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

Susan M. Codding

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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
Development
State University of New York
College at Brockport
in Partial Fulfillment of the Requirements
for the Degree of Master of Science in
Education
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May 1992
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.
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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
devolution 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
children were limited by their language development.

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. Enjoy plot twists.</td>
<td>9</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>
<tr>
<td>Developmental Characteristic</td>
<td>Frequency</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<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;</td>
<td>11</td>
</tr>
<tr>
<td>becoming more analytical.</td>
<td></td>
</tr>
<tr>
<td>Increased understanding of the chronology of past events; developing sense of own place in</td>
<td>9</td>
</tr>
<tr>
<td>time. Begins to see many dimensions of a problem.</td>
<td></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</td>
<td>4</td>
</tr>
<tr>
<td>girls develop a sense of each other's identity.</td>
<td></td>
</tr>
<tr>
<td>Begins to have models other than parents drawn from TV, movies, sports figures, books.</td>
<td>4</td>
</tr>
<tr>
<td>Beginning interest in future vocation.</td>
<td></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-Garland 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

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>IMPLICATIONS</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rapid development of senses.</td>
<td>Enjoys rhymes, songs, and lullabies.</td>
<td>Nursery Rhyme Peek-a-Book, Hill</td>
</tr>
<tr>
<td>Responds to sound of human voice, especially rhythmic patterns.</td>
<td>Likes simple, bright illustrations.</td>
<td>Tomie de Paola's Mother Goose, de Paola</td>
</tr>
<tr>
<td>Vision stimulated by areas of color and sharp contrast; increasingly able to see detail.</td>
<td>Looks for familiar objects.</td>
<td>Singing Beel, Hart</td>
</tr>
<tr>
<td>Uses all senses to explore the world immediately at hand; learns through activity and participation.</td>
<td>Gets maximum use from sturdy books with washable pages. Needs to participate by touching, pointing, peeking, moving.</td>
<td>Hush, Little Baby, Zemach</td>
</tr>
<tr>
<td>Very limited attention span; averts eyes or turns away when bored.</td>
<td>Needs books that can be shared a few pages at a time or in a brief sitting; many short story times are better than one long one.</td>
<td>B Is for Bear, Bruna</td>
</tr>
<tr>
<td>Building foundations of language; plays with sounds, learns basic vocabulary along with concepts, begins to learn implicit &quot;rules&quot; that govern speech and conversation.</td>
<td>Needs to hear many rhymes and simple stories. Needs encouragement to use language in labeling pictures and in sharing dialogue with adults as they read aloud.</td>
<td>My Pets, Hill</td>
</tr>
<tr>
<td>Building basic trust in human relationships.</td>
<td>Needs love and affection from care-givers, in stories as well as in life. Thrives on dependable routines and rituals such as bedtime stories.</td>
<td>Colors, Reiss</td>
</tr>
<tr>
<td>Limited mobility and experience; interests centered in self and the familiar.</td>
<td>Needs books that reflect self and people and activities in the immediate environment.</td>
<td>Peek-a-Boo, Ahlberg</td>
</tr>
<tr>
<td>Learning autonomy in basic self-help skills.</td>
<td>Enjoys stories of typical toddler accomplishments such as feeding self or getting dressed.</td>
<td>Where's Spot?, Hill</td>
</tr>
</tbody>
</table>

### Characteristics

- **Rapid development of language.**
  - Interest in words, enjoyment of rhymes, nonsense, and repetition and cumulative tales. Enjoys retelling simple folktales and "reading" stories from books without words.

- **Very active, short attention span.**
  - 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.

- **Child is center of own world. Interest, behavior, and thinking are egocentric.**
  - Likes characters that are easy to identify with. Normally sees only one point of view.

- **Curious about own world.**
  - Enjoys stories about everyday experiences, pets, playthings, home, people in the immediate environment.

- **Building concepts through many firsthand experiences.**
  - Books extend and reinforce child's developing concepts.

- **Child has little sense of time. Time is "before now," "now," and "not yet."**
  - Books can help children begin to understand the sequence of time.

- **Child learns through imaginative play. Make-believe world of talking animals and magic seems very real.**
  - Enjoys stories that involve imaginative play. Likes personification of toys and animals.

### Implications

- **Interest in words, enjoyment of rhymes, nonsense, and repetition and cumulative tales.**

### Examples

- **Pigs Say Oink,** Alexander
- **Brian Wildsmith’s Mother Goose,** Wildsmith
- **Roll Over,** Gerstein
- **Mr. Gumpy’s Outing,** Burningham
- **Millions of Cats,** Gag
- **The Three Bears,** Rockwell
- **Sunshine,** Ormerod
- **John Burningham’s ABC,** Burningham
- **The Very Hungry Caterpillar,** Carle
- **The Elephant’s Wish,** Munari
- **Each Peach Pear Plum,** Ahlgren
- **I Hunter,** Hutchins
- **Have You Seen My Duckling?** Tafuri
- **Where Did My Mother Go?**, Preston
- **Fix-it,** McPhail
- **Noisy Nora,** Wells
- **New Blue Shoes,** Rice
- **Will I Have a Friend?**, Cohen
- **The Snowy Day,** Keats
- **The Dancing Class,** Oxenbury
- **Benny Bakes a Cake,** Rice
- **My Back Yard,** Rockwell
- **Freight Train,** Crews
- **What’s Inside?**, Daughtry
- **I Read Signs,** Hoban
- **Trucks,** Gibbons
- **Is It Red? Is It Yellow? Is It Blue?**, Hoban
- **When You Were a Baby,** Jonas
- **Seasons,** Burningham
- **The Grouchy Ladybug,** Carle
- **The Little House,** Burton
- **Martin’s Hats,** Blos
- **May I Bring a Friend?**, DeRegniers
- **Alexander and the Wind-Up Mouse,** Lionni
- **Bear Hunt,** Browne
- **Corduroy,** Freeman
<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>IMPLICATIONS</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>
<td>The Runaway Bunny, Brown Betsy’s Baby Brother, Wolde Little Bear, Minarik Even If I Did Something Awful?, Hazen Ten, Nine, Eight, Bang</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>
<td>I Hate to Go to Bed, Barrett No More Baths, Cole Alfie Gets in First, Hughes Titch, Hutchins The Carrot Seed, Krauss</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>
<td>The Three Billy Goats Gruff, Brown The Little Red Hen, Galdone The Tale of Peter Rabbit, Potter Binky Gets a Car, Gackenbach A Lion for Lewis, Wells</td>
</tr>
</tbody>
</table>

**PRIMARY—AGES 6 AND 7**

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>IMPLICATIONS</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued development and expansion of language.</td>
<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, Hobeman 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>Attention span increasing.</td>
<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>Striving to accomplish skills expected by adults.</td>
<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, Zuromski The Chick and the Duckling, Ginsburg</td>
</tr>
<tr>
<td>CHARACTERISTICS</td>
<td>IMPLICATIONS</td>
<td>EXAMPLES</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
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</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>
<td>How My Library Grew by Dinah, Alexander</td>
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<td></td>
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<td>Houses from the Sea, Goudey</td>
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<td></td>
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<td>Look Again!, Hoban</td>
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<td></td>
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<td>How My Garden Grew, Rockwell</td>
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<td></td>
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<td>Frogs, Tarrant</td>
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<tr>
<td>Continued interest in own world, but curious about a wider range of things. Still sees world from an egocentric point of view.</td>
<td>Needs wide variety of books. TV has expanded interests beyond home and neighborhood.</td>
<td>What Do You See?, Domanska</td>
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<td></td>
<td></td>
<td>Fish Is Fish, Lionni</td>
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<td></td>
<td></td>
<td>How My Parents Learned to Eat, Friedman</td>
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<td></td>
<td></td>
<td>Digging Up Dinosaurs, Aliki</td>
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<td></td>
<td></td>
<td>New Road, Gibbons</td>
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<td></td>
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<td>In the Driver’s Seat, Good</td>
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<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>
<td>Clocks and More Clocks, Hutchins</td>
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<td>Ms Glee Was Waiting; Hill</td>
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<td></td>
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<td>All Year Long, Tafuri</td>
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<td></td>
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<td>Ox-Cart Man, Hall</td>
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<td></td>
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<td>The Glorious Flight, Provensen</td>
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<td></td>
<td></td>
<td>When I Was Young in the Mountains, Rylant</td>
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<td>Little House in the Big Woods, Wilder</td>
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<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>
<td>Where the Wild Things Are, Sendak</td>
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<td></td>
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<td>And to Think That I Saw It on Mulberry Street, Seuss</td>
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<td></td>
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<td>Sam, Bangs, and Moonshine, Ness</td>
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<td></td>
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<td>Abyapsy, Seeger</td>
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<td></td>
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<td>Stone Soup, Brown</td>
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<td>The Fat Cat, Kent</td>
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<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>
<td>Stevie, Steptoe</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We Are Best Friends, Aliki</td>
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<td></td>
<td></td>
<td>Now One Foot, Now the Other, de Paola</td>
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<tr>
<td></td>
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<td>The Balancing Girl, Rabe</td>
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<tr>
<td></td>
<td></td>
<td>My Mama Needs Me, Walter</td>
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<tr>
<td></td>
<td></td>
<td>Crow Boy, Yashima</td>
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<tr>
<td>Has a growing sense of justice. Demands application of rules, regardless of circumstances.</td>
<td>Expects poetic justice in books.</td>
<td>Let’s Be Enemies, Udry</td>
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<td></td>
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<td>Dandelion, Freeman</td>
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<td></td>
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<td>Python’s Party, Wildsmith</td>
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<tr>
<td></td>
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<td>Once a Mouse, Brown</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>
<td>Where the Sidewalk Ends, Silverstein</td>
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<td></td>
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<td>Alexander and the Terrible, Horrible, No Good, Very Bad</td>
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<td></td>
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<td>Day, Viorst</td>
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<td></td>
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<td>Do Not Open, Turkle</td>
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<tr>
<td></td>
<td></td>
<td>Amelia Bedelia, Parish</td>
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<td></td>
<td></td>
<td>Perfect Pigs, Brown/Krensky</td>
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<td></td>
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<td>Roger’s Umbrella, Pinkwater</td>
</tr>
</tbody>
</table>
CHARACTERISTICS

Shows curiosity about sex differences and reproduction.

Physical contour of the body is changing; permanent teeth appear; learning to whistle and developing other fine motor skills.

Continues to seek independence from adults and to develop initiative.

Continues to need warmth and security in family relationships.

CHARACTERISTICS

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.

Reading level may still be below appreciation level.

Peer group acceptance becomes increasingly important.

CHARACTERISTICS

IMPLICATIONS

Teachers need to accept and be ready to answer children's questions about sex.

Books can help the child accept physical changes in self and differences in others.

Needs opportunities to self-select books and activities. Enjoys stories of responsibility and successful ventures.

Books may emphasize universal human characteristics in a variety of life styles.

IMPLICATIONS

Discovers reading as an enjoyable activity. Prefers an uninterrupted block of time for independent reading. During this period, many children become avid readers.

Essential to read aloud to children each day in order to extend interests, develop appreciation, and provide balance.

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.

EXAMPLES

A Kitten Is Born, Fischer-Nagel
The Wonderful Story of How You Were Born, Gruenberg
Where Did I Come From?, Mayle

You'll Soon Grow into Them, Titch, Hutchins
One Morning in Maine, McCloskey
Whistle for Willie, Keats

I Can Do It by Myself, Little/Greenfield
Ira Sleeps Over, Weber
The Climb, Carrick
We Be Warm Till Springtime Comes, Chaffin
By Myself, Hopkins

Daddy, Caines
David and Dog, Hughes
Mr. Rabbit and the Lovely Present, Zolotow
A Chair for My Mother, Williams
The Relatives Came, Rylant

EXAMPLES

Follow That Bus, Hutchins
Something Queer at the Lemonade Stand, Levy
Mummies Made in Egypt, Aliki
You're Not for Real, Snoopy, Schulz
A Lion to Guard Us, Bulla
Ramona Quimby, Age 8, Cleary
The Thunder-Pup, Hickman
Charlotte's Web, White

The Random House Book of Poetry, Prelutky
Jumanji, Van Allsburg
Dawn, Bang
Abel's Island, Steig
The Green Book, Walsh
Sarah, Plain and Tall, MacLachlan

Superfudge, Blume
A Light in the Attic, Silverstein
Choose-Your-Own Adventure Series, Packard
Bunnicula, Howe
### 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.

Enjoys tall tales, slapstick humor in everyday situations. Appreciates imaginary adventure.

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 |
| A Book of Riddles, Belser |
| 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, Belser |
| Rabbit Ears, Slote |
| Football Players Do Amazing Things, Cebulash |
| A Very Young Gymnast, Krentmz |
| 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 Bugs, 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
Dicey'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>CHARACTERISTICS</th>
<th>IMPLICATIONS</th>
<th>EXAMPLES</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, Armosky  
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 Hideaway, Renner  
From the Mixed-Up Files 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 |
Appendix B

Book List

Grade 2

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Level</th>
<th>F/NF</th>
</tr>
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<tbody>
<tr>
<td>Anderson, Hans Christian</td>
<td>Thumbelina</td>
<td>-</td>
<td>F</td>
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<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>
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<tr>
<td>Giff, Patricia Reilly</td>
<td>December Secrets*</td>
<td>2.0</td>
<td>F</td>
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<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>
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<tr>
<td>Parish, Peggy</td>
<td>Amelia Bedilia and the Baby</td>
<td>3.0</td>
<td>F</td>
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<tr>
<td>Perrault, Charles</td>
<td>The Three Wishes</td>
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<td>F</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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<tr>
<td>Seeger, Pete</td>
<td>Abiyoyo</td>
<td></td>
<td>F</td>
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<tr>
<td>Author</td>
<td>Title</td>
<td>Level</td>
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<tr>
<td>Shuh, Elizabeth</td>
<td>The White Stallion</td>
<td>2.0</td>
<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>
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<tr>
<td>Stevenson, Robert</td>
<td>Treasure Island#</td>
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<td>F</td>
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<tr>
<td>Louis</td>
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<tr>
<td>Thaler, Mike</td>
<td>Cream of Creature from the School Cafeteria</td>
<td>-</td>
<td>F</td>
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<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>
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</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>
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<tbody>
<tr>
<td>Blume, Judy</td>
<td>Fudge-A-Mania</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>
</tr>
<tr>
<td>George, Jean</td>
<td>On The Far Side of the Mountain</td>
<td>5.8</td>
<td>F</td>
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<td>Craighed</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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<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>
<td>F</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</td>
<td>The Football Hall of Shame</td>
<td>-</td>
<td>F</td>
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<tr>
<td>&amp; Zullo, Allan</td>
<td></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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<tr>
<td>Paulsen, Gary</td>
<td>Woodsong</td>
<td>-</td>
<td>NF</td>
</tr>
<tr>
<td>Author</td>
<td>Title</td>
<td>Level</td>
<td>NF/F</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>Slepian, Jan</td>
<td>The Alfred Summer</td>
<td>6.0</td>
<td>F</td>
</tr>
<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>
</tr>
<tr>
<td>Wojciechowski, Susan</td>
<td>Promises To Keep</td>
<td>-</td>
<td>F</td>
</tr>
</tbody>
</table>

* 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 - wants to read Mind Shrinkers next

What do you think about this book? Why? Special - Funny - Can use
   I like funny books
   Way written - sentence structure
   Made me think - put a lot of home because my mom's
   Written well - made me think

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 did you notice about it?

How does it make you feel? good - expressed very well
   Made me forget things -
   Except the candy -
   A funny part
   Ends up the way - they're supposed to be
   What does this story make you think?

Did you ever experience anything like the main character? Or feel like
   the main character? What? When? no
   Yes - forget things
   When I read - vacation - forget what it was
   I don't take notes
   I don't like it
   Other
TITLE: Thumbelina
AUTHOR: Hans Christian Anderson

Why did you choose to share this book with me? 
Recommended for: 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.

What did you notice about it?
I'm great.

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

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
Set missed my aunt

Other:
**December Secrets**  
**Author:** Patricia Reilly Giff

**READING LEVEL INDICATED:** 2.0

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


How do you feel about Jill? Secret friend.


What did you notice about it? Did Emily they were nice to each other. 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 and thought it was funny. Because Richard finds a little alien in his cereal.

What color does this story make you think of? I thought the whole world blew up and put it back together, but it didn't turn out that way.

What does this story make you think of? I don't really know.

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

Eric - alien's name

Other:
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 - Whits -
  just 'cause

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

greevene comeling but the grave

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

How does it make you feel? - 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 Pigs

Why did you choose to share this book with me? Did you like the book? Why?

What do you think about this book? Why?

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

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 he was funny. When he blew the house in, "sah!"
Why did you choose to share this book with me?

Funny - Scary

Story where head fell off!

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 - Scary

that haunted the house

Other:

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  AUTOR: Elizabeth Shub

READING LEVEL INDICATED: 2

Why did you choose to share this book with me?
favorite - when the horse makes the little girl - helps her. He picks her up.

What do you think about this book? Why?
It was a nice book - because she gets 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?


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

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 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?
Scary! do like scary parts. When they scream it's scary! It smell'

How does it make you feel? — because it makes me scared
Glad to be 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:
Something Queer

Title: Rock 'n Roll

Author: Elizabeth Levy

Why did you choose to share this book with me?

Like so much.

What do you think about this book? Why?

Music - (TV music) make a song because they're going on a TV show.

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

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, goes wrong, and she taps her brakes!

What did you notice about the dog?

They play tricks on them.

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

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:
TITLE: December Secrets  AUTHOR: P. Emily Cuff

Why did you choose to share this book with me?
One of my favorites = Emily makes fun of Jill - choosing secret people - gets someone she doesn't like.

What do you think about this book? Why?
Emily is a little mean = making fun of Jill - because she was a little fat and cried a lot.

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

What do you like about the story? Why? Not like? Why?
Willing to Art Class = Don drew a picture all over
spot on her pants - because it made Eric & Jill mad.

Comment: What did you notice about it? =
because it's a good picture book; nice pictures - not always pictures in it.

How does it make you feel? Sometimes sad - Angry

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:
TITLE: The Flat Man  
AUTOR: Rose Impey

READING LEVEL INDICATED: 2.1 Blue

Why did you choose to share this book with me?  
I just wanted because the guy is flat.  
Why did 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 frighted (by the flat guy)  

I don't know.

How does it make you feel?  
Pretty sad because guy is 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 pre-school  

Other:  

because I was a baby then.
TITLE: My Robot Buddy
AUTHOR: Alfred Solute

Why did you choose to share this book with me?

like It

It might happen in the future.

What do you think about this book? Why?

It's no proof, but it might be alien. Now — there is

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

green — 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 the truth — might happen —

the fiction.

What did you notice about it?

good — night — it's possible to 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:
TITLE: Arthur's Valentine

AUTHOR: Marc Brown

READING LEVEL INDICATED: blue tape

Why did you choose to share this book with me?

Because I like it

What do you think about this book? Why?

Valentine is coming up!

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

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

Not all parts are good

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

Remind you of?

Valentine

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 Men In The World.

What do you think about this book? Why?

just liked them

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

Sunny — 2

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

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:
Why did you choose to share this book with me?
Because it was funny and I liked it.

What do you think about this book? Why?
I thought the creature was very weird.

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

What do you like about the story? Why? Not like? Why?
A good book, make up is good.

How does it make you feel?
Funny and 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.
TITLE: Abiyoyo
AUTHOR: Pete Seeger's Storysong

READING LEVEL INDICATED:

Why did you choose to share this book with me? favorite - because (giant) doesn't eat from head (smile) he does brush his teeth
We don't know how to take care of busy
Giant starts dancing.

What do you think about this book? Why? It was fun

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 dances - was funny

What did you notice about it?

It's a fun book.

How does it make you feel? good - Africa 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 seen in the mirror

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?

Other:
What do you think about this book? Why?

This is a book about a boy named Ben, who has Attention Deficit Disorder. He lives with his parents and sometimes has trouble with his teacher and classmates. The book is about how he learns to control his behavior and how he becomes more successful at school.

What do you like about the story? Why?

I think the book is well-written and the characters are well-developed. The story is engaging and kept me interested throughout.

What do you not like about the story? Why?

I don't really have any issues with the story. It's a good read and I enjoyed it.

What does this story make you think of? Why?

It made me think about how difficult it must be to have a child with ADHD, especially in a classroom setting.

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

The book is not scary, but it is a happy ending. It's heartwarming to see how Ben overcomes his challenges.

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

I think the story is blue, which is a color that is associated with calmness and tranquility.

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

I don't have ADHD, but I can relate to the challenges that Ben faces. I think the book is a great representation of how important it is to understand and support those with ADHD.

Other:

No
TITLE: Arthur's Nose  AUTOR: Marc Brown

READING LEVEL INDICATED:

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?

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

How does it make you feel?

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 like it.

What do you think about this book? Why?
That's kind of nice. It has a good title. Why? I don't know. I like the writing.

I think this is men of the rocking.

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. It's funny.

Showed a picture.

What did you notice about it?
Because you picked it. It's a good story.

I should finish it. I read it and go on. Should finish it.

How does it make you feel?
Make me feel good. I go on. It's a good story.

Because some houses are really nearby. We read it and it was really my house was like that.

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

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

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

A girl like AB. Cooking. Dressing.

Other:
Why did you choose to share this book with me?
I like it - it ended the story at end to start
always had a nice supper

What do you think about this book? Why?
Sad - people went I didn't have any more wood
happy - I wrote thought it would be gold etc.
but wouldn't
The first 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 - he was hungry.

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

When the wife got happy because
the sausage was on his nose.

What did you notice about it?
because interesting.

How does it make you feel? Why?
OK - Sad. Beginning. It was
Kinda good in middle
Was good the good obtained happily ever after
No gold, a jewell

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: Sylvester and the Magic Pebble

AUTHOR: William Steig

READING LEVEL INDICATED: red

"Why did you choose to share this book with me? Let's go to the kind of the good stuff in it - Magic Pebble - dangerous and funny.

What do you think about this book? Why?

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 and if you can't find your child, 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 and sadness.

How does it make you feel? The happiest. The most important part is you.

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? Like - Sylvester (point)

because that's what the story is about.

Other:

- Kidney stone
Why did you choose to share this book with me? Is the book like I like? I think of the movie and pictures in my head. I watched the movie before and I...

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

What do you like about the story? Why? Not like? Why? The pirates are stuffy—cool things, p.s. Polish me. They go to this island on a huge boat—Trades for treasure. How did you notice about it? It's cool—pirates had treasure on it and long, slow ships. They call him Barboque for short. How does it make you feel? good—because a 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: Pigs has a stale—used (poor—doctors in over him w) horses.
Why did you choose to share this book with me? Started yesterday and really liked it.


Funny - It took Tams all of them - went to school. The next day he found them there.

How does it make you feel? - Happy - Characters - One sounds like my best friend. The room - things.

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

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

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 has good characters. Really good book.

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

Yes - Penny (& Patti). Penny wants to be like Patti & 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.
Does this story remind you of anything?

What makes this book special? Family gets together and then

Listen once home I go back to school everyday and

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? No

Is there anything else I should know about this book? No

If this story was a color, what color would it be? Pink - I like the color and no don't feel it.
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 did Bradley have to do?
Bradley had to leave.


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

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

Recommendation: You have to read this book because... I would know how to...

If this story was a color, what color would it be?
I don't know.
TITLE: "Sweet Valley Twins - The Party"

AUTHOR: Francine Pascal

READING LEVEL INDICATED: 4

Why did you choose to share this book with me? Favorite because... I really liked front and there were a lot of exciting parts and stuff that I didn't know that I learned about.

What do you like about the story? Why? Not like? Why? I really liked it. The story was very exciting and I learned a lot about family life and how they grow up. I learned their lessons.

How does it make you feel? Better. I didn't like it at first, but after party night I learned lesson. But not to do things. I didn't know what was going on the party night. I learned that the party night could go wrong.

Did you ever experience anything like the main character? Or feel like the main character? What? When? One girl didn't agree at all. 2 kids. My sister tells her all the time things to do wrong and that she shouldn't be telling them and that's not right. That's what the girl does too.

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's meaningful. I like birds very
much. It seems to get along with
animals very well. Tell that how to hand tame birds
This usually happens when I seem to read
of better story very involve
I would like to read it more better if it
has to do with birds
How does it make you feel? That I can do it. That is
that I'd
It makes me feel special. He explained things as well that it
wouldn't make you say - well I couldn't do anything.

Does this story remind you of anything? Well, not really.
Sort of - Memere follows the children on her
Can's fault and I get a reward. But it also
What makes this book special? Glad that have it. Need to know
its original. Couldn't play it. Sorry, Deep down
I could do this. He really

Recommendation: You have to read this book because... in common
I feel like give it a try.
You would be amazed and feel what it's like feel like
to have a bird sitting on your hand. It's 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 is guy
he loves alone
and he has been doing this for a different thing he
made the window. He has a window that he has this in his kitchen.
If this story was a color, what color would it be? Window. He put
made inside and he sits down to enjoy the birds.
Why did you choose to share this book with me? It has a lot to do with
favorite because... Some story can still go on when we're not
story. Some people would have the same kind of
feelings as in this book, even though the book is set a while
Because there's a lot of things they help to
get through—emotional things (like family)
good friends that help with that.
How does it make you feel? Sort of sad because they found out
love died and they found out kids. They were upset and the father
is always drunk.

What did you think about while you read this book? Why?
Just a lot of hard times people went through.

Does this story remind you of anything? Yes.

What makes this book special? It shows how people have to
depend on other people and they have best friends that will always
be there for them.

Recommendation: You have to read this book because it's
emotional story. They react
and every page. It's a lot of true meaning.

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 anything like the main character? Or feel like the main character? What? When? Kinda - string instrument.

Is there anything else I should know about this book?

I think I told you mostly everything.

If this story was a color, what color would it be?
What makes this book special? How she has a boyfriend and how they're both alike in some way.

Recommendation: You have to read this book because it's really funny. It's a great book because of Anne. She has lots of different, weird stories, and I just know you'll love to read it. It's not very long at all. If you did you ever experience anything like the main character? Or feel like the main character? What? When? Yeah, I hate her face.

Is there anything else I should know about this book? No, you — baby sister, he's not there. We're quiet, and we get along.

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

What do you like about the story? Why? Not like? Why? I wasn't just 1 thing. It was the way they wrote it. The way the words were put together made it a real good story.

How does it make you feel? Happy. It's a story of love and between two kinds of people. The man didn't care if the girl was one of the most thing. Love and hate were both on the same thing.

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? The way it was written, and the way and of events. It made me because... it's a story that makes you feel sad and happy at the same time.

Recommendation: You have to read this book because... it's very touching. You feel all different ways for the characters in it makes you feel sad.

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

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? I liked it. It's probably one of my favorite books. It was funny and I liked it at the library. I also liked the author because I never heard of you before. I'm interested in what they did next.

What do you like about the story? Why? Not like? Why? I enjoy the parts where the main character is funny. It makes me laugh when they make a face.

How does it make you feel? I loved it! I felt like I was in the story. It put me in mind of the story of you and your brother because I've been keeping a secret.
Why did you choose to share this book with me? Usually into survival books. Favorite because... and into the wilderness. I thought it was a real challenge for Sam to go off on his own, get away from home and live in the wilderness. You...

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

I like how his family knew when he went and... His sister played a big role in helping his pet fellow get taken away. It's a story... Meant for them... the city green for them.

How does it make you feel? Makes me feel good inside... 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 try to go out into the wilderness by myself? And things wouldn't work the same. It's fiction, because of a fiction book.

Does this story remind you of anything? Out in the forest... of a brother or sister. I'm alone in the forest.

What makes this book special?

Because a family is very intelligent and have learned a lot about how to make a compass. I make my own things for the forest. Recommendation: You have to read this book because... caught my eye. Because I like to learn 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 the forest.

Is there anything else I should know about this book?

The lady used to pick strawberries and helped. Sam's brother.

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 and thought it was really good.

What do you like about the story? Why? Not like? Why? I feel for Bradley because... he was a trouble maker. Some parts were funny. Some parts were sad. [Counselor was leaving. She yelled."

How does it make you feel? Book because some parts were funny. Some parts were sad. Some parts in between."

What did you think about while you read this book? I moved from Greece to here and I could kind of see what he was going through."

Does this story remind you of anything? He didn't know anybody 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 its a good book and I think a lot of people would enjoy it if they read it.

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

What do you like about the story? Why? Not like. Why?
I don't really know. How they explained stuff. How the kids go away. How Augustus gets up the pipe and the girl writes everything.

How does it make you feel? Good - because RD has a good imagination. Probably would never happen, 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 (ex. from books). (Give example) Teaches you a lesson because the kids that you should do things right.

Does this story remind you of anything?
I don't know. There was a lot of things that happened in TV. Like Mike TV was addicted to TV - my brother it is. 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'll 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 reading. Fun of a lot. Mike TV.

If you like TV, I could write 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. It was good
Favorite because...
Emotionally I like it. I was

What do you like about the story? Why? Not like? Why?
plotted. His parents died. Everybody starts to like him. People
He makes friends, real popular.

How does it make you feel? I like it. It made me
he does all these crazy things to get the Nottings
let the kids get to the school.

What did you think about while you read this book? Why? Mostly
If I was him, I might do
some of the stuff he did. And I
probably would.

Does this story remind you of anything? - No - because I
like it. I mean I would never do
some of the things he did.

What makes this book special? A kind of survivor. It's like
trying to survive because the only thing he had to
just stay out and live.

Recommendation: You have to read this book because it's really funny,
Some sad. I don't know.
it's just a good book to read.

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

Kind of. I like to run away. I want to stay away. Why if I get in trouble
for no reason or something.

Is there anything else I should know about this book?

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

It's funny. All those funny guys are doing 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. I like football stories & comedy.

Did the teacher was interested in each child's book choice? Does this story remind you of anything? Did not suggest anyone select another book to those. This is the child's choice to be.


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

Did you ever experience anything like the main character? Or feel like the main character? What? When? Yes - they're embarrassing!

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 times.

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 (literally). Walked on along trail on up hill. I slipped down the cliff and fell on my back on a big giant rock.

Did you ever experience anything like the main character? Or feel like the main character? What? When? Kinda (literally). Walked on along trail on up hill. 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 it. It's special because I've never had this feeling before in any of my other books I read.

What do you like about the story? Why? Why? Why? It's exciting. MOLLY & WILD caught me up and I never knew what was going to happen next. It's like he was telling about it and then he wouldn't tell me what he thinks about it. It's good to think.

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

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

What makes this book special? She knows what she's writing about. She stays on the topic and doesn't just go on and write about (gave 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 in the olden days 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 & fun. I just liked it. Why? I may.

What do you like about the story? Why? Not like. Why? I like the way Soup & pal have so many likes. (example) Rob gets scared all the time. (example—goggles) ended up. How does it make you feel? I don’t know. I like it. Some like. Some scared. Like are they going to survive and with some really funny.

What did you think about while you read this book? Why? I was hungry. They were so excited and then. Soup was a lot of “shocked” guts! Taking risks like that! and he’s heading away for this motorcycle, catalog & do. Coming in the mail and Rob goes. Did you read it. Does this story remind you of anything? N. R.

What makes this book special? I think. Uncle & Soup make it really special because the uncle...are brothers but he lets them then go on their own. (example) Recommendation: You have to read this book because...it’s just funny and he’s really deep past. Really, really depressing past & the uncle has a great personality! I liked!

Did you ever experience anything like the main character? Or feel-like the main character? What? When? Yes. When Rob was on my motorcycle? He my good friend. And aren’t alive? I liked. When I was stopped I like that part. When they were in the motorcycle. I read the sentence over—they really rode 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?
TITLE: Nancy Meyer
AUTOR: 
READING LEVEL INDICATED: 1

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 now he's living with them and stuff.

How does it make you feel?— good—'cause I sometimes play with my cousins.

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

Does this story remind you of anything?— stuff

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

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

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?

N. R.

If this story was a color, what color would it be?
TITLE: Woodsong
AUTOR: Gary Paulsen
READING LEVEL INDICATED: 2

Why did you choose to share this book with me? Favorite because... I like dogs. It was a really good story.

The Author went on a dog sled race. He said the other teams asked, "You re going to lose the race if you go back," he said yes. and got described in the race and the dogs. He died because of the feet.

How does it make you feel? Sad. Dog died.

What did you think about while you read this book? Why? I have a lot of dogs, and I have a lot of dogs.

Does this story remind you of anything? When I played with my dogs, I am the next year called Dogson.

Recommendation: You have to read this book because... it is a really good story. He describes the dogs and its scene in some parts. It's got a lot of characters of these. 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? Last book I read the year favorite because... I think people that survive the stuff in the wilderness.

What do you like about the story? Why? He has learned how to survive himself, pretty bad. How to do anything in the woods. He learned by himself.

How does it make you feel? At first it made me feel sorry for him, sickly and pretty good at the end. Now I feel bad because he got rescued.

What did you think about while you read this book? Why? Well I kept going to be alone at the end and that didn't work. I was about how (she threw) would don't the woods.

Does this story remind you of anything? The news about the plane crash and everything.Plane hit the trees and all three people died.

What makes this book special? The only way he could survive is with Hatchet.

Recommendation: You have to read this book because... I don't know. I've done this a couple of times.

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

Is there anything else I should know about this book? Its really good!

If this story was a color, what color would it be?
Recommendation: You have to read this book because...

It tells a lot about

What it was

Was back then in the — 1940's.

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

NR 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 thing.

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

I like a story named 'Fudge and Me.'

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

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

How sad that Peter must have been. He had to share everything with a girl he really hates.

Does this story remind you of anything?

NR

What makes this book special? Because it's a little bit of real life. I have a little brother. He's really annoying, and they like real life because I have a little sister and she's really annoying, too! Recommendation: You have to read this book because it's really... it's got a lot of humor in it and it's really well written.

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.

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

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

I liked it because I went to check on the animals to feed them. He thought we should do it. (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?

When I was going back to check on them, I was thinking about 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, I wonder if they're 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 Weasel, things.

Write a letter. He smelt out. Found he was dead.

Weasel.

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