ABSTRACT
        This report, Vol. II of three interpretive
manuscripts, presents Information For The Teacher, a review of
literature on preschool reading instruction, along with suggestions
and materials for teaching preschool reading. A skills checklist is
provided and the educational television program, Sesame Street, is
evaluated, since the effectiveness of this medium has been both
praised and questioned. Reading readiness and motivation are
discussed. The latter portion of this report offers three Appendices:
Appendix A is a Guide to Materials for Prereading Instruction,
Appendix B lists Publishers of Reading Materials, and Appendix C is a
Reference List of Books for Preschool Children. (For related
documents, see PS 005 928 and PS 005 930.) (Author/RG)

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VOLUME II OF III

PRESCHOOL READING INSTRUCTION: A LITERATURE
SEARCH, EVALUATION, AND INTERPRETATION

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VOLUME II

PRESCHOOL READING INSTRUCTION: INFORMATION

FOR THE TEACHER

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PRESCHOOL READING INSTRUCTION: INFORMATION FOR THE TEACHER

CHAPTER 1

ORIGINS OF PRESCHOOL READING INSTRUCTION

During the past decade school teachers and administrators have been faced with the problem of reassessing the emphasis placed on the preschool education curriculum. As might be expected, one of the more controversial issues to be resolved has been the question of early reading instruction. Teachers are being asked to make recommendations concerning preschool reading instruction.

On the one hand, teachers are asked to advise administrators on the merits of preschool reading instruction so that the administrators can use the advise as they make decisions about the kinds of programs to implement at the preschool level. On the other hand, teachers are expected to know answers to questions parents have about preschool reading instruction and to be able to state and support a position on the issue. Both expectations are difficult for teachers to live up to, since teachers are not necessarily in agreement themselves as to whether reading instruction should be imposed upon preschool children. Some teachers argue for preschool reading instruction while others are opposed to it. Many teachers are also dismayed by parental insistence for preschool reading instruction and by administrative decisions to offer reading instruction as part of the preschool curriculum.

Regardless of the controversy and demands, the teacher must eventually decide for himself whether he will support

the teaching of reading at the preschool level, and, if so,
exactly what he will include as part of the preschool
reading curriculum and how he will structure reading activ-
ities. Perhaps the first step in making the above decision
is to familiarize oneself with the forces and views that have
perpetuated changes in the preschool curriculum. The pur-
pose of the following paragraphs is to provide the teacher
with such information.

Curriculum Change

Prior to 1956, the acceleration of academic achieve-
ment was not considered to be the goal of the preschool
educational curriculum, although there were parents who
wanted their children exposed to formal education early. The
launching of Sputnik by the U.S.S.R., however, caused a near
phobic reaction about making American intellect equal, if not
superior, to its challengers in the race for space. Thus,
the launching of Sputnik provided the impetus for the reap-
praisal of the American educational curriculum. Of major
concern here, however, is the fact that the educational
curriculum was not merely updated. New programs in the sci-
ences were based on Bruner's contention that the schools of
America were wasting precious time in postponing children to
the content of many subject areas on the grounds that it was
too difficult. Consequently, curriculum committees began to

develop K-12 curriculum sequences instead of simply reap-
praising the curriculum.

Closely related to the above event is the idea that
technological advancement is moving ahead at such a rapid
rate that man's intellect in the next generation may not be
able to cope with it. In short, man is in great danger of
destroying himself with the technology he has created. Man
must increase his intellectual abilities or be enslaved and
annihilated by his own technological inventions.

More practically speaking, we are producing harvesting
equipment faster than we are growing produce. We are pro-
ducing a labor force for work which will never be performed
by a hand operated tool. Thus, the economy of future genera-
tions is threatened. If there is an excess of unskilled
labor, where will the tax monies to furnish the unemployed
with the basic necessities of life come from? Certainly not
the workers or the producers, unless we prepare them now. In
other words, there is clear and eminent danger. The hand-
writing is on the wall: Provide the soon-to-be unemployed,
unskilled labor force with the potential for higher intellec-
tual performance. Then, a would be dependent population will
be able to sustain itself and contribute to the welfare of
society, not only through the payment of taxes but with an
awareness of how our society functions.

This is also an appropriate place to point out that
the need to raise man's intellectual performance is not

limited to the "average" man. In the highly competitive world of "future shock," the genius must perform at a greater level than the genius of today. This is most true if the nation is to hold its threatened status in the race for space, science, and technology.

To further underline the above discussion, we might also add that education is but one of the many professions recognizing the impending crisis. For example, physicians are researching the possibilities of using drug therapy to increase intellectual performance. Surgeons are designing and researching operations to erase impairments affecting intellectual performance. Last, geneticists are beginning to uncover and understand human characteristics before conception. Thus, man's intellectual ability may be increased before he is conceived.

The events and ideas mentioned above all but destroyed earlier concepts of the traditional preschool curriculum. As new preschool programs emerged, they reflected the theory espoused by Bruner (1960) that "any subject can be taught effectively in some intellectually honest form to any child at any stage of development." In the case of reading, since most preschool children were being exposed to signs, television advertisements, labels on food containers, magazines and books, and a variety of travel, it did not seem unreasonable to expose them to reading early.

Newer Concepts of Intelligence

It is rather doubtful that the launching of Sputnik or the technological revolution would have had any long lasting effect on the preschool curriculum had not other developments provided a rationale to question earlier practices. The next major influence on preschool education was the realization among educators that intelligence was not fixed or predetermined but instead depended on the early experiences of young children.

One of the more widely quoted sources concerned with the role of experience in intellectual development is J. McV. Hunt's Intelligence and Experience. Hunt (1961), after an exhaustive review of the literature, reversed the belief that one can wait for intellectual development to take place. According to Hunt, the role of experience in intellectual development is so powerful that it not only has a direct influence upon what development takes place, but also when that development occurs. Similarly, Bloom (1964) underlines the importance of the early years, particularly the environment in intellectual development. In his powerfully documented book, Stability and Change in Human Characteristics, he concluded that the period before four years of age was the time of greatest intellectual growth. Bloom estimated that approximately 50 percent of a person's intellectual development was completed by age four and another 30 percent

by age eight. Thus, the writings of Hunt and Bloom were used as evidence to support the planning of structured environments to enhance the intellectual development of the preschool child, particularly academically oriented preschool programs designed to teach reading, writing and arithmetic.

The Discovery of Piaget

Prior to the 1960's, Piaget, an eminent Swiss psychologist, had been studying the processes underlying the development of intelligence. His work was relatively unknown to American psychologists due to the lack of translations. Beginning with the 60's, however, translations of his work began to appear in the psychological and educational literature.

Briefly, Piaget views the child as a naturally active organism whose intellect is shaped by his interaction with the environment. As a result of interactions with his environment and physiological maturation, sensorimotor operations evolve into more complex mental operations that are tied to language. Needless to say, the work of Piaget influenced American psychologists and educators. More important, his concepts found their way into the early education curriculum.

Social and Political Forces

Another important force exerting pressure on curric-
ulum change at the preschool level has been the public
awareness of the relationship among poverty, intellectual
development, and academic achievement. A major contribu-
tion here was Deutsch's (1963) analysis of environmental
influences on the school achievement of disadvantaged chil-
dren. Disadvantaged environments, he found, made academic
success almost impossible. Children reared in poverty had
few opportunities to develop language skills, visual and
auditory discrimination skills or to manipulate visual
properties. Moreover, they entered school with learning
styles that differed from those of their more advantaged
counterparts. In other words, their environments had inade-
quately prepared them for school experiences. Deutsch called
for a new preschool curriculum based on the assumption that
early intervention by well-structured programs would reduce
the influence of the disadvantaged child's environment. The
research of Smith (1963), Shipman (1965), and Hess (1968)
also provided a decided impetus to the belief that the inter-
vention of structured preschool programs should begin early
if the attenuating influence of the disadvantaged child's
environment was to be overcome.

The above research, coupled with the realization that
an affluent American society could not allow the inequities

of environmental circumstances to prevent young children from developing to their fullest potential, led the federal government to promote legislation focused on preschool education. Head Start, established under the Economic Opportunity Act of 1964, represents the federal government's most popular program on the War on Poverty.

The Head Start program was a significant piece of legislation for two reasons: First, it made direct federal government involvement possible at any age level earlier than any time before in America's history. Second, it forced recognition of the fact that children of the poor entered school seriously deficient of the abilities and experiences necessary to profit from education (Orton, 1967). It is also important to note that Head Start funding for FY 1971 reached an all time high of $360 million. Thus a number of exemplary preschool Head Start programs, some of which provide early reading instruction, are funded by the federal government. These programs now involve over 480,000 children with an average expenditure of $1,050 per child.

The documented success of federally funded Head Start programs, aimed primarily at providing the disadvantaged youngster with the basic skills necessary for successful academic achievement, has led the more advantaged families to demand the same opportunities for their children. As a result, the number of preschools is increasing and business organizations are franchising preschools. Unfortunately,

approximately three fifths of the nation's population have incomes too high to make them eligible for Head Start and yet cannot afford the tuitions of private preschools. To say the least, this group is disenchanted with the increasing amount of tax dollars directed toward the disadvantaged preschool child. They are demanding public preschool education for their own children.

In addition to the Head Start legislation, the federal government has offered incentives to industry to en   the early childhood field. An amendment to the Labor-Management Relations Act of 1969 allows industry to establish funds for preschool centers for children of employees. As a result, a number of firms have already established preschool centers. A number of these centers expose children to early reading instruction.

Other evidence also attests to the fact that the federal government has exerted a strong influence on the preschool curriculum. In establishing priorities for its research and development program in education, the National Center for Educational Research and Development listed reading and early childhood among the top five priority areas for the five year period FY 1972 - FY 1976. To be more specific, over 50 percent of a $226 million dollar budget has been earmarked for research and development on learning to read and the education of children three to eight years old.

Through federal support and special projects, the body of research on preschool education has increased considerably. In 1967 the National Laboratory for Early Childhood Education, a network of seven centers located on university campuses, was established. Moreover, early educational programs are the focus of at least six of the federally funded Regional Educational Laboratories.

Federal funds have also played a key role in the authorization of information on preschool education. The Educational Resources Information Center (ERIC) is an information network whose objectives are to collect, store, index, analyze, interpret, and disseminate information on educational research and development. ERIC includes a clearinghouse on reading (ERIC/CRIER) at Indiana University at Bloomington, Indiana whose focus is on reading and a clearinghouse at the University of Illinois at Urbana, Illinois whose focus is on early childhood. In sum, federal legislation has played an integrated role in the recent interest in early childhood education and reading.

The Montessori Method

The Montessori Method stems from the early work of Maria Montessori, an Italian educator. In 1906, Montessori was asked to direct a preschool program in the slums of Rome. It was at that time that she developed her teaching methods,

based on the belief that the years three to six were the time periods in which young children formed both habits and bases for learning. Instruction in Montessori's classrooms was centered around structured materials such as blocks, beads, chains, rods of wood, and cubes of different textures to develop visual perception and visual motor integration. Although her method was widely acclaimed, interest in it eventually died.

There was a sudden rebirth of interest in the Montessori Method during the early 1960's. The immediate cause of the revival can be traced to the work of Nancy Rambusch (1962), who studied the Montessori Method in Europe. Rambusch returned to America to organize the American Montessori Society and to found the Whitby School located at Greenwich, Connecticut. The Whitby School, like most Montessori Schools, offers a curriculum which includes reading, writing and arithmetic. In short, these events acquainted a whole new generation of parents to the Montessori Method.

British Infant School

In 1964 the British Infant School embarked on a new curriculum which offered and encouraged reading instruction at an early age. According to Villet (1969), the British developed a school atmosphere which was heavily influenced by the Montessori technique.

Children in the British Infant School do not receive
reading instruction with preprinted reading materials but
rather each child monitors his own progress in homemade
books. Along with the assistance of the teacher, the child
simply determines what he desires to learn on a given day.
Later, the youngster extends and incorporates his goals to
reading instruction in the form of experience stories by
working through the following stages: (1) drawing a picture,
(2) having an adult write down a dictated story about the
picture, (3) copying the story, (4) memorizing the sound and
looks of the story, and (5) reading the story to others. As
greater interest in reading is developed, the child is en-
couraged to attempt to read books meeting his interests. At
this point, the child begins to receive instruction in sight
words and phonics.

Omar K. Moore

Early reading was also popularized by the research of
Omar K. Moore with the "talking typewriter." According to
Pines (1963), Moore contends that the ages between two and
six are the most creative and active. He developed a
"talking typewriter" to teach young children to read. In-
struction with Moore's "talking typewriter" begins by
introducing children to letters and their sounds. Eventually,
the program proceeds to words, then to sentences and paragraphs,

and finally stories. Of special interest, is the fact that
Moore demonstrated that very young children were able to teach
themselves to read with the help of educational technology.

Studies of Early Readers

In 1958, Dr. Dolores Durkin (1966) of the University
of Illinois at Urbana, Illinois conducted two longitudinal
studies of children who had learned to read prior to entering
first grade. The results of her research led Durkin to con-
clude that: (1) preschool children are able to learn to read
prior to entering first grade, (2) IQ is not a significant
factor in preschool children's early acquisition of reading
skill, (3) children who learn to read early continue to read
and achieve at a higher level than their counterparts who do
not learn to read early, and (4) that early reading is a
pronounced advantage for children with low IQ's. In short,
children who learn to read early seem to maintain their
headstart. As might be expected Dr. Durkin's findings have
had a considerable influence upon current views toward pre-
school reading instruction.

The Denver Project

Although early reading instruction had captured the
imagination of educators earlier, it was not until 1960 that
a major public school system concerned itself with the problem

on a large scale basis. Undoubtedly, the most widely
advertised project was the one conducted in Denver, Colorado
under the direction of Joseph Brzeinski and funded by the U.S.
Office of Education. This project was a longitudinal project
involving over 4,000 children for a period of five years.
Children in control groups followed a regular kindergarten
program, and experimental children received formal reading
instruction. The findings of the study revealed that: (1)
reading skills can be taught effectively to kindergarten
children, (2) gains in reading as the result of early reading
instruction are maintained, and (3) that apparently early
reading instruction does not have an adverse effect on vi-
sion, social and emotional adjustment, or the desire to read.

Educational Television

Unlike previous generations, the child of today is
exposed to visual and auditory stimulation and information by
the mass media. As a result the young child's gradual move-
ment along the learning continuum is no longer restricted to
the public schools. As a matter of fact, television has taken
a giant step in the direction of introducing beginning reading
to young children in their homes.

The Children's Television Workshop represents a care-
fully planned effort to apply the entertainment values and
production techniques of commercial television to an

innovative preschool curriculum. Featuring a format of fast action and entertainment, the producers of Sesame Street base their objectives upon the educational needs of disadvantaged preschool children. Consequently, the program exposes preschool children to instruction in language development, reading, and arithmetic.

To summarize it seems fair to say that the current emphasis on preschool reading instruction is the result of a number of forces converging simultaneously on the preschool curriculum. First, events in technology and curriculum change, along with social and political forces and changes in the concept of intelligence have exerted a tremendous influence on revamping the preschool educational curriculum. Second, the rediscovery of Piaget and Montessori has had a lasting effect on the preschool curriculum. Third, reviews, reports, and research related to preschool reading instruction have received national acclaim in educational journals and popular magazines. Last, television has taken a plunge into introducing reading to preschool children. These, then, are the forces underlying the current popularity of issues related to preschool reading instruction.

CHAPTER 2

RESEARCH ON PRESCHOOL READING INSTRUCTION

As noted earlier, change has become the by-word in preschool education. Thus, within the past decade there has been almost continuous controversy concerning whether preschool children should be exposed to formal reading instruction. Moreover the teacher is usually found to be in the middle of the preschool reading issue as decisions are made by school systems to extend elementary school downward to include kindergarten.

Teachers appear to be evenly divided on the issue of preschool reading instruction. Teachers opposed to formal preschool reading instruction base their argument on the belief that preschool children have not evolved to the level of maturity necessary for learning to read. More important, however, they contend that formal preschool reading instruction might have adverse effects on the social and emotional development of the young child.

In contrast, teachers proposing formal preschool reading instruction assert that traditional kindergarten experience is often a duplicate of the child's home environment. They also claim that children of today are more stimulated than children of a decade ago, making them ready for reading instruction earlier. Similarly, the proponents of preschool reading instruction argue that many children enter first grade already reading. Last, they maintain that children

who learn to read earlier will be better readers throughout
school.

Regardless of whether the teacher strongly agrees or
disagrees with the position for formal preschool reading,
the fact remains that more and more teachers are asked to
teach reading at the preschool level. This fact has stimu-
lated a great deal of heated argument among teachers,
administrators, and parents. In more cases than not, teach-
ers for or against preschool reading instruction base their
position on subjective rather than objective evidence. As a
result, questions which should be of main concern are often
avoided or go unanswered. Among the questions that should
serve as a focal point for discussion are the following:

1. When should formal reading instruction begin?

2. How does traditional kindergarten experience
affect readiness for reading?

3. Do perceptual programs affect reading readiness
and reading achievement?

4. Is formal reading readiness instruction more
effective than informal reading readiness instruction?

5. How effective is formal reading instruction at
the preschool level?

6. Does formal reading instruction at the preschool
level result in children experiencing emotional problems or
adversely affect their attitudes toward reading?

7. To what extent is there evidence that formal
preschool reading instruction is sufficiently effective that

its practice should be widespread at the preschool level?

8. How effective is preschool reading instruction through educational television?

9. Should we use teacher aides and parents in preschool reading programs?

As can be seen, the above questions and their answers should be heavily considered by teachers in any discussion on the efficacy of preschool reading instruction. The purpose of this section is to provide teachers with information on the above questions.

The first topic to be discussed will center on reading readiness and preschool reading instruction. Akin to this topic will be a discussion of when formal reading instruction should begin. The effects of traditional kindergarten experiences and perceptual training programs will then be discussed. A discussion of informal and formal readiness instruction will then be presented, followed by a review of research on formal and informal reading instruction. Next, a discussion of the effects of formal reading instruction on affective behavior will be presented. Finally, educational television and the use of teacher aides as they relate to preschool reading instruction will be considered.

When Should Preschool Reading Instruction Begin?

Generally speaking, the term "reading readiness" has been defined by implication. First, reading readiness

reflects time as one of its essential elements   For example,
many educators suggest that a child evolves through sequen-
tial stages of social and emotional maturity, mental age,
physical maturity, and so on. These factors eventually
culminate in readiness for learning. This very broad defi-
nition of readiness had its origin at the turn of the
century with Hall (1904) and Gessel (1925).

The idea that the child matures as he evolves through
a series of stages also finds its roots in the work of Gessel,
Ilg, and Ames (1940). These investigators observed the emer-
gence of reading and writing behavior among many preschool
children. As a result of their work, these early childhood
specialists emphasized that there appeared to be a develop-
mental sequence in the reading behavior of children. In
fact, these researchers led educators to believe that the
developmental sequence for reading was invariant for all
children. Thus, we see the beginning of the "wait and see"
idea of reading readiness.

Closely related to the element of time and reading
readiness is chronological age. As early as 1902, Dewey
argued that reading instruction should not commence until
the child reached a chronological age of eight. Like
Dewey, Huey (1908) advocated the postponement of formal
reading instruction. It should be understood, however,
that both these authorities had no empirical basis for
their conjectures.

Perhaps the most noted effort to determine the appropriate time to begin reading instruction was that of Morphett and Washburne (1931). In their study, 141 first grade pupils from Illinois were tested with the Detroit and Stanford-Binet Intelligence Tests. Mental ages for the group ranged from five years, six months to eight years, five months. Criteria for end of first grade reading achievement were the ability to recognize a minimum of 37 sight words from a given list and the completion of 13 progress steps in reading. After analyzing reading achievement scores, Morphett and Washburne concluded that a minimum mental age of six years, six months was necessary for children to successfully learn to read. This conclusion was based on the finding that few children with a mental age less than six years, six months successfully reached criteria set for satisfactory reading ability. As a result of this study, schools throughout the nation began to delay reading instruction until children reached a mental age of six years, five months.

Gates (1937) questioned whether the findings of Morphett and Washburne could be generalized to other school populations. He reported the first grade reading achievement of 243 children in four schools according to the percentage failing to learn when reading achievement was evaluated according to mental age. He found that correlations between mental age and reading achievement varied with teaching procedures. This finding led Gates to conclude that

the necessary mental age for reading varied with the materials and teaching procedures used, the teachers' evaluations of children's previous experiences, and the treatment of individual differences. In other words "how" was found to be more important than "when".

It is interesting to note that the conclusions reached by Gates are not unlike the attitudes prevalent among educators and psychologists today. For example, Ausubel (1959) states that readiness is "the adequacy of existing capacity in relation to the demands of a given learning task." Similarly, Brunner (1962) has asserted that we should begin with the assumption that any subject can be taught effectively in some form to children, regardless of their stage of development. Bloom (1968) has also very cogently pointed out that if the quality of instruction and time available for learning meet the individual needs of each student, most students can be expected to achieve mastery of any subject.

In sum, it seems that formal reading instruction should not be delayed until a child reaches a "mythical level of readiness." Likewise, the decision to implement such instruction should not use age as an index of a youngster's readiness for reading instruction. Ideally, factors such as materials available, teaching procedures, the child's background of experiences, and the individual needs and characteristics of each child should be considered before commencing formal reading instruction. In short, the

"how" of formal reading instruction should be the focal

point for making decisions.

Effects of Traditional Kindergarten Experiences on Reading Readiness and Reading Achievement

As the preschool concept evolved, it was greatly in-

fluenced by the belief that the purpose of preschool educa-

tion was to create a child-sized world providing opportunities

for young children to play and interact with their peers in a

relatively unstructured atmosphere. Readiness was believed

to be comprised of such factors as responsiveness to the

rights of others, self-assurance, self-control, receptiveness

to new ideas, and good feelings about oneself, and the like.

Moreover, instruction was directed toward the development of

needed concepts, language, curiosity, and creativity.

Reading readiness was largely a matter of emphasizing

knowledge and the expansion of vocabulary through field

trips. Gross auditory and visual discrimination tasks were

also emphasized. Interest in reading was developed through

listening to good stories and looking at good picture books.

In other words, the preschool curriculum was comprised of

activities related to reading tasks but not to formal reading

instruction.

In light of the above discussion, the question of

whether kindergarten programs alone improve reading readi-

ness is an important one. If they do not, then teachers

should be concerned about improving their instruction to

meet readiness goals. Research studies have been done to evaluate the success of kindergarten programs in improving readiness for reading. Results of these studies should be of considerable interest to teachers, even though reports do not always explain exactly what parts of kindergarten programs are effective or point out what aspects should be changed.

There is considerable research which indicates that kindergarten experiences do affect readiness in a positive way. Several studies have compared first graders who attended kindergarten with others who did not. Olson (1962) for example, matched 68 first graders who had a year of kindergarten with 68 who had none, based on sex, age, position in the family, parents occupation and education. At the end of first grade he administered intelligence and reading tests, and examined scholastic achievement, physical characteristics, and maturity ratings. The children who had been in kindergarten had higher achievement in readiness, reading, and arithmetic and also received higher maturity ratings.

Pratt (1949) compared three groups of first graders, 28 who attended kindergarten, 28 who did not, and 28 who were about to repeat first grade. After administering readiness and reading achievement tests, at the end of first grade, Pratt concluded that the children who had attended kindergarten were superior to the other children in readiness and reading achievement.

Auditory and visual discrimination and letter knowledge abilities are usually considered to be related to reading readiness. Haley, Dolon, Katz and Machin (1957) compared first graders on these and other abilities. They found that children with kindergarten experience were superior in letter matching, auditory discrimination, learning rate, and mental age, but not in word knowledge.

Differences in first year achievement between Scottish children entering school at age five and American children entering at age six were studied by Taylor (1950). He compared the Scottish children's readiness test scores with American norms for children of the same age and their reading achievement test scores with American norms for children a year older but without kindergarten experience. The Scottish children exceeded the American norms for readiness, particularly in perception, copying, and number tasks, and they scored a year above American norms in reading achievement. Taylor concluded that the year of formal school was responsible for the higher readiness and reading achievement scores.

Two studies of Canadian children add further evidence to the effectiveness of kindergarten experiences in improving readiness. Fast (1957) administered readiness tests in the Fall and achievement tests in the Spring and found that children who had attended kindergarten performed better on both. Gill (1967) compared readiness test results of children

who had attended only Senior kindergarten with results of
children who had also attended Junior kindergarten and found
greater abilities in the children who had had both. These
studies and others support the belief that kindergarten has
a significant influence on the reading readiness and reading
achievement of most children.

While such evidence is certainly encouraging, it must
be noted that other, not so positive evidence, has been
reported. Fox and Powell (1964) compared scores of first
graders with and without kindergarten experiences on reading
readiness and reading achievement tests and found no signifi-
cant differences. Haines (1960) studied reading achievement
through grade six for children in a school which offered
kindergarten and for others in a school which did not. Like
Fox and Powell, Haines found no significant differences in
reading achievement, although he did find the kindergarteners
to be better at arithmetic at grade levels two and five.

In summary, the results of studies exploring the ef-
fects of kindergarten on reading readiness and later reading
achievement are far from unanimous. A number of studies have
been reported which indicate that kindergarten experience has
a positive effect on reading readiness. Of particular inter-
est, however, is the fact that these positive effects tend to
dwindle away after first grade. We might also point out that
it is difficult to determine why some kindergarten programs
are more effective than others, since instructional activities

are usually poorly defined. In short, we really don't know

how efficacious kindergarten experiences are for reading

readiness and reading achievement, particularly if one looks

at achievement beyond first grade.

Effects of Perceptual Training Programs and Reading Readiness and Reading Achievement

A look at the literature reveals that a number of

perceptual training programs are widely used at the kinder-

garten level. In more cases than not, their use is based on

research suggesting that reading disability is related to

poor perceptual development. We would like to point out,

however, that there are a number of factors which appear to

be highly related to reading disability. The problem is to

prove that these factors cause reading disability. In other

words, if poor perceptual development causes reading disa-

bility, then perceptual training should increase reading

ability. This point becomes very clear when one recognizes

that perceptual training usually increases perceptual ability

but generally fails to increase reading readiness or reading

achievement. Nevertheless, the use of perceptual training

programs appears to be in vogue at the kindergarten level.

As pointed out above, the value of using perceptual

development programs in preschool reading instruction should

be questioned, and with reason. Careful examination of re-

ported research in the area reveals no clearcut evidence

supporting the use of the commonly used perceptual program
to increase readiness and reading ability. Perhaps this is
because of the difficulty one has in studying the research,
especially in attempting to differentiate among the programs
described in research reports. Often researchers choose at-
tractive parts of various approaches to incorporate into
their own programs, making it difficult to know exactly what
the effective elements are. Even when a single program is
used, conditions are often so varied from study to study
that effectiveness is as much related to the conditions of
the experiment as to the approach.

The Frostig approach employs visual, auditory, kines-
thetic, and tactile senses in developing perceptual abilities.
A kit is available for classroom or small group use. Chil-
dren see shapes (or words) and hear sounds associated with
them. They use their hands and arms to trace the shapes,
either in the air or on rough surfaces especially treated to
leave a tactile impression. Often used as part of readiness
instruction, the Frostig approach has been used with varying
degrees of success in research studies.

Roy and Roy (1969) contrasted the use of the Frostig
program 25 minutes per week over a year of kindergarten in-
struction with a program providing extra attention or no
attention to children for the same amount of time. They
found slight differences in scores on readiness tests among
the three groups, such that those in the Frostig group had the

highest scores followed by those receiving increased atten-
tion and by those with no special attention. However, since
the differences were not statistically significant, Roy and
Roy concluded that the particular use of the perceptual
development program did not contribute significantly to
readiness. Remembering that the Frostig materials were used
only once a week, one wonders whether greater use of the
materials would have produced more favorable results.

Jacobs conducted two studies evaluating the Frostig
program as a readiness program. In the first (1968), he
compared the effectiveness of a year long program with pre-
kindergarten, kindergarten, and first grade children. Re-
sults of the study revealed that children at all levels who
had had the Frostig program scored higher on the Frostig
visual perception test than children who had not had the
program. In contrast, the Frostig program did not signifi-
cantly increase readiness test scores.

In the second study, Jacobs, Wirthlin, and Miller
(1968) tried again to use the Frostig program with pre-
kindergarten, kindergarten, and first grade children, but
expanded the scope of their study into second grade to allow
for two year participation in the program. Here again, they
found that children who had had the Frostig program scored
higher on the Frostig perception test, with two year partic-
ipation producing higher scores than one year. The Frostig
children, however, did not score higher on the reading

readiness test, or on first grade reading achievement tests.
Apparently, the increased ability to do perceptual tasks was
not a factor in reading readiness or in predicting reading
achievement. Jacobs and his colleagues concluded that the
Frostig program was effective when used to develop visual
perception skills, but should not be called upon to improve
reading abilities.

Programs based on the thinking of Kephart usually in-
clude activities which are more energetic than those included
in the Frostig program. Exercises to develop eye-hand coordi-
nation, concepts of form, and senses of laterality and direc-
tionality are common in Kephart programs. In general, the
effectiveness of Kephart programs, like that of the Frostig
program, appears to vary with the situation and purpose for
which the programs were used.

A study by Falik (1969) is a good example of use of
the Kephart program with a special group of children. He
identified kindergarten children as being low in school readi-
ness. These children received the Kephart program. When
experimental children were compared with controls, no differ-
ences in performance on a readiness test were found then or
on achievement in second grade. Apparently, the Kephart ap-
proach is not effective as a readiness program for low readi-
ness children.

Somewhat more encouraging results were reported by
Rutherford (1965) who used a Kephart based program with a

group of undefined kindergarteners. After a year of play
activities to develop laterality, form concept, eye-hand
coordination, etc., children were able to score signifi-
cantly higher on a readiness test than children who had not
had the program. It is interesting to note that in this
study boys appeared to benefit more than girls in terms of
readiness levels.

Meyerson (1966) also used a Kephart based program
with kindergarteners identified as having perceptual diffi-
culties. Training included 15 minutes per day of muscle
coordination and eye movement exercises. At the end of
eight weeks of the program, no differences could be found
between children who had had the program and similar chil-
dren who had not. Meyerson concluded that perceptual fac-
tors were not highly associated with readiness.

Besides the above approaches to improving perceptual
skills, there are other efforts in which aspects of indi-
vidual programs are combined into programs for use in spe-
cific schools or research studies. While it is not usually
possible to discover which aspects of which programs have
been adapted for which studies, it is possible to see that
some combinations produce positive effects while others do
not.

Zirbel and Thompson (1971), for example, developed a
program based on the theories of Kephart, Getman, and a
group called the Perception Development Research Associates.

They used the program to supplement kindergarten experiences of an experimental group in 30 minute sessions three times a week over an 18 week period. Children who had received perceptual training and children who had not were given the same first grade instruction and were tested for reading achievement at the end of first grade. Those children who had received perceptual training showed significantly greater reading achievement, leading the researchers to conclude that their perceptual development program was, indeed, successful.

In a larger study of 28 kindergarten classes, Faustman (1966-1968) combined aspects of Frostig, Kephart, and Winterhaven programs in an in-service program for teachers. The teachers implemented what they had learned into their classroom instruction. Children in classes with teachers who received the in-service instruction scored higher on a test of perception at the end of kindergarten and achieved better word recognition abilities by the end of the first grade. Perhaps this method of creating awareness on the part of teachers to perceptual development instruction can be effective in readiness programs.

Perceptually handicapped kindergarteners were given either Kephart, Frostig, combined Kephart-Frostig, or no perceptual training in a study by McBeath (1966). Readiness tests administered at the end of the kindergarten year showed no differences due to the type of program or to the existence of any program at all. Results of this study reinforce those

of earlier studies which also did not find perceptual
training to be of value in improving readiness.

Some researchers have gone considerably beyond per-
ceptual-motor development programs in their attempts to
improve reading readiness. As an example, Ellerman and
Wadley (1970) included activities to increase verbal devel-
opment along with those designed to improve perceptual-
motor skills. After five months of the program, kinder-
garteners who participated in the experimental program showed
gains in mean IQ (105 to 115), while those who did not showed
losses in mean IQ (104 to 100). It should be noted, however,
that while the authors concluded that their program had suc-
cessfully affected performance, fluctuations in mean IQ can
be expected from one testing session to another regardless
of what instruction occurs.

Bentz (1970) also included language development
training, comparing it with perceptual training in an effort
to determine which might be more successful in improving
readiness performance of kindergarteners. At the end of a
14 week period, the perceptual group children were found to
do better on most reading readiness subtests than the lang-
uage group, and both groups performed better than children
with no special instructions.

In addition to visual and verbal readiness, Wingert
(1969) added auditory and number readiness to his program
designed to help children identified as weak in auditory and

visual skills before they entered first grade. Daily sessions were held during a six week summer program which did not produce the hoped for significant improvements in readiness tests. The fact that there were significant differences on perceptual test performance led Wingert to conclude that it was possible to improve visual skills, but not possible to transfer these skills into improved reading readiness.

Irving's (1965) experimental multi-sensory program used stories, pictures and tape recordings in an effort to improve visual, auditory, and verbal skills. Children in a control group received standard readiness activities. Irving found that structured oral language activity benefited children of low IQ while the multi-sensory approach was beneficial to children of average or higher socioeconomic level and IQ.

There is a great deal of concern about the value of neurological training to reading readiness and reading achievement, but there are only two studies which have been reported that used neurological exercises to improve perceptual development, and, thus to improve readiness. Both were unsuccessful. Cornish (1970) used a mechanical device to insure proper cross patterning and Stone and Pielstick (1969) taught cross patterning exercises, asking children to practice them 30 minutes per day. Cornish found no differences in perceptual ability or in readiness, while Stone and Pielstick found better visual perception but could not relate it

to readiness. The results of these two studies form fairly sure grounds for concluding that neurological training is of little value in improving reading readiness.

To summarize, a number of perceptual training programs have been used at the preschool level. These programs are based on the idea that improvement in perceptual abilities results in subsequent improvement in reading ability. Available research indicates that many such programs are successful in increasing young children's perceptual ability, although they do not appear to be too effective in increasing reading readiness or later reading ability. Consequently, the following is a good "rule of thumb" to follow in considering the use of perceptual programs at the kindergarten level: If one's purpose is to increase children's perceptual ability, he should probably select any of the programs reviewed. If, on the other hand, one's purpose is to improve reading readiness and later reading achievement, he might do well to select a readiness program more closely related to the actual skills of reading.

Informal Reading Readiness Instruction Versus Formal Reading Readiness Instruction

As mentioned earlier, the primary goals of traditional kindergarten readiness instruction are to meet the social, emotional, and motor needs of the child. Instruction is very informal, being determined as the needs of the child emerge.

The above point of view is not shared by all educators. In fact, great numbers of educators contend that preschool children should be exposed to formal reading instruction. Parenthetically, we might point out that proponents for preschool reading do not clearly describe the content and process of formal preschool reading instruction. From the very limited descriptions of formal reading instruction, however, one might infer that it represents a systematic attempt to provide learning alternatives for children to reach pre-determined reading objectives. These objectives range from very global readiness skills to actual reading skills. As might be expected, learning alternatives are usually in the form of commercially developed reading materials or carefully prepared teacher made materials. This section will review the research that has attempted to determine the effectiveness of both informal and formal reading readiness instruction.

At the very beginning, it is essential that the reader understand that it is almost impossible to make generalizations from the research exploring this topic because of the poor definitions of the programs used. For example, formal preschool reading readiness programs have been defined in such vague terms as: sub-first grade, informal, formal, phonics oriented, structured and sequential, individualized or permissive. For the purposes of this paper, programs described by the above terms and not using published materials will be defined as eclectic.

On the other hand, it is possible to make some generalizations from the research which has defined formal readiness instruction as the use of commercially developed materials. At least one can examine the instructional materials used. The following section will first review the research on formal eclectic readiness instruction versus traditional informal readiness instruction. Then, a discussion of traditional informal readiness instruction versus formal readiness instruction using published materials will follow.

Naisbett (1959) reported one of the first investigations comparing formal individualized readiness and informal readiness instruction. Unfortunately, the researcher failed to describe the instruction experimental and control children received. It was reported, however, that most of the children who participated in the formal program were ready to read at the end of the experimental period.

In a similar study, nursery school children participating either in a individualized reading readiness program or a traditional readiness program were studied by Mayfield (1969). All children attended an experimental Early Learning School. The children in the individualized reading readiness program chose their own materials and worked directly with the teacher. Those in the traditional readiness program were taught as a total group. No differences were noted between the groups in general development; however, the individualized

reading readiness group showed greater reading ability.

Another study of formal versus informal readiness instruction was conducted by Knudson (1970) who devised a kindergarten program with instruction in reading, math, language, science, music, and art. To one group of children, he taught formal reading, lessons allowing little time for independent work. To another group, he taught informal lessons, leaving time for free play, television, and recess. At the end of kindergarten, the formal instruction group scored significantly higher on achievement and reading tests and seemed to have suffered no emotional or personality damage from the program.

A phonics oriented formal readiness program developed by Harckham and Hagen (1970) was also successful in increasing readiness at the end of kindergarten. Scores on readiness tests were higher for children who participated in the 10 week program than for children who did not. No differences in auditory discrimination were noted, contrary to the researchers' expectations.

Other studies also suggest that kindergarten age children are ready for formal, structured readiness instruction. Gabler (1963) compared a formal and an informal program to see how they differed in activities, materials, and effectiveness. Although the programs differed in activities and materials, she reported that teachers appeared to have no preferences between them and that the effectiveness of

the programs was about equal.

Stanchfield (1971) devised a sequential structured readiness program of listening for content, auditory and visual discrimination, oral language, perceptual motor skills, and sound-symbol correspondence skills. End of kindergarten readiness test scores revealed that the formal program was more successful than an informal program, that girls achieved more than boys, and that whites achieved more than Mexican-Americans or blacks. Stanchfield also noted that blacks who had the formal program had achieved more than whites who had not, suggesting that a sequential program might be of value to that group.

The effectiveness of formal readiness instruction not only on readiness but also on first grade reading achievement has also been examined. Silberberg taught a formal readiness program to a group of kindergarteners for eight weeks. Their scores on a readiness test were compared to the scores of children who had had only a regular kindergarten program. No differences in readiness were noted at that time, but differences became visible when the children's readiness for reading was tested again after three weeks of first grade readiness instruction. The children who had had the formal kindergarten readiness program achieved much better than did those who had not.

Wise (1965) also found equally encouraging results when he compared formal and informal readiness programs over

time. Readiness tests at the end of kindergarten and achieve-
ment tests at the end of first grade revealed that children
who had had the formal program had greater achievement at the
end of first grade.

Long term effects of formal reading readiness instruc-
tion have also been reported by Sutton (1965, 1969). The
earlier report described a permissive environment kindergarten
reading program which consisted of a reading center to which
children could go at will to browse or to receive instruction.
About one third or 46 of the children exposed to the program
read above level 1.3 by the end of the kindergarten year, and
most of these children were placed into one homogeneous class.
The remaining children were placed into three heterogeneous
classes. By the end of first grade 15 of the 46 kindergarten
readers could read at better than 4.0 level. Sutton concluded
that the gap between good and poor readers widened perceptibly
over the first grade year.

Sutton's second report followed the above children
through grade three and compared them to children who did not
have the permissive environment kindergarten program. Differ-
ences in achievement between good and poor readers showed
steady growth for the early good readers. Sutton concluded
that the long term effects of a permissive reading environment
were positive on the later reading ability of children.

Briefly then, the above research indicates that formal
readiness programs are more effective than traditional

informal readiness programs. On the other hand, the long

term effects of formal readiness programs are not very clear.

For the longitudinal studies reported, however, the positive

effects of formal readiness instruction can be identified as

late as third grade.

The research described in the above section was restric-

ted to rather poorly defined descriptions of informal and

formal readiness instruction. Now, we would like to look at

another area of research on the same topic. The topics dif-

fer in the fact that the formal readiness programs to be

discussed used commercially prepared materials. As a matter

of fact, the majority of these programs used the readiness

materials of published basal reading series. Again, we would

like to point out that the investigators failed to adequately

describe the kind of informal readiness instruction children

received.

The use or non-use of a workbook in readiness instruc-

tion was the fact which separated experimental and control

groups in several studies. Collins (1960) compared a work-

book group with an informal group and found no differences in

performance. Angus (1962) compared a highly systematized

formal approach using workbooks, experience charts, labeled

classroom objects, picture sequencing, and rhyme charts to

an incidental approach of traditional kindergarten activi-

ties. After eight weeks, he found the systematized approach

to be somewhat more successful than the incidental, but not

significantly so.

Hillerich (1965) also had success with a workbook program. He traced the effects of the program through first grade and found that children who had used the workbook during the kindergarten year had higher beginning first grade readiness scores and higher end of first grade reading achievement scores than children who had a regular kindergarten program. He also noted that boys and girls achieved equally well when workbooks were used.

In a better designed study, Schoephoerster, Barnhart, and Loomer (1966) used workbooks and specific teacher instruction related to workbook tasks and compared resulting readiness scores with those of children who received regular kindergarten instruction and activities. They believed that all children would benefit from formal instruction, regardless of academic potential. At the end of the year long program, they found that children who took part in the workbook program achieved higher readiness scores and that workbooks were of special benefit for children of below average ability.

Finally, Breon (1967) administered the readiness program suggested by a basal reader series to both kindergarteners and first graders. He compared results of the two groups on readiness tests at the end of kindergarten and after summer vacation. Similarly, he compared results of a reading achievement test given at the end of first grade.

No differences in performance were noted at any time, leading
Breon to the conclusion that it is equally possible to teach
readiness in kindergarten or in first grade. Whether such a
conclusion is truly warranted is questionable. If readiness
programs are no more effective in kindergarten than in first
grade, there seems little defensible argument for using them
at the younger age, unless it is to free first grade time for
more concentrated reading instruction. Unfortunately, Breon
did not attempt to examine such a possibility.

Indeed, the research reviewed thus far tends to sup-
port the use of commercially prepared readiness programs.
However, evidence contrary to this contention is available.

The following study comparing two formal readiness
programs was reported by Blakely and Shadle (1961). One
group of kindergarteners was taught in informal sessions,
using language experiences and children's interests to sug-
gest activities for the group. The other group of children
used a basal reading series readiness workbook, doing sug-
gested activities and engaging in a lot of group work. Readi-
ness tests, reading tests, and maturity ratings indicated that
the language experience approach was more successful, espe-
cially with boys.

Similarly, Weeks (1964) compared a commercially
developed program to an informal kindergarten program but
found no differences between them after a nine week period.
Week's results suggest that a longer time is necessary if a

instructional methods should be adjusted to those differences.

Davidson (1931) investigated the extent to which children from four to six with an M.A. of four years could learn to read. Children were placed into groups labeled as dull, average, or bright, depending on the ratio of M.A. to C.A. She taught sessions of kindergarten games, play, and individual reading to each group for one and one half hours daily over a period of four and one half months. Tests of vocabulary and reading were administered throughout the experimental period and revealed steady progress for all groups with the bright group outscoring the average and dull groups. Analysis by age indicated that bright younger children often outscored average and dull older children. Davidson concluded that bright, average, and dull children do not learn reading equally well under the same conditions.

The above research on formal preschool reading instruction indicated   encouraging success in some situations and discouraging failures in others. But the precise conditions contributing to success or failure are largely lost in the details of separate experiments. It is extremely difficult to try to make generalizations from one experiment to another. What apparently is needed is a carefully controlled series of experiments, each building on what was learned from the others, so that a chain of reasoned information can be made available to researchers and reading program developers.

Such a series of experiments constitutes the work of Fowler over the past 10 years. Fowler believes reading to be a developmental process, beginning with word recognition and progressing from there. He hoped to begin the process at a younger age than usual and trace progress from that point, comparing development to that of older children. Beginning with his daughter, Fowler devised a model for teaching reading and methodically tested applications of the model in several situations. As his conclusions grew from experiment to experiment, Fowler refined the application of his model until it became quite sophisticated.

When Fowler first began his attempts to teach his daughter to read (1962) he had an extremely able subject (IQ 170+) and several open ended questions. He wanted to know exactly how much she could learn, what methods would be successful, and whether emotional or intellectual disturbance would result. For nine months, Fowler instructed the two year old child, giving her daily stimulation in 20-30 minute time periods and using a variety of methods. Tests before, during, and after each instructional period allowed periodic samplings of success. Fowler concluded: (1) that the two year old could be taught to read and to acquire a fairly extensive meaning vocabulary, although the gradual increase in learning might be a bit slower than that of older children, (2) that a variety of methods could be used successfully and a multi-method approach might be best, and (3) that some

emotional disturbance, accompanied by reduction of intel-

lectual performance, might occur but could probably be

adjusted with careful attention.

Fowler's next experiment (1964) involved the construc-

tion of a model which organized programs of reading instruc-

tion for two- to four-year-olds. He suggested that the

structure of reading involves graphic coding of the phonic

structure of words, then the graphic patterning of words into

sentences, and then the patterning of meanings of the visual-

sound structures. First stages of instruction should be

devoted to graphic coding and patterning, later stages to

meaning patterns. To test his model, Fowler used 30 pre-

schoolers of whom four three-year-olds learned to read

preprimers after three to four months. A two-year-old could

read a preprimer after seven months. All of the children

learned at least 40 words during the nine month experiment.

By systematically organizing the structure of what he was

about to teach and then dividing it into easily learnable

units, Fowler was able to achieve success with very young

children.

The next step was to compare two groups of children.

Fowler (1965) used three sets of Negro identical twins and

a set of white triplets. Of concern at this point were fur-

ther study of the structure of the process, discovery of

appropriate stimulus conditions, and analysis of effects of

reading on psychosocial development. One of each pair of

twins and two of the triplets were given three to five months
of reading stimulation for 15 to 50 minutes each day in a
nursery school setting. The other children participated in
regular nursery school activity and showed no indications of
reading ability. All of the experimental group children
made some progress, with the triplets becoming the most
achievement oriented. From this study, Fowler acquired
further evidence that young children could learn to read
under an analytic structural approach, and found indications
that psychosocial development might be temporarily but not
permanently slowed by learning to read.

Having discovered an effective model and effective
approaches to instruction within it, Fowler (1967) was ready
for a large scale study. He selected 100 three- to five-year-
olds for instruction in 12 to 30 minute daily periods over a
period of four to six months. Carefully designed tasks were
used to facilitate the grasp of the analytic structures of
reading while remaining attuned to individual children's
motivations. Pre- and post-test scores revealed that 46 of
63 children who completed the program had begun to read and
had grasped most of the fundamental word recognition abili-
ties. Children's cognitive processes had been effectively
involved in the analytic structural process of reading.

The most recent publication of Fowler's work (1971)
is a report of a three year investigation designed to test
usefulness of a nursery school under varying teaching styles

and to measure children's characteristics, patterns, and progress in reading. The 109 subjects, ages three to five, in first and second years of the nursery program, participated in a three hour daily program of reading, music, mathematics, rest, and play periods. The reading program lasted five to six months each year and was concerned with word learning, visual discrimination, and sentence learning exercises in a developmental sequence. Reading and intelligence tests showed M.A. to be the most consistent predictor of success in learning to read, and also showed that certain of the analytic cognitive operations in Fowler's model are essential to learning to read. Fowler concluded that while reading ability is part of a series of learned developmental processes, instruction in certain required operations will allow its occurrence earlier than is commonly thought.

Research on Formal Reading Instruction. No doubt, case studies such as the above, along with the recognition that many children were entering first grade already reading, caused many educators to entertain the idea of imposing formal reading instruction upon preschool children. For example, Scott (1947) compared the effectiveness of readiness programs at the kindergarten and first grade levels. Scott organized two equal classes of slow first graders and fast kindergarteners. One class received special readiness and then formal reading instruction while the other received the regular kindergarten program. A year later, at the middle

of first grade, children in the special readiness and formal reading group were achieving higher in scholastic areas, were exhibiting more positive attitudes, and were placed in higher reading groups.

Believing that children today are ready to read at earlier ages than in the past, Bacci (1961) developed a highly individualized program of phonics instruction. One group of kindergarteners received 15 to 20 minutes a day of the program, while another group did not. After six months, test results were so encouraging that the program was installed in all kindergarten classrooms. No child was to be forced to participate in the phonics instruction, but those who wanted to participate were given as much individualized attention as was possible.

Cooper (1962) also compared readiness and formal reading instruction in kindergarten. A control group of 70 children received intensive readiness instruction throughout kindergarten. Seventy experimental children received intensive readiness instruction for 10 weeks, followed by formal reading instruction. Cooper's results revealed that the experimental group scored significantly higher than the control group on measures of first grade reading readiness and reading achievement. Cooper concluded that intensive readiness instruction coupled with formal reading instruction at the preschool level was highly effective.

A carefully drawn up plan of instruction resulted in a system wide study of preschool reading instruction for the Denver Public Schools. The objective of the plan was to determine the effectiveness, both immediate and long term, of formal reading instruction in kindergarten. Reported by Brzeinski (1964, 1967) and in a preliminary report by the Denver Public Schools (1962), the program began reading instruction in kindergarten and followed its effects through grade five. The experimental program for the study was concerned with word recognition skills, oral language, visual perception, and context skills. Half the kindergarteners received the experimental program and half received existing kindergarten instruction. At the beginning of first grade, half of the experimental kindergarteners were assigned to an adjusted first grade program which continued where they had left off in kindergarten and the other half was assigned to the existing first grade curriculum. Half of the regular kindergarten group was assigned to an experimental first grade, followed by adjusted instruction, and the other half entered the regular first grade program. Specially constructed tests were used throughout the five year program to evaluate progress at frequent intervals. The experimental kindergarten-adjusted elementary group achieved the highest initial and long term gains on all measures. They were followed by the regular kindergarten experimental-adjusted elementary group. It was concluded that beginning systematic

reading instruction in kindergarten is successful if subsequent instruction is adjusted to it, that delayed experimental type instruction also has certain long term advantages, and that early instruction, even when not followed up, does not adversely affect reading achievement.

Not content with just reading instruction, Stevenson (1964-65) also taught mathematics to a group of kindergarteners for two months following a two month readiness program. The children learned at an accelerated pace for sometime and achieved three grades' work in two years. The experiment was repeated, using a larger group of students, and again acceleration of learning resulted. The success of the two experiments led the school system to adopt the program for the top 30 percent of its kindergarteners.

The effectiveness of a linguistic approach to formal reading instruction in kindergarten was evaluated by Gruber (1965). For a month, one group of children met daily for 15 to 20 minutes of linguistic instruction which included exposure to Dr. Seuss books. Another group of children had no special instruction. Test results indicated that the linguistic group was significantly better in achievement, a fact which Gruber concluded to mean that the linguistics program had been successful.

Burtis (1965) compared children who were and were not exposed to formal reading instruction. He used readiness and achievement tests to measure achievement, waiting until

Three studies in which programmed materials were used with kindergarteners demonstrate how varied such instruction can be. McDowell (1968) used programmed materials and several stimulus conditions with kindergarteners of comparable intelligence. One group had sound training as a stimulus, one had tactile training, and one had neither. Sound and tactile stimuli were reduced gradually throughout the study. It was concluded that kindergarten children can learn vocabulary using various stimuli, but neither sound nor tactile stimuli are required for word learning.

Watkins (1971) used commercially available programmed materials with five year olds just entering school in England. One group used the materials according to directions given in the teacher's manual. The other group received instruction from a teacher who taught the same content. After four months of 15 minute daily lessons it was discovered that while the programmed instruction group had learned one third of what it had been taught, the teacher instruction group had learned one half of what it had been taught. Greater fluctuation of performance was noted for children using programmed materials.

In sum, the amount of research dealing with formal pre-school reading instruction is surprising, particularly when leading authorities contend that very little research has been conducted. Unfortunately, most of the research has been limited to the study of the effects of formal instruction in kindergarten and later first grade achievement. Another severe

limitation to the research is the fact that very few re-
searchers have taken care in describing their instructional
programs. Clearly, terms such as "formal reading instruc-
tion" and "customary readiness instruction" are meaningless.
Moreover, when important variables such as time spent on
teaching reading, precise instructional materials, measures
to evaluate the effects of instruction, and the like are not
reported, it is difficult to replicate programs or design
subsequent research. As a result, the research findings on
formal preschool reading instruction must be viewed with
caution. As a matter of fact, it appears that the best that
can be said at this point is that the research suggests
that informal preschool reading instruction is just as effec-
tive as formal reading instruction. At least this conjecture
must stand until more longitudinal research is reported. In
other words, much more evidence is needed. We will return
to this matter in our concluding statement.

Effects of Preschool Reading Instruction on Affective Behavior

The major criticism that teachers level toward formal
preschool reading instruction is that such instruction will
in some way interfere with the child's social and emotional
development. In fact, the folklore of early childhood edu-
cation suggests a number of adverse side effects which might
result from early formal reading instruction. The purpose

of this section is to consider these ill-effects in light of the research, if any, which supports them.

Formal Reading Instruction Robs the Child of His Young Years. A widely held belief among opponents to formal pre-school reading instruction is that such instruction deprives the child of needed time for play and interaction with his peers. This belief, however, appears to be unrealistic if we consider devoting only about 20 to 30 minutes a day to such instruction. A more realistic perspective would seem to be that harm might result from what the child does during formal reading instruction and not from what he misses as a result of such instruction. To the say least, this criticism is very subjective. As a matter of fact virtually no research has been reported on the topic.

Formal Reading Instruction Causes Emotional Problems. A second warning given by opponents to formal reading instruction is that such instruction causes emotional problems. For example, Smith (1955) contends that it is possible that emotional problems stem from attempts to teach children to read at very young ages. Smith bases her position on reviews of more than 260 studies which indicate that the incidence of emotional problems in retarded readers ranges from 42 to 100 percent. It should be pointed out, however, that few of the children in the studies reviewed were exposed to formal pre-school reading instruction. In other words, a causal rela-tionship among reading disability, emotional problems, and

preschool reading instruction has not been demonstrated.

The warning that young children who are exposed to preschool reading instruction might eventually have emotional problems must come from research on teaching preschool children to read. Unfortunately, only one study has dealt with this topic.

Mason and Prater (1966) examined the psychosocial effects of formal reading instruction on kindergarten children by having an experienced first grade teacher provide reading instruction to a group of preschool children. A comparable group received a regular kindergarten program. Tests of reading readiness and personal-social adjustment administered after five months of instruction revealed that boys exhibited less acceptable classroom behavior as a result of reading instruction. However, it would be an overgeneralization of the results of this study to suggest that any relationship exists between early reading instruction and emotional problems. Much more research is needed.

Formal Reading Instruction Causes a Dislike for Reading. Early reading instruction has often been blamed for children's chronic dislike for reading. Clearly, presenting young children with reading tasks for which they lack prerequisite skills might result in a dislike for reading. On the other hand, presenting children with reading tasks for which they already have prerequisite abilities might result in the successful learning of reading. Moreover, experiencing

early success in reading might nurture a mature kind of moti-
vation for learning reading skills. This kind of motivation
might well sustain children through the unavoidable diffi-
culties they will experience later in learning reading skills.
Once again, however, little research has been reported on
this important topic.

In one study dealing with the effects of early reading
instruction on attitudes, Sutton (1965) provided preschoolers
with 15 minute periods of reading instruction every day of
the school year. At the end of the year, one third of the
children were able to read preprimer material. Of particular
interest, however, was the fact that the majority of the
children viewed reading ability as evidence of advanced ma-
turity and as a tool for learning and were anxious to learn
more about it.

Kelley (1966) in another study, provided formal
reading instruction for one group of kindergarteners but not
for another group. At the end of the school year reading
tests and attitude scales were administered to all children.
The reading group had far better reading ability than the
non-reading group. Attitude scores were found to be related
to readiness. Also of interest was the fact that highly
intelligent children in both groups had better attitudes
than other children.

Formal Reading Instruction Depresses Independence
and Creativity. Another widely held belief among teachers

is that formal preschool reading instruction depresses inde-
pendence and creativity. Although this belief has been wide-
ly accepted among opponents to preschool reading instruction,
it has not been substantiated by research. Consequently, we
shall consider this topic in light of our experience.

Indeed, formal reading instruction is highly control-
led and makes great use of repetition and patterned responses.
It has been our observation that children exposed to such in-
struction demonstrate an increase in the spontaneity with
which they approach new reading tasks.

With regard to creativity, it does seem that the tra-
ditional informal reading instruction found in most preschools
provides children with opportunities to think creatively. On
the other hand, from what we know about fostering creativity
it would seem that formal reading instruction might be used
as a means to challenge or teach the child to think creatively.

As our conclusions suggest, the fear surrounding the
possible ill-effects of preschool reading instruction appears
to be unfounded. In more cases than not, the side effects of
preschool instruction appear to be more beneficial than harm-
ful. From the point of view of emotional and attitudinal
development, perhaps the most beneficial side effect is that
children tend to develop pride and confidence in their ability
to learn to read. Consequently, formal reading instruction
might be an alternative for better adjustment toward academic
work in later years.

Educational Television and Preschool
Reading Instruction

Most teachers are aware of the fact that the cost of preschool reading instruction for all children is almost prohibitive. Educational television, however, may represent a financially feasible alternative. The most recent undertaking in educational television for the preschool child is Sesame Street, a production of the Children's Television Workshop, which is televised over most educational television stations in the United States. Founded by Mrs. Joan Cooney and financed by the Carnegie Corporation, the Ford Foundation, and the U.S. Office of Education, Sesame Street was first presented in November of 1969. The program makes use of the principles of repetition and discontinuity. Brief sequences, lasting no more than six minutes, present information on body parts, geometric forms, relational concepts, and various skills related to reading. This broad scope of skills is taught in a multitude of ways by a variety of characters, ranging from the main human personalities in its integrated cast to cartoon-animated characters, and most effectively by the various moppet puppets, mainly Kermit the Frog, Ernie and Bert, and the "Cookie Monster." Quick and unrelated segments are presented in tachistoscope fashion and are based upon the style of television commercials that have been so effective with young children. The viewer, during these one minute commercials, is bombarded with flashes of numbers and letters

which sponsor the program for the day. The popularity of
the broadcast is revealed by its Neilson ratings which esti-
mate its preschool viewing audience at over six million
viewers daily.

Undoubtedly, Sesame Street is·a popular success: the
viewing audience has doubled and the series is now being
aired in over 20 foreign countries. More important, however,
are the positive results of the evaluation of the programs.

After an extensive analysis of the data collected by
the Educational Testing Service, Ball and Bogatz (ED 047 823)
made the following conclusions: (1) Sesame Street has demon-
strated that television is an effective medium for providing
instruction for preschool children, (2) children who watched
the most programs learned the most, and (3) the best learned
skills were skills receiving the most program time.

Not all the observations of Sesame Street have been
positive. Many educators have argued that a number of valuable
objectives for preschoolers were excluded from the series. Of
course, this is a subjective criticism. If any evaluation of
Sesame Street is to be legitimate, it must be made with respect
to the objectives of the program.

The first major criticism of Sesame Street stems from
a study reported by Sprigle (1971). In this study, Sprigle
assigned 24 pairs of children to an experimental or control
group. The experimental group viewed Sesame Street and was
involved in all additional activities suggested by the

Children's Television Workshop. Instead of viewing Sesame
Street, the control group spent an equal amount of time in
other learning activities. Surprisingly enough, Sprigle found
that the experimental group failed to perform significantly
better than the control group on the Metropolitan Readiness
Test administered at the beginning of first grade.

It should be noted that an experimental design, as
Sprigle admittedly utilizes, is inappropriate for evaluation.
Obviously, there exist other treatments less effective, equally
effective, or more effective, than Sesame Street. The purpose
for evaluation is to make decisions. At least one factor
which influences educational decisions is cost. Unfortunately
Sprigle failed to interpret his data in light of the cost of
the experimental and control treatments. In other words, if
two programs are equally effective, one might just as well
select the less expensive of the two. Space does not permit
a more detailed discussion of other methodological issues
related to this study.

Also surprising (to Sprigle) was that advantaged chil-
dren learned 15 percent more than disadvantaged children. It
seems reasonable to believe that an effective program would
increase the variance between advantaged and disadvantaged.
In short, children with the more developed base for learning
should be expected to learn more at a more rapid rate.

The second source of doubt concerning Sesame Street
deals with the Educational Testing Service's evaluation

mentioned earlier. In this study children were selected on
the basis of being either socially advantaged or disadvan-
taged. The sample was then administered a pretest based on
Sesame Street's instructional objectives. Following the
Sesame Street series, subjects were placed in four groups,
based on viewing patterns. Group One had viewed Sesame Street
less than once per week. Group Two had viewed it at least
twice per week. Group Three had viewed the programs at least
four times per week. Finally, Group Four had viewed more than
five programs per week.

The results of posttest scores revealed that children
who had viewed the series the most learned the most. These
results should, however, be viewed with caution. Once again
an experimental design failing to meet the assumptions of
parametric statistics was employed and the conclusions of the
study are based on gain scores. Other weaknesses in the
study are reported by Ingersoll (1971).

To summarize, preschool reading instruction through
educational television has been accepted by the public and
by many educators with some enthusiasm. The effectiveness
of instruction through this medium has been praised and
questioned, sometimes with more passion than objectivity.
The educational community would be well advised to withstand
judgment on the effectiveness of this approach until addi-
tional evidence is offered. For example, it is not clear
how first grade programs should be articulated with the con-
tent of preschool reading instruction provided by television.

Moreover, the real worth of this method must be determined by longitudinal studies.

Teacher Aides and Preschool Reading Instruction

Many preschool teachers cry out for assistance in meeting the needs of their pupils. Quite often they want teacher aides to join them in their classrooms, meeting and working with students who need special help in reading readiness or reading instruction.

The effectiveness of teacher aides in preschool reading programs has been examined in a few studies. In general, the help of aides has resulted in greater achievement, perhaps because of increased attention to individual children.

Kindergarten classes having none, one, or five teacher aides were studied by Goralski and Kerl (1968). Teachers and aides received in-service instruction to help them understand the role aides might play in preschool reading programs. When readiness tests were administered to children in all classes, it was found that classes with one aide had the highest scores, followed by classes with five and no aides. Apparently, teacher aides can help children become ready to read, but too many aides can hinder learning.

One way of finding teacher aides and also of involving parents in school programs is to use parents as tutors. Keele and Harrison (1971) used parent tutors with one group of kindergarteners and first graders and student tutors with

another. Tutors were trained and given manuals to follow.
For six weeks tutors worked with children, teaching letter
naming, sounding, and blending. Tutoring was effective in
improving children's readiness test scores, and parents and
students were equally effective as tutors in this struc-
tured program.

In a less structured program, Niedermeyer (1970)
instructed parents in the use of exercises involving words,
beginning and ending sounds, and blends. The exercises
appeared in packets which children brought home from school
at the beginning of each of the program's 12 weeks. Some
parents were told they would be held accountable for their
children's progress and they were given frequent feedback on
performance. Children who participated in the program per-
formed better than children who did not, particularly when
their parents had received feedback and felt responsible for
their children's success. The investigators concluded that
parents can assist children in readiness activities and that
the degree of organization of a parental program is a factor
in its success.

In summary, the research on the use of teacher aides
in preschool reading programs reveals that teacher aides and
parents can be used effectively. Success appears to be en-
hanced when the teacher has only one aide to manage. As
might be expected, structure and feedback have a positive
effect on the performance of teacher aides. Consequently,

it is wise that the teacher and teacher aide plan their
activities together.

Conclusion

In the preceding sections, an attempt was made to
acquaint the teacher with the research on preschool reading
instruction. We presented questions of interest to the
teacher and proceeded to discuss the literature most perti-
nent to those questions. In this concluding segment, we
would like to reflect on those questions by way of criticism
and suggestion.

And now the key note question: Should age and/or
readiness be factors in determining whether to commence pre-
school reading instruction? Frankly, the only perspective
from which to view this question is that the research very
definitely indicates that preschool children can and do learn
to read.

A question that is not so easily resolved deals with
whether informal or formal readiness experiences are more
appropriate for preschool children. The literature reveals
that both have positive effects on readiness for reading and
reading achievement. Probably, the best way to answer this
question is to ask the following question: To what extent
are teachers ready to articulate the formal preschool reading
program with the first grade reading program? Obviously, if
the formal reading program is not commensurate with the first

grade reading program an informal program would be more
desirable. If, on the other hand, first grade instruction
systematically builds upon what the child has learned and
first grade teachers are willing to provide individualized
instruction for the child who acquires reading skills
early, a formal program might be more desirable.

Now, the question that has served as a springboard
for a great deal of discussion: How effective is formal
reading instruction at the preschool level? Research re-
ports indicate that formal preschool reading instruction
is effective. In fact, is is apparent that many preschool
children respond to and enjoy actual reading instruction.
We would like to hastily add, however, that we really know
very little about formal preschool reading instruction. As
a matter of fact, in more cases than not formal preschool
reading instruction is achieved by simply moving the first
grade curriculum downward. Certainly, moving first grade
reading instruction downward does not constitute a desir-
able preschool   reading model. Formal preschool
reading instruction should be guided by principles of learning
and development rather than by existing first grade models.

The above argument notwithstanding, we would like to
point out that we actually know very little about the scope
of formal preschool reading instruction. That is, what skills
should be taught? The same is true of our knowledge concer-
ning the task steps the child must go through to acquire

reading skills.

Closely related to the above statements is the fact that we have not identified the age placement of reading skills. In other words, we do not have answers to the following questions.

1. What reading tasks can the preschool child learn with reasonable success?

2. What student characteristics are prerequisite to the preschool child's mastery of a given reading task?

3. What prerequisite characteristics are amenable to training?

4. What alternative training procedures can be imposed upon children who lack the prerequisites for learning reading tasks?

Another area which we know little about is the timing of preschool reading instruction. What we mean here is how fast each reading skill should be taught. Within this same area, we do not know the following: (1) how long a session of formal reading instruction should last, (2) with what frequency should preschool children be exposed to sessions of formal reading instruction, and (3) whether training on particular activities should be continued until all task steps related to a particular reading skill are mastered to a reasonable degree of efficiency.

Moving on to another important area, it seems safe to say that we are limited in our knowledge about how reading

skills should be taught at the preschool level. In other words, we need more information on the various methods which could be used to teach the preschool child so that he can master reading skills more efficiently, Similarly, we need to define which method would enable the child to master a particular reading skill most efficiently.

There is also disparity in our knowledge about the instructional materials through which each reading skill should be taught. In short, what are the various instructional materials which could be used to teach the preschooler so that he can master reading skills more efficiently? Which instructional material would enable the young child to master a specific reading skill most efficiently.

Another area about which our knowledge is severely lacking concerns the sequence in which reading skills should be taught to the preschool child. To be more precise, given a series of reading skills to be taught to the preschool child: (1) what is the order relation or dimension underlying these skills?, (2) which of these order relations can be altered?, and (3) if the order relations of these skills can be altered, what sequence would be most conducive to most efficient mastery of these skills?

Finally, our knowledge concerning organization for preschool reading instruction is close to nil. Since research has only scratched the surface on this important area, we should make every attempt to determine the most effective

procedures for deploying staff and facilities in order to create an environment most conducive to the preschool child's mastery of reading skills.

Of course, information on the above areas can only be provided by an enormous amount of tedious and systematic research. Investigators exploring the efficacy of formal preschool reading instruction have been less than systematic in their research. Consequently, the answer to the question "how effective is formal reading instruction at the preschool level?" must be answered ambiguously. In many situations such instruction is definitely profitable. In other situations it is not. We just do not have the information available at this time which must serve as the knowledge base for answering this question.

A perennial red herring in the literature on preschool reading instruction is whether such instruction has an adverse effect on the affective behavior of young children. At least this is the criticism most often raised by critics of preschool reading instruction. It is this writer's conclusion that this criticism is rather passionate, stemming from subjective opinion rather than objective observation. As a matter of fact, the preponderance of information available on the subject indicates that preschool reading instruction has a neutral effect on affective behavior. This should not be interpreted to mean harmful effects are not possible, however. We need much more research on this question.

What evidence is there that a child who truly learns
to read prior to first grade will achieve better in reading
during later years? The obvious answer to this question is
that there is very little evidence. As noted earlier, most
researchers discontinue their research after children enter
first grade. As a result it is virtually impossible to
provide a meaningful answer to this question. The Denver
Study, however, is an exception. It will be remembered that
the Denver Study revealed that children maintain reading
gains through grade six. Other than this study, longitudinal
research has just not been done.

To what extent is there evidence that formal preschool
reading instruction is sufficiently effective that its prac-
tice should be widespread in kindergartens, nursery schools,
and other so-called preschool education environments? Given
the situation where one strongly advocates preschool reading
instruction, the answer to this question would still have to
be that there is very little evidence. The main reason for
this point of view is the fact that most schools are simply
not prepared to take advantage of the early reading achieve-
ment children make in preschool. In more cases than not,
this situation could be obliterated by in-service education.
Until schools are ready to respond appropriately to children
who learn to read early, there is really no reason for such
instruction to be widespread.

What about preschool reading instruction through edu-
cational television? It is our conclusion that it should be
encouraged for a number of reasons. First, the cost is not
prohibitive. Second, it reaches great numbers of children.
Third, it reaches children at all socioeconomic levels.
Fourth, children seem to enjoy it. Last, the instructional
content of programs such as Sesame Street is available for
analysis by educators. Consequently, there should be no
problem for the schools to blend first grade content with
the content of preschool television.

What about the role of teacher aides and parents in
the preschool reading program? The answer to this question
is obvious. These people, if used properly, add to the
success of the preschool reading program. Moreover, when
these people are used the community is involved.

Briefly then, we have attempted to present a dis-
passionate review of the literature on preschool reading
instruction. No doubt, the proponents and opponents of
preschool reading instruction would like to provide rejoin-
ders to our review and conclusions. Since it is not poss-
ible for them to reply, we would like to make two state-
ments. Our review of the literature supports these
statements. First, negative criticism of formal preschool
reading instruction is invalid so long as the social, emo-
tional, and creative potential of the children involved is
maintained. Second, negative criticism of formal preschool

reading instruction which does not force children in the direction of acquiring reading skills for which they have not fulfilled the prerequisites, and which does not disregard the social, emotional, and creative potential of the children, is not valid.

CHAPTER 3

READING READINESS AND EARLY READING INSTRUCTION: SUGGESTIONS FOR TEACHERS

As noted earlier, change has become the by word in preschool reading instruction. Thus, there has been almost continuous controversy concerning whether preschool children should be exposed to informal reading readiness instruction or formal reading instruction.

Many teachers believe that the primary goals of pre-school instruction are to enhance the development of the preschool child in the following areas: social development, emotional development, motor development, language ability, visual perception, auditory perception, desire to read, and work habits. As a rule learning activities are provided for children on an informal basis as their needs and interests emerge. As might be expected, the effects of informal activities on learning are assessed informally, usually by teacher observations and ratings.

In contrast to the above situation, many teachers be-lieve that preschool children are ready to learn to read. Therefore, these teachers propose that reading readiness and formal reading instruction be provided for children through carefully planned sequences of activities designed to enable children to achieve pre-determined reading goals. In more cases than not, reading goals are translated into behavioral objectives. As might be expected, the effects of such in-struction are evaluated in terms of the learner's performance

In other words, the child demonstrates that he has accomplished a particular reading objective by the way he performs in a given situation.

The purpose of this section is to provide the preschool reading teacher with ways of managing both informal and formal reading instruction. First, informal activities for reading readiness and reading instruction will be presented. Next, behavioral objectives for formal preschool reading instruction, along with suggested instructional activities, will be discussed. Then, a discussion of ways to group children for reading will be discussed, followed by suggestions for motivating children for reading. Last, we will present a discussion of commercially produced materials which are available for preschool reading instruction.

Informal Reading Readiness: Suggestions for Teachers

As most teachers know, readiness for reading instruction does not arrive at any particular chronological age. It is nurtured. It is possible for teachers to play a very real part in the development of reading readiness. The preschool reading readiness program should be thought through carefully. Although the ideas which follow are not exhaustive, they may serve as a beginning point for readiness instruction and · suggest ways of making the reading readiness experiences of preschool children challenging and worthwhile.

As mentioned earlier readiness to read is positively related to the habituation of certain behavior and to the development of certain skills and appreciations. Among these habituations and skills are: (1) language ability, (2) motor ability, (3) visual perception, (4) auditory perception, (5) a desire to read, and (6) good work habits. It is possible to develop these habituations and skills through many activities.

Suggested Activities for Developing Reading Readiness. The following activities are suggested for developing reading readiness in the six previously mentioned areas.

A. Activities for developing language ability

1. Conversations between teacher and child, and child and child, with the child taking the initiative and doing the greater part of the talking.

2. Story telling of old familiar ones such as The Three Bears, Red Riding Hood, etc., in which the child has an opportunity to tell a story he knows or to participate by saying with you what the wolf said, etc.

3. Dramatic play of planned and unplanned types (playing house, train, airplane).

4. Choral speaking using Mother Goose rhymes and other familiar and unfamiliar poems.

5. Use of children as messengers to other rooms and to the office.

6. Discussion about the pretty books in the room, and how we can use them with the child making suggestions along with the teacher.

7. Allowing the individual child time to think and respond without apparent hurry on the teacher's part.

8. Discussion by children of interesting pictures or treasures from home giving help in increasing the content and length of sentences.

9. Classification of objects. Children make charts of pictures illustrating general ideas, such as fruit, vegetables, furniture, animals, things mother does, etc.

10. Games using adjectives. Distinguish different kinds of balls, chairs, toys, etc., such as small, little, red, water, etc. Pretend and act out adjectives such as happy, kind, old, etc. Describe each others clothes.

11. Story telling with emphasis on sequence--"What do you think happened next?" "How would you end this story?"

12. Children arrange story pictures in proper sequence. Tell the story the pictures tell.

13. Encourage children to create original stories, rhymes, riddles, individually or as a group activity.

14. Finger plays, dramatic games

B. Activities for developing motor ability

1. Rhythmical work with music such as skipping, hopping, and dancing

2. Drawing on large figure forms

3. Construction work

4. Trace around a form as circle, square, keeping
on a line.

5. Cut out forms, trying to cut on the lines.

6. Fit objects together using nested cubes, peg-
board, simple jigsaw puzzles, etc.

7. Finger painting

8. Modeling with clay, sawdust crunch, and plasticene

9. Puppet plays

10. Work with blocks, pounding board, manipulative
games, puzzles, construction materials

C. Activities for developing visual perception

1. Place several small familiar objects on a table
covered by a cloth or a paper. Remove cover exposing for a
few seconds. Replace cover and ask children to name as many
objects as they can. Gradually increase the number of objects.

2. Place several objects under a cover on the table.
Expose for a few seconds. Have children close their eyes
while one object is removed. Rearrange the remaining objects.
Expose again and try to recall the missing object.

3. Expose a single large pattern for a few seconds.
Remove and have children draw from memory.

4. Expose a picture containing a number of items.
Remove the picture and have children name as many items as
they can remember seeing.

5. Describe some object and have children guess what
it is. For example, "I am thinking of something with large
ears, pink eyes, short tail," etc. Have the children visua-
lize while object is being described. Describe to a child, his
clothes and appearance.

6. Have children match objects, colors, numbers,
words.

7. Put together jig-saw puzzles.

8. Have children count or name rows of objects left
to right. Count with finger, then count with eyes alone.

9. Use audio-visual aids.

D. Activities for developing auditory perception

1. Listen to familiar rhymes. Allow children to give
the rhyming words.

2. Listen to musical tones. Tell which is higher,
lower, alike, softer, louder, etc.

3. Listen to recording and interpret the rhythm.
Clap, march, skip, tip-toe, do what the music tells you.

4. Listen to and identify different sounds such as
wind, insects, bells, whistles, street noise.

5. Have children identify words they hear which
begin alike, end alike.

6. Answer riddles by selecting the correct answer
from pairs of words which sound alike.

7. Have children listen to specific directions and
follow the instructions exactly.

8. Guess disguised voices, hidden sounds.

9. Many listening games, as choosing one child to be "it" and the group echoing sounds he makes.

10. Use records or tapes which have recorded sounds.

F. Activities for creating the desire to read

1. Call the attention of the child to his name and that of others, to labels and posters around the room to show him the real need for reading.

2. Have the child match his name card with the one on the bulletin board.

3. Use attractive picture books, looking at them with the children and encouraging comment.

4. Begin a sentence about a well-known object and let the child finish it.

5. Read parts of a story to the children and give them an opportunity to end the story as they think it will end, then read the author's ending.

6. Read stories and poems to them often.

7. Show your love and respect for books by the way you use them.

8. Show the child how to open a book, how to turn pages and to care for the books.

9. Show pleasure when a child asks about books.

10. Use audio-visual aids.

11. Call attention to traffic signs, billboards, television ads, etc.

12. Use library card.

13. Use books for reference to help children learn to know books as helpful sources of information.

G. Activities for developing good work habits

1. Have child learn to:

a. Finish a task before leaving it.
b. Work steadily without dawdling.
c. Clean up when task is completed.
d. Have simple tasks which he does daily and for which he is responsible as a group member.

2. See that each child gets satisfaction from his work experiences.

a. Praise honest effort.
b. Show pleasure when child has success--when he shows improvement.
c. Give him positive suggestions of what to do to improve--avoid "don't" when efforts are unsuccessful.

3. Allow children opportunities to share their work with others. Help them learn to appreciate work done by others of the group.

Informal Reading Readiness Summarized. The previous discussion has provided suggestions for providing experiences which will provide children with the necessary requisites for reading instruction. After providing readiness activities for children, many teachers are still in doubt as to whether their children are ready for actual reading instruction. Perhaps the following skills checklist will provide the teacher with information on whether children are ready for reading. Certainly, when a child has mastered these skills, he is capable of succeeding in formal reading instruction.

Reading Readiness Skills Checklist

Name_____   Class_____

	Skill	Mastery	
		Yes	No
1.	Can note similarity in objects, signs, words, etc.	___	___
2.	Can note differences in detail in similar objects as three like children with one different.	___	___
3.	Knows differences in orientation: which are going a different way, which are going left, right, which are going above, below, which are short, long.	___	___
4.	Can note differences in words as boy, boy, bag, boy.	___	___
5.	Can hear rhyming words. Clap hands when they hear the word which rhymes with hot.	___	___
6.	Can hear words which do not rhyme with a named word.	___	___
7.	Can hear which word begins with a different letter as: car, candy, boy, cap.	___	___
8.	Can say the words in a group which begin with same letter as: baby, come, took, cup.	___	___
9.	Can supply a rhyming word.		
10.	Can match objects with a picture.	___	___
11.	Can match words as: in, it, in, is	___	___

Reading Readiness Skills Checklist, (continued)

	Skill	Mastery	
		Yes	No
12.	Can match letters with a printed letter as P--LTUPM	___	___
13.	Visual memory of objects. Can find an object flashed from several in a group.	___	___
14.	Can find a letter from memory of a flashed card.	___	___
15.	Can arrange a picture story with events in correct sequence.	___	___
16.	Can answer questions about a story which has been read.	___	___
17.	Can retell in simple words, supplying main details, a story which has been read aloud.	___	___
18.	Can remember the names of and be able to point out objects common to young children.	___	___
19.	Can come before the class and tell about some personal experience so the group may enjoy it.	___	___
20.	Can interpret language through sound, as in choric speaking, dramatization, and singing.	___	___
21.	Can gather, use and understand new words learned through new daily experiences.	___	___
22.	Can recognize the colors of the spectrum.	___	___
23.	Can distinguish right and left.	___	___

After the teacher has provided readiness experiences for children and made careful observations of the skills they have mastered, she will probably recognize that a number of children are ready for actual reading experiences. The teacher may, however, be opposed to exposing children to commercially prepared reading materials. Nevertheless, failure to provide reading experiences for children who are ready is unfair. As a compromise, the teacher might consider using the language experience approach to beginning reading.

Before providing suggestions for using the language experience method, we would like to point out that it has several advantages. For example:

1. The reading materials are related to the child's experiences, making for a high degree of motivation.

2. Reading for meaning is stressed.

3. Complete sentences are used, allowing for emphasis on context clues.

4. Charts permit flexibility of content of reading material.

On the other hand, this approach also has a number of disadvantages. For example:

1. It is difficult to control vocabulary.

2. Basic sight words may not be repeated often enough for mastery.

3. When used exclusively it takes much time.

4. It is difficult to adapt this type of instruction to needs and abilities of all children.

5. It encourages memorization rather than mastery.

<u>Steps</u> <u>in</u> <u>Teaching</u> <u>a</u> <u>Language</u> <u>Experience</u> <u>Story</u>. As
most teachers know, the language experience approach usually
results in a chart or story about a specific topic. The
following procedures are offered as a guideline for provi-
ding reading instruction through the language experience
approach. The suggested time span for developing this
activity with young children is nine weeks.

I. Step One: First Three Weeks

<u>Procedure</u>

1. Readiness

   a. Read a story to the children.
   b. Show the story pictures in the story.
   c. Talk about the story with the children.
   d. Ask the children questions about the story.

      or:

   a. Show the children a film or filmstrip.
   b. Let the children discuss the film.
   c. Let the children "act out" the story.
   d. Ask the children questions about the story.

      or:

   a. Play a record for the children.
   b. If the record tells a story, ask the children
       about it.
   c. If the record teaches a song or dance, let the
       children sing or dance as the record says.

      or:

   a. Talk to the class about something which all or
       most of the children know about. This might be
       the time of year, classmates, etc. Then say
       something like, "Boys and girls, now we are
       going to write a story about what we have just
       said. You tell me the story, and I will write
       down what you say."

2. Title

   a. Ask for the name of the story. You might say,
      "What can we call our story?" Usually the chil-
      dren will select a title. If they cannot decide
      upon a title, let them choose from several titles.
      For example, "What do you think would be a
      good title for our story?"
      More than one title may be given. If this
      is the case, you might say, "Let's choose between
      Jane's title, "Going to Town", and Frank's title,
      "Downtown".
   b. Let each child know that you appreciate what he
      has said, such as, "Thank you, Tom. That is a
      good title."
   c. When the title has been selected, print the title
      on the chalkboard.

3. Story

   a. Ask the class for the first line of the story.
      Several children may talk at the same time. If
      they are saying the same thing, write a four or
      five word sentence about what they are saying.
      You may call on different children to give you a
      sentence for the story.
   b. Write the rest of the story the same way. Remem-
      ber to keep the sentences and the story short.
   c. Say each word as you write it on the board.
   d. When the children have told you the story, read
      it to them.
   e. Point to each word as you read it aloud.
   f. Next, have different children read the story, one
      sentence at a time, to the rest of the class.
   g. Be sure to tell a child the right word when he
      miscalls the word.
   h. Write the story on a large chart.

4. Review

   a. Have the children reread the story at differ-
      ent times. Have the children point so that
      when you read (exactly the same order of words
      that they point to) the story "comes out" right.

5. Follow-up

   a. Give the children 8" by 12" pieces of blank paper.
   b. Point to a letter on the chart.
   c. Tell the children the name of the letter.
   d. Tell the children to write the letter on paper.

    e.   Check each child's work.
    f.   Correct the work, if necessary.
    g.   Do no more than one to three letters in a day.

         Materials:

         Chalkboard — chalk
         8" by 12" sheets blank paper
         Large chart paper - felt pen

II. Step Two: Second Three Weeks

     Procedure

         Same as Step One, except the teacher writes the
     story on chart paper instead of the chalkboard.

     1. Follow-up

         a.   The teacher points to a word she had written on
              the chart.
         b.   She tells the children the word.
         c.   She writes the word on a blank card.
         d.   The teacher calls on several children to match
              the word card with the word in the story.
         e.   The same thing is done with several words.
         f.   The teacher gives the children blank cards.
         g.   The teacher points to a word, tells what it is,
              and asks the children to write it.
         h.   The children write the word on blank cards.
         i.   The teacher checks the students' work.
         j.   Several words are written this way.

              Materials:

              Chart paper — felt pen
              Blank word cards — pencils

III. Step Three: Third Three Weeks

     Procedure

         Same as Step One except story is written on chart
     paper.

     1. Follow-up

         a.   Teacher writes sentences in the story on blank
              sentence cards.

b. Students put sets of word cards into the same order as the words in the sentence.
c. Students match sentence cards with sentences on chart.
d. Students put sets of sentence cards into the same order (top to bottom) as the sentences on the chart.
e. Students read the sentences to the class.
f. The teacher gives the students blank sentence cards.
g. Students are told which sentence to write from the story.
h. The teacher checks the students' work.
i. Students write several other sentences from the story in the same way.

Materials:

Chart paper - felt pen
Blank sentence cards - pencils

IV. Possible Topics for Class Experience Stories

1. The Trip to School Each Morning
2. Going Shopping
3. How to Buy Something
4. The Principal
5. A School Day
6. Jumping in a Mud Puddle
7. Sound of the Rain
8. Our Favorite Pets
9. What to Look for in the Sand
10. How to Buy Food at the Store
11. The Longest Day of the Year
12. The Best Time I Ever Had
13. My Best Friend
14. Cars
15. Making Wishes
16. The Best Stories
17. The Last Time It Rained
18. What We Can Do with Pencils and Paper
19. Cowboys and Indians
20. The Best Thing about School
21. Blowing up a Balloon
22. The Train
23. Toys I Like
24. The Day the Sky Fell
25. T.V. Time
26. Things to do for Fun
27. Riding a Bicycle
28. Running Down the Hill

29. Games We Play
30. What I Would Like to Be
31. Grown-Ups
32. Kinds of Spots
33. How to Save Money
34. How to Buy Candy
35. Flowers
36. Boys and Girls in Our Class
37. The Big Sun
38. What is Hot?
39. What is Big/Little
40. What to Do with Hot Water
41. What the Moon Looks Like
42. What We Do When We Hear Music
43. Sleep
44. Some Good Songs
45. How to Read
46. What I Want to Do Most of All
47. Walk Down the Hall
48. Why We Go to School
49. Good Things to Eat
50. How to Build a House
51. What I Can Do with a Wagon
52. How to Make Good Mud Pies
53. Feeding the Dog
54. This Much is an Hour
55. Why We Have Names
56. What is Fun
57. Riding a See-Saw
58. How to Draw a Pretty Picture
59. Things I Like to Do
60. Going Fishing
61. How to Get Dirty
62. Wash Day at Home
63. What I do at Home
64. Rolling in the Grass
65. Difference in Living on the Farm and in Town

V. Examples of Experience Charts

There are different types of experience charts.
Below are examples of several types of charts. The
The narrative chart is the most common experience
chart.

1. Narrative Chart

We went to the store.
We bought some food.
We paid for it.
We went home.

2. Suggestion Chart

   See a film.
   Write a story.
   Play a game.
   Listen to a story.

3. Class Rule Chart

   Help each other.
   Do not disturb others.
   Plan our work.
   Finish our work.

4. Planning Chart

   Learn to read.
   Learn our alphabet.
   Play.
   Draw pictures.
   Listen to stories.
   Learn our numbers.

5. Diary Chart

   August 26: We started to school.
   October 31: We had a Halloween party.
   November 28 & 29: We had Thanksgiving holidays.

6. Direction Chart

   Write your name at the top of the page.
   Draw a ball.
   Color a ball red.
   Draw yourself playing with the ball.

7. Fanciful Story Chart

   One day we were playing.
   A big bear said, "Can I play, too?"
   We said, "Yes, you can."
   We played with the bear all day.

8. Poetry Chart

   "A little boy
   bought a toy." by Tom

   "If I turn blue,
   what shall I do?" by Mary

Behavioral Objectives for Formal Reading Readiness
and Reading Instruction. As indicated earlier, the primary
goal of informal reading readiness and reading instruction
is to meet the emerging needs and interests of children with
informal activities. In contrast, the goal of formal reading
readiness and reading instruction is to provide carefully
sequenced and planned activities which enable the child to
reach pre-determined reading objectives.

As a rule, the objectives for formal reading instruc-
tion are stated in behavioral terms. In other words, the
specific behavior to be observed and the conditions under
which that behavior will occur are precisely identified.
Parenthetically, we might point out that the most frequently
used argument against behavioral objectives is that they
inhibit or make instruction too mechanical. Of course, this
is not true. A behavioral objective merely identifies how
the child is expected to behave as a result of instruction.
The learning alternatives and activities for reaching behav-
ioral objectives are left to the teacher. Thus, the teacher
has every opportunity to provide creative instruction for
children. In short, the use of behavioral objectives does
not dictate the instructional procedures the teacher might
use.

The following list of behavioral objectives, along
with very brief suggestions for instruction, is provided for
teachers who wish to implement formal preschool reading

readiness nd reading instruction. The teacher will immedi-
ately recognize that these objectives range from very simple
reading behaviors such as book handling to very complex
reading behaviors such as recognizing literary forms and
techniques. We do not mean to suggest that all the reading
behaviors identified should be expected of all children. On
the other hand, the teacher might find that many of her
children are capable of responding to instruction designed
to reach a great number of these objectives.

The list is comprised of over 100 objectives organized
into the following categories:

1. Following Directions
2. Dramatizing
3. Being Read To
4. Book Handling
5. Persons and Names
6. Visual Discrimination
7. Auditory Discrimination
8. Attempts to Read
9. Sound-Symbol Correspondence
10. Word-Meaning and Vocabulary
11. Concepts
12. Details
13. Sequence
14. Main Ideas
15. Characterization
16. Literary Forms and Techniques

We also hasten to add that this list of objectives is
not meant to be exhaustive. It should also be pointed out
that the categories represent this writer's bias. Regardless
of their limitations, however, this list of objectives should
provide a starting point for teachers to begin formal reading
readiness and reading instruction. No doubt, it will be neces-
sary to add to or subtract from the list, depending on the
local situation.

Following Directions

Objective: Given an oral direction in a one-to-one
situation, the student will correctly carry out
the direction.

Give the student three pieces of paper cut into different shapes: A square, a circle, and a triangle. Place in front of the student a form in which he can correctly place the shapes.

Ask the student to place the square in the area in which it will fit best. Ask the student to place the circle in the area in which it will fit best. Ask the student to place the triangle in the area in which it will fit best.

Objective: Given an oral direction in a group situation, all students will correctly carry out the
direction.

Tell the students they are going to play a game called "Up and Down." Ask the students to form a circle; help them to form a circle if necessary. Ask the students to listen carefully to the directions. Give them the following example and illustrate what they do. My head can go up and down--nod head up and down. Start with head and work down to feet.

My head can go up and down.

My arms can go up and down like a bird flapping
its wings.

My feet can go up and down like marching in a band.

My body can go up and down when I jump.

Other, e.g., fingers, toes, nose, tongue, etc.

Objective: Given a three-step oral direction in a one-to-one situation, the student will correctly carry out the direction.

Give the student the following three items:

1. A flower pot or empty milk carton or box.

2. A large piece of styrofoam, cotton, soil, crumpled newspaper.

3. A plastic flower, or paper flower with stem.

    (a) Ask the student to pick up the flower pot.

    (b) Ask the student to put the styrofoam (soil) into the pot or carton.

    (c) Ask the student to put the flower into the styrofoam which is in the pot.

Objective: Given a three-step direction in a group situation, all students will correctly carry out the direction.

Tell the students that there are three objects in front of them (each student should have three beads, buttons, or any desired group of objects as long as they are all alike). Ask the students to pick up one button and put the button under the chair in which they are sitting, or on the floor. Ask the students to take the second button on the table in front of them and put it in the box which is in the middle of the table. Ask the students to put the third or last button on the chair on which they are sitting.

Then ask the students to look on the table where the three buttons were. Ask the students how many buttons are on the table in front of them now.

Objective: Given a direction to be carried out at a
later time, the student will correctly carry out
the direction.

Give the student an M & M or piece of candy. Tell the
student that before he can eat the candy he must walk to the
door, open it and then he can eat the candy.

Dramatizing

Objective: Given a picture or story, the student will
exhibit an observable spontaneous reaction to the
picture or story.

Read the following story to the student.   Ask the
student to think about how the clown's face looks as the
story is read. On the second reading ask the student to use
his own face to show how the clown's face looked.

1. Pogo the jumping clown was sleeping in his bed.
The other clowns were going to play a joke on their friend.
They took a long feathery feather and began tickling Pogo's
nose.

2. Pogo's friends were always playing tricks on him.
One day they thought it would be fun to paddle Pogo when they
were playing. Pogo couldn't sit down the rest of the week.

Objective: Given a group of students engaging in
finger play, the student will observe the others
with interest.

Ask a group of students to repeat the following rhyme,
illustrating it by using their fingers.

Ask children to close their hand and form it into a
fist, then hold up themb--and say:

I am a thumb and can act like a drum and go
rumba, dum, dum.

Ask students to move thumb up and down as if playing
a drum.

Hold up second finger and say: The pointer and the
thumb can go clap, clap, clap.

Ask students to clap thumb and pointer.

Middle finger--say: Now we are three and my fingers
are almost free.

Ask the students to wiggle the three fingers.

Fourth finger--say: Here comes number four, only
one more.

Ask students to hold up fourth finger.

Fifth finger--say: Up comes the pinkey as quick as
a winkey.

All fingers are up.

Objective: Given a story to be read orally by the
teacher, the student will independently assume
the role of one of the characters.

Read the following story to the students. Ask the
students to pretend that they can look and act like the
character in the story.

The lion awoke when the sun came up. He rubbed his
eyes with his paws and opened his mouth so wide he could
almost swallow the world as he yawned. He suddenly jumped
up. Out of the corner of his eye he saw food. As fast as
a streak of lightning he began to run, run, faster, faster,

but he wasn't fast enough. Breakfast was quicker than he.

> Objective: Given a familiar story, the student will
> choose and act out the role of one of its
> characters.

Read or tell the story of "Goldilocks and the Three Bears." Ask a child to act out the role of Goldilocks or any one of the three bears.

> Objective: Given several oral examples of stories,
> the student will orally compose an original story.

Read the following sample stories to the student:

1. The furry white rabbit hid in the snow white forest until the hungry red fox had disappeared.

2. On an old apple tree was the biggest, reddest, most beautiful apple I had ever seen. I wanted it so much. But how could I get to it?

3. When I go to sleep the room is dark and quiet. That is the time when the shadows on the wall start to look like giant monsters in the night. As soon as I see them I quickly grab my blanket and put it over my head. Now I'm safe.

Being Read To

> Objective: Given a reading period in which the teacher
> reads to a small group of students, the student will
> readily attend the small group.

> Objective: Given a story with pictures to be read
> orally by the teacher, the student will listen to
> the story.

> Objective: Given a story without pictures the student
> will listen to the story.

Select books which have wide appeal, such as Newbury Award Winning Books. The stories should be short and fast moving.

Some examples of picture books which could be used with children are:

1. Harry, the Dirty Dog
2. The Wild Things

Examples of books without pictures are:

1. Fairy tales
2. Nursery rhymes

As the teacher reads to the group, she should note students who do not attend.

Book Handling

Objective: Given the question "What is a book for?," the student will respond that a book is to read.

Show the student a vividly colored book. Ask the following questions:

1. Should we use this book as a rug to sit on?

2. Should we use this book as a tray to carry food on?

3. Should we use this book as a cover for our head?

4. Or should we use this book to read and find out what happens in the story?

The teacher might also simply ask the student, "What is the book for?"

Objective: Given a book to look at, the student will place the book in the proper position for reading.

Have the students do the following exercises.

1. Give each student a book, and tell each student
to stand up.

2. Have the student hold the book up over his head
as far as he can reach. Ask if he can read the book in the
position in which he is standing.

3. Have the student hold a book in his hands and
extend his hands as far out in front of him as he can. Ask
if he can read the book in this position.

4. Have the student place the book at his feet while
standing. Ask if he can read the book in this position.

5. Have the student sit down and place the book in
front of him, at a comfortable distance. The teacher may
have to help place the book appropriately. Ask if this is a
good position in which to read a book.

6. Gather books and direct student to select a book
and position it in a way which is best for reading.

> Objective: Given a book to look at, the student will
> correctly identify the page on which the story
> begins, by pointing to it.

Using either a large book or an overhead transparency
of the pages, do the following:

1. Ask the students if they wanted to read the story
would they begin on the front cover, hold up front cover, or
back cover, then hold up the back cover. Open to title page
and ask the same question. Turn to the last page in the

book and ask the same question. Finally turn to first page

on which the story begins. Read first paragraph. Ask stu-

dents if this is the page on which the story begins.

Give each student a book and ask each to turn to the

page on which the story begins and to point to it.

> Objective: Given a book to look at, the student will
> correctly identify the page on which the story ends
> by pointing to it.

On the assumption that the children can find the f.   .

page, the same technique as described above can be utilized,

pointing out that the end of the story appears at the back of

the book.

> Objective: Given a book to look at, the student will
> correctly identify where the title is by pointing
> to it.

Hold up a large picture book. Ask the students if

they can point to the name of the book on the cover. Tell

students there is another place in the book which has the

title on it. Open book and show where it is located.

Give each student a book. Tell them to point to the

title on the cover, then to open the book and find the page

within the book which has the same title and point to it.

> Objective: Given a book to look at, the student will
> correctly identify the front of the book by
> pointing to it.

The same techniques as utilized in the preceding

activities can be used.

Objective: Given a book to look at, the student will correctly identify the back of the book by pointing to it.

The same techniques as utilized in the preceding activities can be used.

Objective: Given a book and the instructions to pretend to read the book, the student will turn the pages one at a time from right to left.

Ask the students to pretend they are sleepy and are going to bed. Ask them how they would look if they "pretended" they were sleeping. Ask the students how they would look if they pretended they were eating. Tell the students they are now going to pretend they are reading a book.

Let each child pretend he is going to the library to look for a book. What would they look at first (cover)? Have students then open book and look at each page; stop long enough so that each page is turned separately. Have students then turn to title page, then to page on which story begins, then to look at each page until they reach the last page of the story. Then ask them to turn to back cover, close the book and turn it with the front cover facing them.

Objective: Given a book, the student will correctly identify the top of the book by pointing to it.

Tell the student to stand up and place both hands at the top of their heads. Have the students subsequently place their hands on the top of the following objects:

1. Chair   3. Plant

2. Bookcase   4. Picture

Hold a large book upside down and ask the students if they can read the book if it is held upside down. Show inside if necessary to show pictures upside down. Show students that the book has to be rightside up for reading. Place book in correct position. Ask students to point to top of the book.

Give each child a book upside down. Ask students to point to top of the book.

> Objective: Given a book, the student will correctly identify the bottom of the book by pointing to it.

With the same procedure as above, use the bottom of objects.

> Objective: Given a book and the instructions to "follow a line of print with your finger as if you were reading," the student will follow the line horizontally from left to right.

Write a sentence on the board. Ask a student to come to the board and point to each word starting from left to right.

Give each student a book on which only one line of print is written on each page. Have the student point to each word from left to right.

Give students book with two lines of print per page and use the same procedure.

To help children, a red string could be placed on the right hand and blue on the left. Tell children to keep left hand on first word and right hand on last work and move the blue toward the red.

Objective: Given a book and the instructions to "fol-
low several lines of print as if you were reading,"
the student will return to the beginning of each
new line with his finger.

Same procedure as used above can be varied and exten-
ded by doing the following.

Color code each line, beginning and end, and ask the
child to move finger from one color to the next.

Draw a maze and let students practice moving their
fingers from left to right.

Maze   child told to have finger
              jump
                   from
                        box
                            to
                                box
                                    and
                                        slide
                                             down
                                                  a
                                                   ramp

      to next line and continue jumping

Objective: Given a story read orally by the teacher
and three pictures, one of which is related to the
content of the story, the student will correctly
identify the picture related to the story.

Read a story which is familiar to the students such as

"Little Red Riding Hood." Hold up two pictures which are

obviously unrelated to the story and one which clearly shows

Little Red Riding Hood and the wolf. Ask students which pic-

ture belongs in the story. The pictures can become increas-

ingly difficult to distinguish between one another.

A prelude to this could be to hold up two objects

which are alike and ask students to find one which is

different, then opposite, then all three different, then
two alike, then two different, etc.

Persons and Names

Objective: Given a situation in which the teacher
calls the name of the student, the student will
respond in some way.

Ask the students to form a circle. Tell them they
are going to play a game called "Names in the Circle."

Draw four concentric circles; place students in outer
circle. Place students' names on pieces of paper, and write
names four times, one for each of the four steps in the cir-
cles. Put names into a box. Tell the students each time
they hear their name they may take a step forward into the
first inner circle. The child who's name is called three
times from the selection box wins the game. Each child's
name will be called at least once so that all participate.

Objective: Given a situation in which the teacher
calls the name of another student, the student will
look directly at the student who was called upon.

Ask the students to play a game in which they'll have
to guess who is missing. Ask all the students to close their
eyes. Select one child to go and hide (the others are still
hiding their eyes). Tell the children to open their eyes,
and say, "do you know who is hiding?" Elicit response, SUSAN
IS HIDING. Ask students if they can find Susan and to turn
chairs so they are looking at her in her hiding place. Repeat
with other students.

Objective: Given a situation in which the teacher
calls the name of an absentee, the students will
respond with "he's absent."

On a day in which all the students are present call
out the name of each student and say, IS SUSAN HERE TODAY?
Tell student to respond, YES, I AM HERE or PRESENT TODAY.
Do this with all the students.

Tell the class to pretend that Susan is absent, tell
Susan to go to a corner of the room. And ask the class, IS
SUSAN HERE TODAY? If students answer NO, ask them to repeat
the sentence, NO, SUSAN IS ABSENT TODAY. Do this with each
student. Continue procedure daily until students know the
routine.

Objective: Give three first names written on the
blackboard, only one of which belongs to any of
the children in the room, the student will correctly
identify his own name.

Construct a name tag for each student to wear around
his neck. Tell the students you are going to write three
names on the board, one of which belongs to someone in the
room. If the student sees his name written on the board,
he is to stand up and say I AM TOM. Have student come up
to the board and show that his name tag matches the name
written on the board.

Objective: Given three first names written on the
blackboard, only one of which belongs to any of
the children in the room, the student will cor-
rectly identify which name is that of a classmate.

Put a necklace name tag on each student. Divide the students into pairs. Tell the students you are going to write three names on the board, only one of which is in the room. Tell the partners that when they see the name of their partner on the board, the partner is to stand up and say MY PARTNER'S NAME IS TOM. Then have the partner bring TOM up to the board to match names. Do this with other students.

> Objective: Given a pencil and paper, the student will correctly write his name.

Tell the students that they are going to play a game to see who can remember how to write his name without looking at his name tag (each child should be wearing a necklace name tag). Tell the students to turn their name tags over so they can't see them. Give students paper and pencil and tell them to write their name. After they have done so, tell them to look at their name tags to see if they were correct.

> Objective: Given instructions to spell his own name orally, the student will correctly say the letters of his own name in the proper sequence.

Give students dice or blocks with the letters of the alphabet on them. Have the student spell his name using the dice or blocks. Then mix up the letters on the blocks and ask the student to spell his name orally.

> Objective: Given instructions to spell orally the name of a classmate, the student will correctly say the letters of the name in proper sequence.

Select one student to form his name from blocks on which the letters of the alphabet are written. Have the student select a classmate to come and read or say his name and spell it.

Visual Discrimination

Objective: Given a set of five geometric shapes, two of which are identical, the student will correctly identify the two figures that are the same.

Accumulate four balls, put three of them in different places in the room. Hold up the remaining ball and ask a student if he can find the other three round balls in the room. Use this same procedure with other geometrical shapes.

Place five geometrical shapes on a table, two of which are alike, and choose a student to come up and select the two which are the same.

Objective: Given a set of three geometric shapes, two of which are identical, the student will identify the one which is different.

Ask two children to take off their shoes. Ask the students to look at the four shoes closely, then ask them to close their eyes. Put two shoes which are the same and the one which is different in a line. Ask the students to open their eyes. Select a student to pick out which of the three shoes is different. Use the same procedure with geometrical shapes.

Objective: Given multiple sets of geometric shapes, some of which are identical and some different, in each case the student will correctly identify the pair of figures as being alike or different.

Place in front of the student the following: Two identical blocks and two identical balls. Ask the student to select which two are alike and which two are different.

Objective: Given a set of pictures of geometric shapes, numbers, and letters, the student will correctly identify which of the pictures are letters.

Place the following groups in front of the student: Pictures of blocks, circles, etc., letters, and numbers. Tell the student to pick out the items which are the same and put them into separate piles.

Repeat the same procedure using letters and numbers, then shapes and letters. Then put the following assortment in front of the student: Pictures of circles, numbers, letters, etc. Ask the student to pick out the pairs of letters only.

Objective: Given a set of words differing only in initial consonants and instructions to tell how these words are different, the student will notice that the initial letter of each word is different.

The following pictures will be necessary: a picture of a cat, hat, rat, mat, fat man, can, fan, man, van. Place the pictures on the board or on table.

Ask a student to look at the pictures and say what he sees, then ask what letter the word begins with and have the student write the letter in the blank next to the picture. Follow the same procedure for each group of words.

Take down the pictures and have the students read the words in each group. Ask students how these words differ and how they are alike.

> Objective: Given a picture of a boy with the word "boy" printed below it, and the letter combinations yob, oby, boy, byo, the student will correctly identify the combination which matches the picture.

The following pictures with their names written beneath them are necessary: cat, pig, cow, girl.

Make up four cards with one of the words, cat, pig, cow, or girl written on it. Let students come and match the word on the card with the word under the picture. Next, make up two cards for each word with the letters of each word scrambled. Give the three cards to a student and ask him to read the card that has the same spelling as the picture on the board and put it next to the picture and word. Increase difficulty by adding four scrambled words and one correct.

Auditory Discrimination

> Objective: After hearing familiar sounds, the student will correctly identify the sounds.

Ask the students to close their eyes. Tell them you are going to make sounds which you want them to guess. Tell them when they know the answer to open their eyes and do what you did to make the sound.

> Sample demonstration: clapping hands
> sneezing
> running in place
> coughing

Objective: Given single syllable or one syllable words, the student will respond to each one with a rhyming syllable or word.

Write the following words on the board: BING, BONG, CLANG, RANG. Say the following word, RING. Ask the students to tell you which of the four above words sound like RING.

Other examples are:

Word

KEY	1.	Tree	2.	Bean	3.	Cotton	4.	Hot
ROW	1.	Ring	2.	Bow	3.	Bat	4.	Cat

Then say a word and ask the child for a rhyming word.

Objective: Given sets of five words, two of which have the same initial consonant, the student will correctly identify the two words that have the same initial consonants.

Put the following two pictures with the words next to it on the board: pan, ring, boat, dog, bat, girl

Ask the students what these are, then ask them to look at the words and see how the words are alike. Continue this procedure with other pairs of words containing the same initial consonants.

Put the following three pictures and words on the board: car, dog, cat

Ask students to select two words which begin with the same initial consonant. Continue procedure with other examples using two similar, one distractor, then two similar, two distractors, two similar, and three distractors.

Eliminate pictures and begin with two words and one distractor until reading two similar and three distractors.

Objective: Given sets of five words, two of which
have the same ending consonant, the student will
correctly identify the two words that have the
same or alike ending consonants.

Use same procedure as used above with initial con-

sonants, substituting final consonant.

Attempts to Read

Objective: Given a book with pictures, the student
will make some overt response to the picture.

Select a book with large colorful pictures. Open book

to one of the pictures and make up a story about the picture.

Call on students to make up stories about subsequent pictures.

Objective: Given a book the student likes, the student
will originate his own name for the book.

Display a large variety of books on a table. Cover

the title of the books with slips of paper. Ask students to

look at the book and think up a good title for it.

As a prerequisite, teacher could show students that

objects in life have more than one name, therefore books too

can have other names than those given to them.

Objective: Given an unfamiliar book with pictures,
the student will tell a story from the pictures
in the book.

Show students pictures depicting other children playing,

jumping rope, etc. Ask the students if they can tell a story

about what is happening in the picture. Then open to a page

in a book with which students are familiar. Ask students to

describe what is happening in the picture shown. Then open
to a picture in a book which students are not familiar and
ask students to tell a story about what they see.

> Objective: Given a book of his choice, the student
> will ask or show in some way that he wants to
> read from the book.

Begin telling the students a story from a book with
which they are familiar. Ask a student if he can find the
book in which he will find the story you have begun telling.
Stop the story before an exciting part and wait for students
to respond that they want to hear the rest.

> Objective: Given a book or story that introduces new
> words, the student will memorize at least two of
> the new words he encounters.

Once the new words which are to be memorized are deter-
mined, the following techniques can be used to teach the new
words.

1. Ask child to find picture of word and teacher will
write word next to picture.

2. Make a flash card of the word.

3. Using words already known, add new words to list
and put words on cards; games such as fish or bingo can also
be played.

4. Make different students responsible for knowing
different words on a specific page; when the student's words
come up, they must read and say them.

> Objective: Given a reading selection containing new words, the child will ask the teacher for help with at least one of the new words.

Tell the students that you just received a secret message and each student has part of the message. Call on the students to read their part of the secret message and write it on the board. Tell the students that if they don't know one of the words to ask for help from the teacher. Then read the entire secret message. The message could conclude with, "its now time to go outside and play" to reward students.

> Objective: Given several opportunities to read, the child will demonstrate a desire to read at each opportunity.

After the child has read anything, he should be commended for a good job so that on subsequent attempts at reading he will try again. Other techniques which can be used to entice children to volunteer to read are:

1. Praise child for previous excellent reading, "John did such a good job reading yesterday."

2. Select child who likes, e.g., animals, to read about them. "Susan this is about a kitten, you love kittens, why don't you read this for us."

3. Make a game out of reading such as whoever reads x amount this week becomes the teacher for five minutes.

> Objective: Given an opportunity to go on to another activity while reading, the student will demonstrate reluctance to stop reading.

Some techniques to keep students actively involved and reluctant to leave a reading situation when offered alternative

situations are:

1. Make sure that the child is actively involved through dramatization, "Show me what you would do if you were in this situation."

2. Read a story which the child wants to hear; let the child select the story or book to be read.

3. Read story with expression conveying the story's mood and excitement.

> Objective: Given a situation in which another child
> is reading and encountering some difficulty, the
> student will try to help the other child with his
> reading.

Divide students into pairs equaling one better reader and a reader who sometimes encounters difficulty. Allow pairs to select a book or story to read. Tell each pair of students that for one half of the book one child will be the student and the other child the teacher, and for the other half of the book their roles will be reversed.

> Objective: Given an opportunity to bring books from
> the library or home to read, the student will
> bring at least one to class that he wants to read.

Create an opportunity in the class for the students to share things they like or things they have done with others in the class--such as a SHOW AND TELL TIME. Express to the students that this also includes not only toys or trips but also books they have read or have been given. Each time the teacher finds a book which she wants to read to the class, she should tell about it in SHOW AND TELL.

Sound-Symbol Correspondence

Objective: Given a printed letter, the student will attempt to makes its sound.

Either draw or put up pictures of the following items on the board: BALL, DRUM, DOLL, BAT, BALLOON, DOG. Ask the students if they can say the word which the picture depicts. Write the word under the picture. Do one letter group at a time. Ask students what letter all the "B" words begin with. Ask what sound does the "B" make. Have students give additional examples of words which begin with "B". Then when children are ready, write the letter "B" on the board, ask students what sound the letter makes and to give another word which begins with the same sound.

Objective: Given a sound, to select the letter that corresponds to it.

Write the following letters on the board: B, D, F, T, M. Tell the students you are going to say a sentence and each word in the sentence begins with the sound. After being told the sounds of the five letters, have them tell which sound belongs to the sentence.

BIG BESSY BAKES BLUE BEANS.

DAFFY DUCK DRIES DIRTY DISHES.

FAT FLORENCE FRIED FIVE FISHES FRIDAY.

TINY TIMMY TIES TWO TAN TISSUES.

MISS MARY MARRIED MR. MARK MARSHMALLOW.

<u>Objective</u>: Given a printed word, the student will
attempt to pronounce it.

Place a group of familiar pictures on the board. Ask
students to identify a picture. Under the picture write the
word it represents. Cover pictures and see if child can say
word. Then mix up words under pictures and see if child can
correctly match words to pictures.

<u>Objective</u>: Given the sound of a word, the student
will select the word which corresponds to it.

Make up a set of cards with pictures on one side and
words on the reverse side. Allow students to play with cards
and become familiar with words and pictures. Using cards,
tell students you will say a word and you want them to hold
up the picture of the word. Next, they are to hold up the
word written on the back of the picture.

<u>Objective</u>: Given the name of a letter, the student
will select the correct printed letter.

Make up a set of cards which contain the letters of
the alphabet. On one side put pictures of words which begin
with letter; on the other side, the letter. Then say to
children, e.g., I am thinking of the letter which the word
balloon begins with: B. Show me a B. Later on, no hint
provided.

<u>Objective</u>: Given a letter, the student will name it.
Use same procedure as above. Do not give a hint.

<u>Objective</u>: Given a printed sentence, the student
will read it aloud.

Put a picture sentence on the board, e.g.,

The $_{(boy)}$ran to the$_{(house)}$.

Have children substitute word for the picture. Then have children read sentence using only words.

Objective: Given new combinations of printed letters, the student will read them aloud.

Using nonsense syllables, draw strange looking characters on the board. Tell students they have funny names, such as ZAT, RUP, BLAM. Tell them you'll give them hints to figure out their names, such as:

ZAT --Hint--My name rhymes with HAT, FAT, SAT.
YIM --Hint--My name rhymes with HIM, SLIM.
RUP --Hint--My name rhymes with CUP, PUP.
BLAM--Hint--My name rhymes with CLAM, SLAM.

Word Meaning and Vocabulary

Objective: Given 10 rows of three pictures in each row, the student will circle two pictures in each row that begin with the same consonant.

Hold up a series of pictures whose names begin with the same initial letter. Ask students to name the pictures. Ask students what is similar about all the names of the pictures. Then take two pictures which begin with the same letter and one which begins with a different letter. Ask students to identify pictures. Write names on board. Ask students which two begin with same initial letter. Ask student to point to pictures or circle pictures which begin with the same initial letter. Give students multiple

opportunities to practice.

> Objective: Given a list of words and a picture
> representing one of them, the student will
> identify the word which names the picture.

Using words that the student is familiar with, place
on the board a picture of a dog. Next to the picture write
the following words, CAT, RAT, DOG, LION. Ask the students
to read the words after they have identified the picture.
After reading each of the choices, ask students if this is
the word which belongs with the picture and why.

> Objective: Given appropriate supplies, the student
> will develop concepts of left to right.

Put a red string on child's right hand, a blue on
the left hand. Ask students to line up in front of room.
Play the following game:

Have students make believe they are driving a car.
They have to go on a trip. With chalk make a road on the
room's floor with right and left rurns. Have child signal
when making the necessary turn by saying, "RIGHT TURN" and
RAISING APPROPRIATE HAND.

> Objective: Given 26 letters of the alphabet, the
> student will recite them in correct sequence,
> calling each by its correct name.

Put a letter of the alphabet on a piece of tag board.
Then let each student wear a letter. Tell the students they
are going to form a letter train. Place the letters in
alphabetical order, and make one of the students the train

engineer. Have the train engineer call out the names of the letters. Have students change roles.

> Objective: Given a scrambled list of lower case and upper case letters, the student will arrange them correctly.

Write the lower- and upper-case letters on individual cards. Place cards on children. First, put children in alphabetical order. Then mix up. Select one child to put letters back in correct sequence.

> Objective: Given a passage to read aloud, the student will observe punctuation marks and vary his voice accordingly.

Write out a short passage. At the end of each sentence put a large hand with a stop sign to represent the period. If it's a question mark, draw it large. Use large punctuation symbols until students recognize what to do when they approach them.

> Objective: Given a list of words and an unfamiliar word in a sentence, the student will use the context of the sentence to determine the word on the list which has the same meaning as the unfamiliar one in the sentence.

Use very strang words as the unfamiliar word, such as, gargantuan, tremendous, etc. Once the child has identified the probably meaning of a word, he may be able to identify it in a list. An illustrative sentence might be: The giant was nine feet tall. His fingers were as big as five large balloons; his body was the size of a car. Mother said the giant was so big, he was gargantuan.

Concepts

> Objective: Given an illustration and several words,
> some of which are distractors, the student will
> select those words which describe the picture.

Show a familiar picture to the students such as a cat.
Ask students to describe what they see. Put another picture
on the board such as a cow. Ask students does this go bow
wow, moo moo, or ba ba. Place other pictures on the board
with correct descriptors and distractors. Ask students which
apply and which don't. Ask students which animals or things
the distractors describe.

> Objective: Given two groups of words, the student
> will match words from one group to another that
> are changed forms, example: chick, hen.

Show students two pictures--one of a kitten and one of
a grown cat. Ask students how these two are different. Do
this with other animals. Then write only names of young
animals and grown animals and have students match the correct
ones and tell why.

> Objective: Given one group of words and groups of
> antonyms for the first group, the student will
> correctly match word opposites between the two
> groups.

Show students two pictures depicting opposite situa-
tions such as winter and summer. Ask students why these are
different and how. Give additional examples if necessary.
Have students match pairs of opposites.

Objectives: Given an illustration and several sen-
tences, some of which include distractors, the
student will select those sentences which relate
to the picture.

1. Show students a picture. 2. Have students describe what they see in the picture. Write observations on the board. 3. Show another picture. Tell students that some of the things written on the board are not in the picture and some are. 4. Ask students if they see things which are not in the picture which the teacher is making up. 5. Ask students to pick out only those sentences which describe the picture.

Objective: Given several pictures leading to a con-
clusion and a final picture which reveals their
outcome, the student will state why the conclusion
is logically correct.

Give students several pictures, e.g., a boy looking at an apple tree, apples falling down, a boy picking up apples. Ask students what they think happens next and why.

Objective: Given a number of different items, the
student will classify them into categories.

Use pictures of the following items: apples, pears, oranges, and bananas. Ask students what all of these are called. Ask for other examples which would fit under the category of fruit. Do similar examples with clothes, money, furniture, seasons, etc.

Details

Objective: Given the opportunity to listen to a given
   story, the student will recall its details by
   drawing a story to illustrate them.

Select passages or stories which are highly descriptive
involving things like a clown, red baby hair, large eyes which
looked square, round nose, etc. These qualities will make it
easier to remember. Read passages to students and ask them
to draw pictures about them.

Objective: Given the opportunity to listen to a given
   passage of dialogue from a story, the student will
   identify the speaker from the story.

Read a story to the students and encourage them to
dramatize it. Then ask students to either close their eyes
or turn their chairs around. Ask students to try to guess
which character in the story is speaking.

Objective: Given a familiar story, the student will
   recall details from the story.

Tell students a familiar story. Have students try and
retell the story as precisely as they can. Another technique
to recall details could be to have students listen to a story
and put details from several stories on cards. Have students
draw cards and tell whether the event happened in the story
just told or another story.

Objective: Given a reading selection and a list of
   incomplete sentences based upon it, the student
   will complete each sentence by filling in the
   appropriate detail from the selection.

Sequence

> Objective: Given a set of five pictures in scrambled order, the student will arrange them in logical sequence.

Use sequence pictures which are familiar to children, such as child taking ball from room, child going out to play, playing with ball, rain beginning, mother calling child in. Or have child relate an event, drawing events in sequence. Do this with several children, then put a series of pictures on boards or cards and let students place them in sequential order.

> Objective: Given the opportunity to listen to a given story, the student will retell its events in sequence.

Begin with stories which are familiar to the child, such as fairy tales. Tell story and have child retell story. Then ask a student to tell a story and have another child retell it. This can be made into a game by having one student whisper a story to another, and retell it down a line of students until the last student in line has heard the story. Have the last student retell story he's heard.

> Objective: Given a familiar story, the student will retell the story in good sequential order.

Use fairy tales which are familiar to the student. Have the teacher show pictures from a particular story, show the pictures to students and ask students to tell the story using the pictures.

Objectives: Given a group of sentences depicting
a familiar series of events in scrambled se-
quence, the student will arrange the sentences
in proper order.

Tell or read a familiar story to the students. Ask a
child to retell the story in his own words. Write sentences
on the board about events in the story. After student has
retold story, ask him to read the sentences and put the sen-
tences in the order in which they occurred in the story.

Objectives: Given a story and a set of scrambled
pictures depicting its content, the student will
arrange these illustrations in order of their
occurence in the story.

Asks students to read a story. Then have students
relate the story. Have students tell the story using the
illustrations in the book. Then ask students to put scram-
bled set of illustrations in the sequence in which they
occur within the story.

Objective: Given a set of scrambled sentences
describing a sequence of activities, the student
will arrange them in appropriate chronological
order.

Ask a student to describe an event which has happened
to him; write sentences on board. Have student read senten-
ces and ask if the sentences are in the correct chronological
order, then ask several students to do similar tasks. Give
students several sentences and see if they can arrange them
in chronological order.

Objective: Given a familiar story, the student will
tell the story in correct sequential order.

Have the student select a story he likes and knows. Retell the story to the student in an incorrect sequence. Ask student if the story has been retold correctly. Ask student to retell the story correctly.

Main Ideas

Objective: Given a picture depicting an activity, the student will state what is illustrated.

Give student illustrations which show children playing ball, jumping, swimming, etc. Move on to more difficult activities, chopping wood, etc. Ask students to describe what activity is taking place in picture.

Objective: Given a picture without a title, the student will state a title which relates to the content of the illustration.

Select pictures which students have drawn, ask student to give the pictures a title and why they entitled the picture so.

Objective: Given a written selection, the student will compose a title suitable to the material.

As a group, help students write an experience story. Ask the students to state a title for their story. Also read stories composed by other students and allow students to entitle stories.

Objective: Given a picture with a list of sentences, the student will select the sentences which best describe the illustration.

Select a picture which children are familiar with,
such as one taken from a favorite book. Place a list of
sentences on the board, some of which relate to the story
and others totally unrelated. Allow students to select
those sentences which apply to the illustration.

> Objective: Given the opportunity to listen to a
> story read orally, the student will choose from
> a list of sentences the sentences which best
> describe the main idea of the story in his own
> words.

Read short, well known stories and let students
identify what the story is about. Then read other stories
and give several choices describing story. Have students
select correct response. Discuss why the response selected
is the best and others not.

> Objective: Given a series of pictures telling a
> story, the student will state the main idea of
> the story in his own words.

Ask students to tell their own stories and draw pic-
tures to illustrate them. The teacher can also tell a story
and ask students to describe illustrations that go with the
story. Have students describe story and what they think is
the main idea of the story.

> Objective: Given a story to read, the student will
> state the main idea of the story in his own words.

Select a well known story for students to read and ask
them to tell what the story was about. Then allow students
to select their own story and illustrate it by drawing a
picture of the main idea and telling about it.

Objective: Given a story to read, the student will
state the main idea of the story in his own
words and support his choice with two details
from the story.

Give a list of sentences which give details about a

story the student is describing. Allow student to describe

the main idea and to select those sentences which depict

details within the story.

Characterization

Objective: Given pictures which illustrate different
emotions, the student will select the pictures
which depict a specific emotion.

Show students pictures depicting a laughing or happy

face, a sad face, a frightened face, and a surprised face.

Read a short story or passage about one of the faces, then

have students select the appropriate face for the story.

Objective: Given pictures of characters from a
story, the student will correctly identify the
characters by name.

Read a familiar story to students. Ask students how

they think the characters in the story would look. Show

pictures of characters in story and ask students to name

characters.

Objective: Given a familiar story with a problem
situation, the student will identify and evaluate
actions and ethical problems of story characters.

Read students a familiar story or tell students a

story in which the character has a problem to solve. Ask

students if they have ever been in a similar situation.

Have students relate stories. Have students identify problems and solutions in other stories either told by teacher or classmates.

Literary Forms and Techniques

Objective: Given an opportunity to listen to a short poem, the student will identify rhyming words.

Select five or six poems which are increased in length and difficulty. Have student read read the short poem, possibly two lines such as:

The man in the moon,
He picked up a spoon.

Ask students to identify which words in it rhyme and underline them.

Add two more lines to the poem such as:

Containing his favorite delight
And proceeded to take a big bite.

Ask the students to identify which words in these lines rhyme.

Continue this procedure with subsequent poems.

Objective: Given the opportunity to listen to a short poem, the student will identify the rhyming couplets within the poem.

Use same procedure as described in preceding lesson plan. This can be varied by asking student to first give two words which rhyme and then make up sentences in which they occur as the last word.

Objective: Given the opportunity to listen to a
        story, the student will recognize the fictional
        plot.

Make up an oral story such as:

Once there was a little fish who had no friends
because he was green and all the other fish were yellow.
One day, a giant tuna came along and attempted to eat all
the yellow fish. The tuna did not eat the lonely green
fish because he thought he was a piece of seaweed. The
little green fish swam directly in front of the tuna and
the tuna started to chase him. The little green fish swam
very fast and fooled the giant tuna. When he returned he
had many friends. Ask the students what they thought this
story was about or its plot.

Objective: Given a humerous picture, the student
        will identify what makes the illustration
        humerous.

Draw or show a picture of a man carrying his head in
his arms. Ask the students whether this might be possible.

Grouping for Preschool Reading Instruction

From every corner of the educational forum the pass-
word now is individualization. Nearly every teacher will
concur that individualization is desirable and that all
teachers should engage in individualizing instruction for
their children. But preparing instructional activities
which meet the reading needs of all preschool children is a
trying task for even the most industrious teacher. One
might well ask for an easier way of individualizing instruc-
tion.

The first means one might consider for providing
individualized instruction is by providing environmental
conditions within the classroom which enhance individual
learning activities of young children. Figure 1 presents a
classroom plan which "opens up" the classroom for individual
activity. As can be seen, it is possible for children to
work as individuals or as members of small groups on a vari-
ety of tasks such as reading, math, art, and the like. In
other words, the learning environment is comprised of a num-
ber of learning centers.

The second means one might consider for providing
individual instruction is that of grouping. Here, we are
not talking about the proverbial set of three groups: fast
learners, average learners, and slow learners. We are
talking about other ways to individualize instruction via
grouping.

cooking bay

store

milk bar

sink

water

science

wardrobe

reading unit

art corner

clay

display

woodwork shop

area for spontaneous drama

sink

math corner

teacher's table

brick construction

house corner

music

sand box

outside play area
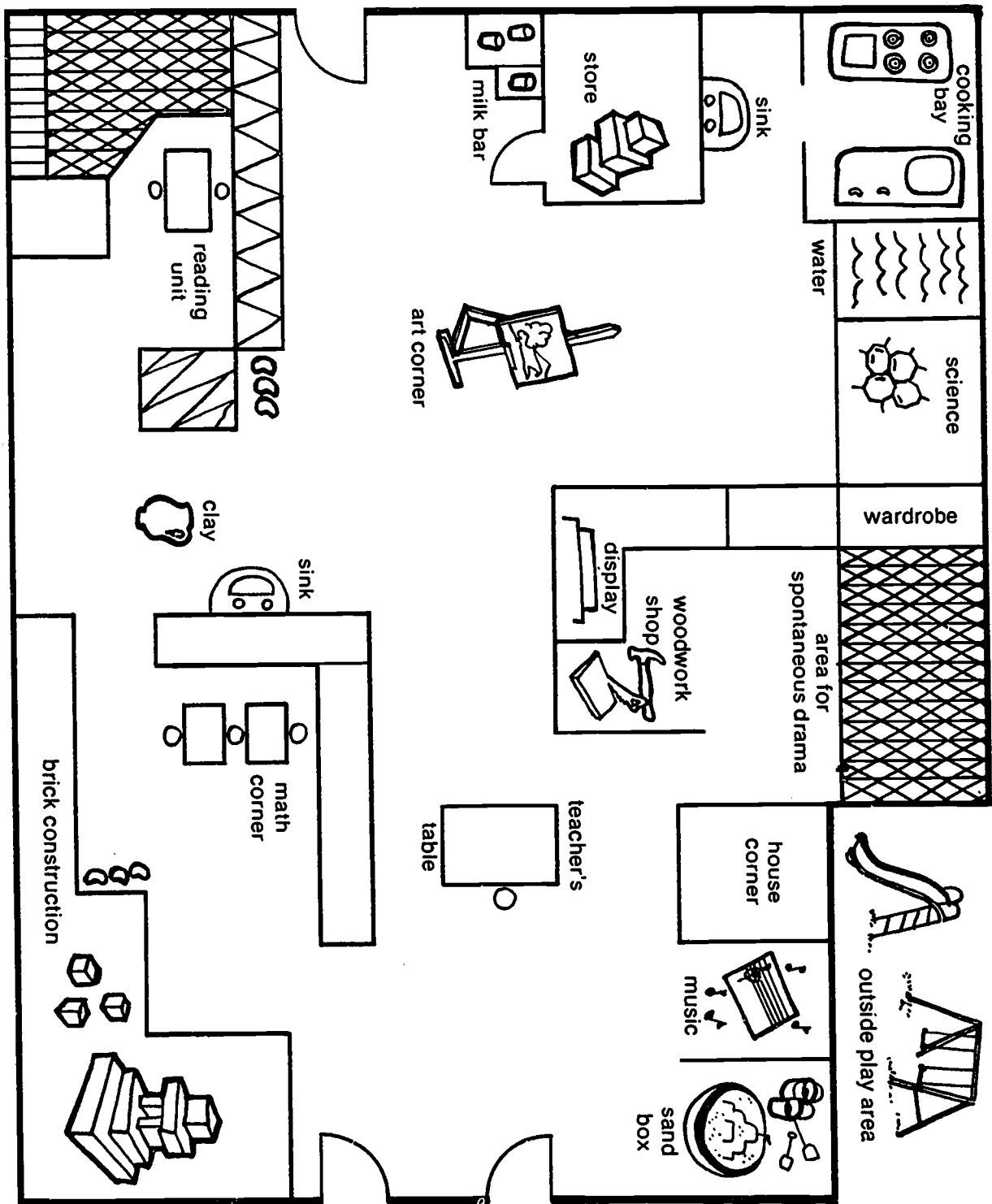
raised areas

beanstalk

containing materials

cupboards with individuals drawers

Needs Grouping. A needs group is a short term group
formulated by the teacher. Children within the needs group
have a common deficiency in some aspect of their reading
readiness or reading behavior and receive intense practice
for short periods of time in that particular area. For
example, a teacher might have eight students in his class
who exhibit a great deal of difficulty with visual discrimi-
nation. These students would form a needs group in which
they would receive a great deal of practice on visual discrim-
ination activities.

Whatever the reason or need, the children are grouped
together for some common deficiency and are subsequently
taught the skills they need. Once the particular skill has
been taught and then mastered by the group members, the group
can be disbanded.

Interest Grouping. An interest group is formed when
several students wish to pursue a particular topic or subject
that motivates them. For example, several children in a
class might demonstrate a desire to learn more about pre-
historic animals. These children then comprise an interest
group in which they do additional reading or reading related
activities and studying from supplemental sources like trade
books, magazines, other reference books, and so on.

Like the needs group, the interest group is a short
term group that is disbanded once the children have satis-
fied their curiosity in a particular area. It is a good idea

for children in an interest group to make the knowledge
they have accumulated available in some way to the other
students in the class. This can be achieved through use of
oral reports or some type of project that can be shared with
the rest of the class. Interest groups, again, may consist
of the very able to the slow learner and are especially
effective in conjunction with the reading program, allowing
the student to use different materials.

Research Grouping. The research group is quite simi-
lar to the interest group, the most noticeable difference
being the fact that the teacher assigns a topic to several
students rather than allowing them to pick their own topic.
The research group is a short term group composed of chil-
dren with varying readiness or reading abilities. Research
grouping lends itself to any reading approach.

When a subject is being studied--science, social
studies, and the like--the teacher may wish several students
to pursue a portion of the unit in greater depth. Within a
social studies unit, the teacher may have several students
research a topic like "clothes people wear" by exploring
tradebooks, other children's magazines, newspapers, or any
other supplemental material available. After a research
group has completed its research on some aspect of the unit
that is being studied by the entire class, it is wise to have
the children share their findings with the class by means of
a report or project of some kind. Once the research or the

unit of study has been completed, the group is discontinued.

The Ungraded Primary Plan. Another method of organi-
zation available to educators is that of the ungraded plan
utilized in the preprimary and primary grades. Within this
plan, a number of achievement levels for various content
areas are established, each of which the child must master
before proceeding to a more advanced level, i.e., the inter-
mediate grades.

There are many advantages to this plan in terms of
quality of instruction and teacher effectiveness. Children
are allowed to proceed at their own rate through the various
levels that have been established, making it possible in
many instances for children to complete the kindergarten and
primary grades in either two, three, or four years. In ad-
dition, barring any personality conflicts, children often
remain with the same teacher for the duration of their pri-
mary grade career. This makes it possible for the teacher
to come to know the pupil quite well and design instruction
for that pupil much more efficiently. Inherent in this
design is added provision for individual instruction and
closer evaluation.

There are limitations to this organizational plan
too. The scope of the plan makes the task of organizing it
a major limitation. Other limitations involve the diffi-
culties of orienting preschool and primary teachers and
parents to the plan.

primary grade classes. These kinds of activities help the student to associate sound, symbol, and action in a meaningful activity and provide important practice in the ability to sequence and follow directions.

Classroom Games. There are literally hundreds of reading and spelling games on the market today that are appropriate for children of any age. Many games provide remediation of specific reading readiness and reading difficulties and are designed so that fast and slow learners alike can play together. Besides providing practice in specific skill areas, games provide important practice in sequencing and following directions. Many children who have severe difficulties learning via more conventional techniques make striking progress through the use of reading and spelling games.

Narrative Charts. Narrative charts are used often as a companion to the language experience approach. With the language experience approach to reading, children are encouraged to talk and write about their own experiences--things important to them. Narrative charts are a device on which findings or observations from field trips, nature study walks, science experiments, athletic events, and other individual and group experiences can be recorded. In this way, the chart serves as a constant reminder and reinforcer of words that are associated with particular experiences for the child.

Classroom Plans. Charts can also be used to record
plans for field trips, projects, athletic events, or other
functions. Charts can be made by the students, or by the
teacher incorporating student suggestions. They can list
simple safety rules or standards of conduct to be observed
on outings, or "things to look for" during particular field
trips.

Advertisement Collection. Clippings of advertisements
is another inexpensive way to provide materials of interest
to the students. Clippings are excellent reading and make
good points of departure for class or group discussions.
Catalogues can also be used as reading materials. Students
enjoy looking up items in catalogues.

Classroom Graffiti Board. A large sheet of cardboard
or similar material and crayons or felt markers can comprise
a classroom graffiti board. Children should be encouraged
to write messages, draw cartoons, and in general, use the
graffiti board as a communicative device. This technique is
effective with all children. It provides motivation to com-
municate via the written word.

Bulletin Board Displays. The old standby in encour-
aging reading is the bulletin board. Bulletin boards should
be attractive and have a frequently changed format that
focuses the students' attention on new events. Children
should be encouraged to participate in developing the bulle-
tin boards. In this way, the children will regard the bulletin

board more as something they have created.   Bulletin boards

should also be adapted to various levels of difficulty to

accomodate even the slowest and most reluctant learners.

Hobby Centers. Most children have hobbies and are

easily coerced into learning to read so that they can read

about their particular hobbies. The scope is unlimited.

Children should be encouraged to read about their hobbies

and areas of interest they may not have considered. This

type of material can be varied quite easily in its diffi-

culty. In addition, some children may need a great deal of

structure in their reading of these materials, others may

not need much structure at all. The important thing is to

provide the students with the information they need to know.

Relating Time to Reading. Another meaningful activity

is to have children relate time (time of day, month, etc) to

number symbols. This establishes associations among symbol,

sound, and referent. Children can keep personal calendars

in which they note activities, events, television shows, and

so on. In addition, a large classroom calendar can be con-

structed for use with class activities and events. Many

activities can be constructed around the use of calendars,

clocks, and other time-measuring devices.

Sign and Billboard Reading. Street signs and bill-

boards provide yet another method of teaching reading as a

meaningful activity. Children can copy billboard informa-

tion they see everyday and use the information in classroom

activities. Signs and product labels provide a means by which children can learn important words like "stop," "go," "walk," "keep off," "poison," and "danger."

Directions. Directions in the room--north, east, south, and west--can also be labeled. Besides providing reading experience, direction labeling can provide good practice in skills prerequisite for map reading.

Map Reading and Construction. Even very young children can get a great deal out of constructing and labeling their own maps. Either individually, or in groups, children can make maps of things and places that are familiar to them: playgrounds, the classroom, their homes, etc. One possible activity is a treasure hunt using maps of the classroom.

Weather Charts. Another "real world" reading activity involves the use of weather charts in the classroom. Children can make individual charts of their own, and/or contribute to a large classroom chart. Information about temperature, humidity, and such can be recorded on the chart. Temperature ranges can be studied and compared to temperatures recorded during some other particular month. Many other related activities can be utilized in conjunction with the weather chart. The weather chart is a means of relating reading to the child's own world and things he experiences. The weather chart also provides valuable practice in integrating mathematic skills with reading, and developing higher-order skills like the ability to make comparisons.

Photograph Stimuli. Many children have a great deal
of difficulty discussing or writing about activities like
field trips, even a short while after the experience. And
language charts often use more teacher language than student
language. When children have trouble remembering the se-
quence of events or highlights of a trip, photographs can
supply the needed additional stimulus.

Photographs can be used in activities requiring
descriptions to be made by the students. By labeling the
pictures, the teacher can provide very important practice
in relating written language to objects, events, and experi-
ences.

Drama. Use drama as a support for reading. Role
playing, improvisation, and other dramatic activities give
youngsters a chance to translate the printed page or word
world of the mind into action. Instead of telling young-
sters what a smirk is or what a waddle is, show them. By
showing them they gain, through visual experience, "feel"
what is meant.

If a youngster has difficulty understanding the
meaning of a word, he needs some kind of experience with
the word for it to become real and usable in his own mind,
and often dramatic activity is the quickest way to supply
this experience. For example, if a youngster is troubled by
a description of how a character walked or talked, he can be
shown by the teacher or by other children who would interpret

the words through their actions. "Gamboling sheep" might make more sense to him after some children pretend being sheep and gambol around the room. Also if children attempt to step into the shoes of the characters they are reading about, their understanding can be decidedly deepened. Furthermore, dramatic activity can reveal misunderstandings in reading and can give the teacher a chance to provide the necessary experiences to overcome some misunderstandings. Frequently work in improvisation and role playing will lead to more sophisticated dramatic activity in which children write their own scripts or work from professionally written scripts. When this happens children will spend hours reading and rereading material until it sounds "right" to them.

Main Characters. After reading a story with children, ask them to find a picture that best represents one of the main characters. When children return with the pictures, there will usually be as many different pictures as there are students. The job will then become one of looking at the original text to see whether the pictures fit the description. This procedure is not only enjoyable for youngsters, but teaches them to read closely. The same sort of thing can be done in response to descriptions of scenes, objects and so forth.

Picture Narratives. Use pictures as the basis for making picture narratives. A picture narrative is a single

picture or series of pictures that tells a story; sometimes
it is accompanied by words. Examples of picture narratives
abound in the work of Norman Rockwell. James Thurber's The
Last Flower is a good example of a picture narrative accom-
panied by words. His "Hound and the Bug" is a good example
of a wordless picture narrative. The pictures in such nar-
ratives can consist of photographs, paintings, drawings,
cartoons or objects. For example, a picture series could
show a youngster smiling, then in a store buying an ice
cream cone, then licking the cone, then the cone on the
ground, then the youngster crying, and then a woman handing
the crying youngster a coin. When children are given a
series of pictures such as these they are able to make up a
verbal narrative line with ease. Their stories can then be
written down and compared with others. They will differ be-
cause children will not always choose the same order. They
can caption the pictures on story boards and exchange them.
The pictures can be removed each time and attached to a new
story board. Actually, some youngsters can draw their own
pictures and caption them. When youngsters compare what they
have written--the teacher may choose to take dictation--with
what others have written, considerable reading goes on. This
reading can lead to improved future writing as youngsters
pick up ideas, words, phrases, and techniques from each other.

Word Picture Collages. Have children make word-
picture collages. This allows them to create something
while at the same time inducing them to read. A word-
picture collage is simple to make. It consists of words
and pictures pasted on cardboard or some other object and
usually is centered on a particular theme such as school,
how I see myself, my best friend, my neighborhood, and so
forth. Children are given magazines, circulars and any-
thing else that has pictures and words in it that can be cut
up. The children then begin searching for words and pic-
tures that fit their theme. As these are found they are
pasted on a surface in some kind of order. For example, a
youngster showing his reactions to the zoo could include
pictures of bears, tigers, camels, etc. and along with these
he might include supporting words such as fierce, mammoth,
furry, bristly, slink, pace, sleepy eyed, etc. These could
be pasted on a board cut in a shape of a bear or anything
else dealing with the zoo. In order to find appropriate
words to support their ideas children often read hundreds of
words to find the one that fits. Frequently it is wise to
have children work in pairs. This gives them an opportunity
to talk about words. Such talk can significantly contribute
to language growth, for in working with one another, young-
sters have the opportunity to raise questions about meanings,
compare ideas, discuss the similarity of words, and so forth.
The talk is purposefully directed and often more valuable

than whole class discussions.

Books. Books that are full of pictures and illustra-
tions will often attract children to reading. Have as many
photography books, art books, collections of cartoons, in-
sect books, books written by children (including those
published in your own classoom) and any other kind of reading
materials that says just by its looks, "Read me!" Often a
youngster will leaf through such books and now and then read
captions, and then soon may find himself fully engrossed. A
classroom needs a variety of books to attract to reading the
variety of children in it.

Recordings. Bring recordings of stories, plays and
poems to class and have the children listen to several over
a period of weeks. Discuss these as you go along pointing
especially to the professional quality of the work (sound
effects, music, appropriateness of the voices used, and so
forth). As youngsters become aware of how these are done,
it will become possible for them to imitate these models and
make their own productions. Class stories, plays and poems
can then be prepared by small groups in the class. These can
be taped and played for as many groups as would profit from
them.

The suggestions that have been surveyed here offer
only a few ideas for varying reading instruction and making
it a more meaningful activity for the young child. Hope-
fully, these ideas will be considered, experimented with,

adapted, and built upon in an effort to teach purpose in
reading as well as process. The underlying premise of these
suggestions is that besides what a child reads, how he feels
while he is reading, and what he feels about the reading
process are important variables each and every teacher must
consider.

Materials and Books Suitable for Preschool Reading Instruction

Today, more than at any other time, there is an abun-
dance of materials available that are suitable for preschool
reading instruction. Materials range from traditional work-
books to elaborate audio-visual material. Time and space
prohibits detailed descriptions of all the materials avail-
able. Appendix B, however, presents short summaries of
instructional materials which may be easily obtained from the
publisher listed. Admittedly, this list of materials is not
exhaustive; therefore, Appendix C presents a list of publish-
ers who specialize in reading materials at all grade levels.

More than likely, one of the greatest difficulties
facing the preschool teacher is that of determining what
tradebooks are suitable for preschool children. Closely akin
to the above problem is the problem of identifying trade-
books which can be used to correlate reading with other areas
of the preschool curriculum. Recognizing these difficulties,
this writer compiled a list of over 800 books which have been

placed in the following categories:

1. Alphabet Book
2. Animals
3. Beginnings
4. City
5. Construction and Machinery
6. Counting
7. Country
8. Families
9. Fantasy
10. Games and Crafts
11. Human Body
12. Opposites; Other Perspectives
13. Peoples of the World
14. Plants
15. Poetry, Songs, and Rhymes
16. Problem-Solving
17. Puppetry
18. Records
19. Relationships with Others
20. Seas, Rivers, and Oceans
21. Shapes and Sizes
22. Sounds
23. Talking about Feelings
24. Transportation
25. Weather

Hopefully, the teacher will use this list as a starting point for her classroom library. Similarly, the teacher might work with the school librarian in obtaining the books on this list and adding others to it.

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APPENDIX A

GUIDE TO MATERIALS FOR PREREADING INSTRUCTION

GUIDE TO MATERIALS FOR PREREADING INSTRUCTION

ADDISON-WESLEY PUBLISHING COMPANY
Sand Hill Road
Menlo Park, California 94025

The Addison-Wesley Learning Readiness and Language
Experience Kit. Preschool kit;
complete readiness program.

ALLIED EDUCATION COUNCIL
P. O. Box 78
Galien, Michigan 49113

Shape Matching. Workbook;
Grade Preschool-3; Primary;
Readiness; Paperback, 1968

Shape Completion. Workbook;
Grade Preschool-3; Primary;
Readiness; Paperback, 1969

Shape Analysis and Sequencing.
Workbook; Grade Preschool-3;
Primary; Readiness; Paperback,
1969

Alphabet and Common Nouns.
Workbook; Grade Preschool-
3; Primary; Readiness,
Word recognition-
vocabulary; Paperback,
1968

Books 1-10. Workbook;
Grade 1-6; Adult; Readi-
ness; Word recognition-
vocabulary; Paperback,
1967, 1969

ALLYN AND BACON, INC.
470 Atlantic Avenue
Boston, Massachusetts 02111

Our Book. Visual aid; Grade
Kindergarten; Primary;
Readiness; 1968

Big Book. Visual aid; Grade
1; Primary; Readiness, Word
recognition-vocabulary; 1968

Sheldon Phonics Charts.
Visual aid; Grade 1;
Primary; Readiness; 1964

Picture Cards. Visual
aid; Grade 1; Primary;
Readiness; 1968

AMERICAN BOOK COMPANY
55 Fifth Avenue
New York, New York 10003

Fun for All. Reader; Grade
Kindergarten; Primary;
Other; Readiness, Word
recognition-vocabulary;
Paperback, 1965

Alphabet Cards, Alphabet
Picture Cards, Word Cards.
Visual aid; Grade 1;
Primary; Readiness, Word
recognition-vocabulary;
1969

AMERICAN EDUCATION PUBLICATIONS
55 High Street
Middletown, Connecticut 06457

Weekly Reader Preschool Program.
Enrichment reader; Grade Pre-
school; Primary; Readiness;
Paperback, 1966

My Weekly Surprise.
Enrichment reader; Grade
Kindergarten; Primary;
All skills; Paperback

Zip's Book of Wheels. Enrich-
ment reader; Grade Preschool;
Primary; Readiness, Interests
and taste; Paperback

Teacher's Ed. Paperback

Weekly Reader Children's
Book Club Primary Division
(Many titles available).
Enrichment reader; Grade
Kindergarten-2; Primary;
Readiness; Paperback

Zip's Book of Puzzles. Enrich-
ment reader; Grade Preschool;
Primary; Readiness, Interests
and taste; Paperback

Zip's Book of Animals. Enrich-
ment reader; Grade Preschool,
Kindergarten; Primary; Readi-
ness, Interests and taste;
Paperback

Buddy's Book of Puzzles.
Enrichment reader; Grade
1; Primary; Readiness;
Paperback

Phonics and Word Power-
Program 1. Enrichment
reader; Grade 1; Primary;
Readiness, Word recogni-
tion-vocabulary; Paperback

AMERICAN GUIDANCE SERVICE, INC.
Publisher's Building
Circle Pines, Minnesota 55014

PEABODY LANGUAGE DEVELOPMENT KITS

Level P. Boxed developmental
materials; Grade Preschool,
Kindergarten; Primary; Readi-
ness, Word recognition-
vocabulary, 1968

Level II. Boxed develop-
mental materials; Grade 2;
Primary; Readiness, Word
recognition-vocabulary;
1969

Level I. Boxed developmental
materials; Grade 1; Primary;
Readiness, Word recognition-
vocabulary; 1965

Level III. Boxed develop-
mental materials; Grade 2;
Primary; Readiness, Word
recognition-vocabulary,
Comprehension; 1967

PEABODY REBUS READING PROGRAM

Red and Blue Are on Me,
Reader One. Supplementary
reader; Grade 1; Primary;
Readiness, Word recognition-
vocabulary; Paperback, 1969

Supplementary Lessons Kit.
Boxed developmental
materials; Grade Preschool,
Kindergarten; Primary;
Readiness, Word recogni-
tion-vocabulary; Paperback,
1969

Can You See a Little Flea?
Reader Two. Supplementary
reader; Grade 1; Primary;
Readiness, Word recognition-
vocabulary; Paperback

BEHAVIORAL RESEARCH LABORATORIES
Box 577
Palo Alto, California 94302

Readiness in Language Arts
Program, Books 1-6. Visual
aid; Grade Kindergarten, 1;
Primary; Readiness; 1967

Reading Program, Books 1-
12. Reader; Grade 1, 2;
Primary; Other; Readiness,
Word recognition-vocabulary;
Paperback, 1966

Teacher's Ed. Paperback, 1967

Reading Program, Wórkbooks 1-16. Workbook; Grade 1-3; Primary, Intermediate; Readiness, Word recognition-vocabulary; Paperback, 1967

Alphabet Cards. Boxed developmental materials; Grade Kindergarten, 1; Primary; Readiness; 1968

Coloring Books. Audio-visual; Grade Kindergarten; Primary; Readiness; Paperback, 1968

Word Cards. Boxed developmental materials; Grade Kindergarten, 1; Primary; Readiness, Word recognition-vocabulary; 1968

Pictorial Color Cards. Boxed developmental materials; Grade Kindergarten; Primary; Readiness; 1968

CONTINENTAL PRESS, INC.
520 East Bainbridge Street
Elizabethtown, Pennsylvania 17022

Independent Activities 1 and 2, Pre-Printed Master Carbon Units. Workbook; Grade Kindergarten; Primary; Readiness; 1958

Seeing Likenesses and Differences 1, 2, and 3, Pre-Printed Master Carbon Units. Workbook; Grade Kindergarten, 1; Primary; Readiness; 1964

Long and Short Vowels, Pre-Printed Master Carbon Units. Workbook; Grade 1; Primary; Readiness, Word recognition-vocabulary; 1966

Variant Vowel Sounds, Pre-Printed Master Carbon Units. Workbook; Grade 1; Primary; Readiness, Word recognition-vocabulary; 1967

Phonics and Word-Analysis Skills 1 and 2, Pre-Printed Master Carbon Units. Workbook; Grade Kindergarten; Primary; Readiness; 1966

Supplementary Reading Art Activities 1 and 2, Pre-Printed Master Carbon Units. Workbook; Grade Kindergarten 1; Primary; Readiness; 1964

Visual Readiness Skills 1 and 2, Pre-Printed Master Carbon Units. Workbook; Grade Kindergarten, 1; Primary; Readiness; 1958

The Reading Fundamentals Program-Visual Motor Skills 1 and 2, Pre-Printed Master Carbon Units. Workbook; Grade Kindergarten, 1; Primary; Readiness; 1958

The Reading Fundamental Program-Visual Discrimination 1 and 2, Pre-Printed Master Carbon Units. Workbook; Grade Kindergarten, 1; Primary; Readiness; 1958

The Reading Fundamentals Program-Thinking Skills 1 and 2, Pre-Printed Master Carbon Units. Workbook; Grade Kindergarten; Primary; Readiness; 1958

The Reading Fundamentals Program-Beginning Sounds 1 and 2, Pre-Printed Master Carbon Units. Workbook; Grade Kindergarten, 1; Primary; Readiness; 1958

The Reading Fundamentals Program-Rhyming 1 and 2, Pre-Printed Master Carbon Units. Workbook; Grade Kindergarten 1; Primary; Readiness; 1958

Reading-Thinking Skills (16 volumes), Pre-Printed Master Carbon Units. Workbook; Grade Kindergarten-6; Primary, Intermediate; All skills; 1963

ECONOMY COMPANY
1901 North Walnut, Box 25308
Oklahoma City, Oklahoma 73105

Individual Lesson Folders. Workbook; Grade 1-3; Primary; Readiness, Word recognition-vocabulary; Paperback, 1969

Oral English, Learning a Second Language, Pupil's Book. Supplementary reader; Grade Kindergarten-3; Primary; Readiness; Paperback, 1969

Language Development Cards, Group B. Visual aid; Grade Kindergarten-3; Primary; Readiness, Word recognition-vocabulary; 1969

Wall Charts (3). Visual aid; Grade Kindergarten-3; Primary; Readiness; 1969

Pocket Chart. Visual aid; Grade Kindergarten-3; Primary; Readiness; 1969

Sounds and Stories (Packet of 20 pace tapes). Audio aid; Grade 1-3; Primary; Readiness, Word recognition-vocabulary; 1969

Language Development Cards, Group A. Visual aid; Grade Kindergarten-3; Primary; Readiness; 1969

ECONOMY COMPANY
1901 North Walnut, Box 25308
Oklahoma City, Oklahoma 73105

RESUME OF KINDERGARTEN KEYS

Kindergarten Keys fulfills the following requirements set down by Kindergarten specialists.

I. A GOOD KINDERGARTEN PROGRAM PROVIDES CERTAIN BASIC ELEMENTS.

A. Varied Activities

During the first week of school the teacher using Kindergarten Keys will introduce the children to various kinds of activities: play activities in a number of work and play centers; listening to stories, poems, and interesting factual material about the home and family; oral language activities; art; music and musical games; and guided physical education.

The child soon learns how to use the Activity Wheel, which pictures several different kinds of activities for him. He is assigned to two activities each day but may request an option if he prefers.

B. Adequate Materials

The laboratory materials in Kindergarten Keys provide the materials necessary for conducting a complete curriculum in perceptual learning. Included are a basic library of picture books, story books, and songbooks; geometric templates and shapes for teaching mathematical concepts and art; color charts; number charts; 268 picture concept cards and 336 vocabulary cards for language arts, mathematics, science, social studies, and reading readiness; a pocket chart for teaching concepts of time, weather, and sound-symbol relationships; and Up We Go, the pupil's activity book. Up We Go is both a teaching tool and a measuring instrument, providing meaningful activities for the child and a specific developmental plan for measuring behavioral performance. The teacher is given suggestions for handling individual differences through extended activities. Suggestions for teacher-parent and -child counseling are augmented by keeping the record of progress appearing on pages 127-28 in the pupil's activity book. This report sheet is to be detached at the beginning of school and kept in the child's record folder.

C. Adequate Equipment

The only materials not furnished in Kindergarten Keys are those expected to be found in most schools, such as crayons, paints, easels, chalk and bulletin boards, and standard classroom and playground equipment.

EDUCATIONAL ACTIVITIES, INC.
P. O. Box 392
Freeport, New York 11520

Make-A-Story Cards. Visual aid; Grade Preschool-1; Primary; Readiness; 1968

Plastic Letters and Numbers. Visual aid; Grade Preschool-1; Primary; Readiness

II-170

Listening with Mr. Bunny Big
Ears (Records). Audio aid;
Grade Preschool-2; Primary;
Readiness; 1965

Listen and Learn with Sparky
Coloring Work-Manual. Work-
book; Grade Kindergarten-2;
Primary; Readiness, Word
recognition-vocabulary; 1968

Sound Tunes (Record). Audio
aid; Grade Kindergarten-2;
Primary; Readiness; 1968

Meet Mr. Mix-Up (Record).
Audio aid; Grade Kinder-
garten-2; Primary; Readiness

Flash Cards. Visual aid;
Grade Kindergarten-2;
Primary; Readiness; 1966

Who Said It (Record). Audio
aid; Grade Kindergarten-2;
Primary; Readiness; 1966

Flash Cards to Accompany
Record. Visual aid; Grade
Kindergarten-2; Primary;
Readiness, Word recognition-
vocabulary; 1966

Basic Elementary Spelling
Skills Volumes 1-5 (Records).
Audio aid; Grade 2-6; Primary
Intermediate; Readiness, Word
recognition-vocabulary; 1967

EDUCATIONAL DEVELOPMENTAL LABORATORIES. INC.
284 Pulaski Road
Huntington, New York 11743

Accuracy Tach-X Set ABC (25
filmstrips). Visual aid;
Grade 1-3; Primary; Readiness

Instructor's Guide. Paperback

Tach-X Accuracy Set DEF (25
filmstrips). Visual aid;
Grade 4-6; Primary; Readiness

Look and Write, An Eye-Hand
Coordination Workbook. Work-
book; Grade Kindergarten;
Primary; Readiness; Paperback

Game Library Sets. Visual
aid; Grade Kindergarten-2;
Primary; Word recognition-
vocabulary, Comprehension,
Interests and taste; Paperback

Weston Woods Aud-X Libraries
(Filmstrips and recordings).
Audio-visual aid; Grade
Kindergarten-3; Primary;
Readiness, Interests and taste

Look and Do Visual-Motor
Activities Kit. Visual aid;
Grade Kindergarten, 1;
Primary; Readiness

Aud-X Readiness Set, AX-R3
(29 filmstrips and recordings).
Audio-visual aid; Grade
Kindergarten, 1; Primary;
Readiness

Aud-X Readiness Book R-3.
Workbook; Grade Kindergarten,
1; Primary; Readiness, Word
recognition-vocabulary;
Paperback

Aud-X 4-20 Word Instruction
Film strips and Recordings
(51). Audio-visual aid;
Grade 1; Primary; Readiness,
Word recognition-vocabulary

Set 86-100 Controlled Reader Processing Filmstrips (15) and Tach-X Word Recognition Filmstrips (5). Visual aid; Grade 2, 3; Primary; Readiness, Word recognition-vocabulary

CR-PT 9-40 Processing Training Story Filmstrips (32). Visual aid; Grade 1, 2; Primary; Readiness, Word recognition-vocabulary

Set 41-55 Controlled Reader Processing Filmstrips (15) and Tach-X Word Recognition Filmstrips (5). Visual aid; Grade 2; Primary; Readiness, Word recognition-vocabulary

Set 56-70 Controlled Reader Processing Filmstrips (15) and Tach-X Word Recognition Filmstrips (5). Visual aid; Grade 2, 3; Primary; Readiness, Word recognition-vocabulary

Set 71-85 Controlled Reader Processing Filmstrips (15) and Tach-X Word Recognition Filmstrips (5). Visual aid; Grade 2, 3; Primary; Readiness, Word recognition-vocabulary

Aud-X Reading Sheets 1-11. Reader, Workbook; Grade Kindergarten, 1; Primary; Word recognition-vocabulary, Comprehension, Interests and taste

TX 1-40 Tach-X Word Recognition Filmstrips (10). Visual aid; Grade Kindergarten-2; Primary; Word recognition-vocabulary

Tach-X Word Recognition Book 1-40. Workbook; Grade Kindergarten-2; Primary; Word recognition-vocabulary; Paperback

LISTEN LOOK LEARN SYSTEM

Readiness Pictures Set 4c (25 filmstrips). Visual aid; Grade Kindergarten; Primary; Readiness

Motility Training Series, Set CR-MT (15 filmstrips for controlled reader). Visual aid; Grade Kindergarten-3; Primary; Readiness

My Skills Sheets (1-70). Boxed developmental materials; Grade Kindergarten-3; Primary; All skills

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EDUCATIONAL GAMES, INC.
200 Fifth Avenue
New York, New York 10010

Spin-A-Shape. Teaching machine or device; Grade Preschool-1; Primary; Readiness

Colors and Numbers. Teaching machine or device; Grade Preschool-1; Primary; Readiness

Learning Numbers 1-5. Teaching machine or device; Grade Preschool-1; Primary; Readiness

Shape Up. Teaching machine or device; Grade Preschool-1; Primary; Readiness

Wonder Words.   Teaching machine
or device; Grade Kindergarten-
3; Primary; Word recognition-
vocabulary; 1966

Whole and Half.   Teaching
machine or device; Grade Pre-
school-1; Primary; Readiness

Up and Down.   Teaching machine
or device; Grade Preschool-1;
Primary; Readiness

In and Out.   Teaching machine
or device; Grade Preschool-1;
Primary; Readiness

Billy and Judy.   Visual aid;
Grade Preschool-1; Primary;
Readiness

TV Teacher.   Visual aid;
Grade Preschool-1; Primary;
Readiness

Imagination Stage.   Visual
aid; Grade Preschool-1;
Primary; Readiness

Learning Stage.   Visual aid;
Grade Preschool-1; Primary;
Readiness

ENCYCLOPEDIA BRITANNICA PRESS
425 North Michigan Avenue
Chicago, Illinois 60611

Language Experiences in Reading Level
III Pupil Book.   Workbook; Grade 3;
Primary; Readiness; Word recognition-
vocabular, Study skills; Paperback, 1967

ENCYCLOPEDIA BRITANNICA PRESS
425 North Michigan Avenue
Chicago, Illinois 60611

Language Experiences in Reading.   Two
hundred pre-reading instructional
techniques to develop communication
skills leading to reading and writing
ability.

EYE GATE HOUSE, INC.
146-01 Archer Avenue
Jamaica, New York   11435

Reading Readiness-Educational
Filmstrips.   Visual aid; Grade
1; Primary; Readiness, Word
recognition-vocabulary; 1967

1 Hear a Rhyme-Educational
Filmstrips.   Audio-visual
aid; Grade Kindergarten, 1;
Primary; Readiness; Word
recognition-vocabulary; 1967

FIELD EDUCATIONAL PUBLICATIONS, INC.
(Harr Wagner Publishing Company)
609 Mission Street
San Francisco, California 94105

Time Machine Series. Supplementary reader; Grade Preschool-2; Primary; Word recognition-vocabulary, Comprehension; Hard Cover, 1965

Long Playing Records to Accompany the Leonard Books (Samples of a series). Audio aid; Grade Preschool-2; Primary; Interests and taste; 1965

FOLLETT PUBLISHING COMPANY
1010 West Washington Boulevard
Chicago, Illinois 60607

Kindergraph Material. Workbook; Grade Kindergarten; Primary; Readiness; Paperback, 1960

The Frostig Program for the Development of Visual Perception. Visual aid; Grade 1; Primary; Readiness; 1964

I Want to Learn. Workbook; Grade 1; Primary; Readiness; Paperback, 1966

Charts. Visual aid; Grade 1; Primary; Readiness; 1966

Big Bug, Little Bug (Sample of the Beginning to Read Series) Enrichment reader; Grade 1; Primary; Readiness; Hard Cover, 1961

A Day With Debbie. Enrichment reader; Grade 1; Primary; Readiness; Hard Cover, 1966

Something to Read and Do. Workbook; Grade 1; Primary; Readiness; Paperback, 1966

Teacher's Ed. Paperback, 1965

Four Seasons with Suzy. Enrichment reader; Grade 1; Primary; Readiness; Hard Cover, 1965

In the Big City. Enrichment reader; Grade 1; Primary; Readiness; Hard Cover, 1965

Sunny Days in the City. Enrichment reader; Grade 1; Primary; Readiness; Hard Cover, 1965

Play with Jimmy. Enrichment reader; Grade Kindergarten; Primary; Readiness; Hard Cover, 1963

Fun with David. Enrichment reader; Grade 1; Primary; Readiness; Hard Cover, 1965

Laugh with Larry. Enrichment reader; Grade 1; Primary; Readiness; Hard Cover, 1963

Activities Book 1. Workbook; Grade 1; Primary; Readiness; Paperback, 1964

GARRARD PUBLISHING COMPANY
1607 North Market Street
Champaign, Illinois 61820

The Happy Bears Story Book.
Enrichment reader; Grade Pre-
school 1; Primary; Readiness;
Paperback, 1956

The Happy Bears, A Story Reading
Pad. Workbook; Grade Preschool-
1; Primary; Readiness

The Happy Bears Game. Boxed
developmental materials; Grade
Preschool-1; Primary; Readiness,
Word recognition-vocabulary;
1956

Match, Set 1 and Set 2. Boxed
developmental materials; Grade
1-3; Primary; Readiness, Word
recognition-vocabulary; 1953

Picture Readiness Game.
Boxed developmental mater-
ials; Grade Preschool,
Kindergarten; Primary;
Readiness; 1949

Who Gets It? Boxed
developmental materials;
Grade Preschool, Kinder-
garten; Primary; Readiness;
Word recognition-vocabulary;
1954

Readiness for Reading.
Workbook; Grade Preschool-
1; Primary; Readiness;
Paperback, 1949

Picture-Word Cards. Visual
aid; Grade 1, 2; Primary;
Readiness, Word recognition-
vocabulary; 1941.

GINN AND COMPANY
Statler Building
Back Bay P. O. Box 191
Boston, Massachusetts 02117

Basic Card Sets Levels 2-10.
Visual aid; Grade 1-3; Primary;
Readiness, Word recognition-
vocabulary; 1969

Building Pre-Reading Skills Kit
A-Language. Boxed developmental
materials; Grade Preschool-1;
Primary; Readiness; 1965

Kit B-Consonants. Boxed devel-
opmental materials; Grade
Preschool-1; Primary; Readiness;
1966

Album 1-Songs in the Reading
Readiness Program. Audio
aid; Grade 1; Primary;
Readiness

Let's Listen-Auditory
Training for Speech Develop-
ment and Reading Readiness.
Audio aid; Grade Kinder-
garten, 1; Primary; Readi-
ness

My Little Red Story Book.
Reader; Grade 1; Primary;
Local; Readiness; Paper-
back, 1966

My Little Green Story Book,
Pre-Primer II. Reader; Grade
1; Primary; Local; Readiness;
Paperback, 1966

Self-Help Activities. Work-
book; Grade 1; Primary;
Readiness, Word recognition-
vocabulary; Paperback, 1966

Album 2-Songs and Stories in
the Pre-Primer Program. Audio
aid; Grade 1; Primary; Readi-
ness, Interests and taste

My Little Blue Story Book,
Pre-Primer III. Reader;
Grade 1; Primary; Local;
Readiness; Paperback, 1966

GROSSET AND DUNLAP, INC.
51 Madison Avenue
New York, New York 10010

Early Start Readers (19 titles,
a series). Enrichment reader;
Grade Kindergarten, 1; Primary;
All skills; Hard Cover, 1967

HARCOURT, BRACE & WORLD, INC.
757 Third Avenue
New York, New York 15017

Pocket Chart. Visual aid;
Grade Kindergarten, 1;
Primary; Readiness

Individual Letter Cards.
Visual aid; Grade Kinder-
garten, 1; Primary; Readiness

Big Card Box. Visual aid;
Grade Kindergarten, 1;
Primary; Readiness

Workpad 1-2. Workbook; Grade
1; Primary; Readiness, Word
recognition-vocabulary;
Paperback

Children's Spelling Pockets.
Visual aid; Grade Kinder-
garten, 1; Primary; Readiness

Workpad 3-6. Workbook; Grade
1; Primary; Readiness, Word
recognition-vocabulary;
Paperback

Teacher's Guide 1. Paperback

HARPER AND ROW
2500 Crawford Avenue
Evanston, Illinois 60201

Fun at the Pond. Workbook;
Grade 1; Primary; Readiness;
Paperback, 1966

Frog Fun. Reader; Grade 1;
Primary; Other; Readiness;
Word recognition-vocabulary;
Paperback, 1963

Tuggy. Reader; Grade 1;
Primary; Other; Readiness,
Word recognition-vocabulary;
Paperback, 1963

On Our Way to Read: Basic
Readiness Book. Workbook;
Grade Kindergarten, 1;
Primary; Local environment;
Readiness; Paperback, 1966

Teacher's Ed. for On Our
Way to Read: Basic Readiness
Book (Duplicating masters).
Paperback, 1966

Off We Go with Stories.
Reader; Grade Preschool-1;
Primary; Local environment;
Readiness; Paperback, 1966

City Days, City Ways. Reader;
Grade 1; Primary; Local
environment; Readiness, Word
recognition-vocabulary;
Paperback, 1966

Pre-Primer Workbook. Work-
book; Grade 1; Primary;
Readiness, Word recognition-
vocabulary; Paperback, 1966

Janet and Mark. Reader;
Grade 1; Primary; Local
environment; Readiness, Word
recognition-vocabulary;
Paperback, 1966

D. C. HEATH AND COMPANY
125 Spring Street
Lexington, Massachusetts 02173

Early Development Growth Experiences.
Provides diagnostic, evaluative and
prescriptive measures to insure indi-
vidualized reading instruction.

IDEAL SCHOOL SUPPLY COMPANY
11000 South Lavergne Avenue
Oak Lawn, Illinois 60453

Pictures for Sequence.
Visual aid; Grade Kinder-
garten, 1; Primary;
Readiness, Comprehension

Classification-Opposites-
Sequence Magic Cards. Boxed
developmental materials;
Grade Kindergarten, 1;
Primary; Readiness,
Comprehension

Objects that Rhyme. Teaching
machine or device; Grade
Kindergarten, 1; Primary;
Readiness, Word recognition-
vocabulary

Capital Letters, Lower Case
Letters, Building Letters.
Visual aid; Grade Kindergarten,
1; Primary; Readiness, Word
recognition-vocabulary

Name Pictures for Flannel Board.
Visual aid; Grade Kindergarten,
1; Primary; Readiness

Action Pictures for Flannel
Board, Rhyming Pictures for
Flannel Board. Visual aid;
Grade Kindergarten, 1; Primary;
Readiness, Word recognition-
vocabulary

Rhyming Puzzles. Visual aid;
Grade Kindergarten-2; Primary;
Readiness, Word recognition-
vocabulary

Color Recognition Chart.
Visual aid; Grade Kindergarten,
1; Primary; Readiness, Word
recognition-vocabulary

Rhyming Chart. Visual aid;
Grade Preschool-1; Primary;
Readiness

Reading-Writing Readiness
Chart. Visual aid; Grade
Preschool-1; Primary; Readiness

Reading Readiness Transparencies.
Visual aid; Grade Preschool-1;
Primary; Readiness

Reading Readiness Tapes. Audio
aid; Grade Kindergarten, 1;
Primary; Readiness

Duplicator Workbook for
Reading Readiness Tapes.
Workbook; Grade Kindergarten,
1; Primary; Readiness; Paper-
back

Classification-Opposites
Sequence Charts. Visual aid;
Grade Kindergarten, 1;
Primary; Readiness, Compre-
hension

Classification-Opposites-
Sequence Tapes. Audio aid;
Grade Kindergarten, 1;
Primary; Readiness, Compre-
hension

Duplicator Worksheets for
Classification-Opposites-
Sequence Tapes. Workbook;
Grade Kindergarten, 1;
Primary; Readiness, Compre-
hension

Pictures for Classification
Opposites. Visual aid;
Grade Kindergarten, 1; Primary;
Readiness, Comprehension

IMPERIAL INTERNATIONAL LEARNING
Box 548
Kankakee, Illinois 60901

Gateway to Good Reading.
(Auditory discrimination).
Boxed developmental materials;
Grade Kindergarten, 1; Primary;
Readiness

Visual Perception. Boxed
developmental materials; Grade
Kindergarten, 1; Primary;
Readiness; 1970

Taped Lessons (20 reel-to-
reel tapes or cassettes).
Audio aid; Grade Kindergarten,
1; Primary; Readiness; 1970

We Learn the Colors and Their
Names. Boxed developmental
materials; Grade Kindergarten,
1; Primary; Readiness; 1967

LYONS AND CARNAHAN. INC.
407 East 25th Street
Chicago, Illinois 60616

Pictures to Read. Reader;
Grade Kindergarten, 1; Primary;
Readiness; Paperback, 1962

Fun with Pictures. Workbook;
Grade Kindergarten, 1; Primary;
Readiness; Paperback, 1962

Three of Us. Reader; Grade
Kindergarten, 1; Primary; Readi-
ness; Paperback, 1962

Play with Us. Reader; Grade
Kindergarten, 1; Primary;
Readiness; Paperback, 1962

Fun with Us. Reader; Grade
Kindergarten, 1; Primary; Local
environment; Readiness; Paper-
back, 1962

Ride with Us. Reader; Grade
Kindergarten, 1; Primary; Local
environment; Readiness; Paper-
back, 1962

Many Surprises. Reader; Grade
1; Primary; Local environment;
Readiness; Hard Cover, 1962

Teacher's Ed. Paperback, 1962

Fun to do Books. Workbook;
Grade 1; Primary; Readiness;
Paperback, 1962

Fun to do Books. Workbook;
Grade 1; Primary; Readiness,
Word recognition-vocabulary;
Paperback, 1962

Down Our Way. Reader;
Grade 1; Primary; Local
environment; Readiness, Word
recognition-vocabulary; Hard
Cover, 1962

See Us Come, Pre-Primer 1.
Reader; Grade 1; Primary;
Local environment; Readiness,
Word recognition-vocabulary;
Paperback, 1958

See Us Play, Pre-Primer 2.
Reader; Grade 1; Primary;
Local environment; Readiness,
Word recognition-vocabulary;
Paperback, 1958

Stories from Everywhere.
Reader; Grade 1; Primary;
Local environment; Readiness;
Hard Cover, 1962

Teacher's Ed. Paperback,
1962

Workbook. Workbook; Grade
1; Primary; Readiness, Word
recognition-vocabulary;
Paperback, 1962

Workbook. Workbook; Grade
1; Primary; Readiness, Word
recognition-vocabulary;
Paperback, 1962

THE MACMILLAN COMPANY
866 Third Avenue
New York, New York 10022

Preschool Readiness Kit. Preschool
kit; complete readiness program

MCQUEEN PUBLISHING COMPANY
Box 198 Route 1
Tiskilwa, Illinois 61368

What Kind? Workbook; Grade
Preschool, Kindergarten;
Primary; Readiness; Paperback,
1968

How Many? Workbook; Grade
Preschool, Kindergarten;
Primary; Readiness; Paperback,
1968

Which One? Workbook; Grade
Preschool, Kindergarten;
Primary; Readiness, Word
recognition-vocabulary;
Paperback, 1968

We Can Read. Reader; Grade
1; Primary; Readiness, Word
recognition-vocabulary;
Hard Cover, 1963

We Write What We Can Read
(Revised). Workbook; Grade
1; Primary; Readiness, Word
recognition-vocabulary;
Paperback, 1969

Getting Ready for Reading,
Writing, and Arithmetic-Pre-
School Headstart Kindergarten
Teacher's Guide. Paperback,
1968

OPEN COURT PUBLISHING COMPANY
1307 Seventh Street, Box 399
La Salle, Illinois 61301

Open Court Kindergarten Program.
Complete instructional program for
the kindergarten.

PHONOVISUAL PRODUCTS, INC.
4708 Wisconsin Avenue, N.W.
Washington, D.C. 20007

Consonant Flipstrips. Visual
aid; Grade 1; Primary; Readiness;
1959

Consonant Picture Pack.
Visual aid; Grade 1;
Primary; Readiness; 1963

Phonovisual Consonant Workbook.
Workbook; Grade 1; Primary;
Readiness, Word recognition-
vocabulary; 1966

Phonovisual Consonant Chart.
Visual aid; Grade 1; Primary;
Readiness; 1960

I Can. Visual aid; Grade 1;
Primary; Readiness, Word
recognition-vocabulary; Paper-
back, 1963

Phonovisual Skill Builders.
Visual aid; Grade 1; Primary;
Readiness; 1959

Come to My Party. Visual aid;
Grade 1; Primary; Readiness;
Paperback, 1963

Phonovisual Vowel Workbook.
Workbook; Grade 1; Primary;
Readiness, Word recognition-
vocabulary; Paperback, 1966

Phonovisual Vowel Chart.
Visual aid; Grade 1; Primary;
Readiness; 1960

Phonovisual Vowel Flipstrips.
Visual aid; Grade 1; Primary;
Readiness; 1963

Vowel Picture Pack. Visual
aid; Grade 1; Primary; Readi-
ness, Word recognition-
vocabulary; 1963

PLAY 'N TALK
P.O. Box 18804
Oklahoma City, Oklahoma 73118

Now Everyone Can Read, Series I.
Workbook; Grade 1; Primary;
Readiness, Word recognition-
vocabulary; Paperback, 1962

Riddles 'n Rhyme (Records
1-31). Audio aid; Grade
Kindergarten, 1; Primary;
Readiness; 1968

SCIENCE RESEARCH ASSOCIATES, INC.
259 East Erie Street
Chicago, Illinois 60611

The Distar Reading Program. Complete
preschool reading program. Reading I;
concentrates on the basic decoding skills
necessary to look at a word, sound it out
and say it. Reading II; emphasizes
comprehension and advanced reading skills.

SCOTT, FORESMAN AND COMPANY
1900 East Lake Avenue
Glenview, Illinois 60025

First Talking Storybook Box.
Boxed developmental materials;
Grade 1; Primary; Readiness,
Word recognition-vocabulary;
1946

Sounds I Can Hear.   Audio-
visual aid; Grade Preschool-1;
Primary; Word recognition-
vocabulary

Match-and-Check Set 1, Set 2,
Set 3, and Set 4.   Boxed
developmental materials;
Grade Preschool-1; Primary;
Word recognition-vocabulary;
1967

Posters (Set of 4).   Visual
aid; Grade 1; Primary;
Readiness; 1959

STANDARD EDUCATIONAL CORPORATION
130 North Wells Street
Chicago, Illinois 60606

Words to Know.   Supplementary
reader; Grade Preschool-1;
Primary; Readiness, Word recog-
nition-vocabulary

TEACHERS' COLLEGE PRESS
Columbia University
525 West 120th Street
New York, New York 10027

Workbooks.   Workbook; Grade
Kindergarten, 1; Primary;
Readiness, Word recognition-
vocabulary; Paperback, 1964

Rhyming Word Cards.   Visual
aid; Grade 1; Primary; Readi-
ness, Word recognition-
vocabulary

Anagram Cards.   Visual aid;
Grade 1; Primary; Readiness;
Word recognition-vocabulary

Read Along with Me (Story
booklet).   Supplementary
reader; Grade Kindergarten,
1; Primary; Readiness, Word
recognition-vocabulary;
Paperback, 1964

When People Talk on the
Telephone.   Supplementary
reader; Grade 4-6; Inter-
mediate; Readiness, Word
recognition-vocabulary;
Paperback, 1964

THE TITAN CORPORATION
Educational Division
130 West Wieuca Road, N.E.
Atlanta, Georgia 30305

Pic-a-Pair Series 1, Pattern
Recognition. Visual aid; Grade
Preschool, Kindergarten;
Primary; Readiness; 1969

Pic-a-Pair Series 2, Alpha-
bet. Visual aid; Grade
Kindergarten, 1; Primary;
Readiness; 1969

Pic-a-Pair Series 3, Transition.
Visual aid; Grade Kindergarten,
1; Primary; Readiness, Word
recognition-vocabulary; 1969

WEBSTER DIVISION
McGRAW-HILL BOOK COMPANY
Manchester Road
Manchester, Missouri 63011

Tell Again Story Cards, Levels
I and II. Boxed developmental
materials; Grade Kindergarten,
1; Primary; All Skills; 1967

Alphabet Strips. Visual
aid; Grade Kindergarten, 1;
Primary; Readiness

WORD MAKING PRODUCTIONS
721 Kearns Building, P.O. Box 305
Salt Lake City, Utah 84110

Rebus Picture Puzzles (Initial
Sounds). Workbook; Grade 1-3;
Primary; Readiness, Word
recognition-vocabulary; 1969

Read-the-Picture Storybooks
(12 books). Supplementary
reader; Grade 1-4; Primary;
Intermediate; Readiness, Word
recognition-vocabulary; Paper-
back, 1967

Snoopy Snake. Supplementary
reader; Grade 3; Primary-Adult;
Readiness; Hard Cover, 1963

Word Making Cards. Visual
aid; Grade Kindergarten, 1;
Primary; Readiness, Word
recognition-vocabulary

Word Making Picture Stickers.
Visual aid; Grade Kinder-
garten-2; Primary; Readiness,
Word recognition-vocabulary

Musically Speaking. Audio
aid; Grade Kindergarten, 1;
Primary; Readiness; Paper-
back, 1969

WORDCRAFTERS GUILD
St. Albans School
Massachusetts and Wisconsin Avenue, N.W.
Washington, D.C. 20016

<u>Student Syllabascope</u>. Teaching
machine or device; Primary-
Junior High; Readiness, Word
recognition-vocabulary

<u>Teacher Syllabascope</u>. Teaching
machine or device; Grade 1;
Primary; Readiness, Word
recognition-vocabulary

<u>The 220 Basic Sight Words</u>.
Visual aid; Grade 1-3;
Primary; Readiness, Word
recognition-vocabulary

<u>Teacher Syllabication Set</u>.
Visual aid; Grade 1-3;
Primary; Readiness, Word
recognition-vocabulary

APPENDIX B

PUBLISHERS OF READING MATERIALS

PUBLISHERS OF READING MATERIALS

Addison-Wesley Publication Co.
Sand Hill Road
Menlo Park, California 94025

Allied Education Council
P.O. Box 78
Galien, Michigan 49113

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, Massachusetts 02111

American Book Company
55 Fifth Avenue
New York, New York 10003

American Education Publications
55 High Street
Middletown, Connecticut 06457

American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minnesota 55014

Americana Interstate Corporation
501 East Lange Street
Mundelein, Illinois 60060

Ann Arbor Publishers
610 South Forest
Ann Arbor, Michigan 48104

Appleton-Century-Crofts
440 Park Avenue, South
New York, New York 10016

Associated Education Services
    Corporation
Selected Academic Readings
Rockefeller Center
630 Fifth Avenue
New York, New York 10020

Atomic Enterprises, Inc.
2545 Boulevard Place
Indianapolis, Indiana 46208

Baldridge Reading Instruc-
    tion Materials, Inc.
14 Grigg Street
Greenwich, Connecticut 06830

Barnell Loft, Ltd.
111 South Centre Avenue
Rockville
New York, New York 11570

Barnes and Noble, Inc.
105 Fifth Avenue
New York, New York 10003

Behavioral Research Laboratories
Box 577
Palo Alto, California 94302

Benefic Press
1900 N. Narragansett Avenue
Chicago, Illinois 60639

Better Reading Program, Inc.
230 East Ohio Street
Chicago, Illinois 60611

Bobbs-Merrill Company, Inc.
4300 West 62 Street
Indianapolis, Indiana 46206

Bolt, Beranek and Newman, Inc.
22 Moulton Street
Cambridge, Massachusetts 02138

Book-Lab, Inc.
1449 37th Street
Brooklyn, New York 11218

Burgess Publishing Company
426 South Sixth Street
Minneapolis, Minnesota 55414

Cambridge University Press
32 East 57th Street
New York, New York 10022

Chandler Publishing Company
124 Spear Street
San Francisco, California 94105

Children's Press, Inc.
1224 West Van Buren Street
Chicago, Illinois 60607

Civic Education Service
1733 K Street, N.W.
Washington, D.C. 20006

Cliff's Notes, Inc.
Department CE010
Bethany Station
Lincoln, Nebraska 68505

Continental Press, Inc.
520 East Bainbridge Street
Elizabethtown, Pennsylvania
    17022

Coronet Learning Programs
65 East South Water Street
Chicago, Illinois 60601

Craig Research, Inc.
3410 South LaCienega Boulevard
Los Angeles, California 90016

Creative Educational Society
515 North Front Street
Mankato, Minnesota 56001

Croft Educational Services
100 Garfield Avenue
New London, Connecticut 06320

John Day Company, Inc.
62 West 45th Street
New York, New York 10036

J. M. Dent and Sons, Ltd.
100 Scarsdale Road
Con Mills, Ontario, Canada

Dexter and Westbrook, Ltd.
111 South Centre Avenue
Rockville Centre, New York 11571

Economy Company
1901 North Walnut, Box 25308
Oklahoma City, Oklahoma 73105

Educational Activities, Inc.
P.O. Box 392
Freeport, New York 11520

Educational Developmental
    Laboratories, Inc.
284 Pulaski Road
Huntington, New York 11743

Educational Games, Inc.
200 Fifth Avenue
New York, New York 10010

Educators Publishing Service
301 Vassar Street
Cambridge, Massachusetts 02139

EMC Corporation
Educational Materials Division
180 East 6th Street
St. Paul, Minnesota 55101

Encyclopedia Britannica Press
425 North Michigan Avenue
Chicago, Illinois 60611

English Language Services, Inc.
800 18th Street, N.W.
Washington, D.C. 20006

Eye Gate House, Inc.
146-01 Archer Avenue
Jamaica, New York 11435

Fearon Publishers, Inc.
2165 Park Boulevard
Palo Alto, California 94306

Fern Tripp Company
2035 East Sierra Way
Dinuba, California 93618

Field Educational Publications
(Harr Wagner Publishing Company)
609 Mission Street
San Francisco, California 94105

Folkways Records and Service
    Corporation
165 West 46th Street
New York, New York 10036

Follett Publishing Company
1010 W. Washington Boulevard
Chicago, Illinois 60607

Garrard Publishing Company
1607 North Market Street
Champaign, Illinois 61820

Ginn and Company
Statler Building
Back Bay P. O. Box 191
Boston, Massachusetts 02117

Glencoe Press
3701 Wilshire Boulevard
Beverly Hills, California 90211

Globe Book Company
175 Fifth Avenue
New York, New York 10010

Good Reading Communications
505 Eighth Avenue
New York, New York 10018

Grosset and Dunlap, Inc.
51 Madison Avenue
New York, New York 10010

Harcourt, Brace & World, Inc.
757 Third Avenue
New York, New York 15017

Harlow Publishing Corporation
P.O. Box 898
212 East Gray Street
Norman, Oklahoma 73070

Harper & Row
2500 Crawford Avenue
Evanston, Illinois 60201

Harvey House, Inc.
Irvington-on-Hudson
New York, New York 10533

D. C. Heath & Company
Division of Raytheon Company
285 Columbus Avenue
Boston, Massachusetts 02116

Highlights for Children, Inc.
2300 West Fifth Avenue
Columbus, Ohio 43216

Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, New York 10017

Houghton Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107

The Hubbard Company
500 Court Street
Defiance, Ohio 43512

Ideal School Supply Company
11000 South Lavergne Avenue
Oak Lawn, Illinois 60453

Imperial International Learning
Box 548
Kankakee, Illinois 60901

Initial Teaching Alphabet
  Publication
20 East 46th Street
New York, New York 10017

Laidlaw Brothers
Thatcher and Madison
River Forest, Illinois 60305

Lawrence Publishing Company
Room 716-18
617 South Olive Street
Los Angeles, California 90013

Linguistica
Box 619
Ithaca, New York 14850

J. B. Lippincott Company
East Washington Square
Philadelphia, Pennsylvania
  19105

Lyons and Carnahan, Inc.
407 East 25th Street
Chicago, Illinois 60616

McCormick Mathers Publishing
   Company, Inc.
300 Pike Street
Cincinnati, Ohio 45202

McGraw-Hill Book Company
Division of McGraw-Hill, Inc.
330 West 42 Street
New York, New York 10036

McQueen Publishing Company
Box 198 Route 1
Tiskilwa, Illinois 61368

Charles E. Merrill Books, Inc.
1300 Alum Creek Drive
Columbus Ohio 43216

Modern Curriculum Press
P.O. Box 9
Berea, Ohio 44017

Modern Educational Research
250 West Girard Avenue
Philadelphia, Pennsylvania
   19123

New Reader's Press
Laubach Literacy, Inc.
P.O. Box 131
1011 Harrison Street
Syracuse, New York 13210

Noble and Noble Publishers
750 Third Avenue
New York, New York 10017

Oklahoma Publishing Company
P.O. Box 25125
Oklahoma City, Oklahoma 73215

Open Court Publishing Company
1307 Seventh Street, Box 399
LaSalle, Illinois 61301

Oxford Book Company
71 Fifth Avenue
New York, New York 10003

Penns Valley Publishers, Inc.
119½ Frazier Street
State College of Pennsylvania
University Park, Pennsylvania
   16802

Perceptual Development
   Laboratories
Box 1911
Big Springs, Texas 79720

George Pflaum Publishing Company
38 West Fifth Street
Dayton, Ohio 45402

Phonovisual Products, Inc.
4708 Wisconsin Avenue, N.W.
Washington, D.C. 20007

Play 'N Talk
P.O. Box 18804
Oklahoma City, Oklahoma 73118

Portal Press
605 Third Avenue
New York, New York 10016

Prentice-Hall, Inc.
Box 903
Englewood Cliffs, New Jersey
   07632

Psychotechniques, Inc.
7433 North Harlem Avenue
Chicago, Illinois 60648

Rand McNally Company
Box 7600
Chicago, Illinois 60680

Random House
457 Madison Avenue
New York, New York 10022

Readers' Digest Services, Inc.
Educational Division
Pleasantville, New York 10570

Reading Laboratory, Inc.
370 Lexington Avenue
New York, New York 10036

Scholastic Book Services, Inc.
50 West 44th Street
New York, New York 10036

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025

Silver Burdett Company
Park Avenue and Columbia Road
Morristown, New Jersey 07960

The L. W. Singer Company, Inc.
249 West Erie Boulevard
Syracuse, New York, 13202

Standard Educational Corporation
130 North Wells Street
Chicago, Illinois 60606

The Steck Vaughn Company
P.O. Box 2028
Austin, Texas 78767

Teachers' College Press
Columbia University
525 West 120th Street
New York, New York 10027

The Titan Corporation
Educational Division
130 West Wieuca Road, N.E.
Atlanta, Georgia 30305

United Educators, Inc.
Tangley Oaks
Educational Center
Lake Bluff, Illinois 60044

University of London
Saint Paul's House
Warwick Lane
London, England EC4

University of Michigan Press
Monographs in Education
Ann Arbor, Michigan 48104

University of Minnesota
2037 University Avenue, S.E.
Minneapolis, Minnesota 55455

University of Nebraska Press
Nebraska Hall 215
Lincoln, Nebraska 68508

Wadsworth Publishing Company
Belmont, California 94002

Washington Square Press, Inc.
630 Fifth Avenue
New York, New York 10020

Webster Division
McGraw-Hill Book Company
Manchester Road
Manchester, Missouri 63011

Wenkart Publishing Company
4 Shady Hills Square
Cambridge, Massachusetts
  02138

H. W. Wilson Company
950 University Avenue
Bronx, New York 10452

Word Making Productions
721 Kearns Building
P.O. Box 305
Salt Lake City, Utah 84110

Wordcrafters Guild
St. Albans School
Massachusetts and Wisconsin
  Avenue N.W.
Washington, D.C. 20016

APPENDIX C

BOOKS FOR PRESCHOOL CHILDREN

BOOKS FOR PRESCHOOL CHILDREN

ALPHABET BOOKS

Author	Title	Publisher
Anglund, Joan Walsh	A is for Always	Harcourt
Anglund, Joan Walsh	In a Pumplin Shell: a Mother Goose ABC	Harcourt
Asimov, Isaac	ABC's of Space	Walker and Co.
Asimov, Isaac	ABC's of the Ocean	Walker and Co.
Banner, Angela	Ant and Bee and the ABC	Watts
Birmingham, John	ABC	Bobbs-Merrill
Bond, Jean Carey	A is for Africa	Franklin Watts
Brown, Marcia	Peter Piper's Alphabet	Scribner's
Crews, Donald	We Read: A - Z	Harper & Row
Duvoisin, Roger	A for the Ark	Lothrop
Falls, C. B.	ABC Book	Doubleday
Freeman, Don	Add a Line Alphabet	Golden Gate
Gag, Wanda	ABC Bunny	E. M. Hale
Garten & Batherman	The Alphabet Tale	Random
Gibbon, Amelia	An Illustrated Comic Alphabet	Walck
Gordon, Isabel	ABC Hunt	Viking
Grossbart, Francine	A Big City	Harper & Row
Hanna-Barbera	Pebbles Flintstone's ABC	Whitman Books
Heide, Florence P.	Alphabet Zoop	McCall's

Author	Title	Publisher
Holl, Adelaide	The ABC's of Carts, Trucks, and Machines	American Heritage
Howard-Gibbon, Amelia France	An Illustrated Comic Alphabet	Walck
Ilsley, Belma	M is for Moving	Walck
Ipcar, Dahlov	I Love My Anteater with an A	Knopf
Johnson, Crockett	Harold's ABC	Harper
Kaufman, Joe	Words	Golden Press
Kredenser, Gail	ABC's of Bumptious Beasts	Harlin Quist
Krieger, David	Letters and Words	Young Scott Books
Lear, Edward	A Was Once an Apple Pie: a Nonsense Alphabet	Scholastic Book Service
Leuthold, Catherine Fuller	Beast: an Alphabet of Fine Prints	Little Brown
McGinley, Phyllis	All Around the Town	Lippincott
Massie, Diane R.	Dazzle	Parents'
Matthiesen, Thomas	ABC: an Alphabet Book	Platt and Munk
Moore, Lou	I Live in the City	Whitman Books
Morse, Samuel F.	All in a Suitcase	Little Brown
Munari, Bruno	Bruno Munari's ABC	World
Osswald, Edith and Mary Reed	My First Golden Dictionary	Golden Press
Peppe, Rodney	The Alphabet Book	Four Winds Press
Piatti, Celestino	Celestino Piatti's Animal ABC	Atheneum
Polak, John	True to Life ABC Book Including Numbers	Grosset & Dunlap

Author	Title	Publisher
Rey, Hans A.	Curious George Learns the Alphabet	Houghton
Scarry, Richard	Best Word Book Ever	Golden Press
Schlesinger, Alice	Here We Go Around the Mulberry Bush	Grosset
Seuss	Dr. Seuss's A & B & C	Beginner
Steiner, Charlotte	My Slippers are Red	Knopf
Walker, Barbara K.	I Packed my Trunk	Follett
Warburg, Sandol Stoddard	From Ambledee to Zumbledee	Houghton-Mifflin
Watson, Nancy D.	What Does A Begin With	Knopf
Wildsmith, Brian	Brian Wildsmith's ABC	Franklin Watts
Williams, Garith	The Big Golden Animal ABC	Golden Press
Zacks, Irene	Space Alphabet	Prentice-Hall

ANIMALS

Author	Title	Publisher
Alberti, Trude	The Animals' Lullaby	World
Allen, Robert	A Child's World of Animals	Platt and Munk
Allen, Robert	The Zoo Book	Platt and Munk
Animal Picture Books	Playful Pets (and others in series	Renwal Products
Berg, Jean Horton	Nobody Scares a Porcupine	Westminster
Bethell, Jean	Barney Beagle	Wonder-Treasure
Birnbaum, Abe	Green Eyes	Capital
Brown, Margaret W.	Golden Bunny and 17 Other Stories	Golden Press

Author	Title	Publisher
Brown, Margaret W.	Home for a Bunny	Golden Press
Brown, Margaret Wise	The Runaway Bunny	Harper
Carroll, Ruth	The Chimp and the Clown	Walck
Carroll, Ruth	Where's the Bunny	Walck
Cass, Joan	The Cats Go to Market	Abelard
Chenery, Janet	Wolfie	Harper
Conklin, Gladys	Little Apes	Holiday
Daniels, Guy	The Tsar's Riddles	McGraw-Hill
D'Aulaire, Ingri and Edgar Parin	Animals Everywhere	Doubleday
Daly, Eileen	Butterfly: (Story of Magic)	Whitman Books
Dennis, Wesley	Flip	Viking
Dennis, Wesley	Flip and the Morning	Viking, Seafarer
Dennis, Wesley	Tumble, the Story of a Mustang	Scholastic
Duvoisin, Roger A.	Petunia	Knopf
Eastman, P. D.	Are You My Mother?	Random
Ets, Marie Hall	In the Forest	Viking, Seafarer
Ets, Marie Hall	Play with Me	Viking, Seafarer
Fatio, Louise	Happy Lion	McGraw-Hill
Fisher, Aileen	We Went Looking	T. Y. Crowell
Flack, Marjorie	Angus and the Cat	Doubleday
Flack, Marjorie	Ask Mister Bear	Doubleday
Garelick, May	What Makes a Bird a Bird?	Follett
Gay, Zhenya	What's Your Name	Viking

Author	Title	Publisher
Golden Shape Books	The Elephant Book (and others in series)	Golden Press
Golden Shape Books	Bug Book (and others in series)	Golden Press
Golden Shape Books	The Bear Book	Golden Press
Golden Shape Books	The Tiger Book	Golden Press
Golden Shape Books	The Turtle Book	Golden Press
Golden Shape Books	The Zoo Book	Golden Press
Green, Mary	Everybody Has a House and Everybody Eats	W. R. Scott
Hall, Bill	Whatever Happens to Kittens?	Golden Press
Hall, Bill	Whatever Happens to Puppies?	Golden Press
Hoff, Syd	The Horse in Harry's Room	Harper
Holl, Adelaide	One Kitten for Kim	Addison-Wesley
Ipcar, Dahlov	The Cat at Night	Doubleday
Ipcar, Dahlov	I Like Animals	Knopf
Jacobs, Allan D. and Leland B. Jacobs	Behind the Circus	Lerner
Johnson, Ryerson	Let's Walk up the Wall	Holiday
Kahl, Ann	Trouble is a Cat	Robert B. Luce
Krauss, Ruth	Bears	Harper & Row/ Scholastic
La Fontaine, Jean de	The Lion and the Rat	Franklin Watts
Leaf, Anne	Mother Goose	Rand McNally
Levenson, Dorothy	Too Many Pockets	Wonder-Treasure

Author	Title	Publisher
Lipkind, William and Nicholas Mordvinoff	The Two Reds	Harcourt
Lipkind, William	Nubber Bear	Harcourt
Lobel, Arnold	A Holiday for Mister Muster	Harper & Row
Lobel, Arnold	The Zoo for Mister Muster	Harper & Row
Lowrey, Janette Sebring	Poky Little Puppy	Golden Press
Mann, Peggy	The Boy With a Billion Pets	Coward McCann
Mason, Sue	Animals Talk to Me	Rand McNally
Mayer, Mercer	A Boy, a Dog and a Frog	Dial Press
Miles, Miska	Mississippi Possum	Little Brown
Munari, Bruno	Bruno Munari's Zoo	World
Nakatani, Chiyoko	The Day Chiro was Lost	World
Potter, Beatrix	The Tale of Benjamin Bunny	Warne
Potter, Beatrix	The Tale of Jemima Puddleduck (and others in series)	Warne
Prague, Artia	Turtle and Her Friends	Golden Press
Reit, Seymour	Animals Around My Block	McGraw-Hill
Rey, Hans A.	Anybody at Home	Houghton
Rey, Hans A.	Curious George	Houghton
Rey, Hans A.	Curious George Gets a Medal	Scholastic
Rey, Hans A.	Curious George Rides a Bike	Scholastic

Author	Title	Publisher
Rey, Hans A.	Curious George Takes a Job	Scholastic
Rey, Hans A.	Feed the Animals	Houghton
Rey, Hans A.	Find the Animals	Houghton
Rey, Hans A.	See the Circus	Houghton
Rey, Hans A.	Where's My Baby?	Houghton
Risom, Ole	I Am a Bear	Golden Press
Risom, Ole	I Am a Bunny	Golden Press
Risom, Ole	I Am a Kitten	Golden Press
Risom, Ole	I Am a Mouse	Golden Press
Risom, Ole	I Am a Puppy	Golden Press
Robinson, Tom	Buttons	Viking, Seafarer
Rojankovsky, Feodor	Animals on the Farm	Knopf
Scarry, Richard	What Animals Do	Golden Press
Skaar, Grace	Nothing But Cats and All About Dogs	W. R. Scott
Skaar, Grace	The Very Little Dog	W. R. Scott
Turkle, Brinton	Thy Friend, Obediah	Viking
Wildsmith, Brian	Brian Wildsmith's Wild Animals	Franklin Watts
Woodcock, Louise	The Smart Little Kitty	W. R. Scott
Zakhoder, Boris	Rosachok	Lothrop
Zion, Gene	Harry the Dirty Dog	Harper & Row

Author	Title	Publisher

BEGINNINGS

Author	Title	Publisher
Brawley, Eleanor Riggins	Lisa's Spring Baby	John Knox
Brown, Margaret W.	Golden Egg Book	Golden Press
Conklin, Gladys	Insects are Babies	Holiday House
Darby, Gene	What is a Plant	Benefic Press
Davis, Daphne	The Baby Animal Book	Golden Press
Flack, Marjorie	Tim Tadpole and the Great Bullfrog	Doubleday
Fujikawa, Gyo	Baby Animals	Grosset
Grant, Bruce	How Chicks are Born	Rand McNally
Gregor, Arthur	Animal Babies	Harper & Row
Hobson, Laura	I'm Going to Have a Baby	John Day
Ipcar, Dahlov	Wonderful Egg	Doubleday
Kumin, Maxine W.	Eggs of Things	Putnam
Lord, Beman	Our New Baby's ABC	Walck
Provenson, Alice and Martin Provenson	Who's in the Egg?	Golden Press
Selsam, Millicent E.	All Kinds of Babies	Four Winds Press
Showers, Paul and Kay Sperry	Before You Were A Baby	T. Y. Crowell
Stevens, Carla	The Birth of Sunset's Kittens	W. R. Scott
Tresselt, Alvin R.	Rain Drop Splash	Lothrop
Watson, Aldren A.	My Garden Grows	Viking
Webber, Irma E.	Bits That Grow Big	W. R. Scott

Author	Title	Publisher

CITY

Author	Title	Publisher
Aliki	My Visit to the Dinosaurs	T. Y. Crowell
Asch, Frank	Linda	McGraw-Hill
The Bank Street College of Education	In the City People Read	Macmillan
Barrett, Judith	Old MacDonald Had an Apartment House	Atheneum
Binzen, Bill	Miguel's Mountain	Coward-McCann
Blos, Joan W.	"It's Spring," She Said	Knopf
Bourne, Miriam Anne	Emilio's Summer Day	Harper & Row
Brenner, Barbara	Barto Takes the Subway	Knopf
Burton, Virginia Lee	Little House	Houghton
Dawson, Rosemary and Richard	A Walk in the City	Viking
Felt, Sue	Rosa-Too-Little	Doubleday
Fenton, Edward	The Big Yellow Balloon	Doubleday
Freeman, Don	Corduroy	Viking, Seafarer
Funk, Tom	I Read Signs	Holiday House
Hawkinson, John and Lucy	The Little Boy Who Lives Up High	Albert Whitman
Holl, Adelaine	Bright, Bright Morning	Lothrop
Hopkins, Lee Bennett	I Think I Saw a Snail: Young Poems for City Seasons	Crown Publishers
Horvath, Betty	Hooray for Jasper	Watts
Humphrey, Henry	What Is It For?	Simon and Schuster

Author	Title	Publisher
Kempner, Carol	Nicholas	Simon and Schuster
Lansdown, Brenda	Galumph	Houghton
Lonergan, Joy	Brian's Secret Errand	Doubleday
McGinley, Phyllis	The Horse Who Lived Upstairs	Lippincott
Mendoza, George	And I Must Hurry, for the Sea is Coming in	Prentice-Hall
Misch, Robert J.	At Daddy's Office	Knopf
Nash, Veronica	Carlito's World: A Block in Spanish Harlem	McGraw-Hill
Ressner, Philip	At Night	E. P. Dutton
Rice, Inez	A Tree This Tall	Morrow
Schick, Eleanor	City in the Summer	Macmillan
Schick, Eleanor	City in the Winter	Macmillan
Schick, Eleanor	5A and 7B	Macmillan
Schneider, Nina	While Susie Sleeps	W. R. Scott
Scott, Ann Herbert	Big Cowboy Western	Lothrop
Shortall, Leonard	Peter in Grand Central Station	Morrow
Sharoff, Victor	Garbage Can Cat	Westminster
Shuttlesworth, Dorothy	ABC of Buses	Doubleday
Tresselt, Alvin	It's Time Now	Lothrop
Will and Nicholas	The Two Reds	Harcourt
Wright, Ethel	Saturday Walk	W. R. Scott
Van Leeuwen, Jean	Timothy's Flower	Random
Vasiliu, Mircea	What's Happening?	John Day

Author	Title	Publisher

CONSTRUCTION AND MACHINERY

Author	Title	Publisher
Bason, Lillian	Castles and Mirrors and Cities of Sand	Lothrop
Branley, Franklyn M. and Eleanor K. Vaughn	Mickey's Magnet	Scholastic
Emberly, Ed	London Bridge is Falling Down	Little Brown
Epstein, Sam and Beryl Epstein	Take This Hammer	Hawthorn
Gramatky, Hardie	Hercules	Putnam
Kohn, Bernice	Ramps	Hawthorn
Oppenheim, Joanne	Have You Seen Roads	W. R. Scott
Reit, Seymour	Round Things Everywhere	McGraw-Hill
Rowan, Dick	Everybody In: a Counting Book	Bradbury Press
Spier, Peter	London Bridge is Falling Down	Doubleday
Stevenson, James W.	If I Owned a Candy Factory	Little Brown
Tresselt, Alvin	Wake Up, City!	Lothrop
Wheeling, Lynn	When You Fly	Little Brown
Zaffo, George	Big Book of Read Building and Wrecking Machines	Grosset & Dunlap
Zaffo, George	Giant Nursery Book of Things That Go	Doubleday
Zaffo, George	Giant Nursery Book of Things that Work	Doubleday

Author	Title	Publisher

COUNTING

Author	Title	Publisher
Alian	One, Two, Three, Going to Sea	Scholastic
Allen, Robert	Count with Me	Platt and Munk
Allen, Robert	Numbers	Platt and Munk
Barr, Catherine	99 Ducks Plus One	Walck
Brody, Virginia	Round the Clock Book	Renwal Products
Carle, Eric	One, Two, Three to the Zoo	World
Crews, Donald	Ten Black Dots	Scribner's
DeCaprio, Annie	One, Two	Wonder—Treasure
Dee, Carolyn	Count the Puppies	Rand McNally
Emberley, Barbara and Ed.	One Wide River to Cross	Scholastic
Francoise	Jeanne Marie Counts Her Sheep	Children's
Friskey, Margaret	Chicken Little Count-to-Ten	Grosset
Gag, Wanda	Millions of Cats	Coward—McCann
Gretz, Susanna	Teddy Bear One to Ten	Follett
Kennel, Mortiz	Animal Counting Book	Goldren Press
Kruss, James	Three by Three	Macmillan
Langstaff, John and Feodor Rojankovsky	Over In the Meadow	Harcourt
McLeod, Emilie W.	One Snail and Me	Little Brown
Memling, Carl	I Can Count	Golden Press
Moore, Lilian	My Big Golden Counting Book	Golden Press

Author	Title	Publisher
Moore, Lillian	My First Counting Book	Golden Press
Oxenbury, Helen	Numbers of Things	Franklin Watts
Peppe, Rodney	Circus Numbers	Delacorte
Sendak, Maurice	One was Johnny	Harper and Row
Wadsworth, Olive	Over in the Meadow	Wonder-Treasure
Ziner, Feenie and Paul Galdone	Counting Carnival	Coward-McCann
Zolotow, Charlotte	One Step, Two	Lothrop

COUNTRY

Author	Title	Publisher
Bartlett, Margaret Farrington	The Clean Brook	T. Y. Crowell
Beim, Jerrold	Country School	Morrow
Blegvad, Erik and Lenore	One is for the Sun	Harcourt
Brown, Margaret W.	Little Island	Doubleday
Brown, Margaret W.	Wait Till the Moon is Full	Harper
Carrick, Carole	Swamp Spring	Macmillan
Chaffin, Lillie D.	Bear Weather	Macmillan
Chaffin, Lillie D.	I Have a Tree	David White
Chonz, Selina	Florina and the Wild Bird	Walck
Conklin, Gladys	I Caught a Lizard	Holiday House
Conklin, Gladys	I Like Caterpillars	Holiday House
D'Aulaire, Ingri and Edgar Parin	Don't Count Your Chickens	Doubleday
Ets, Marie Hall	Gilberto and the Wind	Viking Seafarer

Author	Title	Publisher
Fisher, Aileen	Cricket in a Thicket	Scribner's
Fisher, Aileen	Listen, Rabbit	T. Y. Crowell
Freeman, Don	A Rainbow of My Own	Viking
Friskey, Margaret	Seven Diving Ducks	Children's Press
Garelick, May	Where Does the Butterfly Go When It Rains	W. R. Scott/ Scholastic
Garboff, Abner	Old MacDonald Had a Farm	Scholastic
Graham, John and Feodor Rojankovsky	A Crowd of Cows	Harcourt
Hazen, Barbara S.	What's Inside	Lion Press
Heyduck-Hieth, Hilda	In the Forest	Harcourt
Heyduck-Hieth, Hilda	In the Village	Harcourt
Heyduck-Hieth, Hilda	The Three Birds	Harcourt
Heyduck-Hieth, Hilda	When the Sun Shines	Harcourt
Hoffman, Hilda	The Green Grass Grew All Around	Macmillan
Holl, Adelaine	The Remarkable Egg	Lothrop
Howell, Ruth Rea	Everything Changes	Atheneum
Ipcar, Dahlov	Brown Cow Farm	Doubleday
Ipcar, Dahlov	One Horse Farm	Doubleday
Jackson, Jacqueline	Chicken Ten Thousand	Little Brown
Lenski, Lois	Cowboy Small	Walck
Lerner, Sharon	Who Will Make Up Spring	Lerner Publications
Massie, Diane	A Birthday for Bird	Parents'
Mizumura, Kazue	The Way of an Ant	T. Y. Crowell
Oppenheim, Joanne	Have You Seen Trees?	Scott

Author	Title	Publisher
Nodset, Joan	Who Took the Farmer's Hat?	Harper
Peet, Bill	Fly Home Fly	Houghton
Rosen, Ellsworth	Spiders are Spinners	Houghton
Schoenherr, John	The Barn	Little Brown
Sewell, Helen	Blue Barns	Macmillan
Shortall, Leonard	Country Snowplow	Morrow
Taylor, Mark	Henry the Explorer	Atheneum
Taylor, Mark	Henry Explores the Jungle	Atheneum
Tresselt, Alvin	Wake Up Farm	Lothrop
Wahl, Jan	The Fishermen	W. W. Norton
Walters, Marguerite	The City Country ABC	Doubleday
Ward, Lynd	The Biggest Bear	Houghton
Watson, Jane	Birds	Golden Press
Wright, Betty Ren	Good Morning Farm	Golden Press
Zion, Gene	All Falling Down	Harper & Row

FAMILIES

Author	Title	Publisher
Alexander, Martha	The Story Grandmother Told	Dial Press
Borack, Barbara	Grandpa	Harper & Row
Brownstone, Cecily	All Kinds of Mothers	David McKay
Buckley, Helen E.	Grandfather and I	Lothrop
Buckley, Helen E.	Grandmother and I	Lothrop
Buckley, Helen E.	My Sister and I	Lothrop
Cleary, Beverly	The Real Hole	Morrow

Author	Title	Publisher
Coombs, Patricia	Waddy and His Brother	Lothrop
Ellentuck, Shan	My Brother Bernard	Abelard
Flack, Marjorie	Ask Mr. Bear	Macmillan
Gill, Joan	Hush, Jon!	Doubleday
Guilfoile, Elizabeth	Nobody Listens to Andrew	Follett
Hill, Elizabeth S.	Evan's Corner	Holt
Hoban, Russell	Baby Sister for Frances	Harper & Row
Hoban, Russell	Harvey's Hideout	Parents'
Hoban, Russell and Lillian Hoban	Bread and Jam for Frances	Harper & Row/ Scholastic
Hogan, Carol G.	Eighteen Cousins	Parents'
Keats, Ezra Jack	Peter's Chair	Harper & Row
Kessler, Ethel and Leonard Kessler	The Day Daddy Stayed Home	Doubleday
Lenski, Lois	Cowboy Small	Walck
Lenski, Lois	The Little Auto	Walck
Lenski, Lois	Papa Small	Walck
Littel, Robert	Left and Right with Lion and Ryan	Cowles Books
McCloskey, Robert	Blueberries for Sale	Viking, Seafarer
McCloskey, Robert	Make Way for the Ducklings	Viking, Seafarer
McCloskey, Robert	One Morning in Maine	Viking
McNulty, Faith	When a Boy Wakes Up in the Morning	Knopf
Mann, Peggy	That New Baby	Coward-McCann
Mizumura, Kazue	If I Were a Mother	T. Y. Crowell

Author	Title	Publisher
Myers, Walter M.	Where Does the Day Go?	Parents'
Penn, Ruth B.	Mommies are for Loving	Putnam
Petersham, Maud and Miska Petersham	The Circus Baby	Macmillan
Puner, Helen	Daddies--What They Do All Day	Lothrop
Reit, Seymour	Dear Uncle Carlos	McGraw-Hill
Schick, Eleanor	Peggy's New Brother	Macmillan
Schlein, Miriam	Laurie's New Brother	Abelard
Simon, Norma	Daddy Days	Abelard
Sonneborn, Ruth	Friday Night is Papa Night	Viking
Taylor, Sydney	Dog Who Came to Dinner	Follett
Turkle, Brinton	Obadiah the Bold	Viking, Seafarer
Zolotow, Charlotte	Do You Know What I'll Do?	Harper & Row

FANTASY

Author	Title	Publisher
Alexander, Martha	Maybe a Monster	Doubleday
Ambrus, Victor	The Little Cockerel	Harcourt
Anglund, Joan W.	Nibble, Nibble Mousekin	Harcourt
Bianco, Margery	The Velveteen Rabbit or How Toys Become Real	Doubleday
Blecher, Wilfried	Where is Willie?	McGraw-Hill
Bonsall, Crosby N.	The Case of the Cat's Meow	Harper & Row

Author	Title	Publisher
Bonsall, Crosby N.	The Case of the Hungry Stranger	Harper & Row
Bright, Robert	The Friendly Bear	Doubleday
Bright, Robert	Georgie	Doubleday
Bright, Robert	My Hopping Bunny	Doubleday
Briggs, Raymond	The Mother Goose Treasury	Coward-McCann
Brooke, Leslie	Johnny Crow's Garden	Warne
Brooke, Leslie	The Story of the Three Bears	Warne
Brooke, Leslie	The Story of the Three Pigs	Warne
Brooks, Anita	A Small Bird Sang	John Day
The Brothers Grimm	Little Red Riding Hood	World
Brown, Beatrice Curtis	Johnathan Bing	Lothrop
Brown, Marcia	How, Hippo	Scribner
Brown, Marcia	Stone Soup	Scribner's
Brown, Marcia	Three Billy Goats Gruff	Harcourt
Calhohn, Mary	The Pixy and the Lazy Housewife	Morrow
The Child Study Association	Read-to-Me Storybook	T. Y. Crowell
Craig, Jean M.	The Dragon in the Clock Box	W. W. Norton
Dalgleish, Alice	The Little Wooden Farmer	Macmillan
Daly, Kathleen N.	The Three Bears	Golden Press
Daudet, Alphonse	The Brave Little Goat of Monsieur Seguin	World
Daugherty, James H.	Andy and the Lion	Viking, Seafarer

Author	Title	Publisher
Devlin, Wende	Aunt Agatha, There's a Lion Under the Couch	Van Nostrand
DuBois, William Pene	Bear Party	Viking, Seafarer
Dugan, William	Machines	Golden Press
Duvoisin, Roger	Donkey-Donkey	Parents'
Duvoisin, Roger	Petunia's Christmas	Scholastic
Duvoisin, Roger	Veronica's Smile	Knopf
Flora, James	Little Hatchy Hen	Harcourt
Frank, Josette	Poems to Read to the Very Young	Random
Galdone, Paul	Henny Penny	Seabury
Gag, Wanda	Funny Thing	Coward-McCann
Gag, Wanda	Nothing at All	Coward-McCann
Garelick, May	What's Inside	W. R. Scott/ Scholastic
Gergeley, Ribor	Tibor Gergeley's Great Big Book of Bedtime Stories	Golden Press
Goodall, John S.	The Adventures of Paddy Pork	Harcourt
Garboff, Abner	Do Catbirds Wear Whiskers?	Putnam
Grimm, Jacob	Traveling Musicians	Harcourt
Harrison, David L.	The Boy with a Drum	Golden Press
Heide, Florence Parry and Sylvia Van Clief	Maximilian	Funk and Wagnalls
Hewett, Anita	The Bull Beneath the Walnut Tree, and Other Stories	McGraw-Hill
Hughes, Madeleine	Why Carlo Wore a Bonnet	Lothrop
Hurd	Little Dog Dreaming	Harper

Author	Title	Publisher
Hutchins, Pat	Rose's Walk	Macmillan
Janus, Grete	Teddy	Lothrop
Kessler, Ethel and Leonard	Do Bears Sit in Chairs?	Doubleday
Kessler, Leonard P.	Kick, Pass and Run	Scholastic
Kirn, Ann	Beeswax Catches a Thief	Norton
Kirn, Ann	The Peacock and the Crow	Four Winds
Koren, Edward	Don't Talk to Strange Bears	Simon and Schuster
Kravetz, Nathan	He's Lost It! Let's Find It!	Walck
Langstaff, John	Frog Went A-Courtin'	Harcourt
Lindgren, Astrid	The Tomten and the Fox	Coward-McCann
Lionni, Leo	Alexander and the Wind-Up Mouse	Pantheon
Lobel, Arnold	Small Pig	Harper and Row
Maik, Henri	The Foolish Bird	McKay
Mayer, Mercer	There's a Nightmare in My Closet	Dial Press
Minarik, Else	A Kiss for Little Bear	Harper
Mosel, Arlene M.	Tikki Tikki Tembo	Holt
Myers, Bernice	Not This Bear!	Four Winds
Ness, Evaline	Mr. Miacca	Holt
Olschewski, Alfred	Winterbird	Houghton
Ormondroyd, Edward	Broderick	Parnassus
Péne du Bois, William	Three Little Pigs	Viking

Author	Title	Publisher
Peter, John	What Time Is It?	Wonder-Treasure
Preston, Edna M.	Pop Corn and Ma Goodness	Viking
Ringi, Kjell	The Magic Stick	
Robertson, Lillian	Picnic Woods	Harcourt
Sandburg, Carl	The Wedding Procession of the Rag Doll and The Broom Handle and Who Was In It	Harcourt
Scarry, Richard	What Do People Do All Day?	Random
Scott, Ann Herbert	Not Just One	Lothrop
Sendak, Maurice	Where the Wild Things Are	Harper & Row
Seuss	And To Think That I Saw It On Mulberry Street	Vanguard
Seuss	The Cat in the Hat	Random
Seuss	Hop on Pop	Random
Seuss	How the Grinch Stole Christmas	Random
Seuss	If I Ran the Zoo	Random
Seuss	Mr. Brown Can Moo, Can You?	Random
Shulevitz, Uri	One Monday Morning	Scribner's
Slobodkina, Esphyr	Caps for Sale	W. R. Scott
Steig, William	Roland the Minstrel Pig	Harper & Row
Steig, William	Sylvester and the Magic Pebble	Simon and Schuster
Stevens, Carla.	Rabbit and Skunk and Spooks	Scholastic
Stewopeli, Ruth	Hello, Joe	Whitman Books

Author	Title	Publisher
Tresselt, Alvin	World in the Candy Egg	Lothrop
Trez, Denise and Alain Trez	Good Night, Veronica	Viking
Trez, Denise and Alain Trez	Maila and the Flying Carpet	Viking
Ungerer, Tomi	Crictor	Harper & Row/ Scholastic
Vipont, Elfrida	The Elephant and the Bad Boy	Coward-McCann
Will and Nicholas	The Magic Feather Duster	Harcourt
Wright, Blanche Fisher	The Real Mother Goose	Rand
Yashima, Taro	Seashore Story	Viking
Ziegler, Ursina	Squaps the Moonling	Atheneum
Zion, Gene	No Roses for Harry	Harper

GAMES AND CRAFTS

Author	Title	Publisher
Arnold, Wesley F.	Fun with Next to Nothing	Harper & Row
Bate, Barbara Kruger	The Fun and Games Book	Platt and Munk
Bertail, Inez	Complete Nursery Song Book	Lothrop
Carlson, Bernice W.	Listen! and Help Tell the Story	Abingdon
Fujikawa, Gyo	Mother Goose	Grosset
Grayson, Marion F.	Let's Do Fingerplays	Robert B. Luce
Gregg, Elizabeth M.	What to do When "There's Nothing to Do"	Seymour Lawrence/Dell
Jacobs, Frances E.	Finger Plays and Action Rhymes	Lothrop

Author	Title	Publisher
Landeck, Beatrice and Elizabeth Crook	Wake Up and Sing!: Folk Songs from America's Grass Roots	Marks/Morrow
Lopshire, Robert	How to Make Flibbers etc.	Beginner
Miles, Betty	A House for Everyone	Knopf
Myrick, Jean	Ninety-Nine Pockets	Lantern
Ogle, Lucille and Tina Thoburn	I Spy: a Picture Book of Objects in a Child's Home Environment	
Pflug, Betsy	Funny Bags	Van Nostrand-Reinhold
Pierce, June	Finger Plays and Action	Wonder-Treasure
Razzi, James	Easy Does It. Things to Make and Do	Parents'
Saunders, Everett E.	Paper Art	Whitman Books
Schwalback, James	Fun-Time Crafts	Children's Press
Simon, Seymour	Soap Bubbles	Hawthorn
Skaar, Grace	What Do the Animals Say?	W. R. Scott
Tashjain, Virginia A.	Juba This and Juba That: Story Hour Stretches for Large and Small Groups	Little Brown
Temko, Florence and Simon Temko	Paperfolding to Begin with	Bobbs-Merrill
Ungerer, Tomi	One, Two, Where's My Shoe	Harper & Row
Vogel, Ilse-Margret	Little Plays for Little People	Parents'
Zacharias, Thomas and Wanda Zacharias	Where is the Green Parrot?	Delacorte

Author	Title	Publisher
Reit, Seymour	Jamie Visits the Nurse	McGraw-Hill
Rey, Margaret and Hans A.	Curious George Goes to the Hospital	Houghton
Richter, Mischa	Geedyup and Friend	Harper & Row
Rockwell, Anne	Gypsy Girl's Best Shoes	Parents'
Sauer, Julia L.	Mike's House	Viking, Seafarer
Schick, Eleanor	Making Friends	Macmillan
Schick, Eleanor	Katie Goes to Camp	Macmillan

Author	Title	Publisher

HUMAN BODY

Author	Title	Publisher
Aliki	My Hands	T. Y. Crowell
Bishop, Claire H.	The Man Who Lost His Head	Viking
Bonsall, Crosby	Whose Eye Am I?	Harper & Row
Brenner, Barbara	Faces	E. P. Dutton
Brown, Margaret W.	Four Fur Feet	W. R. Scott
Ets, Marie Hall	Talking Without Words	Viking
Fisher, Aileen	Going Barefoot	T. Y.Crowell
Goldin, Augusta R.	Straight Hair, Curly Hair	T. Y. Crowell
Klimowicz, Barbara	The Strawberry Thumb	Abingdon Press
Klimowicz, Barbara	Fred, Fred, Use Your Head	Abingdon Press
Larranaga, Robert D.	The King's Shadow	Carolrhoda Books
Molarsky, Osmond	Right Thumb, Left Thumb	Addison-Wesley
Russell, Solveig P.	All Kinds of Legs	Bobbs-Merrill
Seuss	The Foot Book	Random
Showers, Paul	Look at Your Eyes	T. Y. Crowell
Vasiliu, Mircea	The World Is Many Things	John Day

OPPOSITES: OTHER PERSPECTIVES

Author	Title	Publisher
Aichinger, Helga	The Elephant, the Mouse and the Flea	Atheneum
Balet, Jan	The King and the Broom Maker	Delacorte
Bendick, Jeanne	Why Can't I?	McGraw-Hill
Branley, Franklyn M.	What Makes Day and and Night	T. Y. Crowell

Author	Title	Publisher
Brown, Margaret	Color Kittens	Golden Press
Chambers, Selma	Little Golden Book of Words	Golden Press
Charlip, Remy	Fortunately	Parents'/ Scholastic
De Caprio, Annie	Dinosaur Ben	Wonder-Treasure
Duvoisin, Roger	What's Right for Tulip	Knopf
Eastman, Philip D.	Are You Mother?	Beginner
Elwart, Joan	In, On, Under and Through	Whitman Books
Ets, Marie Hall	Cow's Party	Viking
Fisher, Aileen	Clean as a Whistle	T. Y. Crowell
Fisher, Aileen	In the Middle of the Night	T. Y. Crowell
Gag, Wanda	Snippy and Snappy	Coward-McCann
Garelick, May	Look at the Moon	Scott
Gibson, Myra T.	What Is Your Favorite Thing to Touch?	Grosset & Dunlap
Green, Mary M.	Is It Hard: Is It Easy?	W. R. Scott
Hoberman, M. A. and N. Hoberman	All My Shoes Come in Twos	Little Brown
Hulick, Nancy	Little Golden Picture Dictionary	Golden Press
James, Harold	How Many Blocks is the World?	Watts
Jardine, Maggie	Up and Down	Wonder-Treasure
Johnson, LaVerne B.	Night Noises	Parents'
Justus, May	Wonderful School	Golden Press
Kaufman, J.	Things in My House	Golden Press

Author	Title	Publisher
Keith, Eros	A Small Lot	Bradbury Press
Krauss, Ruth	A Hole is to Dig	Harper & Row
McDonald, Golden	Red Light Green Light	Doubleday
McNulty, Faith	Arty the Smarty	Wonder-Treasure
Martin, Janet	Fast and Slow	Platt and Munk
Martin, Janet	Hot and Cold	Platt and Munk
Martin, Janet	Large and Small	Platt and Munk
Martin, Janet	Light and Heavy	Platt and Munk
Merriam, Eve	Do You Want to See Something?	Scholastic
Munari, Bruno	The Elephant's Wish	World
Nodset, Joan L.	Who Took the Farmer's Hat?	Harper and Row/ Scholastic
Parish, Peggy	Amelia Bedelia	Harper and Row
Raskin, Ellen	Nothing Ever Happens on My Block	Atheneum
Raskin, Ellen	Spectacles	Atheneum
Schwalze, Marjorie	A Special Pet	Whitman Books
Simon, Patty	Just Like Mommy-Daddy	Wonder-Treasure
Steiner, Charlotte	My Bunny Feels Soft	Knopf
Thurber, James	Many Moons	Harcourt
Yezback, Steven A.	Pumpkinseeds	Bobbs-Merrill
Zolotow, Charlotte	Big Brother	Harper & Row
Zolotow, Charlotte	Sleepy Book	Lothrop

Author	Title	Publisher

PEOPLES OF THE WORLD

Author	Title	Publisher
Andre, Evelyn M.	Things We Like To Do	Abingdon
Ayer, Jacqueline	Paper Flower Tree	Harcourt
Baker, Betty	Little Runner of the Longhouse	Harper & Row
Bemelmans, Ludwig	Quito Express	Viking
Binzen, Bill	Carmen	Coward-McCann
Brown, Marcia	Felice	Scribner's
Burchard, Peter	Chito	Coward-McCann
Clark, Ann Nolan	Along Sandy's Trail	Viking
Clark, Ann Nolan	Little Indian Pottery Maker	Melmont Publishers
Creekmore, Raymond	Lokoshi Learns to Hunt	Macmillan
Duarte, M.E.B.	The Legend of the Palm Tree	Grosset & Dunlap
Feelings, Muriel	Zamani Goes to Market	Seabury Press
Keats, Ezra Jack	My Dog is Lost	Y. T. Crowell
Lexau, Joan M.	Maria	Dial Press
Mari, Iela	The Magic Balloon	Phillips
Mason, Michael	Clyde of Africa	Macmillan
Merriam, Eve	Epaminondas	Follett
Miles, Miska	Hoagie's Rifle-Gun	Little Brown
Morrow, Suzanne Stark	Inatuk's Friend	Little Brown
Ness, Evaline	Josefina February	Scribner's
Ormsby, Virginia H.	What's Wrong with Julio	Lippincott
Politi, Leo	Moy Moy	Scribner's

Author	Title	Publisher
Rasmussen, Knud	Beyond the High Hills	World
Roberts, Bruce and Nancy Roberts	A Week in Robert's World: The South	Crowell-Collier
Rockwell, Anne	The Good Llama	World
Rosenbaum, Eileen	Ronnie	Parents'
Schweitzer, Byrd	Amigo	Macmillan
Schweitzer, Byrd	One Small Blue Bead	Macmillan
Shannon, Terry	A Playmate for Puna	Melmont Publishers
Turner, Philip	Brian Wildsmith's Illustrated Bible Stories	Watts

PLANTS

Author	Title	Publisher
Anglund, Joan W.	Spring is a New Beginning	Harcourt
Cameron, Polly	The Green Machine	Coward-McCann
Clark, Ann Nolan	Tia Maria's Garden	Viking
Collier, Ethel	Who Goes There in My Garden?	W. R. Scott
Ets, Marie Hall	Mr. Penny	Viking
Fish, Helen D.	When the Root Children Wake Up	Lippincott
Jordan, Helene J.	How a Seed Grows	T. Y. Crowell
Krauss, Ruth	Carrot Seed	Harper & Row
Krauss, Ruth	The Happy Day	Harper & Row
Lubell, Winifred and Cecil Lubell	Green is for Growing	Rand McNally
Potter, Beatrix	Tale of Peter Rabbit	Warne
Selsam, Millicent	Seeds and More Seeds	Harper & Row

Author	Title	Publisher
Udry, Janice M.	A Tree is Nice	Harper & Row
Zion, Gene	The Plant Sitter	Harper & Row

POETRY, SONGS AND RHYMES

Author	Title	Publisher
Beskow, Elsa	Children of the Forest	Delacorte
Bonne, Rose	I Know an Old Lady	Rand McNally
Buckley, Helen E.	Josie's Buttercup	Lothrop
Burroughs, Marguerite	Did You Feed My Cow?	Follett
Carroll, Louis	The Walrus and the Carpenter and Other Poems	E. P. Dutton
Caudill, Rebecca	Come Along	Holt
Ciardi, John	The Reason for the Pelican	Lippincott
De Angeli, Marguerite	Book of Nursery and Mother Goose Rhymes	Doubleday
DeForest, Charlotte	The Prancing Pony	Walker
DeRegniers, Beatrice	What Can You Do with a Shoe?	Harper & Row
Eastwick, Ivy O.	In and Out the Windows	Plough Publishing
Einsel, Walter	Did You Ever See?	W. R. Scott/ Scholastic
Fisher, Aileen	In One Door and Out the Other	T. Y. Crowell
Haxton, Elaine	A Parrot in a Flame Tree	
Hoffman, Hilde	The City and Country Mother Goose	American Heritage Press
Hopkins, Lee Bennett	City Talk	Knopf
Humpty Dumpty Magazine Editors	Little Songs for Little People	Parents'

Author	Title	Publisher
Ipcar, Dehlov	The Song of the Day Birds and the Night Birds	Doubleday
Landeck, Beatrice	Songs to Grow on	Morrow
Laurence, Ester H.	We're off to Catch a Dragon	Abingdon Press
Lear, Edward	The Owl and the Pussycat	Little Brown
McCord, David	Every Time I Climb a Tree	Little Brown
Milne, A.A.	Now We Are Six	E. P. Dutton
Milne, A.A.	When We Were Very Young	E. P. Dutton
Morgenstern, Christian	Three Sparrows and Other Nursery Poems	Scribner's
Goose, Mother	Ring O'Roses	Warne
O'Neill, Mary	Hailstones and Halibut Bones	Doubleday
Prelutsky, Jack	Lazy Blackbird and Other Versus	Macmillan
Raebeck, Lois	Who Am I?	Follett
Rand, Gwendolyn	Songs the Sandman Sings	Atheneum
Reeves, James	One's None. Old Rhymes for New Tongues	Franklin Watts
Scheer, Julian	Rain Makes Applesauce	Holiday House
Seeger, Ruth	American Folk Songs for Children	Doubleday
Sendak, Maurice	Chicken Soup with Rice	Harper & Row/ Scholastic
Spier, Peter	The Fox went out on a Chilly Night	Doubleday

Author	Title	Publisher
Spier, Peter	To Market to Market	Doubleday
Stevenson, Robert L.	A Child's Garden of Versus	Franklin Watts
Withers, Carl	Favorite Rhymes from a Rocket in My Pocket	Scholastic
Withers, Carl	A Rocket in My Pocket	Harcourt
Yurchenco, Henrietta	A Fiesta of Folk Songs	Putnam
Zemach, Harve	The Speckled Hen	Holt
Zeitlin, Patty	Castle in My City	Golden Gate

PROBLEM SOLVING

Author	Title	Publisher
Baldwin, Ann Norris	Sunflowers for Tina	Four Winds
Balian, Lorna	I Love You, Mary Jane	Abingdon
Beckman, Kaj	Lisa Cannot Sleep	Watts
Benchley, Nathaniel	The Several Tricks of Edgar Dolphin	Harper
Bemelmans, Ludwig	Madeline	Viking, Seafarer
Bemelmans, Ludwig	Madeline's Rescue	Viking, Seafarer
Boyce, Burke	Lions Backward	Doubleday
Brande, Marlie	Sleepy Nicholas	Follett
Brenner, Barbara	Five Pennies	Knopf
Brown, Myra B.	Benjy's Blanket	Watts
Burch, Robert	Joey's Cat	Viking
Burton, Virginia Lee	Mike Mulligan and His Steam Shovel	Houghton
Carroll, Ruth	What Whiskers Did	Walck/Scholastic
D'Amato, Janet	My First Book of Jokes	Wonder-Treasure

Author	Title	Publisher
Elkin, Benjamin	Six Foolish Fishermen	Children's/ Scholastic
Flack, Marjorie	Story about Ping	Viking/Seafarer
Foster, Joanna	Pete's Puddle	Harcourt
Graham, Al	Timothy Turtle	Viking
Graham, Ruth	The Happy Sound	Follett
Greenberg, Polly	Oh Lord, I Wish I Was a Buzzard	Macmillan
Hubka, Betty	Where is the Bear?	Golden Press
Humphrey, Henry	What is It For?	Simon & Schuster
Joslin, Sesyle	What Do You Say Dear?	W. R. Scott
Keats, Ezra Jack	Goggles	Macmillan
Keats, Ezra Jack	Whistle for Willie	Viking, Seafarer
Klein, Leonore	Can You Guess?	Wonder-Treasure
Krasilovsky, Phyllis	Man Who Didn't Wash His Dishes	Doubleday
Krauss, Ruth	Is This You?	Scholastic
Levenson, Dorothy	Too Many Pockets	Wonder-Treasure
Lexau, Jean M.	The Rooftop Mystery	Harper & Row
Lionni, Leo	Inch by Inch	Astor-Honor
Meyer, Mercer	Frog Where Are You?	Dial Press
Meyer, Mercer	I Am a Hunter	Dial Press
Munari, Bruno	Jimmy has Lost His Cap	World
Ormondroyd, Edward	Theodore	Parnassus
Payne, Emmy	Katy No-Pocket	Houghton
Peake, Sylvia	Wrong-Way Howie Learns to Slide	Whitman Books

Author	Title	Publisher
Perrault, Charles	Puss in Boots	Scribner's
Piper, Watty	The Little Engine That Could	Platt and Munk
Potter, Beatrix	Tale of Benjamin Bunny	Warne
Showers, Paul	Find Out by Touching	T. Y. Crowell
Simon, Norman	What Do I Do?	Albert Whitman
Simon, Norman	What Do I Say?	Whitman

PUPPETRY

Adair, Margaret Weeks	Do-It-in-a-Day Puppets for Beginners	John Day
Batchelder, Marjorie	The Puppet Theatre Handbook	Harper & Row
Ficklen, Bessie A.	A Handbook of First Puppets	Lippincott
Jagendorf, Moritz	Penny Puppets, Penny Theatre, Penny Plays	Plays, Inc.
Lewis, Shari	Making Easy Puppets	E. P. Dutton
Pels, Gertrude	Easy Puppets	T. Y. Crowell
Rassmussen, Carrie	Fun-Time Puppets	Children's Press
Tichenor, Tom	Folk Plays for Puppets You Can Make	Abington Press
Worrell, Estelle Ainsley	Be a Puppeteer	McGraw-Hill

RECORDS

Bailey, Charity	Music Time with Charity Bailey	Folkways 7307
	Building a City	Childcraft, OR 221
	Carrot Seed	Childcraft, OR 315

Author	Title	Publisher
Guthrie, Woody	Songs to Grow on	Folkways 7005
Houston, Cisco	Nursery Rhymes, Games and Folksongs	Folkways 7006
Ives, Burl	Best of Burl Ives for Boys and Girls	Decca 74390
Keeping, Charles	Alfie Finds 'The Other Side of the World'	Franklin Watts
Luther, Frank	Mother Goose Songs	Decca 78357
Mills, Alan	Folk Songs for Young Folks--Vols. 1 & 2	Folkways, 7021 & 7022
Mills, Alan	More Songs to Grow On	Folkways, 7009
	Picture Book Parade Series	Weston Woods
Reed, Susan	Songs for the Wee Folk	Elektra 163
Seegar et al	Golden Slumbers	Caedmon 1
Seeger, Peggy	Animal Folk Songs for Children	Folkways 31503
Seeger, Pete	American Folk Songs for Children	Folkways, 31501
Seeger, Pete	American Game and Activity Songs	Folkways, 7022

RELATIONSHIPS WITH OTHERS

Alexander, Martha	Blackboard Bear	Dial Press
Alexander, Martha	Out, Out, Out	Dial Press
Alexander, Martha	Sabrina	Dial Press
Amoss, Berthe	Tom in the Middle	Harper & Row
Anglund, Joan Walsh	A Friend is Someone Who Likes You	Harcourt

Author	Title	Publisher
Baer, Edith	The Wonder of Hands	Parents'
Beim, Jerrold	Country Fireman	Morrow
Beim, Jerrold	Two is a Team	Harcourt
Belpré, Pura	Santiago	Warne
Bonsall, Crosby N.	Who's a Pest	Harper & Row
Borack, Barbara	Gooney	Harper
Borack, Barbara	Someone Small	Harper & Row
Brown, Jeanette P.	Ronnie's Wish	Friendship Press
Bruna, Dick	The School	Follett
Buckley, Helen E.	The Little Pig in the Cupboard	Lothrop
Burton, Virginia Lee	Katy and the Big Snow	Houghton
Cassidy, Clara	We Like Kindergarten	Golden Press
Charlip, Remy	Where is Everybody?	W. R. Scott
Charlip, Remy and Burton Supree	Mother, Mother, I Feel Sick, Send for the Doctor, Quick, Quick, Quick	Parent's
Cohen, Miriam	Will I Have a Friend?	Macmillan
Colman, Hila	Peter's Brownstone House	Morrow
Credle, Ellis	Down, Down the Mountain	Thomas Nelson
Francoise	The Thank-You Book	Scribner's
Frankel, Bernice	Grandpa's Police-mon Friends	Whitman Books
Freeman, Don	Come Again, Pelican	Viking
Freeman, Don	Quiet: There's a Canary in the Library	Golden Gate

Author	Title	Publisher
Froman, Robert	Let's Find out about the Clinic	Watts
Gergely, Tibor	Great Big Fire Engine	Golden Press
Harris, Isobel	Little Boy Brown	Lippincott
Hoban, Russell and Lillian Hoban	Best Friends for Francis	Harper
Holdsworth, William Curtis	The Little Red Hen	Farrar
Joslin, Sesyle	What Do You Do, Dear?	W. R. Scott
Keats, Ezra Jack	A Letter to Amy	Harper & Row
Kesselman, Wendy	Angelita	Hill and Wang
Kessler, Leonard	Last One In is a Rotten Egg	Harper & Row
Kishida, Eriko	The Hippo Boat	World
Kotzwinkle, William	The Firemen	Pantheon
Lenski, Lois	Policeman Small	Walck
Lionni, Leo	Little Blue and Little Yellow	Aster-Honor
Mahy, Margaret	A Lion in the Meadow	Watts
Mannheim, Grete	The Two Friends	Knopf
Marino, Dorothy	Where are the Mothers?	Lippincott
Meyer, Renate	Vicki	Atheneum
Minarik, Else H.	Little Bear	Harper & Row
Minarik, Else H.	Kiss for Little Bear	Harper & Row
Ness, Evaline	Sam, Bangs and Moonshine	Holt
Oleson, Claire	For Pepita: an Orange Tree	Doubleday

Author	Title	Publisher
Reit, Seymour	Jamie Visits the Nurse	McGraw-Hill
Rey, Margaret and Hans A.	Curious George Goes to the Hospital	Houghton
Richter, Mischa	Geedyup and Friend	Harper & Row
Rockwell, Anne	Gypsy Girl's Best Shoes	Parents'
Sauer, Julia L.	Mike's House	Viking, Seafarer
Schick, Eleanor	Making Friends	Macmillan
Schick, Eleanor	Katie Goes to Camp	Macmillan
Schreiber, George	Bambino the Clown	Viking
Sharmat, Marjorie	Good Night Andrew, Good Night Craig	Harper & Row
Shay, Arthur	What Happens When You Go to the Hospital?	Reilly and Lee
Shire, Ellen	The Snow Kings	Walker
Sonneborn, Ruth	The Lollipop Party	Viking
Sonneborn, Ruth	Seven in a Bed	Harper & Row
Steptoe, John	Stevie	Harcourt
Swift, Hildegarde	Little Red Light-house and the Great Gray Bridge	Harcourt
Thayer, Jane	Where is Andy?	Morrow
Tresselt, Alvin	White Show, Bright Show	Lothrop
Udry, Janice M.	Mary Ann's Mud Day	Harper & Row
Udry, Janice M.	What Mary Jo Shared	Whitman
Udry, Janice M.	What Mary Jo Wanted	Whitman
Vogel, Ilse-Margaret	Hello Henry!	Parents'
Zion, Gene	All Fall Down	Harper

Author	Title	Publisher
Zion, Gene	Dear Garbage Man	Harper & Row
Zion, Gene	The Sugar Mouse Cake	Scribner's
Zolotow, Charlotte	My Friend John	Harper & Row

SEAS, RIVERS AND OCEANS

Author	Title	Publisher
Amoss, Berthe	By the Sea	Parents'
Ardizzone, Edward	Little Tim and the Brave Sea Captain	Walck
Brown, Margaret W.	Sailor Dog	Golden Press
Brown, Margaret W.	Seashore Noisy Book	Harper & Row
Goudey, Alice E.	Houses from the Sea	Scribner's
Hodges, Margaret	The Wave	Houghton
Koch, Dorothy	I Play at the Beach	Holiday House
Kumin, Maxine	The Beach Before Breakfast	Putnam
Lenski, Lois	Little Sail Boat	Walck
Lionni, Leo	Swimmy	Pantheon
McCloskey, Robert	Time of Wonder	Viking
Morse, Samuel F.	Sea Sums	Little Brown
Schlein, Miriam	The Fisherman's Day	Albert Whitman
Tresselt, Alvin	Hide and Seek Fog	Lothrop
Van Leeuwen, Jean	One Day in Summer	Random
Zion, Gene	Harry by the Sea	Harper & Row

SIZES AND SHAPES

Author	Title	Publisher
Allen, Robert	Things to See: A Child's World of Familiar Objects	Platt and Munk

Author	Title	Publisher
Bendick, Jeanne	Shapes	Franklin Watts
Berkley, Ethel S.	Big and Little, Up and Down	W. R. Scott
Blair, Susan	The Three Billy Goats Gruff	Scholastic
Borten, Helen	Do You See What I See?	Abelard
Bridwell, Norman	Clifford Takes a Trip	Scholastic
Bridwell, Norman	Clifford and Big Red Dog	Scholastic
Brown, Marcia	Once a Mouse	Scribner's
Budney, Blossom	A Kiss is Round	Lothrop
Bulla, Clyde R.	What Makes a Shadow?	Scholastic
Campbell, Ann	Start to Draw	Franklin Watts
Craig, Jean M.	Boxes	W. W. Norton
Emberley, Ed	The Wing on a Flea	Little Brown
Freeman, Mae	Finding Out About Shapes	McGraw-Hill
Greenaway, Kate	The Kate Greenaway Treasury	World
Hay, Dean	I See a Lot of Things	Lion Press
Heide, Florence	Benjamin Budge and Barnaby Ball	Scholastic
Johnson, Crockett	Harold and the Purple Crayon	Harper & Row
Kessler, Ethel and Leonard Kessler	Are You Square?	Doubleday
Kohn, Bernice	Everything has a Shape and Everything has a Size	Prentice-Hall

Author	Title	Publisher
Lionni, Leo	The Biggest House in the World	Pantheon
Martin, Janet	Round and Square	Platt and Munk
Matthieson, Thomas	Things to See	Platt and Munk
Rincoff, Barbara	A Map is a Picture	T. Y. Crowell
Samson, Anne	Lines, Spines and Porcupines	Doubleday
Schlein, Miriam	Heavy is a Hippopotamus	W. R. Scott
Schlein, Miriam	Shapes	W. R. Scott
Shapur, Fredun	Round and Round and Square	Abelard
Shaw, Charles	It Looked Like Spilt Milk	Harper & Row
Stacy, Don	Runaway Dot with a Line	Bobbs-Merrill
Ungerer, Tomi	Snail, Where are You?	Harper & Row
Victor, Joan B.	Bigger Than an Elephant	Crown Publishers
Wolff, Janet	Let's Imagine Thinking Up Things	E. P. Dutton

SOUNDS

Author	Title	Publisher
Borten, Helen	Do You Hear What I Hear	Abelard
Bright, Robert	Gregory, the Noisest and Strongest Boy in Granger's Grove	Doubleday
Brown, Margaret W.	City Noise Book	Harper & Row
Brown, Margaret W.	Country Noise Book	Harper & Row
Brown, Margaret W.	The Indoor Noisy Book	Harper
Brown, Margaret W.	Little Brass Band	Harper & Row

Author	Title	Publisher
Brown, Maria Joan	How Hippo	Scribner's
Elkin, Benjamin	Loudest Noise in the World	E. M. Hale
Emberley, Barbara	Drummer Hoff	Prentice-Hall
Ets, Marie Hall	Another Day	Viking
Evans, Mel	The Tiniest Sound	Doubleday
Flack, Marjorie	Angus and the Ducks	Doubleday
Gaeddert, Lou A.	Noisy Nancy and Nick	Doubleday
Gaeddert, Lou A.	Noisy Nancy Norris	Doubleday
Garelick, May	Sounds of a Summer Night	W. R. Scott
Grifalconi, Ann	City Rhythms	Bobbs-Merrill
Grifalconi, Ann	The Toy Trumpet	Bobbs-Merrill
Hoban, Russell	Henry and the Monstrous Din	Harper & Row
Horvath, Betty	Jasper Makes Music	Watts
Kuskin, Karla	All Sizes and Noises	Harper & Row
Low, Joseph	There Was a Wise Crow	Follett
Rand, Ann	Listen Listen	Harcourt
Rand, Ann	Sparkle and Spin	Harcourt
Showers, Paul	The Listening Walk	T. Y. Crowell
Sicotte, Virginia	A Riot of Quiet	Holt
Teal, Val	Little Woman Who Wanted Noise	Rand-McNally
Victor, Joan B.	Sh-h Listen Again: Sounds of the Seasons	World

Author	Title	Publisher

TALKING ABOUT FEELINGS

Author	Title	Publisher
Anglund, Joan W.	Love is a Special Way of Feeling	Harcourt
Brown, Margaret Wise	Goodnight Moon	Harper
Cameron, Polly	The Cat Who Thought He was a Tiger	Coward-McCann
Cole, W. and T. Ungerer	Frances Face-Maker	World
DeRegniers, Beatrice Schenk	The Day Everybody Cried	Viking
Ets, Marie Hall	Bad Boy, Good Boy	T. Y. Crowell
Ets, Marie Hall	Just Me	Viking, Seafarer
Fenton, Edward	Fierce John	Holt
Francoise	What Do You Want to Be?	Scribner's
Freeman, Don	Dandelion	Viking, Seafarer
Goose, Mother	Mother Goose Book	Rand-McNally
Goose, Mother	Mother Goose Book	Renwell Products
Hitte, Kathryn	Boy, Was I Mad	Parents'
Hoban, Russell	Birthday for Frances	Harper & Row
Holland, Ruth	A Bad Day	David McKay
Kent, John	Just Only John	Parents'
Krasilovsky, Phyllis	The Very Little Boy	Doubleday
Krasilovsky, Phyllis	The Very Little Girl	Doubleday
Leaf, Munro	Boo, Who Used to be Scared of the Dark	Random House
Lesko, Zillah	Mother Goose	Whitman Books
Lexau, Joan M.	Benjie	Dial Press
Lexau, Joan M.	Benjie on His Own	Dial Press
Mayer, Mercer	If I Had	Dial Press

Author	Title	Publisher
Nodset, Joan L.	Go Away Dog	Harper & Row
Petersham, Maud	Box with the Red Wheels	Macmillan
Pierce, June	My Poetry Book	Wonder-Treasure
Preston, Edna Mitchell	Temper Tantrum Book	Viking
Rey, Margaret and Hans A.	Spotty	Harper & Row
Rice, Elizabeth	Jacki	Children's Press
Rudolph, Marguarita	Look at Me	McGraw-Hill
Scott, Ann Herbert	Sam	McGraw
Simon, Norma	What Do I Say?	Albert Whitman
Slobodkin, Lois	Magic Michael	Macmillan
Steiner, Charlotte	Jack is Glad, Jack is Sad	Knopf
Stone, Elberta H.	I'm Glad I'm Me	Putnam
Thompson, Vivian L.	Sad Day, Glad Day	Holiday House/ Scholastic
Udry, Janice	Let's Be Enemies	Harper & Row/ Scholastic
Viorst, Judith	I'll Fix Anthony	Harper & Row
Vogel, Ilse-Margaret	Don't Be Scared Book	Atheneum
Williams, Gweneira	Timid Timothy	Harper & Row
Zolotow, Charlotte	The Hating Book	Harper & Row
Zolotow, Charlotte	Someday	Harper & Row
Zolotow, Charlotte	Wake Up and Good Night	Harper & Row

Author	Title	Publisher

TRANSPORTATION

Author	Title	Publisher
Alexander, Anne	ABC of Cars and Trucks	Doubleday
Brown, Margaret W.	Two Little Trains	W. R. Scott
Burton, Virginia Lee	Choo, Choo	Houghton
D'Amato, Janet	The Big Truck Book	Renwall Products
Ets, Marie Hall	Little Old Automobile	Viking
Flack, Marjorie	Boats on the River	Viking
Gergely, Tiber	Little Golden Fire Engine	Golden Press
Golden Shape Books	Boat Book (and others in series)	Golden Press
Gramatky, Hardie	Little Toot	Putnam
Holl, Adelaine	The ABC of Cars, Trucks and Machines	American Heritage
Kessler, Ethel and Leonard	All Aboard the Train	Doubleday
Kessler, Ethel and Leonard	Big Red Bus	Doubleday
Lenski, Lois	Little Train	Walck
Munari, Bruno	Birthday Present	World
Nicholas, Charles	Danny Driver	Golden Press
Scarry, Richard	Great Big Car and Truck	Golden Press
Schwartz, Julius	The Earth is Your Spaceship	McGraw-Hill
Seidon, Art	Trucks	Lion Press
Stevenson, Eric	Tony and the Toll Collector	Little Brown
Sturdi, Contour	Trains	Wonder-Treasure

Author	Title	Publisher
Tarcor, Edith	A Train for Tommy	Wonder-Treasure
Young, Miriam	If I Flew a Plane	Lothrop
Zaffo, George	Airplanes and Trucks and Trains, Fire Engines, Boats and Ships and Building and Wrecking Machines	Grosset and Dunlap
Zaffo, George	Big Book of Real Fire Engines	Grosset and Dunlap
Zaffo, George	Big Book of Real Trains	Grosset and Dunlap
Zaffo, George	Big Book of Real Trucks	Grosset and Dunlap

WEATHER

Author	Title	Publisher
Bonsall, George	Weather	Wonder-Treasure
Charlip, Remy	Where is Everybody?	Scholastic
Chonz, Salina	The Snow Storm	Walck
De Paola, Tomie	Joe and the Snow	Hawthorn
De Regniers, Beatrice and Pierce L. Schenck	Who Likes the Sun	Harcourt
Fisher, Aileen	I Like Weather	T. Y. Crowell
Francoise	The Big Rain	Scribner's
Franconi, Antonio	Snow and the Sun	Harcourt
Goudey, Alice E.	The Day We Saw the Sun Come Up	Scribner's
Hader, Berta and Elmer	The Big Snow	Macmillan
Hawkinson, Lucy	Days I Like	Whitman
Ipcar, Dahlov	Wild Whirlwind	Knopf
Iwasaki, Chihiro	Staying Home Alone on a Rainy Day	McGraw-Hill

Author	Title	Publisher
Keats, Ezra Jack	The Snowy Day	Viking
Kinney, Jean	What Does the Clouds Do?	Scott
Kuskin, Karla	In the Flaky Frosty Morning	Harper & Row
Merriam, Eve	Andy All Year Round: A Picture Book of Four Seasons and Five Senses	Funk and Wagnalls
Raskin, Ellen	And It Rained	Atheneum
Rice, Inez	The March Wind	Lothrop
Shulevitz, Uri	Rain Rain Rivers	Farrar
Welber, Robert	The Winter Picnic	Pantheon
Woodard, Carol	The Wet Walk	Fortress
Yashima, Taro	Umbrella	Viking, Seafarer
Zolotow, Charlotte	The Storm Book	Harper & Row