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Research and Development of an ABC Book of Thinking Skills with Caldecott Books for Primary Students

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RESEARCH AND DEVELOPMENT OF AN ABC BOOK OF THINKING SKILLS WITH CALDECOTT BOOKS FOR PRIMARY STUDENTS

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THE ABSTRACT

The goal of American education today is to develop the thinking ability of children to enable them to learn even after leaving school. Because of an increasingly complex, ever-changing, problem-ridden world, creative thinkers and problem solvers are needed today more than ever before.

The purpose of the project was to research and prepare appropriate materials to develop thinking skills in primary aged children, kindergarten through grade three. The thinking skills were combined with quality children's literature, the Caldecott Award winning books, in activities which teach children to think and motivate them to read excellent children's literature. These activities were presented in an ABC book of thinking skills with Caldecott books.

The activity book was organized in alphabetical order to present one or more thinking skills for each letter of the alphabet. The 36 thinking skills were chosen with the ability of primary children considered. The thinking skills were accompanied by an instructional page for the teacher which provided a definition of the skill, process steps, and additional activities to develop the thinking skill. A review of the story was given for each Caldecott book with additional activities to be used

after the completion of the activity sheet and after the book has been read. The student pages were written to give practice in using the thinking skill and to motivate the student to read the book.

American educators have demonstrated a need to include the teaching of thinking in the elementary school curriculum. In addition, effective teaching methods and materials were determined to be the principal way for teaching thinking skills to children. Finally, children's literature proved to be a readily available source for the teaching of thinking to primary children. An ABC book of thinking skills for primary children, based on Caldecott Award winning books, was written to combine good thinking, good teaching, and good literature.

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CHAPTER ONE

Introduction

> The ideal of education
> is not to teach the maximum
> to maximize the results,
> but above all
> to learn to learn,
> to learn to develop, and
> to learn to continue to develop
> after leaving school.
> Jean Piaget (1972, p. 30)

Recognition of the Problem

The educational ideal of Piaget, for children to learn to learn and to develop thinking abilities which will enable them to learn even after leaving school, is an equally important issue in American education today. In a rapidly changing technological environment, it is difficult to predict what students will need to know or what problems they will have to solve twenty years from now. According to Chipman and Segal (1985), students need to know how to learn new information and utilize thinking skills required throughout their lives. Because of an increasingly complex, ever changing, problem-ridden world, people of all ages need to be good creative thinkers and problem solvers. The greatest hope for improving thinking lies with children in school

(Feldhusen and Treffinger, 1980). Bondy (1984) expressed Piaget's thoughts in another way. He stated that we cannot possibly provide school children with all the information they need to ensure life-long success in an ever-changing world. Preparing children for their future requires an educational shift from emphasis on content to an emphasis on the process of learning. Children need to be able to think about thinking today more than ever before. Brown (1986) observed that during the last several years there has been concern about the need to improve children's thinking skills. Brown suggested that children's literature can be an effective vehicle for developing such skill.

Purpose of the Project

The purpose of this project was to prepare appropriate material that would develop thinking skills in primary aged children, kindergarten through grade 3. The thinking skills material was integrated with Caldecott Award winning books in an activity book to teach children to think and to motivate them to read good children's literature. The thinking skills included in the activity book were chosen from skills developed in current thinking skills programs which were appropriate to primary children's developmental needs. Thinking skills were integrated with Caldecott Award winning books selected for their award winning illustrations and quality literature.

The activity book was organized in alphabetical order and

presented one or more thinking skills for each letter of the alphabet. Each thinking skill was accompanied by an instructional page for the teacher which provided a definition of the skill, process steps, directions for completing the student activity, and additional activities which develop an understanding of the thinking skill and an interest in the story.

The student pages were designed to introduce the Caldecott Award winning book to the children and give them practice in developing the appropriate thinking skill through interaction with the story and illustrations. The activity pages were attractively designed to motivate good participation in thinking and eager anticipation for reading the book. All necessary information was supplied the student by a summary or description on the activity page for readers. The teacher was directed to provide summary material for non-readers. The activity was designed to enable the student to do the activity without having read the book.

In addition to a short history of the Caldecott Awards, a listing of the yearly Caldecott Award books, authors, and illustrators will be included. The book will also include a table of contents and an index.

Assessing the Need

The goal that American education should help students become more effective thinkers is not a new idea. McTighe and Schollenberger (1985) stated that John Dewey saw the teaching of

thinking as a prominent educational objective. In 1937, the National Education Association's Policies Commission expressed the need for all youth to grow in their ability to think, to express their thoughts clearly and to listen and read with understanding. Kuhn (1986) reported that in the 1960's the Educational Policies Commission of the National Education Association's paper entitled The Central Purpose of Education claimed that the common thread of education is the ability to think.

Reports published during the 1970's and 1980's emphasized the need to teach thinking skills to American school children. In the 1970's, the commission to study the humanities of American life, sponsored by the Rockefeller Foundation, concluded that the Department of Education should define critical thinking as one of the basic skills needed for advanced skills of all kinds. In the 1980's additional reports were published citing the need to enable children in the American school system to make effective use of higher level thinking skills. In 1981 the National Assessment of Educational Progress in reading and literature indicated that a majority of 9- to 17-year-old students were competent in initial comprehension but showed little ability to analyze or evaluate a passage, drawing on portions of the text to support their judgments. That same year the National Council of Teachers of Mathematics called for new teaching methods to address problem solving skills because students were unable to apply basic computational skills in situations that required

quantative reasoning and problem solving (Kuhn, 1986).

On August 26, 1981, Secretary of Education, T. H. Bell, created the National Commission on Excellence in Education. He directed it to examine the quality of education in the United States and to make a report to the nation. Eighteen months later the National Commission on Excellence in Education (1983) declared that America was A Nation at Risk. The report stated:

> Our goal must be to develop the talents of all to the fullest. Attaining that goal requires that we expect and assist all students to work to the limits of their capabilities.
>
> At the heart of a learning society is the commitment to a set of values and to a system of education that affords all members the opportunity to stretch their minds to full capacity, from early childhood through adulthood, learning more as the world itself changes. (p. 13)

However, thwarting the high goal of developing the talents of all students to the fullest were indicators of risk. Among these indicators were the following:

> Many 17-year-olds do not possess the "higher order" intellectual skills we should expect of them. Nearly 40 percent cannot draw inferences from written material; only one-fifth can write a persuasive essay, and only one-third can solve a mathematical problem requiring several steps. (p. 9)

Polette (1981) stated that American education is doing an excellent job of teaching reading. The literacy rate in the United States is 97%. Yet only 16% of American adults read one or more books a year.

These deficits in adult thinking literacy begin much earlier in the American educational system. Thinking skills are not being taught in elementary classrooms. Recent research on

reading (Beck, 1983; Durkin, 1984; MacGinitie, 1984; cited in Chipman and Segal, 1985) showed that explicit instructions in strategies for effective thinking rarely occur in classrooms. Griffin (1986) noted that four prominent educators, Sizer, Adler, Boyer, and Goodlad contended that thinking rarely occurs in schools. Adler reported that the reason thinking in schools is such a rare event is that teachers do not know how to teach thinking skills because they have not been trained to do so. Woolfolk (1987) reported that American teachers tend to emphasize teaching children what to think rather than how to think so that recently the teaching of thinking has become a national issue. Years ago the cry was "Johnny can't read"; now it's "Johnny can't think." One of the primary reasons for lack of higher level thinking is that teachers do not provide opportunities for students to function at these levels (Ames, 1983; Bloom, 1956; Raths, et al., 1966; Redfield and Rousseau, 1981).

Wasserman (1987) explained that what we say did not match what we do. Goodlad (1984) reported that much of the material used in American classrooms required low-level cognitive responses. Reliance on current materials made it impossible to teach for thinking. Secondly, teacher talk dominated the classroom climate. Children's thinking processes were exercised at the lowest level when teachers used restrictive, one-right-answer, questioning.

The following reports gave evidence that classroom instruction was conducted at low levels of intellectual activity:

1. Griffin (1986) reported on a wide ranging project in which 200,000 hours of classroom instruction were recorded on audio tapes. Raters identified the level of intellectual activity every three seconds according to Bloom's Taxonomy. The results indicated that 80% of the verbal interaction involved memory, 10% was classified at levels beyond memory, and 10% was silence or confusion.

2. In 1978, the National Institute of Education commissioned the Center for the Study of Reading at the University of Illinois to investigate the development of reading comprehension at the elementary level. Visiting teams observed 39 classrooms in 14 school districts over a three day period. Reading and social studies instruction was viewed for a total of 17,977 minutes. The general concensus was that thinking was practically nonexistent. There was no trace of comprehension being taught in any social studies lesson, and only 17 instances - involving 45 of 11,587 minutes - were devoted to teaching reading comprehension skills (McTighe and Schollenberger, 1985).

3. In his book, A Place Called School, Goodlad (1984) reported on a study involving observations of more that 1,000 classrooms in a variety of communities throughout the country. A summary of results showed that an average of 75% of class time was spent on instruction. Approximately 70% of this time involved verbal interaction with teachers "outtalking" students by a ratio of three to one. Observers noted that less than 1% of this "teacher talk" invited students to engage in anything more

than recall of information.

In view of these findings, The National Science Board Commission on Pre-College Education in Mathematics, Science, and Technology declared in its report Educating Americans for the 21st Century:

> We must return to basics, but the basics of the 21st century are not only reading, writing, and arithmetic. They include communication and higher problem-solving skills and scientific and technological literacy - the 'thinking' tools that allow us to understand the technological world around us... . Development of students' capabilities for problem-solving and critical thinking in all areas of learning is presented as a fundamental goal. (cited in McTighe and Schollenberger, p. 4)

Additional support for this view resulted from the work of a committee of leaders from business and industry directed by the 1982 Education Commission of the States to identify those skills that they considered basic for the future. They listed evaluation and analysis skills, critical thinking, problem solving strategies, organization and reference skills, synthesis, application, creativity, decision making given incomplete information, and communication skills through a variety of modes as basic thinking tools. (McTighe and Schollenberger, 1985).

Answering the Need

Wasserman (1987) stated that we have come to recognize the need. If children are to grow toward increased cognitive capabilities, the path lies largely in the domain of teaching materials as well as teacher-student interaction. The key variables are the instructional materials the teacher uses and

the ways in which the materials are used. If materials require students to cognitively process data instead of merely regurgitating it, then cognitive functioning will be enhanced (Raths et al., 1967).

Thinking Skills Definitions

If teachers are to teach thinking skills, there needs to be a consensus on what thinking skills are and how to teach them. Beyer (1984) contended that one of the reasons teachers fail to teach thinking skills is that there is little agreement on what constitutes a thinking skill and which skills to teach.

Brown (1986) reported that most educators agree that thinking skills are mental abilities that help one to think, reason, and educate. Beyer (1984) defined thinking as essential mental techniques or abilities that enable human beings to formulate thoughts, to reason about or to judge. Frequently used synonyms for thinking suggest a wide range of skills that includes, to form in the mind, ponder, decide, recall, invent, weigh, imagine, believe, and anticipate. Additionally, Woolfolk (1987) maintained that psychologists have not been able to agree on the skills that constitute critical thinking. More specifically, Perkins, (cited in Woolfolk, 1987) emphasized critical thinking as (a) the capacity to identify a problem, (b) to detect and avoid bias in reasoning, and (c) to see knowledge as an invention of people for a particular purpose as opposed to information or knowledge that is set or unchanging.

Higher cognitive thinking requires pupils to manipulate information to create and support a response; lower cognitive questions ask for verbatim recall or recognition of factual information (Redfield and Rousseau, 1981). Earlier, Winne (1979) defined higher cognitive or divergent skills as those requiring the manipulation of bits of information previously learned to create or support an answer with logically reasoned evidence. Thalen (cited in Griffin, 1986) divided intellectual function into three classes: (a) algorithms, (b) heuristics, and (c) intuition.

1. Alogrithms are like recipes in that there are standardized procedures that lead to a guaranteed conclusion. For example, a cake recipe usually produces a cake.

2. A heuristic is a mental process in which we solve a problem by starting with solutions to similar problems and modifying them to meet the unique aspects of another situation. For instance, knowing how to drive a car will help in learning how to operate a plane.

3. Intuition usually describes the mystical aspects of thinking. When clues are used to devise a solution to a problem, intuition is in play; the fewer the clues needed, the more intuition is used.

Beyer (1984) stated that Bloom's Taxonomy may well be the "common-core" of thinking operations and should be taught in all classrooms. This most widely known classification system for defining thinking skills is provided by Bloom's Taxonomy of

Educational Objectives: Handbook I: Cognitive Domain, (1956). The Taxonomy is hierarchial, meaning that each step is based on or may include the previous steps. This instrument consists of six steps: (a) memory or recall, (b) comprehension, (c) application, (d) analysis, (e) synthesis, and (f) evaluation. These skills have been referred to as "microthinking skills" because they are integral components of more complex processes, such as decision-making and problem-solving.

Another aspect of the thinking process is creativity. Psychologists suggest that creativity is not a personality trait but a skill or process that produces a creative product. Creativity results in new, original, imaginative ways of thinking about or acting on something.

Divergent thinking, a form of creative thinking, is the ability to come up with many different ideas or answers as opposed to convergent thinking which is the more common ability to come up with one answer.

Flanel (cited in Woolfolk, 1987) explained metacognition as knowledge about and control over thinking and learning activities. Metacognition includes an awareness of skills and ability to use those skills to perform a problem-solving task. In general, metacognitive abilities begin to develop around the ages of five to seven and improve throughout school through positive nurturing and continued processing following these steps:

1. Students need to be exposed to many strategies.

2. Students need instruction in the use of these skills.

3. Students need to develop good attitudes and a desire to use these skills.

Need for a Primary Thinking Skills Book

For 17-year-olds to possess higher order intellectual skills, the process of thinking skill education must begin in the elementary grades. It is during early childhood that cognitive growth is most rapid. Bloom (1964) has estimated that, when age 17 is taken as a criterion age, some 50% of the total I.Q. can be predicted at age 4 and an additional 30% from age 4-8. In other words, 80% of the total I.Q. can be predicted by age 8. It is therefore important to provide valuable experiences to stimulate intellectual growth during the early childhood years. Although most educators agree that intelligence has a genotype base, educators support the need for the best possible environment and materials for the nurture of intelligence.

Using effective teaching strategies can teach divergent thinking and enhance opportunities for children to become effective thinkers and problem solvers. Brown (1986) reported that children's literature abounds with relevant examples of situations requiring thinking skills. Stories about how people solve problems can be found in fiction for children. Polette and Hamlin (1980) maintained that children's literature can be used to stimulate creative thinking, to help children analyze what they read and to use insights in creating new solutions for

problems. Teachers can also use children's literature activities for creative reproduction, elaboration, rearrangement, transformation, or going entirely beyond the author's premises to the child's experience.

Brown (1986) concluded that today's students need to be challenged to think divergently, to seek different solutions and to try new ideas. Children's books provide an excellent vehicle for arriving at these goals. Polette (1981) added that children's literature provided exciting enrichment for the maturing mind of the child. The literary experiences, provided early in the development of a child, will last a lifetime. Good literature, suitably chosen, can enhance intellectual growth.

Rationale

American educators have demonstrated a need to include the teaching of thinking in the elementary school curriculum. Marzano and Arredondo (1986) explained that the current need for instruction in thinking skills is a result of an awareness that our society has changed from a goods society to an information society. Griffin (1986) reported that thinking about thinking is changing rapidly. Schools must decide to teach new processing skills which will serve America's students well in the age of information.

In addition, effective teaching methods and materials are the principal way thinking skills are taught to children.

Wassermann (1987) supported this view by observing that

> in the presence of a curriculum that emphasized thinking, pupil behavior did change observably for the better. What's more, in some studies in which academic skills were also examined, pupils tended to show significant gains in these skills as well. (p. 465)

Finally, children's literature is a rich and readily available source for the teaching of thinking skills to primary children. Chambers (1971) stated that "Children's literature provides many opportunities for divergent and creative thinking" (p. 166). A classroom with a good literary environment can provide a better climate for the practice of thinking skills than any other part of the elementary curriculum. Good children's literature can be used to develop critical thinking skills by helping children to listen, read, and interact with the literary world around them (Polette, 1981).

In response to the need for teaching thinking skills to America's children, in recognition of the importance of teaching materials and methods to promote thinking, and realizing that good children's literature is an excellent resource, the need is clear. An ABC Book of Thinking Skills for Primary Children based on Caldecott Medal winning books combines good thinking, good teaching, and good literature.

CHAPTER TWO

Review of the Literature

In preparation of the thinking skills and literature book it was necessary to understand the developmental stages of a child's cognitive ability, the effectiveness of thinking skills training on primary children, the primary sources of thinking skills definitions, and current thinking skills programs.

Psychology of Piaget

Review of the literature was first focused on the child development psychology of Piaget. Polette (1981) reported that Jean Piaget ranked as a giant of contemporary research into the way children think. He demonstarted that learning in young children is creative, developmental, and an essential part of living and growing which has implications for the elementary school curriculum and the methods of presentations. Piaget contended that knowledge is neither absorbed passively from the environment nor pre-formed in the child's mind. Knowledge is constructed through the interaction between a child's mental structures, experiences, and environment.

Moses and Thomas (1986) stated that the developmental

psychology of Piaget has its basis in the premise that every person goes through cognitive stages in a sequential order. Woolfolk (1987) gave a good explanation of Piaget's work and began by stating that Piaget was interested in the kinds of thinking abilities people are able to use. Often, people can use one level of thinking to solve one kind of problem and a different level to solve a different type. Each stage of development brings new and more sophisticated thinking powers.

Piaget's four stages of cognitive development define a continuity in thinking through stages that are cumulative. As adaption proceeds, thinking from the previous stage is incorporated and integrated into the stage that follows.

The earliest period is called the sensorimotor stage because in this stage information is obtained from the senses and body movements of the infant. Sensorimotor characteristics include:

1. Beginning use of imitation, memory and thought.

2. Beginning use of recognition that objects do not cease to exist when they are hidden.

3. Movement from reflex actions to goal-directed activity.

Sensorimotor intelligence is not very effective for planning ahead or keeping track of information. For this, children need what Piaget called operations, or actions that are mentally rather than physically carried out and reversed. The child at the second stage is only beginning to master operations. Thus the stage is called preoperational. Characteristics of preoperational children, ages 2 - 7, are:

1. Gradual language development and ability to think in symbolic form.

2. Ability to think operations through logically in one direction.

3. Difficulty in seeing another's point of view.

For teachers of the grade school child, knowledge of the thinking processes at the concrete operational stage is helpful. In the early grades the students are moving towards this logical system of thought. In the middle grades it is in full flower, ready to be applied and extended by classroom work. Piaget coined the term concrete operations to describe this stage of "hands-on" thinking. The characteristics of the concrete operational child, ages 7 - 11, are:

1. Ability to solve concrete (hands-on) problems in logical fashion.

2. Understanding of laws of conservation with ability to classify and seriate.

3. Understanding of reversibility.

Some students remain at the concrete operational stage throughout their school years, even throughout life. However, new experiences, usually those that take place in school, eventually present most students with problems they cannot solve with concrete operations. A mental system for controlling sets of variables and working through a set of possibilities are abilities Piaget called formal operations. Characteristics of the formal operational child, ages 11 - 15, are:

1. Ability to solve abstract problems in logical fashion.

2. Thinking that becomes more scientific.

3. Development of concerns about social issues and personal identity.

Woolfolk (1987) continued by observing that while Piaget's influence on developmental psychology has been enormous, his ideas have been criticized. Some psychologists have questioned the existence of four separate stages of thinking. One criticism is based on the lack of consistency in children's thinking. A longitudinal study of 300 children by Klausmeier and Sipple in 1982 (cited in Woolfolk, 1987) found that most kindergarten students could perform tasks involving concrete operations but they could not perform other tasks supposedly requiring the same underlying operations until fifth or sixth grade.

White (1985) stated that research now indicates that young children's cognitive development is less simple and straight forward than Piaget's theory indicates. White contended that because many young children have the ability to transfer knowledge from one area to another, it is important to develop the gifts and talents of these children.

Where Piaget described a child as understanding the world on his own, Vygotsky (cited in Woolfolk, 1987) has suggested that cognitive development depended much more on other people. He stated that cognitive development occurred through interaction with adults and more capable peers who serve as guides, providing information and support to enable the child to grow

intellectually. Vygotsky termed this assistance scaffolding. Vygotsky called his philosophy "Zone of Proximal Development" which suggested that students should be put in situations where they have to reach a bit to develop understanding with the help and support of the teacher or other students.

Polette (1981) was found to support the practice of using picture books to open up the mind of the formative child through the world of good literature. Good books could shape the minds of young children. The teacher's challenge is to give wise direction by providing books and using activities which will build on their development. Polette also reported that while the debate continues as to whether the cognitive tasks of early childhood can be accelerated, no controlled studies have been done on the effects of carefully chosen children's books in nurturing that development.

Kuhn (1986) noticed that it was striking that there was virtually no empirical research literature that pertained to the use of thinking skills with children. There was a long and distinguished list of theoretical literature in the field reflecting the view that the only way to teach people to think is to engage them in thinking, including Dewey's (1933) classic How We Think. Acknowledging the paucity of empirical research about thinking skills for primary children, the literature was searched for studies on cognitive skills and related topics with the following results.

Research on Cognitive Abilities

A study was conducted by Chi (1984) to attempt to explain the findings of classical studies concerning young children's classification ability, namely that young children: (a) categorize on the basis of perceptual or concrete properties, (b) classify in a linear, nonhierarchical manner, and (c) use inconsistent criteria for classification. The study further proposed that children's classification outcomes are a function of knowledge that has been previously acquired. In the study, a group of 7-year-olds was divided into expert and novice groups based on the children's knowledge about dinosaurs. Both groups were asked to sort 20 dinosaur pictures into as many groups as they wished. Results indicated that when knowledge was available, they could classify hierarchically at the superordinate level. The novice children tended to classify at the basic level. In a second similar approach with 4-and 5-year olds, results indicated that young children's representations may be hierarchical and consistent but fail to match the canonical form the experimenter expected and that familiarity with objects aided in the sorting.

Milgram (1983) examined the original thinking of 142 middle-and lower-class children across a wide range of ages 7 - 13 years, with low average to gifted intellectual ability. Their research provided impressive support for the Guilford-Mednick concept of original thinking that (a) ideational fluency is a cognitive capacity distinct from intelligence; and (b) the

generation of many solutions leads to the production of a few that are highly original. On the basis of the findings of this study it may be concluded that the ability to generate many solutions to a problem is strongly associated with the ability to produce a few original solutions of high quality.

Moran, Milgram, Sawyers, and Fu (1983) conducted a study of original thinking in preschool children with a mean age of 4.6 and I.Q. mean of 116. Preschoolers generated a large percentage of original versus popular responses, 60.14% versus 39.85% respectively, with one of five responses both original and of high quality. These findings provided impressive support that the Guilford and Mednick conceptualization of originality is applicable to very young children. Preschoolers generated a larger proportion of original responses than did children who were considerably older. This may be related to the effect of socialization and schooling, which makes children and adolescents who spend large amounts of time in formal school settings more cautious about expressing unusual ideas than either preschoolers or young adults who are not in school.

A research study of divergent thinking and creative performance in gifted and nongifted second graders was conducted by Rotter, Langland, and Berger (1971). The results of the study reported that divergent thinking was related to accomplishment in the areas of leadership, art, writing, and science, but unrelated to accomplishment in the areas of social service, drama, and music.

Shapiro and O'Brien (1970) conducted a test to measure logical thinking in students of grades 1 - 8 in two Roman Catholic schools in upper-middle class suburbs of Cleveland, Ohio. From each of the eight grades 48 subjects (24 boys and 24 girls) were randomly selected and given two measuring instruments testing logic, classical syllogism and logic of quantification. In considering the results, it would seem that elementary school children have considerable success in recognizing logically necessary questions. They do not show the same developmental pattern in the ability to distinguish between a logically necessary conclusion and a statement which is not logically necessary.

A study by Halford, Maybery, and Bain (1986) of capacity limitations in children's reasoning sought to bring new knowledge to a long-standing issue in cognitive development of whether young children are capable of logical reasoning. The traditional Piagetian view had been that logical reasoning requires concrete operations that do not develop until 7 or 8 years of age. Because this view was challenged in the 1970's, these researchers sought to bring new research to the issue. The participants were 18 children, nine boys and nine girls with a mean age of 5-9. The researchers found that the results of the dual-task approach produced modest support for the proposition that children's reasoning is capacity limited.

Another study of young children's metacognitive development was conducted by Sodian and Wimmer in 1987. The researchers

stated that recent research in metacognitive development has shown that preschool age is a formative age for developing awareness and conceptualization in the mental domain. An important aspect of children's "theories of mind" is their understanding of the conditions that lead to knowledge in a human mind. This study represented an attempt to gather some information about preschool children's awareness that knowledge can be acquired not only by direct observation but also by logical inference.

The 64 participants in the study were 4- and 6-year-olds who attended a kindergarten in Munich. The experiments of the study showed a clear developmental progression in children's understanding of inference as a source of knowledge. When confronted with a person who is aware of the premises for an obvious conclusion, most 6-year-olds understood that this person will know the conclusion. In contrast, most 4- and 5-year-olds did not.

Staab (1986) conducted a study eliciting the language function of forecasting/reasoning in elementary school classrooms. The purpose of the study was to explore possible methods which might be used within the elementary classroom to elicit the language function of forecasting/reasoning and to examine the performance of children in their use of language for forecasting/reasoning. Kindergarten, grade 3 and grade 6 students engaged in a problem solving strategy in connection with an activity, the activity and modeling, and the activity with

questioning. Results of the study indicated that the questioning strategy was significantly more successful than either of the other two strategies and that the grade 3 students used significantly more language for forecasting/reasoning. This is consistent with other studies.

Researchers Yore and Ollila (1985) designed a study of first grade students dealing with cognitive development, sex, and abstractness in word recognition. Once again the issue of Piaget's developmental theories and contrasting views was being tested. The authors again mention that a great amount of verbal support was given to learning to think by teachers, while their actions stressed reading and de-emphasized thinking activities. Yore and Ollila stated that numerous studies reported significant correlations between Piagetian tasks and reading measures. Templeton and Spivey (cited in Yore and Ollila, 1985) found that young children with developed classification and seriation abilities had a better understanding of metalinguistic concepts, such as word, noun, verb, phrase, easy word, hard word. The results of the Yore and Ollila (1985) study indicated that the first graders recognized significantly more concrete words (nouns) than abstract words (non-nouns) which supported the importance of Piaget's biological model for reading.

Research of Teaching Methods

When several researchers investigated effects of teaching methods, specifically questioning and teaching strategies, as

related to cognitive development, they found teaching strategies to be important in teaching thinking.

Moely et al. (1986) studied differences in the use of memory and problem solving strategies by elementary school children and their relationship to the teacher's strategy suggestions in the classroom. Participating in the study were 38 high, average, and low achievers of grades 1 through 3, selected from classrooms where teachers frequently suggested cognitive strategies to the class. The comparison group was 26 children from classrooms where teachers rarely made such suggestions. Average and low achievers whose teachers used supportive strategies showed maintenance of recall skill superior to the comparison group. Those high in achievement showed excellent maintenance independent of teacher characteristics. Low and average students benefited by having a thoughtful teacher even more than high achievement students.

Another study concerning teaching strategies as they relate to cognitive development was a meta-analysis of experimental research on teacher questioning behavior by Redfield and Rousseau (1981). This technique was applied to synthesize experimental research findings on the relationship between level of teacher questioning and student achievement. Twenty studies of teacher's use of higher and lower cognitive questions were reviewed. Higher cognitive questions required pupils to manipulate information to create and support a response; lower cognitive questions called for verbatim recall or recognition of factual

information. Results showed that gains in achievement could be expected when higher cognitive questions assumed a predominant role during classroom instruction.

A study conducted by Smith (1982) measured the effects of teaching the language arts through SAQ: Students Asking Questions. The study, conducted with urban third grade students proved the program to be a simple, effective method for teaching students to generate literal, inferential, and critical questions from their readings of instructional materials. Students in 12 third grade classrooms of low, average, and high reading ability who participated in the SAQ groups generated significantly more literal, inferential, and critical questions than comparable students in control groups. The advantages of SAQ included its adaptability to any written materials, its effectiveness with groups of varying sizes, increased student participation in class discussions, and the integration of reading, writing, and listening skills.

Research of Materials

Do language arts materials for elementary students help teachers with the task of teaching thinking? That was the question asked by Raines (1980). The researcher reviewed five 1st grade, five 2nd grade, and two kindergarten language arts kits/textbooks to determine what listening and thinking skills were stressed. Examination demonstrated the dominance of literal comprehension tasks. Inferential comprehension was second,

followed by appreciation and evaluation. In view of these findings, it appeared that teachers who followed the guidebooks to prepare listening-thinking tasks were asking children to think primarily on the lowest level of thought processes--literal comprehension. The researcher called for teachers to put a greater emphasis on higher level thought processes that students would need to use throughout their educational careers.

An interesting study combining children's inferential ability and pictures was conducted by Holmes (1987). The primary purpose of the study was to determine whether there was a difference in children's ability to answer inferential questions from pictures, print, or print-with-pictures. The researcher's review of literature revealed considerable controversy regarding the effect of pictures on comprehension of the text. Earlier studies concluded that pictures did not have a positive effect on prose comprehension while later studies concluded that there was little doubt of the positive effects of illustrations on young children's prose learning. The results of the study conducted with 116 fifth and sixth graders indicated that the students performed significantly better in picture-only and the print-with-picture conditions than in the print-only condition.

A further study on materials and methods was conducted by Teal and Martinez (1986). A survey of 14 leading language arts, children's literature, and reading methods books, as well as professional journal articles yielded a total of eight recommendations for teachers to follow when reading to their

students, including the following: (a) prepare by previewing the book, (b) read with expression, (c) observe and encourage children's reading responses, and (d) allow time for discussion after reading. Observations of two kindergarten teachers reading to their students suggested that these recommendations do not say enough to teachers about the "how" of storybook reading. Findings reveal that teachers need training in questioning techniques for focusing on thinking skills.

A final supportive study conducted by Gambrell and Sokolski (1983) suggested that Caldecott Award winning books could be used as a powerful resource for stimulating language development. Stewig (1980) stated that picture storybook's illustrations and text combine to build a story and combined, have more impact than either alone. Most picture books are intended to be read aloud to preschool and primary aged children and are often the first books children encounter. The researchers acknowledged picture books are important in providing language input through text, providing visual input through illustrations, and stimulate oral language through both text and illustrations. The investigators, Gambrell and Sokolski (1983), applied the Manza and Legenza formula for assessing how effectively pictures stimulate oral language in children ages 5 through 8. When this formula was used with basal reader illustrations in 1978, it was concluded that basal pictures were poor facilitators of language. Since no data was available on the picture/language potency of illustrations in storybooks, the Manzo-Legenza formula was

applied to randomly selected Caldecott Award picture storybooks. The Caldecott Award winners were selected for study not only for their exemplary illustrations, but also because they are readily available, frequently displayed in American classrooms and libraries, and are often chosen by teachers and librarians for reading aloud to children.

For this investigation, 20 Caldecott Award winners from 1966 through 1981, including honor books, were randomly selected and three pictures were randomly selected from each book and rated. Using the Manza-Legenza's 10 factor Picture Potency Formula to assess their language stimulation value, the illustrations were rated on (a) different things, (b) significant things, (c) total things counted, (d) colors, (e) actions, (f) children, (g) people, (h) things with potential for movement, (i) size of picture, and (j) empathy. Results of the rating analysis revealed that 10 of the Caldecott Award winners received a high picture potency rating, nine received a medium rating, and only one received a low rating. The results suggested that Caldecott winners provide an excellent source of pictures for stimulating oral language.

Summary of Review of Literature

Research supported the view that young elementary aged children are capable of higher level cognitive development. Much of the research continued to support Piaget's cognitive developmental levels, although acknowledging the fact that the

individual differences of children may accelerate or delay the developmental progress.

Research also pointed to the necessity for teachers to use appropriate teaching methods and materials to facilitate the development of higher level cognitive skills with elementary aged children. Research also suggested that the use of high quality literature and illustrations aids in developing children's early language development and cognitive skills.

Analysis of Major Thinking Skills Programs

The response to the call for teaching thinking in American schools has been met with enthusiastic response by theoreticians or those who think about thinking and by program planners or those who plan programs for thinking. They have acted to fill a need which has developed as professional educators have come to realize that education must offer students more than rote drill, more than minimal competencies, more than facts. They have produced programs and materials to teach America's children how to think. Brandt (1984), editor of "Educational Leadership," wrote that "we are seeing the beginnings of a major new movement to promote intellectual development" (p. 3).

The search is on. But what are we searching for? American educators are searching for programs and materials that will teach students to think. The view that thinking skills are developed by thinking is reinforced by the N. E. A. report, The

Central Purpose of American Education (cited in Kuhn, 1986):

> The rational powers of any person are developed gradually and continuously as and when he uses them successfully. There is no evidence that they can be developed any other way. They do not emerge quickly or without effort... Thus, the learner must be encouraged in his efforts to grapple with problems that engage his rational abilities at their current level of development, and he must experience success in these efforts. (p. 502)

Feldhusen and Treffinger (1980) stated that teachers should not wait for critical thinking skills, creativity, and problem solving to occur spontaneously in teaching. If teachers really want to emphasize goals that emphasize higher level thinking processes, it will be necessary to take some very direct, deliberate action to see that it happens. Various methods and techniques for teaching creative problem solving, inquiry, and critical thinking can be incorporated into the regular classroom subject matter or they can be organized into separate experiences. If these methods and techniques are related to subject matter, they will enhance both the learning of subject matter and the acquisition of thinking skills. It is important to remember that in using these methods, the goal is to help students develop their abilities to solve many kinds of problems in and out of school.

Osborn (1986) remarked that critical thinking could be developed best when pupils are taught in such a manner, throughout their school experiences, that they must constantly use information in problem solving situations. In other words, it is possible that the way to teach critical thinking is to give pupils long term practice in it. Beyer (1984) stated that recent

research suggested that efforts to improve students' thinking skills must consider several factors: (a) identifying specifically the skills we wish to teach, (b) providing direct and systematic classroom instruction in how to use these skills and, (c) devising and implementing mental curricula that integrate the teaching of selected thinking skills with various content areas.

And so the search is on: the search for meaningful, thoughtful, practical teaching skills programs and materials. The purpose of the following portion of this paper is to review theories and terms, programs and materials, for teaching students to think, especially those programs and materials which have influenced or which are useful in the teaching of primary children in kindergarten through grade 3. The first two programs to be discussed can be called landmark programs and are the foundation for many other programs and materials in the field of metacognitive learning. The terms developed by Benjamin Bloom and Calvin Taylor have become generic in the field of thinking skills education.

Bloom's Taxonomy

Maker, (1982) reported that Bloom's Taxonomy has been one of the most frequently used models for the development of higher level thinking. Although both the cognitive and affective taxonomies were developed by essentially the same group of educators and psychologists, the cognitive taxonomy of

intellectual behavior is usually referred to as Bloom's Taxonomy, and the affective taxonomy of feeling behaviors, as Krathwahl's Taxonomy.

The purpose of the taxonomies was to provide a set of criteria that could be used to classify educational objectives according to the level of complexity of the thinking required. The taxonomies applied to any academic level of instruction from kindergarten through adult education. Bloom created the taxonomies to facilitate communication between psychologists and educators in such areas as test construction, research, and curriculum development. In 1956, at the time of their development, it was doubtful that anyone anticipated the widespread use of the taxonomies to develop teaching activities. The taxonomies provided an easy-to-learn structure that followed a sequential process in the development of a concept or learning relationship.

The cognitive taxonomy consisted of six levels: (a) knowledge, (b) comprehension, (c) application, (d) analysis, (e) synthesis, and (f) evaluation.

1. The first level of knowledge required no transfer of information. Students needed only to remember what has been read, told, or seen.

2. In the second level, comprehension, an individual was at the lowest level of understanding. Materials or ideas could be translated or restated in a person's own words. It was not required to relate the information to other material or ideas.

3. Application was putting abstractions or general principles to use in new concrete situations.

4. The fourth level, analysis, involved the breaking down of a communication into its elements or parts so that the relative hierarchy of the parts was clear and the relationships between the parts was explained.

5. Synthesis was, in many ways, the opposite of analysis. It involved putting together parts into a whole.

6. Evaluation, the highest cognitive skill in the taxonomy, required making judgments about the value of something for a given purpose.

Affective behaviors could be viewed as one of the necessary means of attaining cognitive objectives as well as cognitive objectives could be viewed as necessary for attaining affective objectives. The affective taxonomy included:

1. receiving: At this level, the learner was simply sensitive to the fact that certain things exist. Awareness included a willingness to attend.

2. responding: This second level included most "interest" objectives. Students were so involved in or committed to a subject or activity that they would seek it out and gain satisfaction from participation.

3. valuing: Of all the levels, valuing has received the most attention in educational practice. It included three levels or subcategories ranging from simply ascribing worth to making a commitment.

4. characterization: At this final level, values have been internalized and organized into a hierarchy that controled behavior long enough for the individual to adapt to the new behavior.

Research on the taxonomies of Bloom and Krathwohl concentrated on these issues:

1. Are the taxonomies arranged from simple to complex? This valid question has not been resolved. Generally, it is agreed that the complex behaviors are at the higher levels and the simple behaviors are at the lower levels. It does not appear, however, that evaluation is the most difficult intellectual behavior and may be misplaced. (Stokes and Kropp, 1964, cited in Maker, 1982)

2. In general, research supported the cognitive taxonomy's comprehensiveness and clarity. Factor analysis, however, indicated that the categories are not mutually exclusive. (Maker, 1982)

An example of an educational use of Bloom's Taxonomy was reported in Lehr (1983). The Taxonomy was used as a basis of a reading program designed to foster intellectual skills. The first step was for the teacher to prepare a model. The teacher selected a book that he or she felt would interest the students and wrote four to six questions for each level of the Taxonomy, prepared answers for them, and placed them in a folder. The folder also contained a vocabulary sheet and a brief summary of the book. Next the teacher read the entire book or story to the

class and used the folder to introduce the different types of questions and the ideas of the Taxonomy. Once the students were familiar with the Taxonomy and with the form of the folder, the teacher asked them to prepare their own folders for books or stories of their own choosing.

Calvin W. Taylor

A second early researcher in the area of creativity has given the field of cognitive education a vocabulary for creative skills. Maker (1982) thought Calvin W. Taylor was probably the most controversial of the current researchers. This designation was related to his statements about the talent potential of all children. Taylor suggested that the entire educational system be reformed so that a variety of talents, such as creativity, communication, planning, forecasting, and decision-making be the focus of all classrooms, in addition to academic activities.

Creative talent was defined by Taylor as the ability to go beyond the obvious, to put together pieces of information or new ideas that seem unrelated and create new ways of expression. Creative talent includes:

1. Fluency - the ability to produce many different ideas or solutions. Quantity is emphasized rather than quality.

2. Flexibility - the ability to generate many different kinds of ideas or solutions. A flexible person will consider a problem from many points of view and will give responses in a variety of categories.

3. Originality - the ability to generate unique ideas or solutions or to consider the problem from an unusual point of view. An original person connects ideas not previously connected and solves problems in a new and unusual way.

The process for teaching originality followed the following eight steps: (a) presentation of a problem or something to consider, (b) giving students time to think and list ideas, (c) providing a setting for sharing, revising, and refining ideas, (d) Setting aside a period of time to allow incubation, (e) sharing additional ideas, (f) having students select their best solutions, (g) having students select their most original solutions, and (h) implementing the solution or decision.

4. Decision-making - the ability to evaluate data carefully in making judgments. The decision-making process followed the following steps: (a) consideration and discussion of all aspects of the situation as a group, (b) examination of all possible decisions and the arguments for and against the decision, (c) assignment of a rating to each argument, (d) formation of a conclusion based on the arguments and ratings, and (e) defending or supporting the decision chosen.

5. Planning - the ability to make plans to solve a problem, involves (a) the ability to develop a detailed sequence of procedures, (b) sensitivity to outside factors which affect the decision, and (c) the ability to secure and organize materials and resources to accomplish the task.

6. Forecasting - the ability to predict future events

through foresight, penetration, and social awareness.

7. Communication talent - the ability to send a verbal or non-verbal message that is understood by the recipient.

An integral aspect of Taylor's approach is the definition and use of the terms divergent, convergent, and evaluative thinking. Divergent thinking is the generation of a variety of information. Convergent thinking is the generation of unique information while evaluative thinking is the judging of information in terms of certain standards. These many concepts of Taylor's program have been utilized throughout the field of thinking skills education.

Louis Raths

Wassermann (1987) reported on the work of another pioneer in the field of thinking education, Louis Raths. Raths gathered data from hundreds of classroom teachers which identified eight types of behavior which pointed to deficits in thinking. Raths contended that poor thinking manifested itself in thoughtless, unwise, or inappropriate behavior. Raths listed fourteen thinking operations or dimensions of higher-order mental functioning:

1. comparing
2. interpreting
3. observing
4. summarizing
5. classifying

6. making decisions
7. suggesting hypotheses
8. imagining and creating
9. criticizing and evaluating
10. designing projects and investigations
11. identifying assumptions
12. applying principles in new situations
13. coding for certain patterns of thinking
14. gathering and organizing data

Wassermann (1987) restated Rath's position as a proposal to teach any subject with an emphasis on higher order thinking, rather than calling for a new subject called "thinking." Such a program could apply to all areas of the curriculum and to every level of the educational system. For example, it would not be necessary for children in the primary grades to stray from the regular curriculum in order to compare two stories, two characters in a story, two words, or two illustrations which enable students to employ higher-level thinking.

Definition of Terms

Many terms for thinking processes or models have been used in the teaching of thinking. A brief glossary of these terms would be helpful to those reading about, planning to use, or developing materials for thinking skills instruction. The following terms, presented in alphabetical order, were gathered

from a number of sources. Terms defined at other places in this paper were not repeated here. Starred terms were used in the ABC Thinking Skills Book.

A

* analogy - a problem-solving strategy in which linguistic or figural sililarities are noted between two or more situations while simultaneously discerning that there are also differences in the relationship. (Costa, 1985)

analysis - the separation of a communication into its basic parts according to some plan. (Costa, 1985)

* attribute listing - a technique that promotes a clearer view of the qualities, specifications, characteristics, limitations, and attributes of a problem to allow for easy change and the development of new ideas. (Feldhusen and Treffinger, 1980)

B

* brainstorming - a technique used to produce ideas related to a particular problem, topic, or theme. The goal is to produce multiple possible solutions, accept all ideas. (Feldhusen and Treffinger, 1980)

C

* classification - grouping objects into multiple categories; an important cognitive ability mastered in Piaget's concrete operational stage. (Woolfolk, 1987)

cognitive development - gradual, orderly changes by which mental processes become more complex and sophisticated; the development of thinking and problem-solving abilities. (Woolfolk, 1987)

convergent thinking - thinking that requires a single correct answer to a question or problem. (Costa, 1985)

* creative problem solving - problem solving which focuses on problems for which there may be many different solutions following these steps: (a) fact finding, (b) problem finding, (c) idea finding, (d) solution finding, (e) acceptance finding. (Feldhusen and Treffinger, 1980)

* creative thinking - the ability to produce new and original ideas where there is a problem or need for ideas. (Costa, 1985)

critical thinking - evaluation and consideration of the information available to the thinker; the productive thinking ability that enables persons to solve problems. (Feldhusen and Treffinger, 1980)

D

* decision making - the ability to list a variety of alternatives and to establish criteria for rating alternatives in order to establish the best course of action. (Maker, 1982)

deductive thinking - to infer from what proceeds; to lead or draw to a conclusion, to derive the unknown from the known. (Costa, 1985)

divergent thinking - imaginative problem solving; coming up with several different and unusual solutions to any single problem. (Woolfolk, 1987)

E

* elaboration - to expand on concepts or ideas; to give an idea or object greater detail. (Costa, 1985)

* evaluation - to make an examination or judgment based on a set of internal or external criteria. (Costa, 1985)

F

* fluency - the ability to list many possible ideas; the more ideas, the more fluent. (Costa, 1985)

forced relationships - an activity which helps develop the ability to see unusual uses for things and the combination of ideas from different viewpoints; choose two items from a list and associate them, no matter how unrelated they may be to each other. (Feldhusen and Treffinger, 1980)

G

generalization - a rule, principle, or formula that governs or explains and number of related situations. (Costa, 1985)

* group - to assemble objects according to a unifying relationship or critical attribute. (Woolfolk, 1987)

guided discovery - an adaptation of discovery learning in which the teacher provides some direction by asking leading questions and giving appropriate feedback. (Woolfolk, 1987)

H

* hypothesize - to construct a tentative proposition or relationship assumed in order to draw out its logical or empirical consequences; an "if-then" statement. (Costa, 1985)

I

inductive thinking - the formulation of general principles based on knowledge of specific examples and details. (Woolfolk, 1987)

* inquiry - questioning something in the experience and seeking information about a problem or condition. (Costa, 1985)

intuition - the power or facility of attaining direct knowledge or cognition without rational thought and inference. (Costa, 1985)

J

* judgment - the process of forming an opinion or evaluation based upon a value. (Costa, 1985)

K

keyword method - a mnemonic device that links new words or concepts with similar-sounding cue words. (Woolfolk, 1987)

* knowledge - the ability to recognize or recall information; having information. (Costa, 1985)

L

* label - to assign a category name or phrase to a set of objectives or ideas in which the name selected identifies major attributes shared by the members of the set. (Costa, 1985)

lateral thinking - thinking around a problem; used to generate

new ideas. (Costa, 1985)

M

* memory - the power or process of recalling what has been learned and retained. (Costa, 1986)

metacognition - knowledge about and monitoring of our own cognitive processes, such as thinking, learning, and remembering. (Woolfolk, 1987)

mnemonics - memory aids or techniques that are utilized to improve memory. (Feldhusen and Treffinger, 1980)

N

* name - to give a name to or to call a word or phrase that constitutes the distinctive designation of an idea or thing. (Webster's New Collegiate Dictionary, 1975)

O

organization - Piaget's term for the ongoing process of arranging information and experience into meaningful patterns and structures. (Woolfolk, 1987)

* originality - the ability to generate novel, nontraditional, or unexpected responses. (Costa, 1985)

P

* predict - to formulate possible consequences of a particular event or series of experiences. (Costa, 1985)

Q

* question - formulate relevant inquiries so as to evaluate a situation, guide a hypothesis, or verify information. (Costa, 1985)

R

* reversible thinking - in Piaget's theory, the mental ability to think back through an operation from the end to the beginning. (Woolfolk, 1987)

rules - the principles or formulae that underlie or govern some problems or relationships. (Costa, 1985)

S

schema - in cognitive learning, large, basic units for organizing information; a schema is like a model or stereotype. (Woolfolk, 1987)

* sequence / seriate - to arrange events, items, or objects in some order according to an ascending or descending relationship of size or value. (Costa, 1985)

synectics - a creative thinking technique that utilizes analogies and metaphors to help the thinker analyze problems and form different viewpoints. (Feldhusen and Treffinger, 1980)

T

* task analysis - a system for breaking down a task into fundamental skills and subskills; the first step is to define the final performance goal and then list the skills necessary to attain that goal. (Woolfolk, 1987)

taxonomy - a classification system. (Woolfolk, 1987)

U

understand figural relationships - to compare representations of objects or ideas with concrete forms or objects in order to discern ways in which they are related. (Costa, 1985)

V

* verbal classification - the ability to group words according to their shared meaning, use, or characteristics, thus promoting categorization skills and vocabulary development.

vertical thinking - thinking that is logical and straightforward. (Costa, 1985)

W, X, Y, Z

Review of Instructional Programs and Materials

When classroom teachers decide to use higher level thinking

in their teaching, they often look for a prepared program or some student materials to help them with the job. Many such materials have been prepared and have appeared in professional journals, educational magazines, publisher's catalogs, and teacher bookstores. A review of the major programs and a sampling of student materials which teach thinking skills in the primary grades follows. These materials were organized in alphabetical order to make it easier to retrieve specific information and to add some order to the process.

The review includes the name of the program or materials, the developer or publisher, a description, and the target audience. Other information can be found in the original source.

A

Program: The Aesthetic Education Program; Cemrel, Inc.

Publisher: Comenius Publishers

Description: This program is a unique system of materials, media games, and viewpoints which assist students in developing feeling and aesthetic response. Techniques, such as creating characterization, working with tone, shape, sound, movement, constructing dramatic plot, and creating word pictures help students develop their aesthetic abilities.

Target Audience: Grades K - 6.
(Feldhusen and Treffinger, 1980)

Publication: Affective Direction -Planning and Teaching for Thinking and Feeling; Bob Eberle and Rosie Hall.

Publisher: D.O.K. Publishers, Inc.

Description: Affective Direction is a working book for teachers, taking them progressively through the cognitive and affective processes in concise

outline form.

Target Audience: Elementary and junior high school. (Feldhusen and Treffinger, 1980)

Publication: Affective Education Guidebook, by By Eberle and Rosie Emery Hall.

Publisher: D.O.K. Publishers, Inc.

Description: The Affective Education Guidebook is a well-organized set of activities and instructional plans for teachers who are concerned with improving students' understanding and expression of feeling in the classroom. It contains more than 100 useful activities.

Target Audience: Elementary and junior high school. (Feldhusen and Treffinger, 1980)

B

Program: BASICS - developed by Sydelle Seiger-Ehrenberg and Lyle M. Ehrenberg. (based on original work by Hilda Taba)

Publisher: I.C.I. Services, Ltd.

Description: Students use appropriate thinking strategies to achieve the five major types of learning objectives of any curriculum: facts, concepts, principles, attitudes, and skills. They apply these thinking strategies in dealing with outside-of-school learning and life situations. Thinking strategies can be incorporated into any curriculum so that students not only achieve the objectives better and faster but also learn strategies for learning, problem solving, planning, etc. Short of building or revising curriculum to incorporate appropriate thinking strategies, teachers can be trained to build such strategies into their teaching of existing curriculum.

Target Audience: Suitable for preschool through adult learners. (Costa, 1985)

Publication: Building Thinking Skills series; Howard Black and

Sandra Black.

Publisher: Midwest Publications

Description: The Building Thinking Skills series easily, inexpensively, and effectively introduces thinking skills into the classroom. Each level develops four basic analysis skills necessary for academic success:
- identifying similarities and differences
- recognizing and completing sequences
- determining classification
- drawing analogies

Target Audience: Book 1, Grades 2-4
(Midwest Catalog)

C

Program: CORT (Cognitive Research Trust), by Edward de Bono, M.D., Ph.D.

Publisher: Pergamon Press, Inc.

Description: Although analytical thinking is covered, the emphasis is on improving perceptual thinking through the use of "tools", such as PMI (Plus, Minus, Interesting) and C & S (Consequences and Sequels), which draw attention to the perceptual stage of thinking.

Target Audience: Ages 8 - 22; all ability levels.
(Chance, 1986)

Publication: Creative Language Projects: Independent Activities in Language Arts; M. P. Mullaney.

Publisher: Milliken Publishing Company

Description: Creative Language Projects requires students to think creatively, use their imagination, think of unusual ideas, and solve unusual problems. The individual problems are meant to be fun and give children practice in expressing themselves in a creative manner through original writing, evaluation, and problem solving.

Target Audience: Book A, Grades 1-2.
Book B, Grades 2-3.
Book C, Grades 3-4.

(Feldhusen and Treffinger, 1980)

Program: Creative Problem Solving (CPS); Sydney J. Parnes. (based on Alex F. Osborn)

Publisher: Creative Education Foundation

Description: CPS is designed to develop attitudes necessary for creative learning, problem sensing, and problem solving. Continuing practice in using these approaches leads to ever-increasing proficience. CPS should be taught deliberately, both as a general thinking skill and as application to learning within all subject matter areas.

Target Audience: Middle (gifted) and secondary. Lower level materials based on CPS available from D.O.K. Publishers. (Costa, 1985)

Publication: Creative Teaching Press Materials

Publisher: Creative Teaching Press, Inc.

Description: Creative Teaching Press publishes materials designed to provide supplementary enrichment in a wide variety of curricular areas. Activities go beyond traditional classroom lessons, and deal with topics in a creative and individualized manner.

Target Audience: Grades 1 - 8, depending on materials. (Feldhusen and Treffinger, 1980)

D

Publication: Developing Thinking Skills; Hollis Griffin.

Publisher: Frank Schaffer Publications, Inc.

Description: Activities covering a wide range of subject areas aid students in improving their thinking abilities. Extra assignments are provided at the end of each activity for highly motivated students to study areas of interest in great depth.

Target Audience: Grades 3 - 6. (Feldhusen and Treffinger, 1980)

E

Publication: Educational Insights; (Boxes)

Publisher: Educational Insights, Inc.

Description: Educational Insights boxes offer exciting exercises in creative thinking for elementary school children. Games, activities, and skill builders are written on separate index cards. Boxes for five subject areas are available.

Target Audience: Grades 1 - 6.
(Feldhusen and Treffinger, 1980)

F

Publication: Frank Schaffer Activity Cards

Publisher: Frank Schaffer Publications, Inc.

Description: Frank Schaffer Activity Cards cover virtually every area of educational interest to the teacher in an entertaining and motivating manner to students.

Target Audience: Grades 1 - 6, depending on set.
(Feldhusen and Treffinger, 1980)

Program: Future Problem Solving; E. Paul Torrence. (based on the work of Alex Osborn and Sidney Parnes)

Publisher: Future Problem Solving Program

Description: Future Problem Solving program is designed to develop creative problem-solving skills while learning about the future. Skills developed are creative-problem-solving process, communication skills (verbal and written), teamwork skills, research techniques, critical and analytical thinking.

Target Audience: Regular program: Grades 4 - 12.
Primary division: K - 3.
(Costa, 1985)

G

Publication: Good Apple Records, by Joe Wayman.

Publisher: Good Apple, Inc.

Description: Good Apple Records combines appealing children's songs with divergent activities to stimulate the creative thinking skills of fluency, flexibility, originality, and elaboration.

Target Audience: Grades K - 6.
(Feldhusen and Treffinger, 1980)

H

Program: Higher Order Thinking Skills (HOTS), developed by Stanley Pogrow, based on cognitive psychology theories of the organization of information in the brain.

Publisher: Stanley Pogrow

Description: Use of higher-order thinking activities to improve basic skills and social confidence while also improving problem-solving ability. Students work in computer laboratory.

Target Audience: Chapter 1 students in grades 3 - 6; can be extended to average ability students in grades 3 - 6.
(Costa, 1985)

J

Program: Junior Great Books

Publisher: The Junior Great Books Foundation

Description: The Junior Great Books program gives children a method for a lifetime of purposeful reading by readings included in the program, by the method of discussion, and by a course or interpretive reading and discussion which is included in each volume.

Target Audience: Grades 2 - 8.
(Costa, 1985)

K

Publication: Kids' Stuff

Publisher: Incentive Publishers, Inc.

Description: Kids' Stuff books offer creative and challenging exercises in several curricular areas. The pages in each book are attractive and stimulating and they encourage children to open their minds and think.

Target Audience: Grades 1 - 6, depending on book used. (Incentive Publishers, Inc. Catalog)

L

Publication: Let's Begin, by Doris Edmund.

Publisher: Creative Teaching Press

Description: Let's Begin is a collection of over 100 creative ideas of interesting, stimulating, and enjoyable activities that stimulate the expression and imagination of young children.

Target Audience: Preprimary. (Feldhusen and Treffinger, 1980)

M

Program: Marzano Thinking Skills Program, by Robert Marzano.

Publisher: Mid-Continent Regional Educational Laboratory

Description: Marzano advocates the total restructuring of education to emphasize thinking skills as an integral part of learning. The thinking skills categories of the program are (a) learning to learn skills, (b) content thinking skills, and (c) basic reasoning skills.

Target Audience: K - 12. (Marzano and Arredondo, 1986)

N

Program: New Directions in Creativity, by Joseph Renzulli, Linda Smith, Barbara Ford, Mary Jo Renzulli.

Publisher: Harper and Row, Inc.

Description: New Directions in Creativity is designed to develop the creative thinking skills of children through exercises in divergent thinking. The programs concentrate on improving fluency, flexibility, originality, and elaboration in the context of language arts through making up stories and sentences and working with words.

Target Audience: Mark A, Mark B for Grades K - 3.
(Feldhusen and Treffinger, 1980)

P

Program: Philosophy for Children, by Matthew Lipman.

Publisher: Institute for the Advancement of Philosophy for Children.

Description: Students meet three times a week for forty minutes to read, do exercises, and talk. Focus of the class is a novel in which the characters discover and model principles of reasoning in the process of exploring philosophical issues. Teachers use a variety of special techniques to model and elicit reasoning skills.

Target Audience: Grades 3 - 12.
(Chance, 1986)

S

Publication: Scamper, by Bob Eberle.

Publisher: D.O.K. Publisher, Inc.

Description: Scamper is a model for developing creativity in reading. The letters in Scamper stand for the type of creative responses elicited when asking questions. S is for substitute, C for combine, A for adapt, M for modify, P for put to use, E for eliminate, and R for rearrange and reverse.

Target Audience: K - 12.
(Martin, Cramond, and Safter, 1982)

Program: SOI (Structure of the Intellect), by Mary Meeker.
(based on Guilford)

Publisher: SOI Institute

Description: Intelligence consists of 120 thinking abilities that are a combination of operations, content, and products. Twenty-six of these factors are especially relevant to success in school.

Target Audience: All students and adults.
(Costa, 1985)

Publication: Sunflowering, by Bob Stanish.

Publisher: Good Apple, Inc.

Description: Sunflowering activities deal with activities to encourage imagination, development, creative expression, and sensitivity. The book describes unusual activities which combine cognitive and affective developmental tasks.

Target Audience: Grades 1 - 8.
(Feldhusen and Treffinger, 1980)

T

Publication: Thinklab, by K. J. Weber

Publisher: Science Research Associates

Description: Thinklab kits have been developed to stimulate cognitive development, especially insight, reflection, and creativity. The kits are also designed to be motivating reading programs.

Target Audience: Grade 3 - Adult
(Feldhusen and Treffinger, 1980)

This review of materials for teaching thinking exhibited a lack of materials that stimulate interest in reading children's literature and the development of a wide range of thinking skills

for primary aged children. The following publications were found that directly linked children's literature and thinking skills.

Books in Bloom, written by Champlin and Kennedy (1982), meets the challenge of nurturing creative thinking in children through the use of children's literature. The story would be introduced through an encounter activity followed by the reading of the story. Activities were designed to teach simple recall of information to evaluation of procedures, motives, and facts based on Bloom's Taxonomy.

Engine-Uity offered a series of teacher-tested materials for development of independent study skills and thinking skills. Engine-Uity published Porta-Center kits designed for students who are ready for controlled, open-ended research. The Porta-Center required the student to read a book and complete a reproducable worksheet containing questions based on Bloom's taxonomy levels of knowledge and comprehension with task cards from the levels of application, analysis, synthesis, and evaluation. One such Porta-Center kit for grades 2 - 4 is based on 10 Caldecott Award winning books.

Sunburst published three reading/activity card programs based on Newbery Award winning books. The program suggested for grades 3 - 8 includes activity cards and a teacher's guide.

Book Lures of O'Fallon, Missouri published a variety of student activity books combining good children's literature and thinking skills development. Representative titles included The Frog and Toad Thinking Book, The Book Bag in Martha's Attic, and

The Amelia Bedelia Thinking Book. These books, available in a series of activity books written and developed by Nancy Polette, were designed to bring children and books together in a happy relationship. The activities stressed both critical and productive thinking skills on the primary level.

A review of thinking skills programs and publications revealed that only a few interesting, adaptive, and quality thinking skills programs or materials were available for primary children. However, primary children should not be overlooked in thinking skills programs. Primary children are unique -- they are eager to learn, to find out. They are assimilating knowledge, perceiving patterns, and acquiring a language, probably at a rate they will never equal again (Rogers, cited in Bryant, 1987). Combining good children's literature and thinking skills education is a natural combination. Polette (1981) stated that, by their very nature, picture books nurture and stimulate creative thought. The future of mankind may well depend on the creative and imaginative minds nourished through our teaching. Books which challenge productive thinking are essential ingredients in all of education, but especially in teaching thinking to the young.

CHAPTER THREE

The Manuscript

The Caldecott Medal

In 1921, Frederic G. Melcher asked Alice Hazeltime of St. Louis, for permission to present a new idea to the afternoon business session of the convention of the American Library Association. The idea was for the awarding of an annual medal for a distinguished children's book to be named for John Newbery of London, the bookseller who had first published books specifically for children in the Eighteenth Century (Kingman, 1965).

Fifteen years later, in 1936, the proposal for the Caldecott Medal for a distinguished picture book received the same enthusiastic approval. Fryatt, (cited in Kingman, 1965) stated that Randolph Caldecott was chosen as the inspiration for the Caldecott Medal because his work represented the "joyousness of picture books as well as their beauty" (p. 270). That joyousness is exhibited in each Caldecott Medal winner even today so that one knows that the author and artist enjoyed the act of creating the book.

The Caldecott Medal has been awarded annually to recognize

the artist of the most distinguished American picture book for children. Gross stated "The Caldecott winners of recent years also seem to have faced the problems of the world and through text, brush and paint made such problems seem solvable" (cited in Kingman, 1965, p. 8).

Brown (1986) advocated using children's literature to develop children's thinking skills and provide children with problem solving skills. Teachers can use the best literature to develop the best thinkers.

The Manuscript Format

In an effort to provide material for the development of thinking skills in primary children through children's literature, a manuscript was written titled ABC of Thinking with Caldecott Books.

The manuscript was designed to be an ABC book of thinking skills. One or more thinking skills beginning with each letter of the alphabet was used, focusing on a variety of thinking skills. The skills were chosen with the needs and abilities of the primary child considered.

Considering Piaget's theory of child development (Lavatelli, 1973), skills were chosen which were appropriate for the pre-operational and concrete operational child. These skills were chosen to develop and reinforce the thinking processes of conservation, reversibility, classification, and seriation. Productive and critical thinking (Polette, 1983) was encouraged

through fluency, flexibility, originality, elaboration, planning, forecasting, decision making, problem solving, and evaluation. The activities provided opportunity for children to become "producers of knowledge and products rather than consumers of information" (p. 1).

The Thinking Skills

Among the thinking skills included in the book were the following:

Analysis
Brainstorming
Comparing
Decision Making
Elaboration
Fluency, Flexibility
Grouping
Hypothesize
Imagine
Judgment
Knowledge
Label
Memory
Name
Originality
Predicting
Question
Reversibility
Seriate
Task analysis
Understand
Value
W
X
Y
Z

These last letters will be used in a stylized way to incorporate additional skills.

The Choice of Stories

Thinking skills cannot develop without something to think about. The teacher and child will think about books from the following list of Caldecott Medal books:

1938 Animals of the Bible
Helen Dean Fish
Illustrated by Dorothy P. Lathrop

1939 Mei Li
Thomas Handforth

1940 Abraham Lincoln
Ingri and Edgar Parin d'Aulaire

1941 They Were Strong and Good
Robert Lawson

1942 Make Way for Ducklings
Robert McCloskey

1943 The Little House
Virginia Lee Burton

1944 Many Moons
James Thurber
Illustrated by Louis Slobodkin

1945 Prayer for a Child
Rachel Field
Illustrated by Elizabeth Orton Jones

1946 The Rooster Crows
Maude and Miska Petersham

1947 The Little Island
Golden MacDonald
Illustrated by Leonard Weisgard

1948 White Snow, Bright Snow
Alvin Tresselt
Illustrated by Roger Duvoisin

1949 The Big Snow
Berta and Elmer Hader

1950 Song of the Swallows
Leo Politi

1951 The Egg Tree
Katherine Milhous

1952 Finders Keepers
Will Lipkind
Illustrated by Nicolas Mordvinoff

1953 The Biggest Bear
Lynd Ward

1954 Madeline's Rescue
Ludwig Bemelmans

1955 Cinderella
Illustrated and retold from Perrault by
Marcia Brown

1956 Frog Went A-Courtin'
Retold by John Langstaff
Illustrated by Feodor Rojankovsky

1957 A Tree Is Nice
Janice Udry
Illustrated by Marc Simont

1958 Time of Wonder
Robert McCloskey

1959 Chanticleer and the Fox
Barbara Cooney

1960 Nine Days to Christmas
Marie Hall Ets and Aurora Labastida

1961 Baboushka and the Three Kings
Ruth Robbins
Illustrated by Nicolas Sidjakov

1962 Once a Mouse
Marcia Brown

1963 The Snowy Day
Ezra Jack Keats

1964 Where the Wild Things Are
Maurice Sendak

1965 May I Bring a Friend?
Beatrice Schenk de Regniers
Illustrated by Beni Montresor

1966 Always Room for One More
Sorche Nic Leodhas
Illustrated by Nonny Hogrogian

1967 Sam, Bangs & Moonshine
Evaline Ness

1968 Drummer Hoff
Adapted by Barbara Emberley
Illustrated by Ed Emberley

1969 The Fool of the World and the Flying Ship
Retold by Arthur Ransome
Illustrated by Uri Shulevitz

1970 Sylvester and the Magic Pebble
William Steig

1971 A Story A Story
Gail E. Haley

1972 One Fine Day
Nonny Hogrogian

1973 The Funny Little Woman
Lafcadio Hearn, retold by Arlene Mosel
Illustrated by Blair Lent

1974 Duffy and the Devil
Retold by Harve Zemach
Pictures by Margot Zemach

1975 Arrow to the Sun
Gerald McDermott

1976 Why Mosquitoes Buzz in People's Ears
Retold by Verna Aardema
Pictures by Leo and Diane Dillon

1977 Ashanti to Zulu
Margaret Musgrove
Pictures by Leo and Diane Dillon

1978 Noah's Ark
Peter Spier

1979 The Girl Who Loved Wild Horses
Paul Goble

1980 Ox-Cart Man
Donald Hall
Pictures by Barbara Cooney

1981 Fables
Arnold Lobel

1982 Jumanji
Chris Van Allsburg

1983 Shadow
Blaise Cendrars
Translated and illustrated by Marcia Brown

1984 The Glorious Flight: Across the Channel with Louis Bleriot
Alice and Martin Provensen

1985 Saint George and the Dragon
Retold by Margaret Hodges
Illustrated by Trina Schart Hyman

1986 The Polar Express
Chris Van Allsburg

1987 Hey, Al!
Arthur Yorinks
Illustrated by Richard Egielski

1988 Owl Moon
Jane Yolen
Illustrated by John Schoenherr

The Student Pages

The student pages were designed in an interesting way to attract the reader to the activity. The student page named the thinking skill and applied that skill to a character or illustration in a selected Caldecott Medal book. The activity was planned to give the student practice in the use of the skill and to motivate the student to listen to or read the story with interest. The activity was planned so that the student could do the activity without having read the book. The necessary information was supplied by a summary or description on the activity page for readers or by the teacher for non-readers.

Following a pattern in Polette's (1986) The Book Bag in Martha's Attic, several activities were provided for each thinking skill and related Caldecott Medal story. The activities varied in level of difficulty to enable students of varying skill and ability to complete an activity according to individual ability and need.

The Teacher Pages

An important component of the ABC of Thinking with Caldecott Books was the teacher's page to accompany each thinking skill.

The teacher's page was planned to define the thinking skill for the activity and gave the process steps so that the teacher fully understood the steps necessary to accomplish the application of the skill. The teacher's page for each activity also supplied the following information: (a) names of the author or artist, (b) a summary of the story, (c) any read-aloud material, (d) some warm-up questions to introduce the thinking skill to the students, and (e) several additional activity suggestions for use following the reading of each story.

To be successful in using children's literature to teach thinking skills lessons, teachers need to prepare for the lesson. Brown (1986) presented the following suggestions for using children's literature to develop children's thinking skills:

1. Provide children with a problem solving guide.

2. Model appropriate cognitive and problem-solving behaviors by (a) using higher level thinking skills, (b) discussing problem solving processes with the class, (c) using materials which provide illustrations and characters involved in problem-solving situations, (d) brainstorming alternate solutions to a story character's problems, and (e) using role-play to encourage student thinking about solutions to problems.

Yaeger (1973) gave teachers some helpful clues to follow when presenting a good book to children. He reminded teachers to (a) become acquainted with the story before presenting the book, (b) introduce the book with a few sentences telling what the story is about, (c) point out to the children the style of the

pictures used to illustrate the book, and (d) ask a few questions either before or after you read the story to heighten interest.

How the Manuscript is Unique

A review of the current programs, materials, and books has revealed that though there was more material available to the teacher than ever before, the book, ABC of Thinking with Caldecott Books, was unique.

There were ABC books, there were books for primary students that promote thinking skills, and there were some activity programs on good children's literature, even Caldecott Medal books. But there was not a comprehensive book of thinking skills for primary children, kindergarten through grade 3. The planned manuscript was unique, one of a kind, in the following ways:

1. The manuscript was based on thinking skills appropriate for primary children's developmental skills.

2. The manuscript's ABC order was designed for ease of reference and to heighten interest.

3. The manuscript was planned to include a wide range of different thinking skills concentrating on higher level cognitive ability.

4. The manuscript was written with information and directions for the teacher.

5. The manuscript was developed to include several student activity pages of varying levels of difficulty related to each skill.

6. The manuscript was intended to motivate children to the

joy of discovery and the further appreciation of excellent children's literature that appeals to both the visual and oral learner.

7. The manuscript included a listing of 50 years of Caldecott Award books and a short history of the Caldecott Award.

This manuscript was written to help fill a need for a comprehensive activity book of thinking skills appropriate to primary students. Wassermann (1982) found that American education is producing "gifted lesson learners" in all age groups who were able to read and answer multiple choice questions requiring literal or inferential skills but who were unable to examine, explore, or elaborate upon their ideas. American children were learning to read. The problem was that they were not learning to think. There was a need.

Norborg (1981) argued that, whatever the cause, it is time for elementary school teachers to search for ways to help their students become more thoughtful readers who are not afraid to experiment with new ideas. There was a need.

Primary children can learn to think more clearly, creatively, and critically. Chambers (1971) stated that when children read literature they are involved in a highly creative act. They are reacting to the ink on paper to which they bring life, emotions, adventure, beauty, images, and deep thought.

Polette (1981) summarized the rationale and need for this proposed project with these words:

> By their very nature, fine picture books can nurture and stimulate creative thought. The child who meets fluency and

flexibility of ideas in the picture book can be challenged to become fluent in his or her own ideas whether they concern the solving of a real problem or the creation of a work of art or literature. The future of mankind may well depend on the creative and imaginative minds nourished in our classrooms. Books which challenge productive thinking are essential ingredients...in all of education. (p. 61)

CHAPTER FOUR

ABC'S OF THINKING WITH CALDECOTT BOOKS

ABC's of THINKING...

THIS ABC BOOK OF THINKING SKILLS FOR PRIMARY CHILDREN COMBINES:

* GOOD THINKING

* GOOD TEACHING

* GOOD LITERATURE FOR CHILDREN.

* GOOD THINKING:

GOOD THINKING IS NURTURED THROUGH THE USE OF GOOD MATERIALS AND GOOD LITERATURE. GOOD THINKERS ARE NEEDED IN TODAY'S SOCIETY AND CAN BE DEVELOPED THROUGH POSITIVE PRACTICE. THIS BOOK PRESENTS 36 THINKING SKILLS ARRANGED IN ALPHABETICAL ORDER FOR EASY REFERENCE.

A DEFINITION OF EACH THINKING SKILL ALONG WITH THE PROCESS STEPS FOR USING THE SKILL IS PROVIDED. WARM-UP ACTIVITIES ALLOW THE TEACHER TO MODEL AND DEVELOP THE SKILL WITH THE WHOLE CLASS OR GROUP BEFORE THE USE OF THE SKILL ON THE ACTIVITY PAGES.

THE ACTIVITY PAGES ARE INTENDED TO GIVE THE PRIMARY STUDENTS PRACTICE IN USING THE THINKING SKILL WHILE INTRODUCING THE STUDENTS TO THE CHARACTERS OR THEME OF A CALDECOTT AWARD WINNING BOOK. THE ACTIVITY PAGES ARE TO BE USED BEFORE THE BOOK IS READ. STUDENTS DO NOT NEED TO READ THE BOOK BEFORE DOING THE THINKING SKILL ACTIVITY. DIRECTIONS FOR THE USE OF THE ACTIVITY ARE GIVEN ON THE BOOK PAGE.

* GOOD TEACHING:

EVEN GOOD TEACHERS APPRECIATE PREPARED MATERIALS TO ALLOW THEM TO USE THEIR TIME FOR TEACHING RATHER THAN PLANNING. THESE MATERIALS WILL HELP DEVELOP GOOD THINKING SKILLS AND LEAD CHILDREN INTO SOME OF THE BEST CHILDREN'S LITERATURE THAT AMERICAN AUTHORS AND ILLUSTRATORS HAVE TO OFFER.

THESE ACTIVITIES CAN BE USED AS PART OF A READING PROGRAM, DURING LIBRARY TIME, OR ANY TIME YOU HAVE TO INVEST IN HELPING YOUR STUDENTS DEVELOP GOOD THINKING.

BEING THE GOOD TEACHER THAT YOU ARE, THESE ACTIVITIES WILL LEAD YOU TO INCLUDE THESE THINKING SKILLS IN OTHER AREAS OF THE PRIMARY CURRICULUM TO FURTHER DEVELOP GOOD THINKING SKILLS IN ALL OF YOUR STUDENTS.

* GOOD LITERATURE:

A CLASSROOM IN WHICH GOOD BOOKS FOR CHILDREN ARE USED CAN PROVIDE A BETTER CLIMATE FOR THE PRACTICE OF THINKING SKILLS THAN ANY OTHER PART OF THE ELEMENTARY CURRUCULUM.

THROUGH THE USE OF CALDECOTT AWARD WINNING BOOKS, CHILDREN WILL BE MOTIVATED TO DISCOVER AND FURTHER APPRECIATE EXCELLENT CHILDREN'S LITERATURE THAT APPEALS TO BOTH THE VISUAL AND ORAL LEARNER.

A BOOK REVIEW INTRODUCES EACH BOOK TO THE TEACHER. ADDITIONAL ACTIVITIES GIVE STUDENTS AND TEACHERS MORE GOOD IDEAS FOR EXTENDING THE ENJOYMENT OF SUCH GOOD BOOKS.

THE CALDECOTT MEDAL

The Caldecott medal is awarded anually to recognize the artist of the most distinguished American picture book for children published during the preceding year. Frederich G. Melcher originated the award in 1936. The award is named for Randolph Caldecott, the famous English artist and illustrator for children. The award is administered and presented by the Association for Library Service to Children, a division of the American Library Association.

with CALDECOTT BOOKS

ANALOGY

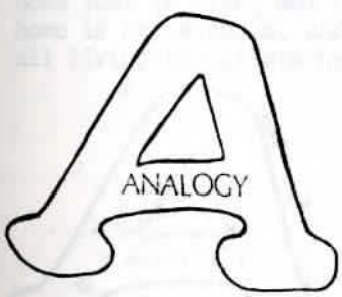
PROCESS STEPS:

1) SELECT ITEMS THAT ARE TO BE COMPARED.

2) IDENTIFY THE COMMON CLUES IN THE ITEMS.

3) DETERMINE HOW THE FIRST TWO ITEMS ARE RELATED.

4) COMPLETE THE ANALOGY BY CHOOSING THE ITEM THAT RELATES TO THE THIRD ITEM IN THE SAME WAY.



An ANALOGY is a comparison which points out similarities between two things that might be different in all other respects or circumstances. Analogies draw a parallel between the common characteristics of things which causes us to think analytically about forms, usages, structures or relationships.

Example:

-Shoe is to foot as mitten is to (hand).
-Nose is to smell as ear is to (hear).

WARM-UP ANALOGIES:

1) Use a chart or the chalkboard to illustrate the above analogies.

2) Discuss how the first two examples are related.

3) Have the students choose which object completes the analogy.

4) Practice with other simple analogies:

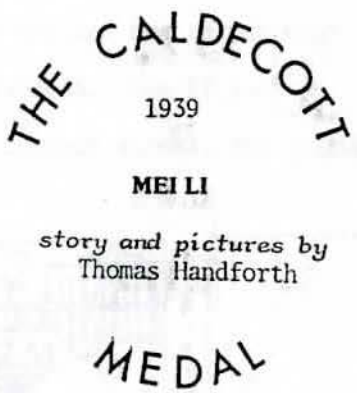
-Scissors is to hair as lawnmower is to _____(grass).
-Mother is to woman as father is to _____(man).
-Fish is to swim as bird is to _____(fly).
-Fruit is to apple as vegetable is to _____(corn).

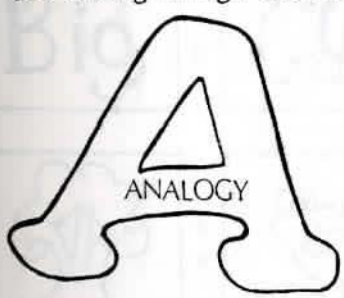
5) Encourage children to make up analogies of their own.

MEI LI

ABOUT THE BOOK:

Mei Li, a little girl with a candle-top pigtail was busy helping her brother and mother prepare for the visit of the kitchen god who would come at midnight on New Year's Eve to every family in China. When Mei Li's brother, San Yu talked about going to the New Year's Fair in the city, Mei Li listened saldy because little girls always had to stay at home. However, Mei Li gathered her three lucky pennies and three lucky marbles and tagged along with her brother to the Fair in the city, knowing she must return home before midnight at which time the kitchen god must be greeted. The day of fun and excitement at the fair is pictured by Thomas Handforth. Arriving home just in time, Mei Li learns that her home is her kingdom, and in this palace, all living things are her subjects.





ABOUT THE ACTIVITY:

An ANALOGY is a comparison which points out similarities between two things that might be different in all other respects. Help students complete the analogies in the warm-up activities and on the activity pages.

AFTER THE ACTIVITY:

Read MEI LI, the story of a little Chinese girl, who in real life was orphaned as an infant, adopted by a rich American woman, but left in the care of the wife of a poor gardener. On his many travels in the Orient, Thomas Handforth met Mei Li and made her the main character in this book which depicts Chinese life and customs.

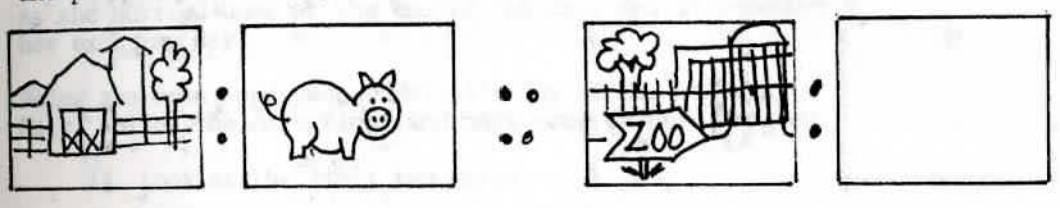
ADDITIONAL ACTIVITY:

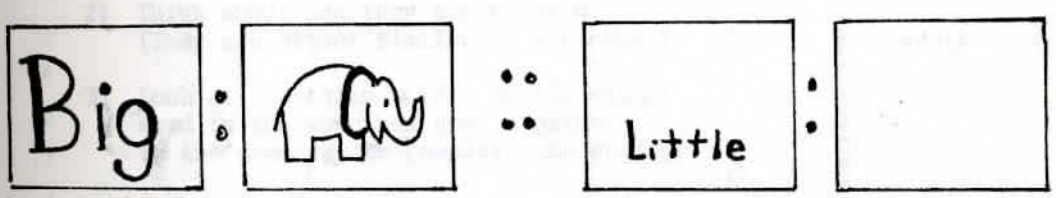
1) Draw a maze representing the streets of a Chinese city. Help Mei Li find the way from her home to the New Year's Fair.

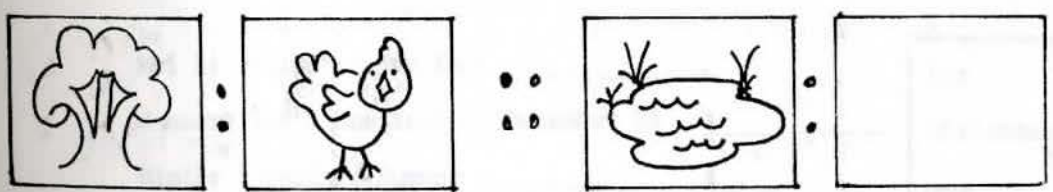
MEI LI. Written and illustrated by Thomas Handforth. Doubleday and Co. Inc.: New York. 1938.

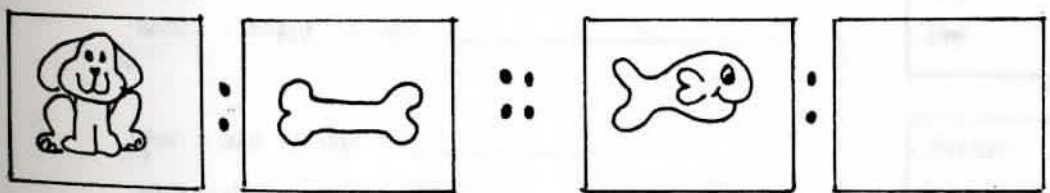
Chinese Cut-Up

MEI LI is a little Chinese girl who went to the New Year Fair in the city. As she walked through the courtyard, she wished a happy New Year to her ducks and pigs. Her small white dog and her thrush went along. At the Fair, Mei Li saw many other animals. See if you can find the missing animals below. Choose the correct animal, cut it out, and paste it in the empty box.

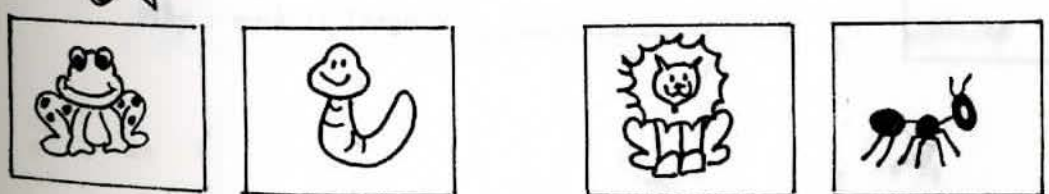








CUT



Chinese Choices

MEI LI was a little Chinese girl who lived in North China with her mother, Mrs. Wang, her brother, San Yu, and her uncle, Uncle Wang, who went on his camels to sell vegetables in the City.

THE THINKING ANALOGY SKILL

Although little girls usually had to stay home, Mei Li decided to take her lucky treasures and have an adventure at the New Year Fair with her brother.

Mei Li had an exciting day at the fair. She bought a firecracker, she watched a circus, and visited a toy shop. As she hurried home at the end of the day, Mei Li remembered her exciting day.

Below are some words about Mei Li's day at the New Year Fair. Follow the directions and make some Chinese Choices.

1) Look at the first two words.
2) Think about how they are related. (They are either similar or opposite.)
3) Look at the third word. Decide which word in the word box goes together in the same way to complete the analogy.

Mei Li : Girl :: San Yu : _____

January 1st : New Year :: December 25 : _____

Winter : cold :: Summer : _____

Laugh : happy :: Cry : _____

hot
Christmas
sad
boy

New : old :: Day : _____

Mid-night : noon :: Mother : _____

First : last :: Whispered : _____

Play : work :: Large : _____

father
small
night
yelled

ANALYSIS

PROCESS STEPS:

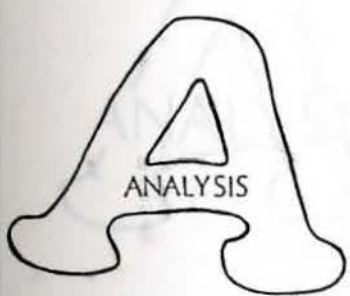
1) DISCUSS, READ OR STUDY THE MATERIAL TO BE ANALYZED.

2) DETERMINE WAYS TO BREAK DOWN THE PROBLEM INTO ITS BASIC PARTS.

3) DISCOVER THE RELATIONSHIP AMONG IDEAS.

4) DEVELOP A LIST OF RELATED FACTS OR IDEAS ABOUT EACH PART.

5) DESIGN A SOLUTION TO THE PROBLEM BASED ON THE ANALYSIS.



ANALYSIS refers to the breaking down of a communication into its basic parts according to some plan or reason. This allows the relationship between ideas to be seen more clearly and allows basic arrangements to be studied.

WARM-UP ACTIVITIES:

1) Discuss why mom said, "Clean up this messy house!"

2) Describe the causes for the dirty house. (Why does mom think it is dirty?)

3) Determine how these causes are related. (How did the house get so dirty?)

4) Develop a list of related facts or ideas. (Who and what made the house dirty, and how will it be cleaned?)

5) Design a solution to the problem. (How can we keep the house clean so mom doesn't say, "Clean up this messy house!")

ABOUT THE BOOK:

DUFFY AND THE DEVIL is a Cornish version of the Rumplestiltskin story. Squire Lovel needs a maid to help his housekeeper, Old Jone. So he hires lazy, simple-minded Duffy who claims to spin and knit, but can do neither. Duffy asks the help of the devil to make Squire's clothing. In appreciation for his fine apparel, the Squire marries Duffy. But the problems are not over for Duffy and the squire. The devil must still be paid for the magic clothes. With a little luck and a little magic, the tale ends happily.

THE CALDECOTT MEDAL

DUFFY AND THE DEVIL
Harve Zemach
with pictures by
Margot Zemach

ABOUT THE ACTIVITY:

Introduce the activity by telling about Squire Lovel's tattered clothing and his need for a housekeeper's helper who would spin, knit, and sew. Help the students to define Squire Lovel's problem. Analyze the problem and make a list of possible solutions. Then have the students write or draw a newspaper want-ad advertising for a housekeeper's helper for the Squire.

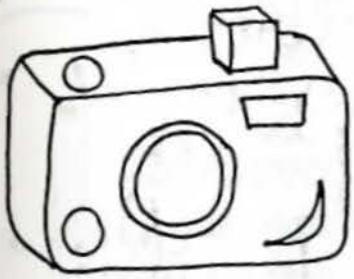
AFTER THE ACTIVITY:

1) Discuss the suggested solutions to Squire Lovel's problem.
2) Display the want-ads by pasting them to a newspaper background.
3) Discover DUFFY AND THE DEVIL in the library and read it.

ADDITIONAL ACTIVITIES:

1) Ask the students to analyze which fairy tale is like DUFFY.
2) Paint a picture with water color. Let dry. Outline the objects in the picture with black crayon.

DUFFY AND THE DEVIL. Story by Harve Zemach. Pictures by Margot Zemach. Farrar, Straus and Giroux: New York. 1973.



1) PRETEND YOU TOOK A PICTURE OF SQUIRE LOVEL WITH HIS OLD CLOTHES ON. DRAW A PICTURE OF SQUIRE LOVEL IN HIS OLD CLOTHES.

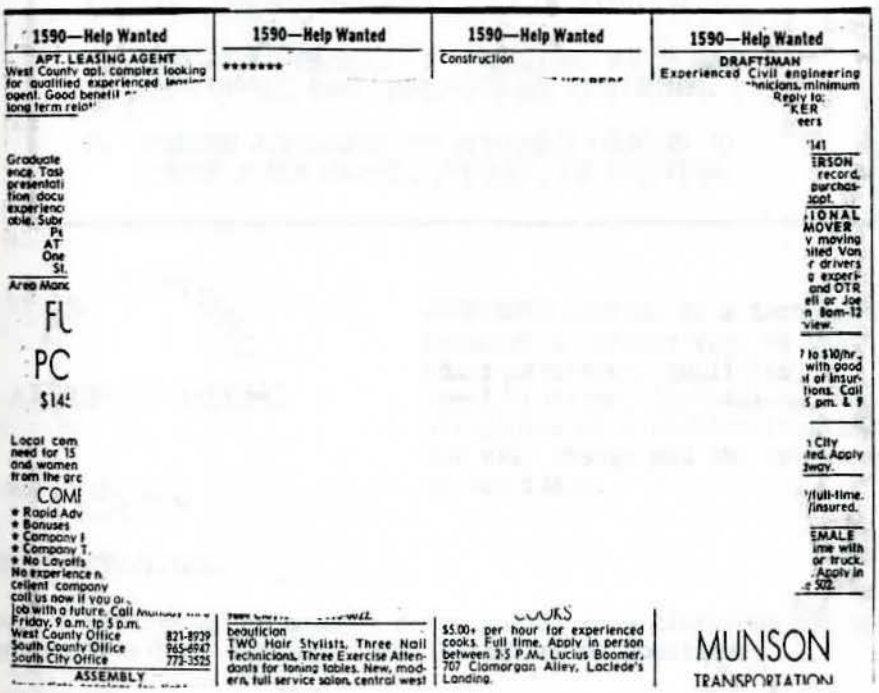
BEFORE

2) DRAW A PICTURE OF SQUIRE LOVEL AFTER HE PUT ON THE NEW CLOTHES DUFFY MADE FOR HIM.

AFTER

WANT-AD WRITER

SQUIRE LOVEL'S CLOTHES HAVE BECOME ROUGH AND RAGGED. WRITE A WANT-AD FOR A HELPER WHO WILL SPIN, SEW, AND KNIT THE SQUIRE SOME NEW CLOTHES.



1590—Help Wanted

APT. LEASING AGENT
West County apt. complex looking for qualified experienced leasing agent. Good benefit
long term relat

Graduate
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presentati
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experienc
able. Subr
Pl
AT
One
St.
Area Manc

FL
PC
$14

Local com
need for 15
and women
from the grc
COM
* Rapid Adv
* Bonuses
* Company I
* Company T
* No Layoffs
No experience n
cellent company
call us now if you a
job with a future. Call
Friday, 9 a.m. to 5 p.m.
West County Office 821-8939
South County Office 965-6947
South City Office 773-3525
ASSEMBLY

1590—Help Wanted

****

beautician
TWO Hair Stylists. Three Nail Technicians. Three Exercise Attendants for tanning tables. New, modern, full service salon, central west

1590—Help Wanted

Construction

COOKS
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MUNSON
TRANSPORTATION

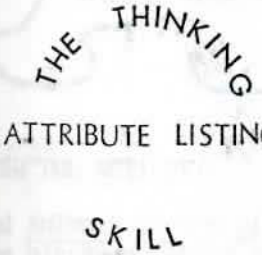
WHAT QUESTIONS SHOULD SQUIRE LOVEL ASK THE PEOPLE WHO ANSWER THE AD TO BE SURE HE HIRES THE BEST HELPER? WRITE INTERVIEW QUESTIONS FOR THE SQUIRE TO USE. WRITE YOUR QUESTIONS ON THE BACK OF THE PAPER.

ANALYSIS

ATTRIBUTE LISTING

PROCESS STEPS:

1) SELECT AND STATE THE OBJECT TO BE EXAMINED.
2) LIST THE PHYSICAL QUALITIES OR ATTRIBUTES.
3) LIST THE SOCIAL QUALITIES OR ATTRIBUTES.
4) LIST THE PSYCHOLOGICAL QUALITIES OR ATTRIBUTES.
5) LIST THE ECONOMIC QUALITIES OR ATTRIBUTES.
6) LIST OTHER OBJECTS OR SITUATIONS WHICH HAVE MANY OF THE SAME QUALITIES OR ATTRIBUTES.
7) COMBINE ATTRIBUTES OF DIFFERENT OBJECTS TO CREATE A NEW OBJECT, PRODUCT, OR SOLUTION.



ATTRIBUTE LISTING is a technique that promotes a clearer view of the characteristics, qualities, specifications, limitations, and attributes of a problem to allow for easy change and the development of new ideas.

WARM-UP ACTIVITIES:

Choose a picture of an animal, a toy animal or a classroom pet to practice attribute listing. Ask the following questions:

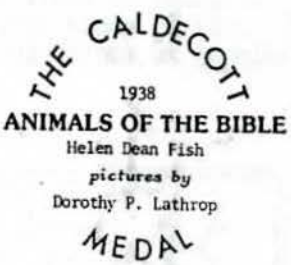
1) What physical characteristics do you notice about this animal?
2) What would make this animal a good (or bad) pet?
3) How do you feel about this animal?
4) How much would it cost to keep this pet?
5) List all the qualities that make this animal a good pet.
6) Name another animal that would be a good pet for the same reasons.

Repeat these questions with several different animals. Notice the most desireable qualities of the animals you analyze.

ANIMALS OF THE BIBLE

ABOUT THE BOOK:

Animals frequently play an important part in many exciting Bible stories. In the first book awarded the Caldecott Medal, ANIMALS OF THE BIBLE, Dorothy P. Lathrop beautifully illustrated Bible stories selected by Helen Dean Fish.



Dorothy P. Lathrop, an American artist and writer for children, created many of her drawings of Biblical animals from live models, including many that were kept as household pets.

ABOUT THE ACTIVITY:

ATTRIBUTE LISTING is a technique of analyzing and separating data by observing and identifying a variety of qualities about a particular object, character, topic, or problem. Give the students practice in attribute listing ay analyzing the animals on the activity pages.

AFTER THE ACTIVITY:

Read ANIMALS OF THE BIBLE by Dorothy P. Lathrop. Observe the full-page black and white naturalistic illustrations which show sensitive but powerful interpretations of the animals of the Bible. Help the children notice which characteristics of each animal are important to the story.

ADDITIONAL ACTIVITIES:

1) Cut animal pictures from magazines. Place the picture in a shoe box. Add setting and characters to make a story.

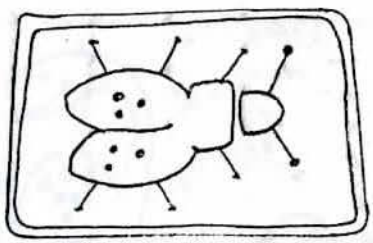
2) Pantomime animal characteristics. Let the classmate who guesses the animal correctly have the next turn.

ANIMALS OF THE BIBLE. Bible stories selected by Helen Dean Fish. Illustrations by Dorothy P. Lathrop. J.B. Lippincott:Philadelphia. 1937.

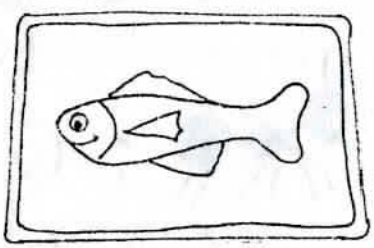
ANIMAL ATTRIBUTES - ANIMAL ATTRIBUTES - ANIMAL ATTRIBUTES

The world has so many animals that no one could possibly count them. Scientists have classified almost a million kinds of animals. There are more than 800,000 kinds of insects, 30,000 kinds of fish, 9,000 kinds of birds, 6,000 kinds of reptiles, 3,000 kinds of amphibians, and about 5,000 kinds of mammals.

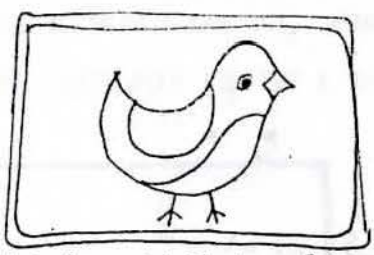
1. List four attributes of insects:



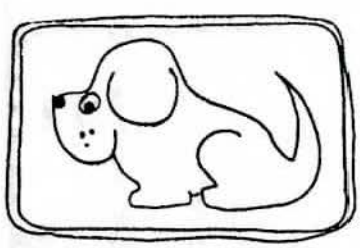
2. List four attributes of fish:



3. List four attributes of birds:



4. List four attributes of mammals:



Suppose you could create a new creature for the future. Choose four attributes from the lists above to include in your new creature.

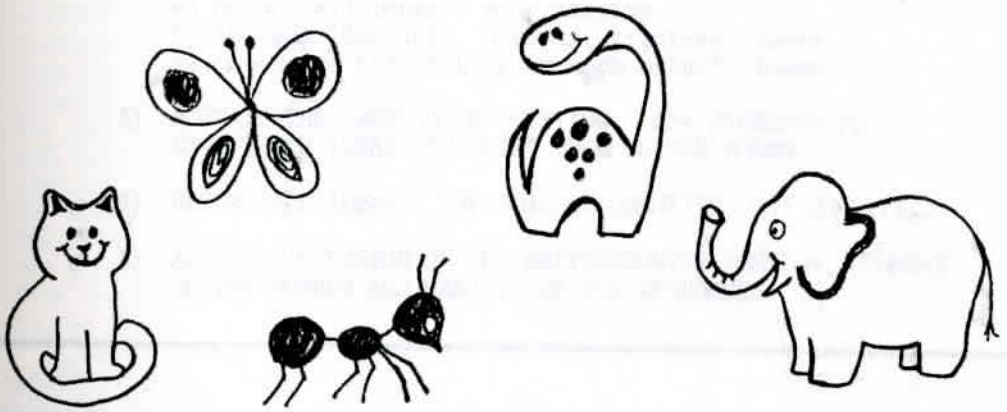
Combine the attributes you chose to make a creature for the future. Draw a picture of your creature on the back of this sheet.

IF YOU COULD CHOOSE ONE OF THE ANIMALS BELOW FOR A PET, WHICH ANIMAL WOULD YOU CHOOSE?_____

WHY?_____

_____

_____



CHOOSE THE BEST PART OF EACH ANIMAL ABOVE TO MAKE A NEW PET, DRAW A PICTURE OF YOUR NEW PET IN THE BOX BELOW. GIVE YOUR NEW PET A NAME.

BRAINSTORM

PROCESS STEPS:

1) STATE A SPECIFIC PROBLEM OR ASK AN OPEN-ENDED QUESTION.

2) STATE THE RULES FOR BRAINSTORMING:
   a) Accept all ideas - no criticism.
   b) Include 'far out', unusual, creative, ideas.
   c) Encourage hitchhiking on each other's ideas.

3) RESTATE THE PROBLEM OR QUESTION. ASK STUDENTS TO GIVE THEIR IDEAS AND WRITE THEM ON THE BOARD.

4) RECORD ALL IDEAS. THE GOAL IS QUANTITY, NOT QUALITY.

5) AT THE CONCLUSION OF THE BRAINSTORMING SESSION, COMMENT ON THE NUMBER AND VARIETY OF THE RESPONSES.

BRAINSTORMING is a group or individual method for generating a large number of ideas. Everything counts. The goal is to produce many ideas, to encourage students to share ideas without criticism and to enable students to build on each other's ideas. Brainstorming gives all students an opportunity to participate. When many students are involved, many ideas are produced. The better ideas are often shared later in the session. For an individual activity, have each student create an individual list to share with others.

WARM-UP ACTIVITIES:

1) Brainstorm all the ways you could get to school.

2) Brainstorm all the blue things you saw on the way to school.

3) Brainstorm all the food you could eat for lunch.

4) Brainstorm all the games that can be played by one person (by two persons) at recess.

5) Brainstorm all the things you cannot do on a day when you are in school.

ABOUT THE BOOK:

Arlene Mosel wrote this delicious story of a little woman in Old Japan who liked to make dumplings out of rice, and who liked to laugh, "Tee-he-he". One day, a dumpling rolled through a hole in the floor of her house, and when the woman tried to catch it, she found herself on a strange road under the earth.

There, the majestic statues of the gods tried to hide the little woman from the wicked oni who lived at the end of the road. But the little woman laughed and the oni caught her and took her home to cook for them. The little woman cooked for the oni using a paddle which turned one grain of rice into a potful. Then she became lonesome and tried to run away.

Illustration from the title page of THE FUNNY LITTLE WOMAN, 1972 Caldecott Medal winner, retold by Arlene Mosel, illustrated by Blair Lent. E. P. Dutton & Co., Inc.

What happened to the funny little woman and how the oni had the last laugh - unfortunately for them - makes a tale for retelling, for relooking, and of course, a tale for laughing.

ABOUT THE ACTIVITY:

To introduce the story, lead the students in a BRAINSTORMING activity. Brainstorm all the things that make them laugh. Have students draw a picture of the funniest thing on the list.

For further practice, Brainstorm all the things that make you sad, excited, afraid, or peaceful.

AFTER THE ACTIVITY:

Read THE FUNNY LITTLE WOMAN to find out how laughing helped the little woman get into and out of trouble. Who had the last laugh?

ADDITIONAL ACTIVITIES:

1) Cook some rice. Measure the before and after results.
2) Draw up-above and down-below pictures as used in the book.

THE FUNNY LITTLE WOMAN. Story retold by Arlene Mosel, illustrated by Blair Lent. E.P. Dutton & Co.:New York. 1971.

WHO HAD THE LAST LAUGH?

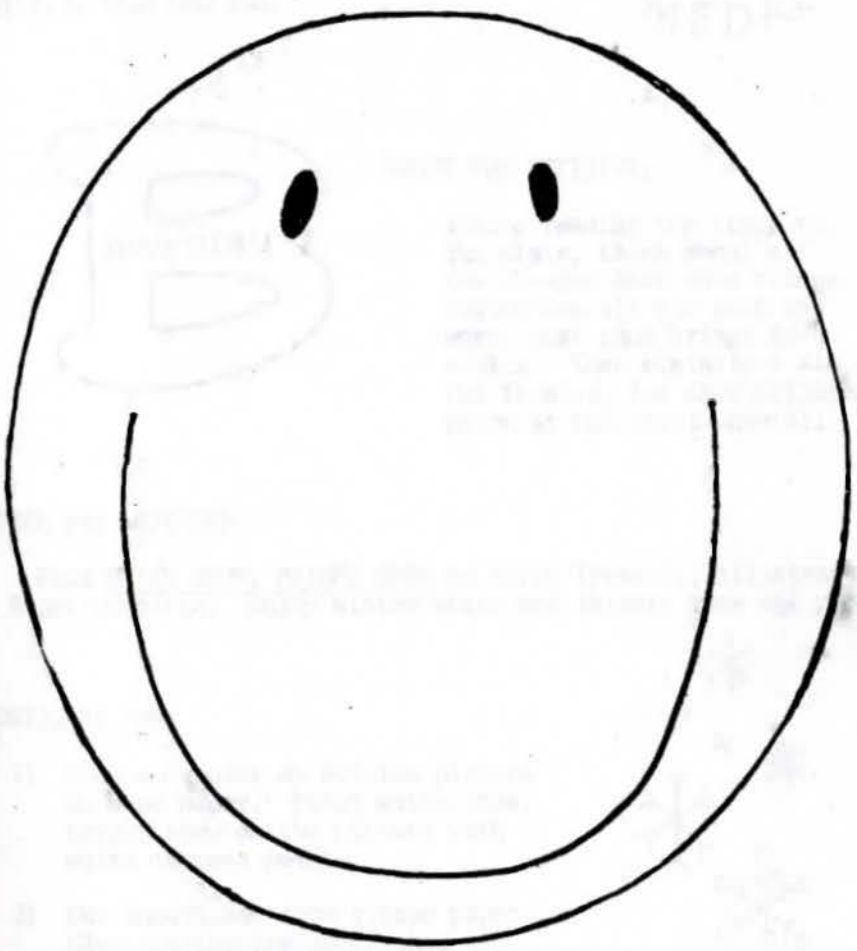
The funny little woman laughed herself into and out of trouble. What makes you laugh? Fill the funny face with words or pictures of things that make you laugh. Circle the thing that makes you laugh the hardest.

THE CALDECOTT MEDAL

THE FUNNY LITTLE WOMAN

retold by Arlene Mosel

pictures by Blair Lent



Ha Ha Ha He He He Ho Ho Ho

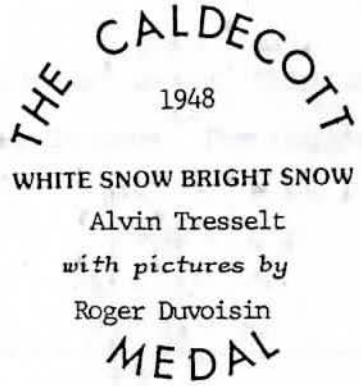
Ha Ha Ha He He He Ho Ho Ho

Ha Ha Ha He He He Ho Ho Ho

ABOUT THE BOOK:

The magic and excitement of the first snowfall is captured by Alvin Tresselt's story and Roger Duvoisin's illustrations. For the adults, there is work to be done. For the children, the snowflakes bring laughter and fun.

After the winter work and play, the sun brings the wonders of spring. After the snow has gone, the adults find new work to be done and the children find new fun.

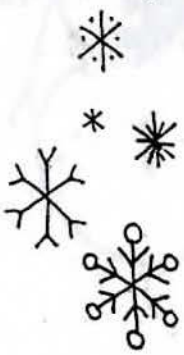


ABOUT THE ACTIVITY:

Before reading the story to the class, think about all the changes that snow brings. Brainstorm all the work and worry that snow brings for adults. Then brainstorm all the freezing fun that children enjoy at the first snowfall.

AFTER THE ACTIVITY:

Read WHITE SNOW, BRIGHT SNOW by Alvin Tresselt, illustrated by Roger Duvoisin. Enjoy winter white and shivery snow all year.



ADDITIONAL FUN:

1) Draw and color an outside picture on blue paper. Paint white snow, bright snow on the picture with white tempera paint.

2) Cut snowflakes from tissue paper. Glue overlapping snowflakes on colored paper. How many different snowflakes can you cut out?

WHITE SNOW, BRIGHT SNOW. Story by Alvin Tresselt. Illustrated by Roger Duvoisin. Lothrop: New York. 1947.

WINTER FUN OR WORK TO BE DONE?

When the snow falls, grown-ups have work to do. Do you? Think about all the work the grown-ups have to do when it snows. Then think about all the winter fun the kids know.

WORK TO BE DONE:

WINTER FUN:

BRAINSTORM

COMPARE

PROCESS STEPS:

1) DETERMINE A BASIS FOR COMPARISON.
   EXAMPLES: APPEARANCES, BEHAVIORS, CHARACTERISTICS.

2) DESCRIBE FEATURES TO BE COMPARED.

3) LIST SIMILARITIES AND DIFFERENCES.

4) CHOOSE THE MAJOR SIMILARITY OR DIFFERENCE.

In COMPARING two objects or two situations, similarities and differences are observed and identified.

WARM-UP ACTIVITIES: Practice comparing things with the students as a group in the classroom.

1) Choose two objects in the classroom.
   Examples:
   a) a girl and a boy.
   b) a sweater and a shoe.
   c) a pencil and a crayon.
   d) the ceiling and the floor.

2) Describe the feature to be compared.
   a) the appearance.
   b) the function or use.
   e) the behaviors.

3) List similarities and differences.

ABRAHAM LINCOLN

ABOUT THE BOOK:

ABRAHAM LINCOLN, the first Caldecott Award winner illustrated in color, is a book about Abraham Lincoln's life from his birth in a Kentucky log cabin through his days as President of the United States. The story of this humble, gifted, and courageous man's life is told clearly in text and illustrations by Ingri and Edgar D'Aulaire. Included in the retelling of Lincoln's life are many popular, humorous anecdotes which are illustrated in crayonlike pictures that reveal the history and geographical settings of Lincoln's life.

ABOUT THE ACTIVITY:

In comparing two objects or two situations, similarities and differences are observed and identified. Have the children compare their classroom to a pioneer classroom. On the activity sheets, write the things that are the same on the spiral notebook. List the ways modern and pioneer classrooms differ on the hornbook.

AFTER THE ACTIVITY:

Not unlike American children today, a big day in the life of Abraham Lincoln was his first day at school. After a two-mile walk to school, Abe and his sister Sally sat with other children in the schoolhouse reading, writing, and doing arithmetic out loud. Although Abe loved learning, by the age of six, he had learned to read and write and did not go to school much after that. Read ABRAHAM LINCOLN to the children to learn more about the life of this great man.

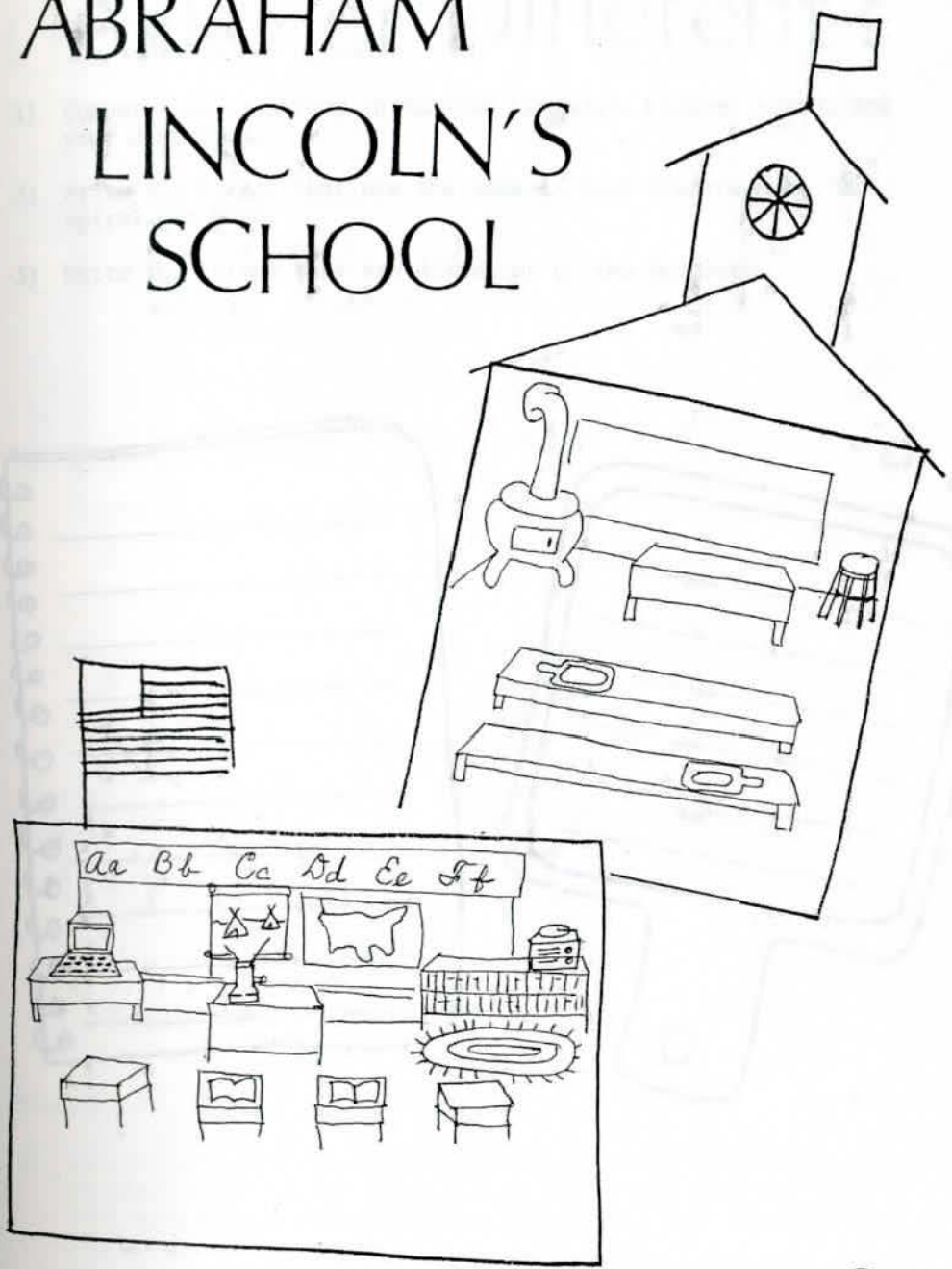
ADDITIONAL ACTIVITIES:

In illustrating ABRAHAM LINCOLN, the D'Aulaires drew directly on lithographic stone using a separate drawing for each of the primary colors and black.

1) Have students use 4 crayons - red, yellow, blue, and black.
2) Draw and color a picture using only these four colors.
3) Combine primary colors to make secondary colors.
4) Outline the pictures in black.

ABRAHAM LINCOLN. Story and pictures by Ingri & Edgar D'Aulaire. Doubleday and Co.: New York. 1939.

ABRAHAM LINCOLN'S SCHOOL



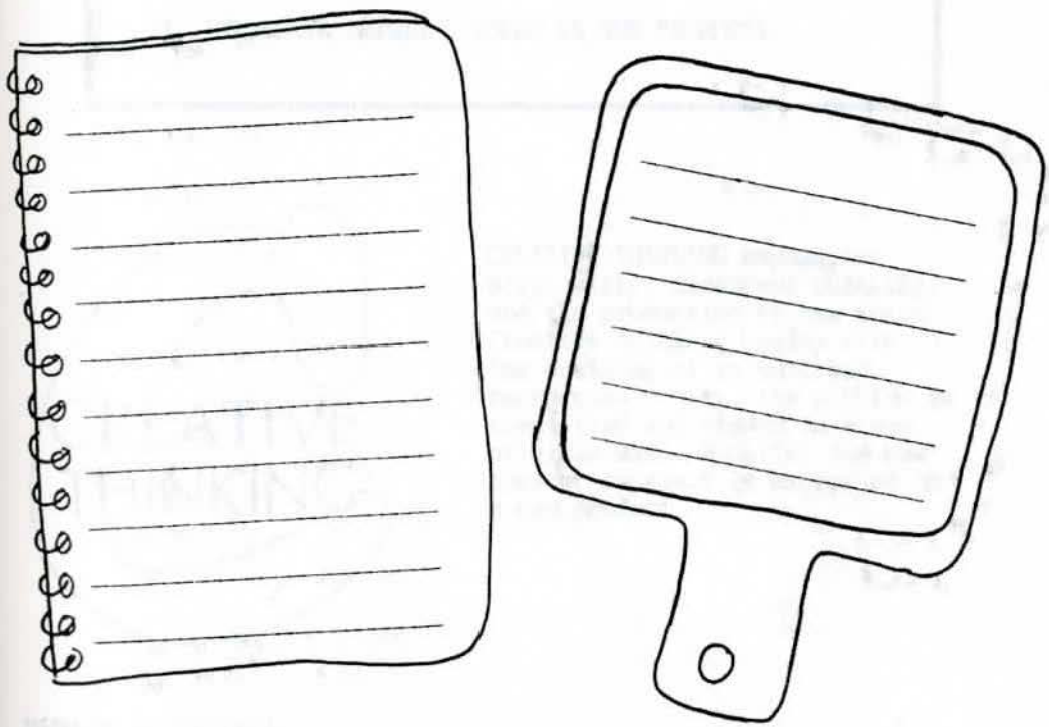
or YOURS?

Alike or Different?

1) Compare the classroom in Abraham Lincoln's pioneer school and your classroom.

2) Write the things that are the same in each classroom on the spiral notebook.

3) Write the things that are different on the hornbook.



Read ABRAHAM LINCOLN by Ingri and Edgar D'Aulaire to find out how Abraham Lincoln continued to learn even though he did not go to school after he was six years old.

CREATIVE THINKING

PROCESS STEPS:

1) DEVELOP A BACKGROUND OF IDEAS.

2) SEE A PROBLEM IN NEW WAYS.

3) SEARCH FOR ORIGINAL WAYS TO EXPRESS THOUGHTS AND FEELINGS.

4) BE WILLING TO TRY NEW WAYS OF DOING THINGS.

5) INTEGRATE ORIGINAL IDEAS IN NEW PRODUCTS.

CREATIVE THINKING emphasizes originality, divergent thinking, and the production of new ideas. Creative thinking begins with the building of an enriched background. Next, the problem is identified and viewed in a new, original way. Finally, the new idea or approach is expressed in a new product.

WARM-UP ACTIVITIES:

1) Look at all the desks and tables in your school where people do their work. Think about a desk that could help you do your work better. Design a desk which is better than the one you now have.

2) Think about all the fast food stores in your town. Can you create a better fast food? Describe your new food and write a recipe for it. Draw a picture of your new creation and give it a name.

ABOUT THE BOOK:

PRAYER FOR A CHILD is a prayer written by Rachel Field for her own daughter and illustrated by Elizabeth Orton Jones. The prayer in its entirety appears at the beginning of this 1945 Caldecott Medal book. Each line of the prayer is beautifully and reverently illustrated with pictures which depict all the important things that make up a child's world. The prayer ends with a prayer for blessings for all the children of the world, far and near, which is still our prayer today.

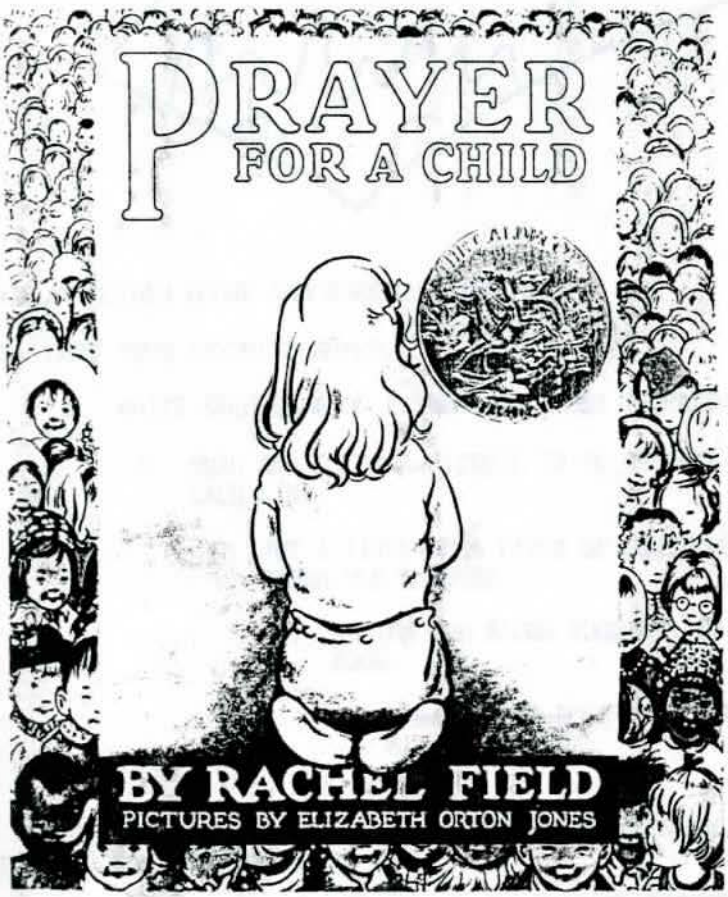
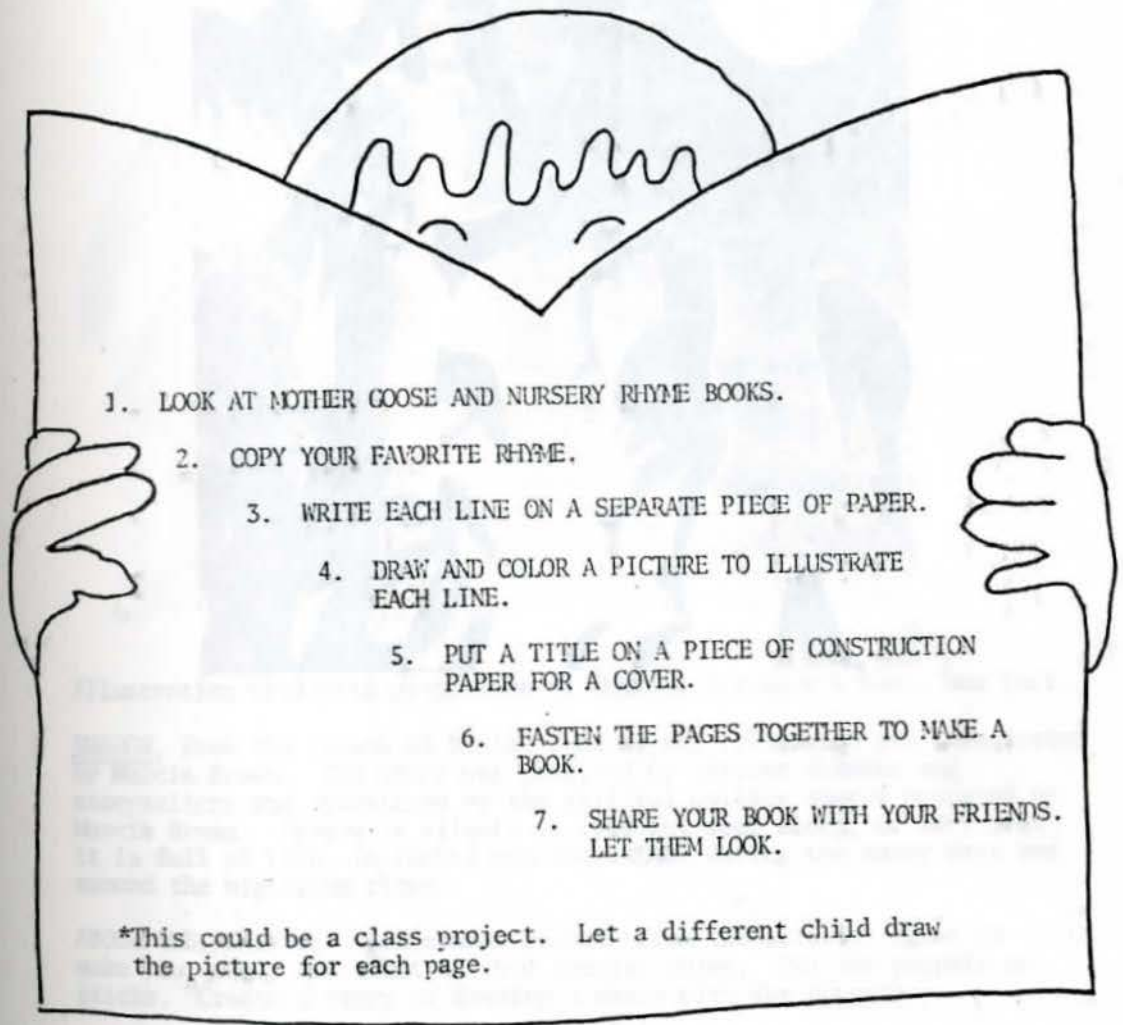


Illustration used with permission of Macmillan; New York.

PRAYER FOR A CHILD. Written by Rachel Field. Illustrated by Elizabeth Orton Jones. Macmillan; New York. 1944.

LOOK! A BOOK!



1. LOOK AT MOTHER GOOSE AND NURSERY RHYME BOOKS.
2. COPY YOUR FAVORITE RHYME.
3. WRITE EACH LINE ON A SEPARATE PIECE OF PAPER.
4. DRAW AND COLOR A PICTURE TO ILLUSTRATE EACH LINE.
5. PUT A TITLE ON A PIECE OF CONSTRUCTION PAPER FOR A COVER.
6. FASTEN THE PAGES TOGETHER TO MAKE A BOOK.
7. SHARE YOUR BOOK WITH YOUR FRIENDS. LET THEM LOOK.

*This could be a class project. Let a different child draw the picture for each page.

Read PRAYER FOR A CHILD to see how Elizabeth Orton Jones illustrated the prayer written by Rachel Field.

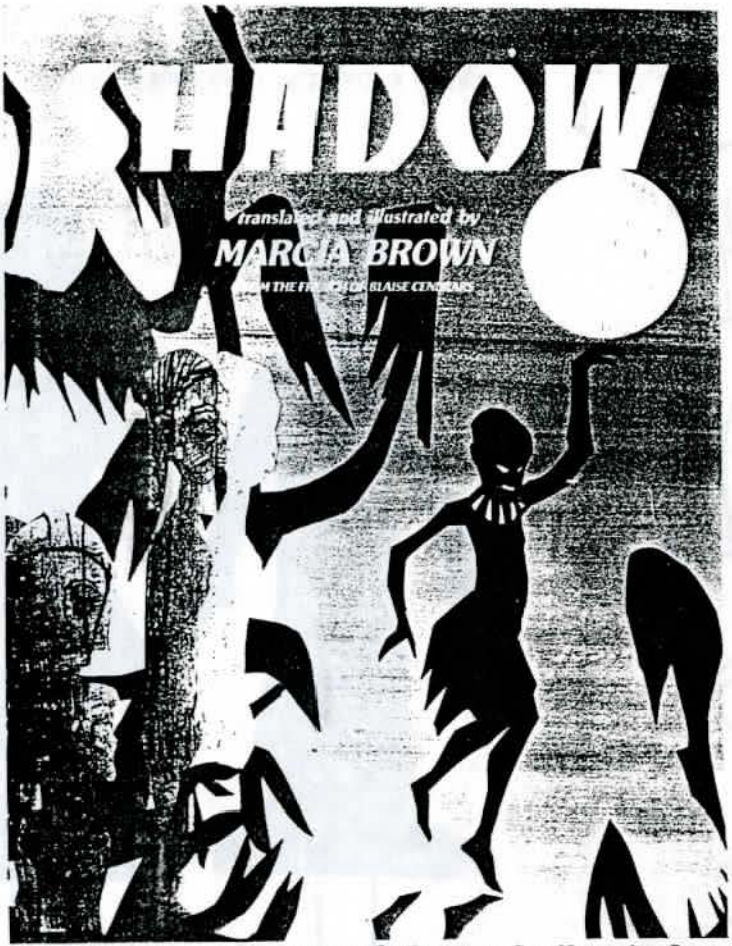


Illustration used with permission of Charles Scribner's Sons: New York.

SHADOW, from the French of Blaise Cendras was translated and illustrated by Marcia Brown. The story was inspired by African shamans and storytellers and visualized by the skillful collage images prepared by Marcia Brown. Shadow is silent; it does not see, sleep, or eat. Yet it is full of life, following man and animal during the sunny days and around the nighttime fires.

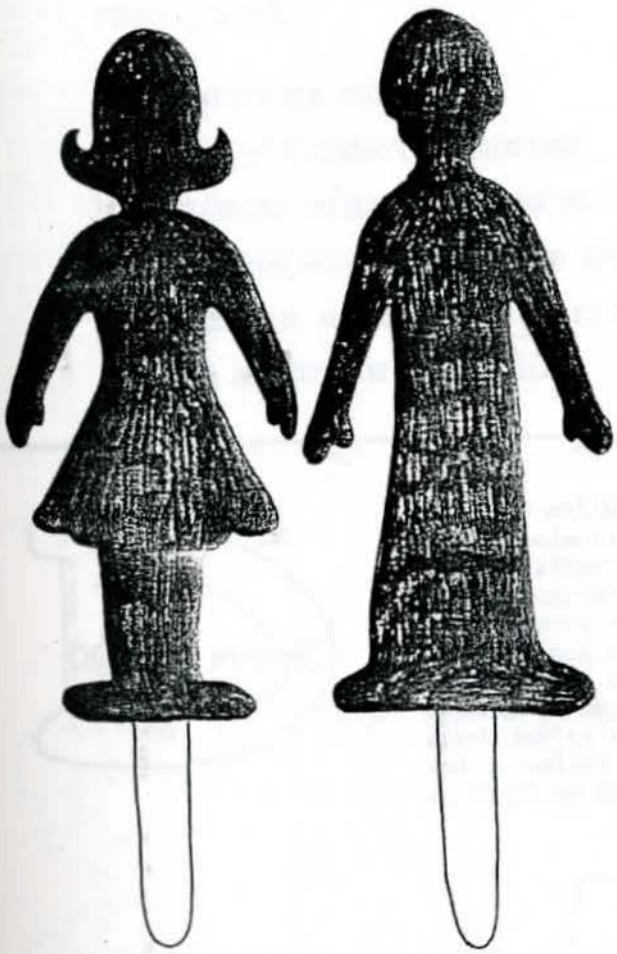
ABOUT THE ACTIVITY: Cut shadow puppets from the activity sheet or make your own. Add a hat to show special roles. Put the puppets on sticks. Create a story or develop a dance with the puppets.

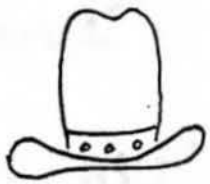
ADDITIONAL ACTIVITY: Shine a bright light from a projector on the wall or screen. Allow the children to create shadows with their puppets, hands, or bodies to role-play an action, story, or dance.

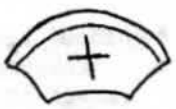
SHADOW. Translated and illustrated by Marcia Brown from the French of Blaise Cendras. Charles Scribner's Sons: New York. 1982.

ADD - A - HAT

1) USE THE SHADOW PUPPETS TO ACT OUT A STORY OR A DANCE.







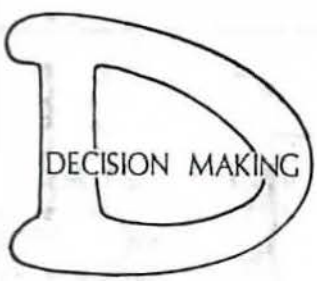
2) CREATE YOUR OWN PUPPETS. ADD A HAT OR SOME PAPER STRIPS, CLOTH, OR RIBBONS WHICH WILL MOVE AS THE SHADOW PUPPET MOVES. (Use the puppets above or make your own.)

3) CREATE A SHADOW PUPPET SHOW FOR YOUR FRIENDS.

DECISION MAKING

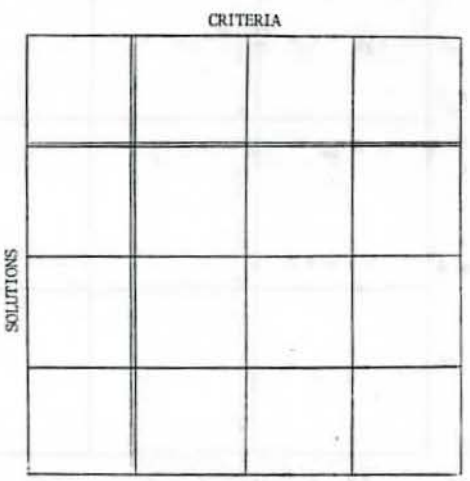
PROCESS STEPS:

1) IDENTIFY THE PROBLEM.
2) THINK OF ALTERNATIVE SOLUTIONS.
3) ESTABLISH CRITERIA FOR WEIGHING EACH ALTERNATIVE.
4) WEIGH THE ALTERNATIVES ON THE BASIS OF THE CRITERIA.
5) CHOOSE THE ALTERNATIVE WHICH IS RATED BEST.
6) GIVE REASONS FOR YOUR CHOICE.



DECISION MAKING is the process leading to the selection of one of several options after consideration of facts, ideas, possible alternatives, probable consequences and personal values. Decision making is the ability to examine both positive and negative aspects of any given situation, to establish criteria for making choices and to select the best alternative in light of the established criteria.

The DECISION MAKING process is made easier with the use of a grid. List the alternatives or solutions on the left side. List the criteria or needs on the top. Rate the alternatives with a YES/NO scale or use a 1=no, 2=maybe, and 3=yes, scale. Total the scores to determine which alternative is best.



WARM-UP ACTIVITY:

Suppose it is your turn to bring the snack for snack time at school. What would you bring? You have a decision to make.

You know that the snack should be easy to make and easy for you to take to school. The teacher wants the snack to be good for you and you want the kids to like to eat the snack.

Think of three things to take for the snack and rate them on the basis of what is easy to make and take, what the teacher thinks is good for you, and what the kids like to eat. Use the grid to help you.

Which snack did you decide to take?

_____

THE THINKING DECISION MAKING SKILL

CRITERIA

SOLUTIONS		EASY TO MAKE & TAKE	GOOD FOR YOU	TASTES GOOD
	POP CORN			
	CUP CAKES			
	APPLES			

MAKE WAY FOR DUCKLINGS

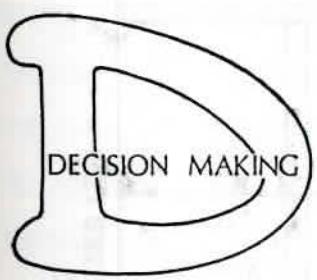
ABOUT THE BOOK:

Mr. and Mrs. Mallard flew into Boston looking for just the right place to live and raise a family. After rejecting several choices, the Mallards settled on an island in the Charles River as the place to make their home and hatch their ducklings. Mrs. Mallard took parenting responsibilities seriously and taught her ducklings to swim, dive, follow in a line, and stay out of danger. When her brood was ready, she led them through the streets of Boston to their permanent home in the Public Garden. At the busy traffic corner of Beacon and Charles Streets, the Mallard family stopped traffic when Policeman Michael escorted the family safely across the street. This event, based on fact, was observed by the author and artist, Robert McCloskey while working on a mural in Boston, and was included in his Caldecott award winning book.

MAKE WAY FOR DUCKLINGS

story and pictures by
Robert McCloskey

Viking Penguin;New York
1941



ABOUT THE ACTIVITY:

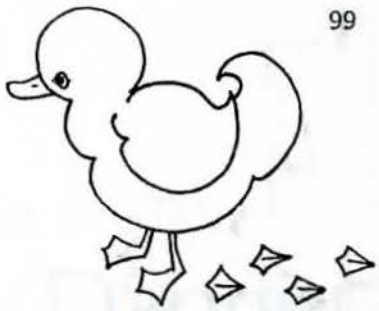
Practice the decision making process with the class using the warm-up activity about school snacks. Then lead the class in the decision making activity associated with Make Way for Ducklings. Help the children choose a home for ducks in your community. The criteria for this activity are provided. Brainstorm solutions or places located in your community the ducks could call home. Choose three or four solutions and process the decision making activity. Have the children give reasons for their choices. Then do the decision making activity concerning dangers the ducks might face.

AFTER THE ACTIVITY:

Read Make Way for Ducklings, story and pictures by Robert McClosky Enjoy the expressive illustrations which give life to the sensitive story of small ducks surviving in the big city of Boston.

ADDITIONAL ACTIVITIES:

1) Choose one child as Mother Mallard. Playing a game of 'follow- the-leader', let Mother Mallard lead the other children in a trip through the classroom, walking like ducks.



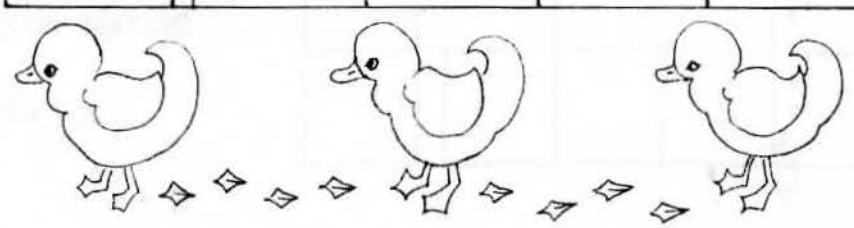
HOME SWEET HOME

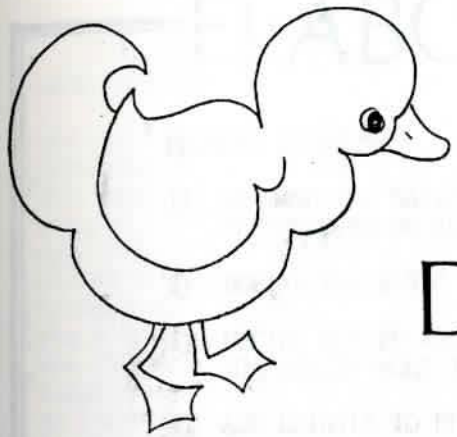
HELP MR. AND MRS. MALLARD DECIDE WHERE TO LIVE AND RAISE THEIR FAMILY.

1) Choose three places ducks could live in your community.
2) Check to see if these places have things ducks need.
3) Where would you choose to live if you were a duck?

PLACES DUCKS COULD LIVE

SCORE YES OR NO	PEACE AND QUIET	PLENTY OF GOOD FOOD	SOURCE OF WATER	SAFETY FROM ENEMIES





Duck Danger

DUCKS HAVE MANY ENEMIES. WHICH ENEMY DOES MR. AND MRS. MALLARD NEED TO WORRY ABOUT THE MOST WHEN CHOOSING A PLACE TO BUILD THEIR NEST? DECIDE WHICH IS THE MOST DANGEROUS ENEMY TO DUCKS. USE THE DECISION MAKING BOX TO HELP YOU CHOOSE THE GREATEST DUCK DANGER!

WRITE THE NAMES OF DUCK ENEMIES IN THE BOXES ON THE LEFT. WRITE YES OR NO IN EACH BOX ACROSS. WHICH ANIMAL IS THE GREATEST DANGER?

THE THINKING DECISION MAKING SKILL

ENEMY'S CHARACTERISTICS

ENEMIES OF DUCKS	Check yes/no		LIKE TO EAT DUCKS	LIVE NEAR DUCKS	CAN MOVE FAST	KNOW HOW TO SWIM

ELABORATION

PROCESS STEPS:

1) EXAMINE THE BASIC IDEA OR OBJECT TO BE CHANGED OR IMPROVED BY ELABORATION.

2) DEFINE THE BASIC IDEA.

3) DECIDE HOW TO ADD TO OR EXPAND ON THE BASIC IDEA TO MAKE IT MORE INTERESTING OR COMPLETE.

4) ADD DETAILS TO DEVELOP A MORE INTERESTING OR USEFUL IDEA.

ELABORATION is the ability to add to or expand on an object or idea to make it more interesting or useful.

WARM-UP ACTIVITIES:

1) Children often change the words to songs to make them more interesting and amusing. Choose a favorite tune and have the students change the words to tell about dinosaurs, dragons, kings, or knights.

2) Draw an oval on the board. Have children come up in turn and have the students change the oval to make it into another object.

3) Discuss how to add to or expand on the classroom to make it safe from dragons or dinosaurs.

4) Give each child a lump of clay. Have them make something from the clay. Pass the object to another child to 'elaborate' on the object. Return it to the original creator. Is the original idea better or more interesting?

ABOUT THE BOOK:

The Red Cross Knight has been asked by the Princess Una to fight the terrible dragon that has been frightening her father's kingdom. Wearing heavy armor and carrying an ancient silver shield marked with a red cross, the Red Cross Knight journeys to fight the dragon. In the battle against the ferocious foe, the Red Cross Knight falls again and again, only to rise each time to attack anew. At last, the dragon is slain and the king opens the gates of the castle, where the King's subjects meet to praise Una and the Red Cross Knight. He marries the princess but gives his gifts of riches to the poor, thus becoming known as Saint George.

THE CALDECOTT MEDAL
1985

ST. GEORGE AND THE DRAGON

Margaret Hodges

pictures by

Trina Schart Hyman

ABOUT THE ACTIVITY:

ELABORATION is the process of adding details to an existing product. Introduce the story by discussing stories of fairies, princesses, knights, kings, and dragons. Help the students elaborate on the basic design of a dinosaur to create a dragon. Also direct them to design a dress that the princess might have worn to protect her from the dragon in the same way that a suit of armor protected the Red Cross Knight.

AFTER THE ACTIVITY:

Read SAINT GEORGE AND THE DRAGON to the class, an adaptation of the legend of Saint George and the dragon from Edmund Spenser's FAERIE QUEEN by Margaret Hodges, beautifully illustrated by Trina Schart Hyman.

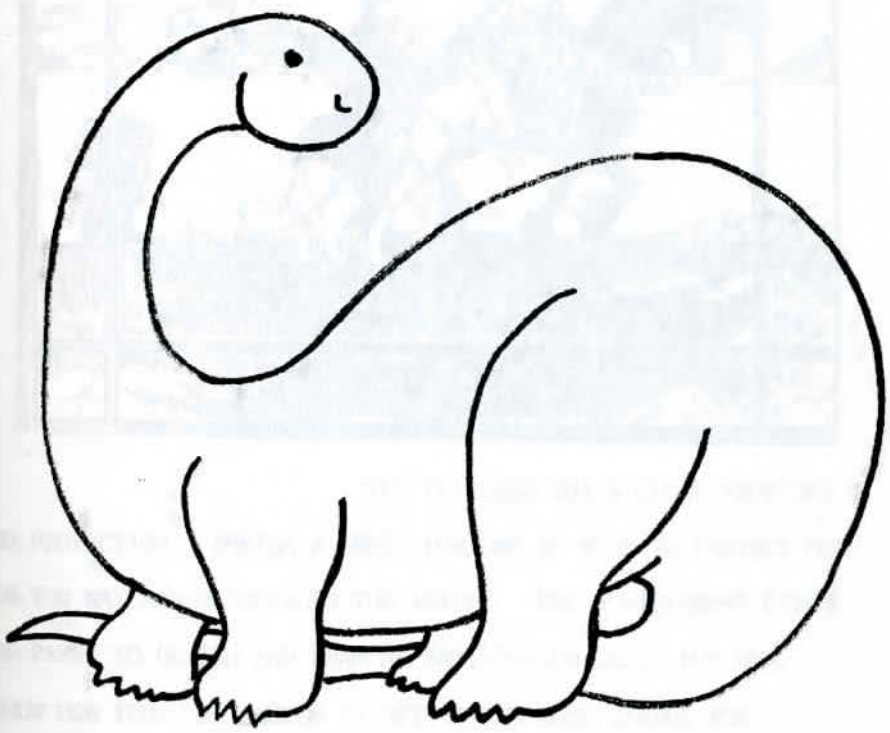
ADDITIONAL ACTIVITIES:

1) Using clay, model dinosaurs with elaborative detail to make a dragon.
2) Act out the story, giving the characters elaborative costumes.
3) Using paper bags, make clothes that Saint George and Una might have worn on their journey to slay the dragon.

SAINT GEORGE AND THE DRAGON. Story by Margaret Hodges. Pictures by Trina Schart Hyman. Little, Brown and Co.: Boston. 1984.

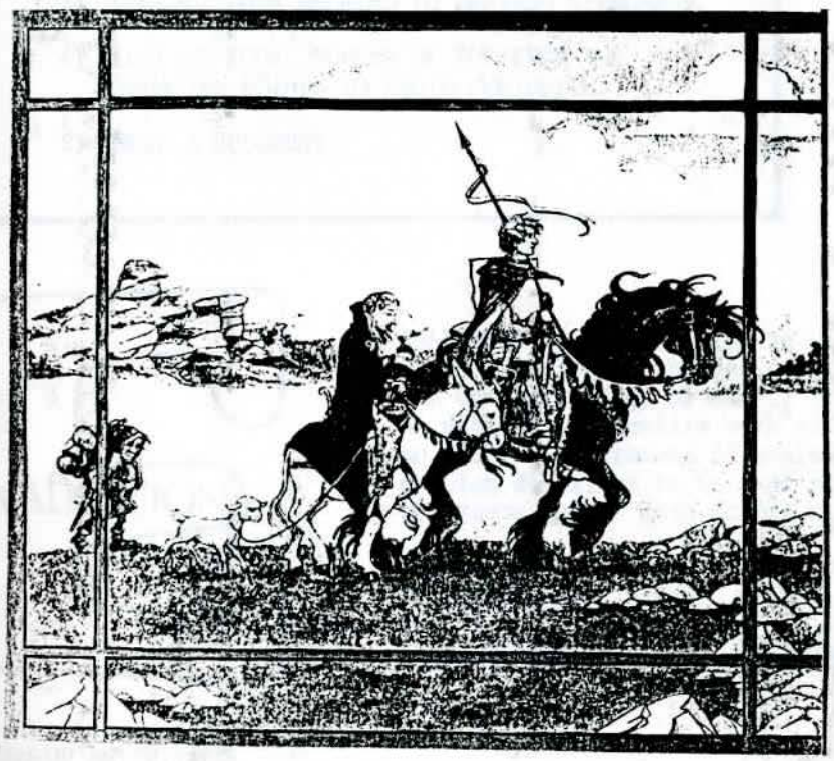
DINOSAUR or DRAGON?

WHERE DID DRAGONS COME FROM? COULD THEY HAVE BEEN FANTASY DINOSAURS? ADD TO THIS DINOSAUR TO MAKE A DRAGON. COLOR, CUT, AND PASTE YOUR DRAGON-DINOSAUR ON ANOTHER PIECE OF PAPER. ADD SOME OTHER DINO-DRAGONS TO YOUR PICTURE.



DRAGON DRESS

THE RED CROSS KNIGHT AND PRINCESS UNA ARE ON A JOURNEY TO FIGHT A TERRIBLE DRAGON. STUDY THE PICTURE OF THE RED CROSS KNIGHT. STUDY HIS ARMOR WHICH HE WEARS TO PROTECT HIM ON HIS GREAT ADVENTURE.



THE PRINCESS UNA'S CLOAK PROVIDES NO PROTECTION. DESIGN A DRESS FOR UNA TO WEAR TO PROTECT HER IN THE WAY ARMOR PROTECTS THE KNIGHT. USE A DIFFERENT PIECE OF PAPER TO DESIGN AND DRAW AN ANTI-DRAGON DRESS FOR UNA. SHOW HOW YOUR NEW DESIGN IS BETTER AND MORE USEFUL FOR A PRINCESS WHO HELPS FIGHT DRAGONS.

EVALUATION

PROCESS STEPS:

1) IDENTIFY WHAT IS TO BE EVALUATED.
2) DEFINE STANDARDS OF APPRAISAL.
3) COLLECT DATA RELATED TO DEFINED STANDARDS.
4) COLLECT EQUAL NUMBER OF POSITIVE AND NEGATIVE POINTS TO AVOID PREJUDICE.
5) MAKE A JUDGMENT.

EVALUATION is the ability to weigh ideas, looking at the desirability and undesirability of each. It is an attempt to equalize both sides of an idea. The process of evaluation enables decisions to be made after consideration of both points of view.

Use an evaluation "T" to chart the process.

Desirable	Undesirable

WARM-UP ACTIVITIES:

1) To practice the evaluation process, begin with something familiar. Is it better to go to school or to stay home? On the board, draw an evaluation "T" to chart the process. Match each reason for going to school with a reason for staying home. Evaluation enables students to make a judgment after examining both sides of the issue.
2) Would you rather have school vacation in the summer or in the winter? Evaluate by brainstorming reasons for summer vacations and reasons for winter vacations. Evaluate and give reasons for your conclusion. Use an evaluation "T".

Summer vacation	Winter vacation

THE LITTLE HOUSE

ABOUT THE BOOK:

Virginia Burton has skillfully combined text and illustrations in the story/picturebook of The Little House to tell the story of a little house who was happy in the country until the urban progress surrounded the house with a bustling city.

As the little house watched the seasons change and the time pass, progress also changed the quiet countryside. When the city surrounded the little house, spring, summer, fall, and winter all blended into one. Finally, the great-great-granddaughter of the little house's original owner moved the house back to the country where spring, summer, fall and winter once again could be clearly enjoyed.

THE LITTLE HOUSE. Story and pictures by Virginia Lee Burton. Houghton Mifflin Co.: Boston. 1942. Reprinted by permission of Houghton Mifflin Co.

ABOUT THE ACTIVITY:

Help the children develop the ability to evaluate by use of The Little House activity. List desirable and undesirable aspects of life in the city and of life in the country. Then evaluate which place is the best home for the little house. Which home would be best for the student?

AFTER THE ACTIVITY:

Read The Little House by Virginia Lee Burton. Look at the illustrations and watch the seasons and surroundings change around the little house.

ADDITIONAL ACTIVITIES:

1) Fold a piece of drawing paper into four parts. Draw a tree trunk in each part. Color or paint the trees to look like spring, summer, fall, and winter.

2) Divide a bulletin board into two parts. Place a picture of your school in each part. Help the children complete the background to show a rural surrounding on one side and an urban surrounding on the other.

VIRGINIA LEE BURTON WROTE AND ILLUSTRATED THE LITTLE HOUSE WHICH TELLS THE STORY ABOUT A LITTLE HOUSE WHICH WATCHES THE COUNTRY TURN INTO A CITY RIGHT BEFORE HER EYES. WHERE DO YOU THINK THE LITTLE HOUSE WANTS TO LIVE, THE COUNTRY OR THE CITY?

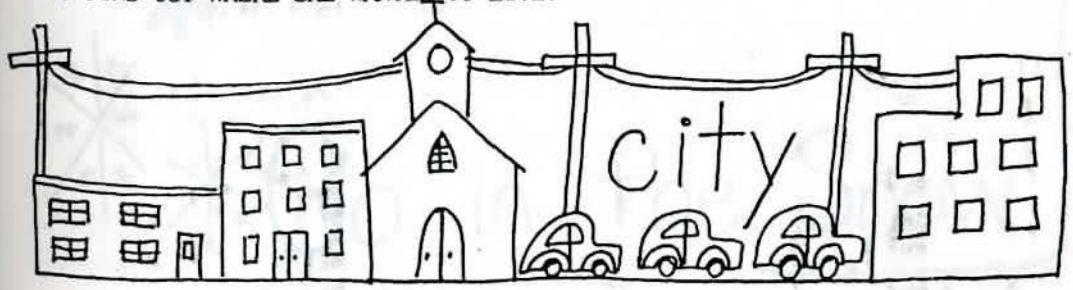
1) ON THE CHART, LIST ALL THE THINGS THE LITTLE HOUSE LIKES AND DISLIKES ABOUT LIVING IN THE COUNTRY.

LIKES	DISLIKES

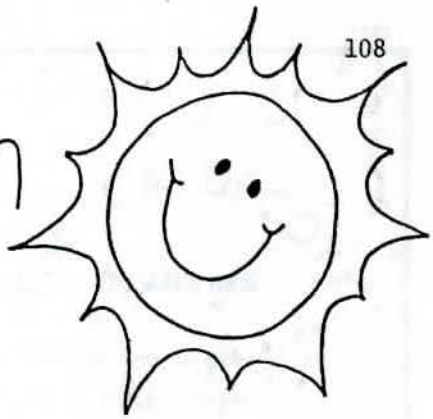
2) ON THE CHART, LIST ALL THE THINGS THE LITTLE HOUSE LIKES AND DISLIKES ABOUT LIVING IN THE CITY.

LIKES	DISLIKES

WHERE DO YOU THINK THE LITTLE HOUSE SHOULD LIVE? READ THE LITTLE HOUSE TO FIND OUT WHERE SHE WANTED TO LIVE.



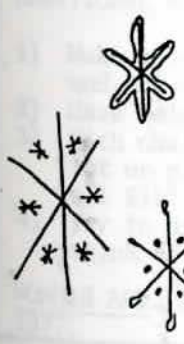
Fun in the Sun



THE LITTLE HOUSE WATCHES CHILDREN
HAVE FUN IN HER YARD IN THE SUMMER AND
IN THE WINTER. WHICH SEASON OF THE YEAR IS THE MOST FUN FOR YOU?
EVALUATE SUMMER AND WINTER BY THINKING OF ALL THE THINGS YOU LIKE
TO DO EACH SEASON. THEN DECIDE WHICH SEASON IS BEST FOR YOU.

SUMMER THINGS I LIKE	SUMMER THINGS I DO NOT LIKE

WINTER THINGS I LIKE	WINTER THINGS I DO NOT LIKE



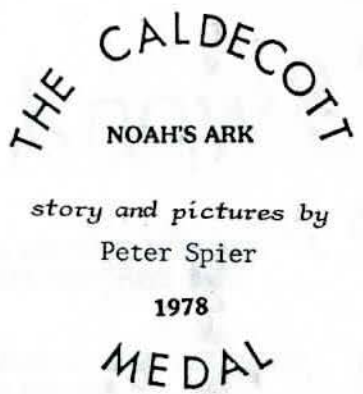
Go in the Snow

NOAH'S ARK

ABOUT THE BOOK:

Peter Spier has developed one page of text into a beautiful, colorful, expressive storybook which shows the thrills and trials of Noah, his family, and the animals in the ark. The basis for this Caldecott Medal winner is a translation of "The Flood", a Dutch poem by Jacobus Revius (1586-1658).

The wonderful pictures in the book create a flood of images and cause additional ideas to flow about what life must have been like for Noah in the ark. With his delightfully detailed illustrations, Peter Spier has given special meaning and special magic to the Biblical story of Noah's ark.



ABOUT THE ACTIVITY:

Help the students experience evaluation by considering the days and nights spent by Noah in the ark. Brainstorm the desirable and undesirable aspects of living in the ark for 40 days and nights with all those animals.

Use an evaluation "T" to evaluate Noah in the ark.

AFTER THE ACTIVITY:

Read the page of text and then enjoy the pictures of Noah in the ark with the students. Leave the book on the book table. It can be looked at over and over again.

ADDITIONAL ACTIVITIES:

1) Make an alphabetical list of animals. Think of one desirable and one undesirable thing about each animal.
2) Have relay races using animal walks to relate to Noah's ark.
3) With chalk, draw the dimensions of Noah's ark on the parking lot or playground. Plan spaces for each animal. Would they all fit?
4) Try to draw a picture to add to Peter Spire's book. Can you think of something he left out?

NOAH'S ARK. Story and pictures by Peter Spier. Doubleday: New York. 1977.

Did NOAH Know?

A GREAT MANY ANIMALS CLIMBED ON BOARD THE ARK WITH NOAH AND HIS FAMILY TO ESCAPE THE GREAT FLOOD. THIS MUST HAVE BEEN QUITE AN ADVENTURE.

IF YOU HAD BEEN NOAH YOU WOULD HAVE EXPERIENCED SOME DESIRABLE AND SOME UNDESIRABLE THINGS ABOUT LIFE ON THE ARK.

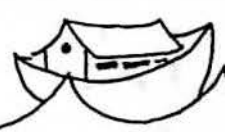
1) Use the following form to list Noah's likes and dislikes.
2) For every like you list, you must list a dislike.

LIKES	DISLIKES

-EVALUATE NOAH'S LIFE ON THE ARK.
-READ PETER SPIER'S NOAH'S ARK. HAVE YOU THOUGHT OF ALL THE THINGS NOAH DID?
-WRITE A PARAGRAPH ABOUT NOAH'S LIFE ON THE ARK. DID HE LIKE IT?

THE THINKING SKILL

EVALUATION



FLEXIBILITY

PROCESS STEPS:

1) IDENTIFY THE INFORMATION TO BE USED.

2) EXAMINE THE ITEMS TO BE USED.

3) IDENTIFY MANY CATEGORIES FOR THE MATERIAL.

4) RESPOND WITH NEW AND CREATIVE CATEGORIES OR USES.

FLEXIBILITY is the ability to respond in a variety of categories, to group responses into new categories, or to find new uses for familiar objects or situations. Flexibility requires thinking beyond the usual and obvious to the new and original. In the story of the Ox-Cart Man, who would expect the farmer to sell his boxes, his ox-cart, his ox, and the ox's yoke and harness, walk home, and begin over again? As with flexibility, the best responses require time to develop. Students need time to incubate the best ideas.

WARM-UP ACTIVITIES:

1) Ox-carts are no longer used by most farmers. How many uses can you find for an ox-cart that is no longer needed on a farm.

2) The farmer's wife made a wool scarf. How many uses could you find for the wool scarf made by the farmer's wife.

3) Think of all the animals on a farm. Name all the categories you could make with the farm animals.

FLUENCY

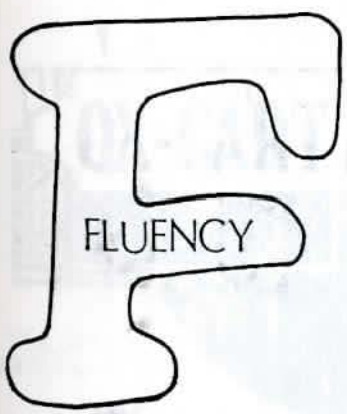
PROCESS STEPS:

1) DEFINE THE SITUATION AND DETERMINE THE CATEGORY.

2) ASK THE STUDENTS FOR MANY RESPONSES.

3) FOLLOW BRAINSTORMING RULES.

4) LIST ALL IDEAS GIVEN.



FLUENCY is the ability to produce common responses to a given situation. The emphasis is on quantity rather than on quality. The intent is to build a large store of information or material for further, selective use. The first responses are usually common responses. The more unusual or unique responses occur in the last 25% of the ideas given.

Continue the flow of ideas by:

1) Deferring judgment.
2) Providing an accepting atmosphere.
3) Encourage hitchhiking on other's ideas.
4) Say, "Tell me more!"

WARM-UP ACTIVITIES:

1) In addition to a farmer, list other outdoor occupations.

2) In addition to a basket, name all the containers that you can.

3) In addition to an ox-cart, think of all the forms of transportation that you can.

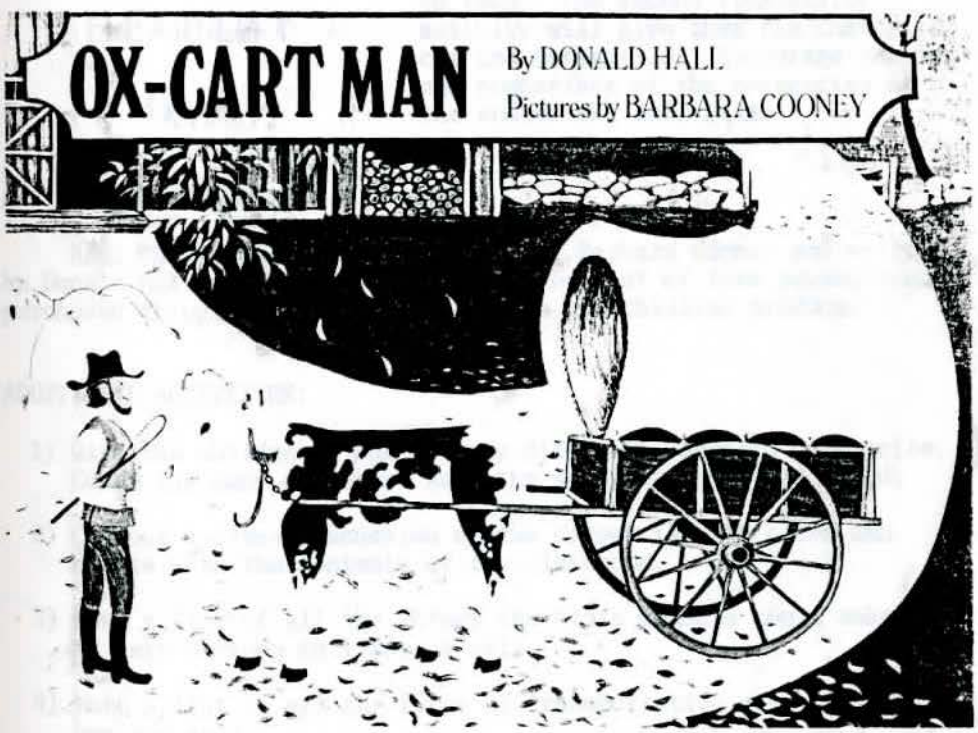
4) In addition to whittling a broom handle, think of all the uses for a knife that you can.

OX-CART MAN

ABOUT THE BOOK:

A farmer of New Hampshire loaded his cart with all the products he and his family made or grew during the past year that they did not use for themselves. The farmer's ox-cart was loaded with wool, a shawl, mittens, candles, linen, shingles, brooms, potatoes, apples, cabbages, and other products of his farm family's labors. The farmer was ready to travel to Portsmouth to trade and sell. After a ten-day journey, he arrived at the Portsmouth market where everything was sold, including the ox-cart, yoke, harness, and ox. The farmer than bought an iron kettle, an embroidery needle, a whittling knife, and wintergreen candies. He then returned home to his family with the gifts and a pocketful of coins. Once again, the ex-cart man and his family repeated the seasonal cycle, preparing for the next trading trip to town.

The illustrations of Barbara Cooney clearly show the simple American life of an earlier time. Simple, yet sophisticated, the illustrations draw the reader into the life of early America.



Published by The Viking Press, New York. 1979

Illustration used by permission.

ABOUT THE ACTIVITIES:

The FLUENCY activity will give students an opportunity to load the ox-cart with all the things they can think of that may be grown or made on the farm and carried to market for trade or sale. The students will also be asked to think of the things the farmer may have bought in town to carry back to his family. Encourage a free flow of ideas. Reserve judgment - accept all ideas. Older children can write their ideas on the activity sheet; younger children can draw pictures of their ideas or share their ideas orally.

The FLEXIBILITY activity will give students the opportunity to think in categories. They will be asked to think of categories for items to take to town. The second flexibility activity will give them the chance to cut and categorize. Encourage sharing and comparison of the categories at the end of the activities.

AFTER THE ACTIVITIES:

Read The Ox-Cart Man illustrated by Barbara Cooney and written by Donald Hall to the class. Compare the list of farm products and purchased things in the book with those the children produce.

ADDITIONAL ACTIVITIES:

1) Give the children a box of many different seeds to categorize. Count the many different ways the seeds can be categorized.

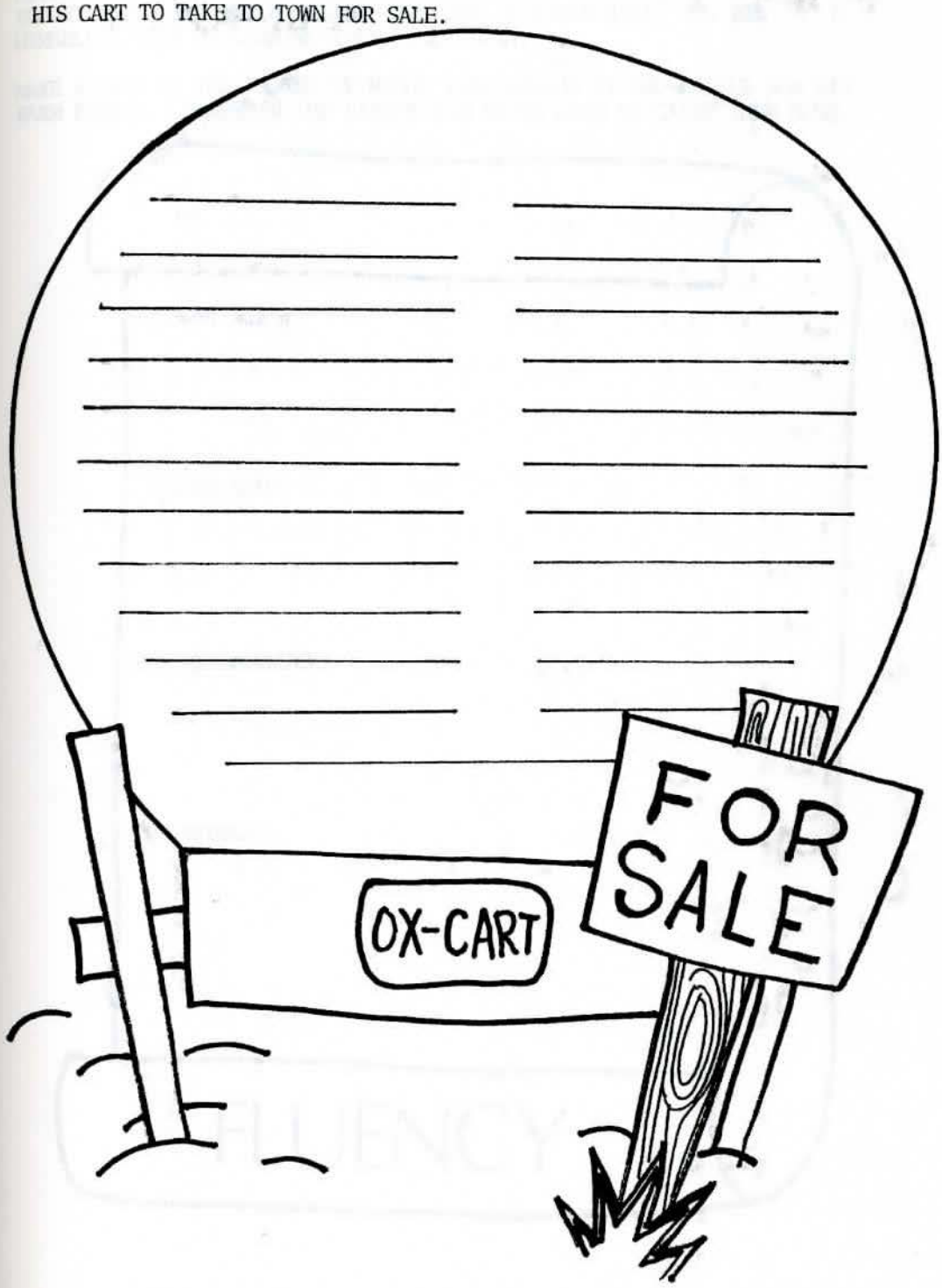
2) Conduct a class discussion of the categories the class can create with the contents of the classroom.

3) Make a list of all the things the class members could make to take to town to trade or sell.

4) Make a list of all the forms of transportation used today to buy and sell.

TO MARKET, TO MARKET . . .

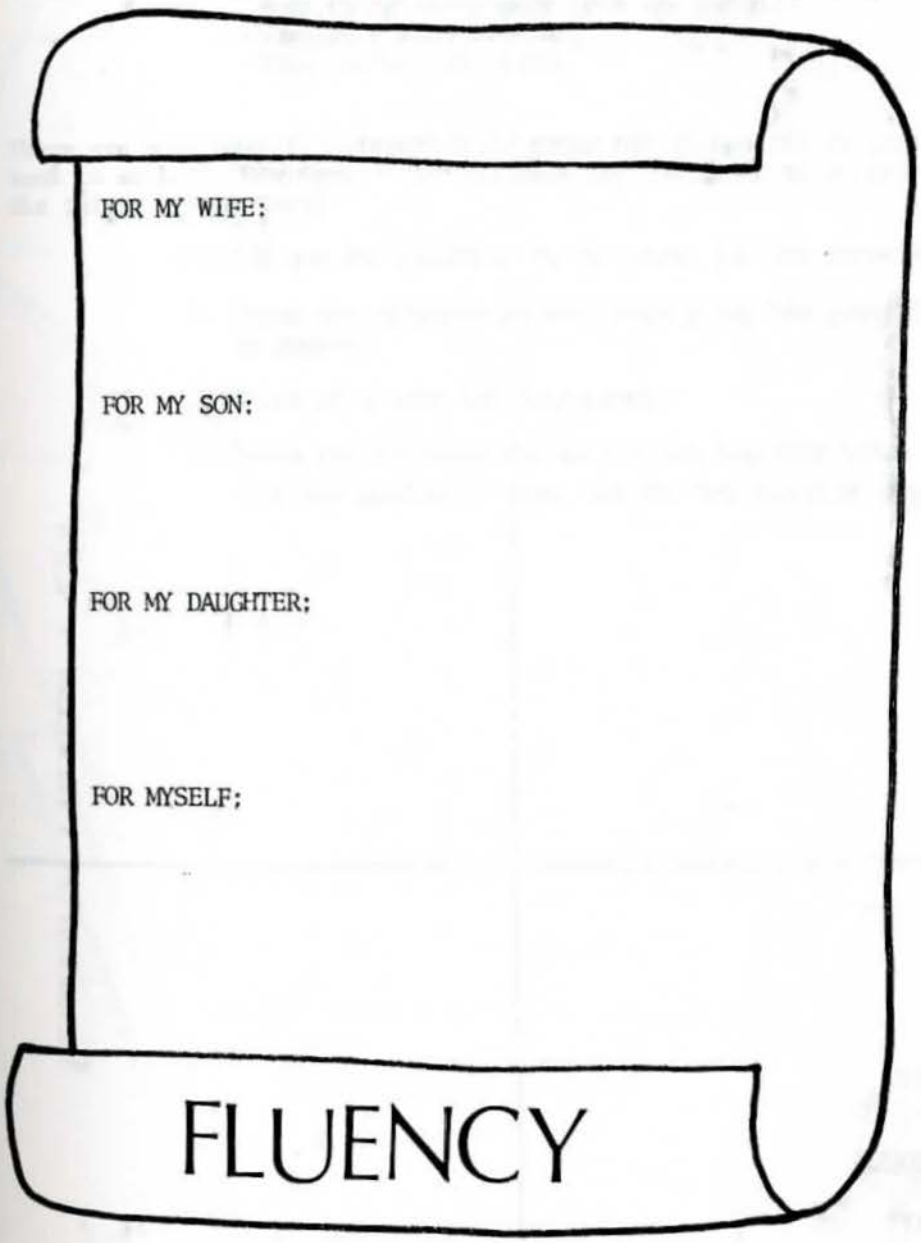
MAKE A LIST OF ALL THE THINGS THE OX-CART MAN MIGHT HAVE LOADED INTO HIS CART TO TAKE TO TOWN FOR SALE.



A SPECIAL SHOPPING LIST!

AFTER SELLING HIS FARM PRODUCTS, HIS OX, AND OX-CART, THE FARMER BOUGHT SOMETHING FOR HIS WIFE, HIS SON, HIS DAUGHTER, AND FOR HIMSELF. THEN HE CARRIED THEM HOME AGAIN.

MAKE A LIST OF THE THINGS HE MIGHT HAVE BOUGHT AT THE MARKET FOR HIS FARM FAMILY. REMEMBER THE FARMER HAS TO BE ABLE TO CARRY THEM HOME.



THINGS TO TRADE.....

The OX-CART MAN took things to trade

That he and his farm family had made.

-Some things were things to eat.
-Some things were made from the sheep.
-Some were made of wool,
-Some tasted very good.

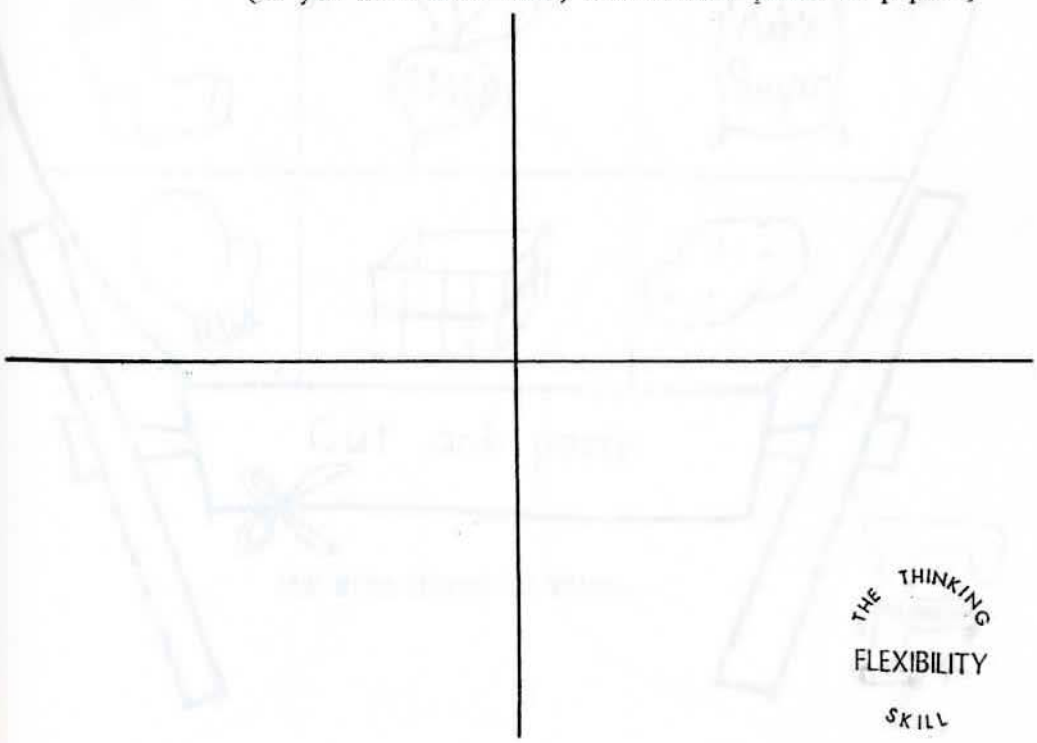
There are many ways to categorize or group the things the ox-cart man took to market. How many different ways can you think of to group the things in the cart?

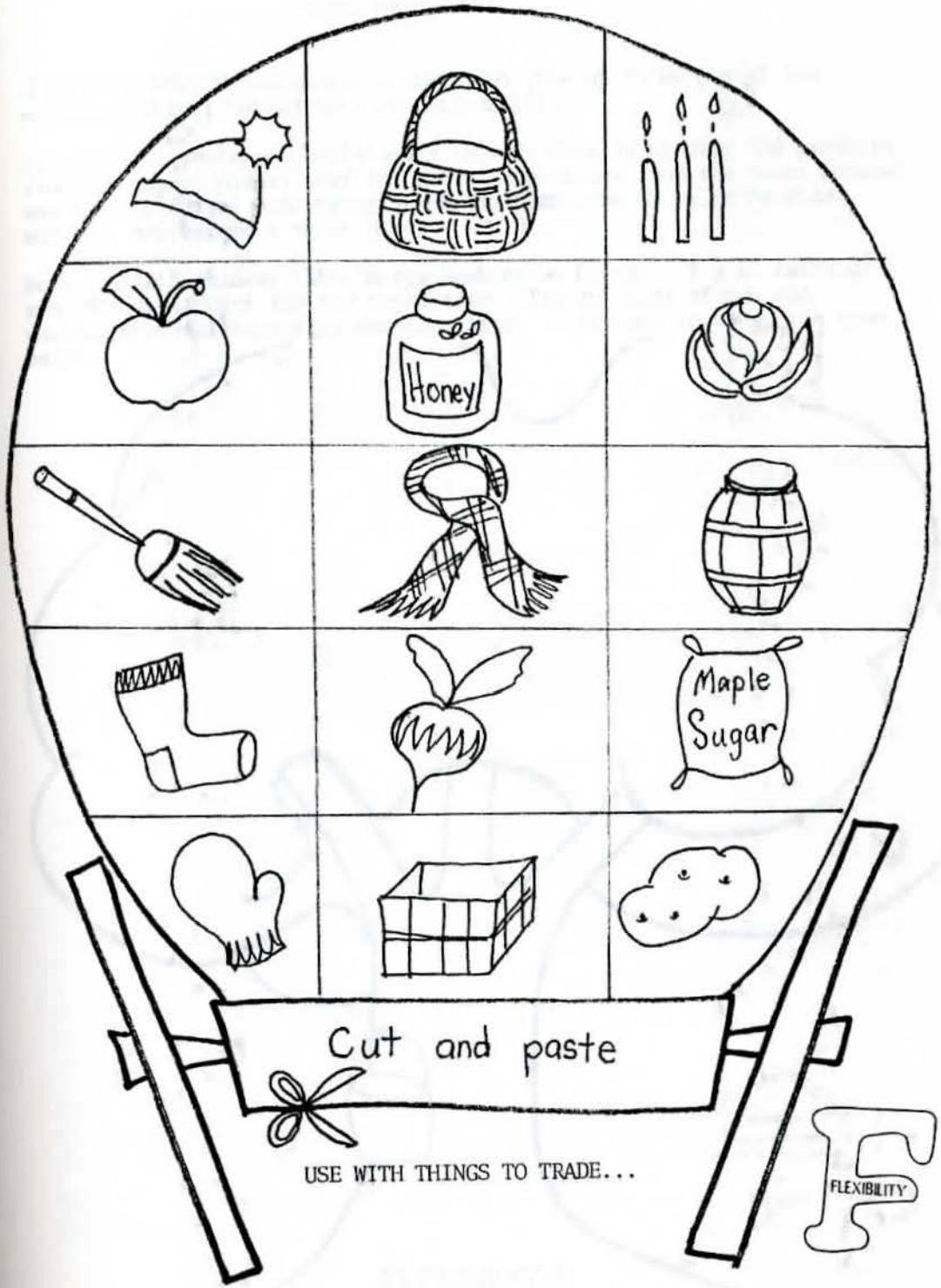
1) Cut out the pictures in the cart. (On the opposite page.)

2) Group the pictures so that each group has something in common.

3) Think of a name for your group.

4) Paste the pictures for each group together below.
(If you need more room, use another piece of paper.)





USE WITH THINGS TO TRADE...

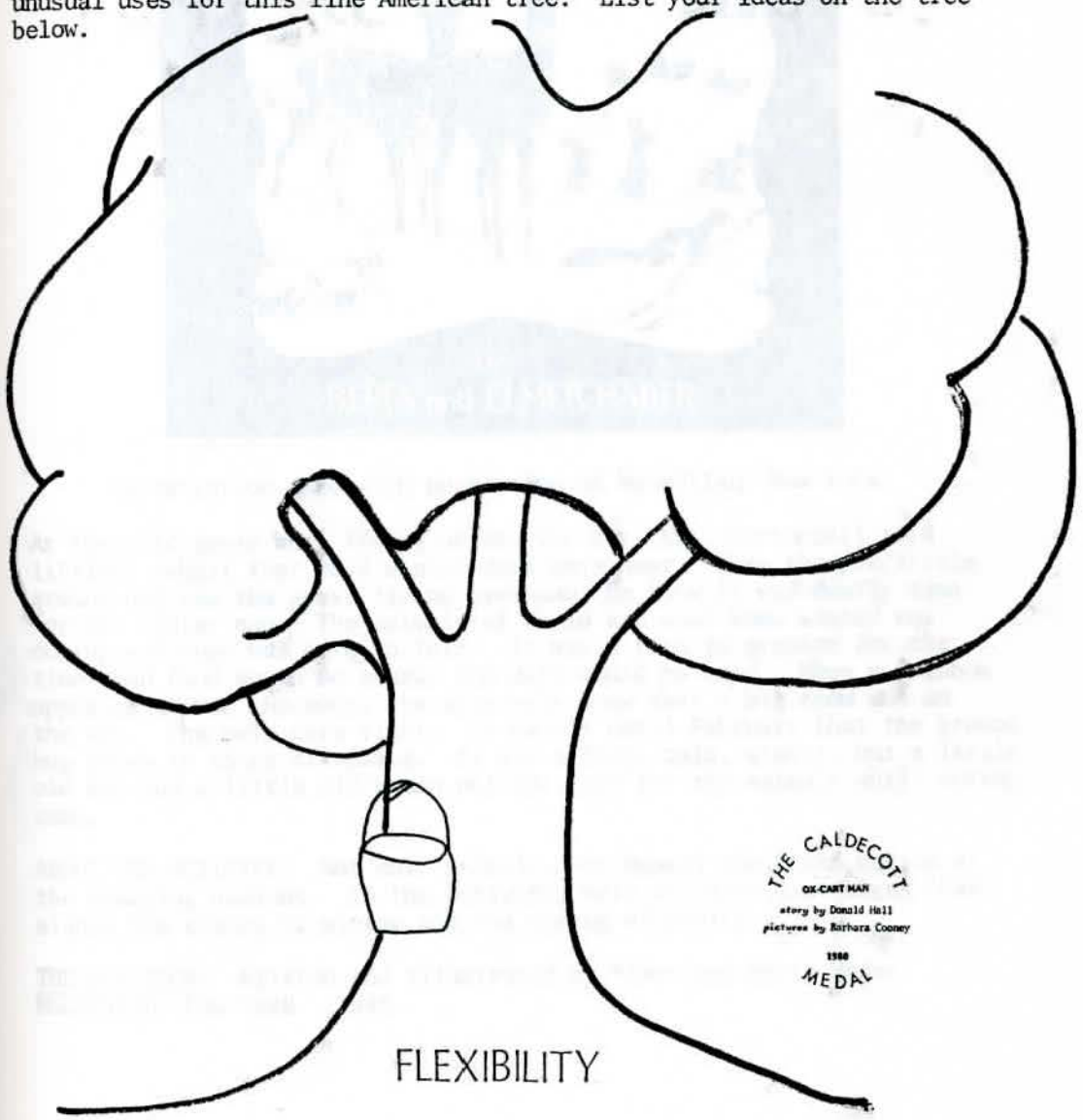
F FLEXIBILITY

THINGS FROM TREES!

GEORGE WASHINGTON CARVER was a slave who grew up to be one of the world's greatest naturalists and scientists.

Scientist Carver's accomplishments include developing over 300 products from the peanut plant; over 100 useful substances from the sweet potato; and he is credited with bringing the soybean from China to America, where it has become a major plant.

Be a FLEXIBLE thinker like George Washington Carver. Try to think of many different uses for the maple tree. Try to think of new and unusual uses for this fine American tree. List your ideas on the tree below.



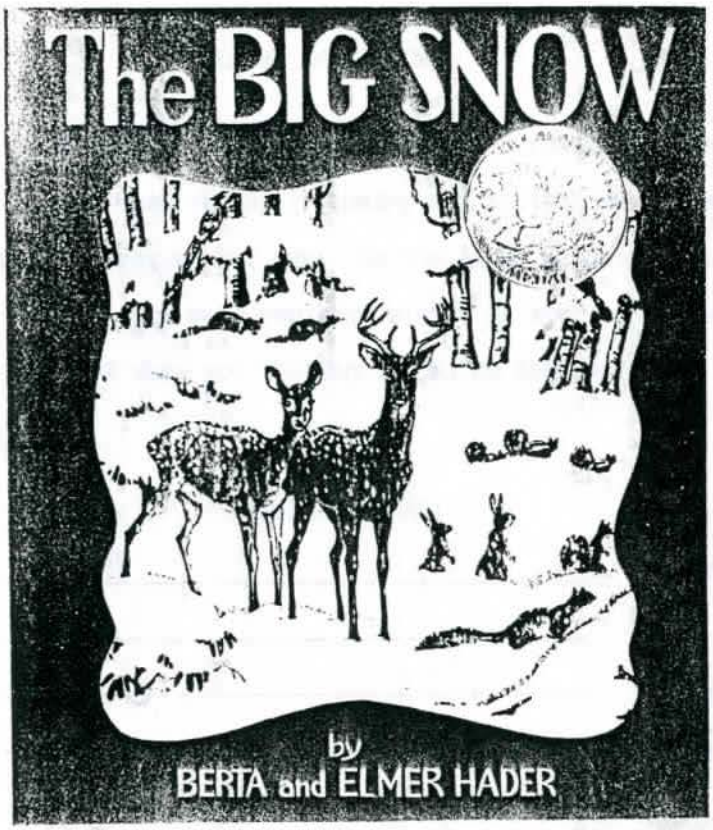


Illustration used with permission of Macmillan: New York.

As the wild geese were flying across the sky, Mrs. Cottontail told littlest rabbit that cold winter days were near. When the fat little ground hog saw the geese flying overhead, he knew it was nearly time for his winter nap. The animals of field and wood knew winter was coming and snow was sure to fall. It was a time to prepare for the time when food would be scarce and days would be cold. When a rainbow appeared around the moon, the wise owls knew that a big snow was on the way. The owls were right. It wasn't until February that the ground hog began to think of spring. It was a long, cold, winter, but a little old man and a little old woman put out food for the animals until spring came.

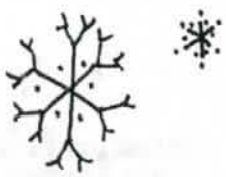
ABOUT THE ACTIVITY: Not only animals, but humans too, take notice of the changing seasons. In the activity, help children list signs that signal the coming of winter and the coming of spring.

THE BIG SNOW. Written and illustrated by Elmer and Berta Hader. Macmillan: New York. 1948.

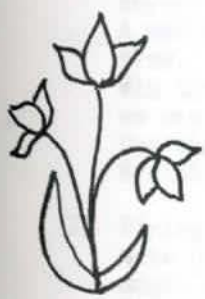
WINTER AND SPRING!

Animals seem to know when it is time to get ready for winter. They also know when spring is coming and it is time to wake up from their long winter nap. On the lines below, write all the things that make you know winter is near. Write all the things that show you that spring is on the way and will soon be here.

WINTER IS NEAR!



SPRING WILL SOON BE HERE!

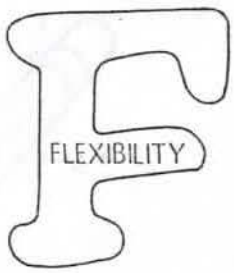


Read THE BIG SNOW written and illustrated by Elmer and Berta Hader to see how the animals know that winter is near.

FLUENCY

ABOUT THE BOOK:

THE FOOL OF THE WORLD AND THE FLYING SHIP, is a Russian folk tale about a fool who wins the hand of the Czar's daughter in marriage through good humor and magic. For you see, once upon a time, there was an old peasant and his wife who had three sons. Two of them were clever young men, but the third was the Fool of the World. When the Czar offered the hand of his daughter in exchange for a flying ship, the peasant and his wife sent their two clever sons off on the quest with fine clothing, good food, and fond blessings. However, when the Fool insisted on following in his brothers' footsteps, his mother and father saw there was nothing to be done, but to let him go too. They put some crusts of bread in a bag with a flask of water and sent him on his way. This began a charming journey of kindness, humor, and magic which ended when the Fool acquired a flying ship and a crew of characters who outwitted the Czar. The Fool married the princess who loved him beyond measure.



ABOUT THE ACTIVITIES:

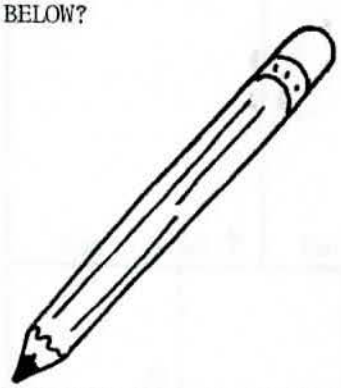
1) On his quest for the flying ship, the Fool of the World collected a crew of characters who helped him outwit the Czar and win the hand of the princess. The Swiftgoer fetched the magical water of life, the Listener heard all that was being done in the world, the Far Shooter could shoot the unseen, the Eater could outeat anyone in the world, and the Drinker's thirst was never quenched. A man with magic sticks and one with magic straw completed the crew. These simple peasants were able to do magic things to win the hand of the princess for the Fool. In our everyday lives, we use everyday, simple objects to sometimes do unusual things. Use the activity page to help the children see beyond the ordinary to think of new uses for the three things on the sheet.

2) Flying ships or planes are common today. But for many years, they were part of people's imagination. They were magic. Conduct a magic air show. Make paper airplanes, arrows or whirlybirds. See which will fly the farthest. Can you change the designs to make them go farther?

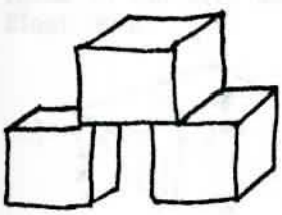
THE FOOL OF THE WORLD AND THE FLYING SHIP. Retold by Arthur Ransome from a Russian folk tale. Illustrated by Uri Shulevitz. Farrar, Straus & Giroux. 1968.

IN THE FOOL OF THE WORLD AND THE FLYING SHIP, BY ARTHUR RANSOME, THE FOOL AND HIS COMPANIONS USED A FLYING SHIP, SOME MAGIC STRAW, AND SOME MAGIC STICKS TO WIN THE HAND OF THE PRINCESS. SOME TIMES WE USE EVERYDAY THINGS IN UNUSUAL WAYS. HOW MANY "NEW" USES CAN YOU THINK OF FOR THE EVERYDAY THINGS PICTURED BELOW?

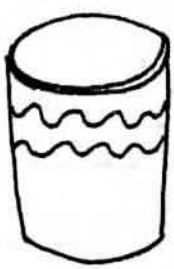
NEW USES FOR A PENCIL:



NEW USES FOR A STACK OF BLOCKS:



NEW USES FOR A PAPER CUP:



Read THE FOOL OF THE WORLD AND THE FLYING SHIP, a Russian folk tale retold by Arthur Ransome, illustrated by Uri Shulevitz. See how the Fool used sticks and straw to fool the Czar.

FLEXIBILITY

IN THE FOOL OF THE WORLD AND THE FLYING SHIP, BY ARTHUR RANSOME, THE FOOL AND HIS COMPANIONS USED A FLYING SHIP, SOME MAGIC STRAW, AND SOME MAGIC STICKS TO WIN THE HAND OF THE PRINCESS. SOME TIMES WE USE EVERYDAY THINGS IN UNUSUAL WAYS. HOW MANY "NEW" USES CAN YOU THINK OF FOR THE EVERYDAY THINGS PICTURED BELOW?

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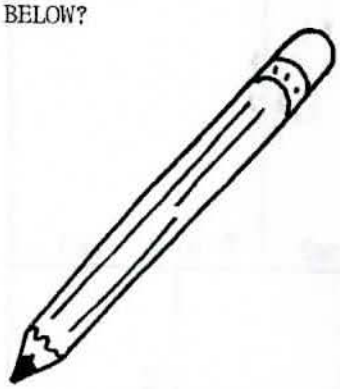
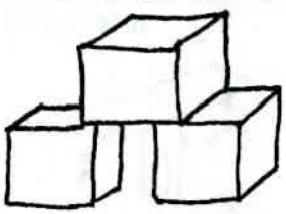
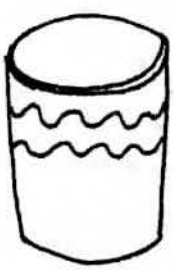


NEW USES FOR A STACK OF BLOCKS:



NEW USES FOR A PAPER CUP:



Read THE FOOL OF THE WORLD AND THE FLYING SHIP, a Russian folk tale retold by Arthur Ransome, illustrated by Uri Shulevitz. See how the Fool used sticks and straw to fool the Czar.

FLEXIBILITY

FLYING THINGS

MAKE A PAPER AIRPLANE, AN ARROW,

AND A WHIRLYBIRD.

-WHICH WILL FLY FARTHEST?

-WHICH WILL FLY FASTEST?

-WHICH WILL FLY STRAIGHTEST?

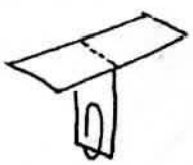
WHIRLYBIRD: (Follow the directions)

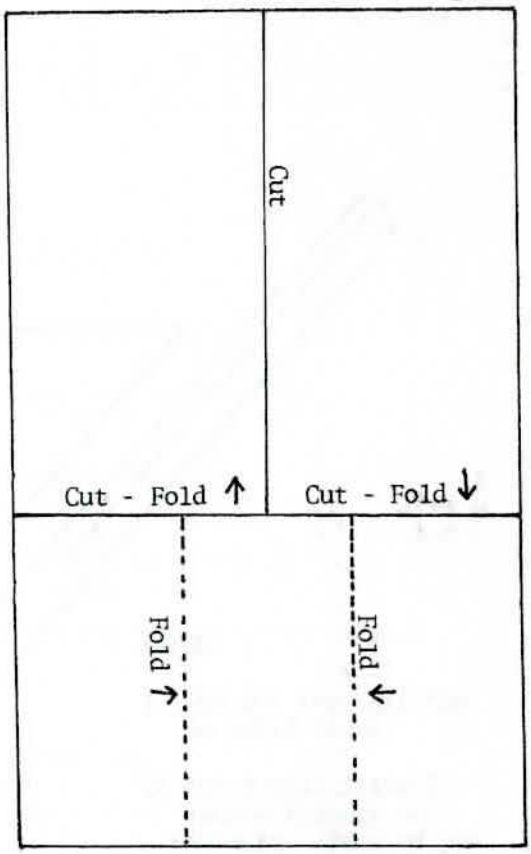
1) Cut on the solid lines.

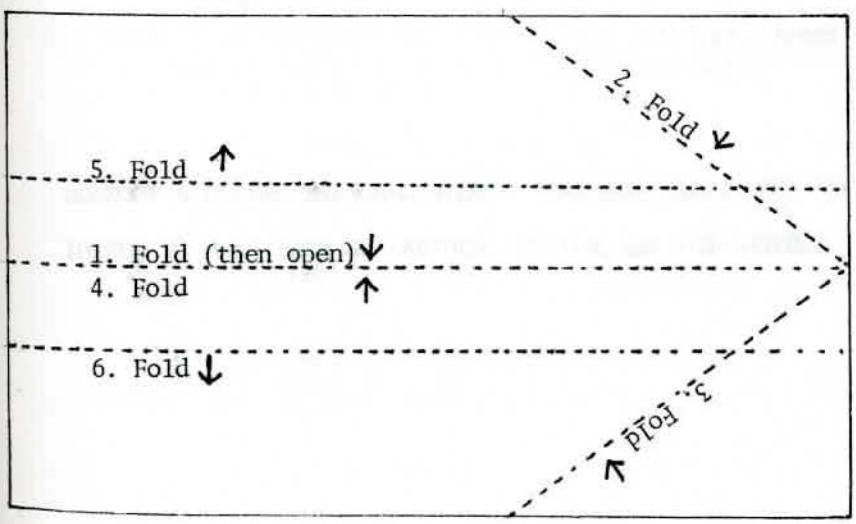
2) Fold on the dotted lines in the direction of the arrows.

3) Fold bottom sections toward center. Clip with paper clip.

4) Throw in the air. Watch it float down.





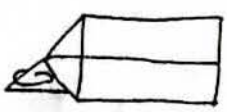


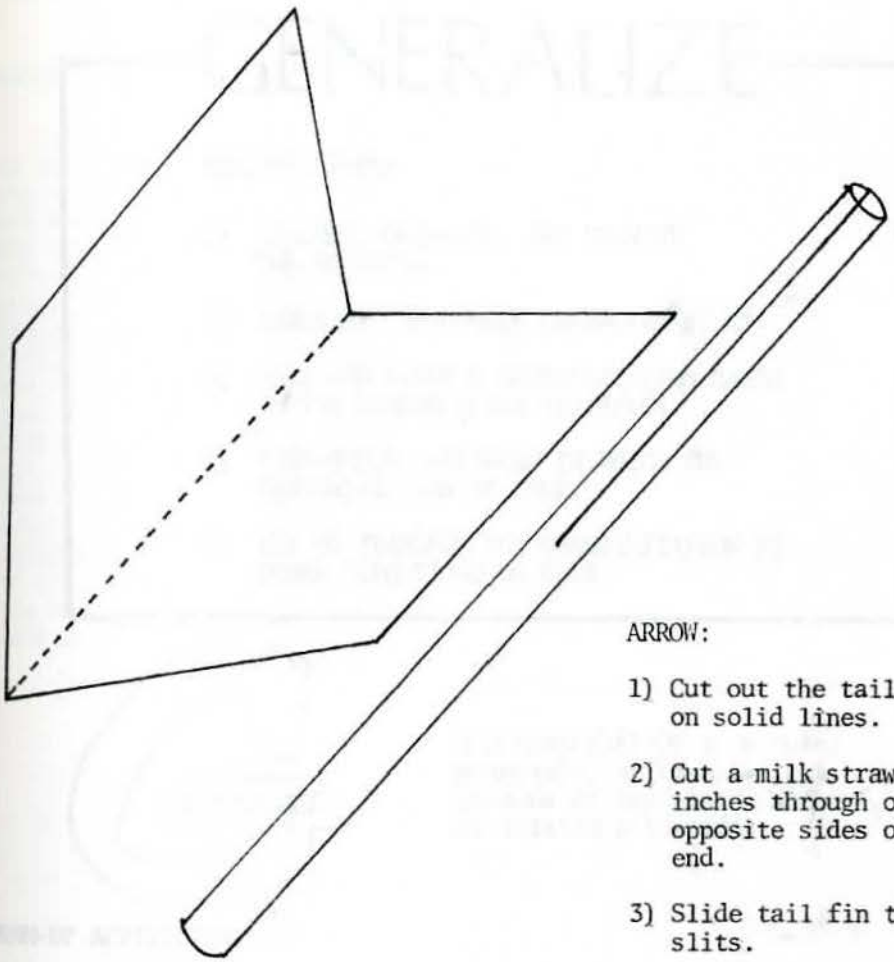
AIRPLANE:

1) Cut on solid lines.

2) Fold on dotted lines in order of numbers.

3) Fasten with a paper clip.





ARROW:

1) Cut out the tail fin on solid lines.

2) Cut a milk straw 2 - 3 inches through on opposite sides of one end.

3) Slide tail fin through slits.

4) Sail arrow through the air.

CONDUCT A FLYING THINGS CONTEST. CAN YOU CHANGE THE FLYING THINGS TO MAKE THEM GO FARTHER, FASTER, OR STRAIGHTER?

GENERALIZE

PROCESS STEPS:

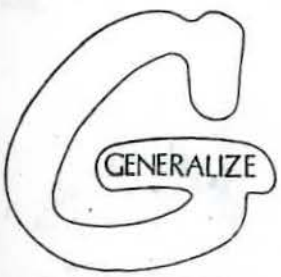
1) COLLECT, ORGANIZE, AND EXAMINE THE MATERIAL.

2) IDENTIFY THE COMMON CHARACTERISTICS.

3) MAKE AND STATE A GENERALIZATION BASED ON THE COMMON CHARACTERISTICS.

4) FIND OTHER INSTANCES IN WHICH THE GENERALIZATION IS TRUE.

5) TRY TO TRANSFER THE GENERALIZATION TO OTHER SITUATIONS OR USES.



A GENERALIZATION is a rule, principle, or formula that governs or explains a number of related situations.

WARM-UP ACTIVITIES:

1) Examine the generalization that good characters in stories are pretty, while bad characters are ugly. State examples of the generalization.

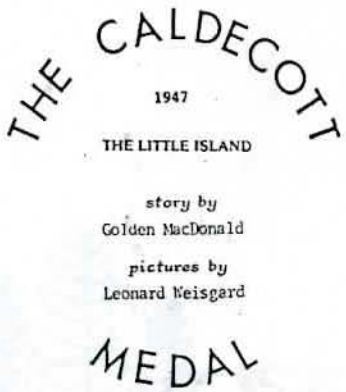
2) Think of all of your toys. What one thing do you do with all of your toys? Is everything you play with called a toy?

3) How do you feel at school when you stay up very late the night before? Could you say that it is generally true that you feel better if you go to bed on time?

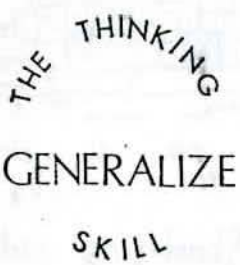
4) What happens if you don't eat your breakfast, dinner, or lunch? Can you generally say that if you don't eat food, you will be hungry? Is that generally true of your pets too?

ABOUT THE BOOK:

The little island lived alone in the ocean watching the changes the seasons brought to the plants and animals of the island. One day a little kitten came to the island with some people on a picnic. The little kitten thought the island was very little and must be very lonely. But the little kitten discovered that the island was not separated from the rest of the world at all, but connected to all the rest of the land under the water. The little island was content with its life as a part of the world, yet having a life of its own, surrounded by the bright blue sea.



Doubleday: New York. 1945.



ABOUT THE ACTIVITY:

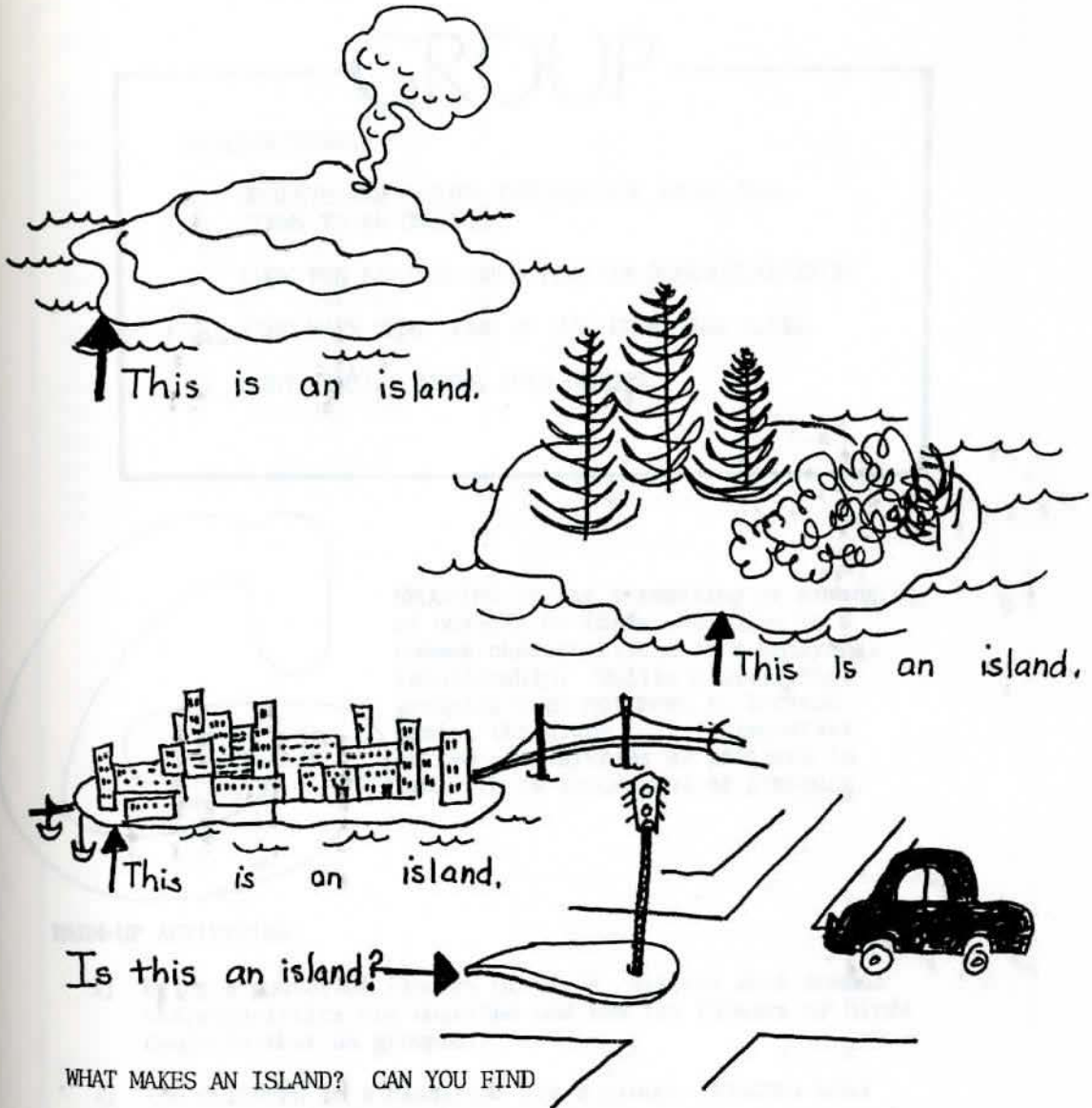
The following activity will introduce the children to the concept of 'island'. We use that concept as a generalization in referring to lonely, isolated, or separated things. We call a counter in the middle of the kitchen an island. We put an island in the center of a busy street for pedestrian traffic. We refer to lonely people as islands. To reinforce the concept of island, look at a world map with the children to point out and identify major islands of the world.

AFTER THE ACTIVITY:

Read the book, The Little Island by Golden MacDonald (a pseudonym for Margaret Wise Brown) and illustrated by Leonard Weisgard. Enjoy the illustrations of the island and its watery environment along with all the plant and animal life of the island.

ADDITIONAL ACTIVITY:

Using water color paints, have the children paint water on a page. Using crayons, draw an island in the water.



WHAT MAKES AN ISLAND? CAN YOU FIND ISLANDS ON YOUR CLASSROOM MAP?

WHAT ELSE CAN YOU CALL AN ISLAND? WHAT GENERALIZATION CAN YOU MAKE ABOUT ISLANDS?

WHAT IS AN ISLAND?

GROUP

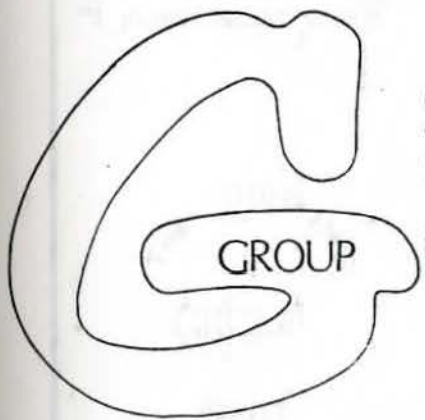
PROCESS STEPS:

1) OBSERVE AND GATHER INFORMATION ABOUT THE ITEMS TO BE GROUPED.

2) LOOK FOR SIMILAR QUALITIES OR CHARACTERISTICS.

3) FIND WAYS THAT SOME OF THE ITEMS ARE ALIKE.

4) SORT SIMILAR ITEMS INTO GROUPS.



GROUPING is the assembling or arranging of objects or ideas according to a common characteristic or a unifying relationship. Unlike classifying, grouping does not need to include naming the group. It is important to see similarities or patterns in order to be successful at grouping.

WARM-UP ACTIVITIES:

1) Using a poster of flowers or birds, discuss what common characteristics are observed and how the flowers or birds could further be grouped.

2) The children in a classroom are a group. Discuss what things the classmates have in common.

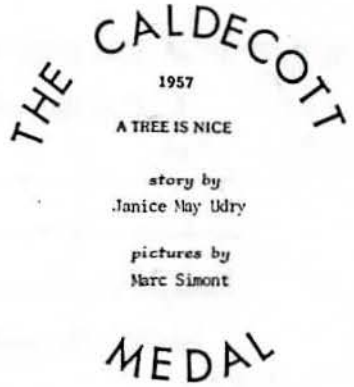
3) Spill the box of blocks on the floor. How many groups can the children arrange?

4) Make a list of TV shows that the children watch. Look for similarities among the list. Sort the TV shows into several groups.

A TREE IS NICE

ABOUT THE BOOK:

Trees are nice because they fill the sky, they border the brooks, and they fashion the forests. But even one tree makes life better for everyone. A tree gives leaves to play in, limbs to climb, fruit to eat, homes for animals, flowers to enjoy, and shade for the cattle in the field and for the picnics in the park. Trees are nice because they are easy to plant and a joy to watch grow. How proud we can be when we say, "I planted that tree!"



A TREE IS NICE. Story by Janice May Udry. Pictures by Marc Simont. Harper and Row: New York. 1956.

ABOUT THE ACTIVITY:

Using geometric shapes of different sizes, shapes, and colors the students have an opportunity to actively make groups of shapes. The shapes may be grouped by shape, size, or color. More mature students may be able to group with two characteristics such as size and color. Then they can practice grouping with leaves which may be grouped by smooth or jagged edges, shapes, vein pattern, simple or compound, and size.

AFTER THE ACTIVITY:

Read this tall book by Janice May Udry, illustrated by Marc Simont, to the class. A Tree Is Nice is a nice book to read. The illustrations remind us of all the pleasures that trees give to us.

ADDITIONAL ACTIVITIES:

1) Draw a trunk of a tree on paper. Use tissue paper cut in squares to make green leaves for summer, red and orange leaves for fall, or pink and white flowers for spring.

2) Go outside and lie under a tree, looking up. What do you see?

Look Alike Leaves

LOOK AT THE 20 LEAVES BELOW. DO ANY OF THEM LOOK ALIKE TO YOU? LIST THREE WAYS YOU CAN SEE THAT SOME OF THEM ARE ALIKE:

1)_____

2)_____

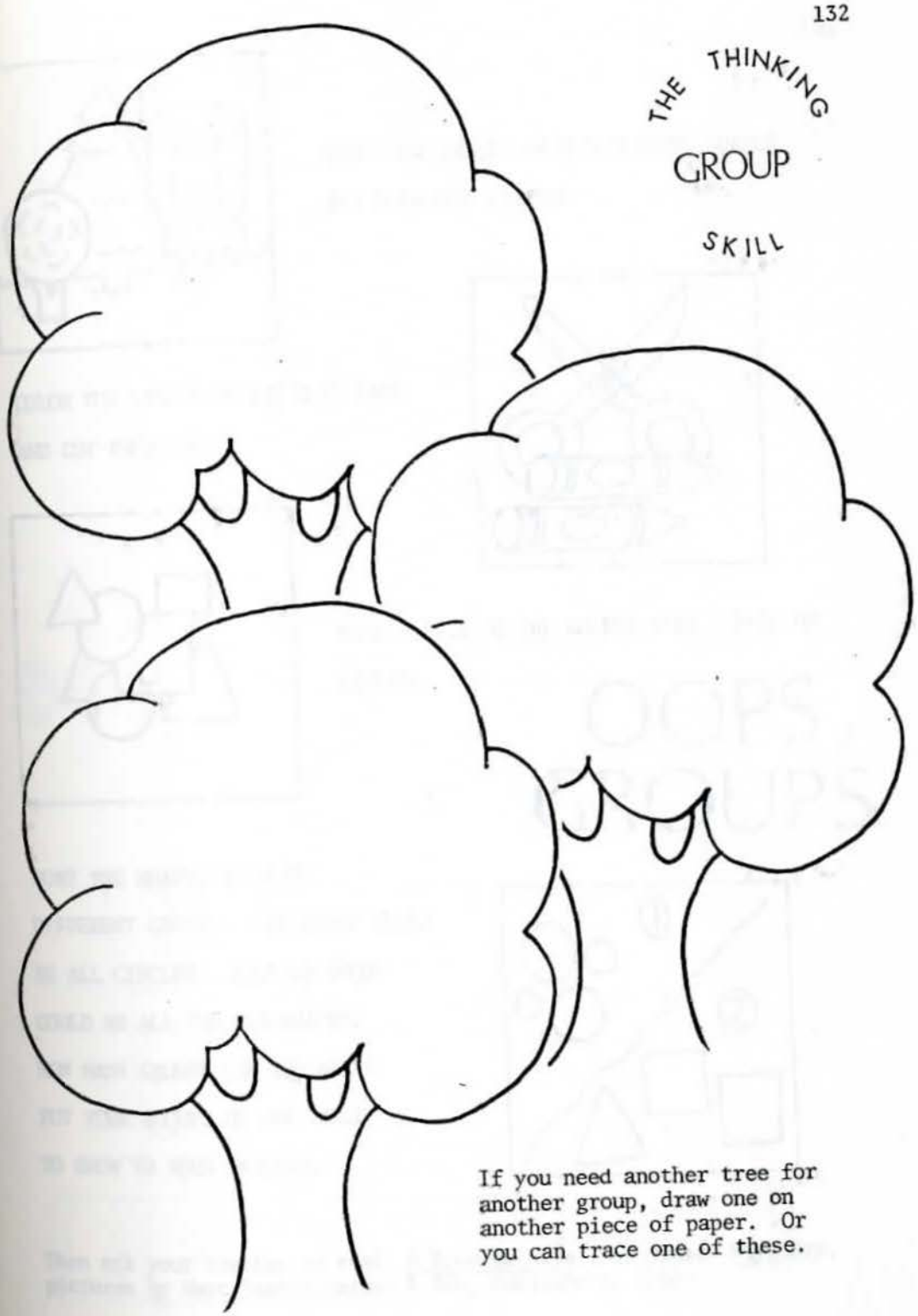
3)_____

CUT THE LEAVES APART AND SORT THEM INTO GROUPS.

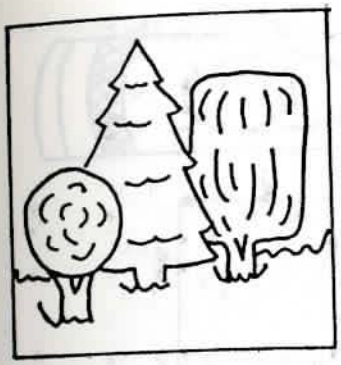
GLUE EACH GROUP OF LEAVES ONTO ONE OF THE TREES ON THE NEXT PAGE.

BE READY TO TELL HOW THE LEAVES IN EACH GROUP ARE ALIKE.

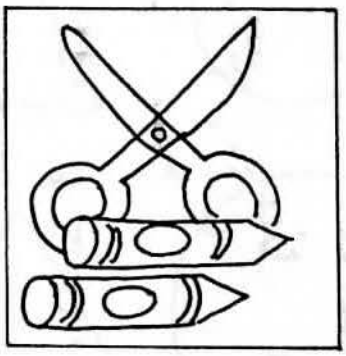
THE THINKING GROUP SKILL



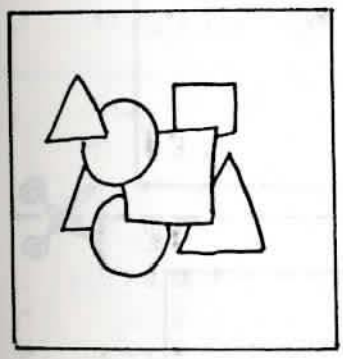
If you need another tree for another group, draw one on another piece of paper. Or you can trace one of these.



TREES AND LEAVES HAVE DIFFERENT SHAPES AND DIFFERENT COLORS.



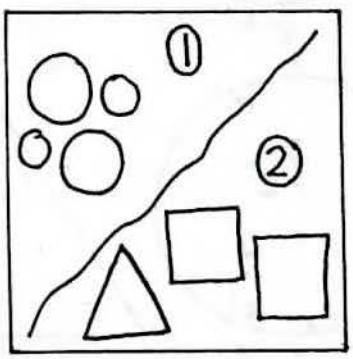
COLOR THE SHAPES ON THE NEXT PAGE AND CUT THEM OUT.



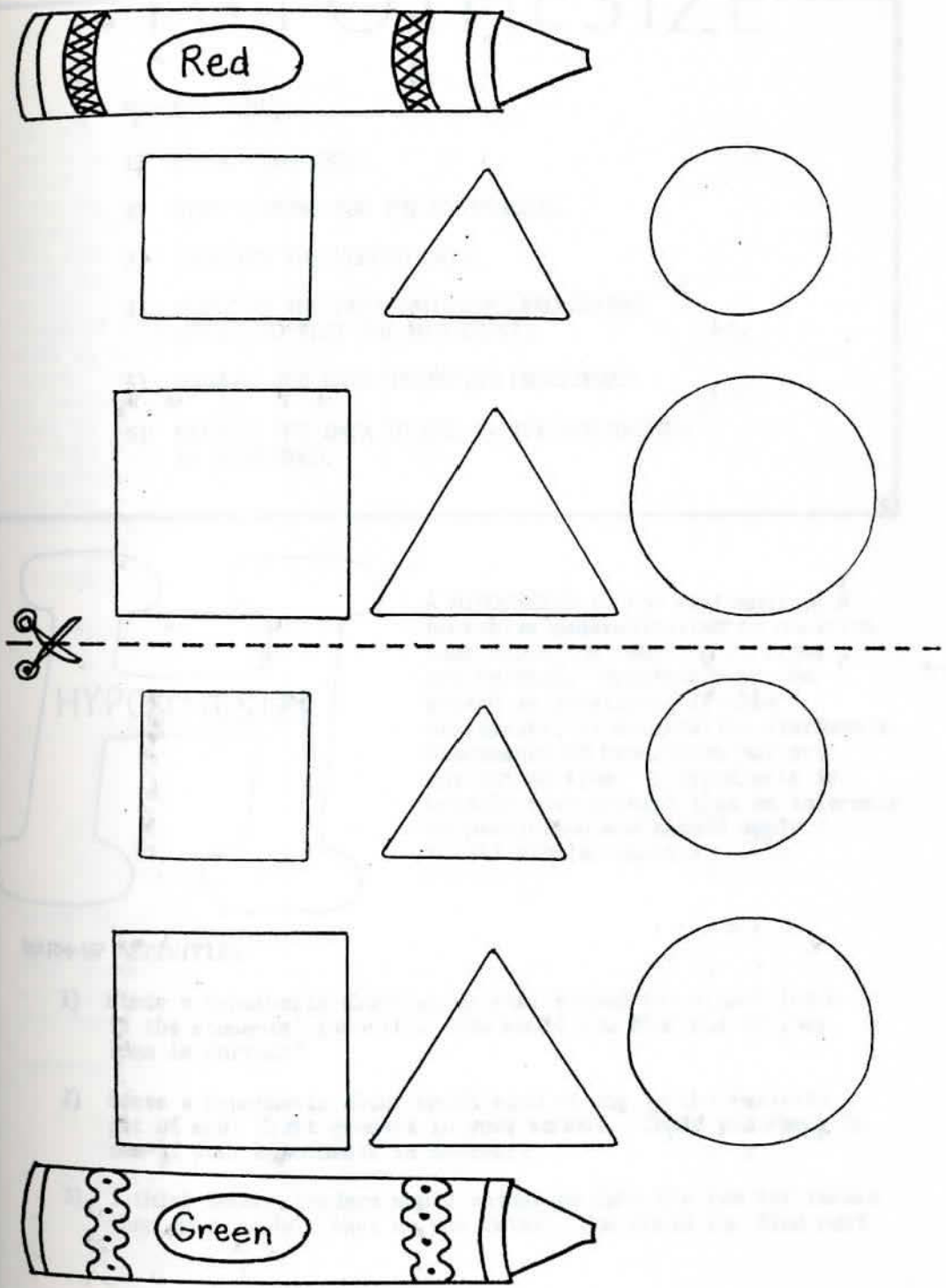
MAKE A PILE OF THE SHAPES LIKE A PILE OF LEAVES.

OOPS, GROUPS

SORT THE SHAPES TO MAKE DIFFERENT GROUPS. ONE GROUP COULD BE ALL CIRCLES. ANOTHER GROUP COULD BE ALL THE BIG SHAPES. HOW MANY GROUPS CAN YOU MAKE? PUT YOUR GROUPS ON THE TABLE TO SHOW TO YOUR FRIENDS.



Then ask your teacher to read A Tree Is Nice , by Janice May Udry, pictures by Marc Simont, Harper & Row, Publishers, 1956.


Red
Green

HYPOTHESIZE

PROCESS STEPS:

1) STATE HYPOTHESIS.

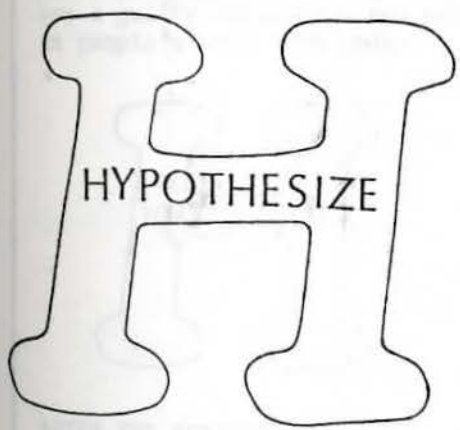
2) GIVE REASONS FOR THE HYPOTHESIS.

3) IDENTIFY THE NEEDED DATA.

4) IDENTIFY THE DATA-GATHERING PROCEDURES NEEDED TO TEST THE HYPOTHESIS.

5) CONDUCT THE DATA-GATHERING PROCEDURES.

6) EXAMINE THE DATA TO SEE IF THE HYPOTHESIS IS SUPPORTED.



A HYPOTHESIS is the statement of a tentative generalization or question that shows how two or more items are related. Hypotheses may be stated as questions, if-then statements, or declarative statements. Statements of hypotheses may or may not be true. A hypothesis is usually more general than an inference or prediction and should apply to all similar cases.

WARM-UP ACTIVITIES:

1) State a hypothesis about which meal served for school lunch is the students' favorite. How would you find out if your idea is correct?

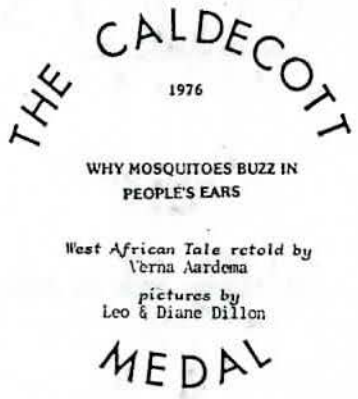
2) State a hypothesis about which kind of dog is the favorite pet of most first graders in your school. Could you check to see if your hypothesis is correct?

3) I think second graders would rather go into the gym for recess than go outside. What do you think? How could you find out?

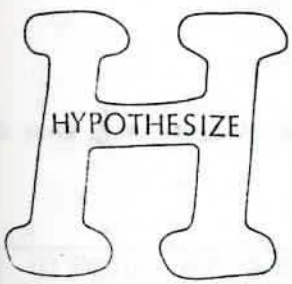
WHY MOSQUITOES BUZZ IN PEOPLE'S EARS

ABOUT THE BOOK:

Why Mosquitoes Buzz in People's Ears is a West African tale retold by Verna Aardema and illustrated with Caldecott Award winning illustrations by Leo and Diane Dillon. This West African folk tale begins with mosquito telling the iguana an exaggerated bit of news. The iguana doesn't want to be bothered with such unimportant news and puts sticks in his ears. This begins a chain of events in the jungle which ends in the death of Mother Owl's owlet. Mourning the death of one of her children, she is too sad to hoot to wake the sun. Jungle justice is done when the animals all find the mosquito guilty and Mother Owl wakes the sun. But mosquito hides and is never punished. However, mosquito has a guilty conscience and buzzes in people's ears even today.



Dial Press:New York. 1975.



ABOUT THE ACTIVITY:

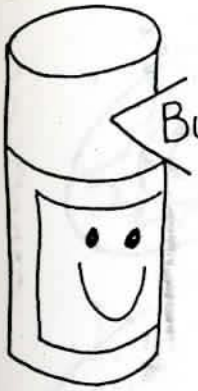
In the following activities, Why Mosquitoes Buzz in People's Ears will be introduced with the thinking skill of hypothesis. Students will be given the opportunity to state and define a hypothesis. They will then be directed to take a poll or ask some questions to test their hypothesis.

AFTER THE ACTIVITY:

Read the retelling of this African folk tale and share the beautifully stylized pictures with your class. Compare the story of the mosquito's punishment with the hypotheses presented by the students.

ADDITIONAL ACTIVITIES:

1) Make paper tube kazoos with wax paper. Blow on the kazoos and make the sound of buzzing insects.
2) Listen to the cumulative telling of the story as presented by the jungle animals. Can you repeat the order of the animals' tale from beginning to end and from end to beginning?



Buzz Buzz Buzz Buzz

When mosquitoes buzz in people's ears, what do most people do?

Check One;

_____ Go inside

_____ Buzz back

_____ Slap at the mosquito

_____ Spray repellent at the mosquito

_____ Other_____

Check your hypothesis by asking your classmates what they would do.

BUZZ POLL

GO INSIDE	BUZZ BACK	SLAP	SPRAY	OTHER

BUZZ POLL RESULTS: Most people ____Go inside
____Buzz back
____Slap
____Spray
____Other

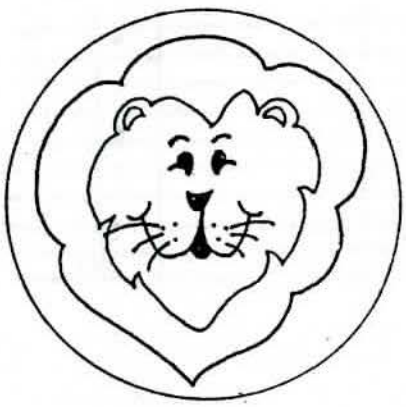
My hypothesis was: _____Right, _____Wrong

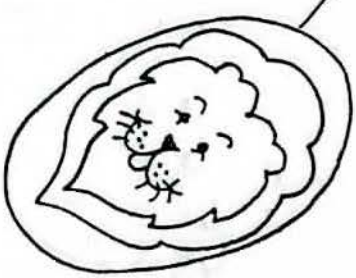
Read Why Mosquitoes Buzz in People's Ears by Verna Aardema, illustrated by Leo and Diane Dillon, to find out why mosquitoes buzz in people's ears.

SUN-UP

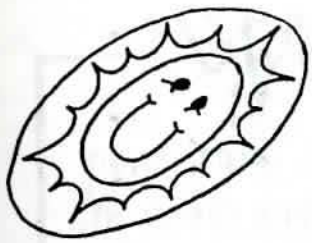
TO MAKE THE COIN:

1) Color the Pictures.
2) Cut out the circles.
3) Draw around one circle on a piece of cardboard.
4) Cut out the cardboard circle.
5) Glue the lion to the top of the cardboard circle.
6) Glue the sun to the botton of the cardboard circle.
7) Let dry.
8) Toss the coin to see if it lands sun-up or lion-up.





LION-UP



SUN-UP

IF I TOSS THE LION-UP COIN INTO THE AIR 10 TIMES, IT WILL LAND LION UP _____TIMES, AND SUN UP _____TIMES.

1) Fill in the blanks of the hypothesis.

2) Make the Lion-Up, Sun-Up coin.

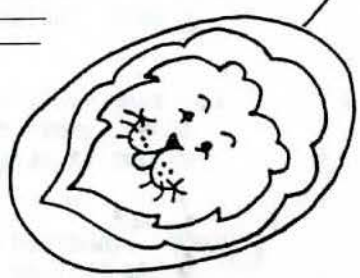
3) Toss the coin in the air 10 times to test the hypothesis.

4) Record how the coin landed each time.

5) Count the total and compare the results to your hypothesis.

6) Try it again. Hypothesize, test, compare.

TOSS	LION-UP	SUN-UP
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		



LION-UP

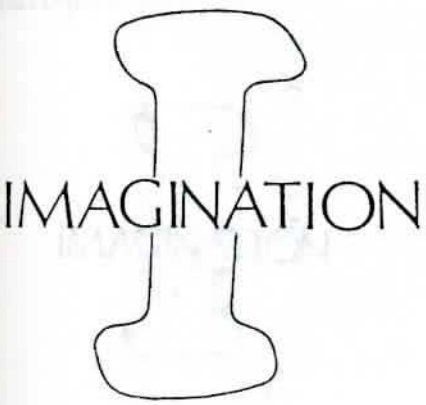
IMAGINATION

PROCESS STEPS:

1) SUGGEST A PICTURE, STORY, EVENT, OR SITUATION.

2) SUPPOSE, INVENT, OR CREATE NEW IMAGES, CHARACTERS, SOLUTIONS, OR REALITIES.

3) APPLY OR ADD THE NEW THOUGHTS TO THE EXISTING REALITY.



IMAGINATION is an innate, essential tool of thinking. It is the act or power of forming a mental image of something not present to the senses or present in reality. In imagination, the mind travels from the known to the unknown, from the present to the past and back again into the future, and from reality to created thought.

WARM-UP ACTIVITIES:

1) Imagine that you are invited to visit the President of the United States. What would your day be like?

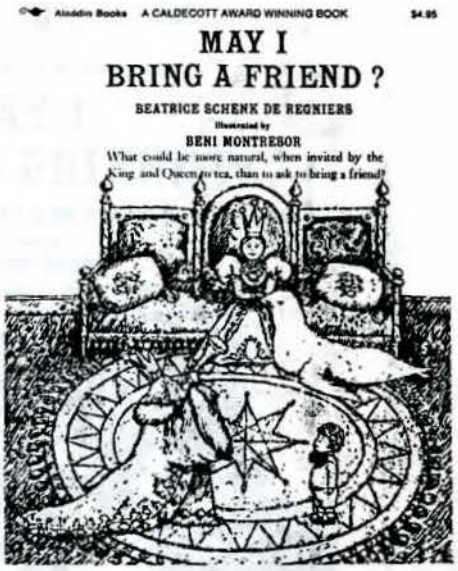
2) Imagine you could invite any story character to spend the day with you. Whom would you invite? Draw a picture of your day.

3) Imagine that you could step into any story that you have read and be a character in that story. What story would you be in? Write a chapter to add to the story with you in it.

4) Imagine that you were magic on your birthday. Would you change into someone else? What magical thing would you do?

ABOUT THE BOOK:

"The King and Queen invited me to come to tea" begins the story MAY I BRING A FRIEND? "Any friend of yours is a friend of ours and welcome to tea" was the welcomed answer. But the friends were unexpected indeed. With surprises in rhyme, each day of the week brought a different friend to royal tea: A giraffe came on Sunday, a hippo on Monday, monkeys on Tuesday, an elephant on Wednesday, lions on Thursday, and a seal on Friday. So that is why the King and Queen were invited by all the friends to have tea at the zoo, on Saturday, at half-past two.



ABOUT THE ACTIVITY:

This activity lets the students imagine an unusual visit with a King and Queen. Encourage the children to think of and dream beyond the confines of the picture. Younger children could tell, act out, or illustrate their imagined happening. Have older children write a story about the event that preceeded or that follows the action in the book cover illustration.

AFTER THE ACTIVITY:

Read the story, MAY I BRING A FRIEND? written by Beatrice Schenk De Regniers and illustrated by Beni Montresor. How did the story in the book compare with the imagined stories of the students?

ADDITIONAL ACTIVITIES:

1) Design and make an invitation the King and Queen might have used to invite the friends to tea.

2) Plan a menu for the animals who came to tea. Check in library books or reference books to find out what the animals eat.

MAY I BRING A FRIEND? story by Beatrice Schenk De Regniers, illustrated by Beni Montresor. Atheneum: New York. 1975.

THE KING AND QUEEN, TEA, AND ME!

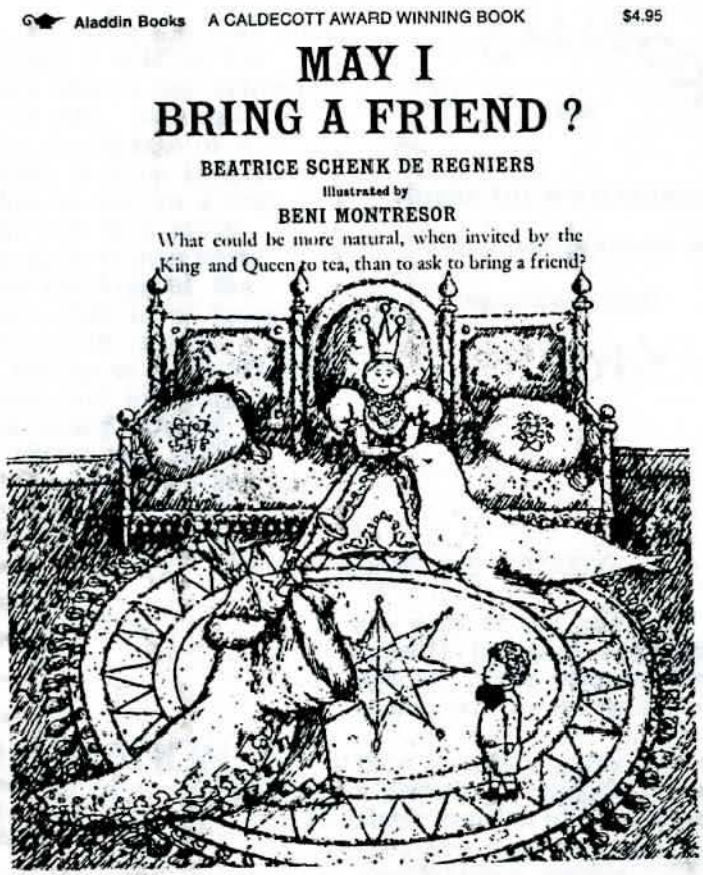


Illustration used by permission of Atheneum: New York.

CAN YOU IMAGINE HAVING TEA WITH A KING AND QUEEN AND BRINGING A SEAL?

WHAT IS HAPPENING IN THIS PICTURE? JUST IMAGINE!

1. Who are the people in this picture?
2. Where are they?
3. What is the seal doing here?
4. If you were in the picture where would you be?
5. What would you be doing?
6. How would you feel?
7. What may have happened before this picture? Tell about it in a story.
8. What might happen next? Draw a picture of it.
9. Read MAY I BRING A FRIEND? Is your story like the story written by Beatrice Schenk De Regniers?

MAY I BRING A FRIEND? story by Beatrice Schenk De Regniers, illustrated by Beni Montresor. Atheneum: New York. 1975.

ABOUT THE BOOK:

The night Max wore his wolf suit, he acted like a wolf so his mother sent him to bed without anything to eat. But soon, Max was in the middle of a forest which grew up in his room. Then he was in a boat which took him to a place where the wild things were. Max became the king of the wild things. Max loved being king of the wild things. But when smells of good things to eat came into his forest, he gave up being king of the wild things and sailed back to his room where he found his supper waiting for him.

THE CALDECOTT MEDAL

1964

WHERE THE WILD THINGS ARE

story and pictures by

Maurice Sendak

ABOUT THE ACTIVITY:

How many of us, child or adult, haven't imagined a splendid, special place when we were all alone, all by ourselves.

This activity gives the children a chance to imagine, to create their own world - just in case they are ever sent to their room without supper.

AFTER THE ACTIVITY:

Read the story of Max and the wild things. Share the pictures by Maurice Sendak with the children.

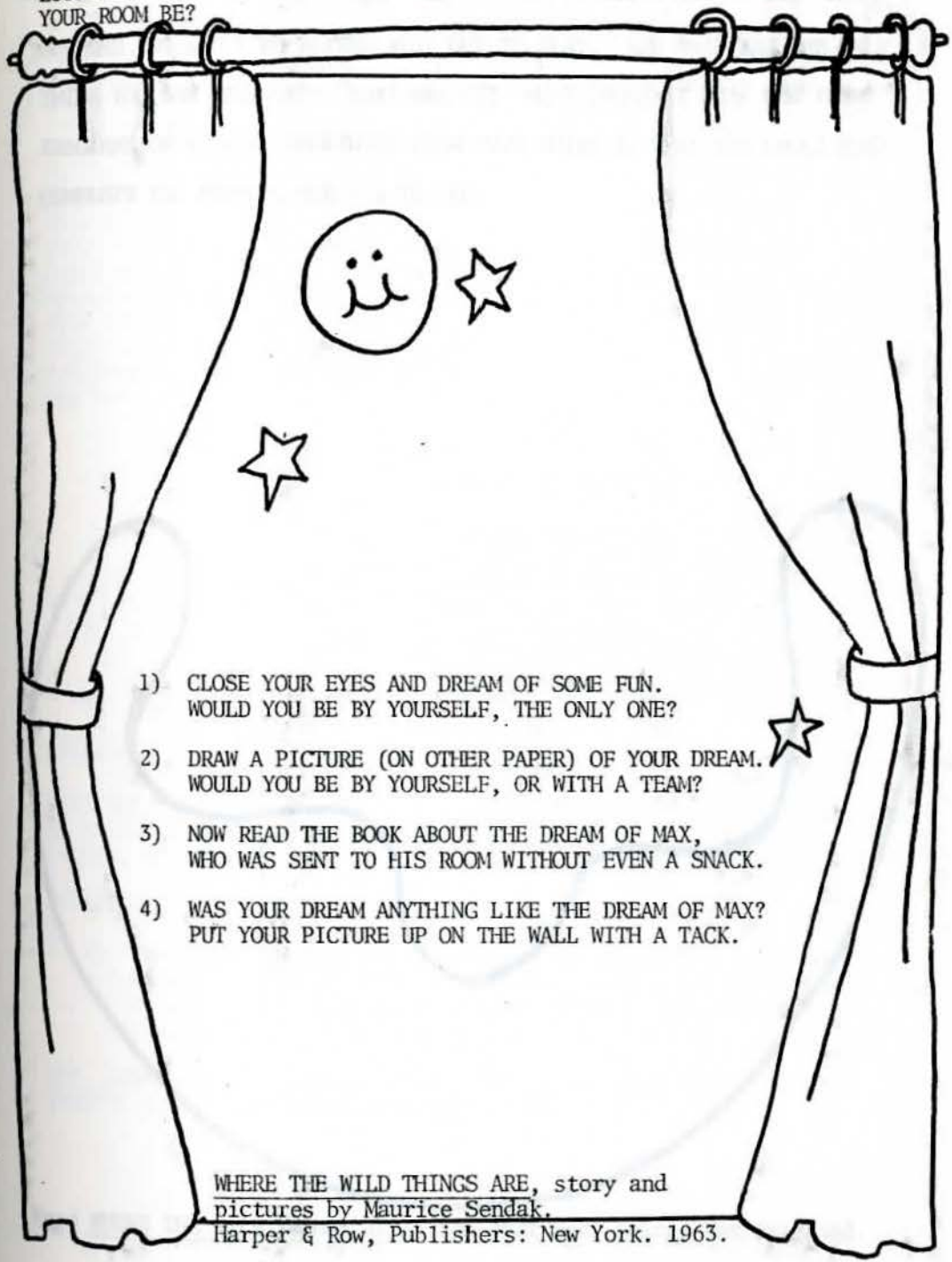
ADDITIONAL ACTIVITIES:

1) Let the children add a 'wild one' to the story by drawing and coloring a character to add to the story.

2) Using a shoe box, create a world of imagination like the one you would like to be in if sent to bed without supper.

WHERE THE WILD THINGS ARE, story and pictures by Maurice Sendak. Harper & Row, Publishers: New York. 1963.

JUST SUPPOSE YOU WERE SENT TO BED WITHOUT ANYTHING TO EAT. THE MOON LOOKED IN THE WINDOW. JUST IMAGINE! WHAT WOULD HE SEE? WHAT COULD YOUR ROOM BE?



1) CLOSE YOUR EYES AND DREAM OF SOME FUN.
WOULD YOU BE BY YOURSELF, THE ONLY ONE?

2) DRAW A PICTURE (ON OTHER PAPER) OF YOUR DREAM.
WOULD YOU BE BY YOURSELF, OR WITH A TEAM?

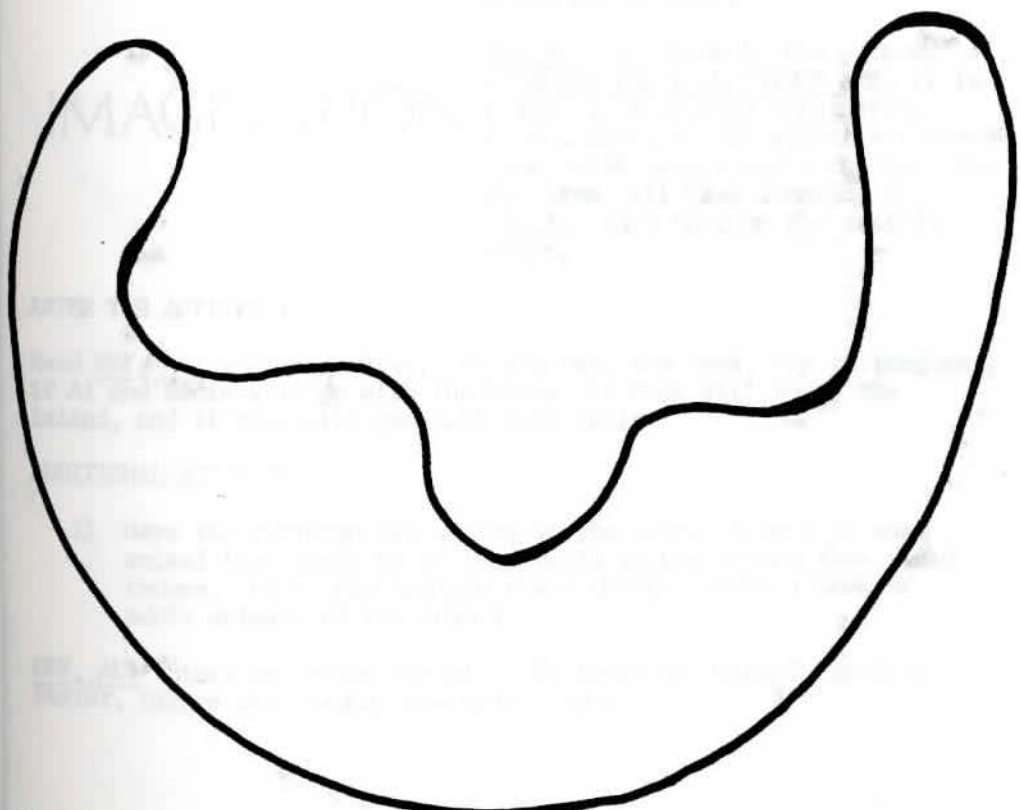
3) NOW READ THE BOOK ABOUT THE DREAM OF MAX,
WHO WAS SENT TO HIS ROOM WITHOUT EVEN A SNACK.

4) WAS YOUR DREAM ANYTHING LIKE THE DREAM OF MAX?
PUT YOUR PICTURE UP ON THE WALL WITH A TACK.

WHERE THE WILD THINGS ARE, story and pictures by Maurice Sendak.
Harper & Row, Publishers: New York. 1963.

CAN YOU IMAGINE ?

SUPPOSE YOU AND YOUR FRIEND WENT OUT TO PLAY. AND THIS WAS THE ONLY THING YOU SAW THAT DAY? WHAT WAS IT? WHAT COULD IT BE? USE YOUR IMAGINATION TO MAKE SOMETHING FROM THIS THING SO THAT YOU COULD PLAY. COMPLETE THE PICTURE FOR ALL TO SEE.

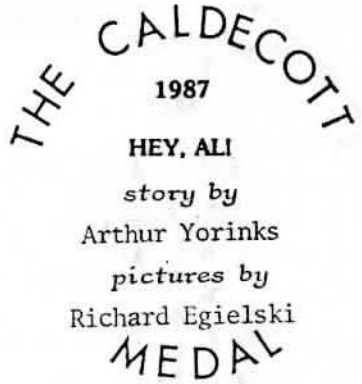


Read WHERE THE WILD THINGS ARE. See what neat things Max imagined.

HEY, AL!

ABOUT THE BOOK:

Just imagine! A chance to leave life in one room on the West Side where Al, the janitor, and his dog, Eddie live. One morning, a large bird stuck a head in the window and told Al about a wonderful place. In the morning, the large bird came and took Al and Eddie to this wonderful island in the sky. It was too good to believe, until one morning they noticed they were turning into birds. Deciding they would rather mop floors than flop around as birds, they flapped and flapped until they were on the way back home.



IMAGINATION

ABOUT THE ACTIVITY:

HEY, AL! is a book in the pattern of WHERE THE WILD THINGS ARE. It is a book to encourage imagination. If you could be any animal you would like, what animal would you be? The children will have a chance to imagine just that on the activity sheet.

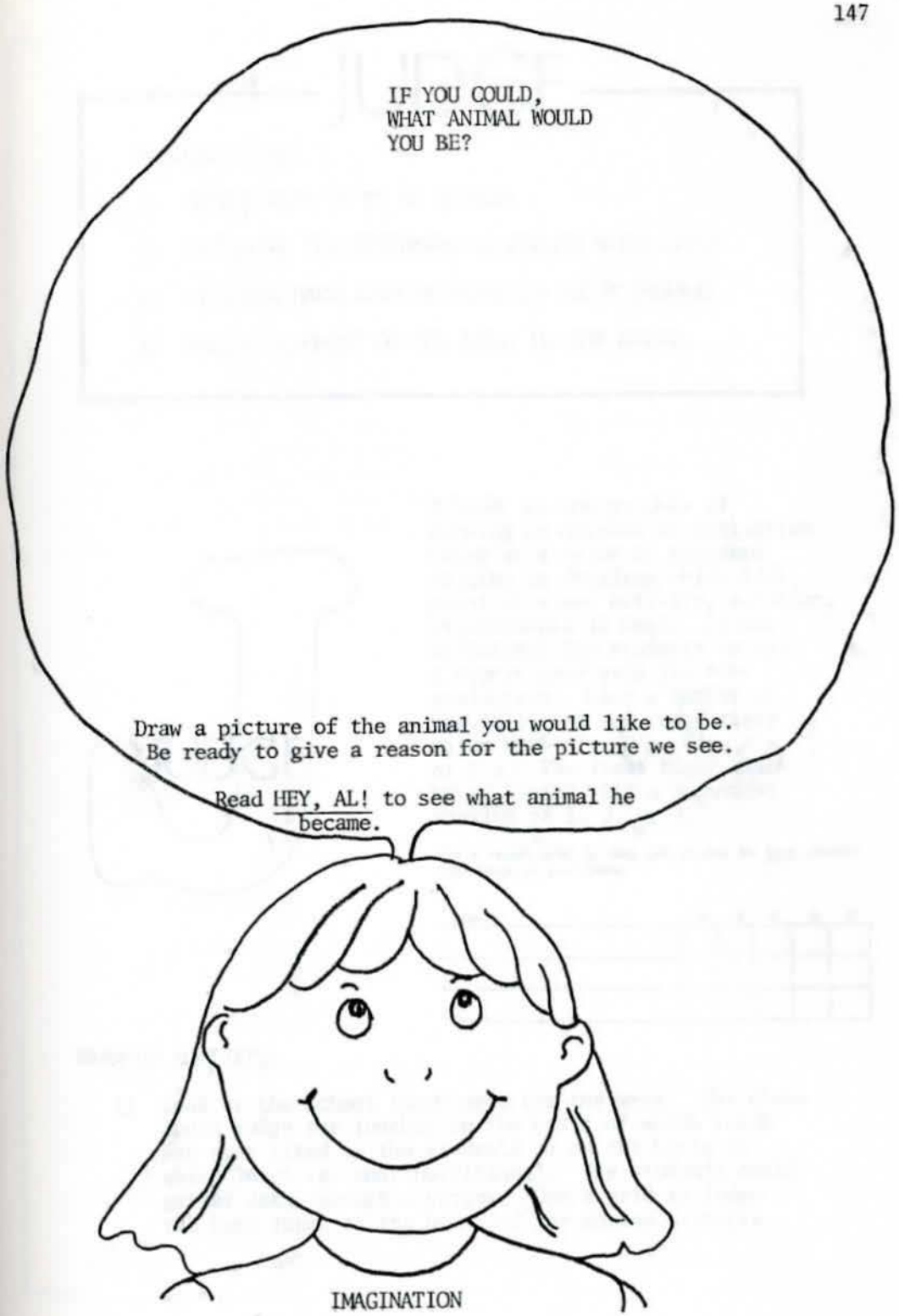
AFTER THE ACTIVITY:

Read HEY, AL! with the class. As you read the book, try to imagine if Al and Eddie will go with the birds, if they will leave the island, and if they will get back home again.

ADDITIONAL ACTIVITY:

1) Have the children ask adults in the school community what animal they would be if they could be any animal they would choose. Have them explain their choice. Make a book of adult animals of the school.

HEY, AL! Story by Arthur Yorinks. Pictures by Richard Egielski. Farrar, Straus and Giroux: New York. 1986.


IF YOU COULD,
WHAT ANIMAL WOULD
YOU BE?
Draw a picture of the animal you would like to be.
Be ready to give a reason for the picture we see.
Read HEY, AL! to see what animal he became.
IMAGINATION

JUDGE

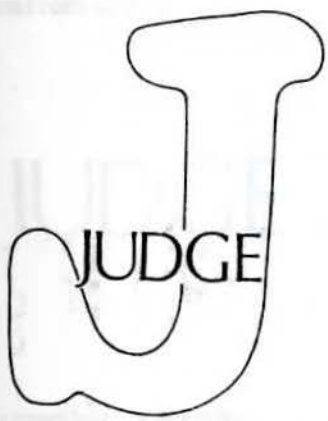
PROCESS STEPS:

1) DEFINE WHAT IS TO BE JUDGED.

2) DETERMINE THE STANDARDS OR VALUES WHICH APPLY.

3) EVALUATE EACH ITEM IN TERMS OF THE STANDARDS.

4) MAKE A JUDGMENT ON THE BASIS OF THE RATING.



JUDGING is the process of forming an opinion of evaluation based on a value or standard. Judging is deciding which idea, point of view, activity, solution, or procedure is best. It may be helpful for students to use a report card grid for the evaluation. List a number of possibilities and judge their value with A's, B's, C's, D's, or F's. The items might also be evaluated with a numerical ranking of 1, 2, or 3.

Use a report card to help you choose the <u>best</u> solution from among all your ideas.

Ideas	A	B	C	D	F

WARM-UP ACTIVITY:

1) Look at the school lunch menu for the week. The class could judge the lunches on the basis of which lunch was most liked by the students or on the basis of which lunch was most nutritional. The students could gather data through a survey. Use a grid to judge the best lunch on the basis of the chosen criteria.

FINDERS KEEPERS

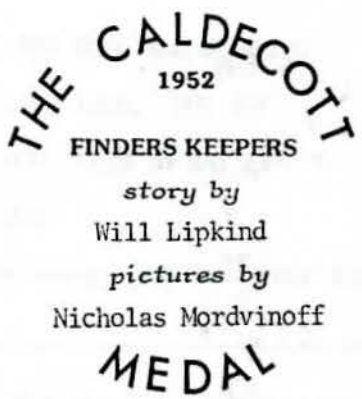
ABOUT THE BOOK:

Two dogs, Nap and Winkle were digging in the yard. Their cooperative effort resulted in the discovery of a bone.

"That bone is mine," said Nap. "I saw it first."

"It's mine," said Winkle. "I touched it first."

So the search was on to find who the bone really belonged to. The dogs asked a farmer, a goat, and an apprentice barber. It was finally a big dog who tried to steal the bone from Nap and Winkle that convinced them that cooperation was better than confrontation.



JUDGE

ABOUT THE ACTIVITY:

Nap and Winkle fought over a bone they had found until they identified what they really valued. It was better to share the bone than to be without it altogether. This activity will give students practice in choosing a standard by which to make a judgment and then to make a choice based on a rating system.

AFTER THE ACTIVITY:

Read FINDERS KEEPERS to the class. Decide what the dogs thought was most important to them.

ADDITIONAL ACTIVITIES:

1) Draw pictures of Nap and Winkle after the apprentice barber cut their hair. Judge which pictures are the most realistic, the funniest, or the strangest.

2) Nap and Winkle decided it was best to share the bone. Make a list of activities and games which require sharing.

FINDERS KEEPERS. Story by Will Lipkind. Pictures by Nicholas Mordvinoff. Harcourt, Brace & World, Inc.: New York. 1951.

DOG DINNER

MOST DOGS BEG FOR FOOD AND WILL EAT ANYTHING YOU GIVE THEM. BUT NOT EVERYTHING A DOG LIKES TO EAT IS GOOD FOR THE DOG.

1) List three things you feed your dog.

_____

_____

_____

2) Check what makes food good for a dog.

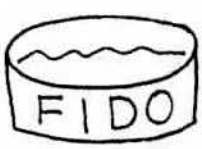
___The dog likes the food.

___The food makes the dog healthy.

___The food is easy to feed the dog.

3) Rate the foods in 1) on the report card on the basis of the criteria you checked in 2) above.

Things you feed your dog	A	B	C	D	F



Based on your judgment, what would be the best food to feed your dog?_____

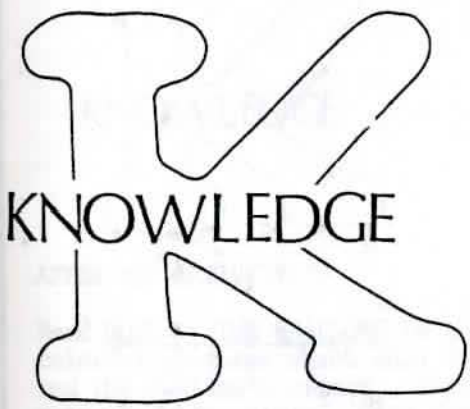
KNOWLEDGE

PROCESS STEPS:

1) THE STUDENT IS ATTENTIVE TO AND RESPONDS TO THE INFORMATION.

2) THE STUDENT ABSORBS INFORMATION BY OBSERVING, LISTENING, AND READING.

3) THE STUDENT RECALLS INFORMATION FOR A PURPOSE.



KNOWLEDGE is the ability to learn, recognize, and recall information. This is the first level of Bloom's Taxonomy. Knowing is recalling previously learned material, listing learned information, recalling information, or reciting learned information.

WARM-UP ACTIVITIES:

1) Ask the children the following questions:

   a) Do you know the address and phone number of your parents? Tell someone.

   b) Would you know how to tell someone how to get from the school to your home? Tell about it.

   c) Name some birds that live in your community.

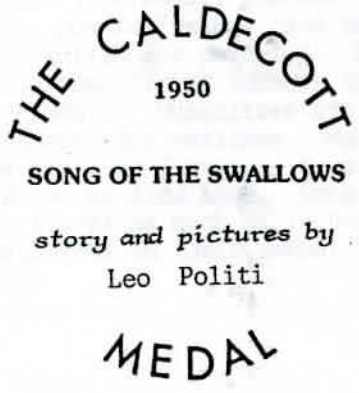
   d) Where do the birds go in the winter?

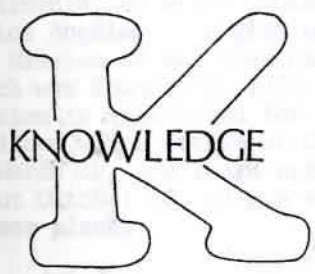
   c) What is your state's bird?

SONG OF THE SWALLOWS

ABOUT THE BOOK:

SONG OF THE SWALLOWS tells the story of the friendship between Juan, a little boy and Julian, the old gardener and bell-ringer at the Mission of San Juan Capistrano. Julian tells Juan the history of the Mission and the story of the swallows who come to the Mission every spring on Saint Joseph's Day. Juan loved the swallows so much that he planted a garden of his own to attract swallows at his own home.





ABOUT THE ACTIVITY:

Read the information about the swallows and San Juan Capistrano, California to the students. Follow the directions in the activity to demonstrate the knowledge thinking skill.

AFTER THE ACTIVITY:

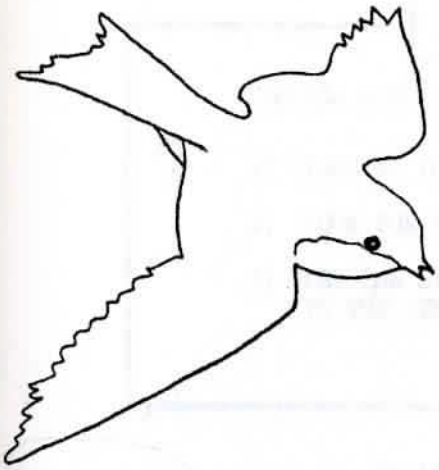
Read SONG OF THE SWALLOWS to the children. Share the lovely colorful pictures which show the Mission, the California coastline, and the swallow's return. There are two songs with words and music printed in the story. Sing them with the children. Celebrate St. Joseph's Day and the swallow's return to Capistrano.

ADDITIONAL ACTIVITIES:

1) Make some paper birds to decorate the room for a spring celebration.

2) Check some bird books out of the library. Study the illustrations of the beautiful birds, especially swallows.

SONG OF THE SWALLOWS. Story and pictures by Leo Politi. Charles Scribner's Sons: New York. 1948.



The swallow is a small, graceful bird, with long, powerful wings, and small feet well-suited for perching. The swallow catches flying insects in its large mouth. Mosquitoes are an important food for swallows. Most swallows fly long distances to avoid the cold and to find food. Some swallows travel as much as 10,000 miles each year in their annual migration.

SAN JUAN CAPISTRANO is a city in California, 60 miles southeast of Los Angeles. It grew up around the Mission of San Juan Capistrano which was founded in 1776. The mission is well-known for the swallows which arrive at Capistrano on March 19, and leave every year about October 23, to winter in warmer places.

1. WHAT KIND OF BIRD FLIES TO SAN JUAN CAPISTRANO EACH SPRING?_____

_____

2. WHAT DO SWALLOWS MAINLY EAT?_____

3. HOW FAR DO SOME SWALLOWS TRAVEL FROM THEIR WINTER TO SUMMER HOMES?

_____

4. WHERE IS SAN JUAN CAPISTRANO?_____

5. WHEN DO THE SWALLOWS ARRIVE AT SAN JUAN CAPISTRANO?_____

_____

6. WHEN DO THE SWALLOWS LEAVE?_____

7. WHY DO THE SWALLOWS LEAVE CAPISTRANO?_____

_____

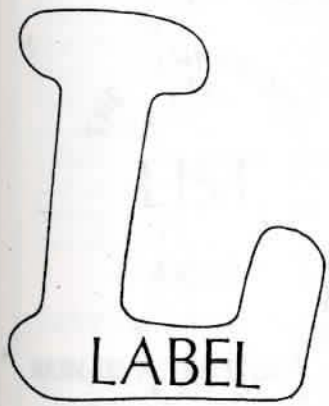
LABEL

PROCESS STEPS:

1) LOOK AT THE ITEMS TO BE NAMED OR LABELED.

2) LOOK FOR A FAMILIAR PATTERN OR CATEGORY.

3) LET THE STUDENT ATTACH A WORD OR PHRASE TO THE ITEM OR IMAGE.



To LABEL is to assign a name or phrase to an object or set of ideas in which the word selected identifies the items labeled.

Labeling is an important vocabulary building activity. Attaching a word to an item or image is a valuable thinking skill and builds a working vocabulary for the person involved in the labeling. Because people think in words, a good vocabulary develops good thinkers.

WARM-UP ACTIVITIES:

1) Make signs for the items in the classroom. Have the children place or attach the signs to the correct items. (Assist non-readers with reading of the signs.)

2) Place labels, (either words or pictures), of physical activities such as jumping, hopping, bending, galloping, etc. in various parts of the gym or classroom. Let the students act out the activity on the label.

3) Group items or objects which have common characteristics such as books, shapes, colored blocks, clothes, toys, writing tools etc. and ask the students to name or label them.

4) Draw around each student on a large piece of paper. Have the student draw and color clothes, features, and other details on the outline. Then help them label or name each detail.

LIST

PROCESS STEPS:

1) IDENTIFY THE MATERIAL TO BE USED.

2) ISOLATE THE IDEAS CALLED FOR.

3) ITEMIZE THE INFORMATION OR ITEMS ASKED FOR IN A WRITTEN OR ORAL LIST.

THE THINKING LIST SKILL

LISTING is a thinking process on the knowledge level of Bloom's Taxonomy. Knowledge includes remembering, either by recognition or recall, items, ideas, or information. Listing utilizes brainstorming techniques.

WARM-UP ACTIVITIES:

1) List all the things you can think of that horses eat.

2) Make a list of the names of the parts of a horse.

3) Look at the picture of the cover of The Girl Who Loved Wild Horses and make a list of everything you see.

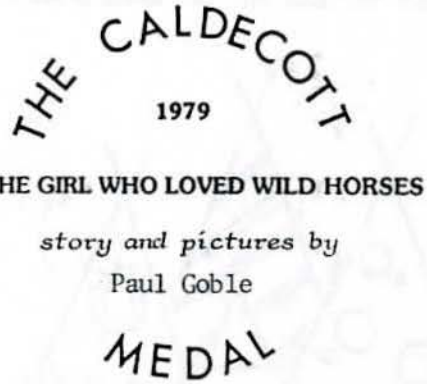
4) Make a list of the ways horses run, (walk, trot, canter, and gallop. Try to imitate these gaits.

Illustration used with permission of Bradbury Press: New York. 1978.

THE GIRL WHO LOVED WILD HORSES

ABOUT THE BOOK:

THE GIRL WHO LOVED WILD HORSES is the story of a plains Indian girl who loved horses and understood them in a special way. During a storm, she was carried away by the horses to a strange land where she and the horses were welcomed by a wild stallion. A year later, hunter's from the girl's tribe found her and took her home. Her family gave her their love and fine blankets, yet she returned to the horses. Each year she visited her family, bringing them a colt as a gift. One year she did not return. When the hunters looked for her, she was no longer with the horses, but a beautiful mare had taken her place with the wild stallion.



ABOUT THE ACTIVITIES:

In the activities, the students will be given the opportunity to practice labeling and listing. The activities will also introduce the students to the book, THE GIRL WHO LOVED WILD HORSES.

LABELING ACTIVITIES:

1) Help the students identify the similarities in the groups of tipis in order to assign a label to each group.

2) Encourage the children to label the horse by drawing a line from the word to the correct part of the horse. Make use of a personal or print resource.

LISTING ACTIVITIES:

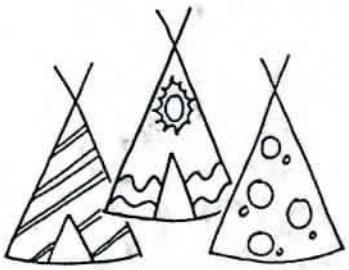
1) The students will tell what the Indian girl might have done to show her love for the wild horses. They can also make a list of things that show love for someone or something.

2) The second activity asks the students to list animal characters that they know.

THE GIRL WHO LOVED WILD HORSES. Story and pictures by Paul Goble. Bradbury Press: New York. 1978.

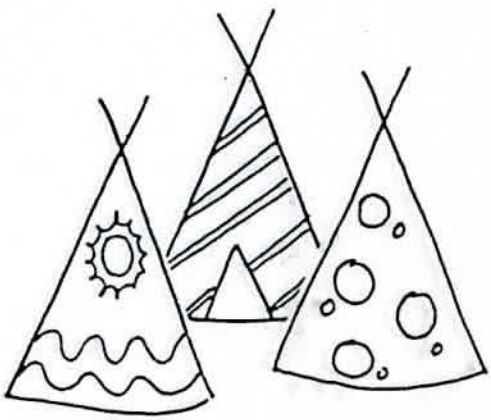
TIPIS * TIPIS * TIPIS * TIPIS * TIPIS * TIPIS * TIPIS * TIPIS

THE GIRL WHO LOVED HORSES AND HER FAMILY LIVED IN TIPIS. LOOK AT THE GROUPS OF TIPIS AND DECIDE WHAT WOULD BE A GOOD NAME FOR THE GROUP. (THE FIRST ONE HAS BEEN DONE FOR YOU.) LABEL EACH GROUP ON THE REST OF THE PAGE.



LITTLE TIPIS

Group Label



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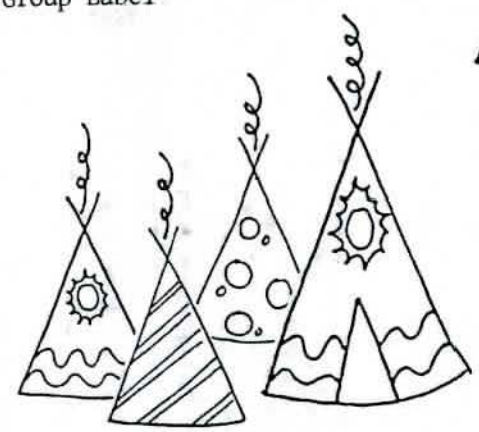

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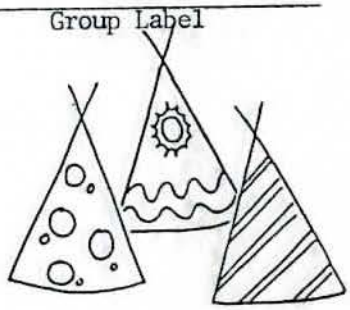

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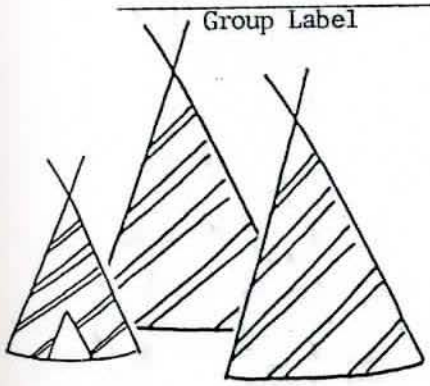

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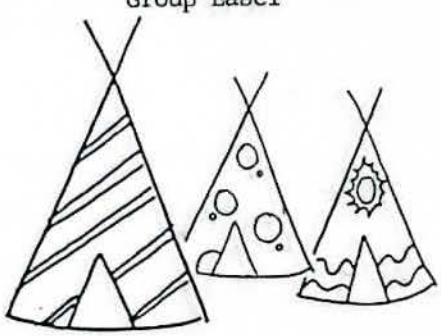
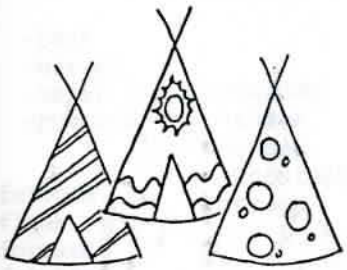


Group Label

ANSWER KEY

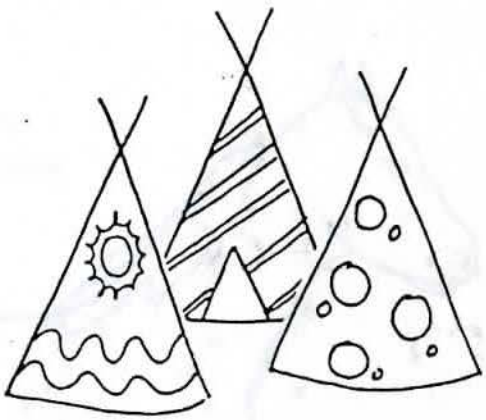
TIPIS * TIPIS * TIPIS * TIPIS * TIPIS * TIPIS * TIPIS * TIPIS

THE GIRL WHO LOVED HORSES AND HER FAMILY LIVED IN TIPIS. LOOK AT THE GROUPS OF TIPIS AND DECIDE WHAT WOULD BE A GOOD NAME FOR THE GROUP. (THE FIRST ONE HAS BEEN DONE FOR YOU.) LABEL EACH GROUP ON THE REST OF THE PAGE.



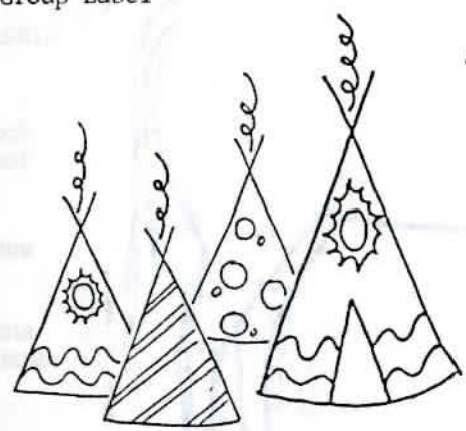
LITTLE TIPIS

Group Label



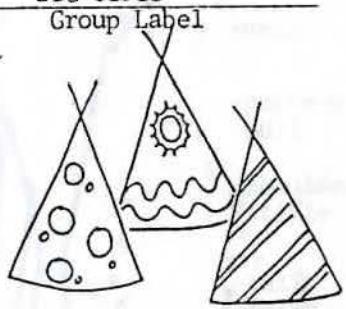
BIG TIPIS

Group Label



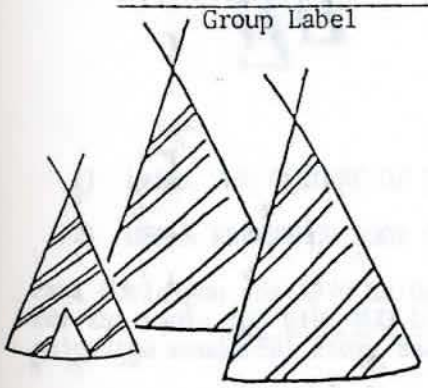
TIPIS WITH SMOKE

Group Label



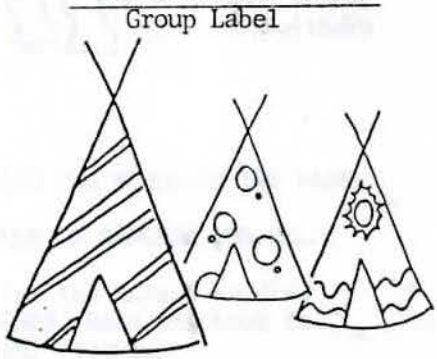
TIPIS WITHOUT DOORS

Group Label



STRIPPED TIPIS

Group Label



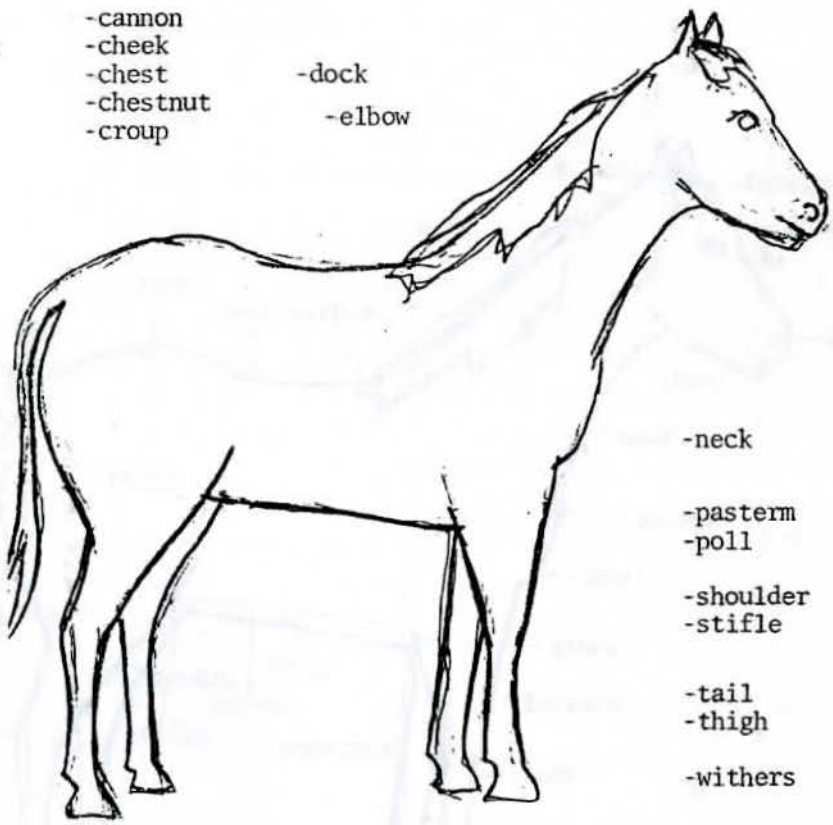
TIPIS WITH DOORS

Group Label

HORSE SENSE

HOW IS YOUR HORSE SENSE? HERE IS A LIST OF WORDS WHICH DESCRIBE THE PARTS OF THE BODY OF A HORSE.

-back
-barrel
-belly
-buttock
-cannon
-cheek
-chest
-chestnut
-croup
-dock
-elbow
-fetlock
-flank
-forearm
-forehead
-forelock
-gaskin
-hock
-hoof
-knee
-mane
-muzzle
-neck
-pasterm
-poll
-shoulder
-stifle
-tail
-thigh
-withers

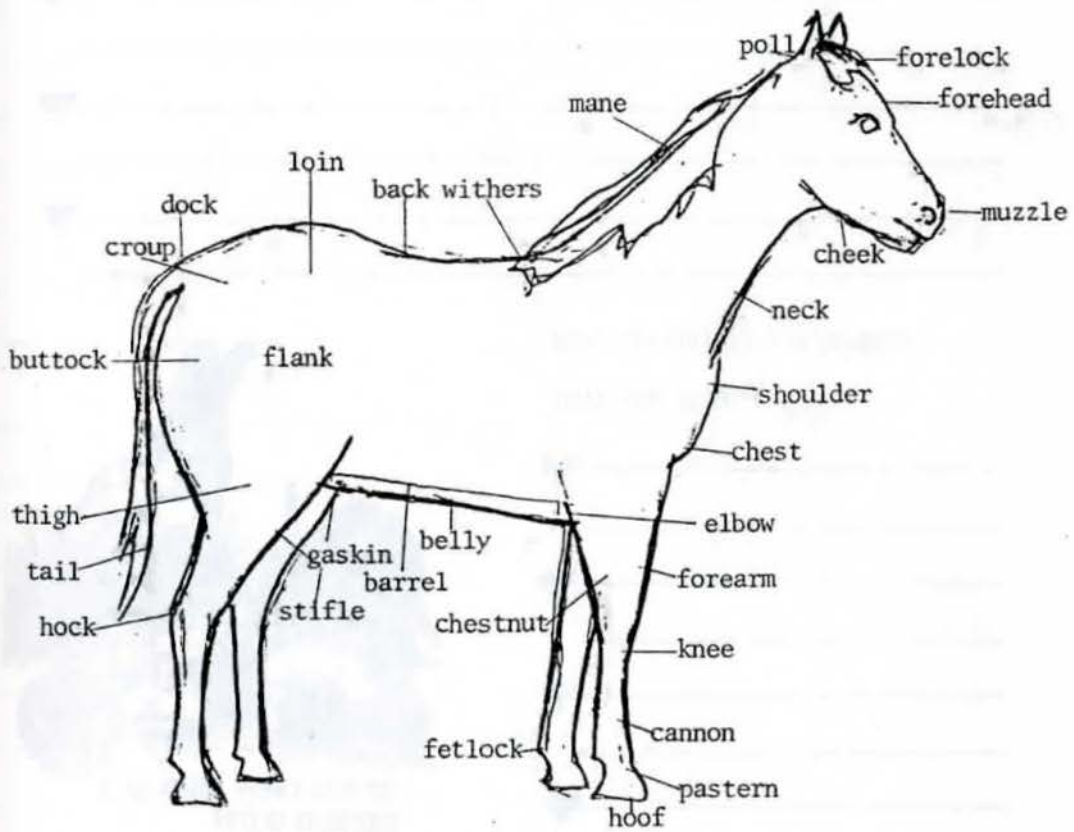


1) LABEL THE PICTURE OF THE HORSE USING THE WORDS ON THE PAGE.

2) USE A REFERENCE BOOK OR ASK A FARMER OR RANCHER FOR HELP.

Paul Goble won the 1979 Caldecott Medal for the horses he drew for the story THE GIRL WHO LOVED WILD HORSES. Read his book to enjoy the wonderful story and the beautiful pictures.

KEY TO HORSE SENSE LABELING OF THE BODY OF A HORSE



I ♡ HORSES

IN THE STORY THE GIRL WHO LOVED WILD HORSES, PAUL GOBLE TELLS ABOUT AN INDIAN GIRL WHO LOVED HORSES. WHAT DO YOU THINK THE GIRL DID TO SHOW HER LOVE FOR THE WILD HORSES? MAKE A LIST OF LOVING THINGS THE INDIAN GIRL DID FOR THE HORSES.

♥ _____

_____

♥ _____

_____

♥ _____

_____

THE GIRL WHO LOVED WILD HORSES
by PAUL GOBLE

WHAT DO YOU DO FOR SOMEONE THAT YOU LOVE?

♥ _____

_____

♥ _____

_____

♥ _____

_____

♥ _____

_____

Read The Girl Who Loved Wild Horses by Paul Goble to find out how much the girl really loved the horses.

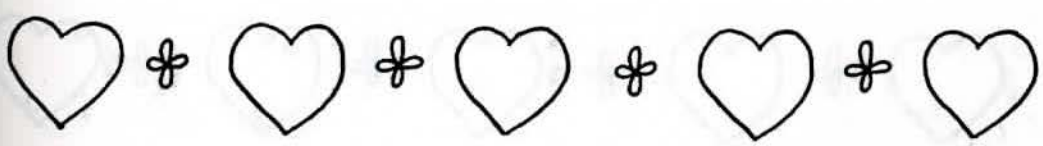
NAME AN ANIMAL

MANY ANIMALS ARE THE MAIN CHARACTERS OF STORIES AND SONGS. CAN YOU MATCH THE ANIMALS IN THE FIRST LIST WITH THE STORIES IN THE SECOND?

ANIMAL LIST	STORY LIST
1. a cat	____ The Story of Babar
2. a spider	____ The Tale of Peter Rabbit
3. a dog	____ Ribsy
4. a bear	____ St. George and the Dragon
5. a rabbit	____ Charlotte's Web
6. a dragon	____ The Cat in the Hat
7. an elephant	____ Sylvester and the Magic Pebble
8. a donkey	____ Winnie-the-Pooh

Make your own list of animals who play an important part in stories, songs, or shows that you know.

ANIMAL LIST	STORY LIST
_____	_____
_____	_____
_____	_____
_____	_____



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ANIMAL LIST	STORY LIST
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3. a dog	3 Ribsy
4. a bear	6 St. George and the Dragon
5. a rabbit	2 Charlotte's Web
6. a dragon	1 The Cat in the Hat
7. an elephant	8 Sylvester and the Magic Pebble
8. a donkey	4 Winnie-the-Pooh

Make your own list of animals who play an important part in stories, songs, or shows that you know.

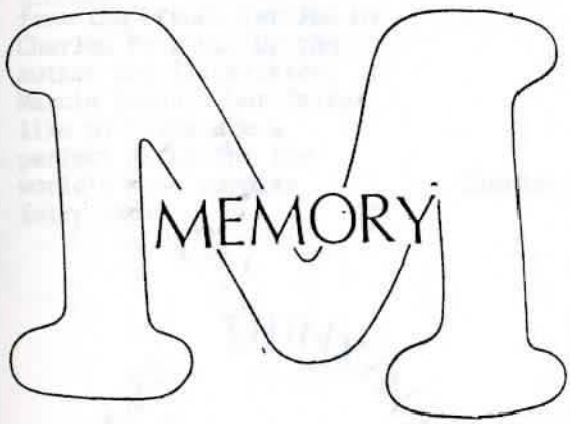
ANIMAL LIST	STORY LIST
_____	_____
_____	_____
_____	_____
_____	_____

MEMORY

PROCESS STEPS:

1) FROM EXPERIENCE OR READING, INFORMATION OR KNOWLEDGE IS STORED IN THE BRAIN.

2) UPON REQUEST OR STIMULI, RECALL THE INFORMATION OR KNOWLEDGE REQUESTED.



MEMORY is the power or process of recalling what has been learned and retained in the brain. Memory becomes better with practice just as other skills improve with repetition. Memory exercises will help the brain in the function of remembering.

WARM-UP ACTIVITIES:

1) Ask the students to repeat nursery rhymes they have learned. See if the children can repeat, "Peter, Peter, Pumpkin Eater".

2) Check to see if children remember their telephone number. Since practice makes perfect, let them practice calling home on a play phone.

3) Try to remember what kind of day it was, what clothes the teacher wore, or what was served for lunch the day before. Practice this remembering several times a week.

4) Assign the memorizing of a short verse or rhyme from time to time.

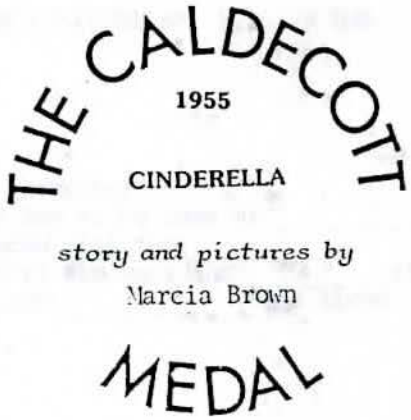
5) Encourage children to work word puzzles, number games, or concentration activities to improve their remembering.

CINDERELLA

ABOUT THE BOOK:

The story of CINDERELLA is perhaps the favorite story of all time and of all lands. Almost every country in the world has a version of it. Almost every story-teller has told it.

This version of CINDERELLA was translated from the French version by Charles Perrault by the author and illustrator, Marcia Brown. Her fairy-like pictures are a perfect match for the world's most popular fairy story.



Charles Scribner's Sons: New York. 1954.

ABOUT THE ACTIVITY:

Since most children have heard and love the story of Cinderella, it is a natural for remembering. The simple crossword puzzle will ask the children to remember facts about the story and to write them in the puzzle grid. For teachers of non-readers, they can reproduce the grid on a transparency for the over-head projector and help the class with the words. Exercising the memory is the important thing.

AFTER THE ACTIVITY:

Read Marcia Brown's version of CINDERELLA. Share the beautiful pictures with the children.

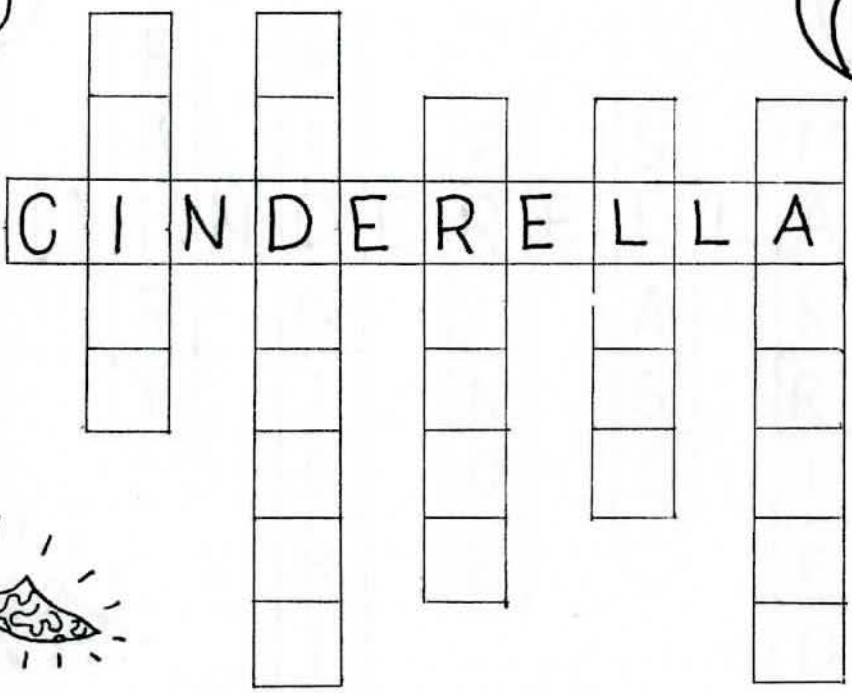
ADDITIONAL ACTIVITIES:

1) Take a look at different CINDERELLA books. Which one do the children like the best?

2) Talk about other fairy tales that they remember. Let the children choose one to illustrate. See if the other children recognize each other's story pictures.

HOW WELL DO YOU REMEMBER THE STORY OF CINDERELLA? FILL IN THE CROSSWORD PUZZLE AND FIND OUT!

1. Cinderella had a _ _ _ _ _ _ godmother.
2. Cinderella's godmother told her to be home at _ _ _ _ _ _ _ _ _.
3. At the ball, Cinderella danced with the _ _ _ _ _ _.
4. The prince looked for the girl who wore the _ _ _ _ _ _ slipper.
5. Cinderella and the Prince were _ _ _ _ _ _ _ _ and lived happily ever after.



CAN YOU MAKE UP A CROSSWORD PUZZLE ABOUT YOUR FAVORITE FAIRY TALE? TRY IT!

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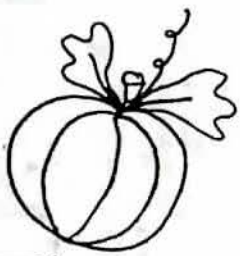
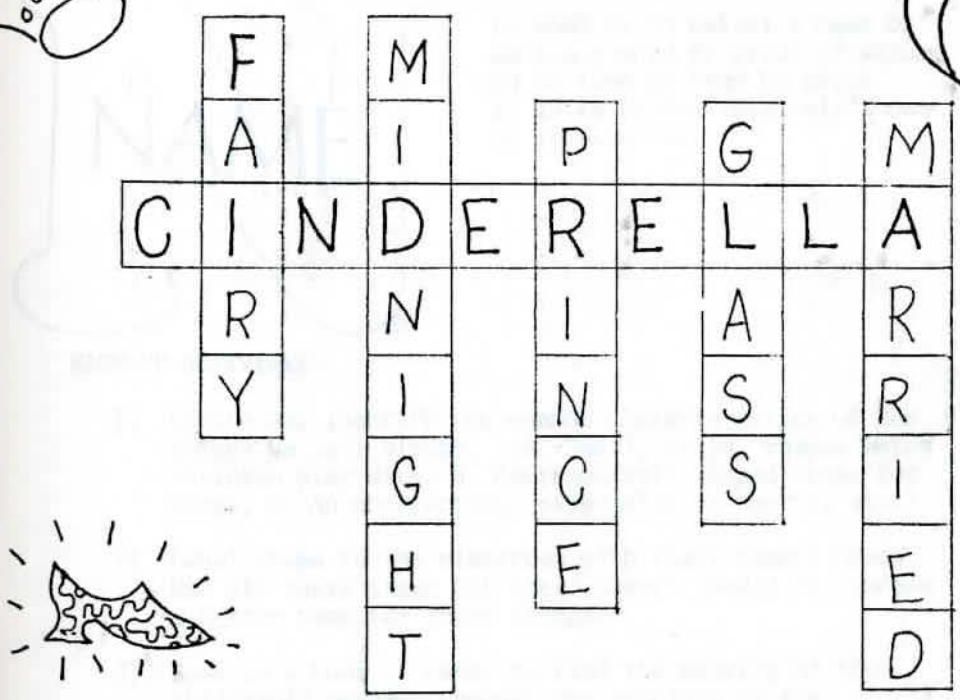




CAN YOU MAKE UP A CROSSWORD PUZZLE ABOUT YOUR FAVORITE FAIRY TALE? TRY IT!

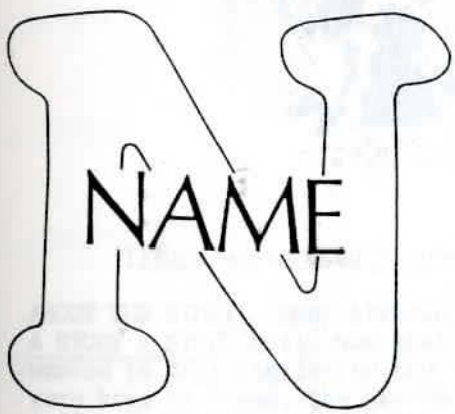
NAME

PROCESS STEPS:

1) IDENTIFY THE CHARACTERISTICS OR STANDARDS OF THE IDEA OR THING TO BE NAMED.

2) BASED ON THESE CHARACTERISTICS, BRAINSTORM POSSIBLE NAMES.

3) USING THE DECISION MAKING PROCESS, SELECT THE BEST NAME FOR THE IDEA OR ITEM.



To NAME is to select a name or assign a word or group of words to an idea or item by which it is to be distinctively known or referred to.

WARM-UP ACTIVITIES:

1) Locate and identify the common characteristics of the things we call blocks. (A. Small, solid, shapes which children play with, B. Rectangularly shaped areas for homes, C. An obstruction, especially in sports, etc.)

2) Label items in the classroom with their common names. How did these items get their names? Could you choose a better name for these things?

3) Look in a book of names to find the meaning of the childrens' names. Compare the meanings to the personalities of the students.

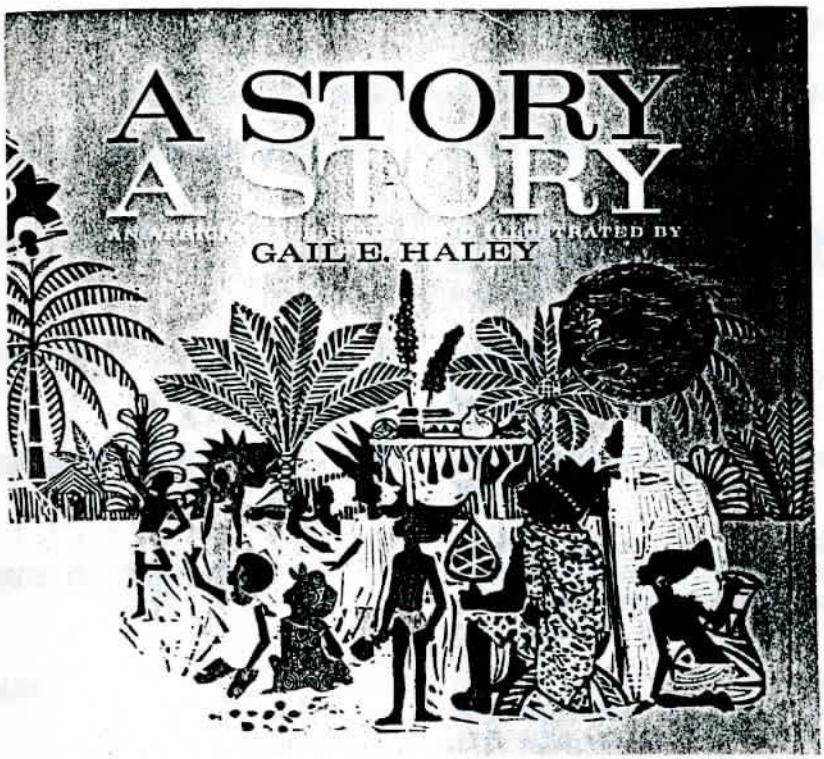


Illustration used by permission of Atheneum: New York.

ABOUT THE STORY: Many African stories are called "Spider Stories." A STORY A STORY tells how that came to be. Ananse, the Spider Man, wanted to tell stories to the village children. But all the stories were kept by Nyame, the Sky God, in a golden box. Ananse spun a web ladder and went up to ask the Sky God for stories. The price of the stories was high indeed. But Ananse, a weak, small, old man agreed to bring the Sky God a leopard, a hornet, and a fairy. Through the use of cleverness rather than strength, Ananse captured the leopard, the hornet, and the fairy. He hauled them up to the Sky God in a web. Nyame was true to his promise and gave all of his stories to Ananse. To this day, stories that tell how small, defenseless, men and animals outwit others and succeed against all odds are called "Spider Stories."

ABOUT THE ACTIVITY: The activity defines various types of stories which children love. The students will be asked to match the name with the definition. They can then name stories which fit each definition. The second activity uses abstract shapes for students to observe and name.

A STORY A STORY. An African tale retold and illustrated by Gail E. Haley. Atheneum: New York. 1970.

NAME A STORY * NAME A STORY * NAME A STORY * NAME A STORY * NAME A STORY *

THERE ARE DIFFERENT KINDS OF STORIES THAT HAVE DIFFERENT NAMES. MATCH THE SIX STORY DEFINITIONS WITH THE SIX STORY NAMES.

___ANIMAL STORIES	A. Stories that are about objects and events that could not be true in real life.
___FAIRY TALES	B. Stories of fairies, elves, pixies, and other imaginary beings with magical powers.
___ADVENTURE STORIES	C. Stories about life in other lands.
___STORIES OF OTHER LANDS	D. Short stories that illustrate a moral lesson. The characters are animals and objects that talk and act like people.
___FABLES	E. Stories about daring heroes and mean villains in larger than life situations full of adventure.
___FANTASIES	F. Stories about animals which are often about the affection between animals and humans.

NAME A STORY * NAME A STORY * NAME A STORY * NAME A STORY * NAME A STORY *

*NAME AN ANIMAL STORY _____

*NAME A FAIRY TALE _____

*NAME AN ADVENTURE STORY _____

*NAME A STORY OF OTHER LANDS _____

*NAME A FABLE _____

*NAME A FANTASY _____

NAME THE KIND OF STORY YOU ENJOY THE MOST: _____

NAME A STORY * NAME A STORY * NAME A STORY * NAME A STORY * NAME A STORY*

NAME A STORY * NAME A STORY * NAME A STORY * NAME A STORY * NAME A STORY *

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NAME A STORY * NAME A STORY * NAME A STORY * NAME A STORY * NAME A STORY *

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*NAME A FABLE _____

*NAME A FANTASY _____

NAME THE KIND OF STORY YOU ENJOY THE MOST: _____

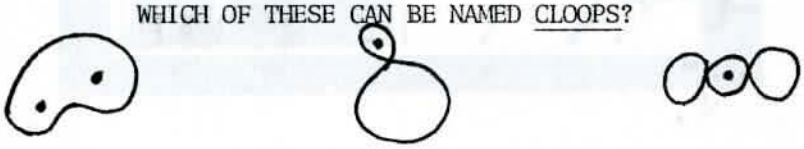
NAME A STORY * NAME A STORY * NAME A STORY * NAME A STORY * NAME A STORY*

WHAT IS IN A NAME?

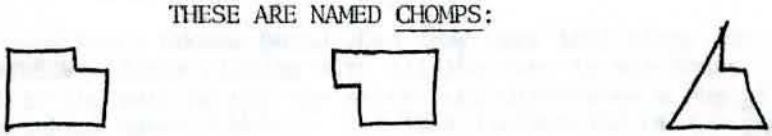
THESE ARE NAMED CLOOPS:

NONE OF THESE IS A CLOOPS:

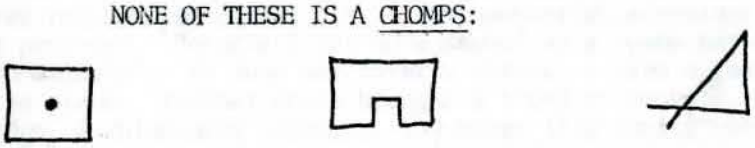
WHICH OF THESE CAN BE NAMED CLOOPS?



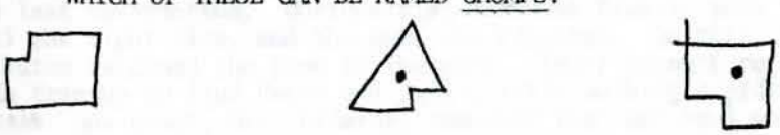
THESE ARE NAMED CHOMPS:



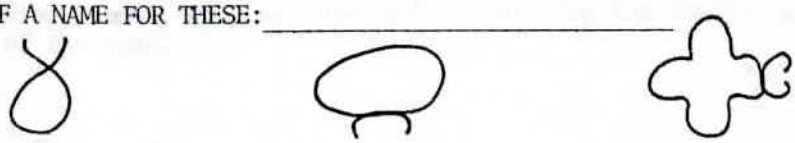
NONE OF THESE IS A CHOMPS:



WHICH OF THESE CAN BE NAMED CHOMPS?



THINK OF A NAME FOR THESE: _____



JUMANJI. Written and illustrated by Chris Van Allsburg. Houghton Mifflin Company: Boston. 1981. Reprinted by permission of Houghton Mifflin Co. (nonexclusive and nontransferable).

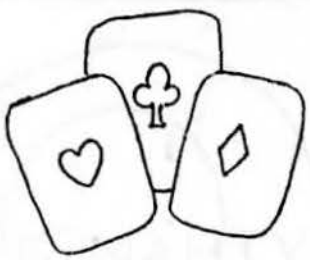
ABOUT THE BOOK:

Judy and Peter became bored when they were left alone for the afternoon. After playing with all the toys in the house, they went to the park across the street and discovered a box with a game inside named JUMANJI. The last instruction of the game was that once a game is started, it will not be over until one player reaches the golden city. What wonderful adventure the game provided. Peter's first move landed on a space marked "Lion attacks". To Judy and Peter's horror, a lion appeared on the piano. Further moves brought a troop of monkeys, a monsoon, a rhinoceros stampede, and other frightening events. Although Peter wanted to quit playing, Judy reminded him of the last instruction. Fortunately, Judy was finally able to roll the right dice, and the game was finished. Quickly, the children returned the game to the park. Their parents returned with friends to find Peter and Judy quietly working a picture puzzle. One guest, Mrs. Bidwing, remarked that her sons never finished any game they played. What a surprise was in store for the Bidwing boys. Judy and Peter, watching from the upstairs window, saw the Bidwing boys carrying the Jumanji game out of the park.

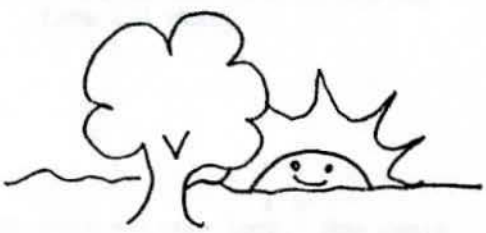
NAME A GAME

NAME SOME GAMES YOU PLAY WITH A BALL:

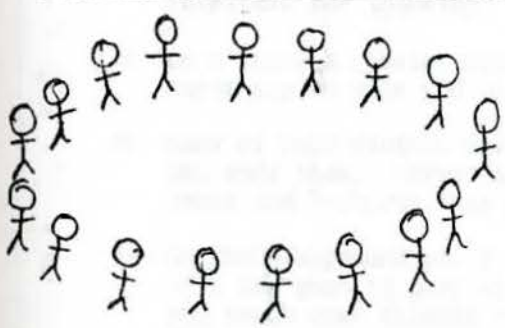
NAME SOME GAMES YOU PLAY WITH CARDS:



NAME SOME GAMES YOU PLAY OUTSIDE:



NAME SOME GAMES YOU PLAY WITH OTHERS IN A CIRCLE:



Read JUMANJI by Chris Van Allsburg to learn about a very different game.

ORIGINALITY

PROCESS STEPS:

1) DETERMINE AND DEFINE THE SITUATION.

2) ASK FOR ORIGINAL, UNIQUE IDEAS.

3) PROVIDE PRODUCTS FOR SHARING THE ORIGINAL IDEA.

ORIGINALITY is the ability to generate novel, non-traditional, or unexpected ideas. Originality is the ability to interpret these ideas in clever, unique products. Originality includes:

a) Ideas original to society.
b) Ideas original to the group or situation at a particular time and place.

WARM-UP ACTIVITIES:

1) You use your school table or desk all day long. How could you change your desk or table to make it a better piece of furniture for learning?

2) On a farm, a rooster crows to wake everyone up. Invent something to wake you up in the morning.

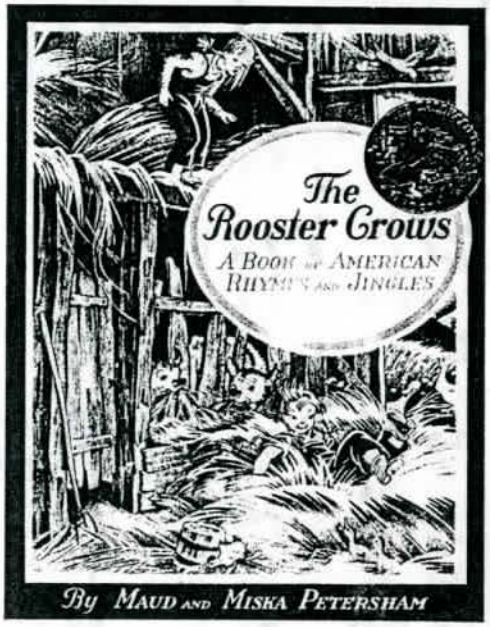
3) Many of your clothes have names or pictures on them telling who made them. Invent a new name and design to put on some jeans and T-shirts that your mom made.

4) On the playground you play with balls and jump ropes. Think of a new game to play with a jump rope. Decide on the rules and teach your friends to play.

ABOUT THE BOOK:

Maud and Miska Petersham used original thinking to illustrate traditional rhymes and jingles, finger games, rope skipping rhymes, counting-out rhymes, games and Yankee Doodle. It is the creative ability of the artists which captured the nostalgia, humor and all-around fun that makes this book a Caldecott Medal winner.

The fifty-eight illustrations, some in full color, bring to life the rhymes which have been repeatedly recited by children of many ages. This book holds interest for today's children as they recognize words they have learned by rote from their parents or grandparents.



MACMILLAN PUBLISHING COMPANY
1945.(Used by permission)

ABOUT THE ACTIVITIES:

The following activity pages will encourage children to use their verbal and artistic creativity to illustrate a familiar rhyme, to create a new rhyme, and to add new meaning to a familiar tune.

Encourage children's creative ability by using the warm-up activities. Foster an accepting climate for each child's efforts.

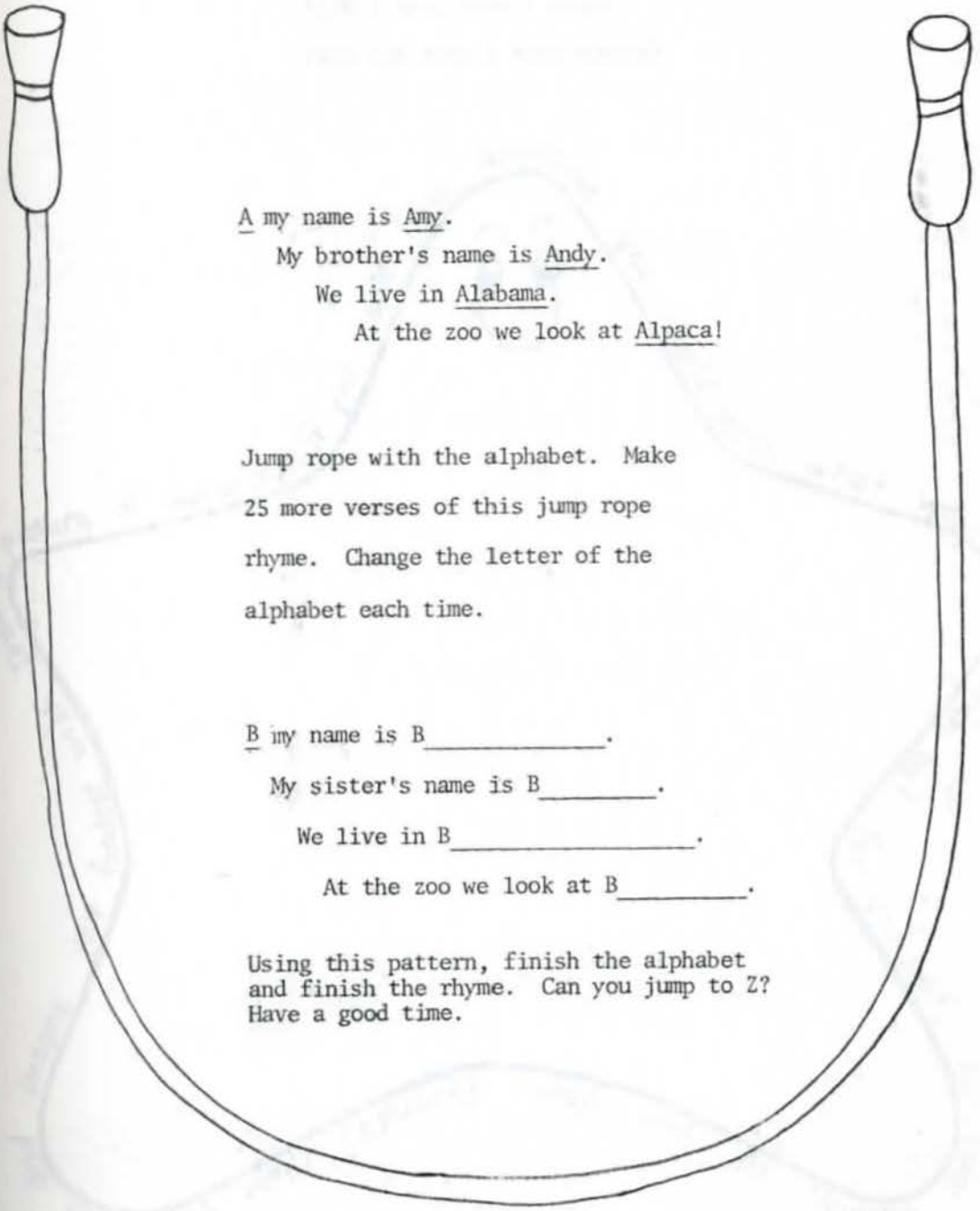
AFTER THE ACTIVITY:

The Rooster Crows is a book which can be read with delight time after time. Choose to read your favorite selections and share the wonderful illustrations with the children. Use the illustrations for the finger games to give the children a kinesthetic experience. Demonstrate how some of the games were played and join in the fun with the class.

ADDITIONAL ACTIVITIES:

1) Act out the finger games and play the games. Jump rope and clap hands. Learn names and numbers by active participation.

Jump A · Jump B · Jump C



A my name is Amy.
My brother's name is Andy.
We live in Alabama.
At the zoo we look at Alpaca!

Jump rope with the alphabet. Make 25 more verses of this jump rope rhyme. Change the letter of the alphabet each time.

B my name is B_____.
My sister's name is B_____.
We live in B_____.
At the zoo we look at B_____.

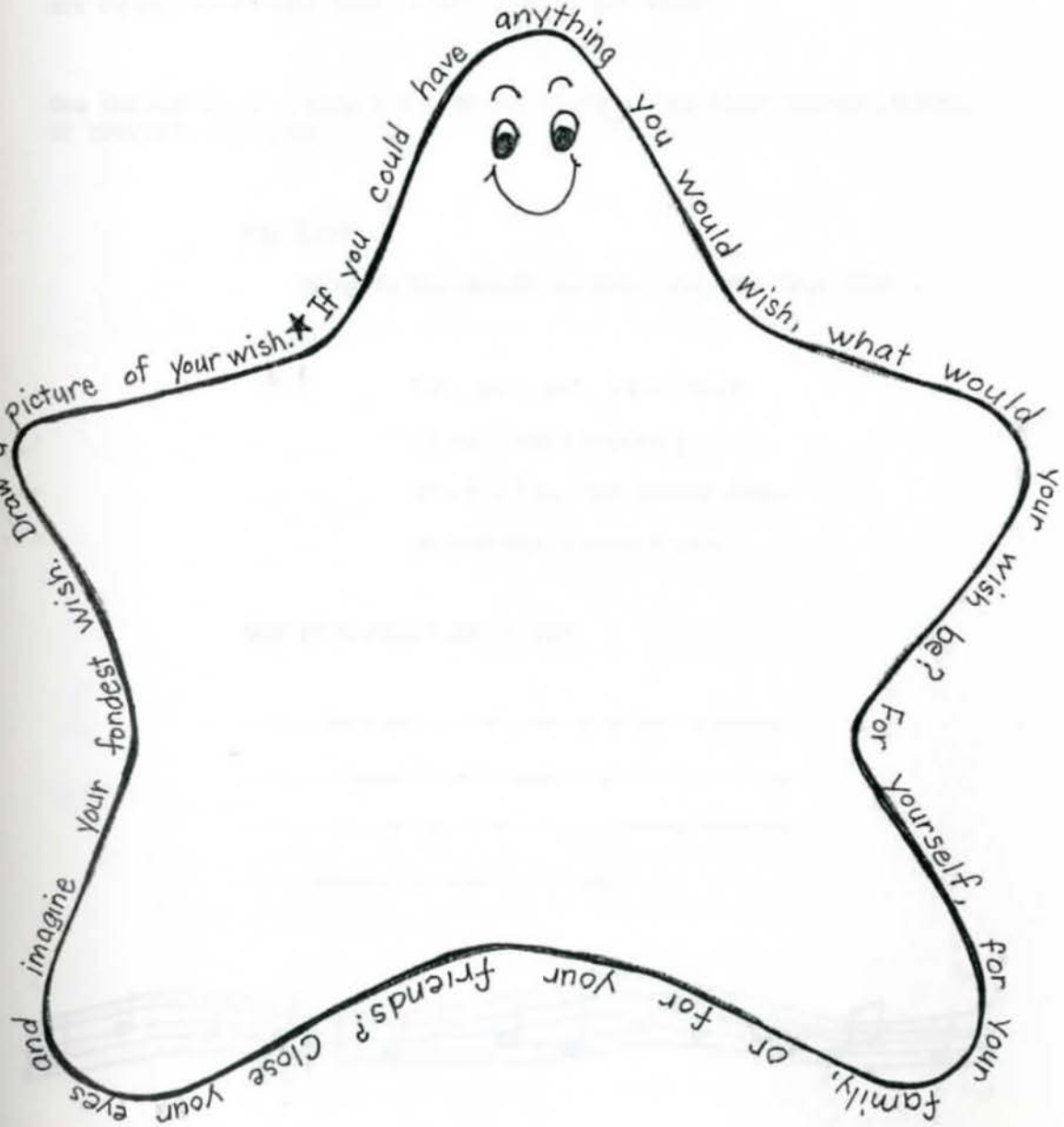
Using this pattern, finish the alphabet and finish the rhyme. Can you jump to Z? Have a good time.

STAR BRIGHT, STAR LIGHT

FIRST STAR I'VE SEEN TONIGHT.

WISH I MAY, WISH I MIGHT

HAVE THE WISH I WISH TONIGHT.



SING A SONG

In THE ROOSTER CROWS, by Maud and Miska Petersham, there are songs and rhymes about woodchucks, elephants, mules, and sheep. There are rhymes about lady bugs, stars, bears, and sleep.

Use the melody of a song you know and write a song about apples, bears, or roosters that crow.

FOR EXAMPLE:

(Sing to the melody of Row, Row, Row Your Boat.)

Eat, eat, eat, your fruit.

It will make you well,

It will keep the doctor away,

So you won't need a pill.

NOW IT'S YOUR TURN TO TRY:

_____

_____

_____

_____

PLAN

PROCESS STEPS;

1) DETERMINE WHAT IS TO BE DONE.

2) DECIDE WHAT MATERIALS WILL BE NEEDED.

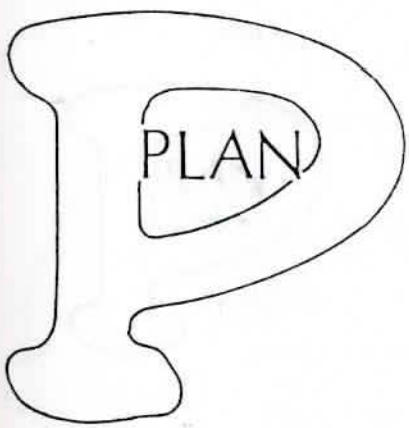
3) DETERMINE THE STEPS TO BE TAKEN.

4) DECIDE IN WHAT ORDER THE STEPS SHOULD BE TAKEN.

5) DETERMINE WHO SHOULD BE RESPONSIBLE FOR EACH STEP.

6) DECIDE WHAT PROBLEMS MIGHT BE ENCOUNTERED.

7) DETERMINE THE POSSIBILITY OF SUCCESS FOR THE PROJECT.



PLANNING is the process for organizing a method to achieve a specific solution or outcome. Planning is an important tool in achieving a successful product. Planning requires identifying the steps, materials, and potential problems which may be encountered when completing the project.

WARM-UP ACTIVITY:

1) Suppose you are going to keep a frog in the classroom.
   -What will be needed to keep a frog?
   -What materials will be needed to make a home for the frog and to feed the frog?
   -What steps will be needed to make the frog's home?
   -Who will do each step?
   -What problems might be anticipated?
   -Will the class be able to make a home for a frog?
   -Can food be provided?
   (Allow for discussion and decisions after each step.)

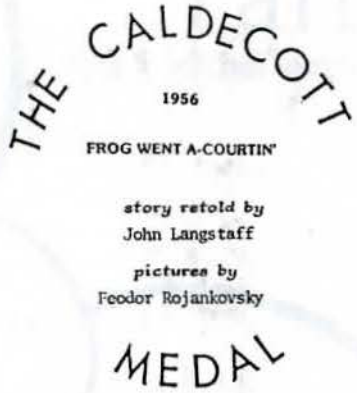
FROG WENT A-COURTIN'

ABOUT THE BOOK:

Nobody knows for sure when this story started, but it was written down in Scotland more than 400 years ago. It was a story in song which was passed from generation to generation, always changing a little bit as it was handed down from the parents to the children. When settlers from Scotland and England came to America, they brought this familiar ballad with them. Soon the song had spread across the country from the North and the South to the West. The story of the frog and mouse had become part of American folklore.

Mr. Langstaff, a well known concert singer, compiled the various American versions in this award winning book.

Feodor Rojankovsky, gave this time honored folk story new life with delightfully detailed illustrations.



ABOUT THE ACTIVITY:

Before Miss Mouse could get Uncle Rat's consent to marry Frog, questions were asked about the wedding breakfast and wedding gown. After those questions had been answered, Uncle Rat consented to the wedding and the party was underway. How do you plan a party? The activity will give the children the opportunity to plan a popcorn party. Possibly the plans could then be put into action. What fun!

ADDITIONAL ACTIVITY:

1) Be sure to sing this song with the children. If necessary, use a recording of the song, or ask help from the music teacher. Add a verse or two of your own. This song is meant to be sung instead of being read.

FROG WENT A-COURTIN', retold by John Langstaff, with pictures by Feodor Rojankovsky. Harcourt, Brace & World, Inc.: New York. 1955.

Popping Party

PLAN A POPCORN PARTY!

1. WHAT DO WE NEED TO DO?

_____

_____

_____

_____

_____

_____

_____

2. CIRCLE THE MATERIALS THAT WE NEED

POPCORN OIL BUTTER

SALT POPPER BOWL BAGS

NAPKINS CUPS DRINKS

OTHER _____ _____

_____ _____ _____

3. WHAT STEPS DO WE NEED TO TAKE? NUMBER THEM IN ORDER.

_____

_____

_____

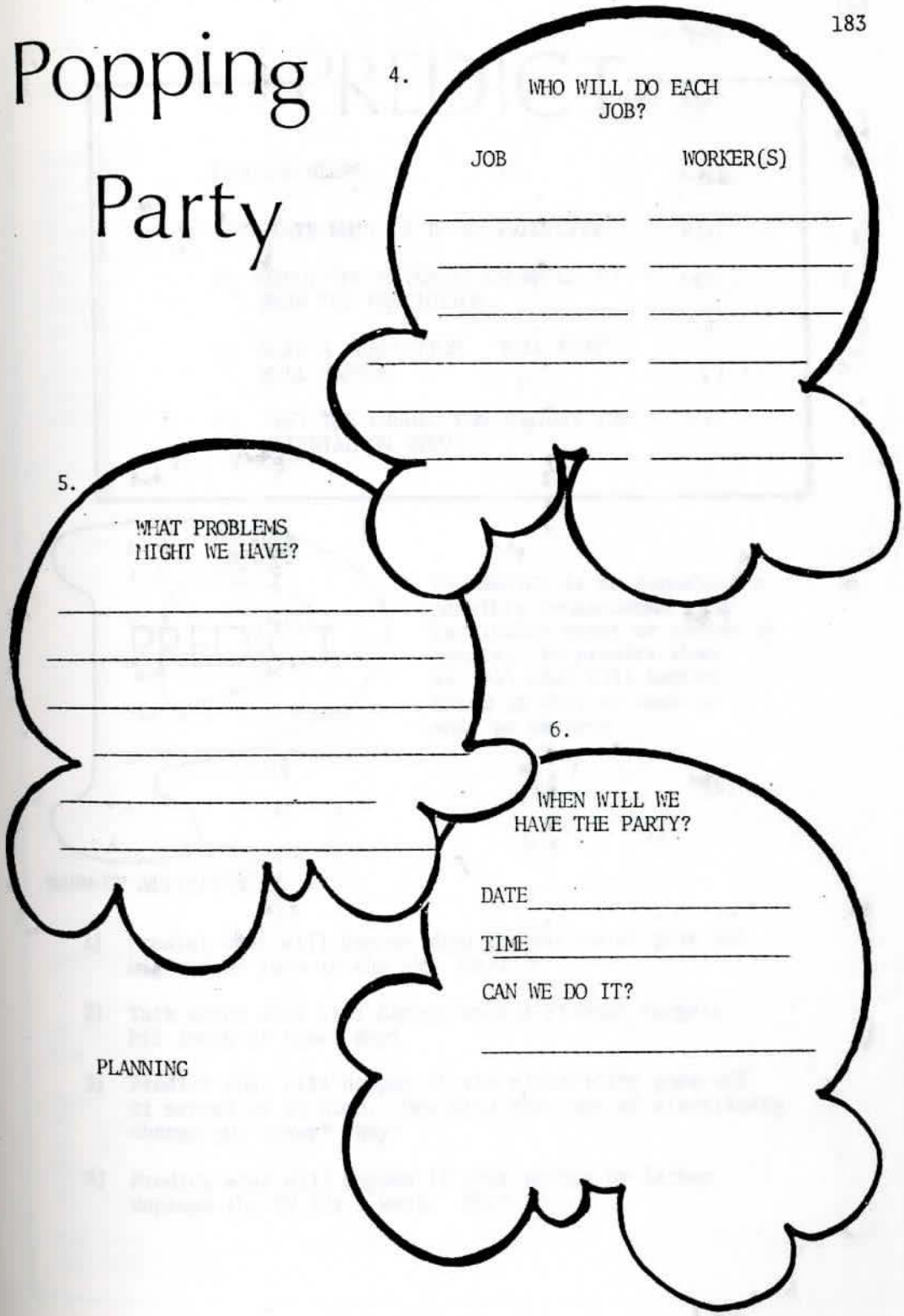
_____

_____

_____ _____

PLANNING

Popping Party



PLANNING

PREDICT

PROCESS STEPS;

1) STATE WHAT IS TO BE PREDICTED.

2) STUDY THE MATERIAL ON WHICH TO BASE THE PREDICTION.

3) MAKE A PREDICTION. TELL WHAT WILL HAPPEN.

4) TEST THE PREDICTION AGAINST THE MATERIAL OR EVENT.

To PREDICT is to formulate a possible consequence of a particular event or series of events. We predict when we tell what will happen based on what we know or what we observe.

WARM-UP ACTIVITIES:

1) Predict what will happen when the sky turns gray and big clouds form in the sky. Why?

2) Talk about what will happen when a student forgets his lunch at home. Why?

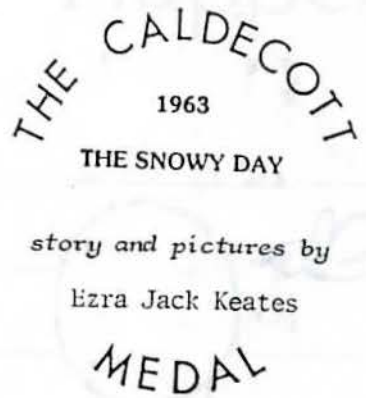
3) Predict what will happen if the electricity goes off at school or at home. How will the loss of electricity change our lives? Why?

4) Predict what will happen if your mother or father unplugs the TV for a week. Why?

THE SNOWY DAY

ABOUT THE BOOK:

The Snowy Day is a short book about a small boy playing in a big snow. Playing alone is no problem for Peter who finds no end of fun and excitement as he explores the wonders of snow. The simple, spacious pictures join with the sparce text to tell a story that all children dream of when they wake up to a new world of snow.



ABOUT THE ACTIVITY:

The Snowy Day presents a problem for predicting on almost every page. To prepare the children for the reading of the story, do the activity page which will ask them to predict what will happen. The snowman will melt, the balloon will burst, and the box will be opened. The last picture could generate a number of answers - remember to accept all reasonable possibilities. For who knows what the boy will do with the box, or who knows what is in it?

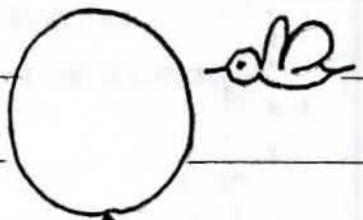
AFTER THE ACTIVITY:

Read The Snowy Day written and illustrated by Ezra Jack Keats. As you read the story and show the pictures, ask questions such as the following:

1) What will Peter do? (p.7) 2) After page 10, what will Peter do next? 3) What do you think made the new track? (p. 13) 4) What do you think happened when Peter smacked the tree? (p. 15) 5) Why don't you think Peter joined the big boys in their snowball fight? (p. 19) What do you think Peter did instead? (p. 19) 6) What do you think happened to the snowball on page 24?

THE SNOWY DAY, story and pictures by Ezra Jack Keats, The Viking Press: New York, 1962.

What Will Happen?



PREDICT

PROBLEM SOLVING

PROCESS STEPS:

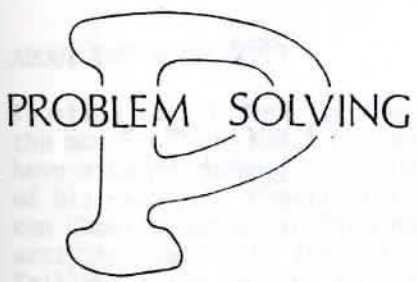
1) DEFINE THE PROBLEM.

2) DETERMINE SEVERAL POSSIBLE SOLUTIONS.

3) ESTABLISH CRITERIA FOR RATING THE SOLUTIONS.

4) RATE THE POSSIBLE SOLUTIONS.

5) CHOOSE THE BEST SOLUTIONS.



PROBLEM-SOLVING is the ability to state a problem, list possible solutions, establish criteria for judging the solutions, and then choosing the best solution. It is important to use brainstorming techniques in developing possible solutions and criteria for rating the solutions. Young children need help in developing the solutions and criteria to solve the problem.

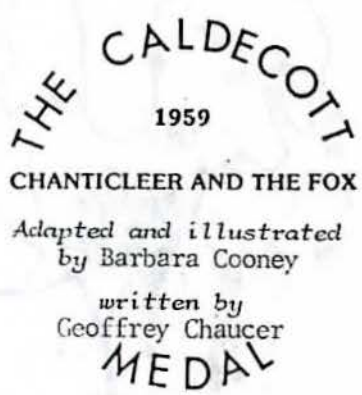
WARM-UP ACTIVITY:

1) If you were not ready when the school bus came to pick you up for school, you would have a problem. How would you get to school? What solution would be possible? What solution would get you to school on time? What solution would your parents like best? Use the grid on the right to solve your problem.

	SOLUTIONS: List three things you could do when you missed the bus.	CRITERIA: Can you do it?	Would you get to school?	Would Mom and Dad like it?
SOLUTIONS	1. Call Dad at work.			
	2. Walk to school.			
	3. Your idea.			

ABOUT THE BOOK:

CHANTICLEER AND THE FOX, the story of the proud rooster and the sly fox, is one of the most delightful fables in our literary heritage. Retold and illustrated by Barbara Cooney especially for children, this adaptation contains both the style and humor of the original tale from Chaucer's Canterbury Tales. Chanticleer was a handsome rooster and could brag of seven fine hens, the finest of which was Partlet. One night a sly fox burst upon Chanticleer and his hens. Using flattery, the fox soon had Chanticleer in his jaws. But the clever fox was no match for Chanticleer who outwitted the fox and learned never to trust the flattery of a fox.



ABOUT THE ACITIVITY:

Trusting the flattery of the fox, Chanticleer soon found himself in the mouth of the fox. He had a problem indeed. For the story to have a happy ending, the rooster would have to think of a way out of his problem. Chanticleer would have to out-fox the fox. What can Chanticleer do to free himself from the mouth of the fox? The activity sheet asks the children to help the fox solve his problem. Talk about the meaning of flattery to help the children understand that the fox created his own problem. Remind the children that this is a fable, a fantasy, where animals act and talk like people.

AFTER THE ACTIVITY:

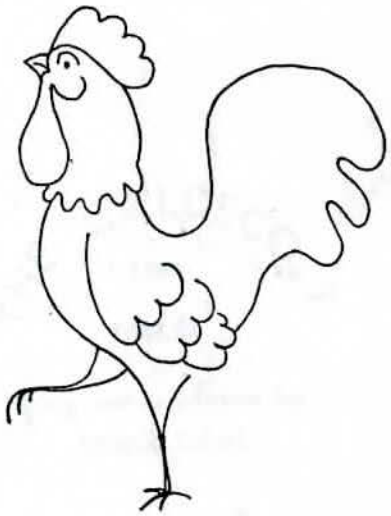
Read Chanticleer and the Fox to the children to find out how Chanticleer freed himself from the mouth of the fox.

ADDITIONAL ACTIVITY:

1) Make up a tag game. Let "it" be the fox who tries to tag the children who are chickens. Plan to have safe zones. Decide what the safe zones will be. Example: a tree, a barn rafter, etc.

CHANTICLEER AND THE FOX. Adapted and illustrated by Barbara Cooney. Written by Geoffrey Chaucer. Thomas Y. Crowell: New York. 1958.

CHANTICLEER WAS A ROOSTER WHO LISTENED TO THE FLATTERY OF A FOX AND ENDED UP IN THE MOUTH OF THE FOX. CHANTICLEER HAD A PROBLEM. HOW COULD HE GET OUT OF THE MOUTH OF THE FOX? HELP CHANTICLEER DECIDE WHAT TO DO.

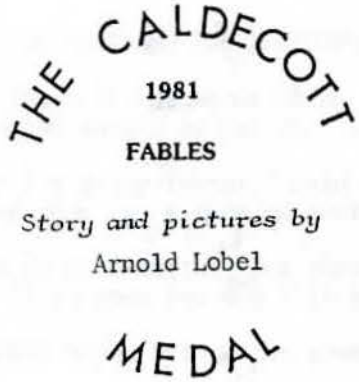


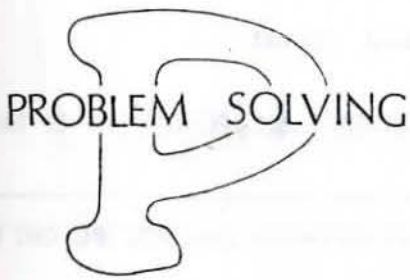
LIST THINGS CHANTICLEER COULD DO TO GET THE FOX TO OPEN HIS MOUTH. (SOLUTIONS)	CAN CHANTICLEER DO IT?	WILL THE FOX OPEN HIS MOUTH?	WILL CHANTICLEER STILL BE ALIVE?
EXAMPLE: Tell a funny joke!			

FABLES

ABOUT THE BOOK:

In FABLES, Arnold Lobel has written 20 modern fables, each with a timely moral. The animals in these fables illustrate human behaviors which teach lessons cleverly and with humor. Each fable is illustrated with a full-page picture in rich watercolor. The first fable is "The Crocodile in the Bedroom." A crocodile became so absorbed with the flowers of the wallpaper in his bedroom that he stared at it for hours. When his wife coaxed him out into the real garden, he was so upset with the disorder or the real flowers, he returned to his bed to enjoy the orderly flowers on his wallpaper. The moral of this fable is that there can actually be such a thing as too much order.





ABOUT THE ACTIVITY:

The fables of Aesop have appeared in many forms since they were first collected some 2500 years ago. A fable is intended to teach a lesson. The activity sheets will introduce the students to two familiar Aesop fables and will give them the opportunity to practice problem solving.

AFTER THE ACTIVITY:

Read Arnold Lobel's FABLES to the children. After reading several of the fables, have the children verbalize the moral to the story.

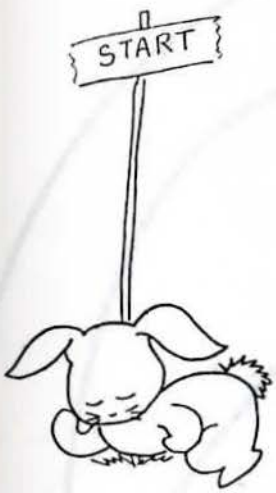
ADDITIONAL ACTIVITIES:

1) Illustrate a fable from Arnold Lobel's book or an Aesop fable.
2) Write a poem about one of the children's favorite fables.
3) Read and compare several versions of Aesop fables.

FABLES. Written and illustrated by Arnold Lobel. Harper & Row: New York. 1980.

PROBLEMS ?

The fables of Aesop have appeared in many forms since they were first collected and written down some 2500 years ago. A fable is a story intended to teach a lesson, often using animals who speak and act like humans. Read the following, familiar, fable.



THE HARE AND THE TORTOISE

The hare teased the tortoise about being so pokey. "I get where I'm going as surely as you do!" said the tortoise.

"But I get where I'm going faster," said the hare.

The fox suggested they run a race to settle the argument.

The hare laughed so hard at the idea that it made the tortoise angry. "I'll race you and I'll win!" the tortoise said.

The race had hardly begun before the speedy hare was out of sight.

The hare was so sure of himself that he lay down by the side of the path to take a short nap.

The tortoise kept plodding slowly along.

The hare woke up just in time to see the tortoise cross the finish line and win the race.

Moral: Slow and steady wins the race.

WHAT IS THE PROBLEM THE TORTOISE HAD TO OVERCOME?_____

_____

HOW DID THE TORTOISE OVERCOME HIS PROBLEM?_____

_____

WHAT IS THE PROBLEM THE HARE HAD?_____

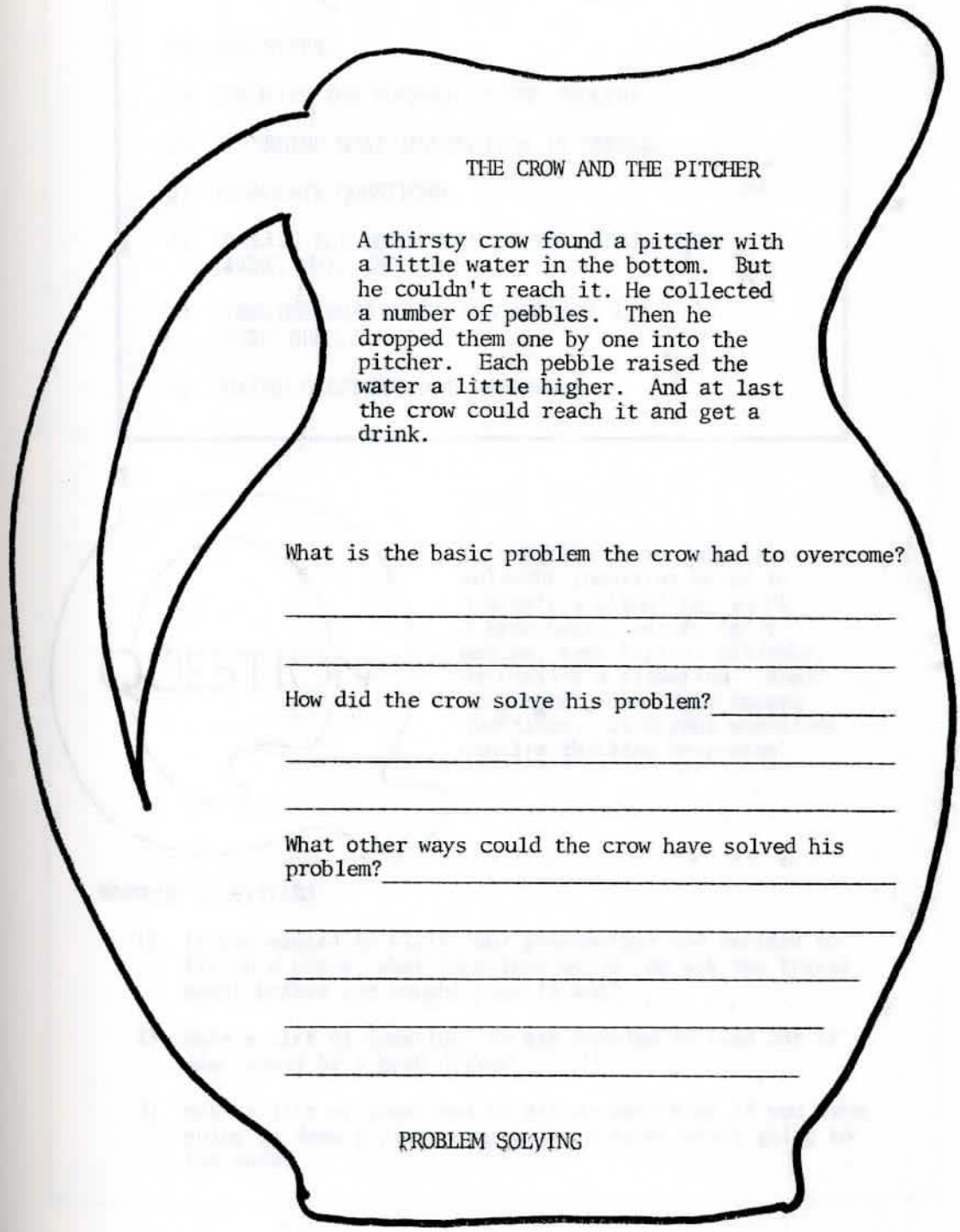
_____

HOW COULD THE HARE OVERCOME HIS PROBLEM?_____

_____

_____

_____



THE CROW AND THE PITCHER

A thirsty crow found a pitcher with a little water in the bottom. But he couldn't reach it. He collected a number of pebbles. Then he dropped them one by one into the pitcher. Each pebble raised the water a little higher. And at last the crow could reach it and get a drink.

What is the basic problem the crow had to overcome?

_____

_____

How did the crow solve his problem?_____

_____

_____

What other ways could the crow have solved his problem?_____

_____

_____

_____

_____

PROBLEM SOLVING

QUESTION

PROCESS STEPS;

1) IDENTIFY THE PURPOSE OF THE INQUIRY.

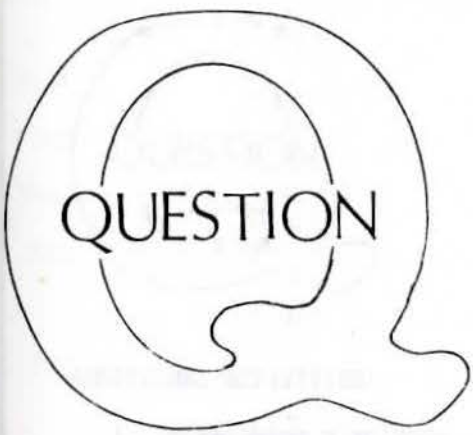
2) DETERMINE WHAT INFORMATION IS NEEDED.

3) FORMULATE QUESTIONS.

4) UTILIZE KEY WORDS SUCH AS WHO, WHAT, WHEN, WHERE, WHY, AND HOW.

5) CONSIDER WHAT OTHER INFORMATION YOU MIGHT NEED.

6) RECORD QUESTIONS AND RESPONSES.



To QUESTION is to formulate relevant inquiries so as to evaluate a situation, guide a hypothesis, verify information, seek logical evidence, or clarify a situation. Avoid convergent, one right answer, questions. Divergent questions require thinking responses.

WARM-UP ACTIVITIES:

1) If you wanted to visit your grandmother and decided to fly on a plane, what questions would you ask the travel agent before you bought your ticket?

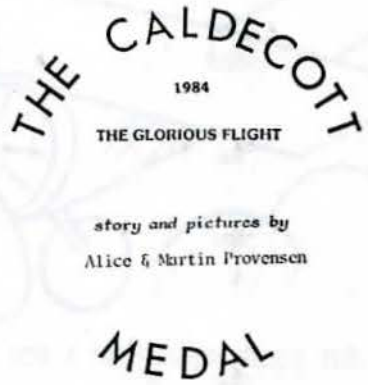
2) Make a list of questions to ask someone to find out if she would be a good driver.

3) Make a list of questions to ask an astronaut if you were going to draw a picture or write a story about going to the moon.

THE GLORIOUS FLIGHT

ABOUT THE BOOK:

THE GLORIOUS FLIGHT tells the story of Louis Bleroit (1872-1936) who was one of the truly great pioneers of aviation. He devoted a fortune acquired by his invention of automobile headlamps to the development and construction of a series of airplanes he designed and built himself. Motivated by a prize offered by an Englishman to the first man to fly across the English Channel, Bleroit spent six years developing the Bleroit XI. On July 25, 1909, he made the first flight across the English Channel. This was truly a glorious flight.



ABOUT THE ACTIVITY:

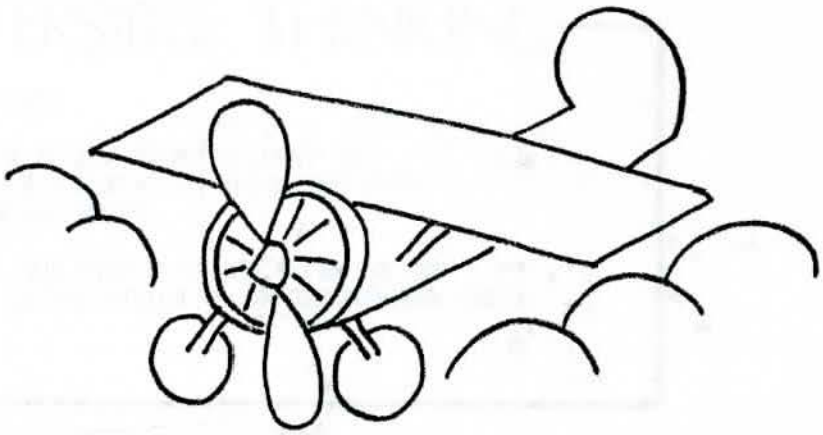
The students will be able to develop a series of questions to ask the aviation pioneer, Louis Bleroit. You may wish to read some information about Louis Bleroit from the encyclopedia to the children before they begin the activity. Have the students use the following activity sheet to guide them.

ADDITIONAL ACTIVITIES:

1) Make paper airplanes. Fly the airplanes. What questions could you ask to find out why one plane flies farther than another?

2) How do students travel to school? Develop a list of questions to ask the principal to find out some problems in getting students to and from school.

THE GLORIOUS FLIGHT by Alice and Martin Provensen. The Viking Press: New York. 1983.



PRETEND THAT YOU COULD WRITE AN ARTICLE FOR A NEWSPAPER ABOUT THE FIRST MAN TO FLY FROM FRANCE TO ENGLAND ACROSS THE ENGLISH CHANNEL. WRITE SIX QUESTIONS TO ASK MR. BLEROIT FOR YOUR ARTICLE. HERE IS AN INTERVIEW FORM FOR YOU TO USE.

Name_____

Topic_____

Name of person interviewed_____

Question #1: Who_____

_____

Question #2: What_____

_____

Question #3: When_____

_____

Question #4: Where_____

_____

Question #5: Why_____

_____

Question #6: How_____

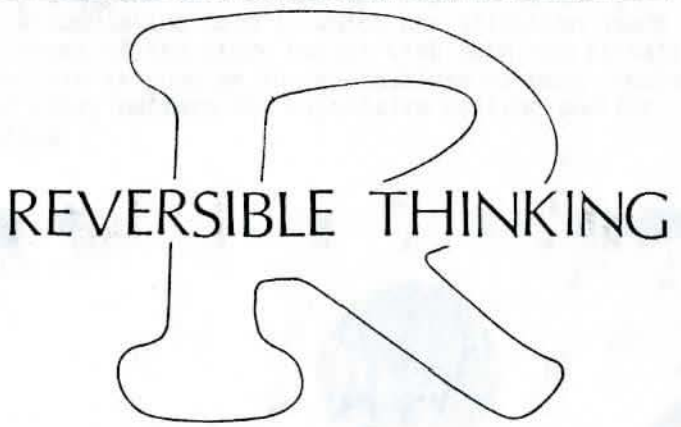
_____

REVERSIBLE THINKING

PROCESS STEPS:

1) READ OR TELL A STORY ACCOUNT OR CONSIDER A SITUATION WHICH INCLUDES SEQUENTIAL STEPS.

2) RETELL THE EVENTS OF THE STORY OR THE STEPS IN THE SITUATION IN THE REVERSE ORDER.



REVERSIBLE THINKING is the ability to think back through an operation from the end to the beginning. This skill is essential in mathematics skills as subtraction is the reverse of addition and division is the reverse of multiplication.

WARM-UP ACTIVITIES:

1) Describe in detail the route from the classroom to the school lunchroom or the school library. Then tell how to reverse the trip to return to the classroom.

2) Think about a hamburger. Think back to the beginning of the ingredients of the hamburger. Where did the meat come from? Tell the steps from bun to wheat. Think about the beginning of ketchup, mustard, and pickles.

3) Show how to reverse an addition problem to make a subtraction problem. Put sets together and take them apart again.

ABOUT THE BOOK:

One Fine Day is a story by Nonny Hogrogian which tells of a greedy fox who steals an old woman's milk. The old woman angrily cut off the tail of the fox. The fox is ashamed before his friends and asks her to sew his tail on again. But the old woman will not sew on his tail unless the fox brings her milk from the cow. When the fox asks the cow for milk for the old woman, the cow demands some grass for the milk. The fox visits a field for some grass only to have the field ask for some water in return for the grass. And so the story goes on and on, until the fox completes all the requests and can return with the milk for the old woman. The old woman then carefully sews the tail of the fox back on again.

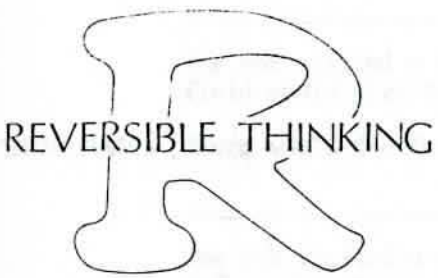
This is a cumulative tale in which one situation leads to another and the excitement of the story builds with each new situation. This story pattern is popular in the folklore of many countries and is a good story pattern for repetitive telling and for reverse thinking.

ONE FINE DAY, written and illustrated by Nonny Hogrogian. The Macmillan Company: New York. 1971. Illustration used by permission.

ONE FINE DAY

ABOUT THE ACTIVITIES:

1) To introduce ONE FINE DAY, the children will 'THINK BACK' to help the fox replace the old woman's milk. Complete this activity by reading the story.
2) The second activity will direct the children to visually follow the kite strings from the children to the kites. Use different colors for each kite to draw a colored line from the kite to the kite flyer, reversing the direction.
3) For the third activity, have the children read the story of the bunny (or read the story to them.) Then help the children recount the story in the reverse direction, helping the bunny find his way home. Draw a line showing the path from the carrot garden to the bunny's home.



AFTER THE ACTIVITY:

Read ONE FINE DAY by Nonny Hogrogian to the children. After reading the story, have the children reverse the action in the story to tell what the fox had to get from whom to replace the old woman's milk. Share and enjoy the simple illustrations of the fox as he tries to get his tail sewn on again.

ADDITIONAL ACTIVITIES:

1) Read other cumulative tales such as THE HOUSE THAT JACK BUILT. Try to repeat the action in the story in the reverse order.

2) Give a student (or the class) a set of instructions. Have the student(s) act out the instructions in reverse order. For example: a) get a book from the table, b) close the door, and c) jump up and down. Have the student(s) remember the instructions and act them out in the reverse order to a) jump up and down, b) close the door, and c) get a book from the table. Increase the number and difficulty of instructions as the age and ability of the children permit.

3) Say a series of three numbers (3, 8, 5,) to the students. Have them repeat the numbers in reverse. Repeat the activity, increasing the number of numerals as the children master the skill.

A TALE OF A TAIL

ONE FINE DAY is the story of a greedy fox who lost his tail for a drink of milk. When the fox drank the old woman's milk, she chopped off his tail. Before the old woman would sew his tail on again, she told the fox to bring her milk back.

THINK BACK: Where would the fox go to get some milk?_____

_____

The fox went to see a cow. Before the cow would give milk, the cow wanted some grass.

THINK BACK: Where would the fox get some grass?_____

_____

The fox visited a field to get some grass. Before the field would give the fox some grass, it wanted some water.

THINK BACK: Where would the fox go to get water?_____

_____

The fox visited a stream to get some water for the field. Before the stream would give away some water, the stream wanted a jug.

THINK BACK: Where would the fox go to get a jug?_____

_____

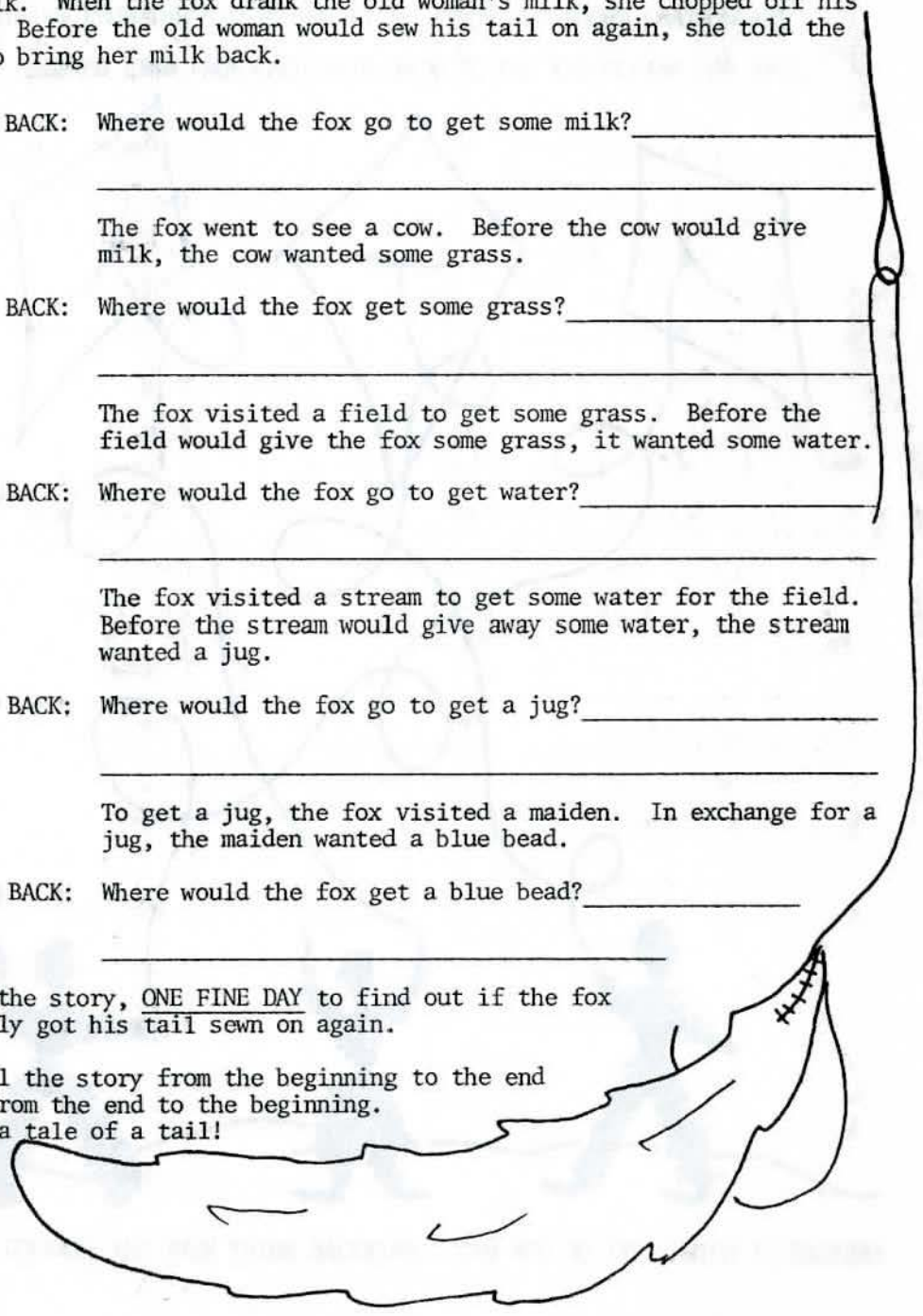
To get a jug, the fox visited a maiden. In exchange for a jug, the maiden wanted a blue bead.

THINK BACK: Where would the fox get a blue bead?_____

_____

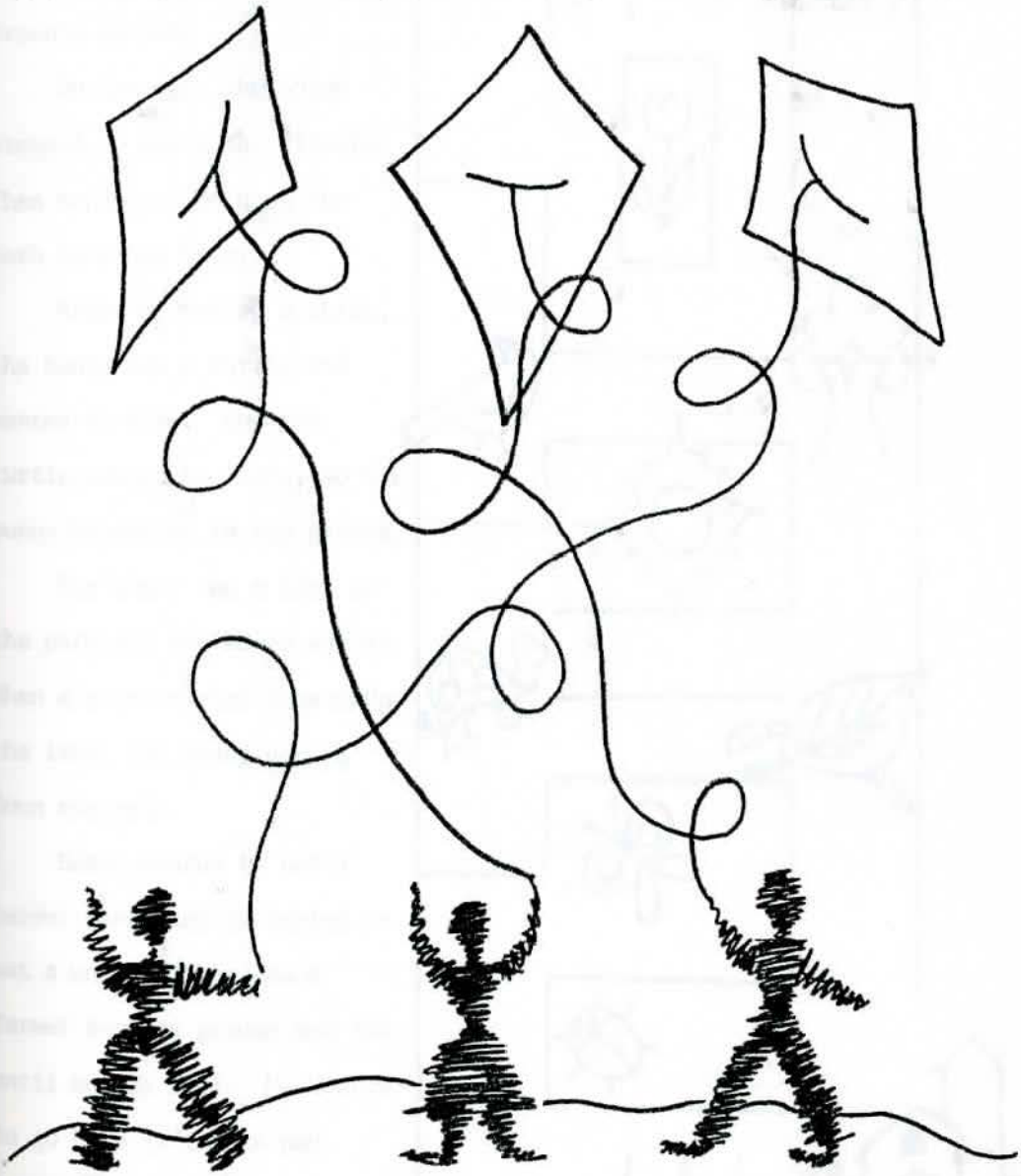
Read the story, ONE FINE DAY to find out if the fox finally got his tail sewn on again.

Retell the story from the beginning to the end and from the end to the beginning.
What a tale of a tail!



Kids and Kites

WHICH KID IS FLYING WHICH KITE? SIT ON YOUR HANDS AND FOLLOW THE KITE STRING FROM THE KID TO THE KITE. THEN USE THREE CRAYONS AND DRAW A COLORED LINE FROM EACH KITE BACK TO THE KID FLYING THE KITE.



THINK FORWARD AND THEN THINK BACKWARD. CAN YOU DO IT? WHICH IS EASIER?

THE BUNNY AND FARMER BROWN'S CARROTS

One sunny day, a bunny was hungry and wanted to go to eat carrots at farmer Brown's garden.

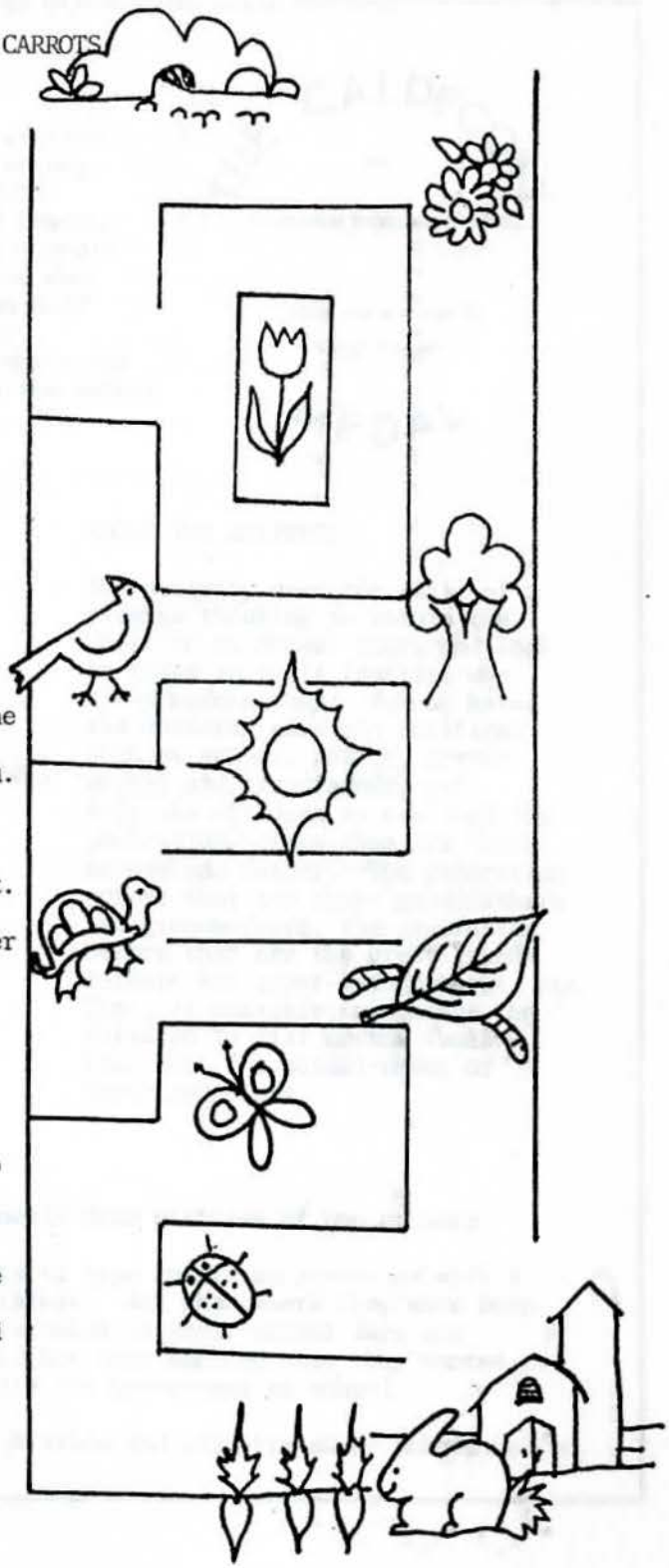
On the way, the bunny stopped to smell the flowers. Then he hopped on down the path to a big tree.

After he rested a while, the bunny saw a turtle and wanted to play. But the turtle wanted to sleep, so the bunny hopped on to the garden.

The bunny saw a leaf on the path and wanted to eat it. When a worm crawled from under the leaf, the bunny hopped down the path.

Bunny wanted to eat a carrot more than he wanted to eat a worm. Bunny found farmer Brown's garden and ate until he was full. He wanted to go home to take a nap.

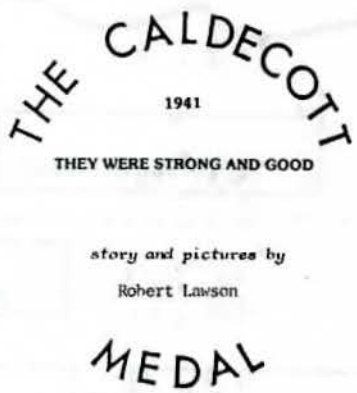
Can you help Bunny hop back home?

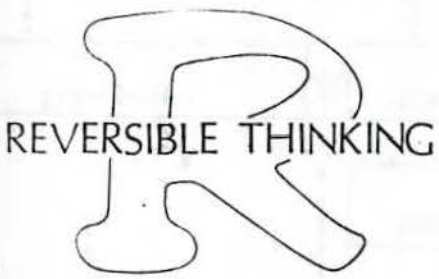


THEY WERE STRONG AND GOOD

ABOUT THE BOOK:

They Were Strong and Good, written and illustrated by Robert Lawson, was awarded the 1941 Caldecott Medal. In his book, Robert Lawson tells about his ancestry as symbols of the strong and good people who built America with their own hard work and strong ideals. The illustrations in black and white are as strong as the characters the author portrays.





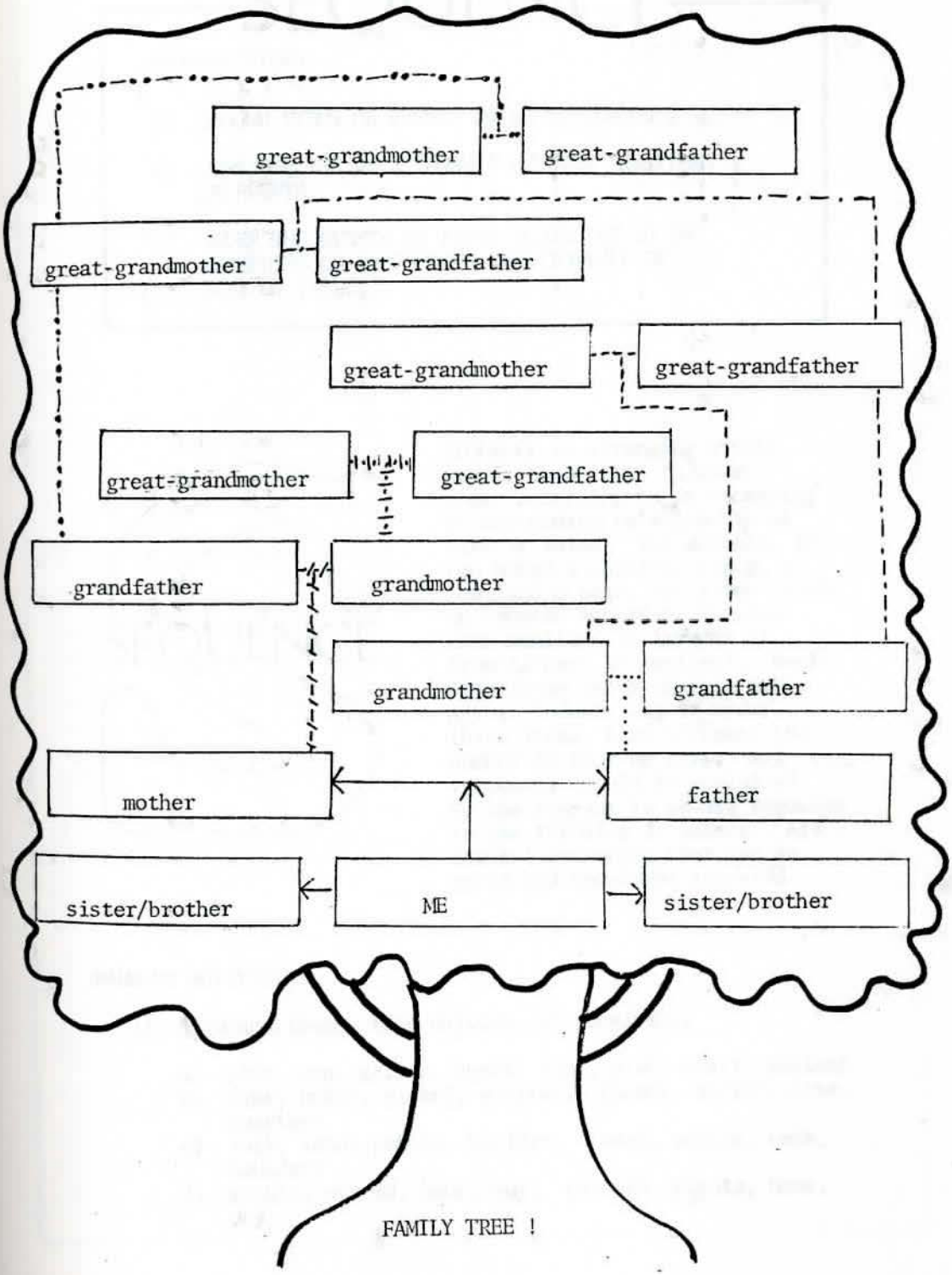
ABOUT THE ACTIVITY:

The activity uses the skill of reverse thinking to return the children to former years and look at those in their families who lived before them. First, have the children name the positions such as mother, father, grandmother and grandfather, etc. Help the children to see that the generation before them are their mother and father. The generation before that are their grandfathers and grandmothers, the generation before that are the great-grandfathers and great-grandmothers, etc. Then, if possible, encourage the children to fill in the family tree with the actual names of their ancestors.

ADDITIONAL ACTIVITIES:

1) Suggest that the students draw pictures of one or more of their ancestors.
2) Encourage the students to tape record an interview with a grandmother or grandfather. Ask whem where they were born, some interesting differences in their school days and school days today, and how they decided what they wanted to do for a living. Share the interviews at school.

THEY WERE STRONG AND GOOD. Written and illustrated by Robert Lawson. Viking: New York. 1940.


great-grandmother
great-grandfather
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grandfather
grandmother
grandmother
grandfather
mother
father
sister/brother
ME
sister/brother
FAMILY TREE !

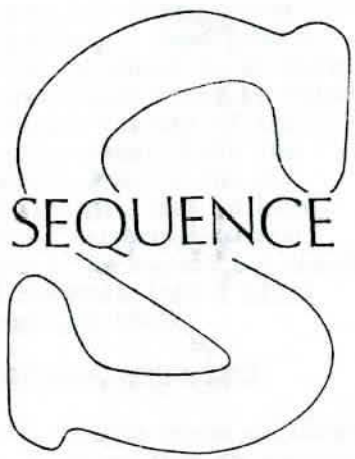
SEQUENCE

PROCESS STEPS:

1) CHOOSE ITEMS OR EVENTS TO BE SEQUENCED.

2) CONSIDER THE RELATIONSHIP BETWEEN THE ITEMS OR EVENTS.

3) ORDER THE EVENTS OR ITEMS ACCORDING TO AN ASCENDING OR DESCENDING RELATIONSHIP OF SIZE OR VALUE.



SEQUENCE is arranging events, items, or objects in some order according to an ascending or descending relationship of size or value. For example, if you named a chicken, a pig, a cow, and a bear, the items could be ordered according to size from smallest to largest or from largest to smallest. Begin with three items in each group. After students easily order three items, then increase the number to four or five. All sequences should be explained by the student to permit exposure to the thinking of others. All logical sequences that can be explained should be accepted.

WARM-UP ACTIVITIES:

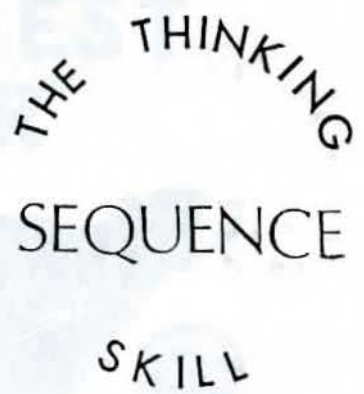
1) Sequence these: (Use objects, if possible.)

   a) pint, cup, gallon, quart. (cup, pint, quart, gallon)
   b) dime, penny, nickel, quarter. (penny, nickel, dime, quarter)
   c) rock, sand, pebble, boulder. (sand, pebble, rock, boulder)
   d) minute, second, hour, day. (second, minute, hour, day)

THE BIGGEST BEAR

ABOUT THE ACTIVITY:

In Lynd Ward's book THE BIGGEST BEAR, a cub becomes a big bear, and finally, the biggest bear in the valley. Sequencing objects or events is a thinking skill which the students can practice on the activity sheet. Study the relationship of each set of items and then have the students decide on a plan for sequencing. They then can cut and paste the pictures in order from smallest to largest, or from largest to smallest. Some groups may be sequenced in ascending or descending order by value. Following the use of the activity sheet, have the students draw or cut out magazine pictures to have another student sequence. Collect the sequencing sheets and assemble into a class sequencing book.



AFTER THE ACTIVITY:

Read THE BIGGEST BEAR to the class. Enjoy the illustrations which show the cub growing into a big bear. The sequence of size shows the passing of time. Ask children if bigger means older? Does bigger mean better?

ADDITIONAL ACTIVITIES:

1) Choose three children from the class of differing heights. Order them in sequence from tallest to shortest, or from shortest to tallest.

2) List three or four classroom activities. Sequence the activities in order from best liked to least liked. Did everyone agree on the order?

3) Sequence state, county, city, country. Illustrate on a map. For each item, give the specific name for your locale.

4) Let four children hold a penny, dime, nickle, and a quarter. Let the children arrange themselves in order of value.

5) Using four copies of the same story, open the book to four different pictures. Have the children order the pictures in the correct sequence in which they happened in the story.

THE BIGGEST BEAR. Story and pictures by Lynd Ward. Houghton, Mifflin: Boston. 1952. Reprinted by permission of Houghton Mifflin Co. (nonexclusive and nontransferable).

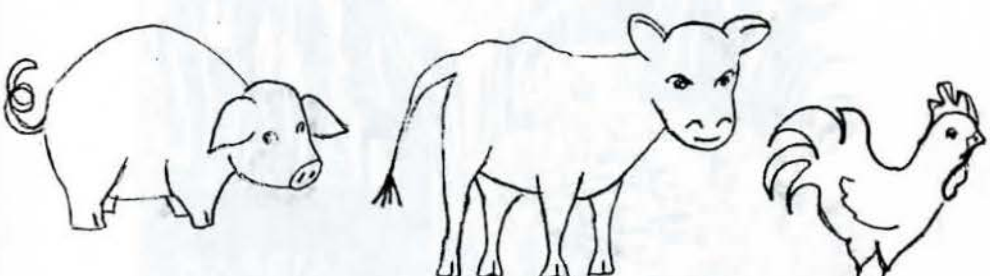
THE BIGGEST BEAR is the story of Johnny who lives on a farm farthest up the valley and closest to the woods. But Johnny's barn is the only barn in the valley without a bearskin nailed up to dry. Johnny decides to do something about this humiliating situation and goes looking for the biggest bear in the woods. Instead of a big bear, Johnny finds a cub. Soon the cub grows into a big bear which eats Johnny's maple sugar, the family's food and the neighboring farmer's corn, hams, and maple syrup. Johnny's father says the bear must go.

Johnny loves the bear, and the bear loves Johnny. The bear does not want to go back to the woods. Each time, the bear returns. Johnny and the big bear are in big trouble. Finally Johnny takes the bear to the farthest part of the woods. The bear takes off in the direction of his favorite smell, maple sugar. The bear is trapped and taken to a zoo where Johnny visits regularly, always bringing maple sugar for his big bear.

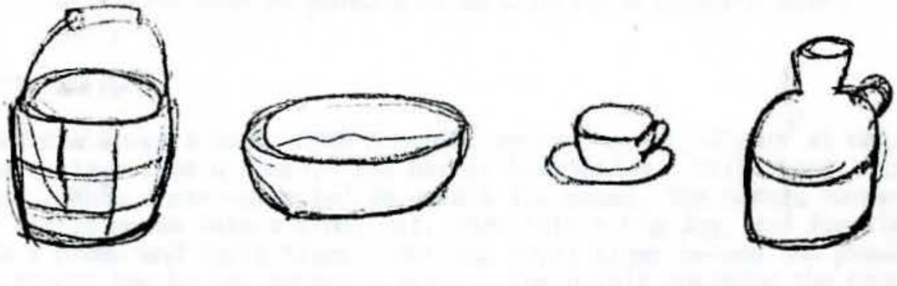
Big, Bigger, Biggest

THINGS CAN BE PUT INTO ORDER IN DIFFERENT WAYS. BELOW ARE SOME THINGS YOU WILL FIND IN THE PICTURES IN THE BIGGEST BEAR, by Lynd Ward.

1) CUT OUT THESE PICTURES AND PUT THEM IN ORDER FROM SMALL TO LARGE. PASTE THEM ON ANOTHER PIECE OF PAPER.



2) CUT OUT THESE PICTURES AND PUT THEM IN ORDER FROM LARGE TO SMALL. PASTE THEM ON ANOTHER PIECE OF PAPER.



3) LOOK AT THESE PICTURES AND DECIDE HOW TO PUT THEM IN ORDER. (These are not in The Biggest Bear.) CUT THEM OUT AND PASTE THEM IN ORDER ON ANOTHER PIECE OF PAPER. BE READY TO TELL WHY YOU PUT THEM IN THE ORDER YOU DID.

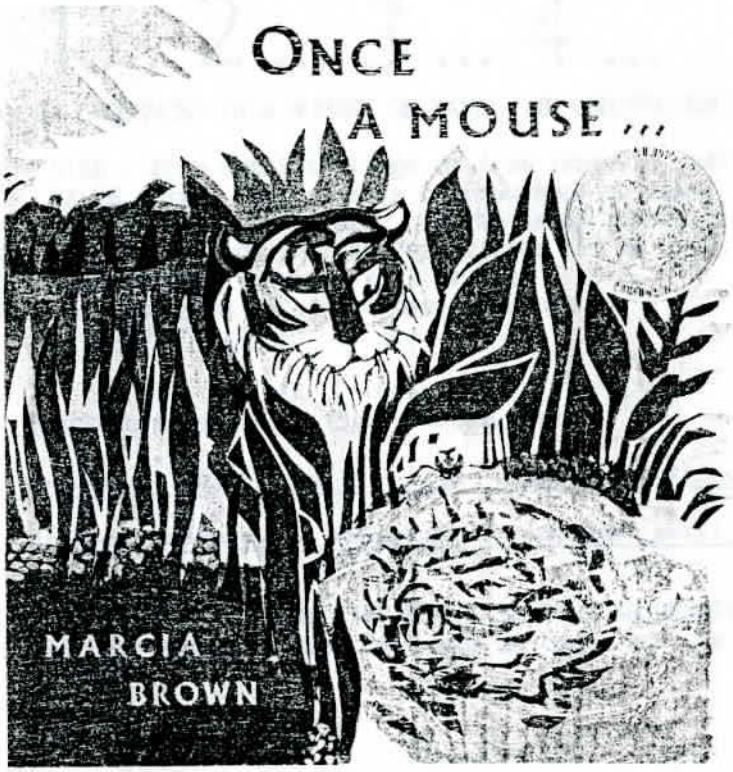


Illustration used by permission of Charles Scribner's Sons.

ABOUT THE BOOK:

In Marcia Brown's book, ONCE A MOUSE, an old hermit, mighty at magic, made a tiger from a mouse. The hermit befriended a frightened little mouse. When a cat attempted to attack the mouse, the hermit turned the little mouse into a stout cat, then into a big dog, and finally into a proud and royal tiger. But the royal tiger became too proud and forgot how he had become a tiger. The hermit reminded the proud tiger of his humble beginnings which angered the tiger who ploted against the hermit. Being magic, the hermit could read the tiger's mind and put the proud tiger in his place - as a frightened, humble, little mouse. And the hermit sat thinking about big - and little.

ABOUT THE ACTIVITY:

This activity suggests a variety of ways things can be sequenced. After the children sequence each group, be sure that they share their reasoning for the sequencing order they choose.

ONCE A MOUSE, story and pictures by Marcia Brown. Charles Scribner's Sons: New York. 1961.

1... 2... 3... 4...

THINGS CAN BE SEQUENCED IN A NUMBER OF WAYS. WE CAN SEQUENCE THINGS BY:

1) SIZE - from small to large or from large to small.
2) VALUE - from less to more or from more to less.
3) TIME - from now to later or from later to now.
4) POSITION - from near to far or from far to near.
5) ALPHABETICAL - from A to Z or from Z to A.
6) Can you think of other ways to sequence?

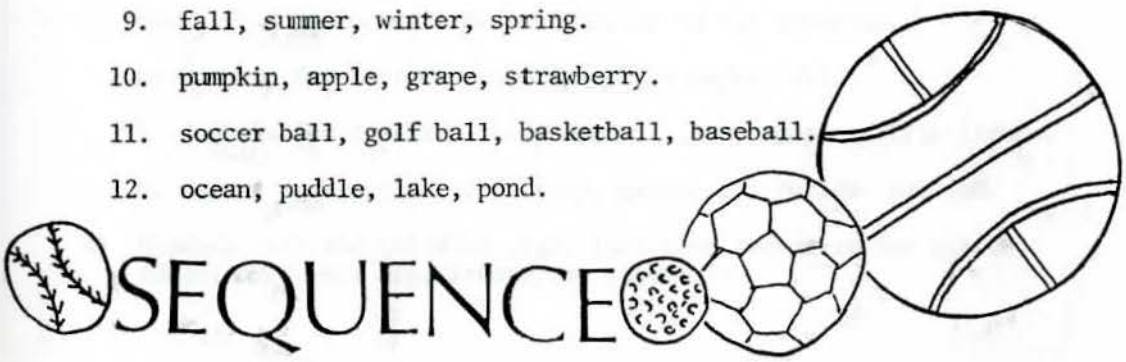
EXAMPLE: Sequence these: dog, tiger, mouse, cat.

a) *mouse* b) *cat* c) *dog* d) *tiger*

Reason: *These animals are sequenced in size from small to large.*

SEQUENCE THESE ITEMS. EXPLAIN YOUR REASON FOR THE SEQUENCING ORDER. Follow the pattern above. Write the words in order and the reason on your own paper.

1. year, day, month, week.
2. dime, penny, nickel, quarter.
3. wheat, dough, bread, flour.
4. teenager, child, infant, adult.
5. high school, college, elementary school, nursery school.
6. foot, inch, mile, yard.
7. legs, head, body, neck.
8. mouse, hawk, snake, grain.
9. fall, summer, winter, spring.
10. pumpkin, apple, grape, strawberry.
11. soccer ball, golf ball, basketball, baseball.
12. ocean, puddle, lake, pond.



SYMBOLIZE

PROCESS STEPS:

1) DISCOVER A RELATIONSHIP BETWEEN TWO EVENTS, ITEMS, PERSONS, OR IDEAS.

2) DEVELOP A LIST OF OBJECTS OR ILLUSTRATIONS WHICH REPRESENT THE RELATIONSHIP.

3) DECIDE ON ONE OBJECT WHICH BEST REPRESENTS THE RELATIONSHIP.

4) DESIGN A SIGN, PICTURE, STORY OR POEM TO SHOW THE RELATIONSHIP.

To SYMBOLIZE is to represent an event, item, idea or person in a related object or illustration. Symbols can be used to communicate important information without using words. Symbols are an important part of everyday life. Symbols also play a significant role in literature.

WARM-UP ACTIVITIES:

1) Identify and discuss symbols familiar to the students:

   a) Symbols for America - the flag, the eagle, etc.

   b) Symbols for traffic - stop signs, yield signs, traffic lights.

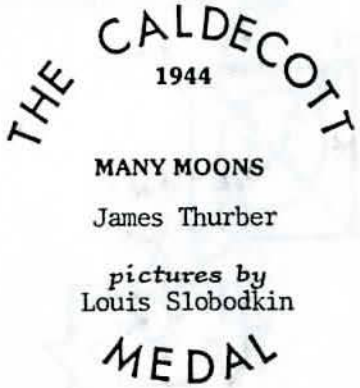
   c) Colors as symbols - red- stop, green- go, yellow- caution.

2) Discuss with the children signs that they recognize for places, ideas, or events used around the school.

MANY MOONS

ABOUT THE BOOK:

MANY MOONS is a fairy tale about Princess Lenore who fell ill from eating too many raspberry tarts. What would make her better? Only the moon. The King called the Lord High Chamberlain, the Royal Wizard, and the Royal Mathematician to get the moon for Lenore. Although they had filled dozens of the King's requests, the moon was out of the question. It was too large and too far away. It was the Court Jester who thought of the obvious. Ask the Princess. The Princess perceived the moon to be made of gold and as big as her thumbnail. When the King presented a small gold moon to the Princess, one problem was solved and another created. What would the Princess think when she saw the moon rise again in the sky? Once again, it was the Jester who solved the problem. Ask the Princess.



SYMBOLIZE

ABOUT THE ACTIVITY:

The children will be asked to identify several well-known symbols. Then, after a brainstorming activity, they will be asked to develop an object or symbol to satisfy a Princess' desire for the moon.

AFTER THE ACTIVITY:

Before reading MANY MOONS, discuss symbols for the moon. Then enjoy the story together. Did your symbols match the symbol in the story?

ADDITIONAL ACTIVITIES:

1) Develop a symbol college. Cut symbols or trademarks from magazines. Paste together in categories on boxes - cars, food, etc.

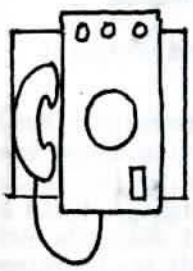
2) Take a walk around the school or neighborhood to identify symbols.

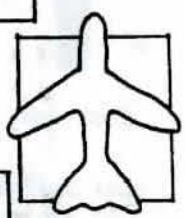
3) Design a symbol for your classroom, grade, or school.

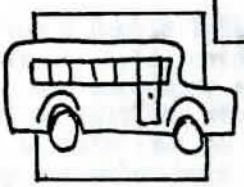
MANY MOONS. Story by James Thurber, pictures by Louis Slobodkin. Harcourt Brace: New York. 1943.

Signs of the Times

A SYMBOL IS A VERY SIMPLE PICTURE THAT CAN COMMUNICATE IMPORTANT INFORMATION WITHOUT USING WORDS. MATCH THE SYMBOL TO THE IDEA.







KINGS AND QUEENS

A GOOD PAPER

AIRPORT

BUS STOP

AMERICA

NO BALL PLAYING

PHONE

IN THE STORY MANY MOONS, PRINCESS LENORE WANTED THE MOON. THE MOON IS VERY LARGE AND VERY FAR AWAY. THINK OF SOME SYMBOLS FOR THE MOON TO GIVE TO PRINCESS LENORE.

_____

_____

_____

_____

_____

DRAW A PICTURE OF YOUR SYMBOL

Illustration used with permission of The Viking Press: New York.

Gerald McDermott adapted ARROW TO THE SUN from a Pueblo Indian tale and powerfully illustrated the story with direct, bold, colors of gold, yellow, orange, brown, magenta, green, and turquoise against a black background. These strong illustrations tell the story of a boy who came into the world through a spark of life sent to a young maiden from the Lord of the Sun. Shunned by the other boys because he had no father, Boy went on a journey to seek his father. Corn Planter and Pot Maker could not help him, but Arrowmaker turned the Boy into an arrow and shot him to the Sun. Before the Sun would acknowledge him, the Boy had to overcome four trials. Surviving the trials, the Lord of the Sun acknowledged his son who returned to earth to dance the dance of life.

ABOUT THE ACTIVITY: Gerald McDermott used Pueblo Indian symbols to tell this Pueblo Indian legend. Use the Indian symbols on the activity page to read and tell a message.

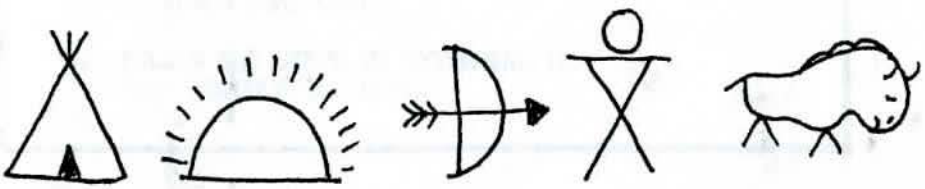
ADDITIONAL ACTIVITY: Make Indian vests from brown paper bags. Cut the bag apart in the middle of one side. Cut a neck and arm holes. Decorate with Indian symbols.

AFTER THE ACTIVITY: Read and enjoy the beautiful artwork which illustrates ARROW TO THE SUN. See how Gerald McDermott uses symbols in this book.

ARROW TO THE SUN. Adapted from a Pueblo Indian tale and illustrated by Gerald McDermott. The Viking Press: New York. 1974.

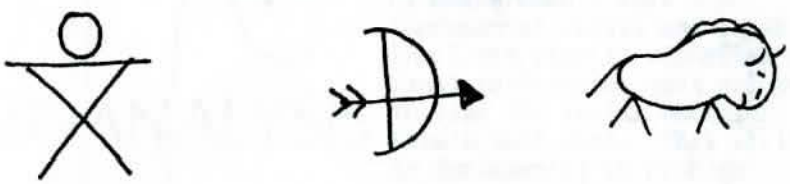
INDIAN SYMBOLS

AMERICAN INDIANS USED SIGNS OR SYMBOLS FOR WORDS AND MESSAGES.



TIPI SUN BOW AND ARROW MAN BUFFALO

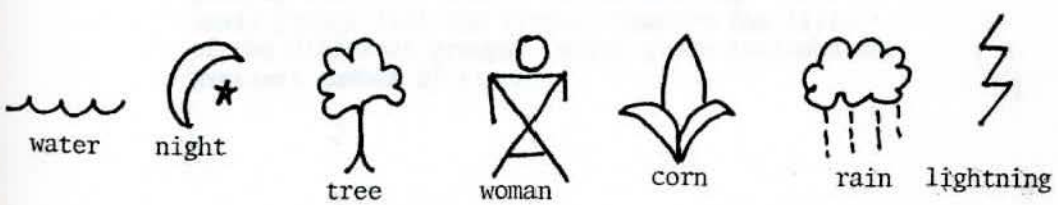
THIS MESSAGE MIGHT MEAN:



The man hunted a buffalo.

DRAW INDIAN SYMBOLS TO TELL A STORY WITHOUT WORDS. USE THE PAPER FROM A BROWN PAPER SACK TO DRAW ON. CREATE YOUR OWN SIGNS AND SYMBOLS. CAN YOUR FRIENDS READ YOUR MESSAGE?

Here are some symbols you could use.



water night tree woman corn rain lightning

TASK ANALYSIS

PROCESS STEPS:

1) DEFINE THE FINAL PERFORMANCE GOAL.

2) LIST THE STEPS AND SKILLS NECESSARY TO REACH THAT GOAL.

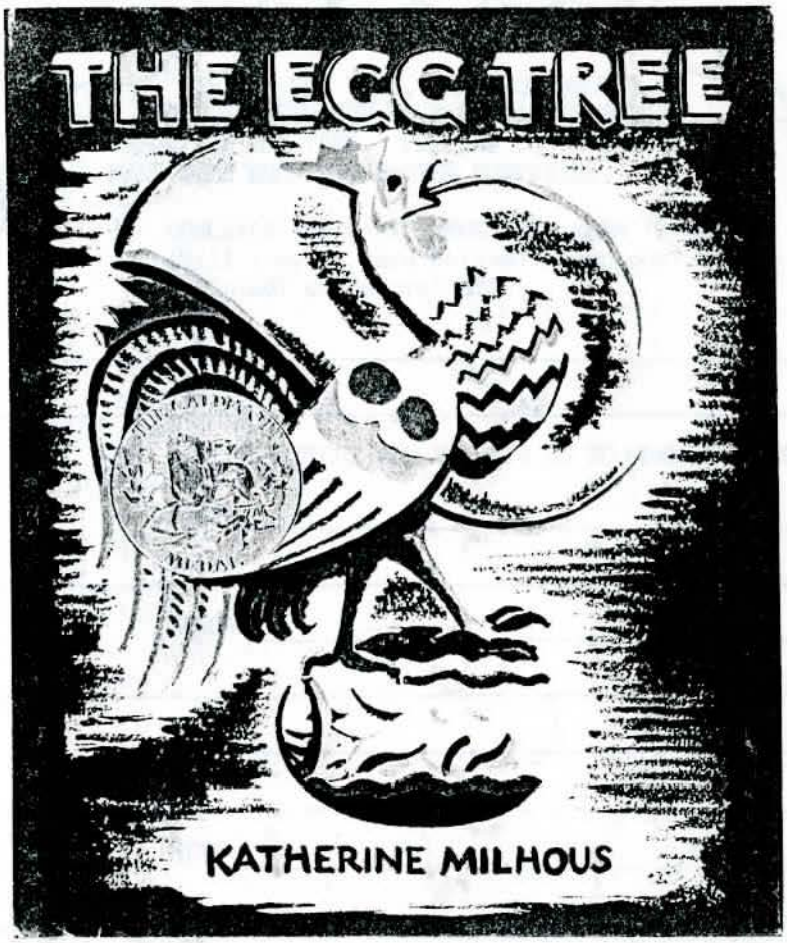
3) FOLLOW THE STEPS TO DETERMINE IF THEY PRODUCE THE GOAL.

TASK ANALYSIS is a system for breaking down a task into fundamental skills and subskills. The first step is to define the final performance goal and then to list the skills necessary to attain that goal. This skill is fundamental in problem solving activities.

WARM-UP ACTIVITIES:

1) Break down into parts the preparation of a hamburger beginning with the making of the meat pattie to the finished product. Decide on the steps necessary and the order in which the steps should be completed.

2) Break down into separate small steps the task of getting ready for school in the morning. Have small groups list the steps. Compare the lists of the different groups. Which group included the greatest number of steps?



THE EGG TREE. Story and pictures by Katherine Milhous. Charles Scribner's Sons: New York. 1950. Illustration used by permission.

THE EGG TREE, told and illustrated with Pennsylvania Dutch designs by Katherine Milhouse, is the story of Katy and Carl who spend a wonderful Easter with Grandmom and the cousins on a Pennsylvania farm. The most exciting time of the visit is the Easter egg hunt. While Katy was looking for Easter eggs, she wandered into the attic and found something special. The eggs Katy found had been painted by Grandmom when she was a young girl. The eggs were beautiful and Grandmom hung them on a tree in the kitchen for all to see. The children asked Grandmom to show them how to make eggs like hers so they could make a bigger tree. As the tree grew, people from the village came to see it. Soon egg trees were seen in homes throughout the village and can be found today in libraries, schools, and homes all over the country.

IN THE EGG TREE, GRANDMOM SHOWED THE CHILDREN HOW TO MAKE EASTER EGGS FOR THE EGG TREE. PRETEND YOU WANTED TO MAKE SOME EGGS FOR EASTER SURPRISES.

1) DESCRIBE THE EASTER EGGS YOU PLAN TO MAKE. (Will they be hard boiled? blown out? dyed? painted? or decorated?)

_____

_____

2) LIST THE STEPS YOU NEED TO DO TO MAKE THE EGGS.

FIRST _____

_____

SECOND _____

_____

THIRD _____

_____

NEXT _____

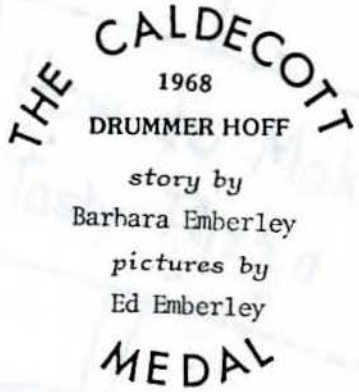
_____

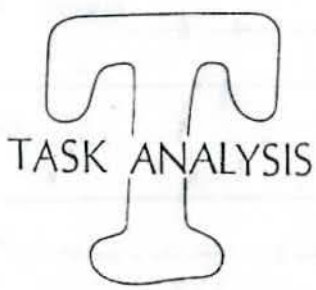
FINALLY _____

_____

Read THE EGG TREE. Stories and pictures by Katherine Milhouse.

DRUMMER HOFF is a lively folk verse adapted by Barbara Emberley and colorfully illustrated by Ed Emberley which tells about the building of a cannon. Each soldier, dressed in bright uniform, brought a part of the cannon to the task of building the marvelous machine. Private Parriage brought the carriage, but it was Drummer Hoff who fired it off! As the cannon is built, the story suspense grows, until the cannon explodes in a wonderful fireworks of color. Read the story of DRUMMER HOFF to enjoy the colorful construction of the cannon.





ABOUT THE ACTIVITY:

School children will probably never have a chance to construct a cannon, but they may know about making pizza. Use the task analysis skill to analyze the steps necessary in making pizza. For a special treat, have the children bring the necessary ingredients and equipment to make a tasty pizza following the steps they outlined in the activity.

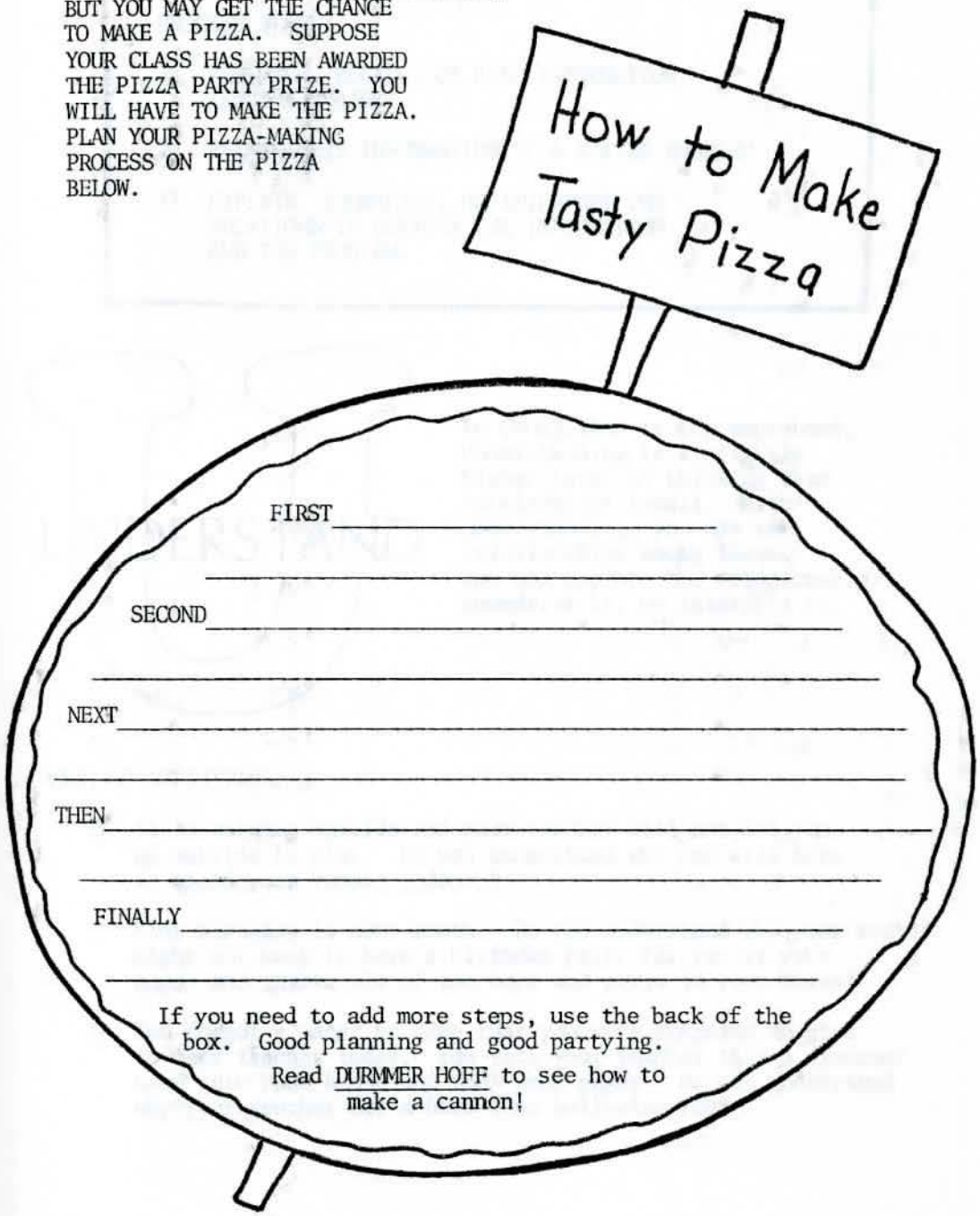
ADDITIONAL ACTIVITY:

1) Following the task analysis format, construct a book showing the necessary steps needed to construct a block house, make a sand castle, or cook a pizza. Print one step on each page. Use illustrations to complete the book.

DRUMMER HOFF. Story by Barbara Emberley. Pictures by Ed Emberley. Prentice-Hall: Englewood Cliffs, N.J. 1967.

PIZZA PARTY

YOU MAY NEVER HAVE THE CHANCE TO MAKE A CANNON LIKE DRUMMER HOFF, BUT YOU MAY GET THE CHANCE TO MAKE A PIZZA. SUPPOSE YOUR CLASS HAS BEEN AWARDED THE PIZZA PARTY PRIZE. YOU WILL HAVE TO MAKE THE PIZZA. PLAN YOUR PIZZA-MAKING PROCESS ON THE PIZZA BELOW.



FIRST _____

_____

SECOND _____

_____

NEXT _____

_____

THEN _____

_____

FINALLY _____

_____

If you need to add more steps, use the back of the box. Good planning and good partying.

Read DURMMER HOFF to see how to make a cannon!

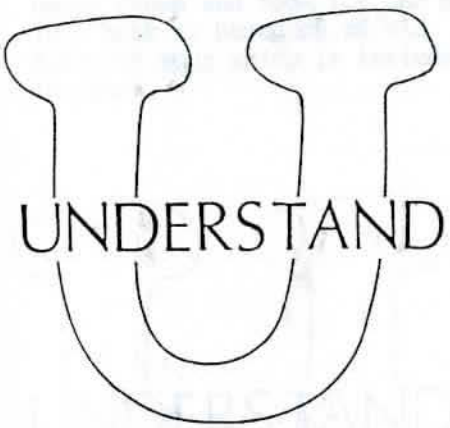
UNDERSTAND

PROCESS STEPS:

1) REMEMBER, RECALL, OR READ INFORMATION ABOUT A SUBJECT.

2) RELATE THIS INFORMATION TO A STATED PROBLEM.

3) EXPLAIN, SUMMARIZE, OR INTERPRET THE RELATIONSHIP BETWEEN THE INFORMATION AND THE PROBLEM.



To UNDERSTAND is to comprehend. Understanding is a slightly higher level of thinking than knowledge or recall. With understanding, you can see relationships among ideas. You can explain the relationship, summarize it, or interpret it.

WARM-UP ACTIVITIES:

1) It is raining outside and your teacher will not let you go outside to play. Do you understand why you will have to spend your recess indoors?

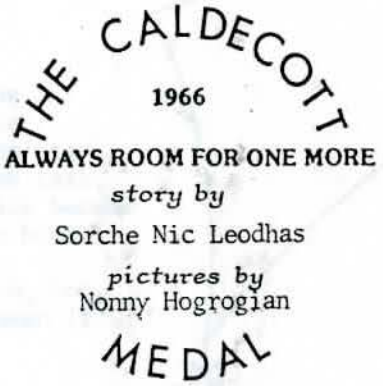
2) Your birthday is next month. Do you understand why your mother might not want to have a birthday party for you at your house and invite all of the boys and girls in your class?

3) You forgot a paper at home that you were supposed to give to your teacher today. You tell your teacher that a dinosaur came into your house and took your paper. Do you understand why your teacher has a hard time believing you?

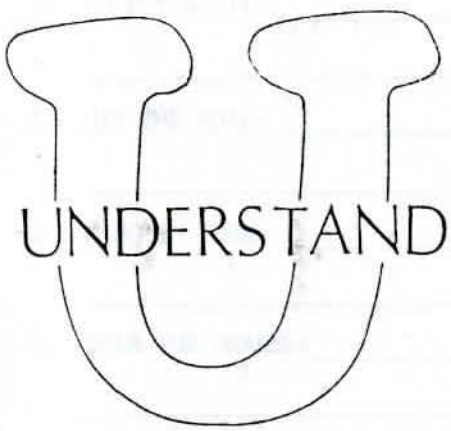
ALWAYS ROOM FOR ONE MORE

ABOUT THE BOOK:

Friendly Lachie MacLachlan invited all passers-by into his wee house during stormy weather in the heather. Already crammed full with his wife and ten children, the house began to buldge as the tinker, the tailor, the sailor, the fisher lass, the shepherd, the merry wife, and four peat cutters crowded in. Forgetting the weather, they danced until the house fell down. Being good friends, they built a bigger, bonny, new house for Lachie MacLachlan and his family of eleven. Since the house is bigger and better, there will always be room for the happy crowd and room for one more. This book is based on an old Scottish song which is included in the book.



Holt, Rinehart and Winston. 1964.



ABOUT THE ACTIVITY:

It is easy to understand why the house of Lachie Maclachlan fell down. Some words in the story are not easy to understand. They are Scottish. These Scottish words are defined in the glossary. The activity will ask the children to try to understand some easily misunderstood English sayings.

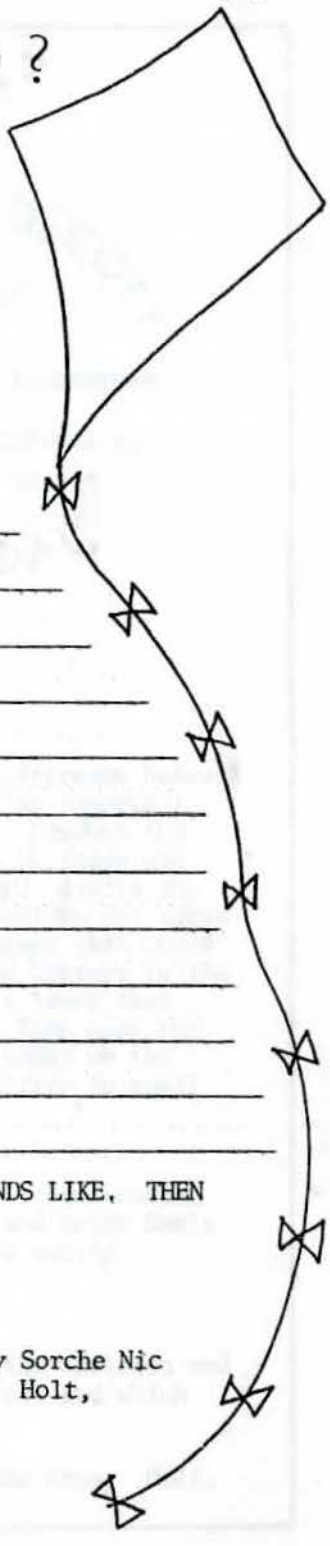
AFTER THE ACTIVITY:

Read ALWAYS ROOM FOR ONE MORE to the children and enjoy the fun. Learn about some Scottish words from the glossary.

ADDITIONAL ACTIVITY:

1) The art work in this award winning book is painted in tones of purple and green to represent the heather. The figures are done in pen and ink with color dabbed on with paper napkins. Using the pictures for inspiration, draw a house and yard with black crayons. Dab on very thin paint with paper napkins to add color.

DO YOU UNDERSTAND?



ALWAYS ROOM FOR ONE MORE is a Scottish song. Some Scottish words in the song are hard to understand. 'Bairns' means children, 'brae' is a grassy hillside, and 'blether' is foolish talk. These and other words used in the song which became a story are defined in the glossary of the book.

Some English sayings are hard to understand, too. What would you understand your mother to mean if she said to you:

1. PICK UP YOUR FEET: _____

   _____

2. MAKE YOUR BED: _____

   _____

3. GO FLY A KITE: _____

   _____

4. HIT THE ROAD: _____

   _____

5. HANG IN THERE: _____

   _____

6. DRAW THE DRAPES: _____

   _____

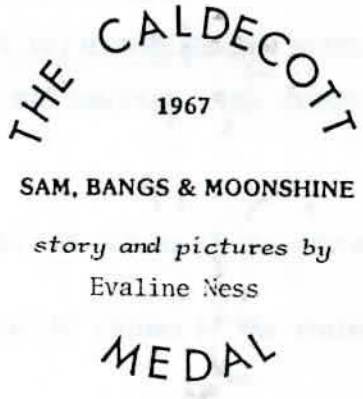
DRAW A PICTURE OF WHAT ONE OF THE ABOVE SAYINGS SOUNDS LIKE. THEN DRAW A PICTURE OF WHAT THE SAYING REALLY MEANS.

Read ALWAYS ROOM FOR ONE MORE. Written by Sorche Nic Leodhas. Illustrated by Nonny Hogrogian. Holt, Reinhart and Winston: New York. 1965.

SAM, BANGS & MOONSHINE

ABOUT THE BOOK:

This story is of imagination, or moonshine, and its consequences. Samantha, a fisherman's little daughter learned that her tall tales could lead to real trouble for her little friend Thomas and her cat Bangs. Thomas believed Sam who sent him off on wild goose chases to find an imaginary baby kangaroo. One such trip led Thomas to Blue Rock where he was nearly drowned during a storm. Sorry for her moonshine, Sam learned from her father the difference between real and moonshine. Her father told her there was a difference between good and bad moonshine, but the important thing was to know the difference.



UNDERSTAND

ABOUT THE ACTIVITY:

Understanding the difference between real and fantasy is an important skill for children. Discuss the difference with the children and then do the activity. Circle the letters in the "R" column for those lines in nursery rhymes that could be true. Circle the letters in the 'M' column for those lines that could not be true. Then copy the circled letters in order on the lines below the activity to spell the word MOONSHINE.

AFTER THE ACTIVITY:

This is a good book to motivate the discussion of an understanding of real and fantasy. Read the book to the children and enjoy Sam's struggle with her imagination. Look for the surprise ending.

ADDITIONAL ACTIVITY:

1) Make a tape of TV commercials. Watch them with the children and discuss the parts of the commercials which are real and which are fantasy.

SAM, BANGS & MOONSHINE. Story and pictures by Eveline Ness. Holt, Rinehart and Winston. 1966.

IS IT REAL?

DO YOU UNDERSTAND WHAT IS REAL AND WHAT IS NOT REAL?

SAMANTHA WAS A LITTLE GIRL IN SAM,BANGS AND MOONSHINE WHO MIXED THINGS THAT WERE REAL WITH THINGS THAT SHE IMAGINED. HER FATHER CALLED HER IMAGINATION "MOONSHINE".

1) Circle the letter in the 'R' column if the statement could be real.

2) Circle the letter in the 'M' column if the statement could not be real.

	R	M	
1	R	M	HUMPTY DUMPTY SAT ON A WALL.
2	O	S	THE COWS ARE IN THE MEADOW.
3	B	O	THE COW JUMPED OVER THE MOON.
4	D	N	BABY BEAR SAID, "WHO IS SLEEPING IN MY BED?"
5	S	F	THE CAT CLIMBED A TREE.
6	H	T	LITTLE MISS MUFFET SAT ON A TUFFET.
7	K	I	PETER PUT HIS WIFE IN A PUMPKIN SHELL.
8	N	E	LITTLE BOY BLUE IS FAST ASLEEP.
9	A	E	THE DISH RAN AWAY WITH THE SPOON.
10	!	"	MARY HAD A LITTLE LAMB.

1 2 3 4 5 6 7 8 9 10

KEY

IS IT REAL?

DO YOU UNDERSTAND WHAT IS REAL AND WHAT IS NOT REAL?

SAMANTHA WAS A LITTLE GIRL IN SAM, BANGS AND MOONSHINE WHO MIXED THINGS THAT WERE REAL WITH THINGS THAT SHE IMAGINED. HER FATHER CALLED HER IMAGINATION "MOONSHINE".

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	R	M	
1	R	(M)	HUMPTY DUMPTY SAT ON A WALL.
2	(O)	S	THE COWS ARE IN THE MEADOW.
3	B	(O)	THE COW JUMPED OVER THE MOON.
4	D	(N)	BABY BEAR SAID, "WHO IS SLEEPING IN MY BED?"
5	(S)	F	THE CAT CLIMBED A TREE.
6	(H)	T	LITTLE MISS MUFFET SAT ON A TUFFET.
7	K	(I)	PETER PUT HIS WIFE IN A PUMPKIN SHELL.
8	(N)	E	LITTLE BOY BLUE IS FAST ASLEEP.
9	A	(E)	THE DISH RAN AWAY WITH THE SPOON.
10	(!)	"	MARY HAD A LITTLE LAMB.

M O O N S H I N E !
1 2 3 4 5 6 7 8 9 10

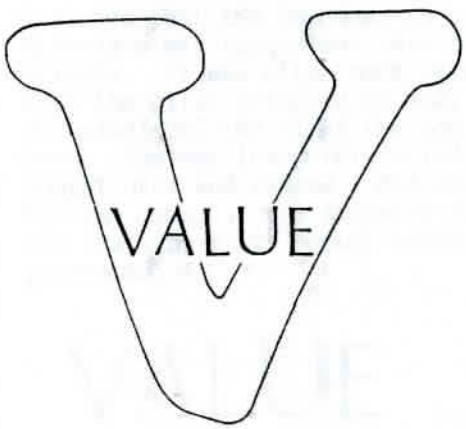
VALUE

PROCESS STEPS:

1) DEVELOP CRITERIA FOR DETERMINING VALUE.

2) LIST THINGS THAT ARE IMPORTANT TO YOU.

3) ON THE BASIS OF THE CRITERIA, RATE WHICH THING IS MOST VALUABLE.



VALUE is the relative worth, utility, or importance of something. Value is the degree of excellence you assign to something. Valuable things are desirable things. The value depends on your perception.

WARM-UP ACTIVITIES:

1) If you could check out only one book from the library, which book would you check out?

2) Suppose you had three wishes. What would you wish for? Try to remember what is valuable to you.

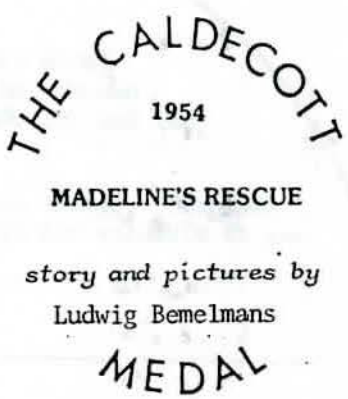
3) If you had to choose one TV show to watch each day, which show would you watch on Monday, on Tuesday, on Wednesday, Thursday, Friday, Saturday and Sunday? If you could watch only one show a week, which would you watch? Why?

4) If you could have only one lesson a day at school, what lesson would be most valuable? Discuss your choice. Give reasons for your choice.

MADELINE'S RESCUE

ABOUT THE BOOK:

In an old house in Paris lived twelve little girls who left the house each day at half past nine. The smallest one was Madeline who was as brave as she was small and took chances all the time. However, one day, she slipped and fell into what appeared to be a watery grave. But thanks to a dog, Madeline was saved. The dog valued Madeline and Madeline valued the dog who came to live with the twelve girls. Everything was fine until the day when the trustees came for the annual inspection and insisted that the dog must go. So Genevieve was turned out into the streets. It was after much searching that the girls returned to bed. In the middle of the night the dog came back. She was loved for, cared for, fought over and shared. But when bedtime came, it was suddenly found out that there was enough hound to go around.



VALUE

ABOUT THE ACTIVITY:

Genevieve, the dog, thought Madeline was valuable and rescued her from drowning in the river. Complete the activity to show things the children value.

AFTER THE ACTIVITY:

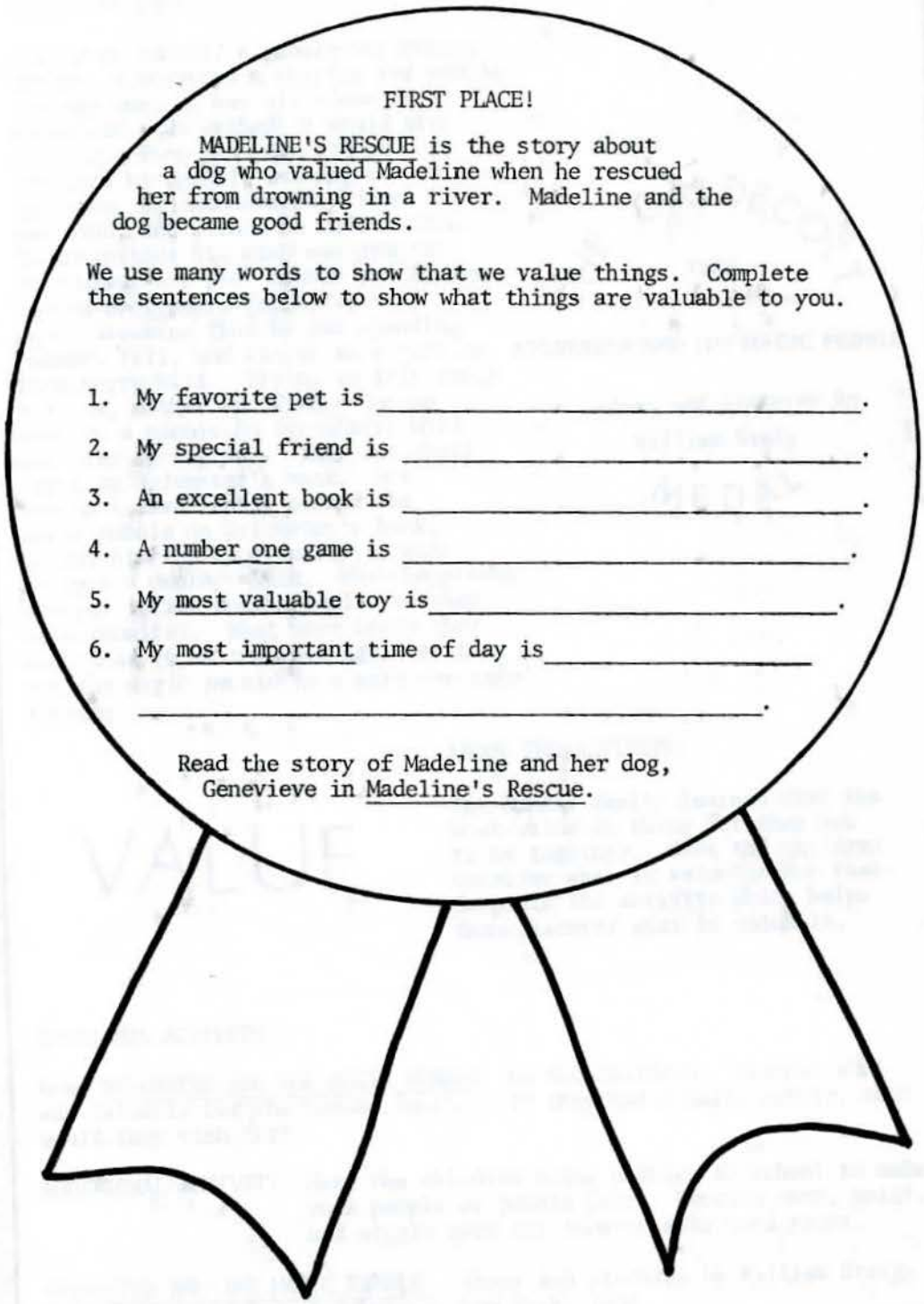
Read MADELINE'S RESCUE and other books about Madeline by Ludwig Bemelmans. Determine all the things that were valuable to Madeline and the other girls who lived in the vine-covered house in Paris.

ADDITIONAL ACTIVITIES:

1) Draw a picture of your most valuable pet. Make a 1st place ribbon to put on your pet.

2) Draw a picture of twelve dogs and twelve girls. Match the girls to the dogs with dog leashes.

MADELINE'S RESCUE. Story and pictures by Ludwig Bemelmans. Viking Penguin Inc.: New York. 1953.



FIRST PLACE!

MADELINE'S RESCUE is the story about a dog who valued Madeline when he rescued her from drowning in a river. Madeline and the dog became good friends.

We use many words to show that we value things. Complete the sentences below to show what things are valuable to you.

1. My favorite pet is _____.
2. My special friend is _____.
3. An excellent book is _____.
4. A number one game is _____.
5. My most valuable toy is _____.
6. My most important time of day is _____

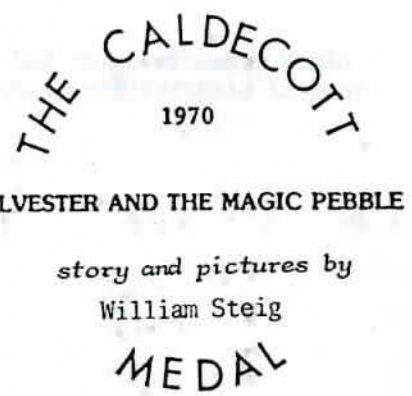
_____.

Read the story of Madeline and her dog, Genevieve in Madeline's Rescue.

SYLVESTER AND THE MAGIC PEBBLE

ABOUT THE BOOK:

Sylvester Duncan, a pebble-collecting donkey, discovered a shining red pebble one day when he was all alone in a rainstorm. He wished it would stop raining. When the rain stopped, he realized his pebble was magic. On the way home, he encountered a lion, he panicked, and wished he were a rock. In an instant his wish was granted. Of course, his poor mother and father looked everywhere for Sylvester, never dreaming that he was spending summer, fall, and winter as a rock on Strawberry Hill. Trying to lift their spirits, mother and father Duncan went on a picnic on Strawberry Hill one fine spring day. They put their lunch on Sylvester's back. Mrs. Duncan inadvertently placed the magic pebble on Sylvester's back, giving him the opportunity to wish he were a donkey again. What happiness and joy in the Duncan family as they were reunited. What more could they want than to be together again so they put the magic pebble in a safe for safe keeping.



VALUE

ABOUT THE ACTIVITY:

The Duncan family learned that the most valuable thing for them was to be together. Have the children consider what is valuable for them. Complete the activity which helps them discover what is valuable.

AFTER THE ACTIVITY:

Read SYLVESTER AND THE MAGIC PEBBLE to the children. Discuss what was valuable for the Duncan family. If they had a magic pebble, what would they wish for?

ADDITIONAL ACTIVITY: Have the children bring pebbles to school to make rock people or pebble pets. Provide yarn, paint, and wiggle eyes for them to make rock stars.

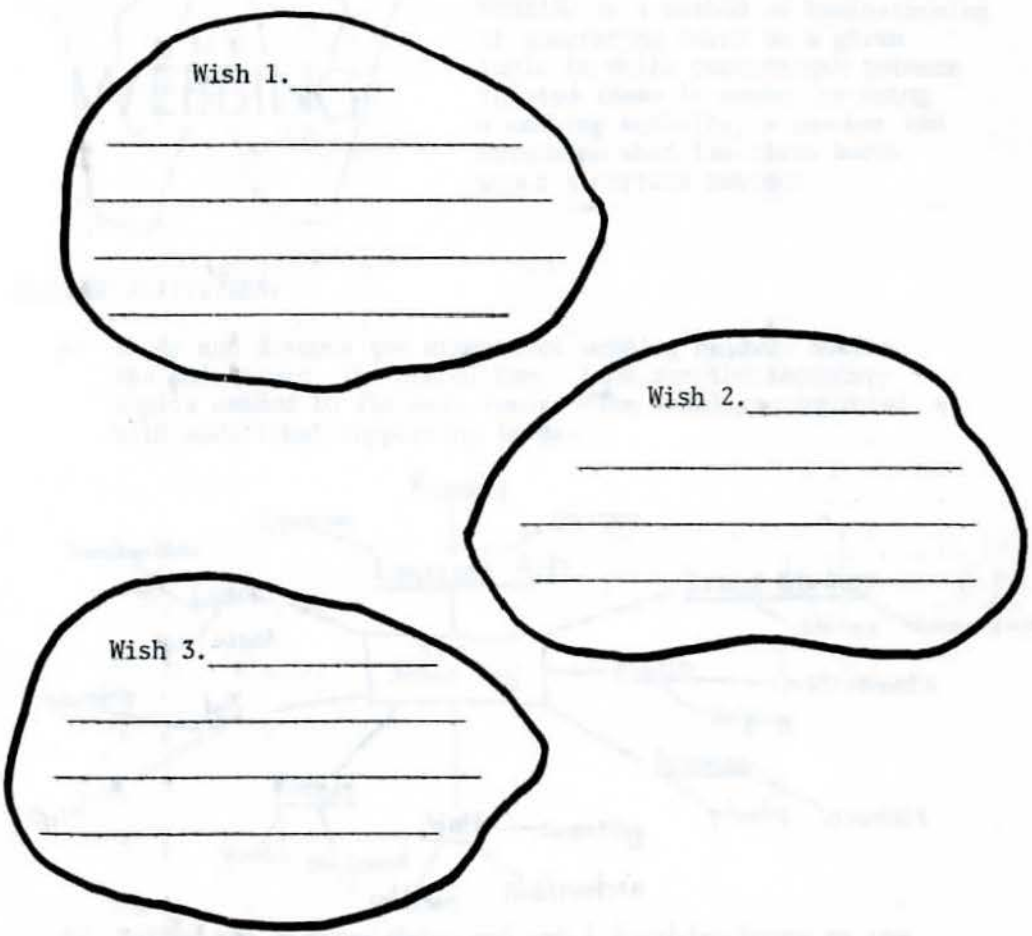
SYLVESTER AND THE MAGIC PEBBLE. Story and pictures by William Steig. Windmill Books/Simon & Schuster: New York. 1969.

THREE WISHES

In SYLVESTER AND THE MAGIC PEBBLE, Sylvester, a pebble-collecting donkey, found a magic pebble that granted its owner whatever was wished.

Pretend that you had a magic pebble and had three wishes. Would you wish for valuable things or things that were valuable to you?

List your three wishes on the rocks below:



Read SYLVESTER AND THE MAGIC PEBBLE to find out what Sylvester and his family thought was valuable.

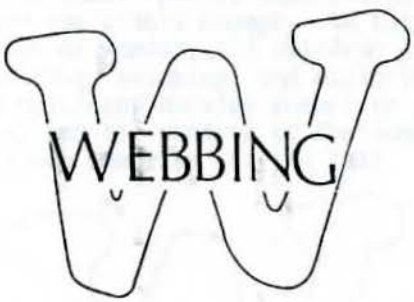
WEBBING

PROCESS STEPS:

1) CHOOSE A MAJOR TOPIC.

2) DIVIDE THE TOPIC INTO SUBTOPICS.

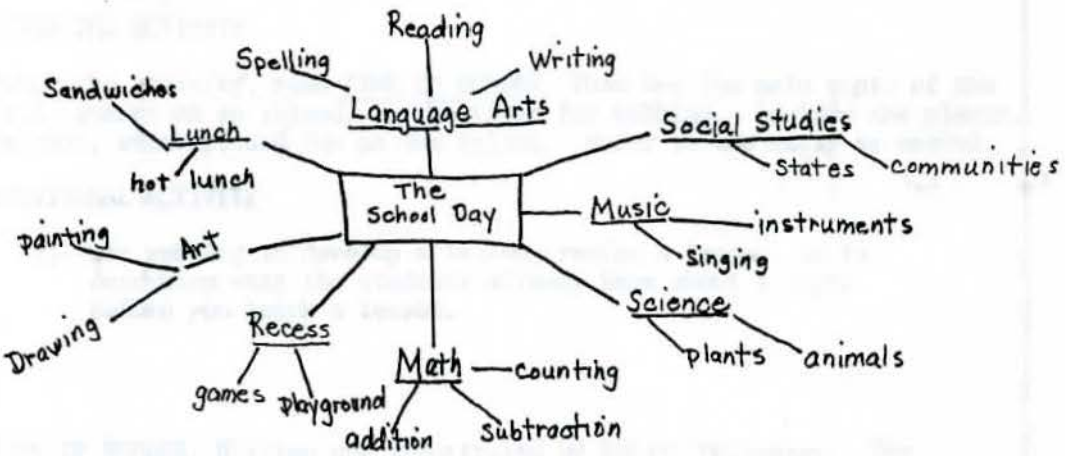
3) SHOW CONNECTIONS BETWEEN RELATED IDEAS.



WEBBING is a method of brainstorming or generating ideas on a given topic in which connections between related ideas is shown. By doing a webbing activity, a teacher can determine what the class knows about a certain subject.

WARM-UP ACTIVITIES:

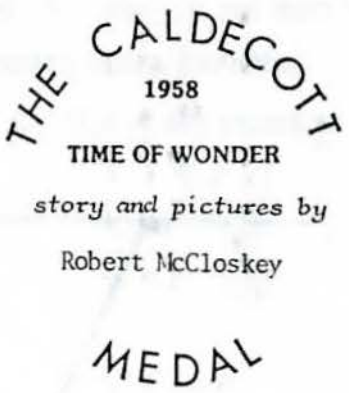
1) Study and discuss the example of webbing below. Notice the main topic, The School Day. Look for the secondary topics webbed to the main topic. The model is completed with additional supporting ideas.



2) Follow the diagram above and web A Birthday Party on the blackboard. Add secondary topics such as invitations, food, games, transportation, etc.

ABOUT THE BOOK:

Through wonderful words and full-color pictures, Robert McClosky shares the sights, senses, and feelings of summer spent near the ocean on an island off the Maine seacoast. Summer vacation is a time to live and love the world of nature as the weather changes, tides come and go, the animals, insects, and birds, show their special characteristics, and the plants change. In this time of wonder, the children go boating, swimming, and exploring. A hurricane hurries summer to an end and the wonders of the summer become memories for the fall.



ABOUT THE ACTIVITY:

Before reading TIME OF WONDER, do a webbing activity about summer vacations. Have the children complete the webbing chart as a class. Then each child can complete a summer vacation chart to show their own plans for (or wishes for) a summer vacation.

AFTER THE ACTIVITY:

After the activity, read TIME OF WONDER. Then use the main topic of the book, summer on an island, as the topic for webbing. Include the plants, animals, weather, and fun on the island. Refer to the story as needed.

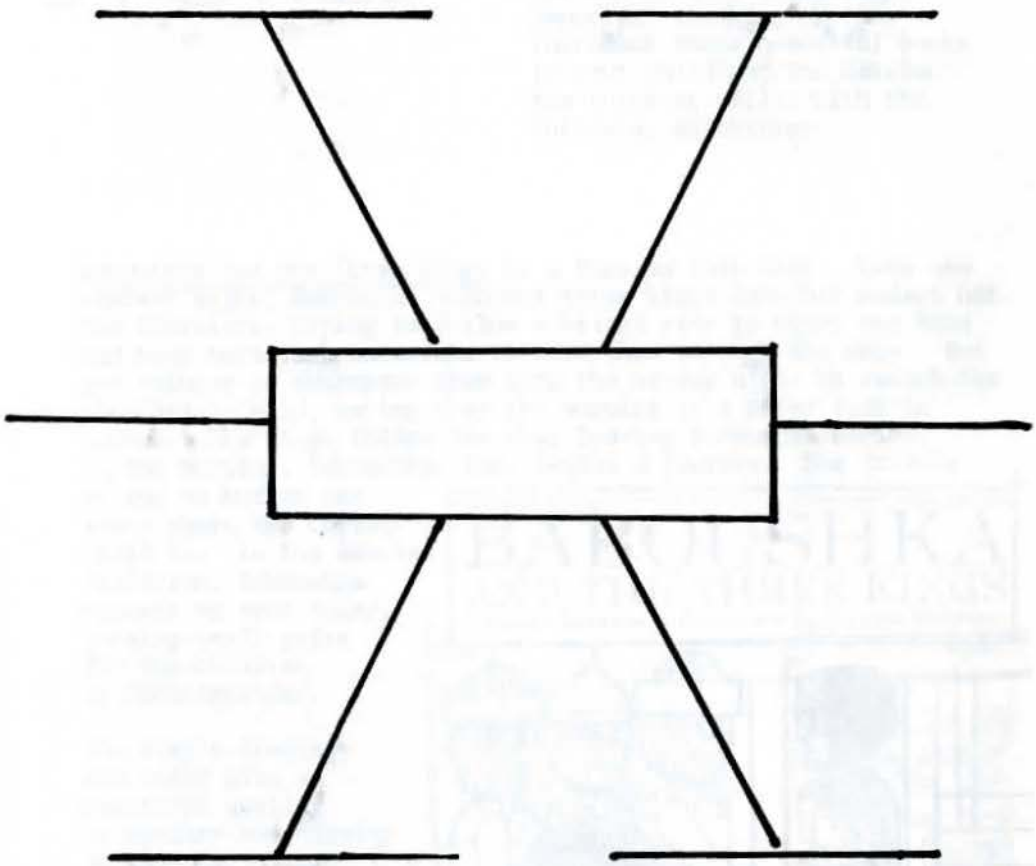
ADDITIONAL ACTIVITY:

1) Use webbing to develop a lesson, review a lesson, or to determine what the students already know about a topic before you teach a lesson.

TIME OF WONDER. Written and illustrated by Robert McCloskey. The Viking Press: New York. 1957.

SUMMER VACATION FUN!

WHERE DO YOU WANT TO GO ON YOU SUMMER VACATION? WHAT DO YOU WANT TO DO? USE THE WEBBING CHART BELOW TO PLAN YOUR SUMMER FUN. USE YOUR IMAGINATION IF YOU WANT TO. ADD LINES IF YOU PLAN A BIG VACATION.



1) In the box, put the place you want to go.

2) Around the sides, put the things you want to do.

3) Add lines for things you want to see, learn, eat, make, or feel.

Read about a summer vacation near the ocean in TIME OF WONDER.

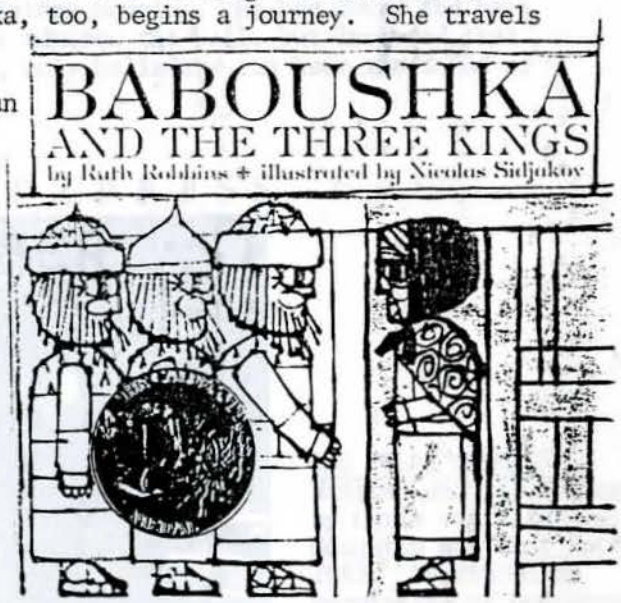
☧-MAS STORIES

Three Christmas books were awarded the Caldecott Award; Nine Days to Christmas, Baboushka and the Three Kings, and The Polar Express.

These books are wonderful books which tell an important story and can be used to develop important thinking skills. Introduce these beautiful books to your children, and develop the thinking skills with the following activities.

Baboushka and the Three Kings is a Russian folk tale. Late one wintery night, Baboushka welcomes three kings into her modest hut. The travelers, trying to follow a bright star to where the Babe had been born, ask Baboushka to lead them through the snow. But she refuses to accompany them into the stormy night to search for the Christ Child, saying that the morning is a safer time to travel. The kings follow the star leaving Baboushka behind. In the morning, Baboushka, too, begins a journey. She travels on and on but no one knows where the Christ Child is. In the Russian tradition, Baboushka wanders on even today, leaving small gifts for the children at Christmastime.

The simple drawings and color give a beautiful quality of mystery and dignity to this Christmas tale.



BABOUSHKA AND THE THREE KINGS. Written by Ruth Robbins. Illustrated by Nicolas Sidjakov. Parnassus Press:Boston. 1960. Reprinted by permission of Houghton Mifflin Co. (nonexclusive and nontransferable).

X-MAS STORIES

NINE DAYS TO CHRISTMAS. Story by Marie Hall Ets and Aurora Labstida. Pictures by Marie Hall Ets. The Viking Press: New York. 1959.

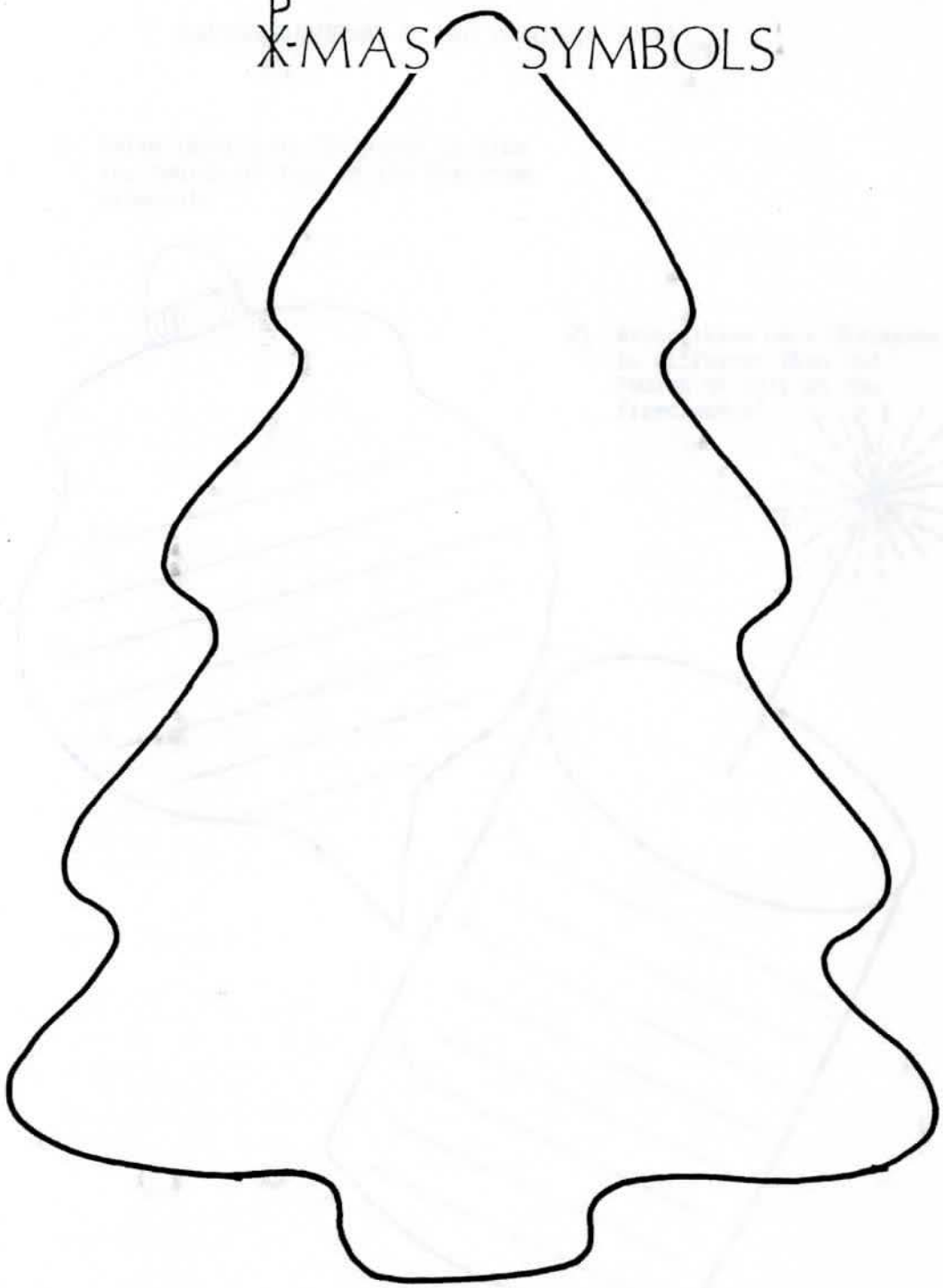
Though Ceci was only in kindergarten, she was now old enough to stay up for the posadas, the special Mexican parties given each night on the nine days before Christmas. This year, the first posada would be given in Ceci's own home and Ceci could hardly wait. The day before the celebration, Ceci's mother took her to the market to choose her own pinata. She chose a beautiful star-shaped pinata which was filled with fruit and candy. But Ceci was heart-sick to think that the beautiful golden star would be broken. However, when the star was struck, it floated into the sky and shown for Ceci as a reminder of her first, special, Christmas posada.

The 1986 Caldecott Award was given to THE POLAR EXPRESS written and illustrated by Chris Van Allsburg. Late one Christmas Eve, after the town had gone to sleep, the boy boarded a mysterious train that waited for him: The Polar Express bound for the North Pole. Santa offered the boy any gift that he desired. The boy modestly asked for one bell from the harness of the raindeer. On the way home, the bell was lost. On Christmas morning, the boy found the bell under the tree. The mother admired the bell, but lamented that it was broken--for you see, only believers can hear the sound of the bell.

THE POLAR EXPRESS

THE POLAR EXPRESS. Written and illustrated by Chris Van Allsburg. Houghton Mifflin: Boston. 1985. Reprinted by permission of Houghton Mifflin Co. (nonexclusive and nontransferable.)

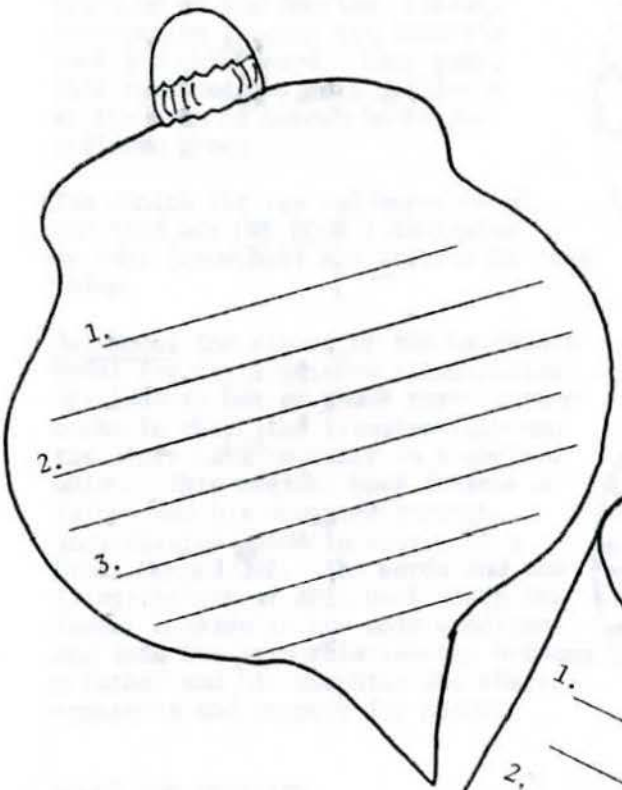
☧-MAS SYMBOLS



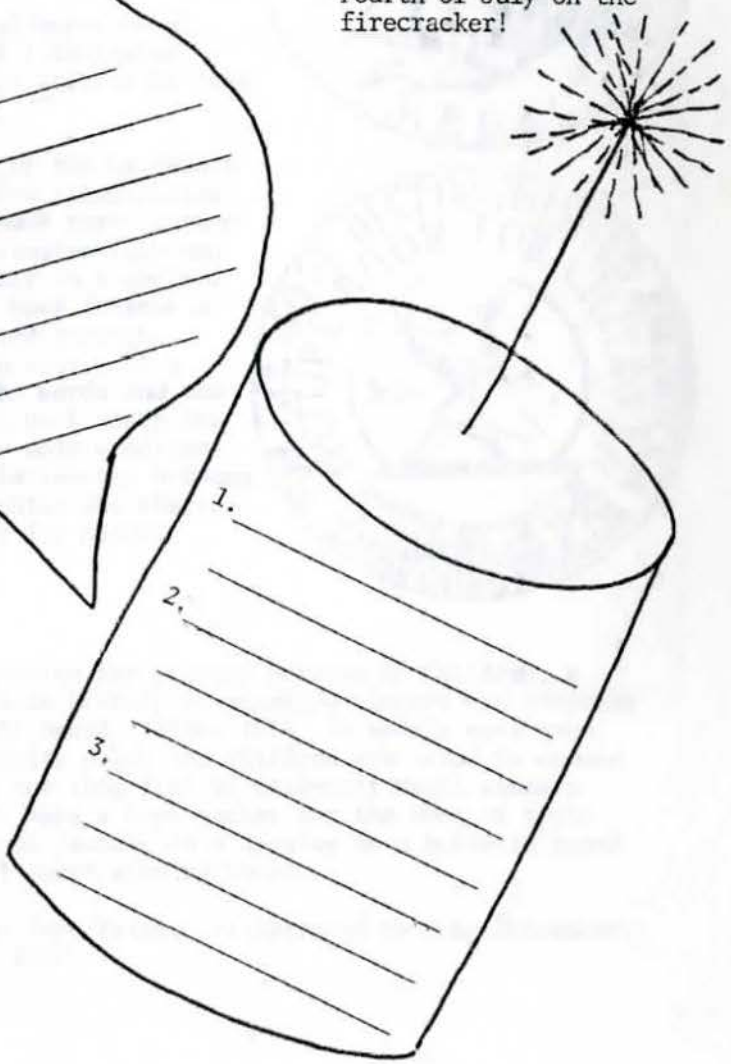
DRAW AND COLOR CHRISTMAS SYMBOLS ON THE CHRISTMAS TREE!

COMPARE CHRISTMAS TO THE FOURTH OF JULY!

1) Write three ways Christmas is like the Fourth of July on the Christmas ornament.



2) Write three ways Christmas is different than the Fourth of July on the firecracker!



YOUR FAVORITE

Each year, the Caldecott Medal is presented to the illustrator of the most distinguished American picture book for children from the previous year. The children's services division of the American Library Association chooses its favorite book for this award. Each year, this task becomes more difficult as the crop of superb books for children grows.

The choice for the Caldecott Medal for 1988 was OWL MOON illustrated by John Schoenherr and written by Jane Yolen.

Owl Moon, the winner of the Caldecott Medal for distinguished illustration for 1988 is one of those rare picture books in which the illustrations and the story work together in a perfect union. This magical book follows a father and his daughter through snow-covered woods in search of a Great Horned Owl. The words and the illustrations of this book place the reader outside in the cold woodlands and into the warm relationship between a father and his daughter who share a reverence and respect for nature.

ABOUT THE ACTIVITY:

Each year, the Association for Library Service to Children, a division of the American Library Association chooses its favorite book for the Caldecott Award. Since 1938, 50 medals have been awarded. On the activity page, the children are asked to choose a favorite book from the long list of Caldecott Medal winners. They will be asked to make a book jacket for the book of their choice. Use these book jackets in a display on a bulletin board of favorite Caldecott Award winning books.

OWL MOON. Written by Jane Yolen. Illustrated by John Schoenherr. Philomel: New York. 1987.

YOUR FAVORITE

WHICH CALDECOTT MEDAL BOOK IS YOUR FAVORITE?

_____

_____

Author: _____

Illustrator: _____

DRAW A PICTURE OF YOUR FAVORITE STORY:

OTHER THINGS TO DO:

1) Use your picture on the front of a book jacket.
2) Write a summary of the story for the back of your book jacket.
3) Read your favorite book to someone.
4) Write a letter to the author and illustrator of your favorite book. Thank them for such a wonderful book.
5) Read the story into a tape recorder. How does your book sound?

CALDECOTT MEDAL BOOKS
1938 - 1988

1938 ANIMALS OF THE BIBLE by Helen Dean Fish. Illustrated by Dorothy P. Lathrop. J.B. Lippincott: Philadelphia. 1937.

1939 MEI LI by Thomas Handforth. Illustrated by the author. Doubleday: New York. 1938.

1940 ABRAHAM LINCOLN by Ingri & Edgar Parin d'Aulaire. Illustrated by the authors. Doubleday: New York. 1939.

1941 THEY WERE STRONG AND GOOD by Robert Lawson. Illustrated by the author. Viking: New York. 1940.

1942 MAKE WAY FOR DUCKLINGS by Robert McCloskey. Illustrated by the author. Viking: New York. 1941.

1943 THE LITTLE HOUSE by Virginia Lee Burton. Illustrated by the author. Houghton Mifflin: Boston. 1942.

1944 MANY MOONS by James Thurber. Illustrated by Louis Slobodkin. Harcourt Brace Jovanovich: New York. 1943.

1945 PRAYER FOR A CHILD by Rachel Field. Illustrated by Elizabeth Orton Jones. Macmillan: New York. 1944.

1946 THE ROOSTER CROWS by Maud and Miska Petersham. Illustrated by the authors. Macmillan: New York. 1945.

1947 THE LITTLE ISLAND by Golden MacDonald. Illustrated by Leonard Weisgard. Doubleday: New York. 1946.

1948 WHITE SNOW BRIGHT SNOW by Alvin Tresselt. Illustrated by Roger Duvoisin. Lothrop: New York. 1947.

1949 THE BIG SNOW by Berta and Elmer Hader. Illustrated by the authors. Macmillan: New York. 1948.

1950 SONG OF THE SWALLOWS by Leo Politi. Illustrated by the author. Charles Scribner's & Sons: New York. 1949.

1951 THE EGG TREE by Katherine Milhous. Illustrated by the author. Charles Scribner's & Sons: New York. 1950.

1952 FINDERS KEEPERS by Will Lipkind. Illustrated by Nicholas Mordvinoff. Harcourt Brace Jovanovich: New York. 1951.

1953 THE BIGGEST BEAR by Lynd Ward. Illustrated by the author. Houghton Mifflin: Boston. 1952.

1954 MADELINE'S RESCUE by Ludwig Bemelmans. Illustrated by the author. Viking; New York. 1953.

1955 CINDERELLA by Marcia Brown. Illustrated by the author. Charles Scribner's Sons; New York. 1954.

1956 FROG WENT A-COURTIN' by John Langstaff. Illustrated by Feodor Rojankovsky. Harcourt Brace Jovanovich: New York. 1955.

1957 A TREE IS NICE by Janice May Udry. Illustrated by Marc Simont. Harper and Row: New York. 1956.

1958 TIME OF WONDER by Robert McCloskey. Illustrated by the author. Viking: New York. 1957.

1959 CHANTICLEER AND THE FOX by Barbara Cooney. Illustrated by the author. Thomas Y. Crowell: New York. 1958.

1960 NINE DAYS TO CHRISTMAS by Marie Hall Ets and Aurora Labastida. Illustrated by Marie Hall Ets. Viking: New York. 1959.

1961 BABOUSHKA AND THE THREE KINGS by Ruth Robbins. Illustrated by Nicholas Sidjakov. Parnassus Press: Boston. 1960.

1962 ONCE A MOUSE... by Marcia Brown. Illustrated by the author. Charles Scribner's Sons: New York. 1961.

1963 THE SNOWY DAY by Ezra Jack Keats. Illustrated by the author. Viking: New York. 1962.

1964 WHERE THE WILD THINGS ARE by Maurice Sendak. Illustrated by the author. Harper and Row: New York. 1963.

1965 MAY I BRING A FRIEND? by Beatrice Schenk De Regniers. Illustrated by Beni Montresor. Atheneum: New York. 1964.

1966 ALWAYS ROOM FOR ONE MORE by Sorche Nic Leodhas. Illustrated by Nonny Hogrogian. Holt Reinhart and Winston: New York. 1965.

1967 SAM, BANGS & MOONSHINE by Evaline Ness. Illustrated by the author. Holt Reinhart and Winston: New York. 1966.

1968 DRUMMER HOFF by Barbara Emberley. Illustrated by Ed Emberley. Prentice-Hall: Englewood Cliffs, N.J. 1967.

1969 THE FOOL OF THE WORLD AND THE FLYING SHIP by Arthur Ransome. Illustrated by Uri Schulevitz. Farrar, Straus & Giroux. 1968.

1970 SYLVESTER AND THE MAGIC PEBBLE by William Steig. Illustrated by the author. Simon and Schuster: New York. 1969.

1971 A STORY A STORY by Gail E. Haley. Illustrated by the author. Atheneum Publishers: New York. 1970.

1972 ONE FINE DAY by Nonny Hogrogian. Illustrated by the author. Macmillan: New York. 1971.

1973 THE FUNNY LITTLE WOMAN by Arlene Mosel. Illustrated by Blair Lent. E. P. Dutton: New York. 1972.

1974 DUFFY AND THE DEVIL by Harve Zemach. Illustrated by Margot Zemach. Farrar, Straus & Giroux: New York. 1973.

1975 ARROW TO THE SUN by Gerald McDermott. Illustrated by the author. Viking: New York. 1974.

1976 WHY MOSQUITOES BUZZ IN PEOPLE'S EARS by Verna Aardema. Illustrated by Leo & Diane Dillon. Dial Press: New York. 1975.

1977 ASHANTI TO ZULU by Margaret Musgrove. Illustrated by Leo & Diane Dillon. Dial Press: New York. 1976.

1978 NOAH'S ARK by Peter Spier. Illustrated by the author. Doubleday: New York. 1977.

1979 THE GIRL WHO LOVED WILD HORSES by Paul Goble. Illustrated by the author. Bradbury Press: New York. 1978.

1980 OX-CART MAN by Donald Hall. Illustrated by Barbara Cooney. Viking: New York. 1979.

1981 FABLES by Arnold Lobel. Illustrated by the author. Harper & Row: New York. 1980.

1982 JUMANJI by Chris Van Allsburg. Illustrated by the author. Houghton Mifflin: Boston. 1981.

1983 SHADOW by Blaise Cendrars. Illustrated by Marcia Brown. Charles Scribner's Sons: New York. 1982.

1984 THE GLORIOUS FLIGHT by Alice & Martin Provensen. Illustrated by the authors. Viking: New York. 1983.

1985 ST. GEORGE AND THE DRAGON by Margaret Hodges. Illustrated by Trina Schart Hyman. Little Brown & Co.: Boston. 1984.

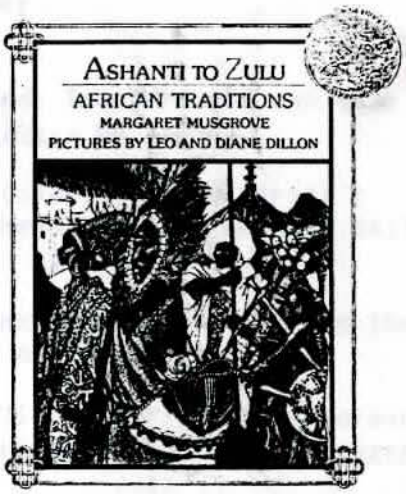
1986 POLAR EXPRESS by Chris Van Allsburg. Illustrated by the author. Houghton Mifflin: Boston. 1985.

1987 HEY, AL! by Arthur Yorinks. Illustrated by Richard Egielski. Farrar, Straus & Giroux: New York. 1986.

1988 OWL MOON by Jane Yolen. Illustrated by John Schoenherr. Philomel; New York. 1987.

ZULU APPLICATION

In ASHANTI TO ZULU - AFRICAN TRADITIONS, Margaret Musgrove has applied the American alphabet to African cultures. She has used this format to teach us about African cultures. Although Africa is thought of as one large country, it is composed of many tribes and peoples. Twenty-six African peoples are introduced to the reader by depicting a custom important to each.



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APPLICATION is the ability to use abstractions in particular and concrete situation. An example of this phase of Bloom's Taxonomy could be using an abstract mathematical formula to solve a specific math problem. In application, students:

1) Solve novel problems.
2) Construct projects, models, and products.
3) Demonstrate the use of knowledge.

STUDENT ACTIVITY:

1) In the ABC pattern, develop an ABC Book using some topic or theme of the student's interest and choosing. Examples are: a) animals, b) buildings, c) cars, d) dogs, e) eats, and f) flowers. You could complete the list.

   Students may wish to work together on a book. One student might write the words, another might draw the pictures.

2) Be sure to read ASHANTI TO ZULU by Margaret Musgrove, illustrated by Leo and Diane Dillon or other ABC books for zestful inspiration.

ASHANTI TO ZULU. Written by Margaret Musgrove. Pictures by Leo and Diane Dillon. The Dial Press: New York. 1976.

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Publications

Article in Lutheran Education: "Red, Yellow, Green: Minister, Teacher," Vol. 117, No. 5, May/June, 1982, pp. 278-282.

"Educating Gifted Children: Classroom Teachers Can Do It!" Bulletin #32785, Board for Parish Services, The Lutheran Church - Missouri Synod, St. Louis, MO 633122.

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Professional Presentations

Workshops and Conferences for Sunday School teachers on teacher training at local and circuit levels.

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