are usually school age and who realize that they have time to go back to work but do not want a regular, full-time job.

If the school communications system is functioning says Perkins (1966), you will have no trouble reaching potential aides. For the actual
recruiting, announce that the school is seeking aides for teachers at meetings of the P.T.A. or other groups interested in the schools, send announcements home with the children, and use local news media and word of mouth.

Example: When University City, Missouri set out to expand its teacher aide program by hiring teacher aides to work with teaching teams, the project was announced on a televised session of the Board of Education, followed by articles in the local newspaper. The school received inquiries from 300 persons, 76 of those inquiring applied for teacher aide positions, and seven aides to be employed for the following year were selected by principals and teachers on the basis of their college background and experience in working with children.

When potential aides indicate an interest, Brotherson (1971), says the school should have an application blank to give or send the applicant. Appendix I reproduces the one used in Norwalk, Connecticut to recruit teacher aides. Perkins (1965), explains, to expedite screening, furnish the applicant with a letter describing for them the qualifications needed, nature of the position and the like. Then, applicants who are not qualified or are not sincerely interested may screen themselves out.

Perkins (1965), says that when selecting teacher aides, certain items are requisites for all candidates. The following list was compiled from a study of the requirements of various schools using teacher aides:

1. Good moral character.
2. Evidence of good physical and mental health.
3. Good grooming.
4. Good English usage.
5. Pleasing personality.
6. Average intelligence.
7. Successful experience working with children.
8. Some formal education beyond high school for most positions.
9. Liking for children and youth.
10. Ability to work under the supervision of the classroom teacher --"supervision tolerance."

A successful teacher aide program must include, in addition to careful planning and recruiting, say Perkins, Robb, Janowitz end Love, a carefully planned and continuous orientation program.

The N.E.A. Journal in their survey, "How Teacher Aides Feel About Their Jobs" (1967), found that most aides then working in the program indicated that they were satisfied with their roles. Some, however, were frustrated because they felt they were not being used effectively. Many women were frustrated to see youngsters wanting to learn to read but being held back because the teacher just didn't have time to help them.

Through the use of an adequate orientation program, many of these problems can be overcome.

'Some Working School Models.'

Team Mothers--Shaker Heights, Ohio; Service Bureau (1966).

Since 1960, mothers of children in Moreland Elementary School in Shaker Heights, Ohio have been involved in a teacher aide program. The school utilizes team teaching throughout. The aides are called "team mothers."
The program has grown over the years and now each mother-team consists of a number of women who go to the school for a full day, a half day, or for "spot" assignments.

The coordinator for the day and also one or more of the other mothers work right along with the teachers, helping individual children, giving them spelling tests, reading stories, typing children's stories, taking dictation, or producing display materials for mathematics. The coordinator "mans" the school office during noontime so that the principal and teachers may enjoy a duty free lunch hour.

Each teacher team is served by at least one typist and one person who desires to work in the library (learning center), carting and shelving books, operating the tape recorders and record players at the listening center. Some mothers serve all teams making visual aids with the Thermofax copy machine or the ditto machine.

The volunteers at Moreland can provide a one-to-one relationship with many individual children who need additional affection and attention.

Tutorial Services--Cincinnati, Ohio; Service Bureau (1966).

The Cincinnati schools initiated "Operation One-To-One." This program operates in forty elementary schools and of necessity is an after-school program. This program utilizes college, high school and adults who would not be available during school hours.

The centers are open from 3:30 to 5:00, three days a week. Tutors serve pupils in reading and mathematics. The program provides pupils with a pleasant, quiet place to study where resources are available.
Tutoring is concentrated in schools which serve large numbers of disadvantaged children. The children may receive help with one or more school subjects, always on a one-to-one basis, in which the tutor and the child are matched.


The volunteers work on a one-to-one basis to help children in academic subjects and serve as friends to those children who have trouble adjusting to school. They serve as library aides in elementary schools, and assist in classrooms, giving instruction in art or music.

The Pace Association (Program for Action by Citizens in Education) --Cleveland, Ohio; Service Bureau (1966).

Organized in 1963, PACE is a citizens group dedicated to improving the quality of education in the Cleveland area. It works with 32 school systems in that area.

PACE has sponsored many activities for volunteers in education, among which are:

- The Tutor Corps—a four year program involving 1800 high school students tutoring fourth graders from inner-city schools.
- Right to Read—a barnstorming group that taught 500 illiterate adults to read.
- The Early Reading Assistance—provided 400 trained volunteer tutors for seven year old children with reading problems.
Summary

This chapter has reviewed the literature related to teacher aides. It has shown attempts that other schools have made in the use of teacher aides. It has dealt with some of the duties a teacher aide can perform in a school. It has shown some of the ways to establish a teacher aide program.

The next chapter of this paper is a four lesson orientation program for the training of teacher aides at Tulsa Street School.
Chapter III

Orientation Program for Teacher Aides

The purpose of this project was to develop a teacher aide orientation program.

The findings from the review of related research were organized into four sessions. The program focuses on the characteristics of teacher aides and the implication for their use in the classroom. The emphasis is on the practical application of teaching principles in hopes that the teacher aides involved in these sessions will feel more secure in the position they are about to undertake.

Each of the four sessions in the orientation program begins with anticipated outcomes followed by the content to be lectured on and discussed. Each session has materials for distribution which will supply further information for each participant. A handbook will be prepared for these sessions and will be the primary text.

The four sessions are:

I. Preparing Instructional Materials
II. Supervising and Instructing
III. Individualized Reading and Record Keeping
IV. Library Skills
Session I

Preparation of Instructional Materials

Independent study or individual instruction is hampered by the great amount of time required to produce, store, classify and select appropriate materials. For this reason the textbook remains the most common piece of teaching material in the average classroom. With relatively little advance preparation and with simple direction from teachers, the teacher aides can prepare such items as overhead projector materials, charts, models, pictures, files, graphs, tapes, and the like.

I. Anticipated Outcomes

After session I the participants will be able to:

1. Operate the tape recorder and be able to construct tapes for classroom use.
2. Understand the value of transparencies in learning and be able to reproduce samples for the teacher.
3. Prepare charts, models and pictures for use by the teacher.
4. Operate the spirit duplicating machine (ditto) and be able to duplicate work.

II. Lecture and Discussion

Preparing Tapes

Many schools have used tapes successfully to provide remediation materials as well as motivation. After a teacher has selected certain library or text material for the students to read, and
has marked key words and phrases with which the child will probably have difficulty, the aide in a quiet room reads the material to be recorded on tape. As she reads, she stops at each word identified by the teacher and gives its literal meaning. Thus, the child can achieve immediate word recognition and comprehension.

As the aide becomes more experienced, she can select the word interpretation without much assistance from the teacher and can include questions on the tape that the children should ask about the reading material.

Robb (1969), pointed out that in one school, a mother who was making tapes from library materials decided that the children were probably tired of listening to women's voices. To provide male voices for the tapes, she took a recorder and books home and convinced her husband that his voice would be easier for the youngsters to relate to.

Read-Along Tapes

If children are to follow the printed text as they listen to the taped narration, one must be sure to record the text exactly as it is printed. Allow about fifteen seconds for the children to look at the picture before reading the material on the page. Indicate when to turn the page by making some sound. Read the material at a normal pace, phrase naturally and avoid stressing syllables that are normally unstressed.
Tapes for Listening Only

If tapes are to be used for listening only, an aide can tape stories, poems and plays from library books. The narration may be enhanced by music or other sound effects. Commercial recordings can be transferred to tape and used for listening.

Motivational Tapes

Another use of tape recordings is that of motivating students to read. From a list of books selected by the teacher for independent reading, the teacher aide takes portions of each of the books and catalogs them according to genre: folk, fanciful, animal, adventure, myth, fable, historic, fiction, biography. A child is invited to select a tape of adventure stories and after listening to a short introduction and some exciting excerpts from the book, may request the book from the library and read the balance of the story himself.

Overhead Projector Materials

For large group presentations and as a motivational instrument, the use of the overhead projector is unparalleled. A creative teacher aide, planning a teaching unit with a teacher, can make overhead projector materials. Most of them can be created from line drawings or typewritten masters and prepared on simple duplicating equipment (Transofax). The teacher aide can, with direction from the teacher, make simple drawings, produce problems, type lines of poetry or verbal directions and reproduce other items on standard mimeograph paper. These reproductions, made to the scale of the transparency material can be reproduced and mounted for use.
Charts, Models and Pictures

Teachers find frequent use for individualized or group teaching aids as charts, graphs, cards, models or pictures. The modern reading series calls for a number of wall charts as teaching devices in reading and phonics. The teacher aide can prepare flash cards, learning charts and job cards with little more than paper, some time and a few colored pens.

Independent Activities (Worksheets)

Teachers at almost every grade level are in frequent need of worksheets and activity sheets for students at their level of ability. A teacher aide can reproduce teacher prepared materials on the dittomaster or mimeograph machine.

III. Demonstration Materials
A. Cassette tape recorder
B. Overhead projector
C. Thermofax machine
D. Chart paper and lettering materials
E. Dittomaster duplicating machine

IV. Materials for Distribution
A. Pamphlet for teacher aides: "Orientation for Teacher Aides"
B. Faculty list
C. Operating instructions: filmstrip projector, tape recorder, overhead projector, ditto machine
Session II

Supervising and Instructing

One of the easiest tasks for volunteers in the area of supervision is that of assisting individual students with drill exercises, especially for remediation. Children often need individualized attention. Competent aides can be given the responsibility of supervising areas where children are working individually and wherever an activity requires only that an adult be present. The task that aides can perform in these situations involves everything from writing passes to assisting with the selection of individualized materials in the classroom. Teacher aides can supervise individuals or small groups without doing any actual instruction. They can supervise study areas while students do independent work.

I. Anticipated Outcomes

After session II the participants will be able to:

1. Be aware of the independent needs of children.
2. Explain what is meant by tutoring.
3. Be able to sit and listen to children read.
4. Demonstrate an awareness of children's needs.
5. Understand what is meant by the "Language Experience Approach."
6. Demonstrate an ability to act as a scribe for children writing stories.
7. Be able to take a small group and guide them in a learning direction.
II. Lecture and Discussion

Children's Needs

Valett (1969), says biological drives arise out of physical requirements for survival; continued denial of satisfaction of these drives will result in poor health, illness and even death. The biological drives and needs are: hunger, thirst, air, rest, sleep and so forth. Biological drives do not constitute the total man; we also have social and emotional needs as motivational factors. These needs are:

1. The need to investigate—curiosity.
2. The need to achieve.
3. The need for affection.
4. The need for acceptance—belonging to a group.
5. The need for change—variety.
6. The need for independence.
7. The need to love and be loved.
8. The need for aesthetic satisfaction.

When a need is unsatisfied, the child becomes restless, frustrated, and seeks to remove the tension by satisfying the need. How he seeks to remove the tension is what we call behavior. The specific behavior pattern the child uses is a result of inherited structure modified through learning.

A number of adjustment mechanisms to deal with frustration—failure to satisfy needs—have been identified by psychologists. Some of these are:
Aggression: attacking the obstacle causing frustration.
Example: A child throws his book to the ground because he cannot read it.

Withdrawal Reaction: withdrawing from the frustrating situation.
Compromise Reaction: He seeks an alternate goal that is socially acceptable.

It must be stressed that there is a great need for conscious awareness of the reasons for a child's behavior. Children who misbehave may be having adjustment problems—they are not born bad. The aide will need the awareness and understanding of behavior to actively support the teacher as he seeks to deal with the problem.

Tutoring

A teacher may discover that some students cannot function because they still are unable to perform some process.

When the teacher has diagnosed the deficiency he can call the aide. At this point, the aide is able to reinforce what the teacher has already begun with the student. The aide can work closely with students in a natural teaching situation, answering questions raised by the child.

Another example is that of the teacher who discovers that many students are having some difficulty with some aspect of spelling, perhaps the i-e combinations. The aide can assist the children in reviewing the i-e rule for spelling, or have them practice words that have this combination.
While working with the students, the aide can offer assistance to an individual when it appears necessary. He may discover that the child needs specific instruction from the teacher, in which case he would simply wait for an opportune time to relieve the teacher of her assignment so the teacher can come to the child who needs reinforcement or re-teaching.

The teacher aide can assist with either remediation or acceleration, while the majority of the students continue with their work with the teacher.

**Reading with Children**

One of the most important jobs a teacher aide can do in a reading program is to be a good listener for children. Children enjoy reading to someone and reading is the one thing they do not get enough of in the classroom. The teacher aide should work toward helping the child to become a successful and happy reader. He does this by encouraging the child to read, by giving him her full attention when he is reading, by letting him know she enjoys reading, by helping him group the words into phrases and by being patient always. The most successful aides use encouragement freely and look for something to praise.

**Language Experience Approach to Reading**

The language experience approach in reading instruction is an attempt to keep listening, speaking, writing, and reading experiences together during instruction. The "togetherness" of skills makes
it possible for the child to use his own experiences, background, and personal language when learning the skills of reading. More than other reading approaches, a language experience approach uses the thinking of individual children in the development of materials which promote skill development.

Some of the language experiences needed for a child are:

1. Sharing experiences—the ability to tell, write or illustrate a personal experience.
2. Discussion experiences—the ability to interact with what other people say and write.
3. Listening to stories—the ability to listen to others and to relate what is said to one's own experiences.
4. Telling stories—the ability to organize one's thinking so that it can be shared orally.
5. Dictating words, sentences, and stories—the ability to choose, from all that might be said, the most important part for someone else to write and read.
6. Writing independently—the ability to record one's own ideas and present them for others to read.
7. Making and reading books—the ability to organize one's own idea into a form that others can use.

The language experiences required to make this a productive method of instruction require much supervision and maintenance. The teacher aide in this situation could greatly increase the effectiveness of the program. The teacher aide could help by acting as a scribe for children who wish to have a story written, by acting as a
resource for someone who wishes to write their own story, or by acting as an audience for some child who wishes to tell you his experience or read you one of his stories. Art activities are also involved in this program, and the teacher aide might set those activities up for the children who desire them.

The teacher aide in this type of experience is a busy one but the rewards will more than make up for the work.

III. Demonstration Materials

A. Language experience charts, stories, and books (children's work)

IV. Materials for Distribution

A. "Emotional Needs of Children"
B. "Rules for Reading with Children"
C. "What is the Language Experience Approach to Reading"
Session III

Individualized Reading and Record Keeping

Individualized reading is an approach to the teaching of reading which
gets away from a uniform procedure for each child and which emphasizes
teaching to read more than it does teaching how to read. Each child
works at his own level. Aides are needed to assist in the distribution,
scoring, and recording of these materials.

I. Anticipated Outcomes

After session III the participants will be able to:

1. Understand what the purposes of an individualized reading
   program are.
2. Assist children with recording their progress in an individual-
   ized reading program.
3. Record the results of diagnostic tests the children might take.
4. Assist the teacher in evaluating the progress of children.

II. Lecture and Discussion

Individualized Reading (Keeping Records)

Individualized reading includes the concept of allowing students
to progress at their own rate. Obviously, if each child is pro-
gressing at his own rate and is to have the support of immediate
feedback in the form of constant testing, someone must check his
progress with and for him. This is a simple task and can be done
by almost anyone familiar with the scoring process. Usually, a
student performs some task involving a skill, upon completion of the assigned task he checks himself and after grading it, he is ready to move on to the next task. This involves a lot of record keeping on the child's part and a lot of checking over by someone --presumably the teacher aide.

The individualized reading program is a self motivating program. It is the children's own enthusiasm that maintains the program. If he becomes bogged down with too much paper work then he cannot be reading. The teacher aide's job in that case would be to score papers, note difficulties the child is having and indicate to the teacher or sometimes interpret her findings to the child.

The teacher aide would also assist with the handling of the laboratory materials involved in the program: books, pencils, charts, S.R.A. (or other) kits, earphones, tape recorders, plugs and switches, or any other materials.

Evaluating Children

The teacher aide should not evaluate children, but rather, recognize if a problem exists, then refer the child with his problem to the teacher. The teacher aide's job should be, however, to look at the errors a child makes while he is reading. Then she should try to find some consistency in those errors.
III. Demonstration Materials
   A. S.R.A. reading kit
   B. Games and activities that might accompany reading materials in an individualized reading program.

IV. Materials for Distribution
   A. "Suggested Room Arrangement"
   B. Sample reading evaluation sheets
   C. Sharing activities
   D. Checksheet for teachers new at conferencing
   E. The San Diego Quick Assessment of Reading Ability
Session IV

Library Skills

In an elementary school with a library the volunteer can provide assistance to expand the library program and hours. They assist with library management, process and catalog books, and read stories aloud.

I. Anticipated Outcome

After session IV the participants will be able to:

1. Understand the importance of having a good library program.
2. Assist with the library management.

II. Lecture and Discussion

Importance of A Library Program

If reading is the most important skill taught in school, then the library serves an important function. The library is a place where children can come to learn the pleasures of reading. Children who enjoy reading are inevitably good readers. Therefore, we want children to see the many advantage available to them to extend their reading interests.

Melvil Dewey describes the goal of the library as: "To get the right book into the hands of the right person." The volunteers' goal in the library are much the same. She wants to make it possible
for every child who walks into the library to find something that interests him. Sometimes this means helping the child discover what he is interested in. Sometimes this means looking something up for the child. And sometimes this means just having the materials available, in the right place, when he walks in the door.

**Helping Library Users**

This part of the library aide's job may take several forms. Often she simply helps the reader find information that will answer a specific question, such as, "What is the population of Los Angeles?" For requests like this the library aide draws upon her knowledge of the library's materials. This means knowing where materials are and being able to locate them quickly.

However, the library user may have a broader request. If he asks for material on Abraham Lincoln, the librarian aide must consider several points. What the needs of that particular child are and how to get the child to that material quickly. The needs of a second grade child and those of a sixth grade child are considerably different. The library aide must be able to handle various problems in regard to obtaining research information.

**Interesting Children in the Library**

The library is books and by displaying books in a meaningful way, they seem less awesome and more appealing to young children. Displaying the front of the book is more meaningful to children than looking at spines of books. Book covers are often used to make books appealing and can be displayed to attract the potential reader.
The most rewarding thing an aide can do in the library is to read a story to children in the library. There is something special about having a book read to you in the library. The aide should remember these things: (1) Pick a book she likes and has read before. (2) Use her voice to make the story interesting—dramatize. (3) If the story has pictures be sure to show them to everyone and if possible while she is reading what is on that page.

Library Management

Because there are so many materials in the library it is necessary to maintain order. This is done by an elaborate system of cataloging and arrangement of books on the shelf.

The card catalog is the library index. The library collection is listed on at least three cards in the card catalog. The three separate divisions of the catalog are by author's name, by title and by subject.

Knowing the title will allow one to use the title card catalog drawer containing the initial letters of the title. Knowing the author allows the child to choose the drawer with the beginning letter of the author's last name. When locating information on a particular subject, one chooses the drawer which alphabetically responds to the subject. Toys would be found under "T".

The Dewey Decimal System. This is a numbering classification system. It classifies books into ten large subject areas. The large subject areas and corresponding beginning call numbers are listed below:
Each of the larger divisions is divided into ten smaller categories and each of these is further divided into ten subdivisions. Each non-fiction book has a call number, but fiction is arranged alphabetically by the author's last name.

III. Demonstration Materials

A. Card catalog file box

B. Sample, enlarged catalog cards (title, author, and subject)


IV. Materials for Distribution

A. Book list (Caldecott and Newberry award winners)

B. Sample sheets of the card catalog

C. Information sheet on the Dewey Decimal System

D. Rules for checking out books at the Tulsa Street School Library
BIBLIOGRAPHY


Robb, Melvin H. *Teacher Assistants.* Columbus, Ohio, Charles Merrill and Co., 1969.


APPENDIX A

Parent Volunteer "Self Help" Questionnaire

Application for Position as Teacher Aide--Norwalk Plan

Information Sheet for Volunteers--Urban Service Corps
To: Teachers

From: S. Abelman and E. Scott

Subject: Parent Volunteer "Self Help" Program Questionnaire

To enable us to have the input necessary to make a report to our Advisory Council regarding our feelings as to the function of such a program, we have prepared this brief synthesis of activities engaged in by volunteer groups already functioning in schools. Please comment on how you see a program of this nature functioning at Tulsa from your own observations and needs.

Check the most important areas of need here at Tulsa:

**Basic Purpose:** To provide service to children in schools.

**Functions in Other Schools:**

1. Preparation Aide who assists teachers in preparing and organizing kits, reading materials, organizing book shelves, etc.
2. Teacher Aide who, under the direction of the regular teacher, works with individuals or groups in and close to the classroom.
3. Enrichment Aide who works with teachers in a self-contained facility in the area of: music, art, sewing, science, etc.
4. Library Clerical Assistant
5. Lab Specialist, who works in a special room set up for certain curricular need with materials and equipment provided (i.e. Reading Lab).
6. Resource people to come into the school and talk and work with children in specialized fields and skills.
7. Specialized Field Aide who directs groups, or units of children in specialized areas such as P.E. (tumbling, track and field, conditioning exercises, etc.)
8. School Office Assistant
APPLICATION FOR POSITION AS TEACHER AIDE * NORWALK PLAN

Name: ___________________________ Last _______ First _______ Middle _______ Soc. Sec. _______

Address: ___________________________ Telephone ___________________________

Date of Birth: _______________ Place of Birth: ___________________________

U.S. Citizen: Yes ___ No ___ Marital Status: _______ Children _______

Indicate General Health and Presence of Defects or Ailments ___________________________

In what capacity have you worked with children? ___________________________

Why do you feel you would like to become a teacher aide? ___________________________

Do you play a musical instrument? ___ What? ___________________________

List your office Skills: Please check X what you can do XX what you prefer.

--- Secretary --- Switchboard Operator --- File Clerk
--- Stenographer --- Receptionist --- General Clerk
--- Dictaphone --- Key Punch Oper. --- Bookkeeper
--- Library Ass't --- Adding Machine --- Typing

EDUCATION:
Grade School _____ High School _____ Trade or Vocat. _____ College _____

WORK EXPERIENCE (last position listed first)

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<th>Dates</th>
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References: Technical
Character ____________________________________________________________

Signed: ___________________________

Date: ___________________________
URBAN SERVICE CORPS

Information Sheet for Volunteers

1. Name __________________________ Spouse __________________________
   Last (Please print) first

2. Home Address __________________________ Zone __ Home Phone _________

3. Business Address __________________________ Bus. Phone ______________

4. Person to be notified in emergency __________________
   Name __________________________ Address __________________________
   Phone __________________________

5. Age (check one): Under 20 __ 21-40 __ 41-60 __ Over 60 __

6. Physical or other limitations, if any _________________________________

7. Children: Number __ Ages ______ Schools now attending __________________

   Education

8. Elementary school __ High School __ College __ Course ______
   Student at present ___ School ______ Course of Study ______

   Work Experience

9. Type of work (e.g. teacher, doctor, buyer, secretary, etc.) How long
   _________________________________

   Volunteer Experience

10. Name of Organization ______ Length of Service ______ Precise nature of your service
    _________________________________

11. Check areas in which you wish to serve as a volunteer:

    __ SCHOOL AIDE (underscore preferences and explain)

    Accompanying pupils on excursions; supervising after-school study
    groups; accompanying pupils to clinics; contacting "hard to reach
    families"; supervising needy lunch program; etc.

    __ ENRICHMENT

    Dramatics; crafts; music; art storytelling; ceramics; handcrafts;
    science; instrumental music; etc.

    __ EDUCATIONAL

    Remedial teaching; setting up library; teaching unwed mothers; provid-
    ing leadership to parents clubs or study groups; counseling; etc.
APPENDIX B

Materials for Distribution—Sessions I, II, III, and IV
**TULSA STREET SCHOOL**

A. Supply Room  
B. Lost and Found  
C. Ball Room  
D. Lavatories  
E. Kiln

**HAYVENHURST AVENUE**

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**TULSA STREET**

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CHILDREN'S NEEDS
Adapted from Lecture Session II

Biological drives arise out of physical requirements for survival; continued denial of satisfaction of these drives will result in poor health, illness and even death. The biological drives and needs are: hunger, thirst, air, rest, sleep and so forth. Biological drives do not constitute the total man; we also have social and emotional needs as motivational factors. These needs are:

1. The need to investigate—curiosity.
2. The need to achieve.
3. The need for acceptance—belonging to a group.
4. The need for affection.
5. The need for change—variety.
6. The need for independence.
7. The need to love and be loved.
8. The need for aesthetic satisfaction.

When a need is unsatisfied, the child becomes restless, frustrated, and seeks to remove the tension by satisfying the need. How he seeks to remove the tension is what we call behavior. The specific behavior pattern the child uses is a result of inherited structure modified through learning.

Aggression
Withdrawal Reaction
Compromise Reaction

***Children who misbehave are having adjustment problems—they are not born bad. The aide will need the awareness and understanding of behavior to actively support the teacher as he seeks to deal with the problem.
One of the most important jobs a teacher aide can do in a reading program is to be a good listener for children. Children enjoy reading to someone and reading is the one thing they do not get enough of in the classroom. As the teacher aide you should work toward helping the child become a successful and happy reader. You do this by encouraging the child to read, by giving him your full attention when he is reading, by letting him know that you enjoy reading, by helping him group the words into meaningful phrases, by helping him increase his speed in reading as soon as he is ready and by being patient always. The way to be a most successful teacher aide is to use encouragement freely, look for something to praise.
LANGUAGE EXPERIENCE

Some of the language experiences needed for a child are:

1. Sharing experiences--the ability to tell, write or illustrate a personal experience.
2. Discussion experience--the ability to interact with what other people say and write.
3. Listening to stories--the ability to listen to others and to relate what is said to one's own experiences.
4. Telling stories--the ability to organize one's thinking so that it can be shared orally.
5. Dictating words, sentences, and stories--the ability to choose, from all that might be said, the most important part for someone else to write and read.
6. Writing independently--the ability to record one's own ideas and present them for others to read.
7. Making and reading books--the ability to organize one's own ideas into a form that others can use.

Adapted from: "A New Approach to Reading" by Roach Van Allen; Elementary Reading Today
<table>
<thead>
<tr>
<th>The King's Wish</th>
<th>the king always wanted to go fishing. He wished one day, when he went fishing he got captured then the bad men were capered. End.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Curious Cow</td>
<td>Katy is a cow. She was always curious. She went into her neighbors yard for some other kind of grass. It taste the same. One time she got in a hole. She got out.</td>
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</tbody>
</table>
THE CARD CATALOG


The card catalog is the index to the whole library. It lists all books and all bound magazines. Usually the card catalog consists of cards 3x5 inches in size, arranged alphabetically in drawers. These may be "author" cards, "title" cards, or "subject" cards; for in most libraries each book is listed—in its proper alphabetical place—once according to its author, again according to its title, and yet again according to its subject or subjects.

The illustration below is for the author card, filed in the card catalog under R. The title card is identical except for the title typewritten at the top, filed under T. The two subject cards are also identical except that each is headed by its subject typewritten in red and filed under I and M respectively.

| MT70.R37 | READ, GARDNER, 1913- |
| xxi, 631 p. music 25 cm. |

1. Instrumentation and orchestration  
2. Musical instruments

Title  
MT70.R37 781.532 53-13253  
Lib of congress (60c-2)

1. Author's name and date of birth  
2. Place, publisher, date  
3. Call number  
4. Title  
5. Description of book  
6. Subject entries  
7. Library of congress call numbers  
8. Dewey Decimal call numbers  
9. Card numbers
TULSA STREET SCHOOL
LIBRARY PROCEDURES

Checking Books Out:
1. Write last name and room number on white card.
2. Write room number on yellow card.
3. Have both cards stamped with date due.
4. Keep white card in group to be filed behind room number.
5. Yellow cards are to remain in books.
6. If a book does not have a white card, place it on the shelf behind the desk.
7. If the card is filled, office will type a new card. Do not remove the filled card.

Checking Books In:
1. Cross name and room number off both cards.
2. Be sure right cards go back into books.
3. Refile books or put them on cart.

Hints:
1. Be sure your cards are secured to your room number with a rubber band.
2. Pick up cards before library time and check books in room.
3. Have children check shelves and tables before leaving the library.
4. Place markers (gray folders) back in box before leaving.
5. Remind children to push chairs under tables before leaving.
CHILDREN'S BOOK LIST

Newbery Medal Winners.

The Story of Mankind
The Voyage of Dr. Dolittle
The Dark Frigate
Tales from Silver Lands
Shen of the Sea
Smoky
Gay-Neck
The Trumpeter of Krakow
Hitty, Her First 100 Years
The Cat Who Went to Heaven
Waterless Mountain
Young Fu of the Upper Yangtze
Invincible Louisa
Dobry
Caddie Woodlawn
Roller Skates
The White Stag
Thimble Summer
Daniel Boone
Call It Courage
The Matchlock Gun
Adam of the Road
Johnny Tremain
Rabbit Hill
Strawberry Girl
Miss Hickory
The Twenty-One Balloons
King of the Wind
The Door in the Wall
Amos Fortune, Free Man
Craner Free
Secret of the Andes
...And Now Miguel
The Wheel on the School
Carry On, Mr. Bowditch
Miracles on Maple Hill
Rifles for Watie
The Witch of Blackbird Pond
Onion John
Island of a Blue Dolphins
The Bronze Bow
A Wrinkle in Time
It's Like This, Cat
Shadow of a Bull
I, Juan de Pareja
On a Road Side
The Story of the Pips of Mr. Basil B. Frankweiller
The High King
Swinder
The Summer of the Swans

Caldicott Medal Winners.

Animals of the Bible
Mei Li
Abraham Lincoln
They Were Strong and Good
Make Way for Ducklings
The Little House
Many Moons
Prayer for Children
The Rooster Crows
The Little Island
White Snow, Bright Snow
The Big Snow
Song of the Swallows
The Egg Tree
Finders Keepers
The Biggest Bear
Madeline's Rescue
Cinderella: or The Little Glass Slipper
Frog Went A-Courtin'
A Tree is Nice
Time of Wonder
Chanticleer and the Fox
Nine Days to Christmas
Baboushka and the Three Kings
Once A Mouse
The Snowy Day
Where the Wild Things Are
May I Bring a Friend?
Always Room For One More
Sam, Bang and the Moonshine
Drummer Hoff
The Pool of the World and the Flying Ship
Sylvester and the Magic Pebble
A Story: An African Tale