Exploring Middle Childhood Reading Responses to Self-Selected Books: A Look at Evaluative and Emotional Responses, Developmental Stages and Personal Associations

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EXPLORING MIDDLE CHILDHOOD READING
RESPONSES TO SELF-SELECTED BOOKS: A LOOK
AT EVALUATIVE AND EMOTIONAL RESPONSES,
DEVELOPMENTAL STAGES AND PERSONAL
ASSOCIATIONS

THESIS
Submitted to the Graduate Committee of the
Department of Education and Human
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Abstract

The research for this study centered around three questions: 1. Do children respond emotionally and thoughtfully to the books they read, and are they able to explain these emotional and evaluative responses? 2. Does the book appeal to a child because it reflects the developmental stage of the child? 3. Does the book generate any personal associations for the child?

Fifty children from a rural-suburban school district in western New York State took part in this study. The children were members of one fifth-grade and one second-grade literature-based classroom, which represent the beginning and ending ages of the middle childhood stage of development (ages 7 - 11). The students were invited to share with the researcher a self-selected book which they were currently reading or have recently finished reading.

This study discovered that 98% of the children interviewed expressed an emotional response to their books which they could explain and all of the children
had definitive opinions about their books which they could justify. The research also revealed that the self-selected books chosen reflected at least one characteristic of the child's developmental stage. In addition, this research found that 78% of the children related a personal experience, association, or feeling with the book or characters.
Table of Contents

<table>
<thead>
<tr>
<th>Chapter I</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>Purpose</td>
<td>1</td>
</tr>
<tr>
<td>Questions to be Answered</td>
<td>2</td>
</tr>
<tr>
<td>Need for the Study</td>
<td>3</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>5</td>
</tr>
<tr>
<td>Limitations</td>
<td>6</td>
</tr>
<tr>
<td>Summary</td>
<td>6</td>
</tr>
</tbody>
</table>

| Chapter II                                    |      |
| Review of Literature                          | 8    |
| Children's Likes and Dislikes                 | 9    |
| Adult Influence                               | 16   |
| When Adults Are Not Involved                   | 18   |
| Other Influences                              | 21   |
| Summary                                       | 23   |

| Chapter III                                   |      |
| Design of the Study                           | 25   |
Table of Contents (continued)

Purposes ........................................ 25
Theoretic Basis ................................. 26
Methodology ..................................... 28

Chapter IV

Analysis of Data ............................... 32
  Findings - Question 1 ...................... 32
  Findings - Question 2 ...................... 36
  Table 1 - Grade 2 Developmental
         Characteristics ..................... 38
  Table 2 - Grade 5 Developmental
         Characteristics ..................... 39
  Findings - Question 3 ..................... 40
  Summary ...................................... 40

Chapter V

Conclusions and Discussions ............ 42
  Summary .................................... 56
  Implications for Research .............. 57
  Implications for the Classroom ........ 60
Reference List ............................... 63
Table of Contents (continued)

Appendices

A. Books for Ages & Stages ............ 66

B. Booklists

   Grade 2 ................................... 74
   Grade 5 ................................. 76

C. Interviewer Forms ................. 78

iii
Chapter I

Statement of the Problem

Have you ever watched a child read a book? Peer at it? Turn it upside-down? Sing or say the words softly to him or herself? Move, dream, smile, or frown while reading? The child is responding and interacting with the book; getting hooked; finding the magic of the story. This study investigated what goes on inside a child's head. It attempted to enlighten mere adults, to enable these adults to put their fingers on the magic that lures children into books. Educators share a vision of children as life-long readers and learners. If educators, parents, and librarians know what hooks kids on books, they will be able to inspire children to become life-time learners and readers.

Purposes

The purpose of this study was not to concoct a formula for books that would have unfailing popularity with all children. However, there is a universality
among children which creates an enjoyment of the same genre of books the world over. The purpose of this study was to begin to understand what children think and feel about what they read and while they read; to ascertain what hooks the child into reading the book. After determining the children's emotional and evaluative responses, this researcher may be able to learn if there is a connection between the developmental stage of the child and the child's perception of the world as reflected through the characters in the book. Perhaps, the researcher will discover what helps create the magic that occurs between the child and a book.

Questions to be Answered

1. Do children respond emotionally and thoughtfully to the books they read and are they able to explain these emotional and evaluative responses?

2. Does a book appeal because it reflects the developmental stage of the child?

3. Does the book generate any personal associations for the child?
Need for the Study

A good storyteller sees in the face of the listeners their response to the story. The storyteller shares the audience reactions and feels their suspense. This is not the case with books. The author does not see the readers and their responses as the story unfolds and ensnares them. Response to literature may be what happens in the mind of a reader or a listener as a story or poem unfurls. A response may be something said or done that reveals thoughts and feelings about literature (Huck, Hepler, & Hickman, 1987).

Teachers and others who observe children can get a glimpse of what is happening when children are actively involved with a book by watching and noticing even their most subtle reactions. Children read to dream, learn, love, enjoy the familiar, explore the unknown as well as for sheer pleasure (Sutherland, Monson, & Arbuthnot, 1981). Knowing why a child likes a given book would help teachers and librarians select appropriate books for their students, classrooms, and libraries. Children's
favorite books are often based on how much pleasure and enjoyment they gain from the stories and illustrations (Gursslin, 1984). Any attempt to further define which qualities make certain books most appealing to children will enlighten the adults who make decisions about children's book selections. "Research shows that adults play a vital role in the selection of children's literature for recreational reading and classroom use." (Gursslin, p. 20).

Today budget and money considerations must be made carefully in all schools. Teachers and librarians cannot afford the luxury of purchasing books that do not appeal to children. It is a large task to know books well; to understand that some books may require an introduction or special encouragement to be fully enjoyed. Understanding the thoughts and perceptions, as well as the changing patterns of children's responses to literature is vital in capitalizing on the natural growth and development that occur in the young reader. The previous research has focused repeatedly on topics children like to read
about but has neglected to discover what young readers
are thinking, feeling, and reacting to within these
books. Children's verbal responses have not been
extensively researched (Huck, et al.). Alternatives are
needed based on developmental psychology and child study
rather than purely literary research (Kimmel, 1982).
Adults who live and work with children often feel that a
magic spell has been woven when children form passionate
attachments to books. There is a compulsion to grasp how
it is that children come to love the books which are good
for them (Keifer, 1985).

Definition of Terms

Book - A hard or soft-covered written or printed work
which may or may not include illustrations.

Literature-based classroom - A classroom where literature
is an integral part of the language arts curriculum and
independent reading is incorporated into the daily
routine. Books are readily available, shared often, and
considered valuable, rewarding, and exciting experiences.

Self-selected (book) - A book which the child decides to
read based upon his or her own criteria.

Response - Something said or done that reveals thoughts and feelings about literature. (Huck, 1987)

Limitations

The subjects of this study comprise students from literature-based classrooms found in a rural-suburban school district which limits application of conclusions to a similar group. Due to the design of the study another shortcoming may be the lack of ability or development of the students to fully and accurately express themselves verbally. A further design limitation lies in the sharing of a self-selected book.

Summary

Research and standardized testing tell which children can read and what they are reading. However, they do not tell which children will read on their own or why they choose to read or not read on their own. Children who can read but who choose not to, are non-readers. Impressions of childhood last a lifetime. Educators want to create and nurture a reading habit for
all children so they may cultivate an adult nation of
readers and learners. This study attempted to unfold a
deeper understanding of children's thoughts and feelings
about the books they read. It also attempted to
demonstrate that a knowledge of both children and books
is necessary for a meaningful literature experience.
This knowledge encompasses awareness of a child's
thoughts, language acquisition, social and emotional
development and changing interests.
Chapter II

Review of the Literature

Reviewing the literature shows that a quantity of research has been conducted on award winning books, children's likes and dislikes, and the influences of the adults involved with helping children select books. Certain topics and elements of content have been found to be widely appealing to children. Animals and humor are appealing to children at all age levels. How these elements are used and enjoyed in the books changes with age. Younger children prefer fairy tales, simpler animal stories, and the silliness of Peggy Parish's *Amelia Bedelia*. Older children prefer more dramatic situations in animal stories and humor to come from unusual situations or puns. Action, suspense, and surprise become more important in the middle grades (Huck, Hepler, & Hickman, 1987).
Children's Likes and Dislikes

Gursslin (1984) compared the judgments of 20 first grade students and three educators regarding 24 picture books. Ten of these books were Caldecott Award-winning books chosen by a librarian. The remainder were chosen by a six-year-old boy. The covers of the books were hidden so that the award medals would not show and influence the readers. Gursslin's findings showed that award winning books were found to be liked equally as well as non-award winners. She also found that the educators and the children were in almost perfect agreement regarding the appeal of the books. Although this study shows that children and educators can predict and select appealing books, it does not show why or how this happens.

One very well recognized project which does attempt to determine what children think about the books they read is the Children's Choice Awards. This is a project of the International Reading Association and the Children's Book Council Joint Committee. Each year
10,000 children in five regions of the United States respond to the question; "Do you like this book? Yes - No - Maybe." The most recent list read and rated by children included 500 of the 4500 hardcover books published during 1990. The books were grouped according to reading levels: all ages; beginning independent reading; young readers (ages 5-8); middle readers (ages 8-10); older readers (ages 10-13). The 1991 Children's Choice List includes 111 titles of books that received the most votes by these young readers (IRA, 1991). This ambitious project did not, however, ask what these young readers think about these books or why they liked or disliked them.

Hickman's study, published in 1980, used an ethnographic method to study children within a natural classroom context. The researcher observed about 90 children in grades K through 5. The classes were chosen because literature was in evidence as a part of the integrated language arts curriculum. Books were readily available, shared often and considered valuable
experiences. One finding established that sociability and book experiences are closely intertwined. Showing a book and sharing it with a friend kept children involved and interested. This study also established that unsolicited responses give indirect information on children's knowledge of literature. The youngest children in the study used their bodies more when talking about books and focused on pieces or parts of stories. Their responses were particular to specific stories. The responses of the younger children more often reflected ways they have been directly or indirectly taught to them. The older children dealt with the story as a whole and were able to generalize their responses (Hickman, 1980). This appears to be a reflection of their development and growth.

Graves (1989) feels that teachers "learn to teach, in part, from observing and responding to students efforts." (p. 776). He discussed and looked for a way to evaluate children's growth as responders to fiction. In a three-year study of children in grades K-6, Graves
found that children change what they value in the books they read. These indices of growth are found in the children's talking, drawing, acting, writing, and reading. His study used weekly letter writing between the teachers and students as a way to ascertain changes and growth. Graves discovered that as children grow they approach books differently in their response letters. This growth and maturation is reflected in the children's understanding of the characters and authors of their books as well as how they use books to their own ends.

In another study observations of kindergarten children's reactions showed evidence that children react differently to favorite (or familiar) stories and unfamiliar stories. Fagan (1988) discovered that when children were read familiar or favorite stories by a parent they became more involved in the story and attended more closely to the print. The children were secure in the meaning of the story. When read the unfamiliar stories, the children asked questions that helped them construct the meaning of the story. This
opened up new areas of meaning and expanded their horizons of knowledge. This expansion of background schemata provides a basis to construct meaning in subsequent stories (Fagan, 1988).

Hickman (1983) continued to look for the kind of responses that are available to teachers. She discovered that a pattern of age-level differences became evident in both free-response and focused interviews. The pattern of responses found by this research continually increases with each grade level. The pattern:

- reliance on verbal modes of response
- confidence in verbal expression
- repertoire of response strategies and terminology
- appearance of abstracted or generalized language in summaries, classifications, theme statements
- evidence of distancing self from story in expressing distinction between real and make-believe and in projecting own behavior as a character (Hickman, 1983).

To generalize the above pattern of responses: Younger children laughed and had an impulse to share stories; they acted out an understood meaning. Older children read to each other, made references in daily
conversations, used artwork and writing more frequently as vehicles of expression. Hickman (1983) found that what children did not say and what they did not do in response to a particular book (called non-responses) were just as revealing as the solicited verbal responses. This research also established that the inaccessibility of a book limited the responses of the children. Verbal and non-verbal responses were enhanced when the children had the book in their hands. Hickman's research also demonstrated the influence of the teacher. Books that generated the most talk and the most varied responses were the ones that the teacher had made a point of sharing with the group. Teacher influence was mirrored over and over in the children's comments, questions, and approaches to books.

Not every researcher feels children know what they know or think about books. Schlager (1978) feels children choose books on a subconscious level based on their stage of development. These choices reflect the child's perception of the world. To adults, the choices
often appear erratic, whimsical or in 'serious need of cultivation' (Schlager, p. 136). Her study was based on a compilation of behavioral characteristics for children ages 7-12 as outlined by Piaget and Erikson. Over a three-year period, Newberry Award books were rank ordered by frequency of library circulation. Newberry Award winners were used because they are considered to be of high literary quality. The analysis of the high and low circulating books was made to find a correlation between the widely read books and the characteristics exhibited during middle childhood (7-12). Schlager discovered that to be appealing to 7-12 year olds, books have to include appropriate developmental perceptions. This means that the developmental characteristics of the main characters must reflect the attitudes and actions which invite the reader's identification with them, which, in turn, generates interest in the unfolding story. The most highly circulated books were developmentally valid and displayed complex characteristics. These high-circulating books also reflected a child's desire to
handle reality situations independently and to assess his/her own ability to cope and succeed in reality situations. This is a significant aspect of this developmental period. It is highly gratifying for the young reader to observe a fictional peer's successful struggle with problems of survival, especially with minimal influence of adults. Schlager (1978) discovered that the 'magic' which hooks, lures kids into books relates directly to child development. The successful books contained an identifiable stage of development regardless of the literary quality. The least circulated books provided little for the 7-12 year olds to relate to regardless of how well written (Schlager, 1978).

**Adult Influence**

Schlager's study underscores the point that critical esteem does not always coincide with popular appeal in children's fiction. Kimmel (1982) feels there is a growing dissatisfaction with the critical media; that the critics' choices are not predictive of children's taste. In no other field are critics' opinions taken so
seriously. Unfortunately the critical pathway is not necessarily indicative of what is best and lasting in children's literature. Kimmel (1982) feels that little is known about children's reading preferences and their formation of taste. Therefore, adults are evaluating the field of children's literature in a manner that has little to do with children or the classroom. Spaulding (1984) attempted to fit the first drama critic's model to the picture book, validating this type of book. She applied Aristotle's model of six components (plot, character, theme, language, song-sound, setting) to the picture book and found that it fit the model very well.

Many, many people read children's books. The adults who read children's literature bring to it an adult's sensibility and taste. They often neglect the role of books in education or the developmental process of children. Kimmel (1982) feels this is the reason some children's books primarily appeal to adults.

Pace and Peterson (1980) explored the discrepancy between the critical adult reader and the child reader.
They compiled a list of books that had been cited as prize winners or outstanding by at least three sources. Titles were supplied by an experienced librarian who chose books well-liked by the 800 children in her school. This list was taken to ten libraries in Phoenix and ranked by how the books were received by the children in their libraries. The key finding of this study was that books need to engage children on two levels: verbal and behavioral. On the verbal level the story has to be written in a way that will keep the reader turning the pages. On the behavioral level, the book must involve the reader, bringing into play feelings about characters that are alive, warm, and tangible. Critics often classify a book at the transcendent level. At this level the book is hard to talk about but leaves a residue of meaning with the reader. The book is expected to illuminate and evoke a higher level of meaning (Pace & Peterson, 1980).

When Adults Are Not Involved

Some research indicates that adults are not the best
informed to select books for children. Children often select their own books. Hiebert, Mervar, and Person (1990) discovered there is no simple formula for children's self-selection of books. They observed second grade children and the selection strategies they used both in the library and in the classroom. One-half the teachers used self-selected trade books as the basis of the reading program in the classroom. The other half used self-selected trade books only as recreational reading. Reading textbooks comprised the reading program. In the library, no obvious differences were observed between the two groups. However, interviews showed that the children from the literature-based classrooms gave elaborate reasons for their selections and often had specific books in mind to read. Children from the textbook classrooms most often said the book 'looked interesting.' The researchers' overall finding was consistent with the library observations: literature based students were more informed in their selections and more conversant about books, authors, and illustrators.
One component which makes books 'look interesting' to children is the illustration. Illustration is an impetus that leads a child to read (McGrath, 1990). Children look at pictures and the cover illustrations and begin to discuss what is happening within the story. Sometimes children are observed telling themselves an entire story in their heads, just by looking at the pictures. McGrath (1990) asked students in first, third, and fifth grades to survey (not read) five illustrated books. The students were to respond in writing about which aspects would influence them to choose the book to read. Responses were confirmed by short interviews with the researcher. All three grade levels preferred: (1) bright, colorful illustrations; (2) dark, vibrant colors; (3) detailed illustrations; (4) backgrounds; and (5) a topic that was familiar or interesting to them. This last item was the one which most influenced the readers. Another influence McGrath discovered was that children often choose a book which is in some way familiar to
them: one they may have seen as a movie, read, or looked at previously.

Other Influences

People and children are influenced by what they read and think about books. Norman Cousins is convinced of the positive emotional power of mega-doses of experiences. O'Bryan-Garland and Worley (1986) discovered in their survey of fifth graders that two types of books produce greater emotional response and cast an infectious spell over their readers. One is the hilariously funny book that contains absurdities. The other type of book is a heart-rending story about the main character's struggle to overcome overwhelming odds and misfortunes.

Sometimes children need to be introduced to books and helped to understand their meaning. Kiefer (1985) found by observing children that when they were encouraged to look beyond the surface of a book to find something unexpected, it took extra thinking. The children were well-rewarded with a very rich experience.
that evoked deep and long-lasting responses. She concluded that children need time to respond to books and to be encouraged to think deeply about the feelings and ideas contained within the books they read.

Research shows that emotional responses are important to young readers. What about values? Books reflect changes in society's values, adult values (Knafle, Wescott, & Pascarella, 1988). Due to the subjective nature of values, assessment is difficult. Knafle and her associates developed a scale which they tested and then applied to 49 Caldecott winning books. This research concluded that, "Caldecott winners have not been on the cutting edge of contemporary content, especially within the last 15 years when book content has increasingly reflected the stark reality of our times and society" (Knafle et al., p.75).

It is important to bring children actively together with books. Sutherland, Monson, and Arbuthnot (1981) feel children demonstrate their involvement with books through emotional, interpretive, critical, and evaluative
responses. There is an observable growth pattern which occurs in children. The youngest students have a high number of literal retellings; fourth graders begin to add personal involvement and reactions; fifth graders give fuller retellings along with evaluations and personal reactions; in sixth grade interpretive responses emerge. The interpretive responses increase throughout grades 7-12 (Sutherland, et al.). Fader also believes a child hears a story on three different levels: intellectual, emotional, and social (Trelease, 1987). Response to literature is not just a simple 'like it or not.' There is so much more involved when reacting to a book.

Summary

Bill Martin seems to summarize what much of the various research has uncovered about book appeal: "The reader is forever rummaging and scavenging through the pages for a glimpse of self. For the intense satisfaction of finding a special book that speaks to both the heart and the mind." (Cullinan, p. 18).
Research illuminates the magic which lures and hooks a child, bringing him or her into a book. The magic stems from the child as a maker of meaning, acting upon his or her environment and making sense of it (Keefer, 1983). The magical book appears to be a book which speaks to the child on both the behavioral and verbal level; one that touches the child's thoughts and feelings with words which keep the child turning pages. This 'special' book has main characters which reflect the attitudes and actions of the developmental stage of the child. The book speaks to the child on cognitive, social, and emotional levels.
Chapter III

Design

Purposes

The purposes of this study were to investigate what children think and feel about the books they read; to describe those characteristics which make a book special to the child. Through this investigation the researcher may be able to ascertain if there is a connection between the developmental stage of the child and the developmental stage reflected in the book. The researcher will explore the children's interviews to determine if the children made personal associations with the book.

Questions to be Answered

1. Do children respond emotionally and thoughtfully to the books they read and are they able to explain these emotional and evaluative responses?

2. Does a book appeal because it reflects the developmental stage of the child?
3. Does the book generate any personal associations for the child?

**Theoretic Basis**

The researcher expected to discover that books which appeal to children during middle childhood will reflect the emotional and psychological aspects of the reader. The book which the child shares will speak very strongly to a feeling or ideal or even a dream that is important to that child. In other words, the book will have a strong, personal, emotional appeal to the child. The books shared will also reflect a high correlation to the middle childhood stage of development.

Psychological aspects of the middle childhood stage of development (ages 7 to 11) include theories of both Erikson and Piaget. The fourth stage of Erikson's eight psychological stages is Industry vs. Inferiority. At this stage children acquire skills and prepare for independence; successful ventures lead to healthy growth (Schlager, 1978). Competencies developed during this stage reflect values important to society. Therefore,
capabilities in these skill areas enhances a child's self-esteem and failures lead to feelings of inferiority.

Middle childhood also encompasses Piaget's Concrete Operational Stage. Piaget's contention is that intelligence develops as a result of the interaction of the environment and the maturation of the child (Huck, Hepler, Hickman, 1987). The concrete operational stage is a time when children can reason about almost anything they perceive, and understand logical principles, as long as the principles can be applied to specific examples (Berger, 1983). This is the stage of development where flexible, reversible thought begins; where children can solve problems involving conservation, classification and seriation; where children begin to see another's point of view. It is also a period of cognitive conceit where children believe they are as able as adults (Berger, 1983).

Based on these psychological facets, the researcher expected that the books shared will provide children with vicarious developmental experiences and new perspectives
that help them develop insights into human behavior.

Methodology

Subjects

Fifty children from a rural-suburban school district in western New York State took part in this study. The children were members of one fifth-grade and one second-grade literature-based classroom. The twenty-four second-grade and twenty-six fifth-grade students represent the beginning and ending ages of the middle childhood stage of development (ages 7 - 11).

Materials

A self-selected book
Open-ended questions
Tape recorder

Procedure

The interviewer/researcher briefly met with each group of students about two weeks prior to the interviews to personally invite the children to share a book and to
answer any questions the students posed. The students were invited to share with the researcher a self-selected book which they were currently reading or have recently finished reading. The children were specifically asked to bring their self-selected book with them the day of the interview.

The day of the interview, each book-share began with a few minutes of informal discussion to relax and focus the child, and to note specifics about the book being shared. With the book in his or her hand, the child was individually asked to respond (verbally) to a variety of questions:

- Why did you choose to share this book with me?
- What do you like about the story? Why?
- How does it make you feel?
- What did you think about while you read the book? Why?
- What makes this book special?
- Does this story remind you of anything?
- You recommend this book to a friend because...
- Did you ever feel or experience anything like the main character?
- Is there anything else I should know about this book?

The exact wording and number of questions varied with each particular child, although the essence remained the
same. Any such alterations were made to clarify the question for the child. Children's responses were tape-recorded for future reference. Important observations and non-verbal responses were noted by the researcher. If the child had difficulty responding to a particular question, it was repeated. If the child still found the question difficult to answer, it was put aside until later or skipped if it continued to be difficult.

Analysis Procedure

Responses were reviewed in several ways. In reference to the first question, responses were categorically arranged to determine if there was (a) an emotional reaction and/or (b) an evaluative reaction to the book; and if the children could explain their responses. As prior research (Schlager, 1978; O'Bryan-Garland and Worley, 1986; Huck, Hepler, and Hickman, 1987; Sutherland and Arbuthnot, 1981) noted that the two emotional responses of humor and sadness cast a greater infectious spell over readers than others, these two emotional responses were also tabulated.
The second question deals with the middle childhood stage of development. Evaluation of this question meant careful perusal of responses to determine if the book the child has shared reflects his or her own conception of the world. Evaluations of responses were based upon Erikson's and Piaget's concepts (Berger, 1983) and Huck's (1987) "Books For Ages and Stages."

Percentages within the categories of responses to questions one and two were reported.

For the third question, the interviews were reviewed to determine if the book the child chose to share generated a personal association, meaning. The results were tabulated and reported as percentages.
Chapter IV

Analysis of the Data

Purposes

The purposes of this study were to investigate what children think and feel about the books they read; to describe those characteristics which make a book special to the child. Through this investigation the researcher may be able to ascertain if there is a connection between the developmental stage of the child and the developmental stage reflected by the book. The researcher will also explore the children's interviews to determine if the children made personal associations with the book. Perhaps the researcher will uncover what helps create the magic that occurs between the child and a book and begin to ascertain what hooks the child into reading the book.

Question 1: Do children respond emotionally and thoughtfully to the books they read and are they able to explain these emotional and evaluative responses?
Emotional Responses

Interviews with the children were scanned first to see if there was an emotional response or reaction and secondly, to see if the children could in some way explain why they felt the way they did. Next the responses were reviewed to see if the children noted the emotions of sadness or humor as an emotional reaction. The results were:

SECOND GRADE

Twenty-three of the 24 children (95.8%) did respond in an emotional sense and could explain why they felt this way.

14 children mentioned humor.
7 children mentioned sadness.
4 children mentioned scary.
4 children mentioned happy.

Happy, angry, curious, gentle, 'made me feel good,' were other examples of emotional responses. Fifteen children (62.5%) mentioned more than one emotion in reference to their book (e.g. "It was funny and
scary.

FIFTH GRADE

All 26 children (100%) responded in an emotional sense to the books they shared and were able to justify their reactions.

13 children mentioned humor.

10 children said the book made them feel good.

7 children mentioned sadness.

Other emotional reactions included exciting, happy, gruesome, amazing. Twenty-one (80.8%) of the children responded with more than one emotional reaction.

Evaluative Responses

Interview responses were reviewed to determine if the children had definite thoughts or opinions about the books they shared and if they could justify these reactions.

All 24 (100%) of the second grade children had definite thoughts or opinions about the books they shared. In addition all the children could explain their thoughts or opinions in some way. However, some of the
All 26 (100%) of the fifth grade children had definite thoughts or opinions about the books they shared. Explanations of their opinions were extensive and well developed.

Summary

Of the children included in this study, 49/50 (98%) expressed an emotional reaction to the books they shared and could explain these responses. The emotion of humor was mentioned more frequently than other emotions (27 times). The emotion of sadness was mentioned 14 times. Other emotions were mentioned less frequently.

Both groups of children (50/50 - 100%) had definite thoughts and opinions about the books they chose to share and could justify, explain, and/or expound upon these opinions.
Question 2: Does a book appeal to a child because it reflects the developmental stage of the child?

Psychological aspects of the middle childhood which encompasses the children in both second and fifth grades (ages 7 to 11), includes theories of both Erikson and Piaget. Erikson's fourth stage of development is Industry vs. Inferiority, where children acquire skills and prepare for independence; successful ventures lead to healthy growth (Schlager, 1978). Competencies developed in these skill areas enhance a child's self-esteem and failures lead to feelings of inferiority. Piaget's Concrete Operational Stage states that intelligence develops as a result of the interaction of the environment and maturation of the child (Berger, 1983). The concrete operational stage is a time when children can reason about almost anything they perceive and understand logical principles, as long as the principles can be applied to specific examples (Berger, 1983). During this stage, flexible, reversible thought begins; children can solve problems involving conservation,
classification and seriation. Children also begin to see another's point of view. This is a time of cognitive conceit, where children believe they are as able as adults (Berger, 1983).

The responses the child shared were reviewed to determine if the response reflected his or her developmental stage. This was accomplished by comparing the interviews with a section, "Books For Ages and Stages" (see Appendix A), from Children's Literature in the Elementary School. The second grade interviews were compared to the stages and ages of children 7 and 8 years old. The fifth grade interviews were compared to the later elementary stages, including ages 10, 11, 12.

In every instance, (100% of both grades) the interview or book sharing reflected at least one characteristic reflective of the child's developmental stage. The following tables list the developmental characteristics and frequency count for each grade level.
Table 1
Grade 2 Developmental Characteristics

<table>
<thead>
<tr>
<th>Developmental Characteristic</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humor is developing. Enjoys tall tales, slapstick humor in everyday situations.</td>
<td>14</td>
</tr>
<tr>
<td>Appreciates imaginary adventure.</td>
<td></td>
</tr>
<tr>
<td>Less egocentric, developing empathy and understanding for others.</td>
<td>11</td>
</tr>
<tr>
<td>Cognitive growth and language development increase capacity for problem solving and word play.</td>
<td>9</td>
</tr>
<tr>
<td>Enjoy plot twists.</td>
<td></td>
</tr>
<tr>
<td>Developing standards of right and wrong. Begins to see viewpoints of others.</td>
<td>6</td>
</tr>
<tr>
<td>Continues to seek independence from adults and to develop initiative.</td>
<td>3</td>
</tr>
<tr>
<td>Time concepts and spatial relationships developing. This age level is characterized by thought that is flexible and reversible.</td>
<td>3</td>
</tr>
<tr>
<td>Peer group acceptance becomes increasingly important.</td>
<td>2</td>
</tr>
<tr>
<td>Continues to need warmth and security in family relationships.</td>
<td>2</td>
</tr>
<tr>
<td>Vague concept of time.</td>
<td>1</td>
</tr>
</tbody>
</table>
Table 2
Grade 5 Developmental Characteristics

<table>
<thead>
<tr>
<th>Developmental Characteristic</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased emphasis on peer group and sense of belonging.</td>
<td>16</td>
</tr>
<tr>
<td>Highly developed sense of justice and concern for others.</td>
<td>14</td>
</tr>
<tr>
<td>Family patterns changing; may challenge parents' authority. Highly critical of siblings.</td>
<td>12</td>
</tr>
<tr>
<td>Seeks to test own skills and abilities; looks ahead to a time of independence.</td>
<td>12</td>
</tr>
<tr>
<td>Searching for values; interested in world problems. Can deal with abstract relationships; becoming more analytical.</td>
<td>11</td>
</tr>
<tr>
<td>Increased understanding of the chronology of past events; developing sense of own place in time. Begins to see many dimensions of a problem.</td>
<td>9</td>
</tr>
<tr>
<td>Increased cognitive skill can be used to serve the imagination.</td>
<td>7</td>
</tr>
<tr>
<td>Understanding and accepting the sex role is a developmental task of this period. Boys and girls develop a sense of each other's identity.</td>
<td>4</td>
</tr>
<tr>
<td>Begins to have models other than parents drawn from TV, movies, sports figures, books. Beginning interest in future vocation.</td>
<td>4</td>
</tr>
<tr>
<td>Sustained, intense interest in specific activities.</td>
<td>3</td>
</tr>
</tbody>
</table>
Question 3: Does the book generate any personal associations for the child?

Sixteen of the second grade children (67%) related an experience or a time when they felt like the character in the book they chose to share.

Twenty-three of the fifth grade children (88.5%) related either an experience or a time when they felt like a character in the book they shared.

Altogether 39 of the 50 children (78%) related a personal experience, feeling, or association with the book or characters they shared with the interviewer.

Summary

This study discovered that 98% of the children interviewed expressed an emotional response to their books which they could explain and all of the children had definitive opinions about their books which they could justify. The research also revealed that the self-selected books chosen reflected at least one characteristic of the child's developmental stage. In
addition, this research found that 78% of the children related a personal experience, association, or feeling with the book or characters.
Chapter V

Conclusions and Discussion

Question 1: Do children respond emotionally and thoughtfully to the books they read and are they able to explain these emotional and evaluative responses?

Emotional Responses

The research from this study shows that 98% of the children from these two literature-based classrooms can express and explain an emotional response to self-selected books. This leads to the conclusion that emotional responses to books are important to children during middle childhood.

The second grade children in this study used fewer words when sharing their books. However, during this discussion, they relied more frequently on 'feeling' or emotional words to express themselves, rather than citing examples from the book. For example, "I like to be scared sometimes." Another example is the child who read
and shared Arthur's Valentine. He used the word 'valentines' repeatedly to express himself. His facial and vocal expressions clearly showed how strong an emotional response 'valentines' was to this child.

In light of the fact that feeling words were used more universally by the second graders, one surprising note is that this group of children included the one child who, in the researcher's opinion, did not express any emotional response to his book. However, this child did relate to the book in another fashion. This child's discussion included his questioning if the story might happen in the future; his recommendation stated that it was a good book and might happen; and that he did not know how the story made him feel. The reference that he would recommend his book because it was good, was an evaluative statement, not an emotional statement. This child definitely was playing with time concepts and his interest in the future. (The book was My Robot Buddy by Alfred Slote. See Appendix B.)

At the fifth grade level, although all the children
could express and explain an emotional reaction, they also noted how their emotional reaction changed over the course of the book. For example, one child stated, "At first it made me feel sad and then it got scary and then sickening and it was pretty good at the end." The fifth graders used a multitude of words to discuss their feelings and emotions about the stories they shared. They frequently gave story examples to explain how or why they felt like they did or how their feelings changed throughout the story.

The emotional responses of humor and sadness were tabulated because prior research indicated these two emotions cast a greater infectious spell over readers. This research showed that 37 out of 50 students (74%) felt their books or book characters were funny. Therefore, this researcher can concur that humor is important in the books read by middle school-age children. The humor enjoyed by the second grade children appeared more narrow and slapstick in nature than the broader variety of humor enjoyed by the fifth graders.
(e.g. In A Dark, Dark Room vs. There's a Boy in the Girl's Bathroom and Soup's Uncle). Regardless of the form of the humor, at each grade level some children laughed out loud when sharing selections from their books.

Only 14 of the 50 students (28%) used the word sad in their feeling descriptions about their books. Although empathy is developing and children accept less than happy endings in the books they read, this researcher cannot concur that sadness casts an infectious spell over readers. Perhaps this is an area where more research is needed.

Another interesting facet uncovered during the investigation of children's emotional responses was the fact that children expressed more than one emotion. At the second grade level, 62.5% expressed more than one emotion about their books. The type of responses ranged from "scared and funny" to "It made me feel scary and happy altogether" to more complex, detailed answers (See Appendix C). By fifth grade, 80.8% of the children
responded to their books with more than one emotional reaction. These students seemed to examine and explain their emotional reactions continually throughout the story, giving prime story examples. Of children participating in this study, 72% (36/50) expressed more than one emotional response to the books they chose to share and this increased in frequency from second grade to fifth grade.

This research study showed that 98% of the children responded emotionally to the books they shared with 72% expressing more than one emotion when discussing their self-selected books. This reveals that an emotional interaction with a story or character is an important reaction and may help children become aware of universal feelings and truths.

Evaluative Responses

The research from this study indicated without a doubt (100%) that the children in these literature-based classrooms had definite thoughts and opinions about the
self-selected books they shared. In addition, these students could explain, justify or expound upon their thoughts and opinions.

Children in the second grade (ages 7 and 8) used fewer words and their explanations were more simplistic than the fifth grade students (ages 10 and 11). However, the insights they shared showed their own personal perspective about the book. Each child knew what he/she thought about the book and why. In some instances, the interviewer had to look more deeply into the children's responses to understand the children's viewpoints. Every child had reasons for sharing his/her book with the interviewer. During the interviews, 13 children (54%) discussed or showed pictures to enhance their explanations or further explain their reactions. Only four second grade children discussed the character, author, or how the author used words. They expressed few plans to read sequels or other books by the same author.

The majority of students in the fifth grade used a tidal wave of words to express their emotional and
evaluative reactions to the books they shared. With all the students, even with the students who used fewer words, there existed an intensity within the book-sharing interviews. Children at this level reacted to the words the author used, the way the author wrote, character development, setting, and descriptions within the books they read. These students discussed plans to read future books by the same author and/or sequels. Some students chose to either share or read the book because it was supposed to be good or they liked the type of story (e.g., a survival story). They frequently made statements indicating they had read the book more than once or that the book was the 'best one they read so far this year.' One student chose the book to share with the interviewer because the book was special and "I never had this feeling before in any other books I read." The enthusiasm, energy, and excitement these children exuded was catching!

The overall conclusion which can be made from this research is that children react emotionally and
evaluatively to the books they read. These reactions are significant both in the classroom (to be discussed later) and in the establishment of the child as a reader for life. Children at this age level (7 to 11 years old) have distinct thoughts and feelings about the books they read. Perhaps these distinct opinions and feelings are the catalyst for further involvement in the reading process.

**Question 2:** Does the book appeal to a child because it reflects the developmental stage of the child?

The research from this study indicates that 100% of the books shared reflected at least one characteristic reflective of the child's developmental stage. This concurs with research conducted by Schlager (1978). Schlager (1978) feels successful books contain an identifiable stage of development and that this identifiable stage supplies the magic that lures children into a book.

At the second grade level the developmental stages
reflect Piaget's and Erikson's concepts. To begin with, the appreciation of humor is budding. Tall tales and slapstick humor found in everyday situations (such as Amelia Bedilia and the Baby) are thoroughly enjoyed by these children. Reading for pure fun is entirely appropriate! Second graders are becoming less egocentric and are developing empathy and understanding for others. Books that help children explore and discuss their feelings for others, as well as those with less than happy endings, have a strong appeal at this age level. The characteristic of increasing cognitive growth and language development allows for problem solving and word play. This explains why children relish the challenges of mysteries, twists of plot, secret codes, riddles, and word play. As one girl put it, "I want to do something like they did...find out mysteries like they did!" At the beginning of middle childhood, children are establishing standards of right and wrong. Books that reflect several viewpoints or that correlate with this evolving standard are appealing. Statements such as, "It ends up the way they're supposed to be," or "Some just read half a book and go on to another one."
They should finish it" are ways children reflect this characteristic. Woven throughout the second grade interviews were statements concerning their books that were reflections of their particular stage of development.

Although fifth grade students are nearing the end of middle childhood, Erikson's Industry vs. Inferiority stage and Piaget's Concrete Operational stage are clearly evident within their book responses. The developmental characteristics (Table 2) echo the later elementary age and stage of development. An increased emphasis on the peer group and a sense of belonging is essential. Books that are suggested by peers as well as those which portray "kids like us" have a great deal of appeal ("One of the characters sounds like my best friend. She's always trying to get me out of trouble!"). Children at this stage have a highly developed sense of justice and concern for others which is reflected in their choice of stories that are sad, about death, illness or dealing with special problems. Stepping on the Cracks was shared by only two children but had been widely read in this
classroom. Books that provide some insight into the changing family relationships or that may challenge parental authority, are appealing and help children vicariously deal with the changes they are experiencing. *Hatchet,* *Weasel,* and *Maniac Magee* are stories that richly provide experiences about 'going it alone', where children can test their own skills and abilities and look forward to a time when they are completely independent. They truly enjoy these stories that contain little adult intervention or dependence; where the young main character solves problems and copes with life on his or her own. This age group is interested in searching for values and learning about problems of the world. Books help them formulate their opinions and book discussions can help children gain insights.

Erikson's and Piaget's developmental stages are mirrored, repeatedly, in the children's reactions to the books they shared. As Tables 1 and 2 of Chapter Four, indicate, there are additional developmental characteristics reflected in the book sharings. The
significance of the answer to this question is that any book, even an award-winning book, will not appeal to a child unless it reflects the child's developmental stage. This lends some weight to the argument for introducing the right book at the right stage/age. The fault in this thinking is that each and every child, even those reading the same book, are in their own place along the developmental stage continuum. This means each child relates or connects to each book in his or her own, unique way; in a sense, locating the developmental stage that is reflected within him or herself. For example, several second graders shared *In a Dark, Dark Room*. Although all of them enjoyed the humor, one child displayed his developing empathy when he stated that he thought about how scared the people would feel. Another example is *Weasel*, which two fifth graders read. Both students related the testing of skills and going it alone aspects of the book. However, one student's discussion included the family pattern within the book; the other student's discussion reflected his sense of
concern and justice for others. This story invoked distinctly different, equally valid, stages for each of these students.

**Question 3:** Does the book generate any personal associations for the child?

The statistics from this study show that 78% of the children related a personal experience, feeling or other personal association with the book or characters. The simplistic answer is, "Yes, the book generates personal associations." However the significance of this question needs to be examined a little more closely. All children selected a book they were currently reading or had read fairly recently to share with the interviewer/researcher. They selected the book for their own reasons. Yet, when discussing the book, 78% of all the children interviewed, recounted a personal connection with the story. The second graders detailed simple connections like, "I forget things, too," as well as the more complicated, touching connections like, [the book
reminds me of] "last year when no one liked me", or "When I had glasses, Colby made fun of me." Another child stated that "...some houses are really neat and I wish my house was like that." True to form, the fifth graders personal associations were very detailed, well thought out and overflowing with words. Their connections ranged from friends to family relationships (including teasing siblings) to a personal recount of hand feeding birds to having freckles like the main character to falling down a creekside slope to... (see Appendix C)

The bond each child created with the book seemed to embody his or her own image of the world. This bond spoke to something very personal and private within the child. This bond is the essence of the question, the significance.

Another noteworthy fact is that only 67% of the second graders related a personal association. Over 88% of the fifth graders recounted a personal association. The explanation for the increase in associations was not explored in this study. The increase may have occurred
because of the enhanced language development of fifth graders or because of a heightened importance in creating a personal bond with the book or for some other unknown reason. This is an area in which more research might be conducted.

Summary

Children who are allowed, encouraged, permitted to select their own books to read, learn to make that magical, mystical alliance to literature which will serve them throughout their lives. Literature does provide:

-- enjoyment and delight

-- vicarious experiences to other places/times/lifestyles

-- new perspectives

-- insights into human behavior and concerns for the feelings of others

-- the universal bonds of humanity.

-- a challenge to dream, ponder, ask questions.

Sutherland, Monson, & Arbuthnot (1981) and O'Bryan-Garlnd and Worley (1986) believe that at the
elementary level an emotional response to literature is the most important factor for children. Schlager's (1978) research indicated that the books "kids clamor for" contain characteristics identifiable with their stage of development. The present research study demonstrated that BOTH factors are equally significant. Children have unmistakable emotional and evaluative reactions to the books they read. More significantly, they can expound upon their reactions. In addition, children relate to a book or character that reflects their developmental stage. Books that generate personal associations for the child are meaningful to this age group.

Implications for Research

Recent research has explored children and literature, gaining many insights into why and what children enjoy reading. In gaining these insights, more questions crop up, begging for answers.

This research study was based on literature-based classrooms with self-selected books. It would be
interesting to see how the results of this study would be influenced if the classrooms were not literature-based and if the books were not self-selected by the children. Would the conclusions drawn in this study hold? Where would any differences emerge?

Another interesting area to explore would be the changes that occurred from second grade to fifth grade. Are there precise patterns? Were the children included in this study typical in their changes? How and why do the sheer numbers of words increase in the interviews? How do the emotional and evaluative responses to literature evolve?

One statement heard regularly during the interview process would be fascinating to explore and try to determine just what it indicates. The statement was similar to, "I felt like I was right there in the story." This type of statement appeared at the second grade interviews occasionally and during the fifth grade interviews it was made more frequently.

Duplicate books were shared during the current
research project. The second grade children shared two books, *December Secrets* by Patricia Reilly Giff and *In A Dark, Dark Room* by Alvin Schwartz. The fifth graders shared five duplicate books (*Stepping On The Cracks, There's A Boy In The Girls' Bathroom, Maniac Magee, Hatchet, and Weasel*). It would be interesting to compare and contrast children's reactions to the same book. Correlations regarding personal associations, emotional and evaluative responses, and developmental characteristics might lead to significant conclusions.

Question 3 of this research study sought to determine if the book generated personal associations for the child. The research noted an increase from the second grade recounting (67%) of personal stories/associations to the fifth grade recounting (88.5%). Why did this occur? Was it the result of an increased ability to express themselves by the older children (language development)? Was it because personal associations were of heightened importance to fifth graders? The study of this occurrence would be another
fascinating study connecting children and literature.

Implications for the Classroom

Clearly, the research from this study indicates the value of literature and self-selection of books. This sounds so basic and simple. However, the implications of this statement are complex. The teacher has the complicated role of a facilitator.

The teacher needs to introduce, encourage, and provide an unlimited number, and wide variety, of books to his/her students. This means a great deal of (reading) homework for the teacher. Most teachers have recognized the need for books to encompass a broad range of interests and reading levels. Now they have another aspect to incorporate in their selection of books. Books need to reflect the developmental stage of the children within the classroom, and, this changes over the course of a school year.

Students need to be encouraged to respond to the books they read. Another job for the facilitator! Conference sessions held with each child is one method to
encourage literature response. Discussions about a book read to the whole group, as well as book sharing sessions, where the students tell what is happening in their self-selected book can model and stimulate responses. Graves (1989) proposes teacher-student letter writing about books as a method to encourage and develop literature responses of students.

This role-model as a facilitator is complicated. Teachers' responses to literature whether through informal discussions, one-to-one sessions, written logs or any variety of ways, continually shape and mold the attitudes and opinions, and encourage growth of their students. Teachers need to provide discussions of authors use of words, setting, plot, characters, style, and a variety of genre for the students to explore. In other words, teachers can stimulate higher level thinking skills through the exploration of literature.

The results from this study provide a good argument for the use of literature in the classroom. It also provides evidence that children are opinionated about the
books they select to read and that they have sincerely thought about their books and choices. Moreover, children can express their opinions, thoughts, and feelings about literature. Children really do interact with literature emotionally, enthusiastically and critically. Teachers need to use this interaction to its fullest advantage in the classroom.
Reference List


Appendix A

Books for Ages & Stages

BEFORE SCHOOL—INFANCY, AGES 1 AND 2

**CHARACTERISTICS**

Rapid development of senses. Responds to sound of human voice, especially rhythmic patterns. Vision stimulated by areas of color and sharp contrast; increasingly able to see detail.

Uses all senses to explore the world immediately at hand; learns through activity and participation.

Very limited attention span; averts eyes or turns away when bored.

Building foundations of language; plays with sounds, learns basic vocabulary along with concepts, begins to learn implicit "rules" that govern speech and conversation.

Building basic trust in human relationships.

Limited mobility and experience; interests centered in self and the familiar.

Learning autonomy in basic self-help skills.

**IMPLICATIONS**

Enjoys rhymes, songs, and lullabies. Likes simple, bright illustrations. Looks for familiar objects.

Gets maximum use from sturdy books with washable pages. Needs to participate by touching, pointing, peeking, moving.

Needs books that can be shared a few pages at a time or in a brief setting; many short story times are better than one long one.

Needs encouragement to use language in labeling pictures and in sharing dialogue with adults as they read aloud.

Needs love and affection from care-givers, in stories as well as in life. Thrives on dependable routines and rituals such as bedtime stories.

Needs books that reflect self and people and activities in the immediate environment.

Enjoys stories of typical toddler accomplishments such as feeding self or getting dressed.

**EXAMPLES**

Nursery Rhyme Peek-a-Book, Hill
Tomie de Paola’s Mother Goose, de Paola
Singing Beel, Hart
Hush, Little Baby, Zemach
B is for Bear, Bruna
My Pets, Hill
Colors, Reiss

Peek-a-Boo, Ahlberg
Where’s Spot?, Hill
Pat the Bunny, Kunhardt
Working, Oxenbury
Tuffa and the Bone, Schroeder

Playing, Oxenbury
Max’s Ride, Wells
Dear Zoo, Campbell
1, 2, 3, Hoban

Crash! Bang! Boom!, Spier
Catch Me and Kiss Me and Say It Again, Watson
Sam Who Never Forgets, Rice
The First Words Picture Book, Gillham
What?, Lionni
Home Sweet Home, Rofley

Goodnight Moon, Brown
The Blanket, Burningham
But Not Billy, Zolotow
Me and My Kitty, Rubel

The Baby’s Catalogue, Ahlberg
The Cupboard, Burningham
Sam’s Cookie, Lindgren
I Play in My Room, Rockwell

Alfie’s Feet, Hughes
Mother’s Helper, Oxenbury
How Do I Put It On?, Watanabe
What a Good Lunch, Watanabe

## Characteristics

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Implications</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rapid development of language.</td>
<td>Interest in words, enjoyment of rhymes, nonsense, and repetition and cumulative tales. Enjoying retelling simple folktales and &quot;reading&quot; stories from books without words.</td>
<td>Pigs Say Oink, Alexander Wildsmith's Mother Goose, Wildsmith Roll Over, Gerstein Mr. Gumpy's Outing, Burningham Millions of Cats, Gagg The Three Bears, Rockwell Sunshine, Ormerod</td>
</tr>
<tr>
<td>Very active, short attention span.</td>
<td>Requires books that can be completed in one sitting. Enjoys participation such as naming, pointing, finding, and identifying hidden pictures. Should have a chance to hear stories several times each day.</td>
<td>John Burningham's ABC, Burningham The Very Hungry Caterpillar, Carle The Elephant's Wish, Munari Each Peach Pear Plum, Ahlberg I Hunter, Hutchins Have You Seen My Duckling?, Tafuri</td>
</tr>
<tr>
<td>Child is center of own world. Interest, behavior, and thinking are egocentric.</td>
<td>Likes characters that are easy to identify with. Normally sees only one point of view.</td>
<td>Where Did My Mother Go?, Preston Fix-it, McPhail Noisy Nora, Wells New Blue Shoes, Rice</td>
</tr>
<tr>
<td>Child has little sense of time. Time is &quot;before now,&quot; &quot;now,&quot; and &quot;not yet.&quot;</td>
<td>Books can help children begin to understand the sequence of time.</td>
<td>When You Were a Baby, Jonas Seasons, Burningham The Grouchy Ladybug, Carle The Little House, Burton</td>
</tr>
<tr>
<td>Child learns through imaginative play; make-believe world of talking animals and magic seems very real.</td>
<td>Enjoys stories that involve imaginative play. Likes personification of toys and animals.</td>
<td>Martin's Hats, Blos May I Bring a Friend?, DeRegniers Alexander and the Wind-Up Mouse, Lionni Bear Hunt, Browne Corduroy, Freeman</td>
</tr>
</tbody>
</table>
**CHARACTERISTICS**

<table>
<thead>
<tr>
<th>Implies</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeks warmth and security in relationships with family and others.</td>
<td>Likes to hear stories that provide reassurance. Bedtime stories and other read-aloud rituals provide positive literature experiences.</td>
</tr>
<tr>
<td>Beginning to assert independence. Takes delight in own accomplishments.</td>
<td>Books can reflect emotions. Enjoys stories where small characters show initiative.</td>
</tr>
<tr>
<td>Makes absolute judgments about right and wrong.</td>
<td>Expects bad behavior to be punished and good behavior rewarded. Requires poetic justice and happy endings.</td>
</tr>
</tbody>
</table>

**IMPLICATIONS**

<table>
<thead>
<tr>
<th>PRIMARY—AGES 6 AND 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHARACTERISTICS</strong></td>
</tr>
<tr>
<td>Continued development and expansion of language.</td>
</tr>
<tr>
<td>Attention span increasing.</td>
</tr>
<tr>
<td>Striving to accomplish skills expected by adults.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implies</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequent storytimes during the day provide opportunity to hear the rich and varied language of literature. Wordless books and simple tales encourage storytelling.</td>
<td>A Pocketful of Cricket, Caudill Sylvester and the Magic Pebble, Steig Say It!, Zolotow A House Is a House for Me, Hobelman Strega Nona, de Paola The Old Woman Who Lived in a Vinegar Bottle, Godden The Snowman, Briggs Peter Spier's Rain, Spier</td>
</tr>
<tr>
<td>Prefers short stories; may enjoy a continued story provided each chapter is a complete episode.</td>
<td>Everett Anderson's Friend, Clifton Frederick, Lionni Frog and Toad Together, Lobel The Courage of Sarah Noble, Dalgliesh James and the Giant Peach, Dahl Ramona the Brave, Cleary</td>
</tr>
<tr>
<td>Proud of accomplishments in reading and writing. Needs reassurance that everyone progresses at own rate. First reading experiences should be enjoyable, using familiar or predictable stories.</td>
<td>When Will I Read?, Cohen Petunia, Duvoisin Leo the Late Bloomer, Kraus Brown Bear, Brown Bear, Martin Farmer in the Dell, Zuromskis The Chick and the Duckling, Ginsburg</td>
</tr>
<tr>
<td>CHARACTERISTICS</td>
<td>IMPLICATIONS</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Learning still based on immediate perception and direct experiences.</td>
<td>Uses information books to verify as well as extend experience. Much value in watching guinea pigs or tadpoles before using a book.</td>
</tr>
<tr>
<td>Continued interest in own world, but curious about a wider range of things.</td>
<td>Needs wide variety of books. TV has expanded interests beyond home and neighborhood.</td>
</tr>
<tr>
<td>Vague concepts of time.</td>
<td>Needs to learn basics of telling time and the calendar. Simple biographies and historical fiction may give a feeling for the past, but accurate understanding of chronology is beyond this age group.</td>
</tr>
<tr>
<td>More able to separate fantasy from reality; more aware of own imagination.</td>
<td>Enjoys fantasy. Likes to dramatize simple stories or use feltboard, puppets.</td>
</tr>
<tr>
<td>Beginning to develop empathy and understanding for others.</td>
<td>Adults can ask such questions as “What would you have done?” “How do you think Stevie felt about Robert?”</td>
</tr>
<tr>
<td>Has a growing sense of justice. Demands application of rules, regardless of circumstances.</td>
<td>Expects poetic justice in books.</td>
</tr>
<tr>
<td>Humor is developing.</td>
<td>Reading aloud for pure fun has its place in classroom. Enjoys books that have surprise endings, plays on words, incongruous situations, and slapstick comedy. Likes to be in on the joke.</td>
</tr>
</tbody>
</table>

**EXAMPLES**

- How My Library Grew by Dinah, Alexander
- Houses from the Sea, Goudey
- Look Again!, Hoban
- How My Garden Grew, Rockwell
- Frogs, Tarrant
- What Do You See?, Domanska
- Fish Is Fish, Lionni
- How My Parents Learned to Eat, Friedman
- Digging Up Dinosaurs, Allikl
- New Road, Gibbons
- In the Driver’s Seat, Goor
- Clocks and More Clocks, Hutchins
- Ms Glee Was Waiting, Hill
- All Year Long, Tafuri
- Ox-Cart Man, Hall
- The Glorious Flight, Provensen
- When I Was Young in the Mountains, Rylant
- Little House in the Big Woods, Wilder
- Where the Wild Things Are, Sendak
- And to Think That I Saw It on Mulberry Street, Seuss
- Sam, Bangs, and Moonshine, Ness
- Abyoyo, Seeger
- Stone Soup, Brown
- The Fat Cat, Kent
- Stevie, Steptoe
- We Are Best Friends, Allikl
- Now One Foot, Now the Other, de Paola
- The Balancing Girl, Kabe
- My Mama Needs Me, Walter
- Crow Boy, Yashima
- Let’s Be Enemies, Udry
- Dandelion, Freeman
- Python’s Party, Wildsmith
- Once a Mouse, Brown
- Where the Sidewalk Ends, Silverstein
- Alexander and the Terrible, Horrible, No Good, Very Bad Day, Viorst
- Do Not Open, Turkle
- Amelia Bedelia, Parish
- Perfect Pigs, Brown/Krensky
- Roger’s Umbrella, Pinkwater
<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>IMPLICATIONS</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows curiosity about sex differences and reproduction.</td>
<td>Teachers need to accept and be ready to answer children’s questions about sex.</td>
<td>A Kitten Is Born, Fischer-Nagel</td>
</tr>
<tr>
<td></td>
<td>Physical contour of the body is changing; permanent teeth appear; learning to whistle and developing other fine motor skills.</td>
<td>The Wonderful Story of How You Were Born, Gruenberg</td>
</tr>
<tr>
<td></td>
<td>Continues to seek independence from adults and to develop initiative.</td>
<td>&quot;Where Did I Come From?&quot;, Mayle</td>
</tr>
<tr>
<td></td>
<td>Needs opportunities to self-select books and activities. Enjoys stories of responsibility and successful ventures.</td>
<td>You’ll Soon Grow into Them, Titch, Hutchins</td>
</tr>
<tr>
<td></td>
<td>Books may emphasize universal human characteristics in a variety of life styles.</td>
<td>One Morning in Maine, McCloskey</td>
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<td></td>
<td></td>
<td>Whistle for Willie, Keats</td>
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<td></td>
<td></td>
<td>I Can Do it By Myself, Little/Greenfield</td>
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<td></td>
<td></td>
<td>Ira Sleeps Over, Weber</td>
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<td></td>
<td></td>
<td>The Climb, Carrick</td>
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<tr>
<td></td>
<td></td>
<td>We Be Warm Till Springtime</td>
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<td></td>
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<td>Comes, Chaffin</td>
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<td></td>
<td></td>
<td>By Myself, Hopkins</td>
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<td></td>
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<td>Daddy, Caines</td>
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<td></td>
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<td>David and Dog, Hughes</td>
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<td></td>
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<td>Mr. Rabbit and the Lovely Present, Zolotow</td>
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<td></td>
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<td>A Chair for My Mother, Williams</td>
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<td></td>
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<td>The Relatives Came, Rylant</td>
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</table>

MIDDLE ELEMENTARY—AGES 8 AND 9

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>IMPLICATIONS</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attaining independence in reading skill. May read with complete absorption; others may still be having difficulty learning to read. Wide variation in ability and interest.</td>
<td>Discovers reading as an enjoyable activity. Prefers an uninterrupted block of time for independent reading. During this period, many children become avid readers.</td>
<td>Follow That Bus, Hutchins</td>
</tr>
<tr>
<td>Reading level may still be below appreciation level.</td>
<td>Essential to read aloud to children each day in order to extend interests, develop appreciation, and provide balance.</td>
<td>Something Queer at the Lemonade Stand, Levy</td>
</tr>
<tr>
<td>Peer group acceptance becomes increasingly important.</td>
<td>Children need opportunities to recommend and discuss books. Sharing favorites builds sense that reading is fun, has group approval. Popular books may provide status, be much in demand.</td>
<td>Mummies Made in Egypt, Aliki</td>
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<tr>
<td></td>
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<td>You’re Not for Real, Snoopy, Schulz</td>
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<td></td>
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<td>A Lion to Guard Us, Bulla</td>
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<td></td>
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<td>Ramona Quimby, Age 8, Cleary</td>
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<td></td>
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<td>The Thunder-Pup, Hickman</td>
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<td></td>
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<td>Charlotte’s Web, White</td>
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<td></td>
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<td>The Random House Book of Poetry, Prelutky</td>
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<td></td>
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<td>Jumanji, Van Allsburg</td>
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<td></td>
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<td>Dawn, Bang</td>
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<td>Abel’s Island, Stieg</td>
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<td>The Green Book, Walsh</td>
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<td></td>
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<td>Sarah, Plain and Tall, MacLachlan</td>
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<td></td>
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<td>Superfudge, Blume</td>
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<td></td>
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<td>A Light in the Attic, Silverstein</td>
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<td></td>
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<td>Choose-Your-Own Adventure Series, Packard</td>
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<td></td>
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<td>Bunnicula, Howe</td>
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</tbody>
</table>
CHARACTERISTICS
Developing standards of right and wrong. Begins to see viewpoints of others.

Less egocentric, developing empathy for others. Questioning death.

Time concepts and spatial relationships developing. This age level is characterized by thought that is flexible and reversible.

Cognitive growth and language development increase capacity for problem solving and word play.

Improved coordination makes proficiency in sports and games possible and encourages interest in crafts and hobbies.

Sees categories and classifications with new clarity; interest in collecting is high.

Seeks specific information to answer questions; may go to books beyond own reading ability to search out answers.

IMPLICATIONS
Books provide opportunities to relate to several points of view.

Accepts some books with a less than happy ending. Discussion helps children explore their feelings for others.

Interested in biographies, life in the past, in other lands, and the future. Prefers fast-moving, exciting stories.

Likes the challenge of solving puzzles and mysteries. High interest in twists of plot, secret codes, riddles, and other language play.

Interest in sports books; wants specific knowledge about sports. Enjoys how-to-do-it books.

Likes to collect and trade paperback books. Begins to look for books of one author, series books. Enjoys books that collect facts, informational identification books.

Requires guidance in locating information within a book and in using the library.

EXAMPLES
Danny the Champion of the World, Dahl
The Indian In the Cupboard, Banks
The Bully of Barkham Street, Stolz
A Dog on Barkham Street, Stolz

Hickory, Brown
Mustard, Graeber
A Taste of Blackberries, Smith
Annie and the Old One, Miles
How Does It Feel To Be Old?, Farber

What's the Big Idea, Ben Franklin?, Fritz
The Secret Soldier, McGovern
Trouble for Lucy, Stevens
The Forgotten Door, Key
The Land I Lost, Huynh

Paul Bunyan, Kellogg
The Celery Stalks at Midnight, Howe
The Magic Moscow, Pinkwater
McBroom's Almanac, Fleischman
Whoppers: Tall Tales, Schwartz

Anno's USA, Anno
The Polar Express, Van Allsburg
The Case of the Phantom Frog, Hildick
The Code and Cipher Book, Samoff/Ruffins
A Book of Riddles, Belsner

Rabbit Ears, Slote
Football Players Do Amazing Things, Cebulash
A Very Young Gymnast, Krenenzt
The Paper Airplane Book, Simon
Dollhouse Magic, Roche
The Little House Cookbook, Walker

The Little House Series, Wilder
Ramona Forever and others, Cleary
Encyclopedia Brown's Record Book of Weird and Wonderful Facts, Sobol
A First Look at Insects, Selsam/Hunt
Trucks: Of Every Sort, Robbins

A Medieval Feast, Aliki
A Great Bicycle Book, Samoff/Ruffins
Billions of Bats, Schlein
If You Lived with the Sioux Indians, McGovern
My Backyard History Book, Weitzman
### CHARACTERISTICS

Rate of physical development varies widely. Rapid growth precedes beginning of puberty, with girls about two years ahead of boys in development. Boys and girls increasingly curious about all aspects of sex.

Understanding and accepting the sex role is a developmental task of this period. Boys and girls develop a sense of each other's identity.

Increased emphasis on peer group and sense of belonging.

Deliberate exclusion of others; some expressions of prejudice.

Family patterns changing; may challenge parents' authority. Highly critical of siblings.

Searching for values; interested in problems of the world. Can deal with abstract relationships; becoming more analytical.

### IMPLICATIONS


Books may provide identification with gender roles as well as impetus for discussion of stereotypes.

Book choices often influenced by peer group; many requests for books about "kids like us."

Books can emphasize unique contribution of all. Discussion can be used to clarify values.

Books may provide some insight into these changing relationships.

Valuable discussions may grow out of teacher's reading aloud prose and poetry to this age group. Questions may help students gain insight into both the content and literary structure of a book.

### EXAMPLES

**The Human Body, Bruun**  
**Are You There, God? It's Me, Margaret, Blume**  
**Then Again, Maybe I Won't, Blume**  
**Hold On to Love, Hunter**  
**Playing Beatie Bow, Park**  
**The Goof That Won the Pennant, Kalb**  
**Nightmare Island, Roy**  
**The Agony of Alice, Naylor**  
**Philip Hall Likes Me, I Reckon Maybe, Greene**  
**I'm Deborah Sampson, Clapp**  
**A Solitary Blue, Voigt**  
**Anything for a Friend, Conford**  
**The Real Me, Miles**  
**The 18th Emergency, Byars**  
**There's a Bat in Bunk Five, Danziger**  
**Alan and Naomi, Levoy**  
**Blubber, Blume**  
**Legend Days, Highwater**  
**A Secret Friend, Sachs**  
**Roll of Thunder, Hear My Cry, Taylor**  
**Dear Mr. Henshaw, Cleary**  
**Anastasia Krupnik, Lowry**  
**The Animal, the Vegetable and John D Jones, Byars**  
**Journey to an 800 Number, Konigsburg**  
**Dicy's Song, Voigt**  
**Justice and Her Brothers, Hamilton**  
**Jacob Have I Loved, Paterson**  

**Hiroshima No Plka, Maruki**  
**Reflections on a Gift of Watermelon Pickle, and Other Modern Verse, Dunning**  
**Tuck Everlasting, Babbitt**  
**Mrs. Frisby and the Rats of NIMH, O'Brien**  
**Westmark, Alexander**  
**The Great Gilly Hopkins, Paterson**
<table>
<thead>
<tr>
<th><strong>CHARACTERISTICS</strong></th>
<th><strong>IMPLICATIONS</strong></th>
<th><strong>EXAMPLES</strong></th>
</tr>
</thead>
</table>
| Begins to have models other than parents drawn from TV, movies, sports figures, books. Beginning interest in future vocation. | Biographies may provide models. Career books broaden interests and provide useful information. | What Can She Be? A Scientist, Goldreich  
How I Came to Be a Writer, Naylor  
Superstars of the Sports World, Gutman  
Sports Star: Fernando Valenzuela, Burchard |
| Sustained, intense interest in specific activities: children spend more time in reading at this age than any other. | Enjoys books related to sports, hobbies, special content interests. | Baseball Access, Wurman  
Drawing from Nature, Arnosky  
Basic Programming for Kids, Ault  
A Horse for X.Y.Z., Moeri  
Prydain Series, Alexander |
| Seeks to test own skills and abilities; looks ahead to a time of complete independence. | Enjoys stories of survival and “going it alone.” | Julie of the Wolves, George  
My Side of the Mountain, George  
The Sign of the Beaver, Speare  
The Wild Children, Holman  
The Hideway, Renner  
From the Mixed-Up Fables of Mrs. Basil E. Frankweiler, Konigsburg |
| Highly developed sense of justice and concern for others. | Likes “sad stories” about death, illness, or people dealing with special problems. | Goodnight, Mr. Tom, Magorian  
Beat the Turtle Drum, Greene  
How It Feels When a Parent Dies, Kiementz  
A Night Without Stars, Howe  
The Alfred Summer, Slepian |
| Increased understanding of the chronology of past events; developing sense of own place in time. Begins to see many dimensions of a problem. | Literature provides opportunities to examine issues from different viewpoints. Guidance needed for becoming critical of biased presentations. | The Night Journey, Lasky  
Friedrich, Richter  
Homesick, Fritz  
Across Five Aprils, Hunt  
To Be a Slave, Lester  
My Brother Sam Is Dead, Collier |
| Increased cognitive skill can be used to serve the imagination. | Tackles complex and puzzling plots in mysteries, science fiction, fantasy. Can appreciate more subtlety in humor. | The Westing Game, Raskin  
Lizard Music, Pinkwater  
Sizzle and Splat, Kidd  
The Haunting, Mahy  
The Dark Is Rising, Cooper  
A Swiftly Tilting Planet, L’Engle |
## Book List

### Grade 2

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Level</th>
<th>F/NF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson, Hans Christian</td>
<td>Thumbelina</td>
<td>-</td>
<td>F</td>
</tr>
<tr>
<td>Brown, Marc</td>
<td>Arthur's Nose</td>
<td>Easy</td>
<td>F</td>
</tr>
<tr>
<td>Brown, Marc</td>
<td>Arthur's Valentine</td>
<td>Easy</td>
<td>F</td>
</tr>
<tr>
<td>Curtis, Philip</td>
<td>Mr. Browser Meets the Mind Shrinkers</td>
<td>-</td>
<td>F</td>
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<tr>
<td>Etra, Jonathan &amp; Spinner, Stephanie</td>
<td>Aliens for Breakfast</td>
<td>3.0</td>
<td>F</td>
</tr>
<tr>
<td>Giff, Patricia Reilly</td>
<td>December Secrets*</td>
<td>2.0</td>
<td>F</td>
</tr>
<tr>
<td>Impey, Rose</td>
<td>The Flat Man</td>
<td>2.1</td>
<td>F</td>
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<tr>
<td>Levy, Elizabeth</td>
<td>Something Queer In Rock 'n Roll</td>
<td>2.7</td>
<td>F</td>
</tr>
<tr>
<td>Parish, Peggy</td>
<td>Amelia Bedilia and the Baby</td>
<td>3.0</td>
<td>F</td>
</tr>
<tr>
<td>Perrault, Charles</td>
<td>The Three Wishes</td>
<td>-</td>
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<tr>
<td>Schwartz, Alvin</td>
<td>In A Dark, Dark, Room &amp; other scary stories**</td>
<td>2.0</td>
<td>F</td>
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<td>Seeger, Pete</td>
<td>Abiyoyo</td>
<td></td>
<td>F</td>
</tr>
<tr>
<td>Author</td>
<td>Title</td>
<td>Level</td>
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<tr>
<td>Shuh, Elizabeth</td>
<td>The White Stallion</td>
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<td>F</td>
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<tr>
<td>Silverstein, Shel</td>
<td>Where The Sidewalk Ends</td>
<td>-</td>
<td>Poetry</td>
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<tr>
<td>Slote, Alfred</td>
<td>My Robot Buddy</td>
<td>-</td>
<td>F</td>
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<tr>
<td>Steig, William</td>
<td>Sylvester and the Magic Pebble</td>
<td>-</td>
<td>F</td>
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<tr>
<td>Stevenson, Robert Louis</td>
<td>Treasure Island#</td>
<td>-</td>
<td>F</td>
</tr>
<tr>
<td>Thaler, Mike</td>
<td>Cream of Creature from the School Cafeteria</td>
<td>-</td>
<td>F</td>
</tr>
<tr>
<td>Wolf, A. (as told to John Scieszka)</td>
<td>The True Story of the 3 Little Pigs!</td>
<td>3.0</td>
<td>F</td>
</tr>
</tbody>
</table>

* - Shared by 2 children
** - Shared by 4 children
# - Parent was reading to/with the child
<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Level</th>
<th>F/NF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blume, Judy</td>
<td>Fudge-A-Mania</td>
<td>-</td>
<td>F</td>
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<tr>
<td>Dahl, Roald</td>
<td>Charlie and the Chocolate Factory</td>
<td>-</td>
<td>F</td>
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<tr>
<td>DeFelice, Cynthia</td>
<td>Weasel *</td>
<td>5.2</td>
<td>F</td>
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<tr>
<td>Delton, Judy</td>
<td>Back Yard Angel</td>
<td>2.7</td>
<td>F</td>
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<tr>
<td>George, Jean Craighead</td>
<td>On The Far Side of the Mountain</td>
<td>5.8</td>
<td>F</td>
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<tr>
<td>Hahn, Mary Downing</td>
<td>Stepping On The Cracks*</td>
<td>5.0</td>
<td>F</td>
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<tr>
<td>MacLachlan, Patricia</td>
<td>The Facts &amp; Fictions of Minna Pratt</td>
<td>-</td>
<td>F</td>
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<tr>
<td>Martin, Alfred G.</td>
<td>Hand-Taming Wild Birds at the Feeder</td>
<td>-</td>
<td>NF</td>
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<tr>
<td>McClung, Robert</td>
<td>Hugh Glass, Mountain Man</td>
<td>-</td>
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<tr>
<td>Montgomery, L. M.</td>
<td>Anne of Green Gables</td>
<td>6.0</td>
<td>F</td>
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<tr>
<td>Nash, Bruce &amp; Zullo, Allan</td>
<td>The Football Hall of Shame</td>
<td>-</td>
<td>F</td>
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<tr>
<td>Oke, Janette</td>
<td>Love Comes Softly</td>
<td>-</td>
<td>F</td>
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<tr>
<td>Pascal, Francine</td>
<td>Sweet Valley Twins - The Big Party Weekend</td>
<td>4.0</td>
<td>F</td>
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<tr>
<td>Paulsen, Gary</td>
<td>Hatchet *</td>
<td>6.0</td>
<td>F</td>
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<td>Paulsen, Gary</td>
<td>Woodsong</td>
<td>-</td>
<td>NF</td>
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<tr>
<td>Author</td>
<td>Title</td>
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<tr>
<td>Peck, Robert</td>
<td>Soup's Uncle</td>
<td>-</td>
<td>F</td>
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<tr>
<td>Sacher, Louis</td>
<td>There's A Boy In The Girls Bathroom *</td>
<td>4.0</td>
<td>F</td>
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<tr>
<td>Slepián, Jan</td>
<td>The Alfred Summer</td>
<td>6.0</td>
<td>F</td>
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<tr>
<td>Spinelli, Jerry</td>
<td>Maniac Magee</td>
<td>-</td>
<td>F</td>
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<tr>
<td>Wilson, Budge</td>
<td>Thirteen Never Changes</td>
<td>4.0</td>
<td>F</td>
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<tr>
<td>Wojciechowski, Susan</td>
<td>Promises To Keep</td>
<td>-</td>
<td>F</td>
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* Two children shared this book.
Appendix C

Interview Forms
Grade 2
Why did you choose to share this book with me?
- long time / chapters to read - had long chapters
- teacher liked book
- Back from Canada - wanted to read Mind Shrinkers next

What do you think about this book? Why?
- special - funny - Candi was funny
- made me think of friend's name
- made me wonder
- thought interesting
- way written - sentences told the story
- wrote if put a lot into it
- I like funny books
- What color does this story make you think of? Why?
- purple - all candies
- favorite color
- home
- made me think of home because my mom's favorite color

What do you like about the story? Why?
- Not like? Why?
- Makes it special

What did you notice about it?

How does it make you feel?
- good - expressed very well
- made class forget things - except the candy
- funny part
- ends up the way they're supposed to be
- What does this story make you think of?
- Shared with another
- laughed
- my mom
- others would like it

Did you ever experience anything like the main character? Or feel like the main character? What? When?
- yes - forgot things
- When I read - vacation - forget what it was
- a book - I don't take
- other

Nothing - too when char.
- was tied up
- Mr. Brown
- tied up
- kids
- reason
- not right to beat up someone
Meagan

TITLE: Thumbelina
AUTHOR: Hans Christian Anderson

READING LEVEL INDICATED: Blacktap

Why did you choose to share this book with me? Good

Recommendation: It's great, gentle.

What do you think about this book? Why?

What color does this story make you think of? Why?

I don't know

What do you like about the story? Why? Not like? Why?

a new baby came - fell into a shell; nice scene around it.

What did you notice about it?

It's great

How does it make you feel? Glad - good story; Thumbelina felt sad because of the picture.

Calm

What does this story make you think of? Remind you of?

Did you ever experience anything like the main character? Or feel like the main character? What? When?

Yes when - on trip to Florida. I just did

Sad missed my aunt

Other:
Why did you choose to share this book with me? I like it a lot.

What do you think about this book? Why? Did Emily feel about Jill? She felt sad. She ended up being friends. What color does this story make you think of? Why?

Red & Green - Christmas

What do you like about the story? Why? Not like? Why?

Yes - Jill & Emily were nice to each other.

What did you notice about it?

Recommend - it's good!

How does it make you feel? Happy - Because it shows how to be a good friend.

What does this story make you think of? Remind you of?

Did you ever experience anything like the main character? Or feel like the main character? What? When?

Yes - Last year - at beginning of yr. No one liked me.

Other:
Why did you choose to share this book with me? I got a sample cereal box and I thought it was funny. Because Richard finds a little alien in his cereal.

What do you think about this book? Why? I thought the whole world blew up and put it back together, but it didn't turn out that way (predicted).


What did you notice about it? Funny.

How does it make you feel? Good - makes me laugh. I thought it was going to be boring. Eric - Alien's name

What does this story make you think of? Remind you of?

Did you ever experience anything like the main character? Or feel like the main character? What? When? No.

Other:
TITLE: In a Dark, Dark Room and other scary stories
AUTHOR: Alvin Schwartz
READING LEVEL INDICATED: 2.0 (Blue)

Why did you choose to share this book with me?

What do you think about this book? Why?

What color does this story make you think of? Why?
- Yellow - White -
  just 'cause

What do you like about the story? Why? Not like? Why?
- In graveyard
- Gueenmore coming out the grave

What did you notice about it?
- Good - Scary
  It's fun
  It's a good book
  Funny
  Cool

What does this story make you think of? Remind you of? 
Pirate -
  Pirates kill people

Did you ever experience anything like the main character? Or feel like the main character? What? When?

Other:
TITLE: The True Story of the Author: Jon Scieszka
3 Little Piggy

Why did you choose to share this book with me? It's a good story. Good story. Because all the pigs, when he went to jail — future part.

What do you think about this book? Why?
When he made cake for his ge, didn't have enough salt — he had to get想法.

What color does this story make you think of? Why? Color? Uh —

What do you like about the story? Why? Not like? Why?

What does this story make you think of? Remind you of?

Did you ever experience anything like the main character? Or feel like the main character? When? Yes — when Wolf he was funny. He blew the house in.

Other: "Sail!"
Why did you choose to share this book with me? 

Funny - Scary

What do you think about this book? Why?

good

What color does this story make you think of? Why?

What do you like about the story? Why? Not like? Why?

Pirate one - Scared
that haunted the house

Comment: What did you notice about it? Scary and good in the story

How does it make you feel? Scared & Funny

What does this story make you think of? Remind you of?

Did you ever experience anything like the main character? Or feel like the main character? What? When?

Yes - every night when my dad goes to a meeting

Other:
Title: The White Stallion  Author: Elizabeth Shub

Why did you choose to share this book with me?
Favorite - When the horse makes the little girl helps her. He picks her up.
Thought - a nice book - becomes end she goes back to family

What color does this story make you think of? Why?
Black and white (colors of pix)

What do you like about the story? Why? Not like? Why?

It's a cool story - What did you notice about it? A good book.

How does it make you feel? - Sad and then happy
Lost - sad when she gets lost and at the end she finds her family

End - happy

What does this story make you think of? Remind you of?

Did you ever experience anything like the main character? Or feel like the main character? What? When? No

Not really

Other:
Why did you choose to share this book with me?
I like scary stories - I just like monsters in them.

What do you think about this book? Why?
It was funny - girls head falls off!

What color does this story make you think of? Why?
All different - different places and stuff.

What do you like about the story? Why? Not like? Why?
I like scary parts. When Eddy sneezes, it's funny. She should be scary!

How does it make you feel? - because it makes me scared.

What does this story make you think of? Remind you of?

Did you ever experience anything like the main character? Or feel like the main character? What? When?
No

Other:
Why did you choose to share this book with me?

I liked it so much.

What do you think about this book? Why?

Music—TV makes a song because they're going on a TV show.

What color does this story make you think of? Why?

White—Rock 'n roll colors.

What do you like about the story? Why? Not like? Why?

They always find out mysteries and stuff. Something cool happens, going and she taps her brakes!

What did you notice about the dog?

They pull tricks on then.

How does it make you feel? I want to do something like they did—the mystery parts.

What does this story make you think of? Remind you of?

No.

Did you ever experience anything like the main character? Or feel like the main character? What? When? Yes—when I read this book.

Other:
Did you ever experience anything like the main character? Or feel like the main character? What? When?

No

Other:
TITLE: The Flat Man
AUTHOR: Rose Impey

Why did you choose to share this book with me?
It's just weird because the guy's flat.
Why? I don't know.

What do you think about this book? Why?
It was funny.

What color does this story make you think of? Why?

What do you like about the story? Why? Not like? Why?
Funny - because boy was frightful by the flat guy.

I don't know.

How does it make you feel?
Pretty sad because guy's scared of flat man.

What does this story make you think of? Remind you of?

No.

Did you ever experience anything like the main character? Or feel like the main character? What? When?
Yes - scared when I started preschool.

Because I was a baby then.

Other:
Why did you choose to share this book with me?
It might happen in the future.

What do you think about this book? Why?
There is no proof but it might be aliens. Now - no proof.

What color does this story make you think of? Why?
Green - because aliens are probably green. That's how I think of them.

What do you like about the story? Why? Not like? Why?
It might be true - might happen. The fiction.

What did you notice about it?
Good - "might - possible" tell you what might happen.

How does it make you feel? Well - I don't know.

What does this story make you think of? Remind you of?
No.

Did you ever experience anything like the main character? Or feel like the main character? What? When?
No.

Other:
Why did you choose to share this book with me?
Because I like it and all the parts are good.

What do you think about this book? Why?
Valentine - Valentine - What about Valentine?

What color does this story make you think of? Why?

What do you like about the story? Why? Not like? Why?
All parts are good - make V boxes.

What did you notice about the story? Valentine - Good - is coming up!
How does it make you feel? Good - of Valentine
Just Valentine

What does this story make you think of? Remind you of?
Reminds - Valentine

Did you ever experience anything like the main character? Or feel like the main character? What? When? No

Other:
TITLE: Where the Sidewalk Ends
AUTHOR: Shel Silverstein

READING LEVEL INDICATED:
Why did you choose to share this book with me?
I just like it — funny — especially Distinct Man in the World.

What do you think about this book? Why?
just liked them

What color does this story make you think of? Why?

What do you like about the story? Why? Not like? Why?
Funny — 2

What did you notice about it?
Because it is so funny

How does it make you feel?
I don’t know

What does this story make you think of? Remind you of?

Did you ever experience anything like the main character? Or feel like
the main character? What? When?

Other:
TITLE: Creem of Creature  AUTHOR: Mike Thaler
from the School Cafeteria

READING LEVEL INDICATED: Black

Why did you choose to share this book with me?

Because funny and favorite - Because I like when little kid eats creatures man age.

What do you think about this book? Why?

I thought it was very funny.

What color does this story make you think of? Why?

What do you like about the story? Why? Not like? Why?

What did you notice about it?

Funny, good. Pictures funny.

How does it make you feel?

Funny. Good.

What does this story make you think of? Remind you of?

no

Did you ever experience anything like the main character? Or feel like the main character? What? When?

No

Other:
What color does this story make you think of? Why?

Giant

What do you like about the story? Why? Not like? Why?

When the giant dance - was funny

What did you notice about it?

Fun book.

How does it make you feel?

Good - African folktale

What does this story make you think of? Remind you of?

No

Did you ever experience anything like the main character? Or feel like
the main character? What? When?

Yes - giant

When seeing him in the sun

Other:
What does this story make you think of? Remind you of?

Did you ever experience anything like the main character? Or feel like the main character? What? When?

Title: Long Road
Author: Ed Young
Reading Level Indicated: 3 green

What does this story make you think of? Remind you of?

Did you ever experience anything like the main character? Or feel like the main character? What? When?

Title: Long Road
Author: Ed Young
Reading Level Indicated: 3 green

Why did you choose to share this book with me?

I think it's good - because it has good pictures.

What do you think about this book? Why?

I like the book. I was feeling scared if I was one of girls in the book. One part — when — pretended he was grandma. Wouldn't let me tell a light.

What color does this story make you think of? Why?

What do you like about the story? Why? Not like? Why?

I like part about what two in true with band.

On college - pull him up again, let him go.

What did you notice about it?

Because the pictures are really good and felt good when read it I really.

How does it make you feel? Funny

What does this story make you think of? Remind you of?

Did you ever experience anything like the main character? Or feel like the main character? What? When?

Other: 

No
TITLE: In A DD Room  AUTHOR: A. Schwartz

Why did you choose to share this book with me?
This lots of funny stories and like good.

What do you think about this book? Why?
How owned the 6 people would feel and stuff.

What color does this story make you think of? Why?

What do you like about the story? Why? Not like? Why?
Makes good pictures. It makes feel alive. It seems like it really happen.

What did you notice about it?
Recommended because good + good picture.

How does it make you feel? Scary and happy - altogether.

What does this story make you think of? Remind you of?
Not really.

Did you ever experience anything like the main character? Or feel like the main character? What? When?

Other:
TITLE: Arthur's Nose  
AUTOR: Marc Brown

READING LEVEL INDICATED:

Why did you choose to share this book with me?

because his nose gets hurt - people make fun of him
and he used to wear glasses

What do you think about this book? Why?

Nothing

What do you notice about it? Why?

because it's funny

What color does this story make you think of? Why?

What do you like about the story? Why? Not like? Why?

They tried on different noses (showed).

Did you ever experience anything like the main character? Or feel like the main character? What? When?

No

Other:
Why did you choose to share this book with me?

I like it.

What do you think about this book? Why?

That! Kind a nice & has a good title. People like me & the writing. I think this is more of the reading.

What color does this story make you think of? Why?

What do you like about the story? Why? Not like? Why?

Because it has good words & is funny. Shown page of words.

What did you notice about it?

Because you picked it. A good story & some people just read it & go on. Should finish it.

How does it make you feel?

Makes me feel good. Because some houses are really nice & read end & I really liked it.

What does this story make you think of? Remind you of?

Yes. Being at home. I played with my degree.

Did you ever experience anything like the main character? Or feel like the main character? What? When?

Like AB cooking.

Other:
Title: The Three Wishes

Author: Charles Perrault

Reading Level Indicated: Black

Why did you choose to share this book with me?

I like it — ending. Sausage at end to show always had a nice supper.

What do you think about this book? Why?

Sad and happy - I didn't have any. We had wood.

The 1st time I read the book I thought he would wish for gold or something.

What color does this story make you think of? Why?

Wished for a sausage 'cause he was hungry.

What do you like about the story? Why? Not like? Why?

That when the wife got it, because the sausage was on his nose.

What did you notice about it?

Because "Funny & sad".

How does it make you feel? Why?

OK - sad. Beginning, it was kind of good in middle and it was good. Good because happily ever after. Gold is silver.

What does this story make you think of? Remember anything?

Because they got married and I was thinking about him.

Did you ever experience anything like the main character? Or feel like the main character? What? When?

No
TITLE: Sylvester and the Magic Pebble
AUTOR: William Steig

READING LEVEL INDICATED: red

Why did you choose to share this book with me? Let's keep this mystery stuff in it - magic pebble - dangerous and amiable wishes.

What do you think about this book? Why?

SADNESS - HAPPINESS - MAGIC

Parents couldn't find him (points) found him

What color does this story make you think of? Why?

What do you like about the story? Why? Not like? Why?
The parents finally found him - because he happened to end up in your child's happy when you finally found it.

What did you notice about it?

A good book and you'll like it and it has magic happiness is sadness.

How does it make you feel?

What happens most of your life - try to be.

What does this story make you think of? Remind you of?

Did you ever experience anything like the main character? Or feel like the main character? What? When? Why? Sylvester (points)
because that's what the story is about,

Others:
Why did you choose to share this book with me? 5th book - like it like it.


What did you notice about it? They go to this island on a huge boat - traders for treasure.

How does it make you feel? good - because it's pirate and...

What does this story make you think of? Remind you of? The movie I watched.

Did you ever experience anything like the main character? Or feel like the main character? What? When? Yes, I play pirate a lot.

Other: Pew! Has a stake - used a poive - doctor in over him w/ horses.
Grade 5
TITLE: Promise To Keep
AUTHOR: Susan Wojciechowski
READING LEVEL INDICATED:

Why did you choose to share this book with me? Started yesterday and I really liked it.

What did you choose to share this book with me? Favorite because...

What do you like about the story? Why? Not like? Why?

Funny? Did I take things too far? (all of them) - went to school with slippers on. The next day he found them there.

How does it make you feel? Happy. Characters - Tracy. Like my best friend. The room - thriving to get out of trouble.

What did you think about while you read this book? Why?

It is funny. Seems to hook me. Couldn't stop reading. I had to keep reading.

Does this story remind you of anything?

Not much.

What makes this book special?

I just like it.

Recommendation: You have to read this book because... it's funny... and these good characters. Really good book.

Did you ever experience anything like the main character? Or feel like the main character? What? When? Yes - Penny (Fatty).
Penny wants to be like Fatty & I used to want to be like Samantha on My Old Road.

Is there anything else I should know about this book?

There are many characters in it...

If this story was a color, what color would it be? Yellow.
Why did you choose to share this book with me? Beginning sort of hard but
favorite because

Is there anything else I should know about this book?

How does it make you feel? - Sort of in between
careful and some are good. Home and how things are made.

What did you think about while you read this book? Why?

Does this story remind you of anything?

What makes this book special? Family gets together and then

Recommendation: You have to read this book because... (health) she will like it. Her family handles nice

Did you ever experience anything like the main character? Or feel like
the main character? What? When? No -

Is there anything else I should know about this book?

If this story was a color, what color would it be? pink - I like the color and no dark blue.
Is there anything else I should know about this book?

No

If this story was a color, what color would it be?  No
Why did you choose to share this book with me?
Favorite because...
What Bradley Loves Caeda there, she has to leave. Bradley loved her so much. That part.

What do you like about the story? Why? Not liked. Why when you like someone, so he sent her one of his best stuff animals.

How does it make you feel? Pretty good. It's funny. Some parts weird. In other parts. And I liked Sandy where he gives the bunny.

What did you think about while you read this book? Why?
Thought funny and wondering if it was going to be a funny. But it was good. I don't know how to explain it.

Does this story remind you of anything? Not really.

What makes this book special? The ending because he gives her something from the heart.

Recommendation: You have to read this book because...I wouldn't know how. It's funny and it's like something that might happen to somebody. It pretty happens to a lot of people. He's not like her. It's girls up there and guys down.

Did you ever experience anything like the main character? Or feel like the main character? What? When? No.

Is there anything else I should know about this book?

If this story was a color, what color would it be? I don't know.
Why did you choose to share this book with me? Because I love the front and there were a lot of exciting parts and stuff that I didn't know that I learned about.


How does it make you feel? Beginning I didn't like it. Toward the end, I really liked it. There was a lot of writing that I didn't know what was going on the story, but I can explain it.

What did you think about while you read this book? Why?

Sometimes I have to do a lot of control.

Does this story remind you of anything?

Recommendation: You have to read this book because...

Did you ever experience anything like the main character? Or feel like the main character? What? When? One girl didn't agree with other 2 kids. My sister always having something else and she comes over to check on me sometimes. I always feel like she's telling something to do wrong and that she shouldn't be telling them and that's not right. Is that what the girl here is telling?

Is there anything else I should know about this book?

I don't think so.

If this story was a color, what color would it be?
Why did you choose to share this book with me? What they say here.

Favorite because... it always seemed very much to get along.

animals very cute - tell stories. do hard things. best

What do you like about the story? Why? Not like? Why?

This usually happened. I seem to read of better. and you're very involved.

I would like to buy a train, and I seem to need this, more like if it has to do with... make.

How does it make you feel? That I can do it. That I can

same time more. It also that I feel like I'd

like to visit this guy. But he isn't alive any more.

What did you think about while you read this book? Why?

I could put my effort into hard. I try hard, to keep them.

make feel special. He explained things well that it didn't make you say - well, I couldn't do anything.

Does this story remind you of anything? Well, not really.

sort of - Morton does have a character.

What makes this book special? Glad that have it. I feel I know it.

its replacement. Could play it, deep down. Would could do this, its really

Recommendation: You have to read this book because... in common.

If you give it a try.

You would be amazed and feel what it's like feel like to have a bird sitting on your hand. Its really exciting.

Did you ever experience anything like the main character? Or feel like the main character? What? When?

Is there anything else I should know about this book? This guy

hasn't alone and he the dog he. He to support the thing he

made. He is his mother. Bird feeder that he has window feeder. Made out of a large piece of back from a tree. He call it a window next and he has this in his kitchen.

If this story was a color, what color would it be? Window. He put it shaded and he'll sit down to enjoy the birds.
Why did you choose to share this book with me? 

Because the story is so important to me and I think it will be meaningful to you too.

What do you like about the story? Why? Not like—why?

Because it's a lot of things. The story has such good friends that help each other.

How does it make you feel? Sorta sad—because they lost their one kid, the other one died, and the family is falling apart and the father is always drunk.

What did you think about while you read this book? Why?

I just think about how much people have to go through emotional things like this.

Does this story remind you of anything?

No really.

What makes this book special? — A lot of people depend on each other, and they have friends that will always be there for them.

Recommendation: You have to read this book because...it's really emotional, how they react and every moment. It's a lot of true feeling in it. It's like some books that exaggerate little lie.

Did you ever experience anything like the main character? Or feel like the main character? What? When?

No.

Is there anything else I should know about this book?

No.

If this story was a color, what color would it be?
Did you ever experience anythinQ like the main character? Or feel like
like the way they relate and stuff and her mother
How does it make you feel?
like some parts really tense and things really happen
It takes you into it - really liked -bucket load of pages

What did you think about while you read this book? Why?

What makes this book special? It's really good. Author makes you

Recommendation: You have to read this book because... makes you

Did you ever experience anything like the main character? Or feel like

Is there anything else I should know about this book?

If this story was a color, what color would it be?
Why did you choose to share this book with me? *really liked it and favorite because it's really interesting. It makes you think.*

In a whole different perspective. Oh wow, I like to imagine a different future.

What do you like about the story? *Why? Not like? Why? She always learns the lesson so she never makes the same mistake again. She always does the same thing funny.*

How does it make you feel? *Happy person.*

What did you think about while you read this book? *The setting-I thought it was a good setting. I liked how she gets on the other people who were always getting into trouble and doing something wrong. I really like how the characters have grown.*

Does this story remind you of anything? *I don't know.*

What makes this book special? *How she has a best friend and how they look alike.*

Recommendation: *You have to read this book because it's really funny. It's a great book because she has different people and I just know they'd love to read it. It's not very long at all. Pretty! Did you ever experience anything like the main character? Or feel like the main character? What? When? Yeah I hate herfacebook.*

Is there anything else I should know about this book? *No - yes - baby sister and this book is quiet with the dog’s got a puppy.*

If this story was a color, what color would it be? *She really worked hard.*
Why did you choose to share this book with me? One of best books I've read. Favorite because it's touching. It's kind of sad.

What do you like about the story? Why? Not like? Why? It wasn't just I thing. It was the way they wrote it. The way the words were put together. I made it a real good story.

How does it make you feel? Happy. Mixed. In between. It was one of the best things.

What did you think about while you read this book? Why? I would feel if my husband died and if

Does this story remind you of anything?

Nothing.

What makes this book special? They way it was written. And the way I felt. A message of how things were back in the pioneer time. And how you get along when one you love dies.

Recommendation: You have to read this book because... it's very touching. You feel all different ways for the character. Makes you feel sad and happy at the same time.

Did you ever experience anything like the main character? Or feel like the main character? What? When? Well...

Is there anything else I should know about this book?

N.R.

If this story was a color, what color would it be?
What makes this book special? It's a good book and I like it.

Recommendation: You have to read this book because it's funny and the author did a lot of things to make it sound like they were here or I was in the story.

Did you ever experience anything like the main character? Or feel like the main character? What? When?

Is there anything else I should know about this book?

If this story was a color, what color would it be?
Did you experience anything like the main character? Or feel like the main character? What? When?

Was it a real challenge for Sam to go off on his own? I thought from home and live in the wilderness alone.

What do you like about the story? Why? Not like? Why?

I like how his family knows when he went and who his pet fellow gets taken away. His sister played the part of crying for him.

How does it make you feel? Because Sam is so independent and he likes to do things on his own.

What did you think about while you read this book? Why?

What will happen if I tried to go out into the wilderness by myself and that things wouldn't work the same as for Sam because it's a fiction book.

Does this story remind you of anything? When I'm out in the forest alone with brother or why

I'm alone in forest.

What makes this book special?

Because Sam's family is a very intelligent family, and Sam knows a lot about how to make a compass. I like things about the outdoors.

Recommendation: You have to read this book because...

It caught my eye because I like to hear stuff about the outdoors.

Did you ever experience anything like the main character? Or feel like the main character? What? When?

When I was alone in forest

Is there anything else I should know about this book?

One lady used to pick strawberries and helped Sam.

If this story was a color, what color would it be?
Why did you choose to share this book with me? When I first read I thought it was really good.

What do you like about the story? Why? Not like? Why? Funny - had some parts that were funny - some parts that were funny - made me laugh. Bradley was a trouble maker and decided to straighten up his act.

How does it make you feel? Book because some parts that were funny - some parts that were funny - counselor was leaving she yelled funny.

What did you think about while you read this book? Why? The main person in the book and I could kind of see what he was going through. Crying because she was leaving.

Does this story remind you of anything? Of like when I moved from place to place and I didn't know anybody and I didn't and he started to get friends and I did too.

What makes this book special? All the above.

Recommendation: You have to read this book because... it's a good book and I think a lot of people would enjoy if they read it.

Did you ever experience anything like the main character? Or feel like the main character? What? When? Above.

Is there anything else I should know about this book? You might want to read it.

If this story was a color, what color would it be?
Why did you choose to share this book with me? Thought favorite because... like the way RD writes. He's really funny.


How does it make you feel? Good - because RD has a good imagination. Probably wouldn't happen unless he had a dream or something before he wrote it.

What did you think about while you read this book? Why? A lot of things - how different kids react to different things (e.g., from books). (Give example)

What makes this book special? Why he put it into the words. The factory makes it really special.

Recommendation: You have to read this book because... RD is a really good writer. If you read this book, you learn a lot from it. It's really good.

Did you ever experience anything like the main character? Or feel like the main character? What? When? Sometimes when Charlie is tired. Sometimes I like TV. I could relate to him.

Is there anything else I should know about this book?

If this story was a color, what color would it be?
Why did you choose to share this book with me? I just read it, I prob.
Favorite because... probably. It was more emotional.

What did you experience in the main character? Or feel like the main character? What? When?

What do you like about the story? Why? Not like? Why?

What makes this book special? I like to run. I would like to do some of the stuff he did. And I probably would.

Recommendation: You have to read this book because it's really funny.

Is there anything else I should know about this book?

If this story was a color, what color would it be?
Why did you choose to share this book with me? One of my favorite books - favorite. Because we were some really, I thought it was very exciting - really, there were some really. - I liked it a lot very much.

What do you like about the story? Why? Not like? Why? I like the part where they were catching up with the pilot. And, I thought the part where the little kid was just... I was scared. I was really scared. I was really scared.

How does it make you feel? Good? Yes? I wrote a story about it.

What did you think about while you read this book? Why? Concentrating on what Brian was doing. Instead of listening to my parents. Because he had to survive on just a hatchet. I thought that was really neat. He didn't have any matches or anything.

Does this story remind you of anything? Yes - when I got lost in Allegany State Park. I didn't get cut by a bear or anything.

What makes this book special? Somebody come to rescue him. Got the CB. He dried it off, fixed it. He called back to his base and then somebody came and picked him up.

Recommendation: You have to read this book because it's really exciting and good literature.

Did you ever experience anything like the main character? Or feel like the main character? What? When?

Is there anything else I should know about this book?

If this story was a color, what color would it be?
Why did you choose to share this book with me?
Favorite because: I like football and funny. It's funny and I like football, and that's all.

It's funny. All these things are going on. Hall of Shame. All these stupid things.

How does it make you feel? I don't know.

What did you think about while you read this book? Why?
Comedy, football, funny football story, funny.

The teacher was interested in each child's book choice. Does this story remind you of anything? NO

What makes this book special? I like football stories and comedy stories.

Recommendation: You have to read this book because it's funny and it's about football.

Did you ever experience anything like the main character? Or feel like the main character? What? When? Yea, they're embarrassed!

Do I have to tell you?

Is there anything else I should know about this book?

If this story was a color, what color would it be?
What did you think about while you read this book? Why?

It was really good. This is going to be a really good book.

Does this story remind you of anything? Back in pioneer time?

What it was like probably.

What makes this book special? I don't know.

Recommendation: You have to read this book because... it's a good survival.

Did you ever experience anything like the main character? Or feel like the main character? What? When? Kinda [illegible]. Walked on a trail. I slipped down the cliff and fell on my back on a big giant rock.

Is there anything else I should know about this book?

Not really.

If this story was a color, what color would it be?
If this story was a color, what color would it be?

Why did you choose to share this book with me?
Favorite because there's something special about this like. It's special because never had this feeling before. in any of my other books I read.

What do you like about the story? Why? Not like. Why?

How does it make you feel? Because you kind if exciting didn't know what was going to happen next. It's like he was telling about something and then he wouldn't make it he thinks that's good good to think.

What did you think about while you read this book? Why? I thought about what was happening next and why was he doing this stuff? And who would be next, and what would happen.

Does this story remind you of anything? About this Sign of the Beaver.

What makes this book special? She knows what she's writing and she writes about staying on the topic and doesn't just go off and write about (give example).

Recommendation: You have to read this book because it's good.

Did you ever experience anything like the main character? Or feel like the main character? What? When?

No, not really because they lived as the oldest and they would make a different style and they didn't have any TV or anything.

Is there anything else I should know about this book?

No.

If this story was a color, what color would it be?
Why did you choose to share this book with me?
Favorite because... I like it. I haven't read much Soup's books and it's about motorcycles and stuff. I thought it was going to be a boy's book. So much adventure and fun. I just liked it. But I may not like the way Soup played so many times.

I got scared all the time. (Example -)

How does it make you feel? I don't know. I like it. Some it scared me and I didn't think of some really funny.

What did you think about while you read this book? Why? I was hungry. They were too excited and then --

Soup eats a lot of "stupid" guts. I'm taking risks like that!

and he's leaning away for this motorcycle catalog or going on the mail and Rob goes. Did you read it.

Does this story remind you of anything?

N. R.

What makes this book special? The uncle and Soup makes it really special because the uncle always listens to the kids and lets them to go on their own. (Example)

Recommendation: You have to read this book because it's not funny and he's really mean part. Really, really depresses the feeling and the uncle has a great personality! I liked.

(Example) Did you ever experience anything like the main character? Or feel like the main character? Why? When? Year 1980 when Rob attacked a motorcycle. "Oh my gosh. Are we going to start a fire?" I liked that part.

and when they were on the motorcycle. I read the sensor over. They made the motorcycle.

Is there anything else I should know about this book?

N. R.

If this story was a color, what color would it be?
Why did you choose to share this book with me?
Favorite because... it's a good book. Cause it's like a run away.
He's all alone & finds a girl and how he's living. Of them and stuff.
how he run across a farm. The girl in the book isn't helping out around
the house and she does stuff like gone places who being asked (example) and playing
with kids.

How does it make you feel?— good — Cause I sometime
play with them and all that stuff.

What did you think about while you read this book? Why?
I don't know.

Does this story remind you of anything? — Stop

What makes this book special? Cause I used to play
with my cousin like that and stuff.

Recommendation: You have to read this book because... it's a good book.
and I think if you should read it. It's good

Did you ever experience anything like the main character? Or feel like
the main character? What? When?

Is there anything else I should know about this book?

If this story was a color, what color would it be?
What did you think about while you read this book? Why?

Does this story remind you of anything? What?

What makes this book special? How so?

What do you think about the story? Why?

How does it make you feel? 

Recommends: You have to read this book because: 

Why rate this book?

What else should I know about this book?

How do you like the characters? What?

What did you like about this book? Why?

What do you like about this book?

Have you ever experienced anything like the main character? What?

When were you hooked? 

Did you ever experience anything like the story? What?

How did you feel about the story? Why?

How do you like the characters? Why?

Would you recommend this book to a friend? Why?
Did you ever experience anything like the main character? Or feel like the main character? What? When? NO

Is there anything else I should know about this book? It's really good!

If this story was a color, what color would it be?
Thirteen Never Changes

Why did you choose to share this book with me? I really like favorite because... This little girl's grandmother, June.

She never knew her grandmother was well. So now she reads the story and gets to know her grandmother. The little girl is confused because she is 13 and a lot of the things she did not like.

What do you like about the story? Why? Not like? Why?

I liked the story because it was when the war was going on.

How does it make you feel? Really good because she gets to know her grandmother.

What did you think about while you read this book? Why?

The real different ideas because they had an exchange student from England come to live with them. Because it wasn't safe for her to live there so she had to adjust to that.

Does this story remind you of anything?

What makes this book special? Because when she

and thing she feels like she got to know her grandmother.

Recommendation: You have to read this book because...

Let this story about...

What it was like back then in the 1940's.

Did you ever experience anything like the main character? Or feel like the main character? What? When? No, because I know my grandmother.

Is there anything else I should know about this book?

If this story was a color, what color would it be?
Why did you choose to share this book with me? Favorite because. It's really good, maybe best story so far.

What do you like about the story? Why? Not like? Why?
I liked the story because Judge Manuel goes to marry his girl.

Why did you choose to share this book with me? Favorite because. It's really good, maybe best story so far.

How does it make you feel? I was in the story because it was so good that I just...

What did you think about while you read this book? Why?
How sad that Peter's mother has been such a mean girl. Maybe he really hates.

Does this story remind you of anything?
NR

What makes this book special?
Cause it's

Did you ever experience anything like the main character? Or feel like the main character? What? When?
NR

Is there anything else I should know about this book?
At end: Peter is grandpa's hate. Sheila's grandpa got married. Other. Maybe not happy about this.

If this story was a color, what color would it be?
Why did you choose to share this book with me? Favorite because... It really good. It told a lot about the people. Wesel, his father, and...

What do you like about the story? Why? Not like. Why?

I liked it when we went to check on the animals. I thought he heard something. (get away, things)

How does it make you feel? Good. I don’t know

What did you think about while you read this book? Why?

I was thinking, when I was going back to check on the animals, what would happen next. Like if he was going to pop out or trip him again.

Does this story remind you of anything? No

What makes this book special? When he goes back under the story but all happy that he didn’t get hurt in anything.

Recommendation: You have to read this book because... it was. Some parts were funny and it was a really good book.

Did you ever experience anything like the main character? Or feel like the main character? What? When? No.

Is there anything else I should know about this book? It was too dangerous

When he went out to kill Wesel, he

Write a letter. It sounds out, found he was dead.

Wesel.

If this story was a color, what color would it be?