

A Review of Preschool Manipulative Storybooks Containing Activities *

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Abstract

In this research, it is aimed to determine the status of the preschool manipulative story books containing the activities which are placed before the stories, inside of the stories or after the stories, in terms of date of publications, subject of the stories and kind of the activities in the story. For this purpose, 188 books were investigated for sale in the bookstores of Ankara and İstanbul published between the years of 2005- 2015. Data were analyzed by using a statistical analysis program and findings were presented with frequency tables. The findings of the present study indicated that in the recent years the publication of the manipulative story books has increased. The present study also showed that the place of the activities in the books, the materials of the activities, and durability of the books are appropriate. But it has been determined that the age group of the book, the development area of the activities in the book and directives such as application period of the activities are incomplete in the books.

Keywords: Children's literature, different approaches in children's literature, manipulative story books

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Introduction

Despite the long-term belief that children are small adults, their mental world, imagination, dialectics and psychology vary considerably from adults (Dellal, 2010). Recognizing the distinct aspects of children, assigning them a different social standing, and advancements in education and psychology gradually fostered the emphasis in childhood (Sağlam, 2009). Such developments in education and psychology also made reflections in the world of literature in that it was started to produce literary works for children as well as adults. Hence, it may be argued that the term children's literature emerged in early 17th century when childhood was regarded as a special period followed by the production of special works for children (Tüfekçi Can, 2012).

Despite the impression that it is easy to produce works of children's literature due to their relative shortness, they are subject to the same literary value judgement. The author should present his idea in a plain and delicate language, avoid a boring style, avoid verbosity and at the same time maintain an aesthetic phraseology, otherwise the child would not read or listen to the material that does not appeal to him (Yörükoğlu, 1977, quoted by: Sağlam, 2009). Particularly during the preschool period when the child's personality is being shaped, a work of children's literature should adhere to the basics of i) addressing topics interesting to the child, ii) supporting the child's mental and emotional needs, iii) leveraging cognitive development, iv) promoting aesthetic perception, v) enhancing language and style to improve self-expression, vi) fostering the skills of critical thinking, creative imagination and creative thinking, and vii) building a reading habit (Kutlu, 2011).

Besides its literary value, children's literature has an educational asset as well. Despite not created directly for educational purposes, children's literature should have the function of building positive attitudes, imparting ethical values or delivering essential knowledge to the child (Yalçın and Aytas, 2002). Such function furthers children's literature off linguistic contribution. Children's literature allows children to speculate on events and situations, make interpretations and draw conclusions. In particular, books that offer the opportunities of observation, comparison and classification enhance thinking skills in children (Sever, 2003).

Emerging across a creative idea, manipulative storybooks containing story-related activities, which are the subject matter of this study, are inspired by such developmental aspect of the children's literature. Activities involved in the beginning, body and end of the book are aimed at ensuring that the child thoroughly adopts the book, comprehend the intended message or gain various social and cognitive skills besides linguistic development.

Despite the child's familiarity with the book begins with his relationship with parents, teachers have a significant role in building and reinforcing the reading habit in children (Yağcı, 2007). Preschool teachers are expected to present language activities in an interesting way to the children at schools. In order to render a book reading session more efficient and interesting as a language activity, there are various methods that teachers may apply before and after the session. These may briefly include story animation, puppet play, fingerplay, song linked with the story, rhymes, artistic activities related to the story, dramatization, and question & answer rounds. However, few studies in the literature show that teachers do not spend their time in language activities efficiently, merely running a simple reading session. In their study exploring how preschool teachers practice language activities, Gönen et al. (2010) clearly shows this fact. Accordingly, Gönen et al. (2010) worked with a total of 175 preschool teachers in their study and found that teachers tended to conduct a conversation prior to the language activity followed by a simple question & answer session, and rarely utilized other creative activities. Therefore, in this study, manipulative storybooks containing activities to serve as a guide for teachers are discussed. With the contribution of the books, the purpose is to ensure that teachers are equipped with creative ideas towards potential activities, get familiar with and avail of these books, support children not only in linguistic development but also in other relevant areas, gain a distinct perspective on language activities and hence promote books as more interesting and helpful instruments for children.

- According to this purpose, the following questions were answered.
- How is the distribution of books by years?
- How is the distribution of books by translation?
- How is the distribution of books by topics?
- How is the place where the activities and the materials are located in books?
- What are the types and numbers of activities?
- How are the characteristics of the activities?

Method

The study is a survey-type descriptive study. “A study aimed at gathering data to identify specific characteristics of a group is called a survey” (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz and Demirel 2011). Study sample was established by the purposive sampling method. Purposive sampling is a probabilistic and non-randomized sampling approach and allows for in-depth research by selecting data-rich situations depending on the purpose of the study (Büyüköztürk et al., 2011). Study is limited to the books that researchers could access in Ankara and Istanbul. The study sample is composed of 188 books aimed at the 3-6 year old children. The books were obtained from a total of 24 publishing houses and bookstores.

Sample

The study sample is composed of 188 books containing activities aimed at the 3-6 year old children. The books were obtained from various publishing houses and bookstores in Ankara and Istanbul which sold these books during the 2005-2015 period. In the study, all the books aimed at the 3-6 year old children, offered by the publishing houses Tübitak, Türkiye İş Bankası and Yapı Kredi, and bookstores Dost, Arkadaş, Kidsnook and Mephisto were examined. Among them, a total of 188 books containing activities were found and they were all involved in the study.

Data Collection Tools and Data Analysis

In the study, the checklist developed by the researchers was used as the data collection tool to explore various activities contained in books aimed at preschool children at the 3-6 age group. Researchers created this checklist after reviewing local and foreign works of the children’s literature available and consulting with an expert. Checklists are instruments containing the details of the behaviours that the student is expected to develop, and they are employed to identify the weaknesses in the student performance. To what extent an observed performance or product matches the predefined criteria can be identified by means of checklists (Airasian, 1994). Using the checklist so created, 40 children’s books containing activities were examined, and irrelevant items were excluded. The checklist is composed of two parts. The first part includes the title of the book and the publishing house, date of publication, theme of the book, and whether it is a translated copy or not while the second part provides an overview of the types, number, location and details of activities contained in each book. Each book constituting the study population was examined independently by each researcher. Then, researchers collectively reviewed their own assessments, reaching a consensus on non-common items. While items in the first part of the checklist were noted down, those in the second part were marked “yes” or “no” for recording. Findings of the study were analysed on the statistical analysis software and presented in tabular form by frequency and percentage.

Findings and Interpretation

In this study, manipulative storybooks containing activities aimed at the 3-6 old age children were examined on following activity aspects: type, number, location, contribution to intended areas of development, interestingness, alignment to the topic, ease of use, duration of application, the specific area of development involved and whether such area is clearly stated, availability of a rubric to carry out the activity, availability of essential materials in the book, and durability of materials. Furthermore, books were also examined from the aspects of theme, date of publication and original language. Relevant frequency and percentage distributions are shown in the tables below.

Table 1: Date of Publication

Period	N	%
2005-2010	29	15.4
2011-2015	159	84.6
Total	188	100.0

Table 1 reveals that 15.4% (29) of the books containing activities were published between 2005 and 2010 while 84.6% (159) were published between 2011 and 2015. According to the percentage values, books containing activities are on the rise after 2010.

Table 2: Breakdown by Translation

Local / Foreign - Translated	N	%
Foreign-Translated	61	32.4
English	127	67.6
Total	188	100.0

Table 2 reveals that 32.4% of the books containing activities were translated from English to Turkish while 67.6% were originally written in Turkish.

Table 3: List of Books' Publisher

Publisher	N	%
1001 Çiçek Yayınları	13	6,91
Artemis Çocuk Yayınları	8	4,26
Bulut Yayınları	1	0,53
Can Çocuk Yayınları	10	5,32
Doğan ve Egmont Yayıncılık	37	19,68
Enkudi Yayınları	1	0,53
Final Kültür Sanat Yayınları	1	0,53
Formül Yayınları	1	0,53
Hayal Kitaplığı	2	1,06
Mephisto Kitaplığı	1	0,53
Uçan Fil Yayınları	5	2,66
Türkiye İş Bankası Yayınları	19	10,11
Pena Yayınları	4	2,13
Abc Yayınları	1	0,53
Dstil Tasarım	6	3,19
Almidilli Yayınları	3	1,60
Altın Kitaplar	1	0,53

Kuraldışı Yayınları	6	3,19
Kelime Yayınları	1	0,53
İnkılap Kitabevi	18	9,57
Kırmızı Kedi Yayınları	4	2,13
Remzi Kitabevi	2	1,06
Kaknüs Yayınları	3	1,60
Rkidz Yayınları	4	2,13
Pati Eğitim Gereçleri	5	2,66
Yapa Yayınları	10	5,32
Tubitak Yayınları	21	11,17
Total	188	100.0

According to Table 3, the books of 27 publishing houses have been examined. Among the books examined are the books published by Doğan ve Egmont Yayıncılık seem to be the most.

Table 4: Breakdown by Theme

Theme	N	%
Family	15	8.0
Friendship	29	15.5
Behavioural Education	25	13.4
Nature and Animals	44	23.4
Introduction of Distinct Cultures	11	5.7
Conceptual Knowledge	29	15.5
Love of books	1	0.5
Hygiene	13	6.9
Social Rules	21	11.1
Total	188	100.0

Table 4 reveals that 23.4% (44) of the books containing activities cover nature and animals. Accordingly, it may be argued that the most preferred theme covered in manipulative storybooks containing activities is “nature and animals”. This is followed by friendship (15.5%) and conceptual knowledge (15.5%). However, love of books appears to be the rarest theme (.5%) covered in manipulative storybooks. Accordingly, it may be argued that manipulative storybooks containing activities under this study are not efficient in building love of books in children.

Table 5: Location of Activities and Materials in the Book

Location of the Activity in the Book	N	%
Body	50	26.6
Inserted page and end	9	4.8
Beginning	5	2.7
End	108	57.4
Supplemented part	16	8.5
Total	188	100.0

Table 5 reveals that 57.4% of the activities are located at the end of the books while 26.6% at the end, 8.5% at the supplemented part, 4.8% at the inserted page and end, and 2.7% at the beginning. In more than 50% of the books under this study, activities are located at the end. Accordingly, it may

be argued that majority of the activities are located at the end of the books. It is further observed that very few of the activities are located at the beginning of the books. Accordingly, it may be argued that only very few of the books cover activities for book promotion purposes.

Table 6: Types of Activities Contained in Books

	Activity Type	N	%
1	Folding windows	1	.37
2	Art activities	38	14.18
3	Games (Word games, dice games, matching)	29	10.82
4	Questions & answers on the story	40	14.93
5	Story-introducing article	42	15.67
6	Technological books (including audio books/projectors/CDs)	23	8.58
7	Stickers	35	13.06
8	Gap-filling	1	.37
9	Story creation	6	2.24
10	Puppets	6	2.24
11	Signing contract	3	1.12
12	Puzzle, rhymes, poems (Turkish language exercises)	13	4.85
13	Image completion	1	.37
14	Kitchen exercises	1	.37
15	Following the rubric	1	.37
16	Educational exercise	6	2.24
17	Threading yarn through hole	1	.37
18	Book critics	9	3.36
19	Recommendations to the family	8	2.99
20	Guessing	1	.37
21	Jigsaw	3	1.12
	Total	268	100

Table 6 reveals that 16% of the activities contained in the books consist of theme-introducing articles. Accordingly, the most common activity type contained in books is introductory articles. Introductory articles present the characters of the story and provide interesting details relating to the creatures covered by the book or their lives. Ranked second after introductory articles is the question & answer sections (15%) located commonly at the back of the book. Next, art activities (13%) are ranked among top activity types as well. Accordingly, most common types of activities used in the books are introductory articles, question & answer sections and art activities. Art activities in the books are mainly painting, paper cutting, paper folding and drawing. Rarest activities found in manipulative storybooks are folding windows, gap filling, image completion, kitchen exercise, following the rubric, threading yarn through hole and guessing.

Table 7: Number of Activities Contained in Books

Number of Activities	N	%
1	133	70.7
2	32	17.0
3	12	6.4
4	3	1.6
5	1	.5
6	1	.5
7	6	3.2
Total	188	100.0

Table 7 reveals that 70.7% of the books contain one activity while 17% contain two, 6.4% contain three, 1.6% contain four, 0.5% contain five, 0.5% contain six, and 3.2% contain seven activities. It was observed that majority of the books available in the market under this study contain

few activities. As to the number of activities, the book with the highest number of activities contains seven activities. On the other hand, books with lowest number of activities contain only one activity.

Table 8: Activity Quality

	Yes		No	
	N	%	N	%
Does the activity contribute to the child's cognitive development?	180	95.7	8	4.3
Does the activity contribute to the child's socioemotional development?	139	73.9	49	26.1
Does the activity contribute to the child's linguistic development?	147	78.2	41	21.8
Does the activity contribute to the child's psychomotor development?	139	73.9	49	26.1
Is the activity interesting?	174	92.6	14	7.4
Is the activity aligned to the theme?	182	96.8	6	3.2
Is the activity easy to use/practice?	188	100	-	-
Does the activity have a defined duration of practice?	-	-	188	100
Are materials essential for the activity available in the book?	188	100	-	-
Is the area of development intended by the activity stated?	10	5.3	178	94.7
Does the activity have a rubric?	188	100	-	-
Are the materials to be used in the activity durable?	188	100	-	-

Table 8 reveals that all of the activities contained by books are easy to practice and fit to the preschool age group, materials essential for the activity are available in the book and are durable. In 5.3% of the books, the area of development intended by the activity is stated. Accordingly, in majority of the books containing activities, activity rubric does not state what specific area of development is intended by the activity. Further, it was found that activities contained in the books are mostly aimed at improving the children's cognitive area of development. This is followed by linguistic development. On the other hand, activities aimed at children's socioemotional and psychomotor areas of development constitute 73.9% of the total. Accordingly, it may be argued that books covering different activities intend mostly the cognitive and scarcely the socioemotional and psychomotor areas of development of the children. Another major finding is that none of the activities contained in the books have a defined duration of practice. Accordingly, it may be argued that activity rubric primarily contains 'how to do' instructions.

Discussion, Conclusion and Recommendations

The study revealed that 15.4% of 188 books in total were published during the 2005-2010 period while 84.6% during the 2011-2105 period, and that 32.4% of the books are translated from other languages while 67.6% are originally written in Turkish.

Majority of the books under the study are originally written in Turkish, however there are many translated books as well. Sever (2003) argues that works of the children's literature written in original language build native traditions and values in children while foreign works equip them with global values. When a child encounters local and foreign works, he will get adapted to local and global circles smoothly and gain national and universal values (Dalboy, 2010). The critical point here is to avoid roughly translating the works of children's literature driven by the fallacy that they are easy to translate. In his translation, the translator should identify with the author and maintain the aesthetic and linguistic nature of the original work (Sağlam, 2009).

As to the thematic breakdown of storybooks under the study, 'nature and animals' is the most common theme covered by the books (23.4%). This is followed by friendship (15.5%), conceptual knowledge (15.5%), behavioural education (13.4%), social rules (11.1%), family (8%), health (6.9%) and familiarity with different cultures (5.7%). The least common theme covered by the books is lvoe of books (0.5%).

On the other hand, the most common theme covered by the books is nature and animals followed by friendship, conceptual knowledge, behavioural education and social rules. Gönen et al. (2011) examined books aimed at children at the first stage of primary education and reported that most common themes covered by those books were social rules followed by nature and animals, and friendship. These two studies show thematically similar results except for the single fact that social concepts are in the foreground in primary school books. Şirin (1998) emphasizes that particularly the following themes are preferably covered in works aimed at children: love of family and friends, familial and cultural values, love of nature, etiquettes, positive personal traits, and animals, primarily pets (Karakuş, 2006). This suggests that authors discussing the childhood period prefer almost the same themes. According to Yörükoğlu (2000), parents should make sure that the books they select for their children are interesting in addition to thematic suitability for the child's development level. Similar studies in the literature and the present study commonly reveal that books themed love of books are little if any.

Checklist method was used in evaluating the books. Considering the location of activities in the book and availability of materials essential for the practice, it was concluded that books are appropriate. According to Ersoy and Bayraktar (2015), essential aspects of children's books are classified into two: external aspects and internal aspects. External aspects are illustration, materials, book size, weight, binding, font properties and page layout while inward aspects are theme, characters, language and style. A qualified children's book should have the following properties: durable, high-quality material and sturdy binder design; high-quality printing and clear colours; high-grade and eye-friendly opaque sheets; size and weight suitable for the children to carry and handle the book; average font size of 16-20 points; fine combination and balanced distribution of images and texts; harmonized illustrations through the use of symmetry, contrast and details; theme suitable for the child's development and mental world; maintaining the child's interest; cultivating imagination; use of characters that the child can identify with; avoiding the involvement of too many characters; and plain, brief and tuneful language and expression (Gönen, 1989; Erdal, 2008; Kara, 2012; Gönen et al. 2012).

Considering their high-grade paper layout dressed with cardboard cover and binder, books under this study were generally found to be appropriate for sturdiness. However, it was further observed in the books that guidelines relating to activities detailing the intended age group, intended area of development and duration of practice are generally incomplete. In their study examining the illustrated children's books published in Turkey between 2000 and 2010 for content and illustration, Gönen et al. (2015) found that generally abstract themes are preferred, a plain expression is maintained through regular sentences, and images and texts are integrally combined in the books. In addition, it was further observed that 52% of the books involve animal characters. In this regard, the finding of Gönen et al.'s study (2013) is consistent with the findings of this study. In another study, Gönen et al. (2012) examined illustrated children's books aimed at primary first grade students. They found that majority of the books have cardboard covers and punched binders, making them more vulnerable; health and hygiene are the most common themes covered; a plain and fluent language is used, however a sophisticated and slang language is partly observed as well; most of the books have a image-text affiliation, yet imaginary items are overused; and text-image proportion is poor. In his study, Demircan (2006) examined the books in the Tubitak children's library for their internal and external aspects. It was found that the books have acceptable interior and exterior aspects, however have various shortcomings which can briefly be listed as follows: there is no author introduction, the age group intended by the book is not clear, there is no book guide and the cover image is not interesting. Körükçü (2012) examined books aimed at preschool education for various aspects. He found that some of the books have incomplete colophons; there are big, medium and small-size books in the market, and books generally have a compact design, making it convenient to carry and handle them; majority of the books are bound by the gluing method and a thin cardboard cover is used, making the book more vulnerable compared to those with sewn binding; and books have an intensive text-image affiliation.

Recent rise in the number of published manipulative storybooks containing activities may be attributable to the fact that such storybooks are more appealing to both parents and teachers, leading to

an increase in demand, as well as to technological advancements, offering greater opportunities for supporting books with different media such as audio and CDs.

As to the location of activities & materials in the book, it was found that they are located at the end in 57.4% of the books, 26.6% in the middle in 26.6% of the books, at the supplemented part in 8.5% of the books, at the inserted page and end in 4.8% of the books, and at the beginning in 2.7% of the books. As to the activity type, it was found that most common activity type (15.67%) is “theme-introducing articles” and least common types are image completion, kitchen practice, gap filling, following the rubric, and activities aimed at building self-care skills (threading yarn through hole). In the books, each activity is covered once. However, 70.7% of the books contain only 1 activity. 17% of the books contain 2, and 6.4% of the books contain 3 activities. Accordingly, an inverse proportion is observed between the number of activities and number of books.

The key focus of this study is to examine the activities in the books. Having examined the books with regard to the location of activities, it was found that activities are at the end in 57.4% of the books while they are at the beginning in only 2.7% of the books. This suggests that the idea of practising the activity after reading the story is more efficiently built in children. In addition, involving the activity before the story is important as it would help catching the children’s attention, arousing interest in them and preparing them for the story. In 8.5% of the books, the activity is covered as a supplemented part. Most of these activities are supplemented materials essential for the activity such as CDs, game boards, etc. As these materials cannot be fit into the book or in its back page due to their huge size, they are supplemented to the book. Despite commonly left to the preference of the user, it is more appropriate to employ the activities after the story. According to Gönen, Uludağ, Tanrıbuyurdu and Tüfekçi (2014), books enriched with supporting supplementary materials facilitate the child’s learning of the concepts and understanding of the story in the book. In addition, books supplemented with supporting materials help the child utilize the book efficiently when it is not attended by parents. In 26.6% of the books, activities are located as inserts. In most of these books, stickers are inserted in the middle of the book in a design avoiding tear of the page when pulled out. Nathanson (1995) argues that a book containing stickers is an entertaining activity that stimulates the child to re-screen and explore the initial knowledge derived from the book. Hence, children can keep reading and learning rather than watching TV for fun. Stickers urge the child to physically interact with the book and offer a second opportunity to catch the knowledge or message delivered by the book. Engel and Diamond (1987) argue that sticker is an interactive method preferred for its influence in fostering the child’s interest. Moreover, the availability to locate stickers in any desired place within the book offers a convenience and flexibility to both the producer and reader.

Examining books by activity type reveals that 15.6% of the books use “story-introducing articles”. As it is not always involved in books, “story-introducing article” is not discussed as an activity type in this study. Introductory articles illustrating the theme and characters of the book are rather located at the back of the book. The activity ranked second after introductory articles is the question & answer activities. In 14.93% of the books, the question & answer method is utilized. In their study, Gönen et al. (2010) report that one of the most common language activities used by teachers is the question & answer method. These books help teachers implement the question & answer method effectively and serve as a model for producing different questions. Cost-effective books containing distinct activities inducing a higher level of student involvement in the class would be a preference for teachers. A review of activity types reveals that stickers are thematically inserted in 13.06% of the books. Factors that make stickers in books a preferred method of activity for publishing houses may be cost-effectiveness, appeal to children, easy adaptation to the story, and convenience of insertion thanks to compact design. The disadvantages of books containing stickers may be that they are for single use, and many children cannot practice the sticker activity for several times. For this reason, it may be difficult to use them at school. In 8.58% of the books, various audio and video technologies such as volume buttons, CDs are employed. Audio and video create an interest in children towards the book and promote the book’s attractiveness. However, bringing these technologies in compact form for fitness to book size creates an added cost burden, therefore price of such books is much higher compared to others. This obstructs accessibility to such kinds of books. In

their study, Gönen et al. (2014) reported that 20.5% of the children's books under their study were offered to sale as accompanied with various supplements such as story and music CDs/DVDs, toys and puppets; some of the books contained volume buttons numbered by page used to present, when pressed, an audible narration of the story or to play songs linked with the story. Accordingly, both of the studies include similar findings as the study sample includes books containing supplementary materials such as audio CDs and puppets. Art activities were used in 14.18% of the books. While some of them support the creative thinking ability of children, some others merely involve one of the story characters in the painting page.

70.7% of the books under the study contain only a single activity. While 17% of the books contain two activities, books containing four, five and six activities are very rare. Therefore, preschool manipulative storybooks should be enriched with more activities to creatively support cognitive and linguistic development of the children.

In general, books were found to be appropriate in terms of the activity location in the book, practicability of the activity, and availability of materials essential for the practice. However, it was further observed in the books that guidelines relating to activities detailing the intended age group, intended area of development and duration of practice are generally missing. Such shortcomings are expected to be completed so that books can be used more efficiently and better serve to the intended purpose for users. For this reason, awareness of parents and teachers in children's literature and language activities can be raised, and use of different approaches in children's literature can be emphasized. In their experimental study, Wasik and Bond (2001) found that when used in combination with interactive methods, children's books promote the linguistic and literacy development of children more effectively compared to plain reading.

To this end, publishing houses may publish more books containing activities at reduced prices to facilitate accessibility by parents and pedagogues. Moreover, books containing activities may be introduced to parents and pedagogues to raise their awareness and cultivate the development of children.

Even if not contained in the books, there are other various story-related thematic activities available to pedagogues. Such activities that can be practised before, during and after reading can be listed as follows:

- Writing a postcard, in cooperation with children, addressed to the author or the character in the book,
- Creating, in cooperation with children, an illustrated timeline of the events in the story,
- Stopping at a certain page of the book and asking about what any other story character not covered in that page may be doing and where,
- Each child posting a paper tree on the board and filling it by marking the book title and author on paper flowers,
- Encouraging the children to draw with small sticks the figure symbols of the story characters,
- Reading the story and creating a memory map of the words included.
- Exploring the images in the book and asking questions to children on the image colour, composition, lines and shape, and the page layout

- Asking children about their favourite characters in the story (name, good or bad, etc.) and asking them to act them
- Asking children to draw a poster that would also promote the book,
- Depicting the story from the perspective of other characters in the story (e.g. depicting the snow white from the perspective of the dwarfs)
- Organizing a contest derived from the story (e.g. an apple picking contest after the snow white's story),
- Showing the children the images of characters prior to reading the story and asking them to guess the character profile

(Burke, 2005; Gönen, 2015).

In conclusion, children's books are educational works besides their literary assets. Linguistic, cognitive, social and emotional development and literacy skills of children engaged with books since early childhood are promoted (Beyazova, 2006). Most effective examples of children's books for their attractive and educational value are interactive books with which children can intellectually and physically interact (Nathanson, 1995). In this study, preschool manipulative storybooks were examined for their quality and activities contained, and it was found that children's books containing activities are on the rise after 2010. It was further found that the most common theme covered by the books under the study is nature and animals, followed by friendship and conceptual knowledge. Another finding of the study is that activities are generally included at the beginning and in the middle of the book. Books mostly cover introductory articles, question & answer sessions and art activities. Majority of the books contain a single activity, and peak number of events contained in a book is seven. It was found that activities contained in the books are appropriate for the preschool age group. In most of the books, materials essential for the activities are durable. However, there are also various shortcomings in the books which can be primarily listed as follows: there are no rubrics, intended development area of the activity is not stated in most of the books, and details about the duration of the activity are not available.

In conclusion it is suggested that the types of activities, numbers and instructions for use in the books can be increased. Increasing the number of subjects in the books containing the activity may be useful for attracting the pre-school children's interest to different subjects. It is thought it is important that the books containing the activities should include development areas of the children and time of activities.

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Attachment 1. The list of Books

Number	Name of Books
1.	Spinderella
2.	Zip- Zip Can Caniko
3.	Zip- Zip Can Caniko Ve Dev Kemikler
4.	Zip- Zip Can Caniko Misir'a Gidiyor
5.	Zip- Zip Can Caniko Uzayda Kayboluyor
6.	Zip- Zip Can Caniko Kopek Kulubesinde
7.	Comert Agac
8.	Dogumgunu Hediyesi
9.	Ruzgarin Uzerindeki Sehir
10.	Kasif Dora Tuvalet Egitimi
11.	Kasif Dora Benim Ve Senin İcin Gorgu Kurallari
12.	Bulut Canavarlari
13.	Buyumek Ve Kuculmek (Sihir Matematik Hikayeleri)
14.	Elma Seven Keci
15.	Kel Tilki (1 Oyku 1 Bilgi 1 Oyun)
16.	Yuzen Kelbek (1 Oyku 1 Bilgi 1 Oyun)
17.	Pasta Gitti
18.	Aslan Kral (Sinema Salonu)
19.	Disney Prenses
20.	Mickey Mouse
21.	Marvel Kahramanlari
22.	Winnie'nin Sinema Salonu
23.	Barbie Sinema Salonu
24.	Arabalar Sinema Salonu
25.	Arabalar-2 Sinema Salonu
26.	Disney Prenses Sofia Sinema Salonu
27.	Gurultucu Maymun Oynamayi Seviyor
28.	Tirtil
29.	Merakli Ayicik
30.	Uykucu Ayicik
31.	Fil
32.	Kugu Golu
33.	Barbie Muzik Kutulu Sihirli Balerin
34.	Karlar Ulkesi
35.	Prenses Sofia
36.	Hello Kitty
37.	Kul Kedisi
38.	Kirmizi Baslikli Kiz
39.	Eglenceli Hayvanlar
40.	Harika Balerinler
41.	Winnie The Pooh- Sonsuza Dek Arkadas
42.	Kucuk Yaris Arabasi
43.	Kucuk İtfaiye Arabasi

44.	Stil Dolabim Barbie
45.	Yasli Oduncu İle Tilki
46.	Uyurgezer Fil
47.	Karadeniz'deki Yunus
48.	Kardesim
49.	Kucuk Esek Ve Yak'in Dogum Gunu
50.	Kucuk Esek Ve Yilbasi Kutlamasi
51.	Kediler Yaz Okulu
52.	Kucuk Sirlar
53.	Minimiki Akiko'nun Gizli Bahcesi
54.	Minimiki Ashna'nin Sihirli Kutusu
55.	Minimiki İnes Ve Ejderha Gulu
56.	Minimiki İsabela Ve Deniz Tanricasi
57.	Minimiki Ve Mohea Ve Dans Kralicesi
58.	Minmiki Lena Ve Altin Gozlu Kedi
59.	Winnie'nin Arkadaslari Okuma Bayrami
60.	Tinker Bell Ve Yavru Atesbocegi Okuma Bayrami
61.	Tinker Bell Ve Arkadaslik Bahcesi Okuma Bayrami
62.	Ailem Ve Ben Aslan Kral Okuma Bayrami
63.	Oyun Oynayalim Arabalar Okuma Bayrami
64.	Yardimlasma Zamani Okuma Bayrami
65.	Cicekler Nasil Buyur Arabalar Okuma Bayrami
66.	Alkislar Donald Amca İcin Okuma Bayrami
67.	Okyanusu Kesfedelim Okuma Bayrami
68.	Gorunmek İsteyen Kucuk Hayalet
69.	Buyuk Babam Nasil Biryidi?
70.	Akdeniz Sularini Alir Giderse
71.	Karatavuk Ormanin Kurtarilmasini Bekliyor
72.	Kivilcim Enerji Sorununu Nasil Cozecek?
73.	Cocuklar Dunya'yi Geri İstiyor
74.	Kahraman Bisikletimle Tertemiz Kentim
75.	Cop Adada Kucuk Bir Denizkizi
76.	Gelincik Ciftlikte
77.	Kitapkurdu Lily
78.	Pepee- Yasasin Yuzmek
79.	Pepee- Yasasin Dis Fircalamak
80.	Pepee- Yasasin Uyumak
81.	Pepee- Yasasin Sac Kestirmek
82.	Pepee- Yasasin Tirnak Kesmek
83.	Pepee- Yasasin Yogurt Yemek
84.	Pepee İle Oykuler- Farkliliklar
85.	Pepee İle Oykuler-Affet Beni
86.	Pepee İle Oykuler- Seviyorsan Soyle
87.	Pepee İle Oykuler- Buyumek Guzeldir
88.	Pepee İle Oykuler- Kalbim Kirildi
89.	Pepee İle Oykuler- Ozledim Seni
90.	Leliko İlk Kitaplarim Serisi Renkler- Yesil
91.	Leliko İlk Kitaplarim Serisi Renkler- Sari
92.	Leliko İlk Kitaplarim Serisi Renkler- Kirmizi
93.	Leliko İlk Kitaplarim Serisi Renkler- Mavi
94.	Leliko İstedigin Renge Boya
95.	Leliko Doya Doya Boya
96.	My Little Pony
97.	Disney Sindirella Cam Ayakkabilar Cikartmali Oyku Kitabi Serisi
98.	Disney Karlar Ulkesi Cikartmali Oyku Kitabi Serisi
99.	Disney Sevimli Saraylilar Bal Kabagi Cikartmali Oyku Kitabi Serisi
100.	Disney Sevimli Sarylilar Pirlanta Cikartmali Oyku Kitabi Serisi
101.	Disney Sevimli Saraylilar Fistik Cikartmali Oyku Kitabi Serisi
102.	Disney Sevimli Saraylilar Pitircik Cikartmali Oyku Kitabi Serisi
103.	Barbie Prensesin Super Gucu Cikartmali Oyku Kitabi Serisi

104.	Barbie Prenses Sihri Cikartmali Oyku Kitabi Serisi
105.	Barbie Prenses Deniz Kizi Cikartmali Oyku Kitabi Serisi
106.	My Little Ponny Gizemli Pastalar Cikartmali Oyku Kitabi Serisi
107.	Tweety Baharin Uyanisi
108.	Tweety Su Zambaklari Orkestrasi
109.	Tweety Kayip Yildizin Yolculugu
110.	Alya Ve Tirmik
111.	Kucuk Kelebegin Ruyasi
112.	Tembeller Krali Badi
113.	Uzun Burun Bingo
114.	Duru İle Doruk Piknikte
115.	Duru İle Doruk Kucuk Gezginler
116.	Periler Cesareti Anlatiyor
117.	Periler Ozguveni Anlatiyor
118.	Periler Empatiyi Anlatiyor
119.	Periler Alcakgonullulugu Anlatiyor
120.	Periler Minettarligi Anlatiyor
121.	Periler Comertligi Anlatiyor
122.	Periler Dayanismayi Anlatiyor
123.	Periler Sorumlulugu Anlatiyor
124.	Cemile Plajda Oynuyor
125.	Cemile Ciftlige Gidiyor
126.	Cemile Bahceyi Kesfediyor
127.	Hareketli Ev
128.	Hareketli Su Parki
129.	Hareketli Ucak
130.	Hareketli Gun
131.	Hareketli Super Market
132.	Hareketli Kumsal
133.	Hareketli Tamirhane
134.	Hareketli Bahce
135.	Hareketli Liman
136.	Hareketli Oyun Saati
137.	Hareketli İnsaat
138.	Hareketli Park
139.	Hareketli Makineler
140.	Hareketli Lunapark
141.	Hareketli Oyuncaklar
142.	Hareketli Tren
143.	Joel Ve Kazu'nun Dostlugu
144.	Bulutunu Arayan Su Damlasi
145.	Kelebegini Arayan Ayse
146.	Ozgurlugunu Arayan Kelebek
147.	Yemegini Arayan Tirtil
148.	Caliskan Filler İs Basinda
149.	Emre'nin Kumesi
150.	Asli Ve Minik Dostlari
151.	Ciftligin Sevimli Nobetcileri
152.	Geveze Papagan
153.	Annecigimi Seviyorum Cunku...
154.	Ninecigimi Seviyorum Cunku
155.	Dedecigimi Seviyorum Cunku
156.	Uyumayi Seviyorum Cunku
157.	Altin Sacli Kiz Ve 3 Ayi
158.	Kirmizi Baslikli Kiz
159.	Pembe Ucurtma
160.	Kirmizi Sut Arabasi
161.	Kiskanc Kurbaga
162.	Tavsan Ailesi
163.	Pitir Aricik

164.	Kucuk Sincabin Yardimsever Arkadaslari
165.	Top İle Baslayan Arakdaslik
166.	Kirpi Kikinin Karni Agriyor
167.	Badi Ordegin Arkadasi Nerede
168.	Kelebek Kanadi Benek Benek
169.	Bir Mulyon Ne Kadar Buyuk
170.	Gokyuzu Ne Kadar Yuksek
171.	Deniz Ne Kadar Derin?
172.	Bebekler Nereden Gelir?
173.	Dogruluk Tasi Kimberlit
174.	Kendim Olmaktan Mutluyum
175.	Hep Beraber Olmak Guzel
176.	Harika Bir Takim
177.	Babam Neden Burada Degil
178.	Annem Beni Hala Eskisi Gibi Seviyor Mu?
179.	Yasli Ayilar Agaca Tirmanamaz
180.	Her Zaman Her İstedigimiz Olmaz
181.	Kesfedin Karincalar
182.	Kesfedin Arilar
183.	Kesfedin Orumcekler
184.	Kesfedin Kelebekler
185.	Ne Yapsak Da Tehlikedeki Turleri Korusak?
186.	Ne Yapsak Da Ormansiz Kalmasak?
187.	Ne Yapsak Da Topragin Verimsizlesmesini Durdursak?
188.	Ne Yapsak Da Dogal Felaketlerle Bas Etsek?
