An Investigation into the Read-Aloud Program, Project Read, within the Public Elementary Schools of Wyoming County, New York

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AN INVESTIGATION INTO THE READ-ALOUD PROGRAM,
PROJECT READ, WITHIN THE PUBLIC ELEMENTARY SCHOOLS
OF WYOMING COUNTY, NEW YORK

THESIS

Submitted to the Graduate Committee of the
Department of Education and Human Development
State University of New York
College at Brockport
in Partial Fulfillment of the
Requirements for the Degree of
Master of Science in Education

by

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Abstract

This investigation was conducted with seven public elementary schools, grades K-4, in Wyoming County, New York. The purpose of this investigation was to determine the degree of participation among children and parents in the Project Read Program within these seven schools. This read-aloud program was designed to encourage parents to read aloud to their children each day. Each program was described and the participation within each grade level was compared to the overall participation within the school, and these results were charted. Data were collected from two elementary schools to determine who was reading to the child.

The results of this investigation showed that the total participation in the Project Read Program within the seven public elementary schools was 52% of the total K-4 student population. The total participation of grades K-4 ranged from 34% to 71% of the total school's population. In six out of the seven schools the participation level was higher with the lower grades, kindergarten and first, and lower in the fourth grade. In one school, the fourth grade
was second highest. The results also concluded that the mother reads to the child the majority of the time, (more than 80%), the father less than 20% and others less than 10%.

The Project Read Program has provided parents with the opportunity to get involved with their child's reading. It has encouraged parents to read aloud to their children and made them aware of the advantages of reading aloud.
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Chapter I

Statement of the Problem

Purpose

The purpose of this investigation was to determine the degree of participation among children and parents in the Project Read Program within the public elementary schools in Wyoming County, New York. This read-aloud program is designed to encourage parents to read aloud to their children each day.

Need for Study

Reading aloud is an activity that parents can do for their children's benefit. Many authors maintain that reading aloud is the best way for parents to involve their children in reading. Boegehold (1984) stated that:

The best help you can give your child, whether he is preparing to read or already has a good grasp of that skill, is to read to him. To read good books, to read regularly, to read what you and your child enjoy is still the basic way to enrich your child's own reading. (p. 234)

"One of the best ways to interest children in books is to read to them frequently from the time they are able to listen" (Huck, 1979, p. 708).

"Reading to the preschool child on a regular basis
is the best way to enrich environment and ensure success in learning to read" (Willems & Willems, 1975, p. 831).

"Reading aloud to children is one of the best ways in the world for children to become good readers themselves" (Weisner, 1974, p. 229).

Parents should read stories aloud to get their children interested in books and therefore interested in reading. "Read aloud can be the magnet that attracts children to books" (Cullinan & Carmichael, 1977, p. 108).

Schickendenz (1978) cited research by Durkin (1966), Sakamoto (1977), Sheldon and Carrillo (1952), and Sutton (1964), which found that children who learn to read easily in school are the same children whose parents have read to them at home.

"Reading to children has been advocated by child psychologists, linguists, educators, and parent groups. What was done as an incidental activity has now become essential for the development of children" (Darkatsh, 1979, p. 196).

Manning and Manning (1988), investigating perspectives of parents who read aloud to their young children, found that reading aloud "not only contributes to children's attitudes toward reading and reading skill" (p. 60). This study indicated that parents who read
aloud to their children are aware of its many values. "The study's findings are significant in confirming that many parents are reading to their children as a result of outside information about the value of that process to their children's learning" (p. 60).

Project Read has been in existence for ten years in the public school systems within Wyoming County, New York. There has never been an attempt to collect data from every public school district to analyze the operation of Project Read within the Wyoming County elementary schools. This investigation will describe the program within each public elementary school, grades K-4 and will answer the following questions.

Questions

1. What percentage of the children within an elementary school participate in Project Read compared to the total number of children within that elementary school?
2. What is the percentage of participation within each grade level? Is there more participation in the Project Read program with the younger children?
3. Are the children being read to by the mother, father, or others? (Others are babysitters, grandparents, older children, etc.)
Definitions

Project Read was introduced to Wyoming County by Mardi VanArsdale, of Castile, New York. Her experience as an elementary teacher, reading specialist, parent, and library board member made her aware of the need to establish this county-wide reading program.

In 1978, Mrs. VanArsdale received permission from the Idaho State Education Department to use and adapt their program to fit the need of Wyoming County. The program was presented to the Wyoming County Library system and the area elementary school principals. Both groups agreed to sponsor the project.

A board of volunteers consisting of principals, librarians, teachers, reading specialists, and parents was established. They prepare and distribute materials, such as book lists, information for parents and publicity. The Project Read board carries its message to parents at school open houses, kindergarten registrations, teaching workshops, and at a booth at the Wyoming County Fair. Project Read sends representatives to speak to P.T.A.'s, pre-school parents groups, and service organizations.

Project Read is described as a support system designed to help increase a child's ability and desire to read. It encourages parents to accept their role as their children's most important teacher. The main
goal of the program is to get parents to read aloud to their children.

Participation - used within the framework of the questions, the child being read to at least 15 to 20 times a month depending on the individual school programs.

Limitation of the Investigation

The information that was collected from the calendars, coupons, and charts was subject to the accuracy of the parents to mark down the days that they read to the child.

Summary

This investigation determined the degree of participation among children and parents in the Project Read Program within the Public Elementary Schools in Wyoming County, New York. The investigation examined the Project Read Program within each elementary school, specifically grades K-4.
Chapter II

Review of Literature

Purpose

The purpose of this investigation was to determine the degree of participation among children and parents in the Project Read Program within the public elementary schools in Wyoming County, New York. This read-aloud program is designed to encourage parents to read aloud to their children each day.

The research related to this investigation focused on parents reading aloud to their children. Specifically, the research examined the parents as role models for their children, the effect of the home environment on reading and reading aloud to children by the parents.

Parents as Role Models

Dodson (1981) claims that one of the most powerful motivators of children is their desire to imitate their parents. The child should see both parents reading and both parents should read aloud to their children.

Dix (1976) conducted a survey with parents of children in grades 1-6. Conclusions from the study stated that parents who are good readers themselves represent good reading models to their children. Within this study,
parents gave their definitions of reading.

Parents of good readers defined reading as:
1. Reading is the best source for learning.
2. Reading is different worlds and lives that we could share in.
3. Reading is enjoyment, relaxation, and knowledge.
4. Reading is conversation with the author.
5. Reading is an adventure of the mind.

In contrast, parents of poor readers defined reading as:
1. Reading is decoding printed symbols into meaning.
2. Reading is the ability to understand what words are trying to tell us.
3. Reading is a sentence or a group of words with a subject and predicate.
4. Reading is trying to sound out words. (p. 5)

The definitions of the parents clearly show their attitudes toward reading. "We cannot expect children to apply themselves with enthusiasm to the act of reading if they know that the adults around them have little enthusiasm for the activity" (Chambers, 1977, p. 572). "Parents who read to their children and show that they enjoy reading themselves are the primary influence of a child's enjoyment of reading books" (Willems & Willems, 1979, p. 90).

Parents tend to be a model for their child to follow. In a study comparing TV viewing and reading among 59 fifth grade students from nine schools, Neuman (1986) concluded that children's television viewing and reading habits appeared to follow the
examples set by their parents. Neuman (1986) stated:

In the high reading groups, book reading was regarded as a daily activity, an important way of spending time together. Bedtime stories and naptime routines with picture books and Dr. Seuss often began when the child was six months of age. In the light reading groups, these habits were not established as a regular pattern; parents read less frequently, at times when the child was free from other activities. (p. 180)

"Storytime in many homes is a daily occurrence which not only contributes to the child's future academic success but also creates a healthy emotional bond between parents and child" (Fitzpatrick, 1982, p. 51). "By reading aloud to their children, parents can encourage them to want to read" (Lautenschlager & Hertz, 1984, p. 19). Mason and Blanton (1971) found that many children expressed an interest in reading the same stories that they enjoyed hearing read to them. "Most kids who have books read to them and are around adults who read are quite naturally interested in what books are all about" (Palewicz-Rousseau & Madaras, 1979, p. 16).

If a parent is to be a model, then reading the newspaper while the child is awake would be more effective for that child than waiting to read when the child goes to bed. "Parents who themselves enjoyed reading spent time reading and discussing
books with their children. These parents were often familiar with popular children's authors and could recommend specific book titles to their children" (Neuman, 1986, p. 182). "The value of an adult partner who shares books and who thinks aloud in response to literature cannot be ignored" (Roser & Martinez, 1985, p. 489). "Exposure to good books in the early years by loving parents is the foundation to all future reading abilities" (Brown, 1979, p. 23).

A child who is exposed to books at an early age realizes what reading is all about and the joys that reading a book can bring. Dodson (1981) stated that:

> The ideal situation is for them to grow up with a mother and father who are both readers, who love books, and who talk about books to each other and their children. Anything less than this ideal greatly reduces the motivation of the child to want to become a reader, and a good reader, when he grows up. And it greatly reduces his motivation to read books now, as a child.

(p. 17)

Parents' habits and attitudes are important toward learning and it is not just the mother who influences the child but the father as well. In a study using two questionnaires, one to measure parental reading habits and the other to measure parental attitudes toward reading, Hage (1987) found that there was a moderately strong correlation between fathers' attitudes toward reading and fathers' reading habits. Butler (1979) described a family where the father had
quit school at the age of fourteen. An investigation found that all seven children in the family loved to read because the father loved fairy tales and read aloud often to his children. When fathers felt it was their job to teach academic skills, their children scored higher in the problem solving skill (Dunn, 1981).

In a study by Romatowski and Trepanier (1977) with 3-5 year olds enrolled in a campus development center, thirty families were surveyed and twenty-five completed a questionnaire. Results showed that families reported reading to their child four to seven times per week. Seventy-five percent of the respondents identified the father as an active participant and the mother was identified in all cases. In sixty percent of the total home reading time, the mother was the major person with whom the reading was shared and thirty-two percent of the total reading time was spent with the father.

Forty parents and children used diaries and responded to questionnaires in a study by Dunn (1981). She concluded that parents need to realize that they are teachers as well as parents. The parent is the primary teacher of the child (Gordon, 1976). "Both parents particularly fathers, need to be encouraged to read to their children at home. The role model of a parent
who enjoys reading is vital in motivating children to read" (Mendoza, 1985, p. 523).

In the Report of the Commission on Reading prepared by Anderson, Hiebert, Scott, and Wilkinson (1984) it was stated:

Parents play roles of inestimable importance in laying the foundation for learning to read. Parents should informally teach preschool children about reading and writing by reading aloud to them, discussing stories and events, encouraging them to learn letters and words, and teaching them about the world around them. (p. 57)

The Home Environment

"The home produces the first, most insistent, impact on a child" (Hansen, 1969, p. 17). Sheldon & Carrillo (1952) concluded that as the home library increases, the percent of good readers increases and the percent of average and poor readers decreases. Parents of good readers tend to use the library more frequently than parents of poor readers (Dunn, 1981). Morrow (1985) stated that reading to children emerged as an important characteristic of homes where children were voluntarily interested in books. The kinds of books within a home makes a difference; the better readers did not own encyclopedias but books that related to their interests and created parent-child interaction (Shields, Gordon, Dupree, 1983).
Weisner (1974) cited a study completed earlier by (Moore, 1968) where investigators went into homes of two and a half year olds and observed toys, books, and experiences provided by the family and the quality of parent-child relationships. These observations were compared with reading achievement test scores five and a half years later. There was a high correlation between early observations of the parent-child relationship in the home and reading test scores. "This suggested that the key to improved reading skills may not be in the classroom, but it may be in the home" (Weisner, 1974, p.227).

Children exposed to reading materials within the home were found to be more proficient in reading. Parents in the homes of early readers tended to purchase more books and provide opportunities for their children to visit the library (Greaney, 1986). Cholewinski & Holliday (1979) examined competent readers and those who enjoyed reading. They found that the presence of books within the home was the single most important factor in the development of the child's competence in reading.

In a study by Callaway (1981), 223 college students were surveyed to determine what factors they recalled affected their reading habits when they were younger. "Encouragement by parents and making books available
were listed more than any other outside of school or in school" (Callaway, 1981, p. 216). "It is primarily up to the parents whether their children become good readers, and whether they continue to read" (Weisner, 1974, p. 230). "The experiences of being read to is important because it develops a child's listening and speaking vocabularies, which are necessary foundations for reading" (Palewicz-Rousseau & Madaras, 1979, p. 17).

The home exerts a strong influence upon children's interest in literature from the time that they are very young (Shields et al., 1983). "The more conductive to learning to read we can make the environment, the more responsible it is to children, the better it will be in the long run for enabling children to read and for fostering within children the desire to read" (Teale, 1978, p. 931).

Beaver (1982) states that reading aloud a variety of books and reading some books in depth encourages children to make connections in their minds and thus fosters their mental development and an appreciation for the value of literature. In a study by Shea and Hanes (1977), the best predictor of achievement was material available for learning within the home environment. The research indicates that there seems to be a positive effect on reading from the home
environment which encourages reading. A parent who creates a good reading environment within the home shows the child that reading is important and worthwhile.

"Children need to be surrounded by adults who are themselves literacy readers possessing a ready knowledge of children's books" (Chambers, 1977, p. 574). The child learns from his parents and if the parents place a value on reading then the child follows the model set by the parents.

**Reading Aloud to Children**

"Reading aloud to children stimulates their interest, their emotional development, and their imagination. There is a fourth area which is stimulated by reading aloud and it is particularly vital area in today's world. It is the child's language" (Trelease, 1985, p. 11). Chomsky (1972) states that reading results indicate that exposure to more complex language available from reading does seem to go hand in hand with knowledge of the language. When a parent reads to a child, it can stimulate imagination and help the child to understand the language of the written word long before he can read it (Greaney, 1986).
"The child who reads (or listens to) a variety of rich and complex materials benefits from a range of linguistic inputs that is unavailable to the non-literacy child" (Chomsky, 1972, p.23).

Teachers included in a survey by Becker and Epstein (1982) reported that parent-child reading is their most used parent involvement technique. "Two-thirds of the teachers said they frequently ask parents to read to their children or listen to the children read, and more than one-fifth named this activity as the most valuable parent involvement technique in their own teaching practices" (Becker & Epstein, 1982, p. 90). "Reading aloud to children in elementary school grades from low income homes and to children who are low achievers seems to influence vocabulary development and reading achievement" (McCormick, 1977, p. 142). "One of the most important values a child derives from his early experiences with books is in the development of language. Children who have heard hundreds of stories have a wealth of stored verbal knowledge" (Brown, 1979, p. 32).

Hansen (1969) cited an earlier study by Milner (1951) in which "reading readiness in grade one and patterns of parent-child interaction revealed that children with higher test achievement levels had more books of their
own in their home and were read to more often" (Hansen, 1969, p. 21). "Children who have been read to as preschoolers are better readers than those children who have not been read to, and research supports the assertion that story time is a positive factor contributing to beginning reading success" (Fitzpatrick, 1982, p. 51).

Cohen (1968) found that language development correlates with success in reading and that both can be improved through regular exposure to stories read aloud. "Young children who are read to often tend to be the youngsters who speak in sentences at an early age" (Willems & Willems, 1975, p. 831). "Correlational results from research and practical experience strongly suggest that reading to a child can be a most important facet of his or her becoming literate, and even of overall early childhood development" (Teale, 1981, p. 902).

"One thing that parents and teachers can do to help get kids ready to read is quite simple--read to them! Not only does this help expand their vocabularies and extend their experiences, but it also teaches them how a book works" (Palewicz-Rousseau & Madaras, 1979, p. 15). When reading aloud to a child, "the child may be learning all the other skills necessary for success in reading:
i.e., that a story starts at the front of the book and goes to the back, that it is written from left to right, top to bottom, that the eye must be trained to follow along and focus in on the words" (Harkness, 1981, p. 46).

Schickedanz (1978) states that the effects of story reading may be quite strong because the child is usually on the reader's lap where he or she can see the print and turn the pages.

Belfon (1986) conducted a study in which 10th graders were asked to recall their read-aloud experiences as preschoolers and then results were compared to self-report questionnaires and achievement test batteries. Results showed that "tenth grade students who were read to as preschoolers had higher achievement and spent more time reading for pleasure and reading the front page of the newspaper than their counterparts who were not read to during the preschool years" (p. 89). They also had a more positive attitude toward English class.

A survey by Mendoza (1985) of 520 children ranging in age from 5 to 13 showed that children overwhelmingly enjoyed being read to. The results of the survey showed that of the primary children, 75% of the boys and 89% of the girls reported being read to at home. At the intermediate level 50% of the boys and 53% of the girls
were read to at home.

A study by Gordon (1976) revealed that the way a parent reads aloud to the child can affect the attitude of reading by that child. He explains that a parent can create a situation where the child will want to be read to over and over, or the child may never want the parent to read aloud again. If a mother recalls certain books with pleasure from her childhood, she transmits this enjoyment to her child very early when reading to him (Chomsky, 1972).

Lautenschlager and Hartz (1984) wrote about a school district in Wisconsin that provided parents with information on reading aloud to their children. The school district provided a formal presentation to the parents, material on reading aloud to children, and showed a videotape concerning reading to children. At the end a written evaluation was given to the parents. The results showed that 30% of the participants gained new ideas and nearly 100% would like to see the series continued with further materials.

Lengyel and Baghban (1980) wrote about the effects of a family reading program used in West Virginia to encourage parents to read to their child for 15 minutes a day, seven days a week for a period of nine weeks.
"By involving the parents in a family reading program, reading becomes a part of the family's daily routine, with a closeness developing between the parents and their child" (Lengyel & Baghban, 1980, p. 6).

Reading to children and listening to them read for ten minutes daily was found to be the most significant way a parent can increase their child's reading achievement (Miller, 1986). Harkness (1981) stated that:

> Reading is an integral part of life in modern society requiring a certain level of proficiency from everyone, and putting those who are unable to read fluently at a great disadvantage. Children deserve the best start possible. Being read to seems a good place to begin. (p. 47)

**Summary**

The research suggests that parents are role models for their children and that the home environment can affect the child's reading both at home and at school. Parents need to be aware of the many advantages of reading aloud to their children. Research indicates that parents and their children benefit from programs that encourage parents to read aloud to their children. Reading aloud is one of the best ways a parent can provide their child with the opportunity to enjoy and learn about reading.
Chapter III

Design

Purpose

The purpose of this investigation was to determine the degree of participation among children and parents in the Project Read Program within the public elementary schools in Wyoming County, New York. This read-aloud program was designed to encourage parents to read aloud to their children each day. This investigation described the program within each public elementary school, grades K-4 and answered the following questions.

Questions

1. What percentage of the children within an elementary school participate in Project Read compared to the total number of children within that elementary school?

2. What is the percentage of participation within each grade level? Is there more participation in the Project Read Program with the younger children?

3. Are the children being read to by the mother, father, or others? (Others are babysitters, grandparents, older children, etc.)
Materials

Materials for this investigation will be the charts, calendars, or coupons depending on the individual school's Project Read Program. These materials are used by the parents to record the number of days that they read to their child.

Methodology

Seven elementary schools will be involved in the investigation of the Project Read Program. Attica Elementary and Sheldon Elementary of the Attica Central School district, Arcade Elementary and Delevan Elementary of the Pioneer Central School district, Letchworth Elementary of the Letchworth Central School district, Perry Elementary of the Perry Central School district and Wyoming Elementary of the Wyoming Central School district. Grades K-4 of each school will be involved in the investigation.

The investigation will take place for one month within each elementary school. The director of the Project Read Program within each elementary school will be contacted to find out the following: (a) the length of time the program is run each school year, (b) the incentives that are used with the program, and (c) the information that is given to each parent. Arrangements will be made with each elementary school to examine the calendars, coupons,
or charts that are used to record the daily reading to the child.

**Descriptive Analysis**

The Project Read Program within each elementary school will be described according to the length of time the program is run each school year, the incentives that are used with the program and the information that is given to each parent. In Chapter IV, the data from each elementary school will be reported according to grade level and compared to the total enrollment within the grade level. Also the total number of children participating in Project Read will be compared to the total enrollment of students within grades K-4 of the elementary school. The totals will be converted to percentages and then charted to show the participation of the children within each elementary school in the Project Read Program.

**Summary**

Seven elementary schools, grades K-4, in Wyoming County, New York were investigated to determine the degree of participation among the children and parents in the Project Read Program within each school. In
Chapter IV, each school’s Project Read Program will be described and the participation of the children in the Project Read Program will be compared to the total enrollment within the elementary school and charted to show the results. In the schools where the calendars or coupons were initialled, the results will be charted to show who is reading to the child.
Chapter IV

Analysis of Data

Purpose
The purpose of this investigation was to determine the degree of participation among children and parents in the Project Read Program within the public elementary schools in Wyoming County, New York. This read-aloud program was designed to encourage parents to read aloud to their children each day. This chapter will describe the program as it is implemented in each school district and will conclude with a discussion of the commonalities and variations among the districts.

Descriptive Analysis

Attica Elementary School

The Project Read Program begins in October and ends the last of May for a total of eight months. Each child brings home a calendar, letter explaining Project Read, and two pamphlets (see Appendix A). The parents are encouraged to read fifteen minutes a day for at least twenty days a month. The parents initial the calendar on the days they read aloud to their child. The calendars are turned in at the end
of the month, and the classroom teacher keeps track on a chart the number of days the child was read to.

When the child returns the calendar, an award certificate (see Appendix A) is given to the child. Each month, the child receives an award sticker to place on the certificate. At the end of the school year each child who has participated in Project Read receives a pencil at an assembly program.

In each of the Tables 1-7 the participation within the grade level is represented by a solid bar. The mean participation is the level of participation throughout the five grades and is represented by a bar with slanted lines.

Table 1 shows the highest participation to be above the 50% level in the first grade, with the participation level dropping below 25% in the fourth grade. The mean participation for grades K-4 is at the 39% level.
Table 1

PROJECT READ PARTICIPATION
ATTICA ELEMENTARY SCHOOL

Sheldon Elementary School

The Project Read Program begins in October and ends in May for a total of eight months. Each child brings home a calendar and a letter explaining Project Read in October (see Appendix B). The parents are encouraged to read to the child fifteen minutes a day for at least twenty days a month. The parents initial the calendar on the days they read aloud to their child. When the child returns the calendar, an award certificate (see Appendix B) is given to the child.
Each month, the child receives an award sticker to place on the certificate.

Table 2 shows the highest participation to be above the 45% level in kindergarten, with the participation level dropping below 20% in the fourth grade. The mean participation for grades K-4 is at the 34% level.

Table 2

PROJECT READ PARTICIPATION
SHELDON ELEMENTARY SCHOOL
The Project Read Program begins in October and ends in May for a total of eight months. In October, the classroom teacher reads to the students each day. At the end of the month, each student receives a gummy bear candy and a calendar (see Appendix C) to take home. The parents are encouraged to read to the child for the next six months, fifteen minutes a day for at least twenty days a month. Each month when the calendar is returned to school, the student receives an incentive: a bookmark, a pencil, and after the fourth month, a paperback book. Then the cycle is repeated starting with the candy. Each student also receives a certificate (see Appendix C) with a paw stamp for each month's participation. In May the classroom teacher reads to the students each day to end the program for the school year.

Table 3 shows the highest participation to be above the 75% level in kindergarten, with the participation level dropping below 65% in the first grade. Then the level of participation increases with each grade level with fourth grade at 72%. The mean participation for grades K-4 is at the 69% level.
Table 3

PROJECT READ PARTICIPATION
LETCHWORTH ELEMENTARY SCHOOL

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Participation</th>
<th>Mean Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>85</td>
<td>75</td>
</tr>
<tr>
<td>1</td>
<td>70</td>
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<td>2</td>
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<tr>
<td>3</td>
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<td>55</td>
</tr>
<tr>
<td>4</td>
<td>55</td>
<td>50</td>
</tr>
</tbody>
</table>

Perry Elementary School

The Project Read Program begins in October and ends in May for a total of eight months. Each student takes home a calendar (see Appendix D) and the parents mark the days the child is read to. At the end of the month the student returns the calendar to school. When the calendar is returned to the school with twenty or more days marked the child receives a plastic dinosaur
and a sticker to be placed on a picture chart (see Appendix D) that is kept on display within the classroom. The names of the students who participated in the program for the month are sent to the Project Read coordinator within the school (see Appendix D). The names are put in a raffle drawing that is held twice a year. One student from each grade level wins a t-shirt. At the end of the school year, each student who has participated for eight months receives a reading award certificate (see Appendix D), another complete set of eight dinosaurs, and the classroom picture chart. The program is continued throughout the summer months with the Perry Public Library System.

Table 4 shows the highest participation to be above the 60% level in the third grade, with the participation level dropping below 50% in the fourth grade. The mean participation for grades K-4 is at the 59% level.
The Project Read Program runs for five weeks in the fall and five weeks in the spring. Each student receives a letter explaining Project Read and coupons to take home (see Appendix E). The parents are encouraged to read aloud to their child for fifteen minutes a day for at least five days a week. Each week the coupons are marked by the parent and returned to school at the beginning of the following week. The classrooms with
the most students participating receive a book from Project Read. At the end of the spring session, the students receive an award certificate (see Appendix E). If the student has participated for all ten weeks, an award sticker is placed on the certificate. Each student also receives bookmarks, pencils, or pencil holders depending on the school year. The fourth grade students who have participated in Project Read for at least five weeks receives a paperback book on Moving-Up Day.

Table 5 shows the highest participation to be above the 60% level in the first grade, with the participation level dropping to 35% in the fourth grade. The mean participation for grades K-4 is at the 50% level.

Table 5
PROJECT READ PARTICIPATION
ARCADE ELEMENTARY SCHOOL

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>PARTICIPATION</th>
<th>MEAN PARTICIPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Delevan Elementary School

The Project Read Program runs for five weeks in the fall and five weeks in the spring. Each student receives a letter explaining Project Read and coupons to take home (see Appendix F). Each week the coupons are marked by the parents and returned to school at the beginning of the following week. The parents are encouraged to read to their child for fifteen minutes a day for at least five days a week. The classroom teacher keeps track on a wall chart the number of weeks a child is read to. The classrooms with all the students participating both fall and spring receive a book for their classroom library from Project Read. A student must participate for at least five weeks out of the total ten weeks to receive a paperback book of their choice.

Table 6 shows the highest participation to be above the 85% level in the first grade, with the participation level dropping below 60% in the fourth grade. The mean participation for grades K-4 is at the 71% level.
The Project Read Program runs for two months at a time: October-November, January-February, and March-April. The student receives calendars (see Appendix G) for two months. The parents mark the calendar each time the child is read to and at the end of the two months, the calendars are returned to school. Each child that is read to each day for the two months receives a paperback book. Other
incentives for the program have been finger puppets and bookmarks. Each student that participates in the Project Read Program receives a certificate (see Appendix G) at the end of the school year.

Table 7 shows the highest participation to be above the 45% level in kindergarten, with the participation level dropping below 25% in the fourth grade. The mean participation for grades K-4 is at the 40% level.

Table 7

PROJECT READ PARTICIPATION
WYOMING ELEMENTARY SCHOOL

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>PARTICIPATION</th>
<th>MEAN PARTICIPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>60</td>
<td>45</td>
</tr>
<tr>
<td>1</td>
<td>50</td>
<td>45</td>
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<td>50</td>
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<td>3</td>
<td>35</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>25</td>
<td>20</td>
</tr>
</tbody>
</table>
Interpretation of Data

The Project Read Program is used within seven out of eight public elementary schools within Wyoming County, New York. Five out of the seven schools used the calendars and two of the schools used the coupons. The length of the Project Read Program varies within each of the schools: four of the schools run their programs for eight months, one school for six months, and two schools for ten weeks. One school's program, which runs for eight months, has two months of classroom reading within the program.

Incentives for the program vary with each school. Four of the schools use paperback books, five schools use award certificates at the end of the year, and three use award certificates with award stickers each month. All the schools use a variety of pencils, candy, bookmarks, pencil holders, and finger puppets. One school has a raffle twice a year.

Total participation within grades K-4 of the schools ranges from 34% to 71%.
Table 8

Total Participation of Grades K-4

<table>
<thead>
<tr>
<th>School</th>
<th>Percent</th>
<th>Length of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delevan Elementary</td>
<td>71%</td>
<td>Ten Weeks</td>
</tr>
<tr>
<td>Letchworth Elementary</td>
<td>69%</td>
<td>Eight Months</td>
</tr>
<tr>
<td>Perry Elementary</td>
<td>59%</td>
<td>Eight Months</td>
</tr>
<tr>
<td>Arcade Elementary</td>
<td>50%</td>
<td>Ten Weeks</td>
</tr>
<tr>
<td>Wyoming Elementary</td>
<td>40%</td>
<td>Six Months</td>
</tr>
<tr>
<td>Attica Elementary</td>
<td>39%</td>
<td>Eight Months</td>
</tr>
<tr>
<td>Sheldon Elementary</td>
<td>34%</td>
<td>Eight Months</td>
</tr>
</tbody>
</table>

Participation within each grade level varies, with three schools having the highest participation in first grade and three schools having the highest in kindergarten. One school has the highest participation in the third grade. In six of the schools the lowest participation is in fourth grade, while one school has fourth grade participation second highest in that school.

Table 9

Grade Level of Highest Participation

<table>
<thead>
<tr>
<th>School</th>
<th>Grade Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delevan Elementary</td>
<td>First</td>
<td>86%</td>
</tr>
<tr>
<td>Letchworth Elementary</td>
<td>Kindergarten</td>
<td>79%</td>
</tr>
<tr>
<td>Perry Elementary</td>
<td>Third</td>
<td>64%</td>
</tr>
<tr>
<td>Arcade Elementary</td>
<td>First</td>
<td>63%</td>
</tr>
<tr>
<td>Attica Elementary</td>
<td>First</td>
<td>52%</td>
</tr>
<tr>
<td>Wyoming Elementary</td>
<td>Kindergarten</td>
<td>48%</td>
</tr>
<tr>
<td>Sheldon Elementary</td>
<td>Kindergarten</td>
<td>47%</td>
</tr>
</tbody>
</table>
### Table 10

**Grade Level of Lowest Participation**

<table>
<thead>
<tr>
<th>School</th>
<th>Grade Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letchworth Elementary</td>
<td>First</td>
<td>61%</td>
</tr>
<tr>
<td>Delevan Elementary</td>
<td>Fourth</td>
<td>59%</td>
</tr>
<tr>
<td>Perry Elementary</td>
<td>Fourth</td>
<td>49%</td>
</tr>
<tr>
<td>Arcade Elementary</td>
<td>Fourth</td>
<td>35%</td>
</tr>
<tr>
<td>Wyoming Elementary</td>
<td>Fourth</td>
<td>23%</td>
</tr>
<tr>
<td>Attica Elementary</td>
<td>Fourth</td>
<td>22%</td>
</tr>
<tr>
<td>Sheldon Elementary</td>
<td>Fourth</td>
<td>16%</td>
</tr>
</tbody>
</table>

**Who Is Reading To The Child?**

Data were collected from two elementary schools within the Attica School District. Both schools have the parents initial the calendars on the days that the child is read to. Both parents were identified on the calendars and the days counted for each parent. The initials that did not belong to either parent were counted in the "others" category. Others were the grandparents, babysitters, or older siblings who were reading to the child.

The results at the Sheldon Elementary School showed that 82% of the time spent reading to the child was done by the mothers. Fathers spent 17% of the time and others spent 1% of the time.

At the Attica Elementary School 86% of the time spent reading to the child was done by the mothers,
with the fathers spending 5% of the time and 9% of the time was done by others.

Table 11
Percentage of Time Reading Aloud

<table>
<thead>
<tr>
<th>School</th>
<th>Mothers</th>
<th>Fathers</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attica Elementary</td>
<td>86%</td>
<td>5%</td>
<td>9%</td>
</tr>
<tr>
<td>Sheldon Elementary</td>
<td>82%</td>
<td>17%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Summary

From the data collected in this investigation, it can be concluded that participation in the Project Read Program varies from each school. The total participation of grades K-4 ranges from 34% to 71% of the total school's population. In six out of seven schools the participation level is higher with the lower grades, kindergarten and first and lowest in the fourth grade. In one school, the third grade is the highest and at another school the fourth grade is the second highest.

From the data collected within the two elementary schools, it can be concluded that the mother reads to the child the majority of the time, (more than 80%), the father less than 20% and others less than 10%.
Through the Project Read Program within the seven public elementary schools, grades K-4, 52% of the total population of the seven schools are participating in the Project Read Program in Wyoming County, New York.
Chapter V

Conclusions and Implications

Purpose

The purpose of this investigation was to determine the degree of participation among children and parents in the Project Read Program within the public elementary schools in Wyoming County, New York. This read-aloud program was designed to encourage parents to read aloud to their children each day.

Conclusions

From this investigation, it can be concluded that the Project Read Program within the seven public elementary schools of Wyoming County, New York has encouraged parents to read to their children, with a little over half of the children being read to by their parents. As the child's grade level increases, the participation in Project Read tends to decrease. This was shown in four of the seven schools. As stated by the research, reading aloud to a child can be one of the best ways to involve a child in reading. Parents of children in the higher grades should be provided with information on the benefits of reading aloud.
This investigation showed that mothers are definitely the parent reading to the child in a majority of the homes. Previous research conducted by Butler (1979) showed the importance of a father reading to his children and how it can positively affect the children's reading. There needs to be an emphasis placed on fathers participating in the Project Read Program.

Previous research by Manning and Manning (1988) showed that parents do read to their children as a result of outside information presented to them. Reading programs such as Project Read can encourage parents to read to their children. Parents need the information and incentive that a program like Project Read can provide.

Implications for Research

This investigation answered three questions. Further investigation into the Project Read Program could include the following:

1. Comparing the participation level of parents reading to their child in a Project Read school with a school that has no formal parent and child reading program.
2. Comparing the reading achievement of students participating in Project Read with students who have not participated.

3. Investigating whether the educational background, socio-economic status, or the size of the family contributes to the participation level of each family.

4. Since incentives could play a role in the participation of students, investigate what incentives are the most effective in the Project Read Program.

5. The Project Read Program helps parents become involved in their child's reading. Are the parents who participate in Project Read the same parents who are involved in other educational activities of the child?

6. The research suggests that reading aloud is one of the best ways to involve children in pleasure reading. Does the child who is participating in Project Read enjoy leisure reading and how much time do they spend reading compared to the child not in Project Read?

7. The results of the investigation showed that the older child is not participating in Project Read as much as the younger child. Future research could
examine what can be done to increase the participation level of the older child in the Project Read Program. Specifically, the schools which have a high participation in the third and fourth grades could be examined to determine what factors may have caused this result.

8. The mothers are the parents who are participating the majority of the time in the Project Read Program. Future research could determine if the educational background, socio-economic status and the value the father places on reading affects the father's participation in Project Read.

9. This investigation could be replicated to determine if the participation levels are the same throughout the year and how the levels compared to the results done in this investigation.

Implications for Classroom Practice

The Project Read Program was created to involve parents in reading aloud to their child. The classroom teacher plays a role in the promotion of the program. In order to become more effective in that role, the classroom teacher could:

1. Provide the students with an example of someone who is interested in books by setting aside
time for leisure reading both by the students and the teacher.

2. Show enthusiasm for the program by keeping in contact with the parents and encouraging the parents with letters and short notes about reading aloud to their children. Provide book lists and short summaries of books to read.

3. Create incentives within the classroom for Project Read. For example, some teachers currently in the program provide students with popcorn parties if everyone participates for a week.

4. Provide a source of books for the student to borrow either through the school library or a classroom library. Maintain a classroom library and a reading corner where students can read in their spare time.

5. Encourage students to share their favorite books with others through reading aloud favorite passages and drawing pictures of books.

6. Introduce new books within the classroom through role-playing of characters, puppets, flannel graph, and the reading aloud of the story.

7. Set aside at least ten minutes a day for reading aloud to the students.
References


Appendix A

Materials from Attica Elementary School

Letter to the Parents

Project Read Calendar

Pamphlet—You Can Encourage Your Child To Read

Pamphlet—A Kindergarten Through Grade Six Reading List

Project Read Certificate
Dear Parents,

This month marks the 10th anniversary of the launching of the Project Read Program in Wyoming County. It has been exciting to see the number of participants increase each year so that thousands of children are beginning to reap the benefits of regular family reading and teachers are reporting an improvement in reading interest, motivation as well as achievement. If you and your children would like to participate in the program this year, here are some guidelines to follow.

GUIDELINES:

1. Each month you will receive a calendar. Place the calendar in a convenient location in your home. Each day you have the opportunity to read to your child 15 minutes or he/she reads to you for 15 minutes, just initial the box for that day.

2. At the end of the month, please send the calendar back to school with your child. He/she should return it to his/her teacher.

3. It is important to sign the top of the calendar (in pen) before you send it back to school. This makes it valid. Also, count up the number of days that are initialed and place that number by your signature.

4. If you have 20 to 30 days of reading completed by the end of the month, your child is eligible for an award. If you have less than 20 days completed, they will be accumulated with the following months' total. If one or more months are particularly busy, just read when you can and eventually the days will add up to 20.

5. Each child will receive his/her award the first month he/she reads 20 times. In the months that follow, they will receive a seal to put on their award each month they read 20 times. There will be a total of 8 seals from October through May for the award certificate. The seals will be sent home in an envelope to be put on the award at home.

6. Monthly prizes have been discontinued. Tell your child that their prize is the certificate and seal each month. To begin the program this year, all the children are receiving a bookmark with their calendar to encourage them to read at home and join Project Read.

7. Libraries at school and public libraries will be happy to help parents and children select books they are interested in. Any books or stories are great to read. Booklists that are available in the local libraries, are just suggested reading material and levels.

8. Older brothers and sisters in the family can also read or listen to your child read.

Your child will look forward to the time you spend together reading and will soon begin to think of reading as essential. Your time together will be a time of closeness, relaxation and pleasure. This time spent will long be remembered. We hope you will continue to support the Project Read Program, read to your child and realize the pleasure and satisfaction in books as you watch his/her reading improve.

INFORMATION:

Mrs. Mardi VanArsdale  
Director, Project Read  
5136 Park Road, West  
Castile, N.Y. 14227  
PH: 493-2491

Shirley Smith  
Project Read Coordinator  
Prospect Elementary School  
Attica, N.Y. 14011  
PH: 591-0400-Ext.
Dear Parent,

When we stop to think of all the things we have to be thankful for, we would like you to know that we do appreciate your participation in Project Read. Don't forget to initial the box each day that you read and sign the top. Return Dec. 1st. to your child's teacher!

---

**Five Little Peppers And How They Grew**

*by Margaret Sidney*

---

**PROJECT READ**

Happy Thanksgiving

---

**November 1988**

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thurs.</th>
<th>Friday</th>
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</tr>
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<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>Return to School</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parents Signature

Child's Name

Teacher
Be a good listener. Listen to your child read, not in order to correct every word or to turn it into a reading lesson but to share in the activity. Many reading educators believe that if a child is understanding the printed message, it is not absolutely necessary that every word be read — either when reading silently or aloud. By listening to your child tell stories, ask questions, relate experiences and read to you, you are helping to develop your child's oral language and reading abilities.

Be willing to share. Life today is crowded with many things to do. Don't let it crowd out reading for you and your child. Arrange a time for you and your child to read together. You may read your own materials separately, or read the same story together. This can be at bedtime, or any other time of the day.

Provide reading related activities. There are many activities which are related to reading and can be used to stimulate interest. One very important device is to have your child write stories or tell stories to you while you write them down. A child will be encouraged to see his or her own words in print and this will communicate the concept of reading and writing. A diary of experiences can also be stimulating. Storytelling can be great fun. You can take turns with your child in telling stories. Ghost stories, adventure stories, fairy tales, or simply made-up stories can bring people together. Reading games involving the guessing of story titles, names, characters, or plots can be lots of fun for the child. Role playing, by having the child act out parts of a story, can involve a child in the story. Comparisons of stories, either between different folktales or different types of adventure tales, can help a child recognize differences and similarities in events.

Where to get guidance. There are many people who would be glad to help you find ways to make reading interesting for your child. Talk to your child's teachers, the children's librarian at the school or the public library, or write to the Children's Book Council, 67 Irving Place, New York, New York 10003, and the American Library Association, 50 East Huron Street, Chicago, Illinois 60611, for current lists of good books for children. (Please include a self-addressed, stamped envelope.)

Available from the International Reading Association for US$1.50 each are nine small publications on parents and reading.
No. 870 What Is Reading Readiness? by Norma Rogers
No. 871 How Can I Get My Teenager to Read? by Rosemary Winebrenner
No. 872 What Books and Records Should I Get for My Preschooler? by Norma Rogers
No. 873 How Does My Child's Vision Affect His Reading? by Donald W. Eberly
No. 874 How Can I Help My Child Learn to Read English as a Second Language? by Marcia Baghban
(Also available in Spanish)
No. 875 How Can I Encourage My Primary-Grade Child to Read? by Molly Kayes Ransbury
No. 876 How Can I Help My Child Get Ready to Read? by Norma Rogers
No. 877 Why Read Aloud to Children? by Julie M.T. Chan
No. 879 How Can I Help My Child Build Positive Attitudes toward Reading? by Susan Mandel Glazer

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, Delaware 19711, U.S.A.

This brochure may be purchased from International Reading Association in quantities of 100 at a cost of US$3.00 per 100, prepaid only. Individual copies are free with a self-addressed, stamped envelope. Other brochures in this series include:
Good Books Make Reading Fun for Your Child
Summer Reading Is Important
You Can Use Television to Stimulate Your Child's Reading Habits
Your Home Is Your Child's First School
YOU CAN ENCOURAGE YOUR CHILD TO READ

Everyday, when your child goes to school, a great amount of time and effort is put into reading and language arts instruction. However, reading is not something just to be "learned." It is something your child should come to enjoy and look upon not only as useful but pleasurable as well. Schools are making great efforts to use attractive and interesting books in reading instruction, but your encouragement at home also plays a very important part in developing positive feelings about reading. Reading is not only for instruction, it's also for entertainment, enrichment, satisfaction, and fulfillment.

As a child grows into an adult, reading is something which should be enjoyed as well as used.

FACTORS THAT INFLUENCE READING INTEREST

People active in reading education have found several factors which greatly influence reading interest.

Age. Your child's age will determine, in part, what he or she will find interesting in a book. While the preschooler is interested in rhyming words, repetitions, characters the child's own age, bright colors, and fun things to feel, the older, primary-aged child will need more than bright colors and rhyming words. This child is moving towards adult behavior. Stories can be longer and more involved. The six to nine year old seeks stories involving a moral. A greater awareness of the world around your child will lead to an interest in stories dealing with justice, humor, peer relationships, exotic animals, and physical growth and development. (The children's librarian at your local library or your child's school librarian can suggest many good books.)

Sex. Today's society encourages individual differences rather than forcing boys and girls into sex role stereotypes: you should allow your children to read books that appeal to their natural interests. While it is still true that boys and girls do tend to have different interests, it is important to remember that not all children follow these patterns, or the patterns may not appear at the same time. Don't try to force your child into a mold.

Grade Level. Your child shouldn't be made to read books based on his or her school reading level. School reading levels are used for instructional purposes, not as a guide for leisure reading. Do you always read material which challenges your skill and vocabulary? Don't ask your child to do it. Talk to your child's teacher or the children's librarian at your local library for guidance on good books.

Exposure to books. The more your child is exposed to pleasurable reading activities, the greater will be his or her interest in reading. Read aloud to your child and provide books for browsing. While your child learns about the pleasures of reading from hearing you read aloud, other things will be noticed: you start reading a book from the front; you turn pages from right to left; you take good care of your books. These are important things for a child learning to read in school.

Availability of printed materials. If your child can't find something to read, your child won't be able to read. Having books, both hardback and paperback, magazines, and newspapers makes reading material available if your child wants to read. If your child has a collection of books, and a special place to keep the collection, the atmosphere will be better for reading.

Identification. Wise parents will provide their children with books that help create better self-understanding in relation to the world. At times your child may find it much easier to face personal problems by reading about someone with a similar problem.

Reward. A child needs to find satisfaction in

reading. You can provide this by praising your child's reading, and he or she can find it through new knowledge, better self-awareness, and an emotional release that reading can offer.

SUGGESTIONS FOR STIMULATING INTEREST

Understanding the factors which affect reading interest can help you use those factors to encourage your child to read.

Know your child. What does your child find interesting? What does your child do for fun? Does your child have a particularly troubling concern? If you can answer these questions and understand your child's likes and dislikes, you will be in a better position to choose reading material which will interest the child.

Let your child know you think reading is important. If you enjoy reading, you are probably serving as a model that your child will follow. You can let your child know you think reading is important by offering praise for reading and by encouraging the use of reading to answer questions. Read to the child; this will both stimulate interest and show that you think reading is a worthwhile activity.

Encourage wide reading. No longer are "the classics" thought to be the only good form of reading. Encourage your child to use a wide range of reading materials, including children's magazines, newspapers, comics, folktales, adventure books, books with factual information, game instructions, labels, and street signs.

Go to the library. Libraries are not trying to hide their books—they're there for you and your child to use. The children's librarian can suggest good books. Let your child browse while you browse in the adult section. When your child is old enough, encourage visits to the library.

Guide your child's ability to scan. A quick look at the inside of a book can help your child decide if it's interesting and whether it's easy enough to read. If your child keeps getting books which are too difficult, this will stifle interest.
Tuck Everlasting by Natalie Babbit. Living forever may have its problems, as Winnie quickly finds out as she befriends the Tuck Family whose members have drunk from a magic spring. Ages 9-13. Also The Devil's Storybook; Goody Hall and The Search for Delicious.


A Walk Across America by Peter Jenkins. Real life adventure as the author and his dog Cooper set out from Alfred, N.Y. to walk to Louisiana and find out what this country and its people are really like. Ages - Mature 10 year olds through adults.

A Wrinkle in Time by Madeleine L'Engle. A science fiction adventure as three children "tesseract" through time to help rescue the father of two who is a prisoner on a strange planet. Ages 9-14. Also in series - A Swiftly Tilting Planet and A Wind in the Door.

The Lion, the Witch and the Wardrobe by C.S. Lewis. Four English children discover the Land of Narnia and help in breaking the evil spell that surrounds it. Ages 8-12. Also others of the Narnia Chronicles.

Mrs. Frisby and the Rats of NIMH by Robert C. O'Brien. Seeking help for her sick son Mrs. Frisby, a widowed mouse meets escaped rats from NIMH laboratory who have learned to read and organize their own civilization. Disney has produced the animated cartoon The Secrets of NIMH based upon this book. Ages 8-13.

Island of the Blue Dolphins by Scott O'Dell. Courage and resourcefulness are the main skills that the Indian girl heroine of this unforgettable tale possesses and which help her survive alone on an island for years. A deeply moving story based upon fact. Ages 9-12. Also -- Sing Down the Moon.

Where the Wild Things Are by Maurice Sendak. When Max pulls pranks he is sent to bed and from there travels to the land of the Wild Things. Ages 4-7. Also by Sendak -- Outside Over There and many, many others.

The Trumpet of the Swan by E.B. White. Louis, a young trumpeter swan, is born mute, but learns to be a very capable musician and is able to repay the price of his stolen trumpet. Ages 7-11.

Ask your librarian for more suggestions, too.
POEMS, SHORT STORIES & TALES

Beastly Boys and Ghastly Girls by William Cole. Enough "wicked, outrageous and merry misbehavior" to gladden the hearts and brighten the smiles of many 8 through 14 year olds.

Strega Nona by Tomie DePaola. Read aloud this old Italian tale about Strega Nona's magic pasta pot and the troubles Big Anthony encounters trying to use it. Ages 4-8. Also by DePaola -- Watch Out for Chicken Feet In Your Soup and many, many others.

Eye Winker, Tom Tinker, Chin Chopper by Tom Glazer. This splendid collection of fifty musical fingerplays also includes piano arrangements and guitar chords. Ages 4-7.

Fables by Arnold Lobel. 20 original fables featuring such characters as naughty kangaroos, neurotic crocodiles and a flying pig. Fresh and funny! Also by Lobel -- Frog and Toad are Friends.

Tikki, Tikki, Tembo by Arlene Mosel. This Chinese folktale explains why all Chinese boys have short names as it tells the difficulties of Chong seeking help for his brother Tikki. Tikki Tembo-no sa rembo-chari bari ruchi-pip peri pembo after he has fallen into the well. Ages 4-9. Also retold by Mosel -- The Funny Little Woman.

A Light in the Attic by Shel Silverstein. A best-selling collection of some of the lightest and brightest poetry published since Silverstein's other collection, Where the Sidewalk Ends. Take a daily poetry break with these two! All ages.

Everyone Knows What a Dragon Looks Like by Joy Williams. Hon, the young gatekeeper at the entrance to the city of Wu, is the only one who recognizes that people are not always what they appear. Richly detailed illustrations by Mercer Mayer. Ages 6-10.

Duffy and the Devil by Harve Zemach. This Chinese folktale is a wonderfully funny variation of Rumpelstiltskin with Duffy striking a bargain with the devil in return for the spinning and knitting she pretends to do. Ages 5-9.

LONGTIME FAVORITES

Alice In Wonderland by Lewis Carroll. Follow Alice through a whole journey of fantastic adventures that begin with the White Rabbit and Alice popping down a hole. Ages 6-10. Sequel -- Through the Looking Glass.

Pinocchio by Carlo Collodi (retold by Marianna Mayer and Illus. by Gerald McDermott). This new edition of the classic tale of a puppet's escapades attempting to become a real boy makes an excellent read together for families or classrooms. Ages 5-adult.

The Story of Babar by Jean de Brunhoff. An orphaned French elephant becomes the wise and patient King of a whole community of elephants. Ages 5-8. Also many other Babar stories.

My Side of the Mountain by Jean George. Sam Gribley runs away from his New York City home to make his way in the wilderness of the Catskill Mts. Great adventure and nature lore. Ages 8-13. Also by George -- Julie of the Wolves.

Just So Stories by Rudyard Kipling. Don't miss these fanciful and delightful stories of how a wide range of beasts, including elephants, tigers, camels and many others came to be created with the peculiar features that they possess. Ages 7-adult.

Winnie the Pooh by A.A. Milne. Everyone knows Pooh, that favorite loveable bear. But have you read about all of his adventures? Ages 5-8. Also When We Were Very Young and Now We Are Six.

Curious George Gets a Medal by H.A. Rey. This scamp of a monkey can be in and out of trouble as quick as a wink. In this story he redeems himself by serving in an experimental space ship. Ages 3-7. Also by Rey -- Katy No Pocket and many other Curious George titles.

Tom Sawyer by Mark Twain. Don't let Tom Sawyer talk you into whitewashing that famous fence or pulling pranks on Aunt Polly. A great book for hot summer days. Ages 10-adult. Also by Twain -- The Adventures of Huckleberry Finn.

Little House in the Big Woods by Laura Ingalls Wilder. The first of the series about the Ingalls fam-ily's lives as they settle in the woods of Wisconsin. Ages 7-12. Also many others in this series.

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Little House in the Big Woods by Laura Ingalls Wilder. The first of the series about the Ingalls family's lives as they settle in the woods of Wisconsin. Ages 7-12. Also many others in this series.

SENSE OR NONSENSE

Tales of a Fourth Grade Nothing by Judy Blume. How can a fourth grader possibly survive a pesky two year old brother? Ages 8-12. Also by Blume -- Super-fudge; Freckle Juice; Tiger Eyes.

The Great Brain by John Fitzgerald. The escapades of this Tom Sawyer-like rascal eventually involve the whole community. Ages 8-12. Also many others in this series.

Ben and Me by Robert Lawson. A biographical fiction diary of a mouse. Amos, who just happens to live with and advise Benjamin Franklin. Ages 9-12. Also Mr. Revere and I.

Underground by David Macauley. A pictorial and factual view of the unusual part of city architecture -- the subterranean systems of subways, water systems, etc. Ages 10-adult. Also my Macauley -- Cathedral; Pyramid and others.

Homer Price by Robert McCloskey. These six adventure tales about Homer and his friends are bound to tickle your funnybone! Ages 8-12.

The Church Mice by Graham Oakley. These unique church mice accomplish some daring deeds until the congregation finds out about them. Lively and richly detailed illustrations. Ages 5-8. Also numerous other Church Mice adventures.

Bridge to Terebithia by Katherine Paterson. How could the girl who beat you at the race you were sure of winning become your best friend? Ages 9-13. Also by Paterson -- Jacob Have I Loved and The Great Gilly Hopkins.


How to Eat Fried Worms by Thomas Rockwell. Is it worth a $30 bet to eat 15 worms? Alan wants the money for his minibike and his mom is willing to help. Ages 8-12.
PROJECT READ AWARD is presented to for reading 15 minutes together a day.


ATTICA

Shirley J. Smith
Project Read Coordinator

Kent Soto
Principal
Appendix B

Materials from Sheldon Elementary School

Letter to the Parents
Project Read Calendar
Project Read Certificate - Girls
Project Read Certificate - Boys
Dear Parents,

We will be participating in Wyoming County Project Read this year. We hope your entire family will participate. Project Read consists of an adult or older brother or sister reading with the participating child for at least 15 minutes each night. Each night that you and your child read together, the adult should write his/her initials in the space provided on the calendar. At the end of the month, send in the calendar and we will send another one home for the next month. Each month that you read together 20 days, your child will receive a sticker to put on a certificate.

We have decided to have the theme, Jump for reading, for this year.

Your child may want to pick books for Project Read during his library time at school, or you may want to take your child to the public library.

If you have any questions about Project Read at Sheldon please call or write a note and we will help you in any way we can.

Thank you and enjoy your reading!

Mrs. Alderman and Mrs. Polito
Project Read Coordinators
You may enjoy reading
The Long Winter
by Laura Ingalls Wilder

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Award to the family of

name

Mrs. Alderman and Mrs. Polito

teacher

coordinators

PROJECT READ

1988 - 1989
Award to the family of

Mrs. Alderman and Mrs. Polito

teacher

coordinators
Appendix C

Materials from Letchworth Elementary School

Project Read Calendar

Project Read Certificate
You may enjoy reading

*The Long Winter*

by Laura Ingalls Wilder

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I CAN’T BEAR TO BE
WITHOUT A BOOK

PROJECT
READ

NAME ________________________

TEACHER ________________________
Appendix D

Materials from Perry Elementary School

Project Read Calendar
Classroom Project Read Certificate
Project Read Chart
Project Read Certificate
# PROJECT READ

**Child's Name**

**Parent's Signature**

Return by Dec. 7, 1988

## November 1988

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You may enjoy reading

*Five Little Peppers And How They Grew*

by Margaret Sidney
Reading is....

Oct.

Nov.

Dec.

Jan.

Feb.

March

April

May

Project Read 1988-1989

a Bare Essential!

Name
Dear Teachers,

Please list below all the children (first & last names) in your homeroom to turn in their Project Read Calendars by ___________________. Also, indicate how many children you currently have in your homeroom. All this info helps with statistics, future planning and the Feb/June Kotaries.

Thank you for your cooperation!

Peggy

____________________

Teacher's Name

# of students in homeroom

Project Read

Return this sheet to Peggy by __________.
READING AWARD

Presented to

100% Participation PROJECT READ

Do-Bee

June, 1938

Teacher
Appendix E

Materials from Arcade Elementary School

Letter to the Parents
Project Read Coupons
Project Read Certificate
October, 1988

Our fall Project Read Program will be from October 17 to November 18. Our spring Project Read will be from February 6 to March 17.

Project Read means reading aloud to your child 15 minutes a day, five days of the week for five weeks. The focus of the program is to help develop a daily reading habit.

Please send the reading records to school with the dates checked off that you read to your children. Classrooms with the most children participating will be awarded a book by Wyoming County Project Read for their bookshelves. We know that many parents read that do not send in the coupons. Please do so to help your child's classroom have the most participation.

Find a time, anytime, to read aloud to your children. Traditionally bedtime has been the obvious time to share aloud a book or a story, but if this is awkward for you, block out another time. Please participate and enjoy sharing time with your children. Remember -- "Reading aloud is fun anytime."

Small prizes and certificates will be awarded at the end of the Project Read session.

Sincerely,

Mary Simons, Principal
Ann Smith, Elementary Librarian
Arcade Home School Association
Arcade Elementary Faculty
ARCADE ELEMENTARY BUILDING - PROJECT READ - FALL 1988

**WEEK 1**

Remember that reading is fun... enjoy the story or book.
Cross off each day you read aloud.

Send this Reading Record to School on October 25.

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<tr>
<th>MONDAY</th>
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<th>FRIDAY</th>
<th>SATURDAY</th>
<th>SUNDAY</th>
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Child's Name: ___________________________  Parent's Signature: ___________________________

**WEEK 2**

Laugh... Speak Gruffly... Have Fun!
Cross of each day as your read aloud.

Send this Reading Record to School on November 1.

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<th>MONDAY</th>
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<th>SUNDAY</th>
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</table>

Child's Name: ___________________________  Parent's Signature: ___________________________

**WEEK 3**

Read pictures.
Point to everything in a picture and talk about the pictures.
Cross off each day you read aloud.

Send this Reading Record to School on November 8.

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<th>MONDAY</th>
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<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<td>Nov. 3</td>
<td>Nov. 4</td>
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<td>Nov. 6</td>
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Child's Name: ___________________________  Parent's Signature: ___________________________

**WEEK 4**

Use spare moments to read to your children...
Waiting in the doctor's office.
Cross off each day you read aloud.

Send this Reading Record to School on November 15.

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<th>MONDAY</th>
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Child's Name: ___________________________  Parent's Signature: ___________________________

**WEEK 5**

When you read a story with your child, make it a close, warm, loving time that is enjoyable for both of you.
Cross off each day you read aloud.

Send this Reading Record to School on November 21.

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<th>MONDAY</th>
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<th>WEDNESDAY</th>
<th>THURSDAY</th>
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Child's Name: ___________________________  Parent's Signature: ___________________________
1981 Pioneer Central School 1982

awards the Parents of

For Reading together as a Family during the 1982 "Project Read Program"

Mary D. Simons
Principal

[Signature]

Teacher
Appendix F

Materials from Delevan Elementary School

Letter to the Parents

Project Read Coupons
Dear Parents,

Our Fall Project Read Program at the Delevan Elementary School will be October 17 - November 19, 1988. A Spring Project Read will be held from Feb. 6 - March 17, 1989.

Project Read means "Read aloud to your child 15 minutes a day, at least 5 days a week." Some schools call this PARENTS AS READING PARTNERS. If a parent is not home to read, a babysitter, big brother or sister or other relative can read with the child. Silent reading is great but it doesn't count for Project Read.

Project Read is not a contest recording minutes or pages. The focus is not on competition, but on developing a daily reading habit. We ask you to keep records of days you read to your child, and send the reading records to school for 5 weeks. However, reading aloud should be a year-round family activity.

Classrooms with all children participating in Project Read (Fall and Spring) will be awarded a book by Wyoming County Project Read for the classroom library.

Students who have participated in our Fall and Spring Project Read programs for at least 5 weeks out of the total will be able to choose and keep a free paperback book from our "Project Read Bookstore" after the Spring Project Read.

We have Project Read to encourage more families to read aloud to their children. We are delighted by the many families that do read to their children on a year-round basis. This program gives us a chance to say "Good job! Thanks!" You are doing the best thing to help your child succeed in school when you regularly read aloud to him/her!

The Delevan Elementary Faculty
Mrs. Catherine Phelps, Librarian
Mrs. Ruth Barren, DSCA President
Mrs. Sally Miller, Reading
Mrs. Carolyn Nieset, Dir. of Instructional Improvement
Mr. Michael J. Medden, Principal
DELEVAN ELEMENTARY BUILDING - PROJECT READ - FALL 1988...WEEK 1

Remember that reading is fun...enjoy the story or book.
Cross off each day you read aloud.

Send this Reading Record to School on October 25.

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<tr>
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Child's Name: ____________________________

Parent's Signature: ______________________

DELEVAN ELEMENTARY BUILDING - PROJECT READ - FALL 1988...WEEK 2

Laugh...Speak Gruffly...Have Fun!
Cross off each day as your read aloud.

Send this Reading Record to School on November 1.

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
<th>SUNDAY</th>
</tr>
</thead>
</table>

Child's Name: ____________________________

Parent's Signature: ______________________

DELEVAN ELEMENTARY BUILDING - PROJECT READ - FALL 1988...WEEK 3

Read pictures.
Point to everything in a picture and talk about the pictures.
Cross off each day you read aloud.

Send this Reading Record to School on November 8.

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
<th>SUNDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct.31</td>
<td>Nov. 1</td>
<td>Nov. 2</td>
<td>Nov.3</td>
<td>Nov.4</td>
<td>Nov. 5</td>
<td>Nov.6</td>
</tr>
</tbody>
</table>

Child's Name: ____________________________

Parent's Signature: ______________________

DELEVAN ELEMENTARY BUILDING - PROJECT READ - FALL 1988...WEEK 4

Use spare moments to read to your children...
Waiting in the doctor's office.
Cross off each day you read aloud.

Send this Reading Record to School on November 15.

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
<th>SUNDAY</th>
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</thead>
<tbody>
<tr>
<td>Nov.7</td>
<td>Nov. 8</td>
<td>Nov. 8</td>
<td>Nov.10</td>
<td>Nov.11</td>
<td>Nov.12</td>
<td>Nov.13</td>
</tr>
</tbody>
</table>

Child's Name: ____________________________

Parent's Signature: ______________________

DELEVAN ELEMENTARY BUILDING - PROJECT READ - FALL 1988...WEEK 5

When you read a story with your child, make it a close, warm, loving time that is enjoyable for both of you.
Cross off each day you read aloud.

Send this Reading Record to School on November 21.

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
<th>SUNDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov.14</td>
<td>Nov. 15</td>
<td>Nov. 16</td>
<td>Nov.17</td>
<td>Nov.18</td>
<td>Nov.19</td>
<td>Nov.20</td>
</tr>
</tbody>
</table>

Child's Name: ____________________________

Parent's Signature: ______________________
Appendix G

Materials from Wyoming Elementary School

Project Read Calendar

Project Read Certificate
You may enjoy reading

*The Long Winter*

by Laura Ingalls Wilder
Project Read Award

Project Read from

Teacher

Principal

This certificate

Participated in

Hominy Central School