A holistic approach to teaching literature in kindergarten

Deborah Sines
California State University
San Bernardino

A HOLISTIC APPROACH TO TEACHING LITERATURE IN
KINDERGARTEN

A Project Submitted to
The Faculty of the School of Education
In partial Fulfillment of the Requirements of the Degree of
Master of Arts
in
Education: Reading Option

by

Deborah Sines, M.A.
San Bernardino, California

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APPROVED BY:

Advisor

Committee Member
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Statement of the Problem

There is reason for alarm regarding the rising rate of illiteracy in our nation. Reform must be generated from our educational system. The California Reading Initiative is a response to this growing problem, and suggests specific areas for improving reading instruction in our schools.

The thrust of the CRI is incorporating quality literature into classroom curriculum. This project is a design of a literature-based curriculum at the kindergarten level. Activities have been developed for twelve books selected from Recommended Readings in Literature for kindergarten level and designated as core literature.
Procedure

The curriculum is based on a whole language approach to teaching reading. All components of language including speaking, listening, reading, and writing, have been incorporated into the curriculum design. Several areas of the curriculum are integrated into the activities as well. The hands-on experiences for each book encourage students to take an active role in the reading process, and address the developmental needs of young children.

The curriculum for each book consists of three components: pre-reading, reading, and post-reading activities. The pre-reading activities help students establish previous experiences to bring to the reading. The reading activities provide students with a variety of experiences with the reading itself. The post-reading activities encourage students to extend reading experiences beyond the text.

Results

It is hoped that through implementation of this project, students will gain literary knowledge, interpretation, and appreciation. The project further intends to establish students as readers, to expose them to the intrinsic rewards of reading, and to promote a lifelong habit of reading.
Dedicated with love to my mom, Margaret Gray,
and my children, Dawn and Jamie,
whose steadfast love and support have made this
a possible task.
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INTRODUCTION

Twenty-five million Americans cannot read a letter from their child's teacher, let alone a book to their child. Statistics on illiteracy also indicate that thirty-five million Americans only read to meet their basic survival needs (Hazlett, 1987). As educators, we must concern ourselves with these alarming figures, and begin to take steps towards a remedy.

If rectification is to be found, we must consider our present educational practices. It is estimated that 75 to 90 percent of reading time within the classroom is devoted to basal reading programs. Typically, this instruction involves a scope and sequence of skills which are taught through workbooks and skill sheets. In fact, it is estimated that 70% of a student's reading time is spent completing written seatwork, while very little instructional time is given for actual reading (Anderson, et al., 1985).

Another problem with basal reading programs is that their stories are specifically written for readability at each grade level. Unfortunately, this controlled-vocabulary places limitations on the writing of basal stories, greatly restricts the level of interest and meaning, and often depletes the literary quality of basal reading
material. In summary, our reading instructional practices are focusing on reading skills, but not actually encouraging the reading process itself.

The California State Department of Education has recognized this flaw in our educational system, and has launched the California Reading Initiative in an effort to combat the high rate of illiteracy. Bill Honig (1986) confirmed this position when he stated:

We are launching the California Reading Initiative to address serious concerns about students' reading abilities and practices. Recent figures indicate that we are experiencing an alarming increase of illiteracy in this nation. Many of our students who can read are having difficulty understanding what they read. Further, many of our students who can read and who can understand what they read, simply don't read. The California Reading Initiative has been developed to address these concerns. An important part of our strategy is to improve reading instruction and to provide students access to good books. A love of reading and books is one of the most important gifts that teachers and parents can give our young people.

As educators, we must recognize that we cannot instill a love of reading using the vocabulary-controlled stories of basal reading materials. Instead, high quality literature books must be incorporated into our everyday instruction if we are truly going to make lifelong readers of our students. It is through quality literature that students
will be motivated to read, and learn to value reading as a
self-rewarding experience.

The California Reading Initiative has recommended lists of
quality literature for grades kindergarten through twelfth which,
upon implementation, will expose students to esthetic, equitable, and
cultural values while providing students with an extensive literary
background.

This project is a curriculum design which focuses on twelve
books chosen from Recommended Readings in Literature for
kindergarten level. While complete and extensive materials are a
definite advantage of basals, literature-based instruction is often
lacking ready-made materials, a definite disadvantage to the
classroom teacher who's duties are vast and may not allow time for
developing and planning activities for a literature-based curriculum.
This project has developed, organized, sequenced, and collaborated
activities for each of these twelve literature books in hopes that
teaching reading from a literature focus will become a more feasible
task for the classroom teacher.
GOALS AND OBJECTIVES

It is the intention of this project to offer suggestions for setting up and implementing an integrated curriculum with a literature focus. A special emphasis is given to incorporating whole language strategies into the reading instruction at the kindergarten level.

Goals

The curriculum will consist of activities for twelve literature titles which are listed in Recommended Readings in Literature for kindergarten level. The activities for each book have been divided into three components: pre-reading, reading, and post-reading.

The activities in each pre-reading component will help children establish what they already know or need to know before reading takes place to ensure success in comprehending the story.

The activities in each reading component will provide opportunities for several readings. Through these different readings, the students will develop greater familiarity with oral and printed language and a sense of storiness.

The activities in each post-reading component will enrich the
reading by having students respond to what the story has inspired. These follow-up activities encourage students to take reading beyond the text with creative endeavors.

The thrust of this project is the use of quality literature in the classroom. In doing so, the students will develop a literary background, literary appreciation, and skills for literary interpretation.

Exposure to good literature will inspire students to read of their own volition. When children learn to love a story, they will choose to read it over and over creating their own practice sessions.

The activities will explore various topics integrating several areas of the curriculum, thus expanding the students' general knowledge of the world.

The multisensory experiences will develop reading, writing, language, math, and gross and fine motor skills appropriate to kindergarten.
OBJECTIVES

Upon implementation of these literature-based activities, the students will:

1. Incorporate previous background experiences into the reading process.
2. Make sensible predictions regarding story outcomes.
3. Become acquainted with book knowledge such as where a story begins, front to back progression, connection between oral and printed language, and a sense of storiness.
4. Become aware of the vicarious experience reading provides through creative dramatizations.
5. Be exposed to and begin to incorporate a variety of strategies into the reading process.
6. Improve critical thinking through personal responses to the reading.
7. Develop oral language through several opportunities for discussing, sharing, and expanding individual ideas based on reading.
8. Integrate major concepts from literature into other areas of the curriculum.
9. View reading as a process of establishing meaning from
10. Value reading as a means of providing information as well as pleasure to the reader.
CURRICULUM FEATURES

The curriculum will consist of three components: pre-reading activities, reading activities, and post-reading activities. These activities integrate subjects from several curriculum areas, and advocate a holistic approach to teaching from a literature base.

The pre-reading component for each book has been developed based on current research concerning preparation for reading to improve comprehension. Anderson, et al., (1985) state: “Several studies indicate that using instructional time to build background knowledge pays dividends in reading comprehension.” The pre-reading component addresses the need to establish previous experience that the reader can bring to the reading. This can be done either by bringing forth the child's previous knowledge of the story's subject matter, or providing him with related experiences as a catalyst for story comprehension.

The activities in each reading component are based on research which indicates that children can learn to read naturally using good literature as the means. Children become involved in the reading process as stimulating literature is read to them. During a story reading children might discuss illustrations, join in with repetitious
refrains, and begin to predict what the story will say. After hearing stories over and over, children often remember and recall exact lines, and eventually learn to read the story independently (Heald-Taylor, 1987). The reading component recognizes that reading is learned through practiced experience; reading in quantity helps to establish the skill. These activities suggest ways of rereading the story providing students with the needed practice, but each time changing the activity to maintain interest and motivation. The focus of the activities in the reading component is comprehension.

Reading is the union of what the writer has written, and the reader's interpretation of the writing based on personal knowledge. "The meaning constructed from the same text can vary greatly among people because of differences in the knowledge they possess" (Anderson, et al., 1985). The post-reading component recognizes this highly personal nature of the reading process, and recommends activities which expand reading experiences beyond the text while allowing for individual differences. These activities will have students respond to the reading based on what they have internalized about the story to develop critical thinking skills, interpret reading through creative endeavors, and culminate the reading experience.
ACTIVITIES FOR THE BLANKET THAT HAD TO GO

Pre-reading

Tell students they will be doing some activities with their special blankets, and that they will need to bring their blankets in to share. Bring extra blankets in for those that might not have one.

For math, before the "blanket day" comes, have students predict the number of blankets that will be brought in. They can write the predictions on a piece of paper with their name on it. On "blanket day," count blankets and determine the closest prediction.

As a math/science lesson, compare the students' blankets for sizes, shapes, colors, and textures. Pass them around for all to touch. Find out who's is smallest or biggest, and make graphs of the information.

For oral language development, students should ask their parents to tell them a stories about their blankets. As students share their blankets with the class, they can tell their blanket stories.

Have the students make a self-portrait on the first day of school.

Before reading The Blanket That Had To Go, refer to their self-portraits and ask them to recall their feelings on the first day of school.
Reading

After reading all the things that Susi uses her blanket for, have the students make a picture of one thing she does with her blanket and share it with the class.

After reading all the ways that Susi tries to disguise her blanket, have students choose one disguise to illustrate and share.

Before reading the conclusion, ask students to think of other solutions for Susi's problem. This can be an oral response, an illustration, or teacher may write student answers on the board.

As you read, use a piece of flannel material to represent the blanket. As you read the ending, cut the material up into sections as Susi does, and give each student a piece of the blanket to take home and share the story with their families.

For creative movement, have students use their blankets to act out the story such as using it as a dracula cape, a raft, or a blue blob.

Post-reading

Discuss feelings from the story: scared, worried, relieved, secure. Make a class quilt of emotions. Give each student a 6" x 6" square of colored construction paper. Have students use markers to draw faces representing feelings, and write the feeling on the square.
Attach the squares to a piece of tagboard to form a quilt pattern.

Trim outer edge with crepe paper, and inner lines with heavy yarn or paper strips.

For creative writing, ask students to consider the situation if Susi wanted to bring her dog instead of her blanket and write a story about it.

Use blankets for teaching directional vocabulary. Each student will have a blanket. Have them follow the directions as they are given verbally. Example: Put your blanket above your head, over your shoulders, around your waist.

As a cooking activity, have students make "pigs in a blanket." Give each student half a hot dog. Have them roll it up inside of one canned biscuit. Bake according to biscuit directions.
ACTIVITIES FOR BROWN BEAR, BROWN BEAR, WHAT DO YOU SEE?

Pre-reading

It would be helpful for students to know their colors before reading this book. One way of teaching colors is through saturation. Designate a day or a week for each color. At that time, students can bring things of that color in to share, make paintings or drawings with just that color, serve snacks of that color, wear clothing of that color.

The language in Brown Bear is repetitive and predictable. Previous practice with following a language pattern would be helpful. Example:

All: Teacher, Teacher, what do you see?
Teacher: I see Tommy looking at me.
All: Tommy, Tommy, what do you see?
Tommy: I see Debbie looking at me.

Some skills with categorizing before reading would allow students greater success with the story. Use manipulatives to have students categorize by colors, shapes, and sizes.

A science unit on the basic four would give students further
practice with categorizing. Colors could also be incorporated into a food group unit by bringing in food samples of each color. Use the language pattern to make class books of the food groups. Example:

Fruit group, fruit group, what do you see?
I see a red apple looking at me.
Red apple, red apple, what do you see?
I see purple grapes looking at me.

Reading

Before reading, show each illustration and ask students what they think the page will be about to emphasize the use of illustrations for context clues and for making predictions.

Brown Bear is ideal for making a big book version. Illustrations are simple, (one figure per page), and the written language for each page is brief, predictable, and repetitious allowing students immediate success in reading. To make, put each illustration and corresponding language on tagboard. Laminate for durability, and bind with loose-leaf rings.

Read the book to the students. After they have heard you as a model, invite them to read along. Break into parts for reading questions and answers; allow small groups to read cooperatively to
the rest of the class.

Teach students a musical version to the story. Using the book for
the lyrics, sing Brown Bear to the tune of "Twinkle, Twinkle, Little
Star."

The book can easily be made into a flannelgraph version. Make
sentence strips to accompany flannelgraph figures. Hand out the
sentence strips to students, and as each figure is placed on the
flannelboard, have students bring appropriate sentence strips up as
the rest of the class reads them.

Have students make their own copies of the story using the pages
and the bear shape for a cover (Appendix A).

Post-reading

Use the student-made books to engage students in a readers'
theater. Assign two to three students to each part in the story and
have them read it to an audience such as the class next door or office
staff.

For a cooking activity, have each student make their own brown
bear cookie (Appendix A).

As a writing spin off, use the language from Brown Bear as a
pattern for an extension writing lesson using different categories
such as holidays, toys, or foods.
ACTIVITIES FOR CARROT SEED

Pre-reading

Do science unit with seeds. Bring various seeds in for a science table. Put a few seeds next to each seed package. Put remaining seeds altogether and have students sort and match with package seeds.

Use the seeds to make a seed collage. Students may draw a design and fill in with various seeds, or glue seeds to paper and draw ground, roots, plants, and fruits or vegetables around the seeds in a teacher-directed activity.

For math, use seeds as counters for making sets. Divide paper into boxes, and put a different number in each box. Have students glue seeds to make sets to match the number in each box.

Bring in seeds we might eat such as sunflower, pumpkin, poppy, or sesame and allow students to taste. Plant samples of each for a class garden. Make predictions about which will grow the most and the least.

Let each child sprout his own carrot seed. An easy method is to give each child a cotton ball or piece of sponge inside part of an egg carton. Keep moist until sprouting. Sprouts could be planted in milk...
cartons or baggies containing potting soil to observe further growth.

Reading

For oral language, use the book as a wordless picture book. Have students tell what they think is happening in the story according to the pictures. Then read the story and discuss the two versions.

Assign students the task of listening for the steps needed to grow plants according to the story. As the story is reread, make a list of the steps as students identify them. Have students illustrate the steps from the list and dictate the language for each or copy it from the class list.

Assign parts to small groups, (father, mother, brother, boy, and narrator). Use props such as hats for each character, a spade, seeds, and a carrot, and have each group act out the story.

The book could be made into a flannelgraph, big book, or pop-up version for the class library. Because the vocabulary is simple, any of these versions would give students a greater opportunity for successful independent reading.

Post-reading

Have students make oversized carrots such as the one in the story. This can be done by cutting two identical carrot shapes from
orange butcher or construction paper. Staple or glue two pieces together leaving an opening. Stuff with newspaper and close. Attach green tissue paper strips for carrot top.

Have students make their own books. Print the story on each page, have students illustrate, and put in the carrot shape cover (Appendix C). Read together in small groups or with partners.

For an art/math lesson, cut pieces of carrots and discuss their circular shape. Use carrot pieces as stamps to print designs with various colors of paints. Carrot stamps may also be used to reinforce number concepts by having students print the correct number of circles for a given number.

For a cooking activity, give students the opportunity to sample carrot sticks and carrot juice. Students can grate carrots and use to make carrot cakes.
ACTIVITIES FOR CORDUROY

Pre-reading

For science, bring in various materials including corduroy and compare the different textures. Group and graph them according to like textures.

Visit a department store. As each department is visited, discuss what is common to items in that department, and what each department is called.

Do a cut and paste activity using magazines to categorize items according to the different departments in a store.

Take an imaginary trip to the store. Have students close their eyes and imagine as you describe the trip. Set up a shelf of toys, one of which is very dirty. Have students open their eyes as they arrive in the toy department; pretend that they can choose any toy on the shelf and tell why they chose it. After several have responded, point out the dirty toy and ask how he might feel about not being chosen. Explain that the bear in the story is also not being chosen.

For vocabulary development, present some words from the story which may be unfamiliar to the students such as escalator, overalls, mattress, and customers. Have them make guesses about what these
words may mean and write responses on the board. This will prepare them to listen for meaning.

Reading

Refer to the guesses the students predicted for vocabulary meaning. As the story is read, have them listen for those words as they occur in the story. Determine their meanings based on context and illustrations, and check against predicted meanings.

When Corduroy loses his button, he decides to go through the store to find it. Before reading beyond this point, make a list of all the different places in a department store that he might look for his button. Continue reading story to find out where he actually goes.

The night watchman hears Corduroy as he knocks over some of the furniture, and then finds Corduroy in the furniture department. What will happen? What will he do to Corduroy? Have students discuss possibilities with their neighbors and share them with the class before reading to find out what does happen.

Corduroy is put back on the shelf, but he still doesn't have his button. Have students make a picture to tell how this story might end before reading the conclusion.

For creative movement, recall the actions which take place in
the story. Have students act out each event as you tell it such as Corduroy climbing down off the shelf, riding up the escalator, trying to pull the button from the mattress.

Post-reading

For math, play "Bears in the Den" to give students practice with predicting, counting and writing numbers using small toy bears or edible Gummi Bear (Appendix A).

Make stuffed teddy bears. Cut two bear patterns from brown butcher paper. Decorate one as the front and the other as the back. Attach at edges with staples or glue leaving an opening. Stuff with newspaper and close.

Give students various materials including corduroy and have them create a cloth collage.

Teach the song "Teddy Bear" for music and creative movement.

Continue exploring Corduroy's adventures by reading the sequel, A Pocket For Corduroy.
ACTIVITIES FOR THE GINGERBREAD MAN

Pre-reading

Develop the concept of slyness which is often depicted by a fox character. Do a literary study using other readings where a fox is sly or tricky, and have students discuss being out-foxed. Have them write a story telling about a time they were tricky or tricked by someone else.

For a cooking project, make your own class gingerbread man. The next day, hide it somewhere in the school, and leave a note from the gingerbread man telling the students that he has run away, and where they may look for him. Leave notes in several places leading the children to the next clue until they finally find their gingerbread man.

Teach the gingerbread man's little rhyme: "Run, run, as fast as you can. You can't catch me, I'm the gingerbread man." Print the rhyme onto the gingerbread man (Appendix C). Have students say and read the rhyme, cut out and decorate the gingerbread man.

The gingerbread man runs away from the little old man and the little old woman which makes them sad. Discuss what might happen if they ran away and how their families might feel.
Reading

Make a class chart of the gingerbread man's rhyme. Read the story to the children, and each time the rhyme appears, refer to the chart for students to read along.

There are several versions to this same story. Read, compare, and contrast different versions. Include a variety of media such as books, records, filmstrips, and video tapes.

Divide class into small groups. Have each member of the group make a different character puppet from the story. Allow each group to give a puppet performance to the class.

Teach students the musical version of The Gingerbread Man (Appendix C). Make picture cards for each of the characters. Use them as visual aids for teaching the song to indicate the sequence of characters.

Post-reading

Have the students retell the story in their own words. Write their dictated language in a gingerbread man shape book. Allow them to decorate and illustrate their books.

Use a bread dough art recipe, and have students make their own gingerbread man ornaments using gingerbread man cookie-cutters.
Stress that the dough is non-edible. After baking, have students decorate them with rickrack, paints, and sequins. You can apply a final coat of clear varnish to seal the ornaments.

Have students make easel paintings depicting their favorite part of the story.
ACTIVITIES FOR IRA SLEEPS OVER

Pre-reading

Ask children to think of a time when they spent the night away from home. How did they feel at night? What were their fears? What did they do to help them feel better? Share responses orally with the group. Relate the discussion to the story of *Ira Sleeos Over*.

Have students pair up. Partners can plan together what they might do if they were spending the night at each other’s house. Have each pair share a few of their ideas orally with the class. Have each student fold a paper into fourths, and illustrate four different activities that they would like to do on an over-night stay with a friend.

Ask students to find a teddy bear or some other favorite stuffed animal to sleep with that night. The next day, use bear shape to make individual books (Appendix A). Have students dictate and illustrate a story about their teddy bears.

As a large group, make a chart of pros and cons for bringing a teddy bear with you to stay over night with a friend. Invite the students to listen carefully as you read the story of *Ira Sleeos Over*, and see if any of their responses from the chart occur in the story.
During the reading, have students pair up again. Explain Ira's dilemma, and ask students to pretend that they are Ira as the story is being read. With partner, discuss whether or not they would take their bears to Reggie's. As each debate occurs in the story, stop and have students discuss whether they would change their positions concerning the dilemma as Ira does and explain why.

Refer to the chart of pros and cons developed in the prereading activities. As the story is reread, stop after each family debate and compare the pros and cons from the chart to those cited in the story. Add any new ideas to the chart as they occur in the story.

Group children into teams of four; ask each member of the team to choose a character from the story to portray. Give groups time to practice their parts together. A rereading of the story might be helpful to reinforce characterizations. After allowing for group rehearsal, have each group perform the story for the rest of the class.

Make sentence strips of the predictable dialogue which occurs throughout the story between Ira, his mother, father, and sister. Use a pocket chart for presenting sentence strips to students as they occur in story, and have students read along during a rereading of the
story.

Post-reading

Have students make marshmallow bears. Give each student two large marshmallows and six small ones. Dampen marshmallows and dip in brown sugar. Allow time to dry. Use toothpick halves to put marshmallows together. Use large marshmallows for the body and head, and the small ones for arms and legs. Decorate with tubes of icing. Save these and serve at the teddy bear tea party.

Have students write an invitation to their bears asking them to come to school for the teddy bear tea party. Discuss what information should be included in the invitation such as time, place, event. Stress that students need to bring their bears to class on the designated day.

On the day the bears are brought in, do a math activity measuring bears. Compare who's bear is smallest and tallest. Use tape measures and find out heights, leg and arm lengths, waist sizes of bears (Appendix A).

Culminate the story with a teddy bear tea party. Students can use bear pattern in the appendix to decorate placemats, plates, and cups for the party. Have students introduce bears to the class and
tell something about them. Serve marshmallow bears and milk for refreshments. Take the teddy bears on parade throughout the school.
ACTIVITIES FOR THE LITTLE ENGINE WHO COULD

Pre-reading

Do a unit on trains. Compare and contrast different kinds of trains using pictures, books, filmstrips, etc. Bring in a model train with tracks and set up in room to demonstrate locomotion.

Visit a train station to confirm concepts developed during the train unit. If this isn’t possible, visit a nearby railroad crossing and observe train signals, tracks, and any trains which may pass.

Have students bring in toy trains to share, and use them for a math activity. Have students predict how long the train would be if all the trains were put together. Use concrete comparisons such as the length of the table, the room, the building, or the playground.

Make a chart of students’ predictions; put the trains together to find the total length.

For an oral language activity, give each child an opportunity to respond to this statement: "I am going on a train ride to visit my grandparents." Children will tell where they would like to go on a train ride.

Reading

Teach students train sounds such as ding-ding, choo-choo,
toot-toot, chug-chug. Write out each sound on a cue card; give students practice responding to the cue cards. As you read the story, hold up cue cards for student response as each different engine is introduced in the story.

Read that part of the story which precedes the blue engine's assistance. Ask students to tell what might happen if no one helps the little engine.

Act out the story of The Little Engine Who Could. Make picture cards representing each of the engines in the story. Review the dialogue for each engine, and give out cards to represent student parts. Other students may be chosen to play various toys on the train, and can try to convince the engines to help. Act out the story several times until all students have an opportunity to participate.

Make sentence strips for students to read as key dialogue occurs in the story: "I think I can, I think I can. I thought I could, I thought I could." Have students make a cut and paste train from the story and incorporate the key dialogue into the project to reinforce reading and writing.

Post-reading

For a creative movement, place masking tape throughout the
room continuously to represent railroad tracks. Make a train of all the students in the class. Hold up various cue cards to lead students in train chanting as the train follows the track around the room.

Have students dictate a story about what toy they are waiting for the train to bring them. Give each student a train shape to illustrate and dictate a train story on (Appendix B). Put student pages together to make a class train book. Let each child share their page with the class.

Teach the song, "The Train." Have students pantomime words as they sing.

Make a roundhouse mobile of the little blue engine (see Appendix B). Have students do a retelling of the story and write it onto the mobile.
ACTIVITIES FOR LITTLE RED RIDING HOOD

Pre-reading

Teach a unit on safety with strangers. Show the video or read the book *Never Talk to Strangers* and discuss practical safety rules involving strangers.

For a math activity, discuss short cuts versus longer routes to the same destination. Present various destinations to the class, each with two different routes, and have students guess which route is shorter. Use yarn to follow each route and determine which is the shortest route.

Give students a variety of colored construction paper, scissors, and construction paper, and have them design a basket of foods to take to a sick grandmother.

For language development, discuss what might be the effects of someone who has big ears, big eyes, big nose, and big teeth.

Discuss nicknames given to describe traits a person might have such as Little Red Riding Hood. Have class create nicknames for all students. Make nickname cards attached to yarn for the students to wear for the day, and use the special names for that day.

For a science activity, study real wolves through pictures, books,
and filmstrips. Have students write a class story about what they have learned about wolves. Give each student a copy of the story, and have them create their own illustrations.

Reading

Do a literary study comparing several different versions to the story of Little Red Riding Hood. As each version is read to the class, discuss similarities and differences with students. Explain to the children that these changes occur as stories are passed down. Illustrate this point by telling a story to one student, and have him repeat it to the next student until all students have participated. Have last person tell the story to the class and compare it to the original story.

Print the dialogue between the wolf and Little Red Riding Hood on sentence strips. As story is read, refer to sentence strips for students to read along.

Have students make puppets of the characters in the story and give puppet shows in small groups to the rest of the class.

Have students tell what could and could not be real in this story. Make a chart of real versus fantasy features from the story. Have students illustrate at least one point from each concept.
Collect appropriate props such as a wolf mask, red cape, basket, and nightcap for grandmother. Divide students into small groups and assign parts to each member. Allow each group to give a dramatization of the story.

Post-reading

Have students paint a picture which depicts their favorite part of the story, and add their dictation to the painting.

Have students write their own version of the story changing some part of the story and creating a different ending.

Using clay, have students make their favorite characters from the story.
ACTIVITIES FOR THE NAPPING HOUSE

Pre-reading

Have students build structures using cards, dominoes, or blocks. Build until a final piece collapses structure to illustrate how one action can set off a chain of reactions as this is a major concept from The Napping House.

Read other chain reaction stories such as The Quarreling Book or Why Mosquitoes Buzz In People’s Ears and compare the cumulative effect of each of these stories.

Discuss differences in sleeping and napping. Allow topic to lead into a discussion about dreams; discuss favorite dreams, scary dreams, recurring dreams. Have students write and illustrate a dream of their choosing.

Bring in an actual flea and explain that this insect is a main character in the story which will be read. Ask students to consider how such a tiny insect could cause a great disturbance in a household. Have them orally share their ideas.

Reading

Set the tone of the story by turning the lights out, and having students get in restful positions on the floor to listen to the story as
it is read to them. After all the characters are awakened by the flea and the bed collapses, turn the lights on and discuss the change that takes place in the story tone as symbolized by the dark to light illustrations.

Consider the illustrations without the text. Have students see if they can find the hidden characters within each illustration. Track the movement of the flea as the story progresses. Help students discover the predictability of the story through the illustrations; each animal’s movement indicates which event will follow next in the story.

Illustrate the story on a roll of shelf paper, and unwind the roll as you tell the story. Have the students use the roll to do a retelling of the story in their own words.

Do a flannelgraph telling of the story. Encourage the students to tell the story along with you as the flannelgraph figures are presented.

Because the language in the story is repetitious and predictable, this is a wonderful story for the beginning reader. Make a big book of the story, and have students make individual books so that they may participate in the reading.
Post-reading

Use the pattern in the appendix to make bookmarks from *The Napping House*. Encourage the students to take bookmarks home and tell family members the story.

Have students make stick puppets of the story characters and use for a puppet show retelling of the story.

Do a writing spin off using the language pattern from the book, and make a class pop up book. Take photos of all students, and put each student’s picture on the pop up section of the page. Insert student’s name into the text.

Make a shoe box diorama of the story. Have students make all the characters from the story. Decorate the shoe box into the bedroom from the story, and place the characters inside the shoe box.
ACTIVITIES FOR THE THREE BEARS

Pre-reading

Have students make their own porridge. Any hot cereal can be used, preferably one with a simple recipe for students to follow and prepare individually.

For a science lesson, make some porridge with the whole class and discuss the temperature changes which occur during the process. Use a thermometer to measure the changes. Discuss what elements cause the changes from hot to warm to cold.

Math lessons can be developed using the concepts of little, medium, and big. Students may practice sequencing and identifying things by size through oral directions, creative movement, and cut and paste activities.

Find out about real bears. Make a chart of all the things your students already know about real bears. Bring in available materials to study real bears such as nonfiction reading, filmstrips, and films, and make additions to the bear chart.

If possible, plan a trip to the zoo to visit real bears. In addition, use butcher paper and have students color and cut out paper bears that are the actual size of real bears.
Reading

There are several different versions to this story. Read and compare likenesses and differences of various versions. One version, *Little Bear's Sunday Breakfast*, reverses the roles of Goldilocks and Baby Bear, and should be included in a literary study.

Make sentence strips of the repetitious language from the story, and have students read along as the story is read to them.

To help students become more familiar with the language and sequence of events, the story can be presented to students through storytelling, flannelgraph or big book materials made by the teacher.

The story is excellent for dramatization. Props and puppets will greatly enhance the experience as small groups reenact the story.

Teach students the musical version of the story (Appendix A).

Post-reading

Use the bear shape to make individual books (Appendix A). Have the students write and illustrate the story of *The Three Bears*, but have them change some part of the story to create their own versions.

For a math activity, have students recall and make all the sets of three found in the story.

Do the bear walk as a creative movement; students get into a
crawling position but with straight legs, and walk around the room.
ACTIVITIES FOR THE THREE LITTLE PIGS

Pre-reading

Do a social studies unit on homes. Lead children through a study of various kinds of housing around the world such as grass huts, teepees, igloos, adobes, as well as housing found in our area.

Bring in straw, sticks, and brick for students to see. Have students speculate how homes made from these materials might vary. Allow students to experiment building with these materials.

As a science lesson, discuss what meats we eat that come from pigs such as bacon, sausage, pork chops, etc. Bring in samples of pork for students to taste. Have them do a cut and paste collage of foods that come from pigs.

Review lessons on wolves. Discuss the literary character often depicted by wolves in other stories such as Little Red Riding Hood.

Reading

Do a literary study by reading several versions of the story for students to compare and contrast. Give students a variety of experiences with the story by presenting it through reading, storytelling, video, filmstrip, records and cassettes to provide
students with good exposure to the repetitious language in the story.

Write out the repetitious dialogue from the story on a chart, and have students read along as the story is read.

Teach students a musical version to the story, "Who's Afraid Of The Big Bad Wolf." The story can be acted out as the group sings.

Have students make stick puppets of the characters. Give them a strip of paper folded into thirds, and have them draw each one of the three houses in each section. Use as a background for a stick puppet retelling of the story.

Divide class into groups of six. Assign parts to each member of the group including the three pigs, the mother pig, the wolf, and a narrator. Provide props, and allow each group to give a class performance.

Post-reading

Have students rewrite the story making the little pigs the bad guys who are annoying an innocent wolf.

Teach the students the fingerplay, "This Little Piggie Went To Market." Allow them to take off one shoe and use their toes for acting out the rhyme.
For a cooking project, have students make pigs in a blanket by rolling pancakes around cooked sausages.
ACTIVITIES FOR THE VERY HUNGRY CATERPILLAR

Pre-reading

Set up a science table with caterpillars or silkworms. Have students observe and record the changes which take place. Find out what they eat by introducing various leaves and foods into their habitat. As cocoons are spun, have children guess what is happening inside. Cut a cocoon open and observe what is taking place. Have students make an illustrated record as each metamorphosis occurs.

It would be helpful for the students to know the days of the week before reading the story. One way to accomplish this is by teaching the song "The Days Of The Week."

Teach students the fingerplay, "The Caterpillar," from Hand Rhymes to compliment the science unit.

Have students guess what a hungry caterpillar might eat. Have each student draw a picture response and paste onto a class collage. At the top of the collage write: "What a hungry caterpillar might eat."
Write the names of the foods from student responses so that class collage can be read by the group.

Reading

Read the story to the students and refer to the collage of
predicted foods. Compare collage responses to what the hungry caterpillar actually eats in the story. Ask students which foods might actually be eaten by a real caterpillar based on what they learned from the caterpillar unit.

The illustrations and predictable language of the story allow beginning readers immediate success with independent reading. After previous readings, invite students to join in the reading process.

Use a sock to make a caterpillar puppet by sewing on two buttons for eyes in the toe area. Use construction paper to make props of all of the foods from the story, and place a hole in the middle of each prop large enough for the hand puppet to fit through. The coinciding text can be written on the back of each prop so that the story may be read during a visual storytelling.

For a creative writing experience, give students several circles, four inches in diameter, with partial sentences preprinted on each circle. Have the students complete each sentence, illustrate, and connect circles to make a caterpillar book.
Post-reading

For a cooking project, have students make hungry caterpillars following the directions in the appendix.

For a math activity, give each student eleven circles, each with a preprinted numeral from zero to ten. Have students cut, paste, and order the circles into a number sequence caterpillar. For more advanced students, have them draw two feet onto each circle and write the number pattern for counting by twos below the feet.

As a creative movement activity, have students act out the stages of metamorphosis: lay down on the ground and wiggle around like a caterpillar, spin into a cocoon by drawing bodies up into a ball, and slowly open arms and spread wings flying gracefully as a butterfly.
ADAPTATION

The California Reading Initiative is directed towards all students grades kindergarten through twelfth. One component of the CRI is the recommended literature list for each grade level. While this project focuses on recommended literature for kindergarten, it could easily be adapted to other grades by incorporating recommended literature titles at each grade level.

A major goal of this project and the CRI is to develop the ability to read through the practice of reading, and to establish good habits and attitudes towards reading as a permanent part of students' lives. This goal can be accomplished at all grade levels by providing students instructional time and materials for reading quality literature.

Within the classroom, teachers need to read to students for modeling behavior and story exposure, set aside time and join students in daily sustained silent reading, and initiate student discussions, sharing, and responses to trade book reading during instructional time.

Outside reading should be encouraged as well by engaging the support of parents and community. Part of routine homework should
be a designated time for pleasure reading. Schools need to involve the parents by communicating the importance of reading at home, and have a system for validating the activity. Our school, for example, has developed an Early Reading Club. Students may read or listen to ten books of their choosing. The titles and authors are recorded on an Early Reading Club card, validated by a parent's signature, and returned to school. Certificates are given for every card that is returned.

Student use of library facilities should be promoted as well. The teacher should consider whether students are getting maximum use of the school library before, after, and during school hours. If a school library is not available, or is a very limited resource, public library facilities should be considered. Make it a class project to complete applications for library cards, visit the public library, and invite librarians to come into the classroom to advertise library facilities.

Finally, the activities in this project are generated from a whole language approach to reading. While they are geared for kindergarten level, these activities can be adapted for other grades as well. Suggested adaptations of activities for other grade levels include: teacher reading aloud to students using literature appropriate to
grade level, storytelling, reader's theater, student-developed puppet shows and dramatizations, creative arts, music, and rhythmic expressions as they relate to the reading, and a variety of opportunities for student writing.
MATERIALS

Materials for implementing this project should be readily available to the classroom teacher. The project focuses on the use of literature books for reading instruction. The books which have been selected for the project are available through school or public libraries for borrowing. They also may be purchased inexpensively in paperbacks for approximately $2.00 to $5.00 per book. Most schools have state funds available for purchasing library books each year. These funds would be an excellent source for school purchases of books from the recommended literature list. California lottery funds may also be allocated for the purchase of literature books.

While the teacher will need to prepare materials for some of the project's recommended activities such as big books, chart stories, and sentence strips, the supplies for their preparation such as tagboard, construction paper, and colored markers, are standard items for any school supply warehouse. Other items which would be most helpful for teaching the lessons include: a pocket chart, approximately $20.00, easel for big books, approximately $15.00, and a chart rack, approximately $20.00. Flannel material may be inexpensively purchased at fabric stores, and used for teacher-made
flannelgraph figures and flannelboard.

Materials for student-made projects are also standard school items such as crayons, paints, ditto and construction papers, tagboard, scissors, and glue. There should be little extra expense for completing any of the student activities as materials can be purchased through instructional supply money.

Several cooking projects which compliment the reading are suggested activities; each cooking project costs approximately $5.00 to $15.00 for whole class participation.
EVALUATION

Means for evaluation must coincide with the instructional approach of this literature-based program. According to goals and objectives, the instructional outcome being sought from this project is changes in students' reading behaviors. Therefore, assessment will focus on observed behavioral changes (Teale, et al., 1987).

An individual file needs to be set up for each student. As activities are completed, periodic samples should be kept, dated, and filed over a period of time so that progressive changes may be observed.

Teacher observations are vital to assessment of this project. Teachers need to keep a note pad available at all times. As student behaviors are observed, they can be jotted down, dated, and later placed in student individual files. These observations will serve as an anecdotal record to be shared with parents at conference times (Baskwill, et al., 1986).

The instruction focuses on students' participation in the reading process. If it is feasible, the dramatizations, readings, music, and other activities may be recorded through photographs, tape recordings, or video tapes. This will allow students an opportunity
for self-evaluation. After listening to or viewing the records, students should be encouraged to discuss, critique, and evaluate what they observe.

It is hoped that attitudes towards reading will improve through implementation of this project. A pre and post attitudinal survey would help determine changes in this direction. It is also hoped that students will become motivated to read more through exposure to good literature. This could be evaluated by encouraging parents to keep a record of books children have read or listened to at home. A record of every ten books of home reading can be returned to school and recognized in some way to encourage participation in the activity.
REPORTING PROCEDURES

At the beginning of the project, a letter to parents will be sent home briefly explaining the literature instruction that will be taking place in the classroom. As stories are presented, periodic newsletters will update parents on activities related to literature, and may ask for parents' assistance in upcoming assignments.

As part of the reporting procedure, parents will be invited in to participate in literature experiences such as dramatizations, musical performances, parties, and video tape viewings. At parent conferences, the students' individual folders will be shared with parents to reflect behavioral changes which have resulted from implementation of this project.
SUPPORT SERVICES

It is most important to involve parents in the project at some level. A letter which briefly explains the project, as mentioned previously, will make parents aware of instruction, and begin to involve them in the program. Recreational reading at home is another aspect of the project, and will require parents to become involved in their child's reading. Finally, parent volunteers are not required for implementation, but would certainly enhance the literature activities by providing extra supervision during art, cooking, and writing experiences. Parents may also be enlisted for preparation of reading materials.
LIMITATIONS

This project is based on a whole language approach. For some, this may be a limiting factor as specific skills are not taught in isolation. While the graphemic cueing system may be addressed, such as in alliteration, letter sounds are not taken out of the meaningful framework of the whole text. Specific skills, such as vocabulary, sequencing, and phonics, are not separated for instruction as they are considered interlocking threads of the reading process. This may be a limitation for teachers who are bound to skill instruction.

Another limitation is the lack of ready-made materials. While there is an abundance of materials on the market for teaching from a skills or phonics approach, some time and effort for preparation of materials is required for implementing this whole language approach to teaching literature.

The twelve books chosen for this project will provide students with a core foundation of literature experiences. However, the twelve books are a very limited beginning to a rich and full literature program. It is hoped that these books will be a seed which will nurture and expand literature experiences for its participants.
READING MODEL

The design of this project is based on concepts from the whole language model of instruction.

Quality literature is used for reading materials. This provides students with good stories which greatly enhance the comprehension of the reading, and enables students to better construct meaning from the print. In a whole language model, meaning is the essence of reading, so it is vital that the material be both interesting and comprehensible. In contrast, a phonics model uses highly decodable materials, while a skills approach uses controlled-vocabulary materials for instruction. Unfortunately, these restrictions often affect and detract from the interest of the reading material.

The activities in this project keep the text intact so that the reading stays in a meaningful framework. In doing so, the semantic, syntactic, and graphemic cueing systems can support each other, and therefore, be fully utilized by the reader. This is a major concept from the whole language model. Other approaches greatly differ in this respect. The phonics approach focuses on the smallest unit, the letter and its sound, for instructional emphasis. The skills approach emphasizes vocabulary development separate from the text so that
words are the unit of reference.

The phonics model is based on the premise that reading is the act of word-perfect pronunciation. A skills model believes that reading is a combination of specific skills, and is perfectable through skill-building instruction. The whole language model differs in philosophy by viewing reading as something greater than the sum of its parts. Rather, reading encompasses all components of language, and is the complex processing of that language as a whole. The activities in this project embrace this philosophy by providing students opportunities to experience and integrate language in its many forms including listening, speaking, reading, and writing. The hands-on experiences and open-ended tasks of this project allow students to discover themselves through reading, and to take an active role in the reading process.
REFERENCES


Appendix A

Brown Bear, Brown Bear
Corduroy
Ira Sleeps over
The Three Bears
Brown Bear, Brown Bear, What do you see?

I see a red bird looking at me.

Red bird, red bird, What do you see?
I see a yellow duck looking at me.

Yellow duck, yellow duck, what do you see?

I see a blue horse looking at me.

Blue horse, blue horse, what do you see?
I see a green frog looking at me.

Green frog, green frog
What do you see?

I see a purple cat looking at me.
Adapted from:
*The Animal Cookbook*

Mary Buckman,

A Mary Bee
Creation
Burlingame, Calif.
1982

---

**Brown Bear**

Get... a ball of dough to make the bear tummy

Roll... a medium-sized ball of dough and make a head.

Roll... four little balls for arms and legs

Add... two little balls for ears

Decorate... use nuts and raisins

Bake... 350° on a piece of foil 15 min
1. 24 Teddy Bears are playing a game in their den. They are hidden from view. Every little while, 6 are sent out while the rest lay their plans in secret. The 6 who come out are selected at random. Some have been sent out before, some are sent out for the first time.

Your task is to make the best guess as to how many Teddy Bears there are of each color.

My Guess
1. I think there will be more ________ Teddy Bears than any other color.
2. I think there will be fewer ________ Teddy Bears than any other color.

2. Pick out 6 Teddy Bears for each sample without looking into the den (box). After the number of Teddy Bears of each color in the sample has been recorded, put them back into the den mix them up thoroughly, and pick 6 more until 4 samples have been checked.

<table>
<thead>
<tr>
<th>First Sample</th>
<th>Red</th>
<th>Green</th>
<th>Yellow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Sample</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third Sample</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fourth Sample</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total in all Samples</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. From this information, predict how many there actually are of each color. Graph this on the circle graph. Then bring all the Teddy Bears out of the den and count the number of each color. Compare the actual with your prediction.

<table>
<thead>
<tr>
<th>My Prediction</th>
<th>Red</th>
<th>Green</th>
<th>Yellow</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Actual Number</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. The colors of the Teddy Bears arranged from most to least is: most ________ , ________ , ________ , ________ least ________ , ________ , ________ , ________
Graph your predictions for the number of Teddy Bears of each color. Use the order of blue, red, green, and yellow beginning at "12 o'clock." Use the same colors as the "Teddy Bears." Next, place the Teddy Bears on the outside rim of your circle graph to form a real "Teddy Bear Graph." Use the same color order of blue, red, green, and yellow, also beginning at "12 o'clock."
How do you compare to your teddy bear?

Use a ruler or a tape measure to measure you and your bear. You may need a partner. Record your answers in the chart.

<table>
<thead>
<tr>
<th>Height</th>
<th>Arm Length</th>
<th>Leg Length</th>
<th>Around Belly</th>
</tr>
</thead>
<tbody>
<tr>
<td>cm</td>
<td>cm</td>
<td>cm</td>
<td>cm</td>
</tr>
</tbody>
</table>

**Me:**

| cm     | cm         | cm         | cm           |

**Bear:**

| cm     | cm         | cm         | cm           |

**Difference:**

| cm     | cm         | cm         | cm           |

Use your bear to measure you. How many bears tall are you? ____________ bears

What makes your bear special? ________________
BEAR FACTS

How do you compare to a bear?

ME

BEAR

How are you like a bear?

How are you different from a bear?
Goldilocks and the Three Bears

Part One

This is the story of Goldilocks and the Three Bears.

Out in the woods in a house of pink Lived three bears - and what do you think?

Papa Bear was a great big bear, Mama Bear was a middle-sized bear,

Baby Bear was a little baby bear, And they liv'd in a house of

pink, pink, pink, They liv'd in a house of pink.

From The Kindergarten Book of OUR SINGING WORLD series, ©
Copyright, 1959, 1957, 1949, by Silver, Burdett & Ginn
Inc. Used with permission.
In the living room canary birds were singing; and in front of the fireplace

Great Big Bear had a great big chair, Middle-siz'd bear had a middle-siz'd chair,

Baby Bear had a little baby chair With a cushion of blue and pink.

In the dining room, on the table

Great Big Bear had a great big bowl, Middle-siz'd bear had a middle-siz'd bowl,

Baby Bear had a little baby bowl, With his name painted on in pink.
Do you know what was up in the bedroom?

Great Big Bear had a great big bed,  
Mid-ble-siz’d Bear had a mid-ble-siz’d bed,  
Bab-y Bear had a lit-tle bab-y bed  
With a pil-low and quilt of pink.

One day the three bears went for a walk, and while they were gone a little girl came skipping through the wood, singing this song.

I’m Gold-i-locks. I like the spring. I like to dance and I like to sing:  
I like the woods, I like to walk, I like to laugh and I like to talk. (I’m)
Goldilocks went skipping through the woods 'til she came to the little pink house. The door was open; so she walked right into the living room, where she saw the three chairs.

Goldilocks went into the dining room, where she saw the three bowls of porridge.

She tried the big chair but it was too hard. She tried the middle chair but it was too soft; She tried the little chair and it was just right, But when she sat down it broke.

She tasted the big bowl but it was too cold, She tasted the middle bowl but it was too hot, She tasted the little bowl and it was just right, So she ate it all up.
Then she went into the bedroom.

She tried the big bed but it was too hard, she tried the middle bed but it was too soft; she tried the little bed and it was just right. So she lay down and went to sleep.
(Spoken) Soon the bears came home and walked into their living room. Said Great Big Bear, "Some-bod-y's been sitting in my chair." Said Middle-siz'd Bear, "Some-bod-y's been sitting in
my chair. Said Ba-by Bear, "Some-bod-y's been sit-ting in
my chair. And broke it all up, And broke it all up."

Then they went in to the din-ing room. Said

Great Big Bear, "Some-bod-y's been tast-ing my por
ridge."
Said Middle-siz'd Bear, "Some-bod-y's been tast-ing my por-ridge."

Said Baby Bear, "Some-bod-y's been tast-ing my por-ridge
And ate it all up, And ate it all up."

Then they went in-to the bed-room. Said
Great Big Bear, "Some-bod-y's been sleep-ing in my bed."

Said Middle-siz'd Bear, "Some-bod-y's been sleep-ing in my bed."

Said Baby Bear, "Some-bod-y's been sleep-ing in my bed, And look! There she is!"
Just then Goldilocks woke up!

Goldilocks jumped out of bed!

Goldilocks jumped out of the room!

Goldilocks jumped out of the little pink house!
And Goldilocks ran home as fast as she could run.
Appendix B

The Carrot Seed

The Little Engine Who Could

The Very Hungry Caterpillar
Roundhouse Mobile

1. Make a roof by slitting circle half-way, overlap & staple.
3. Attach engine to roof with string and hang.

Adapted from:
Animal Crackers J.E. GINN SERIES
<table>
<thead>
<tr>
<th>get...</th>
<th>peel...</th>
<th>Cut a few banana Circles</th>
<th>Dip...</th>
</tr>
</thead>
<tbody>
<tr>
<td>½ a banana</td>
<td>the banana</td>
<td></td>
<td>All the circles in different kinds of cookie sprinkles</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Now put</th>
<th>Add...</th>
</tr>
</thead>
<tbody>
<tr>
<td>all the circles together</td>
<td>Some raisins, candy eyes and licorice feelers</td>
</tr>
</tbody>
</table>

Adapted from:
The Animal Cookbook
Mary Buckman
A Mary Bee Creation
Burlingame, Calif.
1982
Appendix C

The Gingerbread Man
This is the story of the Gingerbread Boy.

Once upon a time a little old lady
made some ginger-bread dough; She rolled it and patted it,
rolled it and patted it, rolled it and patted it so. "I've
rolled the dough and made a little boy," the little old lady said, "With

From The First-Grade Book of OUR SINGING WORLD series, ©
Copyright, 1959, 1957, 1949, by Silver, Burdett & Ginn
Inc. Used with permission.
two little legs and two little arms and a funny little ginger-bread head; Two
candy mints for his eyes, six candy buttons in rows,
slice of orange peel for his mouth and a big red cherry for his nose." When the
little old lady put him in the oven his little heart jumped with joy. He
baked and he baked, he baked and he baked until the little oven door

popped wide open And out jumped the ginger-bread boy All done!

The little Gingerbread Boy ran out the door. The little old lady said, "Stop, little Gingerbread Boy!" but he said,

"I'm the Ginger-bread Boy, I am. I can run from you, I can."
The little Gingerbread Boy ran and he ran 'til he came to waddle duck. Waddle duck said, "Stop, little Gingerbread Boy!"
but he said,

"I'm the Ginger-bread Boy, I am. I can run from you, I can. I ran from the little old lady, And I can run from you."

He ran 'til he came to the three-cornered pig. The three-cornered pig said, "Stop, little Gingerbread Boy!" but he said,

"I'm the Ginger-bread Boy, I am. I can run from you, I can. I ran from the little old lady, I ran from the waddle-duck."
duck. And I can run from you."

He ran 'til he came to a great big cat sitting on a porch. The cat said, "Come in to supper."

But a little blue-bird said, "Run home (chirp, chirp), Run three-cornered pig said, "Run home (oink, oink), Run waddle-y duck said, "Run home (quack, quack), Run home (chirp, chirp)." The Ginger-bread Boy ran and he ran 'til he came to the three-cornered pig. The Ginger-bread Boy ran and he ran 'til he came to the waddle-y duck. The Ginger-bread Boy ran and he ran 'til he came to the little old lady.
And he ran right straight into the little old lady's arms. The little old lady was so glad to see him she said,

"Welcome home, little Ginger-bread Boy, Welcome home, little Ginger-bread Boy,

Welcome home, little Ginger-bread Boy, Welcome home, little Ginger-bread Boy!"

And the little Gingerbread Boy never ran away again.

THE END
Appendix D
Children's References
Music References


Music References


