1988

A summer reading program for kindergarten through second grade utilizing whole language and literature-based instruction

Louise M. Gillette

Follow this and additional works at: https://scholarworks.lib.csusb.edu/etd-project

Part of the Education Commons, and the Reading and Language Commons

Recommended Citation
https://scholarworks.lib.csusb.edu/etd-project/326

This Project is brought to you for free and open access by the John M. Pfau Library at CSUSB ScholarWorks. It has been accepted for inclusion in Theses Digitization Project by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.
California State University
San Bernardino

A SUMMER READING PROGRAM FOR
KINDERGARTEN THROUGH SECOND GRADE
UTILIZING WHOLE LANGUAGE AND
LITERATURE-BASED INSTRUCTION

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

Louise M. Gillette
San Bernardino, California
1988
A SUMMER READING PROGRAM FOR KINDERGARTEN THROUGH SECOND GRADE UTILIZING WHOLE LANGUAGE AND LITERATURE-BASED INSTRUCTION

Louise M. Gillette, M.A.

California State University, San Bernardino, 1988

Statement of the Problem

The purpose of this project is to develop a summer reading program for students in kindergarten through second grade who are reading below grade-level. The proposed program will help to stimulate a classroom of twenty to twenty-five students through four weeks of their summer vacation. The techniques that will be used to accomplish this task will be based on the whole language philosophy and instruction will be literature-based. "To touch students' lives and to stimulate their minds and hearts, we need a literature-based English-language arts curriculum that engages students with the vitality of ideas and values greater than those of the marketplace or the video arcade" (Honig, 1987, p. 7).

Procedures

Instruction in the summer reading program will be based on the whole language model of reading. The approach will be meaning-centered and process-centered. Positive and meaningful experiences will occur with the integration of reading, writing, listening and speaking. Thematic units will be used to expose students to a variety of books and to provide rich and
enjoyable literary experiences. Skills will be taught within a familiar and meaningful context. Eight specific whole language reading techniques will be applied: (a) predicting; (b) shared reading; (c) language experience; (d) storytime; (e) show-and-tell; (f) sustained silent reading; (g) phonics and language mechanics; and (h) enrichment activities.

Conclusion

The summer reading program will allow the students to improve their self-confidence by having a positive and rewarding experience. They will also learn some new reading strategies that will help them to be more successful readers.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Goals and Objectives</td>
<td>3</td>
</tr>
<tr>
<td>Major Curriculum Models</td>
<td>5</td>
</tr>
<tr>
<td>Curriculum Features</td>
<td>9</td>
</tr>
<tr>
<td>Time Schedule</td>
<td>21</td>
</tr>
<tr>
<td>Materials</td>
<td>22</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>24</td>
</tr>
<tr>
<td>Community Involvement</td>
<td>28</td>
</tr>
<tr>
<td>Adaptation to Other Grade Levels</td>
<td>29</td>
</tr>
<tr>
<td>Limitations of the Study</td>
<td>30</td>
</tr>
<tr>
<td>References</td>
<td>31</td>
</tr>
</tbody>
</table>
INTRODUCTION

In 1978, Proposition 13 eliminated state funding of summer school programs for regular education students at the elementary level in California. However, in recent years, funding has been granted to every California district through the core academic program and a variety of plans have been utilized to provide services for students during the summer.

A medium-sized suburban unified school district in Southern California will take advantage of this opportunity in 1988 and offer a summer reading program for approximately 300-500 elementary school students. In this district only 5% of the student population will be able to attend, though, there is a proposal to increase the state budget to allow 7% attendance. Due to the small percentage of students that will qualify for service students will meet district established eligibility criteria and will be served on a first come, first served basis. Only those students that are currently enrolled in this district in kindergarten through second grade and who are reading below grade-level will be eligible. Special education students will be served through another program as has been done in the past. Consequently, the students eligible for this program shall not be identified as special education students. The parents of these students will have to provide transportation to and from the school site as the district buses will not be in operation because of limited funding. The summer program will be held at three strategically located elementary school sites in the district.

This district has set up the criteria for enrollment and will handle the administrative responsibilities. Therefore, I am proposing an instructional
program in the language arts to facilitate a classroom of twenty to twenty-five remedial students in the primary grades.

The proposed program will help to stimulate students through four weeks of their summer vacation. One approach I will use is language experience where children's experiences provide the content for listening, speaking, writing and reading activities. According to the 1987 English Language Arts Framework, "They [students] can bring their own experiences, intentions, and purposes to reading and writing tasks, rather than struggling with kits of fragmented materials and bland stories dulled and adapted by excessive use of readability formulas and controlled vocabularies" (p. 9). Therefore, instruction will be integrated so as to seek unity and provide a wholeness of understanding through a literature-based curriculum. Phonics kits or basal skill pacs will not have a place in this proposed program.

Since the students are identified as reading below grade-level a positive climate for learning and a sense of self-confidence must be established. This can be achieved by working cooperatively in groups, direct teaching and modeling rather than rote memorization and drills.

By providing such a literature-based summer reading program for these students, much can be accomplished. The students involved in this program will come away with new skills and strategies to use in their classrooms in the fall and a feeling of self-confidence and achievement. This will also benefit their future development.
GOALS AND OBJECTIVES

The goals of the summer reading program will allow for the students to restore their self-confidence by having a positive and rewarding experience. They will learn some new reading strategies that will help them to be more successful readers. The paragraphs that follow outline the specific goals of the program along with the individual objectives to achieve these goals.

By developing a stimulating four week summer reading program for students who are reading below grade-level in kindergarten through second grade, students will (a) be able to link personal experiences and prior knowledge with language instruction, (b) have opportunities for building common background experiences, and (c) improve their self-esteem.

By developing a summer reading program that will be literature-based and will stress the whole language model of instruction, I will (a) encourage the reading of tradebooks for personal pleasure, and (b) develop a new literature-based curriculum that encourages reading and exposes students to significant literary works. A basal series will not be used.

By developing a summer reading program which emphasizes the total language experience, I will offer techniques and activities for interrelating listening, speaking, reading and writing with thinking—before, during and after focused instruction. The students will be able to utilize the following elements of language on a daily basis:

1. Students will read selected short stories both orally and silently. They will predict unknown words by utilizing semantics (meaning), syntax (word order), and graphophonemics (sound/symbol).
2. Students' thoughts will be expressed orally while dictation is taken. Students that are capable of writing their own thoughts will do so.

3. Students will listen to literature which will be read by myself, their peers, or recorded on audio cassettes.

4. Students will practice their speaking skills by orally sharing in class discussions and by reading their language experience stories.
MAJOR CURRICULUM MODELS

There are many methods of teaching reading and they all lie somewhere on the continuum. The reading theories continuum, which is referred to in this project is illustrated in diagram 1 on the following page (Harste and Burke, 1977, p. 34). Placement on the continuum is determined by what components teachers are willing to exclude. Components involve not only the strategies of instruction but the materials the teacher uses to teach reading. The strategies and materials used with children in turn create and reinforce children's own definition of reading. Few teachers are eclectic and their tendency is to use one reading model or another.

As part of this summer reading program, the focus will be on the Whole Language Based Model of Reading including literature-based instruction. Philosophically I believe that children learn to read best when they are reading their own words based on their own experiences. I believe reading instruction should focus on comprehension while syntax and phonics are used interactively. It is also important to expose them to good literature to serve as a model for their own writing and to help them learn morals and values.

At the two opposite ends of the continuum are the Sound/Symbol Model of Reading and the Whole Language Based Model of Reading. The sound/symbol orientation perceives reading as an offshoot of oral language. The major concern of this model is to develop and manipulate the relationships between sounds and their graphic symbols. Once the reader uses the sounds to form words it is assumed that they then have meaning. The sound/symbol model does not argue against syntax and meaning as components but they are not seen as primary factors in the reading process.
On the other hand, with the whole language model the systems of language are shared and they are interdependent and interactive aspects of the reading process. The most important element of this model is comprehension.

In the middle of the continuum lies the Skills Model of Reading. It views reading as a system of three skills—grammar, vocabulary and comprehension—which play various roles of importance when reading. The skills model is the foundation from which the traditional basal series is formed. Each lesson in the basal attempts to provide instruction in all areas. First, new vocabulary is introduced. Then silent and oral guided reading takes place. Comprehension questions follow the reading. Finally, workbooks provide skill development and practice.

Swaby's views of the teaching of reading are consistent with the whole language philosophy. In her book, Teaching and Learning Reading, she recommends strategies for teaching reading. These strategies are developed with seven major premises in mind.

1. Reading is clearly related to language.
2. Language development assists reading development.
3. Reading is an active process.
4. Reading is anticipation.
5. Reading depends on prior knowledge.
6. Reading depends on interest.
7. Reading instruction depends on the ability of the teacher to modify instructional materials (Swaby, 1984, p. 6).
Swaby's rationale implies that reading is a natural extension of oral language where children actively participate insuring that they have an emotional and personal investment in what they read. The instructional implication of this process allows children to converse with themselves. It encourages them to give their opinions and their own words are written down and reinforced. When their own words become their reading material the content is meaningful, personal, and predictable. I also believe in this philosophy and will use the whole language model and literature-based instruction throughout the entire summer reading program.
READING THEORIES CONTINUUM

Diagram 1

SOUND/SYMBOL MODEL OF READING

SKILLS MODEL OF READING

WHOLE LANGUAGE BASED MODEL OF READING (Literature-based)

SUMMER READING PROGRAM
CURRICULUM FEATURES

All children enrolled in this summer reading program will be identified as below grade-level readers. As an alternative to remediation in reading, I will offer a "revaluing" program (Goodman, 1986, p. 56). Two important goals of this revaluing program are (a) to get the students to believe that they are capable of reading, and (b) to get them to view reading and writing as a meaningful whole language process. They need to learn to value what they can do, to trust themselves, to take risks, and to become more self-reliant when reading. In addition, they need to build strategies to gain meaning when reading and to realize that meaning is the essence of reading.

In order to accomplish these tasks in the summer reading program I will be incorporating the principles of whole language. The premise of whole language instruction is that children have a natural tendency to want to make sense of their world, therefore, language should be whole, meaningful and relevant. The "whole" part of whole language is best explained by Goodman (1986), "Language is actually learned from whole to part. We first use whole utterances in familiar situations. Then later we see and develop parts, and begin to experiment with their relationship to each other and to the meaning of the whole. The whole is always more than the sum of the parts and the value of any part can only be learned within the whole utterance in a real speech event" (p. 19). Goodman believes helping students learn from whole to part makes language learning easy. Whole language is a powerful holistic teaching approach that is also supported by the 1987 English-Language Arts Framework, which was developed by the California State Department of Education. "As the human mind seeks unity among the parts for a wholeness
of understanding, so do the English-language arts require integrating all the elements of language before students can make sense of the processes of thinking, listening, speaking, reading, and writing" (Honig, 1987, p. 6).

The Program

The strategies that will be applied in the summer reading program support the whole language philosophy. The main emphasis of the program will be to integrate all of the elements of language—reading, writing, listening, and speaking—to provide a complete understanding. This will be accomplished through the use of eight specific techniques: (a) predicting; (b) shared reading; (c) language experience; (d) storytime; (e) show-and-tell; (f) sustained silent reading; (g) phonics and language mechanics; and (h) enrichment activities.

The main strategy that will be encouraged to help students construct meaning during reading will be predicting. "Prediction questions call for 'educated guesses' based on knowledge acquired earlier and on what has been read so far in the story at hand. Whether or not the 'guess' is a good one is learned by further reading of the story" (R.C. Aukerman and L.R. Aukerman, 1981, p. 284). Aukerman and Aukerman believe that predicting is one of the best strategies for teaching reading comprehension. This strategy can best be taught through the use of predictable, pattern, and sequential books. Because these books are repetitive the students can join in during shared reading when they can predict the storyline. Prediction questions are asked throughout the story. An example of such a question might be, "What do you think is happening?" or "What might happen next?" All such questions and answers are followed up with, "Let's read on and see if we are right."
Predictable, patterned and sequential books will also be used during shared reading. Predictable books are those that use a repetitive language pattern, a repeated or familiar sequence, or present familiar concepts or stories. A typical example and a favorite of most children is Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr. Pattern books develop children's familiarity with a variety of language patterns and supports their acquisition of these patterns through repetition. A good example of this kind of book is Over In The Meadow by Ezra Jack Keats. Sequential books are those that develop one or more concepts throughout the book. Eric Carle's The Very Hungry Caterpillar does this with the days of the week and with numbers. During shared reading I will read one of these books aloud while pointing to the words. Next, the group will read the same story through with me several more times. When students read aloud in a group then everyone is successful. As they repeatedly see and hear the words they are intuitively making associations between letters and sounds. Shared reading is a powerful learning strategy. Holdaway (1982) supports this claim by stating the following:

The natural setting of young children gathered around a big book or chart in a shared experience of literary pleasure with the teacher offers the possibility of powerful learning within a context of satisfying meanings. Like the bedtime story situation, this learning environment is trusting, secure, and expectant. It is free from competition, criticism and constant correction, and sets up a natural intimacy between the teacher and the children. (p. 815)
Shared reading should be done with Big Books when available. Big Books are large, colorful and well designed books of children's favorite stories. They allow all children to see the text clearly so whole class participation is possible.

Language experience activities build on the child's oral language strengths, help students link spoken language with its written form, and focus their attention on meaning. Children's knowledge and background experiences are enriched as they are integrated into the written text that is created during the lesson. Language experience, or shared writing as it is sometimes called, is a way for students to express their thoughts on paper even when their writing skills are not fully developed. They will dictate what they want to say and I will write it for them. This will be done by the whole class when they share a common experience and by individual students when they are writing about their own experiences. I will avoid correcting grammar or substituting my own vocabulary. However, shared writing is often an appropriate time to talk about various functions of writing and grammar. For instance, it may be appropriate to point out that every new sentence begins with a capital letter and often ends with a period. When the dictated stories are completed, I will read them aloud while tracing the words from left to right so students can associate the spoken word with the written word. Then the stories will be reread by myself and the students together. Language experience stories are often linked with art experiences that provide another media for expression of the content. The stories will be available for a period of days to be read aloud as a shared reading text and by individual students. Students will not only observe how spoken language is recorded but
they will feel a sense of pride and excitement when they see that their thoughts are important enough to be written down. As Giroux (1987) points out in his article, "For Graves, it is important that teachers learn to confirm student experiences so that students are legitimated and supported as people who matter, who can participate in their learning, and who in doing so can speak with a voice that is rooted in their sense of history and place" (p. 176). Giroux is an avid supporter of Donald Graves' "process" approach to writing in the elementary schools. Additionally, shared writing will be used to produce the daily newsletter which will be the reporting procedure to parents (see Research and Evaluation p. 24).

Storytime is another important feature of the program. I will read a variety of literary genre aloud and I will serve as an enthusiastic model to the students. My excitement and joy of literature will be evident. Most of the literature I will choose to read will come from the Recommended Readings in Literature Kindergarten Through Grade Eight, a 1986 California State Department of Education publication. At this time, I will be able to read books that are beyond the students' reading abilities and thereby stimulate them, introduce them to new authors, characters and even vocabulary.

Show-and-tell is a time when students will practice their speaking and listening skills. The following are some ground rules that will be clearly explained to the students (R.C. Aukerman and L.R. Aukerman, 1981, p. 72):

1. Everyone will have a chance, but only a few will share each day.
2. Only bring really special things. (Students will be encouraged to bring things that pertain to our theme for the week.)
3. Be courteous to the person who is sharing.
4. Be sure that it is alright with parents before something is brought from home.
5. Anything that is brought from home will be placed on the take-home table and is not to be touched by anyone except the person who brought it.
6. Some days you will just tell about something because you may not be able to bring it to school.
7. Dangerous things should not be brought to share.
8. If a pet is to be brought, you must discuss it with me the day before.
9. You must know what you want to say before you get up in front of the class.
10. I will schedule students for one day each week and they must be prepared or they will lose their turn for the week. Parents will be notified via the newsletter as to which day their child will share so they may assist them.

Another daily activity will be sustained silent reading. Kaisen (1987) finds that, "Displaying their own reading behavior may be one of the most positive influences teachers have on their students" (p. 535). Therefore, the students and I will read silently for ten minutes each day for pure enjoyment. Reading materials of various skill levels and interests will be available. Students may also bring their own books to read during this time. The emphasis of this independent reading time will be to familiarize students with books and allow them to respond as they wish without the pressure of assessment.

The alphabet letters (upper and lower case) are the building blocks of our writing system. It is also important that primary students develop some knowledge of sound/symbol correspondence, particularly beginning consonants. Some of the materials and activities will be hand-made. It is important that the students learn to use this letter knowledge in the act of reading. Therefore, whatever letters are being studied will be pointed out by me during shared reading and shared writing. Language mechanics skills will not be taught in isolation. "As we listen, speak, read, and write, much of what we know about vocabulary, syntax, usage, spelling, punctuation, and even structure
and organization is learned intuitively" (Honig, 1987, p. 18). The characteristics of words, sounds, letters, sentences, and so on, will be studied but in such a way as to not interrupt the natural flow of a story.

Finally, enrichment activities will supplement the program. Some of the activities will include art, music, poetry, records and tapes. These will be developed in conjunction with the shared reading and language experience activities and sometimes in response to storytime readings.

All of the eight techniques mentioned will be implemented using various groupings. Much of the time whole class instruction will take place. Sometimes small groups will be more appropriate. All small groups will be heterogeneous and not based on ability levels so no one feels inadequate. Individualized instruction will take place whether it is with me, a parent volunteer, or a child working with an audio cassette.

These eight techniques will be implemented regularly throughout the program (see Time Schedule p. 21). The instruction section on the next page shows the first week planned in detail. The following three weeks will follow the same basic framework as the first week. The main difference will be the emphasis of a weekly theme. These thematic units which emphasize children's literature will integrate speaking, listening, reading and writing. This will happen daily in the context of the students' interests and experiences. The four themes I have chosen are food, animals, monsters, and family.

Halliday (1971) states the following:

The basics of language learning is functional; learning to read and write should be related to the linguistic functions that are already within the child's experience—and used to enlarge that experience in a systematic way. Hence, the repeated emphasis on using language produced by the
child himself; at the same time, a great variety of written material of all kinds should be constantly on view and under attention in the classroom. (p. 67)

Halliday also believes that successful language learning is shared. Children naturally understand each other and can, therefore, help each other when a problem arises. They can also serve as positive reinforcers and share in each other's successes. Thus, shared reading, shared writing, show-and-tell and all of the other cooperative activities serve to strengthen learning.

Instruction

The thematic unit for the first week will be on food. The next three weeks will follow the same guidelines and approaches, however, the weekly theme and related materials will change. This instructional plan is a guideline and at times may need to be altered due to unexpected circumstances that arise. In addition, many of the shared reading, language experience, and enrichment activities share common features. This means that these activities will overlap or be done in a different order than presented in the daily schedule.

Theme-related storytime. This is the first instructional period of the day. I will read a theme-related story orally to the whole class. They may do some predicting based on the title, the pictures, or the storyline. If a repetitive phrase is part of the story I will encourage oral participation. The following books will be used for the first week.


Theme-related shared reading and language experience. The theme, structure, and vocabulary of these books will provide a jumping-off point for the children's own writing. During shared reading I will read the story orally underlining the words with my finger. I will read it orally a few more times encouraging the children to join in when they feel comfortable. After they become more familiar with the text I will practice oral cloze. I will read along with them and when we come to a word I want them to predict I will remain silent. If they do not get the word I will encourage the use of semantic (meaning) and syntactic (order) cues. This may also be an appropriate time to talk about graphophonic (sound/symbol) cues if the other predicting strategies fail. If I find that a particular skill needs to be emphasized I will construct a worksheet using text from a familiar story. The following list consists of the books for shared reading with a brief description of the language experience activity that will come after reading.

Day 1 - Cowley, Joy. *The King's Pudding.* Modern, 1986. After shared reading of this Big Book, organize students in small groups. They will copy a recipe for pudding. Then they will organize responsibilities to gather ingredients and utensils, and complete the cooking experience in the sequence decided upon by the group. Clean up will follow.

Day 2 - After reading *The Popcorn Book* to the class, I will make popcorn with a hot air popper from home. I will ask students to predict what will happen if I take off the top. In the process of making the
popcorn I will take the top off to see if predictions are confirmed. While the class is eating the popcorn they will dictate a story to me about their experience. This story will become our shared reading text.

Day 3 - Butler, A. & Neville. **Green Bananas.** Rigby, 1984. After shared reading of this Big Book students will organize into small groups. The same procedure as in day one will be used to make fruit salad.

Day 4 - Cowley, Joy. **Turnips for Dinner.** Modern, 1986. After shared reading of this Big Book students will eat a bite of turnip. They will describe orally how it tasted, smelled, looked, and felted. I will write the words on chart paper. Individually they will write a story about a turnip using the words on the chart paper. Non-writers will dictate their stories to me or record them on an audio cassette for me to transcribe when I can.

Day 5 - An overhead projector will be used to enlarge one of the poems the children especially liked from **Munching: Poems About Eating.** This will become their shared reading material. The class will then discuss their favorite foods. Each student will write a poem about his/her favorite food. Non-writers will illustrate their thoughts instead. These will be made into a class book of poems and illustrations about food.

**Enrichment Activities.** These activities will be an extension of shared reading and language experience.

Day 1 - Students will eat the pudding they made in their groups while discussing successes and problems encountered with the rest of the class.

Day 2 - Students will each draw a picture and then make a collage by pasting popcorn kernels on their drawings. Some kernels will be colored with food coloring to make the pictures more interesting.
Day 3 - Students will eat the fruit salad they made in their groups. Each group will alternate listening to the read-along tape with the small books for *Green Bananas*.

Day 4 - Students will share their turnip stories orally with the class.

Day 5 - The class will take an experiential trip to the nearest grocery store on foot. I will arrange ahead of time for a tour.

**Show-and-tell.** The first day of the program I will explain clearly the rules for sharing as previously described and I will schedule students for the remainder of the summer reading program. Students will be encouraged to share things that are theme-related. Items that need special care, such as pets, need to be discussed with me at least one day in advance.

**Shared writing of classroom newsletter.** Each day students will dictate newsworthy things that happened in class. The class must decide as a whole exactly what is to be written. At this time, grammar and syntax may be discussed so students can see a relation to the text. Every Thursday after school I will compile the daily dictations into one newsletter that will go home to parents on Friday. In addition, I will include a few of the student generated stories and some helpful suggestions on how parents can work with their children to become better readers. This newsletter will serve as a report each week to inform parents of what their child is learning during the summer reading program.

**Sustained Silent Reading.** The students and I will choose a book or books that we would like to read silently. These should be books that can be read independently so as not to disrupt the rest of the class. Picture books will be available for beginning readers. Students may bring their favorite book from home.
Storytime. I will read orally to the students for their enjoyment including a variety of literary genre.


Summary

A whole language approach to reading instruction will accomplish the primary goals, which are (a) to get the students to believe that they are capable of reading, and (b) to get them to view reading and writing as a meaningful whole language process. Goodman, Holdaway, Graves and Halliday agree that whole language should replace traditional teaching methods. Language should be kept whole. Language lessons should be child-centered to meet individual interests and needs. Literature-based instruction helps children to come to literacy naturally. Children need high-impact reading material that is read to, by and with them in a variety of ways. Specific reading skills are taught within the context of rewarding material. Writing helps to establish the links to sound/symbol correspondence and enables them to practice being authors. Many opportunities for verbal interaction are provided because talk facilitates thinking, reading and writing. Children in whole language classrooms feel that they are capable. The program focus is on the individual child's strengths. For all of these reasons, a whole language approach to reading instruction will be taken in this summer reading program.
TIME SCHEDULE

The summer school reading program will run Monday through Friday for four weeks. Children will be instructed for four hours in the morning each of the twenty days of the program. The following schedule is flexible and at times may need to be altered to accommodate an unusual circumstance. Also, the segments where shared reading, language experience and enrichment activities take place often overlap due to the nature of the whole language philosophy. The following is the daily schedule:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-8:00</td>
<td>Teacher preparation</td>
</tr>
<tr>
<td>8:00-8:10</td>
<td>Greetings, attendance, business</td>
</tr>
<tr>
<td>8:10-8:20</td>
<td>Theme-related storytime</td>
</tr>
<tr>
<td>8:20-9:10</td>
<td>Theme-related shared reading and language experience</td>
</tr>
<tr>
<td>9:10-9:20</td>
<td>Break</td>
</tr>
<tr>
<td>9:20-9:45</td>
<td>Continue theme-related language experience</td>
</tr>
<tr>
<td>9:45-10:45</td>
<td>Finish up language experience and move into enrichment activities - music/art/movement/experiential trips</td>
</tr>
<tr>
<td>10:45-11:00</td>
<td>Show-and tell</td>
</tr>
<tr>
<td>11:00-11:15</td>
<td>Break</td>
</tr>
<tr>
<td>11:15-11:30</td>
<td>Shared writing of classroom newsletter</td>
</tr>
<tr>
<td>11:30-11:40</td>
<td>Sustained Silent Reading</td>
</tr>
<tr>
<td>11:40-12:00</td>
<td>Storytime</td>
</tr>
<tr>
<td>12:00</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>
The summer reading program will be literature-based and will stress the whole language model of reading. Since a basal series will not be used, student generated text and tradebooks will be the main source of instruction. Student generated text will require paper, pencil, audio cassettes, and art materials which will be available from the district warehouse. To supplement the program, tradebooks will come from both public and personal libraries. The district is only allowing $250.00 for each teacher to purchase materials. Therefore, since Big Books are rather expensive, only one for each thematic unit will be ordered along with some supportive materials. The following is the approximate cost for new materials and ordering information.

<table>
<thead>
<tr>
<th>Warehouse Supplies</th>
<th>Amount</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio cassette tape</td>
<td>4 @ $0.76 ea.</td>
<td>$3.04</td>
</tr>
<tr>
<td>Crayon</td>
<td>25 @ $0.45 ea.</td>
<td>$11.25</td>
</tr>
<tr>
<td>Glue</td>
<td>10 @ $0.29 ea.</td>
<td>$2.90</td>
</tr>
<tr>
<td>Paste</td>
<td>1 @ $2.87 gal.</td>
<td>$2.87</td>
</tr>
<tr>
<td>Paint brush ¼ &quot;</td>
<td>1 @ $13.20 doz.</td>
<td>$13.20</td>
</tr>
<tr>
<td>Paint brush 3/4 &quot;</td>
<td>1 @ $18.21 doz.</td>
<td>$18.21</td>
</tr>
<tr>
<td>Liquid tempera paint</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>1 @ $1.32 ea.</td>
<td>$1.32</td>
</tr>
<tr>
<td>Blue</td>
<td>1 @ $1.32 ea.</td>
<td>$1.32</td>
</tr>
<tr>
<td>Red</td>
<td>1 @ $1.32 ea.</td>
<td>$1.32</td>
</tr>
<tr>
<td>White</td>
<td>1 @ $1.32 ea.</td>
<td>$1.32</td>
</tr>
<tr>
<td>Yellow</td>
<td>1 @ $1.32 ea.</td>
<td>$1.32</td>
</tr>
<tr>
<td>Marker-chisel tip</td>
<td>Price</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>1/4 @ $2.98 doz.</td>
<td>$1.49</td>
</tr>
<tr>
<td>Blue</td>
<td>1/2 @ $2.98 doz.</td>
<td>$1.49</td>
</tr>
<tr>
<td>Brown</td>
<td>1/2 @ $2.98 doz.</td>
<td>$1.49</td>
</tr>
<tr>
<td>Pencil</td>
<td>1 @ $14.00 gr.</td>
<td>$14.00</td>
</tr>
<tr>
<td>Scissor</td>
<td>1 @ $9.41 doz.</td>
<td>$9.41</td>
</tr>
<tr>
<td>Construction paper</td>
<td>2 @ $1.57 pk.</td>
<td>$3.14</td>
</tr>
<tr>
<td>Fingerpaint paper</td>
<td>2 @ $2.63 pk.</td>
<td>$5.26</td>
</tr>
<tr>
<td>Duplication paper</td>
<td>1 @ $2.05 rm.</td>
<td>$2.05</td>
</tr>
<tr>
<td>Tagboard</td>
<td>40 @ $0.20 sht.</td>
<td>$8.00</td>
</tr>
<tr>
<td>Chart ring 3&quot;</td>
<td>1 @ $6.56 bx</td>
<td>$6.56</td>
</tr>
<tr>
<td>Eraser</td>
<td>1 @ $2.83 bx.</td>
<td>$2.83</td>
</tr>
<tr>
<td>Picture/story paper</td>
<td>1 @ $4.05 rm.</td>
<td>$4.05</td>
</tr>
<tr>
<td>Ruled news</td>
<td>1 @ $4.12 rm.</td>
<td>$4.12</td>
</tr>
</tbody>
</table>

**Subtotal** $121.96

<table>
<thead>
<tr>
<th>Big Books</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butler, A. The Bean Bag That Mom Made. Rigby, 1984.</td>
<td>$16.00</td>
</tr>
<tr>
<td>Read-along tape and 4 small books</td>
<td>$18.00</td>
</tr>
<tr>
<td>Hucklesby, Hope. It Came to Tea. The Wright Group, 1985.</td>
<td>$21.00</td>
</tr>
<tr>
<td>Parkes, Brenda. What's In the Shed? Rigby, 1986.</td>
<td>$29.00</td>
</tr>
<tr>
<td>Read-along tape and 4 small books</td>
<td>$23.00</td>
</tr>
</tbody>
</table>

**Subtotal** $123.00

**Total** $244.96

### Notes
RESEARCH AND EVALUATION

This project has been designed for implementation with a class of twenty to twenty-five students in grades kindergarten through second grade. The students will be selected on a first come, first served basis with the only requirement being that they are reading below grade-level in the Houghton-Mifflin basal series. At the present time, only 300 students will be allowed to attend, however, a proposal has been made to increase funding to allow approximately 200 more students to attend.

Since this is the first year that elementary summer school has been offered in this district for many years, I will be responsible for setting up my own curriculum and evaluation procedures. I will not use any formal testing procedures for several reasons. Four weeks is a very short period of time, therefore, valuable instructional time will not be used to test students. Also, the instructional program, for the most part, is designed so that students with a wide range of reading proficiency can all do the same program. I do not want the summer reading program to be an intimidating experience for these students. I will provide a supportive environment where risk-taking is encouraged.

However, I will orally give the students a survey (see p. 26) that will be completed at the beginning of the four week program. This survey will assess what reading and writing strategies the students presently use and what their areas of interest are. The same survey will be given to the students at the end of the program to see if there is a difference in the strategies being used and to see if their attitude toward reading and writing has changed. The parents of these students will also be asked to
fill out a survey to ascertain their personal attitudes toward reading and what they do to promote reading in their homes (Honig, 1987, p. 38). The parent survey (see p. 27) will be anonymous so as to get the most honest response. I will use this information to make some suggestions to parents as to how they can help improve their child's reading success at home.

**Reporting**

Part of the daily routine will include dictation for the class newsletter. The students will dictate to me new things that they learned, interesting things that happened throughout the day, and things that they enjoyed or did not enjoy doing each day. Also, included in the newsletter will be stories individual students write (with their permission, of course) and helpful suggestions to parents to improve their child's reading success.

No formal report card will be required by the district. Consequently, this newsletter will be sent home weekly to keep parents informed of what is happening in this summer reading program.
STUDENT SURVEY

1. Do you think that you are a good reader?

2. When you are reading and you come to a word you
do not know, what do you do?
   Sound out the word?
   Ask the teacher?
   Look at the picture to guess the word?
   Skip it and continue reading?

3. When I read, it is important that:
   I say every word correctly.
   I understand what I have read.

4. When I write, it is important that:
   I spell every word correctly.
   I write down my thoughts and do not worry about
   spelling.

5. I like to read at school.

6. I like to listen to my teacher read.

7. I like to write stories.

8. I like to read at home.

9. I like to listen to my parents read.

10. Write a sentence and/or draw a picture of something
    that you like to do.
PARENT SURVEY

Directions: Please answer the following questions as honestly as possible by placing a ✓ in the appropriate column. This is an anonymous survey.

<table>
<thead>
<tr>
<th>Question</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you read aloud to your child?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Do you discuss the pictures with your child?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do you read regularly yourself?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Do you read where your child can see you?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Do you have books, magazines, and newspapers in your home?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Do you provide your child with books of his/her own?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Do you keep a good, up-to-date dictionary on hand when you are reading and do you use it to look up unfamiliar words?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Do you play vocabulary building games, such as Scrabble, Boggles, or crossword puzzles with your child?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Instead of using simplified vocabulary in conversation, do you pause to explain difficult words?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Do you take your child to the public library?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Do you watch public television?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Do you take your child with you to many different places, such as the grocery store, the post office, the bank, the zoo, and other family outings? Please explain below.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COMMUNITY INVOLVEMENT

To enhance interest in the summer reading program parents will be invited and encouraged to participate. Those parents who volunteer must first understand the whole language approach that is being used. Therefore, they will be asked to come to class for a fifteen minute briefing before 8:00 a.m. or after 12:00 p.m. They will only have to do this once. Their time can then best be utilized during the language experience activities by taking dictations and listening to students read orally. In addition, parents may be asked by their child to help in sharing during theme presentations. For example, a student may write a story about his/her father during family week then invite him to visit the classroom to further expound orally on the topic. Another time parents may be needed is during animal week if a student wants to share a pet. Also, during food week parents will need to help by donating food items. The parents' role, while not critical to the success of the program, is needed to support children at school and home.
This summer reading program will focus on students who have just completed kindergarten through second grade. The reading materials utilized for this program will be adapted to meet the individual needs of these students. However, the program could easily be adapted to fit the needs of kindergarten through twelfth grade students. The literature sources could be changed to more appropriately suit upper and secondary students. Such strategies as language experience dictation and others would have to graduate into more sophisticated reading strategies. The focus on a stimulating environment and improved self-concept would remain important.

This summer reading program proposes to lay a foundation in the primary grades. Hopefully, these students will develop successful reading strategies that will be utilized throughout their academic careers.
LIMITATIONS OF THE STUDY

The main goals are to develop a stimulating environment and to improve self-concept through literature-based instruction emphasizing a total language experience. Because of the selection criteria many students will come to the summer reading program with a low self-concept and feelings of failure. They also may be unfamiliar with the whole language approach to reading and it will take time to teach them some new strategies. Consequently, the intent of this program is to give students a positive and rewarding experience, restore some self-confidence and teach them some new strategies that they will use in the future for more success in reading.

Unfortunately, the effectiveness of the prescribed summer reading program may not be at a maximum due to the short duration of the session. In addition, only a small percentage of the student population will be exposed. With positive results and continued funding, however, more students may be served in the future.
References


