

1991

## A handbook of literature-based activities for first grade students

Sharon Kay Wellington Allen  
*University of Dayton*

Follow this and additional works at: [https://ecommons.udayton.edu/graduate\\_theses](https://ecommons.udayton.edu/graduate_theses)

---

### Recommended Citation

Allen, Sharon Kay Wellington, "A handbook of literature-based activities for first grade students" (1991).  
*Graduate Theses and Dissertations*. 87.  
[https://ecommons.udayton.edu/graduate\\_theses/87](https://ecommons.udayton.edu/graduate_theses/87)

This Thesis is brought to you for free and open access by the Theses and Dissertations at eCommons. It has been accepted for inclusion in Graduate Theses and Dissertations by an authorized administrator of eCommons. For more information, please contact [mschlangen1@udayton.edu](mailto:mschlangen1@udayton.edu), [ecommons@udayton.edu](mailto:ecommons@udayton.edu).

A HANDBOOK  
OF LITERATURE-BASED ACTIVITIES  
FOR FIRST GRADE STUDENTS

MASTER'S PROJECT

Submitted to the Department of Teacher Education  
University of Dayton, in Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

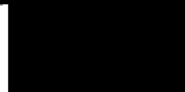
by

Sharon Kay Allen  
School of Education  
UNIVERSITY OF DAYTON  
Dayton, Ohio  
August 1991

approved by:



Official Advisor



## TABLE OF CONTENTS

	Page
APPROVAL PAGE . . . . .	ii
Chapter	
I. INTRODUCTION TO THE PROBLEM. . . . .	1
Background	
Review of Literature	
Justification of the Problem	
Problem Statement	
Procedure	
Assumptions and Limitations	
Results	
II. REVIEW OF LITERATURE. . . . .	5
III. HANDBOOK. . . . .	13
IV. SUMMARY, CONCLUSIONS, RECOMMENDATIONS . . . . .	61
BIBLIOGRAPHY . . . . .	62

## CHAPTER I

### INTRODUCTION

#### Background

The problem is that reading has too much emphasis placed on a basal reading text and set skills rather than activities relating to interesting literature and language activities.

This problem was chosen because the writer was becoming more uncomfortable using a basal reading series after seeing all the wonderful children's literature available and how positively and enthusiastically children respond to it. Hearing and reading about whole language and its benefits was another reason to delve into that aspect.

Children will better relate their own experiences with good literature than with a set book of stories that will not relate to their environment and background.

Through literature activities and good quality books, topics of interest that relate to students' every day life and experiences were chosen as they fit into what will be studied.

#### Review of Literature

Sometimes learning in schools will not correspond with how children first learn language in the home, Routman (1988) states.

Children need to use language purposefully, meaningfully, and naturally - in whole units, not small pieces or for teaching skills in hierarchy (Routman, 1988, p. 18)

One researcher (Tunnell, 1989) states that basal materials lose meaning and the use of grammar because letters and sounds are taught in isolation and words are used out of context.

Primary grade basals have fewer plot complications, less character development, and less conflict among and within characters. They lack the richness in vocabulary, sentence structure, and literacy form found in children's books. (Tunnell, 1989, p. 476)

Fuhler (1990) states that it is better for children to learn to read from good literature than from short, stilted stories in basal readers.

I have found that essential reading skills can be taught through a literature-based curriculum in a subtle, efficient manner within the context of the material each child is actively reading. (Fuhler, 1990, p. 314)

### Justification of the Problem

The study was needed to start children reading good quality literature that is of interest to them and that they can relate to. After using literature-based activities along with reading good literature, it is important that children's interest in reading continues so they become "readers".

Literature based activities were needed in the researcher's school district because they are not yet used in the primary grades system-wide.

### Problem Statement

The purpose of this study was to design a handbook to determine literature-based activities for first graders.

## Procedure

### Subjects

First grade students at Longfellow Elementary School in Sidney, Ohio benefited from a handbook using literature-based activities for reading. The children's ages range from six to eight years and they come from low to middle socio-economic homes.

### Setting

The study took place in West Central Ohio in the small urban community of Sidney, Ohio. The economy was centered around agriculture and manufacturing. The community supports school activities.

Longfellow School is a one story, brick building constructed in the 1950's. This building housed 375 students in grades kindergarten through four with 24 teachers. The first grade classroom in this study was one of four first grade classrooms and had 24 desks arranged in groups of four.

### Data Collection

Journals, books, information from conferences and teacher experiences were used in the handbook.

### Design

The format of the handbook included a table of contents, lists of good children's literature grouped by authors and by subject areas, and activities to accompany each book.

### Assumption and Limitations

The handbook was limited to the researcher's first grade classroom and was used in a small urban community.

### Results

The results of this study were a handbook used by primary teachers and geared to providing activities that coordinated with literature used by first graders.



## CHAPTER II

### REVIEW OF LITERATURE

Educators and parents know that children learn through limitation. At a very early age children imitate what they see and hear, such as songs, nursery rhymes, and even television commercials. It is therefore important to start reading to children when they are at this stage of imitation. The readings should be exciting, interesting and the pictures attractive enough to hold their interest and stimulate their imagination. The reading sessions should be short enough to fit the attention span.

Many parents spend time reading to their young children using good children's literature, so educators should continue using this method to motivate students' learning as they enter school (pre-school and up).

The problem is that we have concentrated on teaching the child how to read and we have forgotten to teach him to want to read. The key is: desire. Desire is planted - by parents and teachers who work at it. (Trelease, 1982, p.24)

Sometimes the motivation has not been done at home, so children start to try to read at school through imitation of sounds, syllables and words. Many times teachers and parents mistakenly think that these efforts to try to read mean that children are interested in and love to read, therefore they do not need to be 'sold' on reading. Educators and parents may quit or reduce the time they read aloud

to children. Studies have shown that reading performance declines when reading aloud practices decline.

Chow Loy Tom (1969) found in a national survey of teachers read aloud practices that more than 60 percent of the third and fourth-grade teachers did not read aloud regularly to their classes. By sixth grade that percentage climbed to 74 percent. Interestingly, the grades that show the largest declines in read aloud practices are the same grades that the first signs of a national decline in grade-level reading performances by children - third and fourth grades.

Children start to associate reading with workbooks, worksheets, tests and homework. Teachers must not forget when presenting the academic side of reading that the reason for having literature is to give meaning to our lives. "Literature is considered such an important medium because it brings us closest to the human heart." (Trelease, 1982, p.27) Of the two kinds of literature (fiction and non-fiction), fiction brings the meaning of life most clearly to children. The words used in literature stimulate childrens' interests, imaginations, emotions and their own language development.

When educators start to teach reading it is better to have children use real books, than to shorten stories or use excerpts from real books. This is what is often found in basal reading texts. Basal textbook companies are attempting to add good literature, but the methods are still the same - workbooks, tests, practice dittos, vocabulary words before each story and questions at the end of each story.

Teachers need to watch children carefully so that they can pick and choose from the basal materials what fits their students' needs.

Since children are often not interested in or enthusiastic about basal stories, but are very interested in listening during read aloud sessions, then why not teach reading that way?

Reading aloud to students is an integral part of a literature-based curriculum. The word-by-word readers meet the fluent readers on a common ground when a teacher reads to the class. The love of reading is transmitted and listening skills are strengthened, comprehension is improved, and children are encouraged to develop their imaginations. (Fuhler, 1990, p.314)

When children hear quality literature read well, they can start to build their own ideas about a story and improve their language. Hopefully, they will be interested in reading on their own. Educators need to immerse them in literature to develop the desire to read.

There have been several studies that have compared literature based reading with basal and mastery learning instruction, while others have shown how literature based reading programs affect growth in Whole Language classrooms.

Cohen (1968) has studied a control group of 130 students in second grade who were taught with basal readers and compared them to 155 children in an experimental group using literature along with regular instruction.

The experimental group was read aloud to from carefully selected picture books and then follow-up activities were used.

The experimental group showed significant increase over the control group in word knowledge, reading comprehension, vocabulary and quality of vocabulary. (Cohen, 1968, p.217)

Another study conducted by Eldrige and Butterfield (1986) compared second grade students in a basal text to students in a literature based program.

The conclusions reached from this study were that the use of children's literature to teach reading had a more positive effect on the students' attitudes and achievements than using a basal text approach to reading.

It is important in a literature based program to have the students select their own books. By the use of self-selection, students have a personal interest in the reading and they no longer have to be labeled as a member of a particular reading group.

Children should be allowed to choose much of their reading materials. Through self-selection children pick books that they are able to read and also that meet their needs and interests. Other advantages of self-selection are that the students learn to choose wisely, they become more discriminating, and they do not need to be motivated by the teacher to read.

Children need to become independent in as many ways as possible. Encouraging them to choose their own reading materials is one way to develop independence. "Never do for children what they can do for themselves!" (Hornsby, 1986)

When children first begin to choose their own materials, they may not make wise decisions, especially if they have always had books chosen for them. Only through the opportunity to choose can children

learn to choose wisely. As they continue self-selection they may replace a poorly chosen book with a more appropriate one. This is a sign of their development. The wisely chosen book and what it contains is the reward and motivation children need to want to read.

The teacher must play a role in helping children select their reading material. This is done by introducing children to a variety of books and authors. The teacher needs to read from a variety of good literature, therefore helping students see and hear what good books contain. The classroom should also provide good and varied books for the students to look at and read from.

Another important factor in using literature in classrooms is to have a teacher who loves to read children's literature. The teacher can share what books tell about other peoples' worlds, feelings and relationships. The teacher can help the students see that literature is useful and can connect to any and all subjects in the curriculum.

The use of literature in a reading and writing program has many advantages. One advantage is to allow the reader to read for meaning. Therefore, reading a story that is predictable is easy to remember and talk about. Another advantage of literature reading is that students see themselves as readers from the beginning. A third advantage is that literature develops a positive self-confidence in beginning readers. Literature also aids in the development of language (comprehension and vocabulary). Fluent reading is a fifth advantage. This is developed by hearing predictable stories and by hearing repeated readings of those stories. Children begin to know phrasing and imitate it. Literature also deals with a variety of

emotions which students can relate to and use to discuss their own feelings. Another advantage to hearing and reading literature is an understanding of how stories work and of authors' styles of writing. Illustrations are an eighth advantage of using literature in a reading program. Students are inspired to create their own pictures after seeing what wonderful stories can be told through illustrations. Making reading fun is the last and primary reason for using literature in a reading and writing program. All of these reasons motivate and help promote interest in reading as a life-time goal.

By using literature based curriculum reading skills can be taught effectively within the context of the stories each child reads. Vocabulary can be built right in the context of the books. Good quality literature is also a strong model for children to follow in their reading and writing. Thinking skills can be developed through class discussions.

There are many components in a literature program. One of these components is shared experiences. During this time children are gathered together in a reading center and books are read. Big Books are used so that the students can look at the pictures and predict what will happen in the story. Later, the teacher reads the story and the children react to it on a personal basis. Old favorites and predictable books are also read to and with the children. From this shared book experience the students feel comfortable and can participate orally and visually.

Discussion and question time are also included in the shared experience. At this time students make predictions, analyze and

interpret the story and illustrations using their prior knowledge. Comprehension is aided in this way. Higher-level thinking is also promoted through questioning and discussion time.

Helping children develop strategies is another component of the literature program. The teacher can help the students become aware of strategies they are already using, such as rereading if they get stuck, using picture cues, trying a new word by using the beginning letter-sound and using memory for text. By praising and encouraging the students, they understand that what they are doing is important and necessary to the reading process.

In a literature program where children learn to read first, they then can use meaningful processes to make sense of phonics in context. By using Big Books and rereading shared books, phonics and strategies are taught by seeing patterns in words and by modeling ways to figure out unknown words.

Sight vocabulary can be learned through rereading favorite books and through daily writing.

Another component of the literature program is reading groups. Fluent reading is developed through hearing the story, repeated readings and through modeling the teacher's reading during reading groups.

One of the benefits of teaching reading with literature is that children are definitely less aware of high and low groups. (Routman, 1988, p.52)

When students are not in reading groups they can do literature projects, write in journals, illustrate a story, read a book or work at an interest center.

In a literature program children are encouraged to read a large quantity of books in and out of school. The amount of reading children do affects their comprehension and attitudes in a positive manner.

Within a literature based program educators still need to be accountable for evaluating students' growth. This can be accomplished by using a portfolio approach. In this manner students' growth is seen by collecting work samples, special projects, personal conversations, book talks and journal writing about books. Students should be encouraged to evaluate their own progress.

Early experiences with the richness and variety of "real" reading materials seem to give children reason to read, teaching them not only how to read, but to want to read. The affectivity of literature based, Whole Language program give meaning and pleasure to the process, thus making skills instruction at last meaningful - improving both teacher and student. (Tunnell, 1989, p.477)

A literature based curriculum empowers students to become real readers and to make learning fun and meaningful. Through literature the imagination is educated, language is modeled and the intellect is formed.



CHAPTER III

A HANDBOOK OF  
LITERATURE BASED  
ACTIVITIES

by

Sharon Kay Allen

August, 1991

# HANDBOOK

## TABLE OF CONTENTS

	<u>Page</u>
I. CHILDREN'S LITERATURE BASED ACTIVITY LESSON PLANS. . .	15
II. AUTHOR STUDY LESSON PLANS. . . . .	48
III. BIBLIOGRAPHY . . . . .	60

Goal:

1. Making inferences or notice details - use the book You'll Soon Grow Into Them by Pat Hutchins (Greenwillow, 1983).

Activity:

1. Read the title page, then hold the book so that the students can see the illustrations.
2. The following questions are to help primary readers note details in illustrations and make predictions based on the details seen. This procedure can be used with picture books that provide information not given in the story.

Questions:

1. Look at the picture to see Titch and the signs of the season. What do you see in the picture?

Do: Read the text up to the fourth picture.

2. Tell me what you see in this picture. What things have changed since the first picture? What can you tell is happening?

Do: Read to the sixth picture and ask the same questions.

Do: Read to the tenth picture and ask the same questions.

What do you see that shows time is passing?

Evaluation:

Have the students retell the story to the teacher or another student.

Goal:

## Recognizing Character Traits

Book: Miss Maggie by Cynthia Rylant (Dutton, 1983)

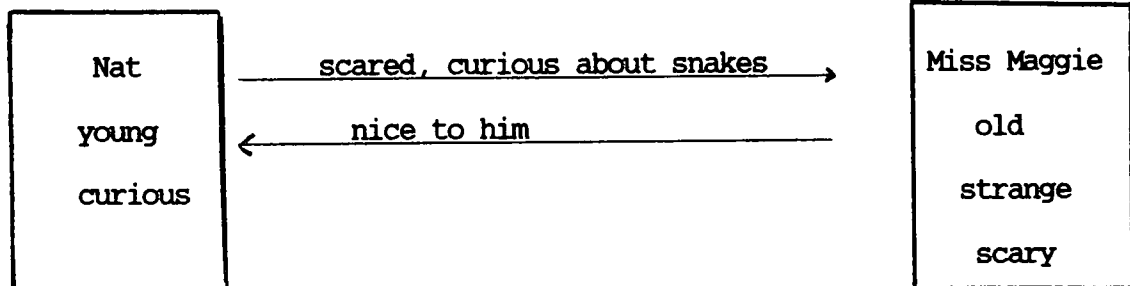
This activity helps students recognize character traits and relationships among characters. This activity can be used with any book in which the main character is well-developed.

Activity:

Read the book earlier in the day, then reread the first five pages.

Questions:

1. Who is the story about? (Who are the main characters?)  
Write the names on the board or chart paper.
2. What is each person like? Write descriptions under the characters name and draw a box around the name and description.
3. How did the characters feels about each other? Write responses on arrows.

Example:

4. Continue rereading the story. Follow the same procedure, focusing on the end of the story. Compare the two charts. Discuss how the characters and their relationships changed.

Ask: What caused these changes?

Evaluation:

The teacher should use the responses listed on the board or chart paper as given by the students.

Goal:

Recognizing story sequence and cause and effect

Book: Where the Wild Things Are by Maurice Sendak (Harper & Row, 1963)

This story-mapping activity is used to help primary readers develop an understanding of plot. Folklore and other stories with simple plots can be used.

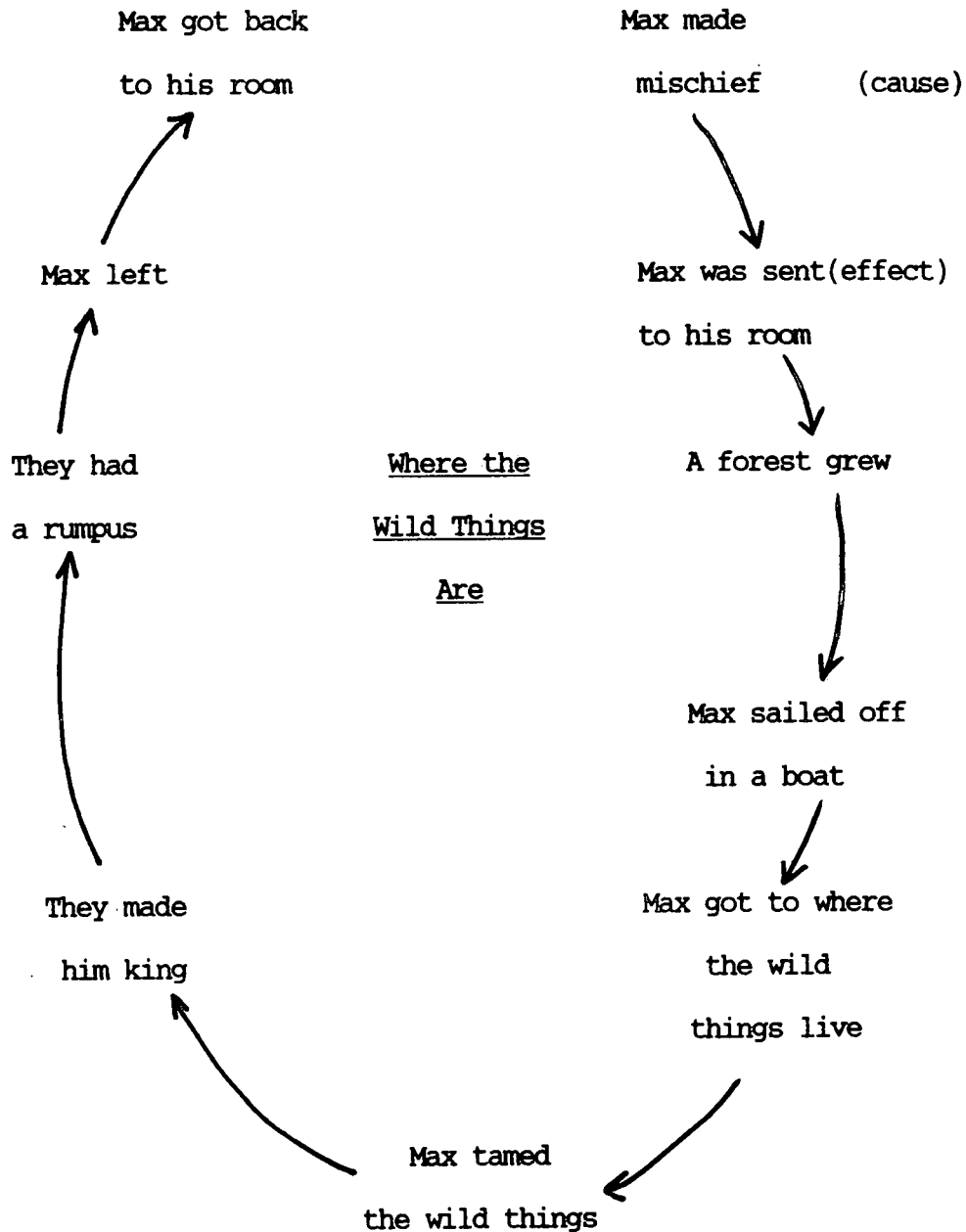
Activity:

Read the story aloud.

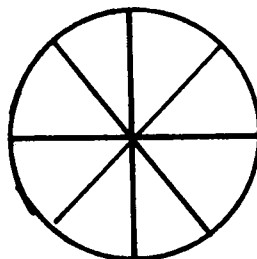
Questions:

1. What happened in the story? Write events on the board or on charter paper.
2. What happened first, second, etc.?

Arrange the events clockwise: (example)



You could also arrange the events on segments of a circle



Evaluation:

The teacher can put the sequence of events on cards and let the students arrange them in order.

Goal:

To have students become familiar with words and phrases so they will feel confident enough to read a book on their own.

Read: If You Give a Mouse a Cookie by Laura Joffe Numeroff

Activity:

Reread the story a second time and pause at the lines that tell what the mouse asks for next, such as "He'll probably want ...", "He'll ask for ..." and "He'll need ...". The children fill in the words orally or write the sentences on the board and students can place cards with the phrases written on in the blank part of the sentence.

Example:

If you give a mouse a mirror, then he'll probably want to trim his hair.

If you give a mouse a glass of milk, then he'll probably want a straw.

Activity:

Have each student color, cut and glue the mouse and cookie or child to a paper bag for a puppet. (Mouse pattern attached). Then have the children stage a puppet show based on the story.

The students could also listen to or pantomime from the tape about the book.



Activity:

Design a house for this mouse. Divide the class into several groups and see what many, varied and unusual structures they could create.

Activity:

Keep a pet mouse in the classroom. Observe daily and record what it does and eats. Let students take turns caring for the mouse and recording the observations.

Evaluation:

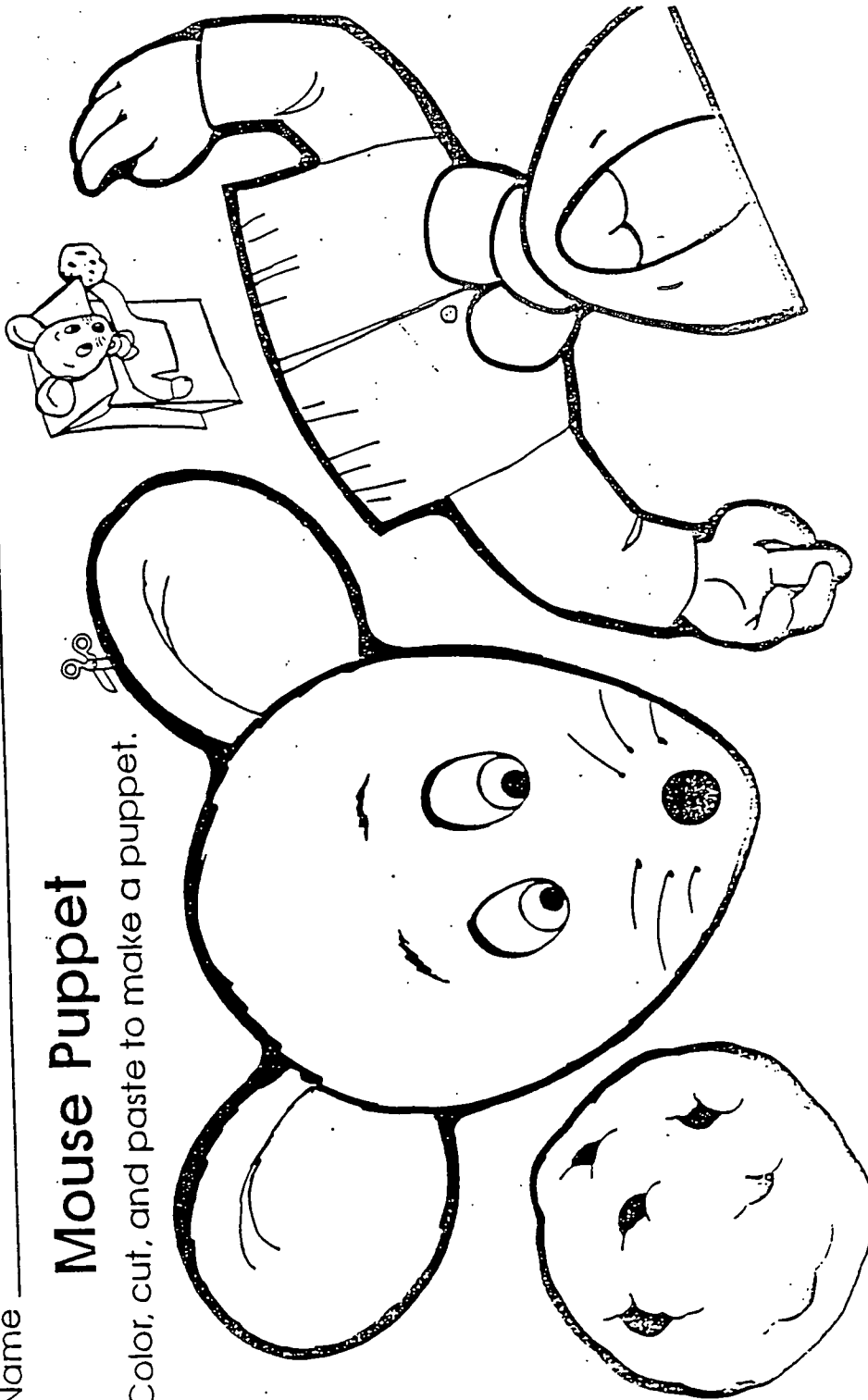
The teacher could make notes after observing the children read and respond to the book.

A conference time could be set up so the students could each talk about or read their written response to "If You Give a Mouse a Cookie".

Name \_\_\_\_\_

## Mouse Puppet

Color, cut, and paste to make a puppet.



Goal

To develop vocabulary to describe a story character and varied feelings.

Read: Charlotte's Web by E. B. White

Discussion:

Have the students recall the words that Charlotte used to describe Wilbur in her web. List the words on the board.

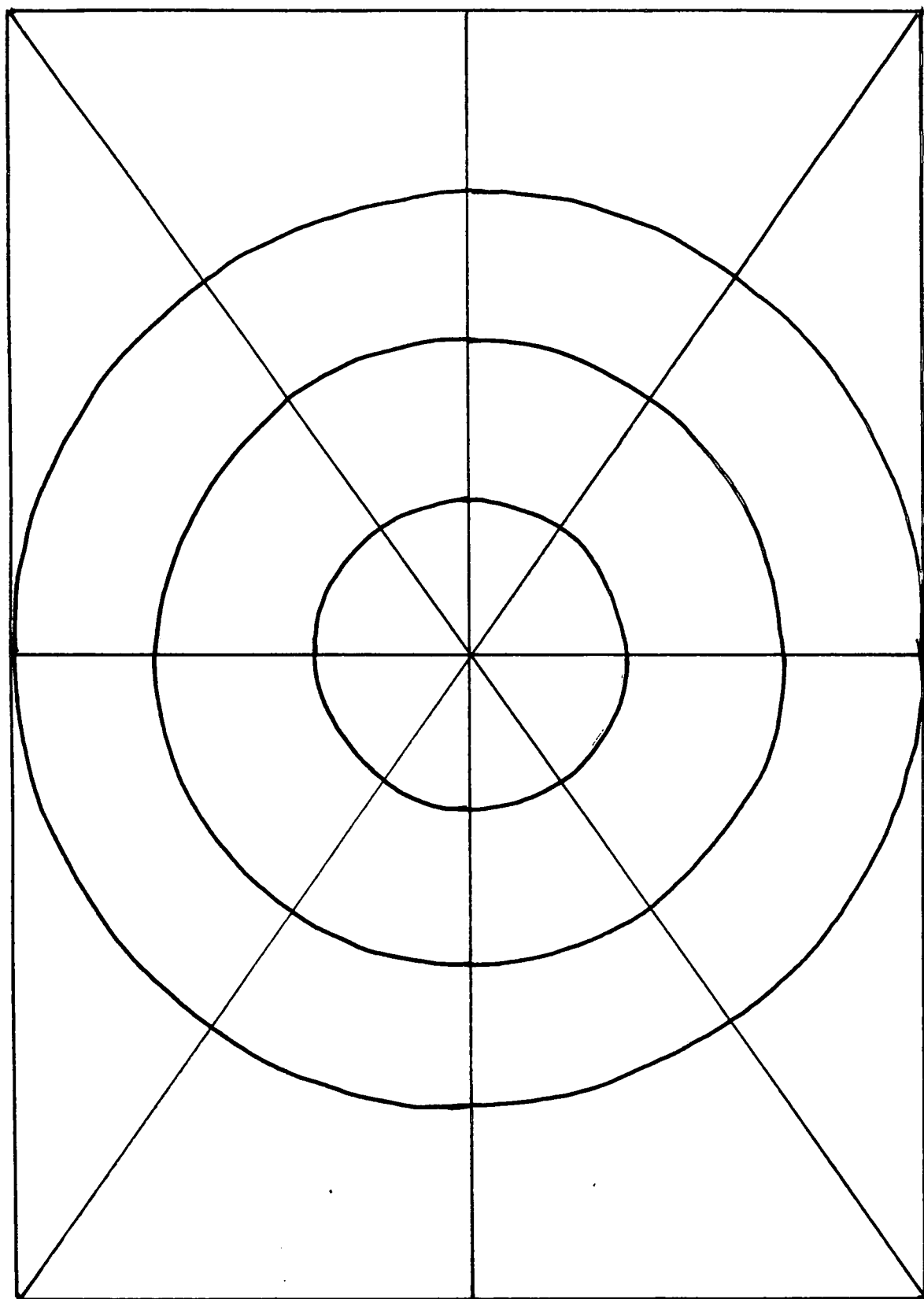
Activity:

Students create their own web on 8 1/2 x 11 white construction paper. Draw four intersecting lines. Concentric circles are then drawn to complete the web. (See attached figure).

When students have finished, have them look through magazines to find words to describe Wilbur. Have them cut out the words and glue on the spider web. Draw Charlotte and put her on the web. Use the webs as a book cover for their own stories about Charlotte and Wilbur.

Evaluation:

Have individual conferences with the students. Listen to their stories and observe the words they put on the web. The teacher could take notes or keep this as a sample of the students' work.



Goal:

To relate the students' own first-time experiences to those of a story-book character.

Read: Ira Sleeps Over by Bernard Waber. The teacher could also show the film version.

Activity:

Ask the students to bring their teddy bears to share and also to hold as they relate their first-time experience.

Activity:

Have a teddy bear picnic and make bears out of ready-to-bake biscuits in a can. Each child can shape a teddy bear from a biscuit by pulling the dough apart to make the head, body, arms, ears and legs. Bake according to the directions on the can, possibly the school cooks would bake them or let the teacher use the school kitchen. The children can eat their teddy bears.

Evaluation:

Observe and make notes about the students' first time experiences.

Goal:

To use mapping to show the organization of facts in a story.  
To be able to recall the characters, the setting, and the sequence of events in a story.

Read: Rosie's Walk by Pat Hutchins

Discussion:

Ask the children what Rosie saw on her walk. List their responses on the board or on chart paper.

Activity:

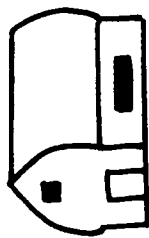
Have the students create a mural of Rosie's walk. Include the items list on the board. Students can draw and cut out Rosie, the fox, the pond, fence, barn and other things Rosie saw on her walk. Then glue them to the mural.

Activity:

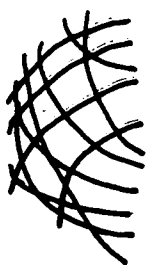
The teacher draws on a piece of chart paper the path Rosie the hen follows, as the children give directions. Refer to the text and have the students tell what will be on the page. Add each site to the map along with a descriptive phrase. The teacher can draw the illustrations at this time or the children may add them later. (Map attached)

Evaluation:

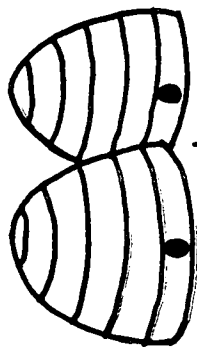
Observe and listen as the students list the characters, settings and sequence of events as done on the mural or the map.



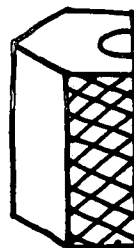
Barn



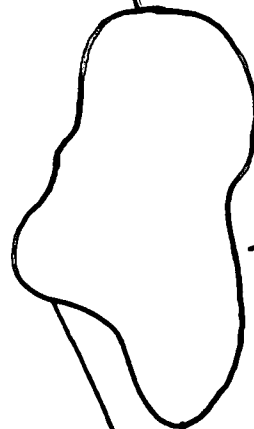
Haystack



Beehive



Chicken Coop



Lake

Goal:

To become familiar with a pattern and be able to repeat it.

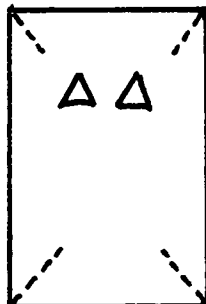
Read: The Little Old Lady Who Was Not Afraid of Anything by Linda Williams

Activity:

Read the book a second time or more and pause before the repetitive words and have the children say them plus do motions. (Example: "And the shoes went CLOMP, CLOMP" - they will stomp their feet twice as they say the words.)

When the students have repeated the words and motions several times ask for volunteers to bring in the various pieces of clothing (shoes, pants, shirt, gloves and hat).

Have the children create pumpkin masks by putting an 11x18 piece of orange construction paper in a box of similar size. On top of the paper drizzle red and white (or any colors) tempera paint. Add 3-4 marbles and the box lid. Tip the box so that the marbles roll every direction through the paint. Remove the lid, take the paper out and let it dry. Next cut eye holes and slits from each of the four corners. Overlap the slits to form a head and staple.





Invite other classes to watch the story enactment while the teacher reads the story. Each child will have a mask to put over their faces when they say, "One scary pumpkin head go Boo, Boo!" plus wear one piece of clothing to represent the appropriate part in the story.

Evaluation:

Observe the children as they participate in the reenactment for other classes.

Goal:

To coordinate the study of weather with strange kinds of weather and to have the students create weather.

Read: Cloudy With a Chance of Meatballs by Judi Barrett

Discussion:

Compare the types of weather the class has studied in science with the strange weather in the story. List on chart paper and reread it after discussion.

Activity:

Ask each student to create their own kind of weather with the kind of food they would associate with it. Have the students illustrate their weather, write about it and then share their creations with the class.

Evaluation:

Observe and take notes as each child shares with the class.

Goal:

To plan a party.

Read: Lyle and the Birthday Party by Bernard Waber

Activity:

Discuss the story and what was needed for Lyle's party. Have the students plan their own party for Lyle. List on chart paper all the materials needed and the steps they will have to take in order to complete the project.

Ask the students (may divide into groups) to design party hats, invitations and the menu.

Send the invitations to another class. When the class arrives give them hats to wear and all the students can participate in the party.

Evaluation:

Have individual conference times with the teacher to relate the student's part in the party and what they thought was most successful.

Goal:

To learn how to write a letter and address and envelope.

Read: The Jolly Postman by Janet and Allan Ahlberg

Activity:

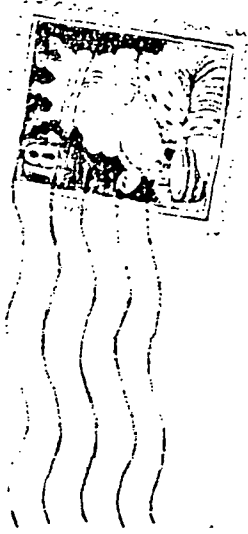
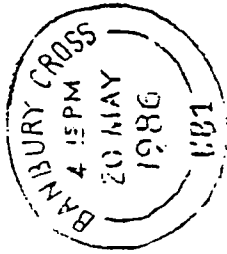
Look at each envelop and letter in the book. Put a large illustration (already made) on the chalkboard so that everyone can see. Discuss the form that was used to write both.

Choose a storybook character to write to and model writing the letter and addressing the envelope.

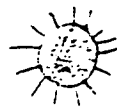
Have each student choose a character either from "The Jolly Postman" or of their own choosing and write a letter to that character. The students will put their letter in an envelope that they have addressed and place it in a 'mailbox'.

Evaluation:


The teacher will read each letter and keep it as a writing sample.

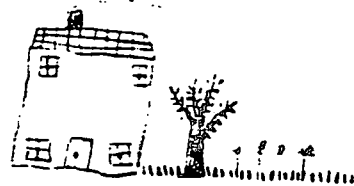


Mr and Mrs Bear  
Three Bears Cottage  
The Woods



Dear Mr and Mrs Bear  
and Baby Bear,

I am very sorry indeed that I  
cam into your house  
and ate Baby Bears  
porij. Mummy says I am a bad girl.  
I hardly eat any porij when she cooks  
it she says. Daddy says he will  
mend  the littel chair.



Love from  
Goldilocks



P.S. Baby Bear can come to my  
party if he likes. Ther will be 3  
kinds of ice cream and a majishun.



"From THE JOLLY POSTMAN: OR OTHER PEOPLE'S LETTERS by  
Allen and Janet Ahlberg. Copyright (c) 1986 by Allan and  
Janet Ahlberg. By permission of Little, Brown and  
Company."

Goal:

To correlate with the study in health about teeth and dental care.

Read: Arthur's Tooth by Marc Brown

Activity:

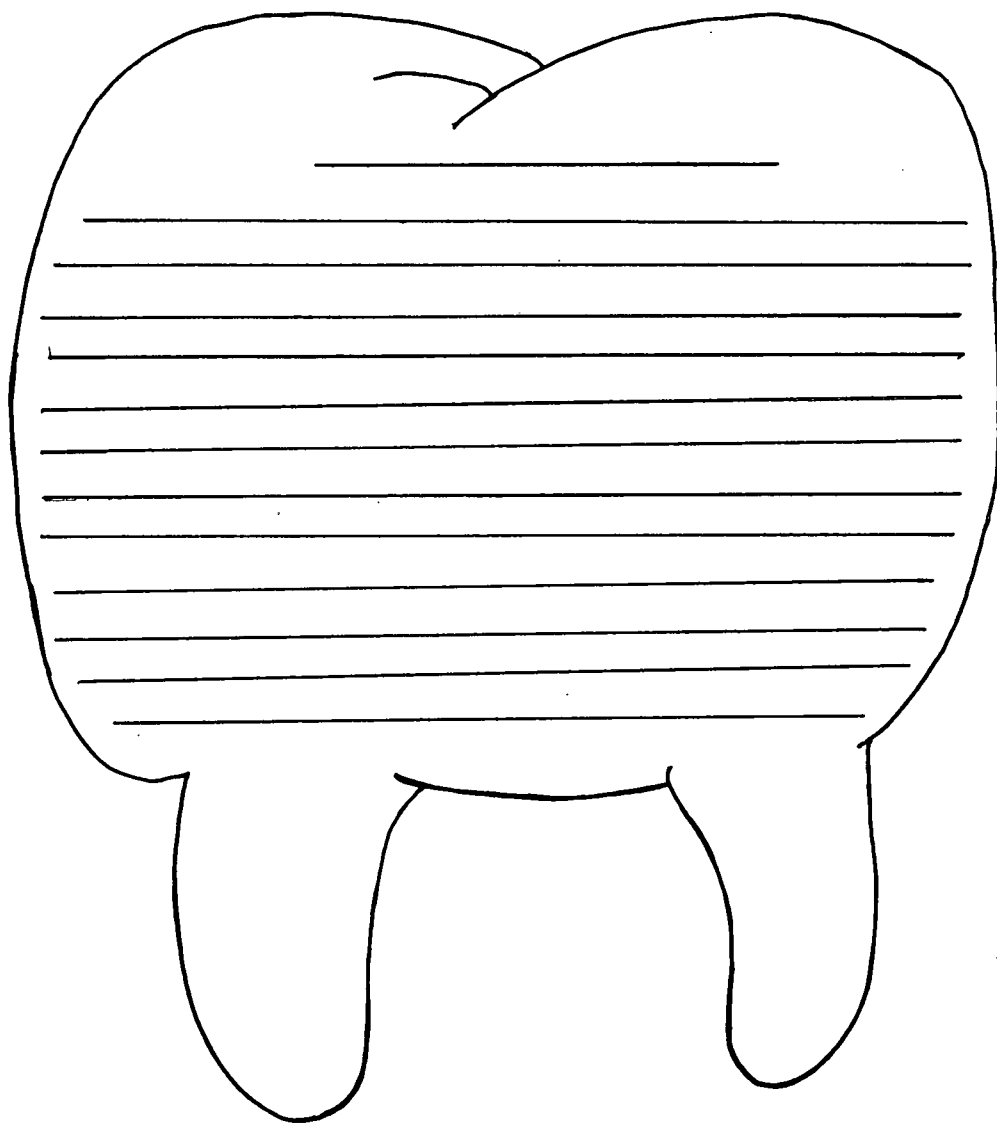
Invite a dentist to come and talk to the class about their baby and permanent teeth, dental care, and why and when teeth are lost.

Ask the dentist to bring in models of teeth for the children to see and discuss.

Make a paper-mache' tooth. Have the students paint one side showing what the inside of the tooth looks like. The rest of the tooth can be painted white.

Evaluation:

Have the children write what they have learned about teeth on a large tooth shape.





Goal:

To have the children invent a pair of rhyming verses.

Read: Is Your Mama a Llama? by Deborah Guarino

Activity:

Reread the text and encourage the children to join in the reading of the rhyming verses. Example: "Is your mama a llama? 'I asked my friend, Dave. No, she is not is the answer Dave gave'." After they can repeat the pattern, ask them to make rhyming verses using a friend's name. Such as: "Is your mama a llama?" I asked my friend Matt (classmate's name). "No, he is not. He is wearing a hat." Answers may be silly as long as they rhyme.

Evaluation:

Observe the children as they make up a rhyme.

Goal:

To have the students learn more about their grandparents or older people.

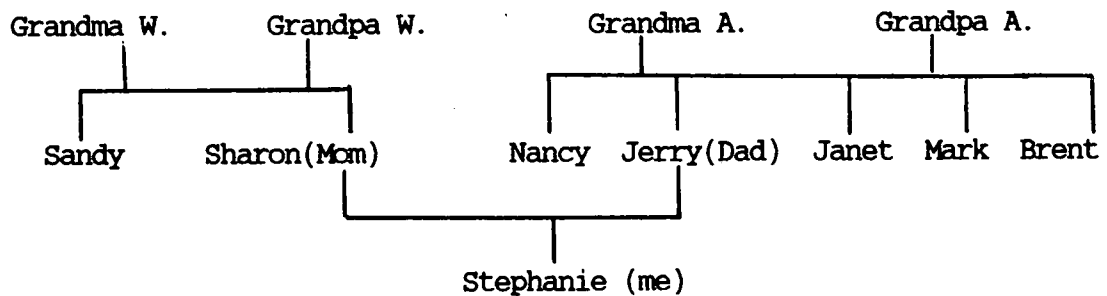
Read: Grandpa's Slippers by Joy Watson

Activity:

After the students have discussed the story and related their own experiences with grandparents, ask them to interview their grandfather or grandparents and report back to the class their findings.

Activity:

The students could also make a family tree showing their grandparents, parents and themselves.



Goals:

To make predictions. To learn how a caterpillar becomes a butterfly. To model a repetitive story.

Read:

Show the book The Very Hungry Caterpillar by Eric Carle to the class and ask what it is about. Encourage students to predict so there is a purpose for reading. Students will listen to see if their predictions were correct.

Ask the students to join in reading the pattern after they have hear it several times. (examples: "...but he was still hungry" and "On Wednesday....", "On Thursday", etc.

Activity:

Have the students create their own predictable book, modeling the pattern of words, but changing the animal and the foods eaten. Illustrations should match the text. (Example attached)

Activity

Have the students write a book about themselves.

On Monday I \_\_\_\_\_ (tell one thing).

On Tuesday I \_\_\_\_\_ and \_\_\_\_\_ (tell two things).

On Wednesday I \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_

(Tell three things).

Evaluation:

Show the stages of a caterpillar. (egg, small caterpillar, medium caterpillar, large caterpillar, cocoon, butterfly) on a paper. Have the children color, cut and glue them in sequence.

page 1

O  
The very  
hungry \_\_\_\_\_

(fold →)

On Monday  
he ate  
through one  
\_\_\_\_\_.

But he was  
still hungry.

← 2  $\frac{1}{4}$ " →

(all pages are  
actually 8  $\frac{1}{2}$ " x 11"  
need 5 sheets of  
paper.)

page 2



(fold ↓)

On Tuesday  
he ate  
through two

\_\_\_\_\_.

But he was  
still hungry.

This page is inserted  
in fold of page 1.

← 4 1/2" →

page 3



(fold)

On Wednesday  
he ate  
through three

\_\_\_\_\_.

But he was  
still hungry.

← 6 1/2" →

(this is the rest of the page with Tuesday)

page 4



(fold) ↓

On Thursday  
he ate  
through four

\_\_\_\_\_.

But he was  
still hungry.

← 6 <sup>3</sup>/<sub>4</sub> "

→ (this is the rest of page with Monday.)



page 5



a fifth hole  
should be  
punched in  
the center  
of this page  
as it extends  
beyond the  
page with  
Thursday.

On Friday  
he ate  
through five

\_\_\_\_\_.

But he was  
still hungry.

(fold the first four  
pages and staple  
at fold to page 5.)

← 11" →

Goals:

To learn what aphids and ladybugs do to harm or help plants.  
To relate sequence of events with time. To tell time.

Read:

Eric Carle's The Grouchy Ladybug. First show the book and read the title. List on chart paper what the students already know about ladybugs. Ask if they think ladybugs do good or harm. Read to find out more about ladybugs.

After the reading compare what they stated on the chart paper with what they discovered. Add additional information to the list.

Activity:

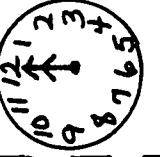
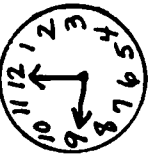
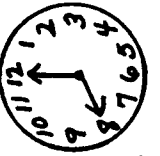
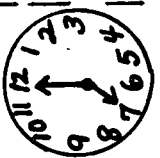
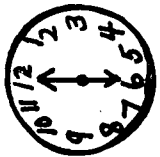
Take a walk around school or the neighborhood to look for ladybugs and aphids. The teacher and students could also bring in these insects to observe.

Activity:

The students can make their own book labeling each page with a clock, having the times follow in sequence. The students can write and illustrate what they do at the time shown on each clock in their book.

Evaluation:

Draw a picture and write a story to show what you have learned about aphids and ladybugs.



each page is  
folded and inserted  
into the fold  
and all are  
stapled at the  
fold. Use as  
many pages  
as fit your  
story. (use 8 1/2 x 11)  
paper.



Goal:

To study an author's style of writing and illustrating.

Discussion:

Ask who is the author of the two books, The Grouchy Ladybug and The Very Hungry Caterpillar. (Eric Carle). Have students tell what they think Eric Carle likes to write about. List ideas on the board or chart paper that the students give.

Tell the children they will be listening to and looking at other books Eric Carle has written to verify their ideas.

Read:

The Very Busy Spider, A House for Hermit Crab, Animals, Animals and Papa, Please Get the Moon For Me.

Discuss the conclusions made about Eric Carle's subjects and illustrations.

Activity:

Make a bulletin board about Eric Carle. Each student could paint a picture of the animal, insect or thing that they liked best from one of his books and label the name of the book that it came from. The bulletin board could be titled "Eric Carle's Creations".

Evaluation

Invite another class to come and listen to each child explain their picture and give a brief synopsis of that Eric Carle book.

Goal:

To be introduced to an author and illustrator and to learn about his style of writing.

Activity:

Display a picture of Arnold Lobel (or any author) and a collection of his books. Read background information about Arnold Lobel to the class. Look at the book collection and have the students predict what he writes about (animals). (Materials attached)

Divide the class into small groups. Let each group choose one of Arnold Lobel's books to read. After they have read the book ask them to create a new book cover but still represents an event from the book. Display the book covers on an "Arnold Lobel" bulletin board.

Activity:

Read the four Frog and Toad books to the class: Frog and Toad Are Friends, Frog and Toad Together, Frog and Toad All Year and Days With Frog and Toad.

1. Have each child illustrate an outdoor scene from Frog and Toad Are Friends. Use shades of blue, green and tan tissue paper to be torn to make the shapes and sizes for the picture. Lay the shapes in place and overlap to create new colors. Wet the tissue lightly with a brush and then remove it from the construction paper. The stains will make an abstract design. Then the children may draw in other details and add frog and toad. Display the pictures in the hall or classroom.

2. Give each child three pieces of poster board and ask them to choose one story from Frog and Toad Together. Have them think of three important events that happened in that story and illustrate one event on each page. Tell the children to tape each section together in order and display the scenes on a counter. The children may also write an explanation of each scene and place it by their display.
3. Ask students to each design a hat for Toad after reading "The Hat" from Days With Frog and Toad. Ask the art teacher to assist in making the hats 3-dimensional. Have a style show to present the hats.
4. Review the story, "Down the Hill" from Frog and Toad All Year. Group the children into pairs and have one pretend to be Frog and the other Toad. Ask them to plan how they would spend an afternoon together. Give them a Toad and Frog pattern to color, cut out and attach to a stick. Have each pair share their plans with the class using their stick puppet to do the talking. (pattern attached)
5. After the children have read or heard many of Arnold Lobel's stories, let each one make their own frog book, Big Book or pop-up frog book (directions and pattern attached). Have them write an original story.
6. Stage and award ceremony for the most popular Arnold Lobel book. The favorite book can be chosen by first conducting a survey and showing the results on a bar graph. Then a student can present a large blue ribbon to a child who will play Arnold Lobel's part. The ribbon can be placed by the

winning book on a table with the collection of Lobel's books.

### Evaluation

Have each student read their own frog book to the teacher.

Observations can take place during all of these activities.

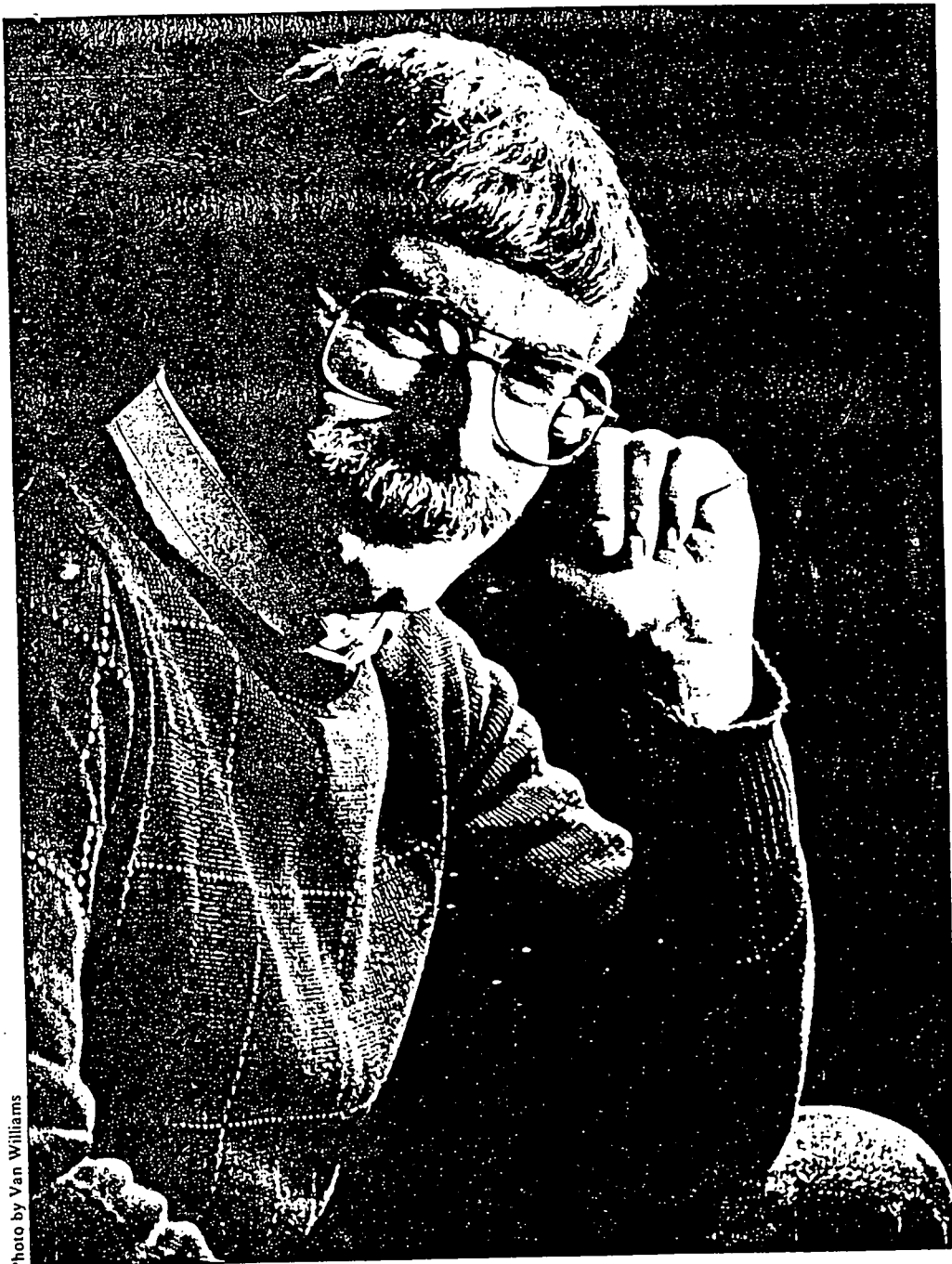


Photo by Van Williams

**Arnold Lobel**  
Author and Illustrator

BULLETIN BOARD BONUS

Frank Schaffer's *SCHOOLDAYS*, Sept./Oct. 1986 109



## Meet the Author and Artist

Arnold Lobel has written and illustrated more than sixty books for children. Many of his books have won special recognition, including *Frog and Toad Are Friends* (Caldecott Honor Book), *Frog and Toad Together* (Newbery Honor Book), and *Fables* (Caldecott Medal). Two of his books, *Mouse Tales* and *Frog and Toad* are available on cassettes. Your students will enjoy hearing the author read his very own stories to them.



### About the Author

Arnold Lobel enjoys writing stories for children. He also likes to draw pictures to go with his stories. He tries very hard to make sure the words and pictures go together perfectly. First he writes the words for the story. He makes up funny adventures using words that are easy for children to read. Next he sketches the pictures. Then he pastes the words near the drawings. Last of all, he finds a quiet place in his house. Slowly, he turns the pages and reads the new book out loud to himself. He feels very happy when the book is "just right."

Writing is hard work, but it is also rewarding. Arnold Lobel says, "To hold a finished, newly published book in one's hand and to announce, 'This is my work!' is a great feeling, to say the least." You, too, can enjoy "a great feeling" by reading one of his books! Which one is your favorite?



## Arnold Lobel

Arnold Lobel was born in Los Angeles, California on May 22, 1933. He died of a heart attack in Doctors Hospital in New York City on December 4, 1987. From the day he was born till the day he died he brought joy into people's hearts.

When he was a child, Arnold was not big and strong like some of the other youngsters and sometimes they teased him. To protect himself from these bullies and to amuse his classmates at school, he made up stories. This gave him good practice for his career as an author-illustrator.

In 1955 Arnold graduated as an artist from The Pratt Institute in Brooklyn, New York. That same year he married Anita Kempler who had also gone to Pratt and was also an artist. They were a perfect match! As the years passed, they both became famous authors of children's books. They even worked together on several books.

Arnold called himself a daydreamer. His mind always imagined the pictures before he thought of the words. In his 26 year career he created almost 100 books. He wrote and illustrated many of them himself. He also wrote stories that other artists illustrated. And he illustrated stories that other authors wrote.

In 1961 he illustrated his first book. It was titled *Red Tag Comes Back* and was written by Fred Phleger. It told the story of a salmon who swims upstream to lay eggs. This got him off to a good start because the very next year he illustrated his own story titled *A Zoo for Mister Muster*.

At that time he was living in a Brooklyn apartment with his wife and their two young children, Adrianna and Adam. The Prospect Park Zoo was right across the meadow from their apartment, and Arnold and the children often visited it while enjoying ice cream cones together. These trips to the zoo are what gave him the idea for the Mister Muster book. He dedicated it to Anita, Adrianna, and Adam.

As a child, Arnold had always loved listening to Mother Goose rhymes. He loved

them all, even though many of them frightened him. As a grown-up illustrator, he was asked to publish a collection of his favorite Mother Goose rhymes. He included over 300 rhymes and created an illustration for each one. Many of his childhood memories helped him "daydream" his way through this project which took three years to complete.

When he was a little boy, he had always feared for the Three Blind Mice, so in his version, the mice are not blind. They wear sunglasses and are much faster runners than the Farmer's Wife. He said, "*As a child I liked mice, they were the only pets that my parents allowed me to have. In the book she doesn't get their tails.*" Many of the other rhymes, though, he leaves just as scary as can be.

Some of Mr. Lobel's most popular books feature those two brown and green pop-eyed best buddies, *Frog and Toad*. They share walks together and yummy ice cream cones. They swim together and plan surprises for each other. They're best friends. Always together. Now and forever!

Mr. Lobel never looked back to the past. When he was asked which of his books was his favorite one, he answered that his favorite book was the next one. The one he hadn't done yet.

Arnold Lobel surely loved his work. The many honors and awards he received for his books must have made him proud. But he created them because he loved them. And as the moral of the story "*The Ostrich In Love*" says in his book *Fables*: "*Love can be its own reward.*"

***That is Mr. Lobel's reward.***

## **A Selection of Books by Arnold Lobel**

- A Zoo for Mister Muster
- Prince Bertram the Bad
- A Holiday for Mister Muster
  - Lucille
  - Giant John
- The Bears in the Air
- Martha, the Movie Mouse
- The Great Blueness and Other Predicaments
  - Small Pig
- Frog and Toad Are Friends
- Ice-Cream Cone Coot and Other Rare Birds
- On the Day Peter Stuyvesant Sailed into Town
  - Frog and Toad Together
  - Mouse Tales
- The Man Who Took the Indoors Out
  - Owl at Home
  - Mouse Soup
- Grasshopper on the Road
- Days with Frog and Toad
  - A Treeful of Pigs
  - Fables
- Whiskers and Rhymes
- The Book of Pigericks: Pig Limericks

## Frog



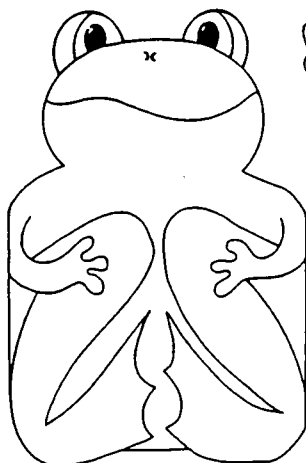
- ↑
1. Color him green.
  2. Color coat a dark green.
  3. Color pants a medium green.

1. Cut out.
5. Glue on stick.

- 1- Color toad a medium brown.
- 2- Color coat green.
- 3- Color pants a light green.
- 4- Cut out.
- 5- Glue on stick.  
↓



## Toad



## Frog

Read aloud to your students. Build vocabulary and concepts by sharing literature. Use the information you gather to write about the characters in the books.

*Days With Frog and Toad* by Arnold Lobel; Harper, 1979

*Fish Is Fish* by Leo Lionni; Pantheon, 1970

*Jump, Frog, Jump* by Robert Kalan; Greenwillow, 1981

*No Ducks in Our Bathtub* by Martha Alexander; Dial, 1973

*Tadpole and Frog* by Christine Back and Barrie Watts; Silver Burdell, 1984

### Make a Big Book

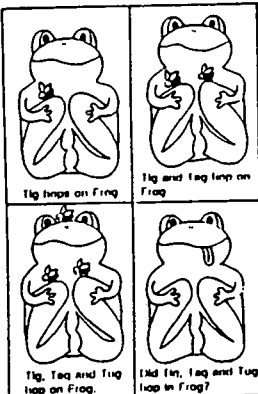
Use the large frog pattern to make a big book to read with your class.

Reproduce the large frog pattern for each page of the story. Make one extra page for a front cover.

Bind the pages together or fasten them with rings.

We've provided sample story ideas. You may want to add vocabulary more appropriate for your students. Use one part of the story on each page.

Story 1:



Story 2: Frog rests in the pond.

A fly lands on Frog.

Two flies land on Frog.

Frog looks at the flies.

Three flies land on Frog.

Frog looks and looks at the flies.

The flies are gone.

Frog looks full.

Use the small frog pattern on this page to make identical individual books for children to share with their parents. (See page 2 for directions.)

### A Frog Book

Reproduce two copies of the frog pattern on card stock for the cover.

Cut one of the patterns at the shoulder line.



Cut down the center between the frog's legs.

Hinge each side by following the directions on page 1. Attach the other frog pattern with staples.



Cut papers to fill inside the book. Use paper fasteners to hold them in place.



Frogs leaping away with smooth and shiny skin.

Toads hopping along are frog's "bumpy" kin.

by J.E. Moore

### Story Starters

1. How to Catch a Fly
2. My Favorite Fly Recipe
3. Amphibians Are Special

### Picture Story Suggestions

Have children at a pre-writing level make pictures on their copies of the large pattern to create a group book on one of the following themes:

My frog is jumping to \_\_\_\_\_  
A Frog Life Cycle

### A Pop-Up Frog Book

Use the small frog pattern on this page as the pop-up subject for the book.



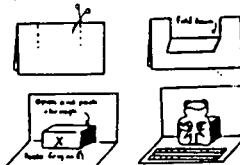
How to make the pop-up:

Use an 8 1/2" X 11" (21.5 X 28 cm) sheet of paper.

Open and reverse the fold on the flap. Put paste on the X as shown in the illustration.

Put the frog on the pasted area.

Add a piece of writing paper to the area below the pop-up frog.



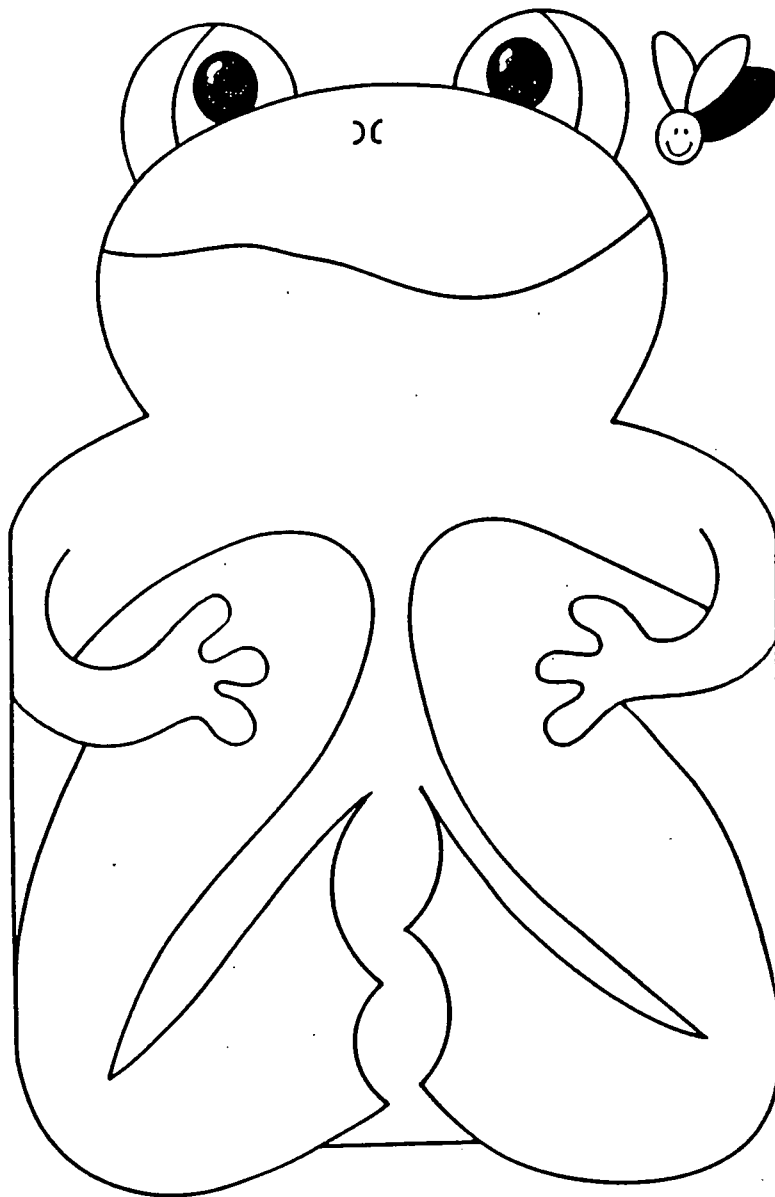
Children create backgrounds for their froggies and write on the lines.

1. Write facts about how they grow from a tadpole to a frog.
2. Create a counting book. The frog can be counting flies.
3. Make a pop-up book of rhyming words. Frog rhymes with \_\_\_\_\_.

### Complete the Couplet

Add writing lines to the large pattern and reproduce for each student. Have them copy the following verse, filling in the blank.

The little frog hopped from leaf to log  
And then to a \_\_\_\_\_  
that silly frog.



## BIBLIOGRAPHY

- Ahlberg, Janet and Allan. The Jolly Postman. Little Brown and Company, 1986: 2.
- Cullinan, Berniece E. Children's Literature in the Reading Program. Delaware: International Reading Association, 1987: 54-57.
- Cummings, Renee. Literature-Based Reading. Instructional Fair, Inc. 1990: 84.
- Evans, Joy. Making Big Books With Children. Evan-Moor Corp., 1989: 6,27.
- Goldish, Meish. "Big Book Teaching Guide". Missouri: Scholastic Inc., 1990: 9, 13.
- Hancock, Pat. "A Big Book Teaching Guide". Ontario: Scholastic-TAB Publications, Ltd., 1989: 4, 7, 8.
- Keller, Ellen. "Big Book Teaching Guide". Missouri: Scholastic Inc., 1989: 11-12.
- Routman, Regie. Transitions From Literature to Literacy. Portsmouth, N.H.: Heinemann Educational Books, Inc., 1988: 89-91.
- Schaeffer, Frank. "Read-Aloud Favorites." Schooldays  
 (September/October, 1986): 108-109.  
 (April/May/June, 1989): 31.  
 (September/October, 1989): 38.  
 (November/December/January, 1989-90): 17.  
 (April/May/June, 1990): 27.



## CHAPTER IV

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS

The problem found in this project was that too much emphasis was being placed on the use of basal text books and skills instruction in a first grade classroom.

The researcher became aware of the great interest that students showed in listening to good quality children's literature stories. The students were also eager to share their own experiences as they related to their environment and background.

The writer researched many books and journals pertaining to the use of reading aloud, using literature beyond the basal reading series and the use of literature based activities in the school curriculum.

A handbook of literature based activity lesson plans resulted from this research. The handbook includes children's literature books, goals, activity lesson plans and evaluations for each lesson plan. There are also similar lesson plans incorporating the study of a children's literature author and his works.

This handbook book will be useful to primary teachers in small urban communities. The teachers are provided with activities that coordinate with literature used by in first grade classrooms.

## SELECTED BIBLIOGRAPHY

Books

- Butler, Andrea and Turbill, Jan. Towards a Reading-Writing Classroom. Portsmouth, N.H.: Heinemann Educational Books, Inc., 1984.
- Cullinan, Bernice E. Children's Literature in the Reading Program. Delaware: International Reading Association, Inc., 1987.
- Goodman, Ken. What's Whole in Whole Language? Portsmouth, N.H.: Heinemann Educational Books, Inc., 1986.
- Hornsby, David and Sukarna with Parry, Jo-Ann. Read On: A Conference Approach to Reading. Portsmouth, N.H.: Heinemann Educational Books, Inc., 1986.
- Johnson, Terry D. and Louis, Daphne R. Literacy Through Literature. Portsmouth, N.H.: Heinemann Educational Books, Inc., 1987.
- Routman, Regie. Transitions From Literature to Literacy. Portsmouth, N.H.: Heinemann Educational Books, Inc.: 1988.
- Trelease, Jim. The Read-Aloud Handbook. New York: Penguin Books, 1982.

Journals

- Aliex, Nola Kortner. "Literature Based Reading Instruction." The Reading Teacher (January 1988): 458-461.
- Cohen, Dorothy. "The Effects of Literature on Vocabulary and Reading Achievement". Elementary English (February 1968): 209-213, 217.
- Eldredge, J. Lloyd and Butterfield, Dennis. "Alternatives to Traditional Reading Instruction." The Reading Teacher (October 1986): 32-37.
- Fuhler, Carol F. "Let's Move Toward Literature-Based Reading Instruction." The Reading Teacher (January 1990): 312-315.
- Hamilton, Martha and Weiss, Mitch. "A Teacher's Guide to Storytelling." Instructor (May 1991): 27-35.
- Hiebert, Elfrieda H. and Colt, Jacalyn. "Patterns of Literature-Based Reading Instruction." The Reading Teacher (October 1989): 14-20.

- Moen, Christine Boardman. "Caldecotts in the Classroom." Instructor (November/December 1990): 65-70.
- Tom, Choy Loy. "What Teachers Read to Pupils in the Middle Grades." (Dissertation, Ohio State University, 1969): 174.
- Tunnell, Michael O. and Jacobs, James S. "Using 'Real' Books: Research Findings on Literature Based Reading Instruction." The Reading Teacher (March 1989): 470-477.
- Wollman-Bonilla, Julie E. "Reading Journals: Invitations to Participate in Literature." The Reading Teacher (November 1989): 112-120.
- Zarrillo, James. "Teacher's Interpretations of Literature-Based Reading." The Reading Teacher (October 1989): 22-28.

R008799512