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A Case Study of a Curriculum Development Effort

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A Case Study
of a
Curriculum Development Effort

by

Mary Catherine Eakin Dozier

A research project submitted to the Division of Curriculum and Instruction in partial fulfillment of the requirements for the degree of Master of Education

University of North Florida
College of Education and Human Services

April 19, 1988

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ACKNOWLEDGMENTS

It is doubtful that I could have finished this endeavor were it not for the guidance of my parents who taught me long ago the meaning of the word perseverance.

A very special thank you to Dr. Elinor Scheirer, mentor and editor, for that gentle push when I needed it most.

Finally, a tip of the hat to all of my professors who opened my eyes and my mind to the limitless bounds of the field of Education.
ABSTRACT

The purpose of this thesis focused on a literature curriculum designed to improve reading comprehension through the stimulation of the right hemisphere of the brain.

A case study of this curriculum development effort involved a third-grade student from a local public school. He was a part-time Specific Learning Disability student with weaknesses in visual organization, visual concentration, and reading comprehension.

A time span of six weeks was dedicated to increasing the child's reading comprehension within a literature framework through the use of right-brain stimulants, specifically, color and visualization.

The Gates-MacGinitie Reading Test, Level C, administered at the conclusion of the instructional sessions, and teacher observation provided the evaluation of the curriculum. Results of the study proved inconclusive. Further field study was recommended.
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CHAPTER ONE

Introduction

Teachers of children have long recognized the fact that their students learn in different ways. Researchers in the field of Education have closely monitored the advances in brain research, envisaging classroom applications. Ultimately, the goal of applied educational techniques is that all children are taught equally well (Edwards, 1979).

Traditional education has always taught to the left side of the brain, commonly called the left hemisphere. Memorizing lists of names, events, and dates are left-brained activities. Additionally, taking multiple choice tests and essay tests utilizes the left side of the brain. Verbal, symbolic, and logical are adjectives that describe the left hemisphere. By contrast, the right side of the brain has been characterized by the terms spatial, relational, and holistic. In short, the left brain works from part to whole, whereas the right brain works from whole to part.

Many researchers in the field have emphasized the need for a balanced curriculum that will strengthen both sides of the brain. Blakeslee (1980) stresses that although "today's educational system is terribly
unbalanced toward the verbal/analytical approach, it is important that we don't sell that approach short. Man's highest achievements are a result of using the full power of both sides of the brain together" (p. 74). Without abandoning training in traditional verbal and computational skills, concerned teachers are looking for teaching techniques that will enhance children's intuitive and creative powers.

Rotalo (1982) argues that right-brain teaching is not a fad, but a means of developing a more successful educational program. She contends that when courses of study are approached from a right-brained perspective, "all students benefit by developing new insight into their otherwise rote, sequential lives" (p. xi). With this program, teachers involve students who tend to be right-brain oriented by using more nonverbal or visual stimuli in daily assignments. Those who are more left-brain oriented can still profit from this approach because the neglected sensitivities of the right brain are expanded and developed.

In the elementary school reading program, children's literature is a viable means to this end. The left hemisphere is called upon to process words by
decoding phonemes and graphemes. The right hemisphere is encouraged to respond to allusions and metaphor. In a classroom atmosphere, learning can be greatly improved if verbal material is reinforced by imagery. Consider reading comprehension. When prose is read or written, there should be a parallel of imagery in the mind. Since imagery is a slower, more holistic process, the images do not follow the words on a one-to-one basis. When prose is read, images are related more to the feel of the entire passage than to individual words (Blakeslee, 1980).

The other side of the coin, so to speak, would look at the responsibilities of the writer. In good writing, the basic ideas, feel, and organization of the story are manipulated in the form of images. Words are then created to express these images.

McKim (1979) contends that capacity for visual fantasy and creativeness is greatly diminished by schooling that focuses the student's attention on words and numbers. Visual fantasy can be more concrete than words or numbers. It is in this way, he quotes, that "a picture is worth a thousand words".

According to the National Association of Teachers
of English (Squire, 1968), the primary aim of literary study is not only to develop reading ability but a lasting desire to read books. A dual-hemisphere approach to reading through a literature curriculum might be one such avenue to accomplish this particular aim.

A review of related literature reveals few examples of the use of children's literature as a means to involve right-brain activities into elementary reading. The purpose of this project, therefore, is to develop a curriculum in children's literature which will utilize an integrated brain hemisphere approach for developing reading comprehension.

This curriculum is designed for third-grade students in a regular classroom. It is based on an integrated brain hemisphere approach to literature. It involves the use of a suggested reading list compiled by noted authorities of children's literature. The curriculum is intended for all students. However, those who can decode, yet lack independence in reading comprehension will likely benefit the most. The length of instruction involving a small group of children will last approximately one hour three times a week for a
period of six weeks. Use of an area outside the bounds of the regular classroom is suggested to reduce disruption of classroom activities.
Definition of Terms

**Balanced curriculum.** This type curriculum stimulates both hemispheres of the brain through the use of multiple cerebral processing systems. Related terms include neuroeducation, holistic education, integrated brain hemisphere approach, dual hemisphere approach.

**Clustering.** This technique involves configurations induced from the multiordinate use of words. In other words, a cluster is a conceptual configuration which shows the relationship of ideas. Related terms include word associations.

Configuration of word associations (Fox, 1979, p.13)
Hemispheric lateralization. This term refers to the hemisphere—right or left—which dominates information processing. For example, when a person is referred to as right-brained or left-brained it does not mean that the person uses only one hemisphere but that one hemisphere is used to a greater extent than the other.

Hemispheric specialization. Each hemisphere of the brain is responsible for particular functions. Scholastic skills associated with hemispheric specialization appear below.

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(Vitale, 1982, p.9)
Images. Images are word pictures that give language power and richness by involving the senses in an experience. Related terms include imagining, visualization, imagery, and metaphor.
CHAPTER TWO
Review of Related Literature

Although much has been written in the last two decades concerning the functions of the brain hemispheres, a review of related literature indicates that comparatively little has been generated with regard to classroom application. Actual implementation of a balanced curriculum has been virtually ignored.

Many researchers, including Gazzaniga (cited in Vitale, 1982), Bogen, Levy, Restak, and Sperry (all cited in Williams, 1983), are responsible for increased awareness in the field of brain research and hemispheric specialization/integration. According to Grady (1984), educators are speculating that each hemisphere specializes in a different cognitive mode. The two dominant modes of consciousness are called the right-hemispheric (RH) and left-hemispheric (LH) processing systems. Functions of the two modes are activities associated with one or the other of the two. For example, reading, writing, and arithmetic are among the functions of the LH mode which utilizes the linear-sequential processing systems. Art, visual media, and metaphor are functions of the holistic RH mode.
McGuire (1985) argues that while this is true for the vast majority of individuals, there are exceptions to this generalization. She further maintains that individual differences in preference of one type of processing over the other give rise to differences in learning styles of students. LH mode students generally prefer written information with clearly defined rules to govern their learning activities. RH mode students generally prefer verbally or visually presented information with less structured assignments.

Reading is primarily a means of communicating through written language. Learning to read depends on perceptual as well as conceptual relationships. Further, effective reading involves the integration of both sequential and holistic processes (Zutell, 1985). Like other complex symbolic activities, reading requires the participation of both cerebral hemispheres (Fox, 1979).

As Zenhäusern (1982) points out, teachers tend to ignore individual differences when they teach reading by using the phonics approach only. With this approach, students with RH mode preference are penalized for poor phonics ability when comprehension is being evaluated. He maintains that phonetic decoding is, indeed, an
important skill for reading but emphasizes that it is not the ultimate goal of reading. Comprehension is. If a reader can gain the sense of what is read without decoding each word, then it should not be said that he cannot read.

Other research evidence indicates that a passing test score does not ensure comprehension. Pilgrim and McAllister (1986) suggest that a child who tests well on comprehension skills such as vocabulary and recognition of major points may find "difficulty in changing the written page into meaningful imagery because of limited experience or stunted imaginative powers" (p.23). This may block the desire to read.

Fox (1979) offers three areas of reading that easily incorporate right-brained techniques: vocabulary learning, literal comprehension of stories in terms of plot or character, and nonliteral comprehension which may address internalization of theme or character motivations. Activation and integration of both RH and LH modes can transfer a student of reading into a reader. Other methods that utilize right-brained techniques have been proposed by Grady (1984), Rotalo (1982), Vitale (1982), and Williams (1983). Pressley et al. (1979)
experimented with visualization techniques in reading comprehension. McKim (1980), however, covered a much broader range of activities.

"As a nation we have become so concerned with teaching the skills of reading that we have neglected to help children discover the joys of reading" (Huck, 1979, preface).

Reading must be thought of as a source of entertainment as well as a source of knowledge. One reads with the heart as well as the mind. Reading can be a man's bulwark against loneliness: his window on life, his unending delight. (Stauffer, 1975, p.xi)

Eisner (1985) parallels Stauffer's description of reading: "The literary in literature resides in the aesthetic capacities of language to influence our experience" (p.25). Children described as early readers possess a rich experience with books. Durkin (cited in Cullinan & Carmichael, 1977) notes that these children were read to, had their questions answered, and were interested in visual distinctions. These children have a natural affinity for books. Cullinan and Carmichael (1977) note research evidence indicating that
"experiences provided through literature add measurably to children's store of knowledge, enrich their use of language, and increase their ability to read" (p.2). Coody (1982) regards "total immersion in ... literature as the most effective and natural way to improve reading comprehension at all levels" (p.219).

Aesthetics, metaphor, and imagining are functions of the right hemisphere of the brain. Rosenblatt (1968) justified the teaching of literature to children. Her arguments seem to relate directly to right-brain functions by the language she chose to illustrate her reasoning. "Literature acts as one of the agencies in our culture that transmit images of behavior, emotional attitudes clustering about different social relationships, and social and personal standards [emphasis added]" (p. 223).

While aspects of brain lateralization and dominance continue to be debated, Goldsmith and Sonnier (1985) observe educational implications. They note similarities in learning styles of students and brain hemispheric dominance. Inference suggests that the former is a basic function of the latter.

With this in mind, the main purpose of this project
may be restated. An integrated hemispheric approach to children's literature can expand the innate strengths of the right side of the brain while utilizing the capacities of the left. As Blake (1985) advocates, "considering hemisphericity and holistic teaching when making instructional decisions is not simply getting on an educational bandwagon. Strategies and methodologies may come and go, but the brain is here to stay" (p. 43).
CHAPTER THREE

Procedures

A review of the literature indicates that all children benefit from a balanced curriculum. However, some children exhibit a stronger need for balance in school than others. In the area of reading comprehension, for example, some children are successful with LH mode functions such as decoding and vocabulary yet lack independence in comprehension. It is argued that these children would gain greater achievement from exercises in RH mode functions in the form of visualization than those children without this particular need. As stated in Chapter Two, test scores are not always a reliable source of information with regard to reading comprehension. Teacher observation provides critical supplementary data in a needs assessment relative to ascertaining which children necessitate a concentrated dose of RH mode training.

The Duval County School Board of Jacksonville, Florida has authorized the implementation of specific objectives for reading. The Elementary Reading Scope and Sequence for Grade Level Three provided the written objectives for this curriculum. A listing of the
objectives used pertinent to this curriculum follows.

Objective #1.1.2 Literal Comprehension; identifying the correct sequence of events after reading a story

Objective #1.2.2 Inferential Comprehension; identifying the effect of given causes

Objective #1.2.3 Inferential Comprehension; identifying an outcome after reading about a given situation

Objective #2.1 Sight word recognition

Objective #2.3 Word relationships understanding

Objective #2.4 Word analysis skills application

An approximation of six weeks for completion of this curriculum with sessions of one hour three times weekly was the preferred format.

The length of time prescribed for completion of the curriculum was chosen because of time restraints imposed on this project.

The weekly, one-hour sessions were based on prior experience which involved specific, intense tutelage of school-aged children. It has been observed that a tutored student's attention to task wanes after about one hour.
Initially, the curriculum was designed as a supplement to the classroom reading program to be completed outside the regular classroom but still within the school setting. However, the long-range perspective involved the incorporation of the methods and exercises of this curriculum into a more broadly conceived reading program for use in the regular classroom.

Annual booklists from noted authorities of children's literature such as Children's Books in Print published by R. R. Bowker Company, The Bowker Annual of Library and Book Trade Information published by R. R. Bowker Company, and The ALA Yearbook of Library and Information Services published by the American Library Association provide a wide variety of the best books published the previous year. Actual content for this curriculum was selected from such sources mentioned above, based upon availability, children's preferences, and adaptability to stated objectives.

Learning experiences and activities were based on research conducted by Pressley et al. (1979) and Gambrell et al. (1987) and incorporated within a literature framework.

Evaluation of the curriculum was determined through
the use of data derived from scores on the comprehension section of a nationally recognized reading achievement test. Informal teacher observation was also utilized to determine any increase in positive attitudes toward reading and attitudes toward oneself. Further, when implementing this curriculum, the teacher can observe whether the children continue to use the RH mode techniques they have learned as text processing aids when they are in the classroom.

This curriculum was designed for use with a small group. However, its first application focused on a child, "Allen", whose academic needs were congruent with the purpose of this curriculum. Indeed, involvement with "Allen" served to structure the curriculum which was eventually developed into a case study of a curriculum development effort.
CHAPTER FOUR
A Case Study

"Allen" is a third-grade student at a local public school. He was chosen for this project for the following reasons. In the summer of 1987, he was staffed for daily one-hour sessions in a Specific Learning Disabilities class. His relative weaknesses were diagnosed by the School Psychologist as visual organization and visual concentration. It was felt that these learning difficulties were interfering with his academic progress, specifically in reading.

Initial interviews with Allen's regular classroom teacher and his Exceptional Student Education (ESE) teacher revealed that Allen was a likable child. He had a problem focusing on assigned tasks partially due to interference from a love of drawing. He was regarded as a child capable of academic progress but not sufficiently motivated. Allen's teachers viewed this project with hope that it might teach Allen to focus his attention on a given task and that he might transfer this process to the classroom. Original plans to use the school at the end of the school day were foiled by the school accreditation team's impending visit. The project site
was moved to a private home where little interference was likely to occur.

The overall structure of this application of the curriculum designed to improve reading comprehension by incorporating literature and applied brain research comprised six weeks, three days per week, one uninterrupted hour per day. In the case of Allen, instruction occurred after school and away from the school environment. Allen spent the first week completing a lengthy interest and attitude inventory. This week also included a visit to a nearby branch of the public library system. He spent the next two weeks utilizing an amended version of Pressley's et al. (1979) Mind's Eye Project (MEP). In the fourth week, Allen illustrated descriptive passages that were read to him. He spent the fifth week alternately reading and being read to. Week six concluded the project with the administration and scoring of the Gates-MacGinitie Reading Test, Level C. What follows is a personal account of what occurred over a period of six weeks as the curriculum was developed with a particular child.

**Week one.** Allen spent the first two days of this week completing an involved interest and attitude
inventory. The questions were highlighted with various colors for the purpose of stimulating the right-brain functions. A good deal of time was spent discussing the questions and appropriate answers. The third day was devoted to a trip to the public library. Allen selected several books about monsters and dinosaurs. One of the books, *A Book of Monsters* by Ruth Manning-Sanders, was especially suited to this project. It contains twelve folktales from around the world, featuring monsters with friendly and fearsome personalities.

**Week two.** Xerographic copies were made of two stories from the above-mentioned book. Using the MEP as a guide, I underlined with pencil the main or important words in the sentences of the first three pages of the first story. As instructed by the MEP, I used a pencil to point to these words as Allen read aloud. For the rest of this story and all of the second story, which was read in the third week, I amended the MEP by color highlighting the words instead of underlining with pencil. A marked increase in Allen's attention to the passages was noted. It was no longer necessary to point to the main words. The vivid colors drew Allen's eyes to the words just as the pencil had. The use of color
was meant to increase right-brain activity and strengthen Allen's visual concentration. Throughout the course of the readings within this study, much lively discussion ensued. The motivation and actions of the characters, story plot, language, and terms used created opportunities for pause many times during the reading process. Each day, before reading, Allen retold the parts of the story previously read. At the end of each day's session, Allen was rewarded with a copy of a monster maze from *Monster Mazes* by Myron M. Morris. The use of mazes has been suggested for exercising the visualization process, a right-brain function (McKim, 1972). It was also listed as a remediation strategy by the School Psychology Specialist who tested Allen.

**Week three.** We used the second story from *A Book of Monsters* and followed the format from Week Two.

The remaining selections were chosen because they have been recognized by authorities in the field of literature. *The Cricket in Times Square* by George Selden was a Newberry Award Runner-up in 1961. Both *Little Men* and "The Chimaera" were penned by noted authors Louisa May Alcott and Nathaniel Hawthorne, respectively.
**Week four.** Although Allen's stated preferences of topics are monsters and dinosaurs, the literature base of this project necessitated a broader range of subject matter. I chose *The Cricket in Times Square* for reasons other than the aforementioned. Typically, third-graders enjoy animal stories, both real and fictional. This book also contains a multitude of highly visual references. Following the MEP, Allen read from the book itself and employed the use of an index card as a line marker, covering the sentence just read. The frequency of pauses for discussion continued. The second and third days of this week were devoted to combining Allen's love of drawing with visual organizational practice. Louisa May Alcott's *Little Men* was selected for this purpose. Allen listened while I read aloud a particular descriptive passage. He, then, illustrated the passage. He was very successful in this endeavor which required him to visually process what he had heard and, then, to transfer that visualization to paper. The longer passage from page seventy-nine was read in its entirety and then broken into three parts, read again. A total of five passages was all that time would allow.

**Week five.** I found Nathaniel Hawthorne's "The
Chimaera" in Storytime, a Reader's Digest publication. I took advantage of Allen's interest in monsters to introduce this myth. During this week, the reading varied from Allen's reading silently and aloud to our reading to each other. I have observed that when a child is read to, word pronunciation is reinforced and voice inflection is emphasized.

Week six. The first two days of this week were spent in the administration and scoring of the Gates-MacGinitie Reading Test, Level C. After each section of the test was completed by Allen, he reviewed his work with me as he marked the correct items and tallied the scores. On the final day, Allen reviewed the list I had compiled of new words he had encountered during the previous weeks. He was quite successful with pronunciation and word meanings. He made use of the index card to aid in syllabication.

What follows was intended as a general application of this study for other children.

I. Administer attitude and interest inventory
   A. Group
   B. Individual

II. Choose books of interest noted in inventory
A. School media center specialist
B. Yearly booklists by literary authorities

III. Duplicate material and highlight main words
   A. Xerographic copies
      1. Placed in clear folders for reuse
   B. Overhead transparencies

IV. Child reads
   A. Aloud
      1. Frequent stops for discussion
      2. Lower and higher level comprehension questioning by teacher
      3. Use of index card for line marker
   B. Silently
      1. Frequent stops for discussion
      2. Lower and higher level comprehension questioning by teacher
      3. Use of index card for line marker

V. Visualization practice
   A. Mazes
   B. Illustration
   C. Use of color
CHAPTER FIVE

Conclusion and Recommendations

After the final session with Allen, his teachers were interviewed again. Some improvement in work completion and attention to task had been observed. However, it was concluded that the time span used—six weeks—was not long enough for any conclusive results.

The grade equivalencies rendered by the Gates-MacGinitie Reading Test, Level C, placed Allen at 4.4 for comprehension and 3.8 for vocabulary. A composite score placed him at grade equivalency 4.1. It would appear from these test results that Allen does not require attendance in a Special Education class for reading problems. It would appear that he reads above grade level. However, as stated in Chapter Two, test scores are not always a reliable source of information with regard to reading comprehension. As has occurred in this case, teacher observation of a weakness is sometimes given precedence over a test result.

Readability was not a factor in the selection of materials read in this study. Yet, according to a Fry Readability Graph constructed at the conclusion of the study, the stories ranged in approximate grade level
readability from fifth grade to ninth grade. Allen's interest was the key factor. It allowed him to read and comprehend the stories with minimal difficulty. Another factor that played a large part in the study was pacing. The many pauses for discussion of story plot, character motivation and actions, and the language and terms used helped maintain interest by making the story experiential for Allen.

It is recommended that further field study be conducted. The lengthening of the time limit of six weeks to twelve weeks or possibly longer is also recommended.
APPENDIX A

Interest and Attitude Inventory

NAME: Allen
GRADE IN SCHOOL: 3
AGE: 9

DATE: Jan 26

I. Home Relationships

1. Do you have any brothers or sisters? Yes
   Do you play together? Yes
   What kinds of activities do you like to do with them? football and baseball

2. What do you enjoy doing with your mother? cooking
   What kinds of things do you enjoy with your father? baseball and football

3. Do you help with the chores at home? Yes
   What do you do to help? dust

4. When you have an hour or two at home that you can spend just as you please, what do you like best to do?
   draw and play plus watch TV

II. Personal Life

1. What would you like to be when you grow up? 
Paleontologist

2. What frightens you most at home? Nothing

3. What frightens you most at school? Nothing

4. What do you like most about yourself? Personality

5. What do you dislike most about yourself? Nothing

4. Do you have a place to go and be alone? Yes
Where? My Den

5. I am happy when My cousin comes

My greatest worry is Nothing

The best thing that ever happened to me was A citizenship award

I am really afraid when I get in trouble
When I was younger It snowed

III. Reading

1. What is the name of your favorite book? Where the wild things are
Why do you like it? I like monsters
2. Do you have any books of your own at home to read? Yes
What are the names of some of them? Cinderella

3. Do your parents read stories to you? Yes
Do you sometimes read to your parents? Yes

4. How much do you like to read? Very much
Not very much Not at all

5. Do you ever read magazines? comics? newspapers? 

6. How important do you think it is to learn to read? Very important
A little
Not at all

7. I love to read when at school
Reading stories

IV. School
1. Do you like school? Yes
What is your favorite subject? science, art
Why?

2. What is your least favorite subject? math
Why?

3. What did you enjoy most about school last year? art
4. Do you ever get into trouble at school?  
   No
   What kind, if any?

5. When do you do your homework?  
   7:00
   Where do you do it?  
   Home

6. Do you have a set time to go to bed on 
   school days?  
   Yes
   What time do you go to bed?  
   8:30
   School would be better if only
   less work

W. Peer Relationships

1. Do you have a best friend?  
   Yes, 3
   They're nice
   Why is he/she your best friend?

2. What do you enjoy doing most with your friends? 
   Play

3. What would you like to do best? Play with a 
   friend or be by yourself?  
   Play with a friend

4. I wish my friends 
   like more things
   I like

VI. Interests

1. What are your favorite games to play outside?  
   Football and baseball
What are your favorite games to play inside? board games

2. Do you like sports? ✔ Which sports do you like best? fb bb

3. Do you have an after-school activity, such as team practice, boosters, or any lessons? no

4. Do you have any hobbies or collections? ✔ What are they? dinosaurs
   Do you like to make or fix things? playdough
   What do you like to make or fix? monster and dinosaurs

5. Do you have any pets at home? ✔ What kind? two kittens
   If you do not have any pets, what kind would you choose if you could have one? dragon

6. If you could have three wishes and they might all come true, what would you wish for?

1. I was a prince
2. I married a princess
3. we had a pet, a dragon, and a unicorn
VII. Television, Movies, and Radio

1. What are some of your favorite TV programs? ALF

What programs do you watch on school days?
- cartoons
- ducktales

weekends?
- family

2. Do you like to go to the movies?
Yes

Who do you usually go with?
- family

What are some of your favorite movies?
- ghostbusters

3. Do you listen to the radio?
- Every day
- Once a week
- Never

VIII. Firsthand Experiences

1. Have you ever been to the circus?
- On a picnic?
- On an airplane?
- On a farm?
- To the store?
- To the zoo?
- To summer camp?
- To the beach?
- On a boat?
- To a museum?
- On a long vacation trip?
- To a restaurant?
- To the mountains?

2. What do you usually like to do after school?
- Play
- watch TV
- on Saturdays?
When it rains?

In the summer?

8. Who do you admire the most?

Myself

If you could be somebody else, who would you want to be?

9. I wish more than anything else

Three more wishes

IX. Unaided Questions

1. Now that I have asked you these questions, is there something else you would like to tell me about yourself?

1. I can draw
2. I am nice
APPENDIX B

Listed below are the selections used in the study including the readability levels derived from Fry's Readability Formula.

"The Three Shepherds" - 7th grade

"The Golden Valley" - 6th grade

"The Chimaera" - 8th-9th grade

The Cricket in Times Square - 5th grade

The first two stories are from the book A Book of Monsters.
APPENDIX C

The following is a list of vocabulary mastered by Allen from the selections he read.

BADE     EXPECTING     DESPERATELY
STEED    WITS          BRIDLE
HOD OF CHARCOAL GLISTENING    SUMMIT
SERENITY TREMENDOUS    ALIGHTED
PIOUS    ACCOMPANIED    DELICIOUS
MELODIous PERSUADING    DWELT
GRIDIRONS PEASANT       ABOMINABLY
DROLL MOB CAP EWES       ENCHANTED
GLIMMER SLAUGHTERED     CROPPED
THISTLES FAMISHED       TO AND FRO
MASONs PERISHING        AERIAL
PANES MISERABLE         HERETOFORE
VIOLENTLY ENORMOUS       THICKET
ECCHOED APPEARED        LAMENTING
IMMENSE PREVENT         ASCENDED
BEWITCHED CLANG          PERPENDICULAR
CAULDRON SMOULDERING    IN THE TWINKLING OF AN EYE
COWARD FODDER
RELUCTANT CHIRRRUPPED
HEAVING PORRIDGE
APPENDIX D

This appendix displays Allen's illustrations of the excerpts of *Little Men* that were read to him. Each illustration will be preceded by the excerpt that it accompanies.
The little house looked as quiet, sunny, and home-like as when Meg entered it as a bride, ten years ago, only then it was early summer, and roses blossomed everywhere; now it was autumn, and dead leaves rustled softly down, leaving the branches bare. The bride was a widow now; but the same beautiful serenity shone in her face, and the sweet resignation of a truly pious soul made her presence a consolation to those who came to comfort her.

(p. 331-332)
...; and Mrs. Jo brought him his old straw hat stuck full of butterflies and beetles, and a handkerchief containing a collection of odd things picked up on his way; birds' eggs, carefully done up in some moss, curious shells and stones, bits of fungus, and several little crabs, in a state of great indignation at their imprisonment.

(p. 173)
A wide seat ran round the three sides of the window; on one side hung and stood all sorts of little pots and pans, gridirons, and skillets; on the other side a small dinner and tea set, and on the middle part a cooking-stove. Not a tin one, that was of no use, but a real iron stove, big enough to cook for a large family of very hungry dolls. But the best of it was that a real fire burned in it, real steam came out of the little tea-kettle, and the lid of the little boiler actually danced a jig, the water inside bubbled so hard. A pane of glass had been taken out and replaced by a sheet of tin, with a hole for the small funnel, and real smoke went sailing away outside so naturally, that it did one's heart good to see it. The box of wood with a hod of charcoal stood nearby; just above hung dustpan, brush, and broom; a little market basket was on the low table at which Daisy used to play, and over the back of her little chair hung a white apron with a bib, and a droll mob cap. The sun shone in as if he enjoyed the fun, the little stove roared beautifully, the kettle steamed, the new tins sparkled on the walls,
the pretty china stood in tempting rows, and it was altogether as cheery and complete a kitchen as any child could desire.

(p. 79)
Here Demi ran in with a great butterfly in one hand, and a very ugly little toad in the other.

(p. 178)
Through the soft spring rain that fell on sprouting grass and budding trees, Nat saw a huge square house before him—a hospitable-looking house, with an old-fashioned porch, wide steps, and lights shining in many windows. Neither curtains nor shutters hid the cheerful glimmer;...

(p. 9)
APPENDIX E

What follows is an excerpt from one of the stories in *A Book of Monsters*, "The Golden Valley". It is used to illustrate the dramatic difference between the Mind's Eye Project method of focusing the student's attention to the main words in a sentence and the ammended version used in the study.

A king had three *sons*, whom he *loved* beyond all measure. And indeed they deserved his love, for *they were gallant, handsome* fellows all three. And one day the king said to the *eldest prince*, whose name was *Rosario*. 'Son, *tomorrow* I am going to take a *drive* into the *country* to *view* my *realm*. Will you *come* with me?'

'Yes, indeed I will!' said Rosario.

So next day the king and Rosario set out, driving in a *splendid coach* and followed by a *retinue of knights* and *squires*. They drove up hill and down dale, and under the mountains. And among the *mountains* they came into a *green* and *flowery* valley.

'Oh, Father,' said Rosario, 'how beautiful is this valley! Let us stay here and eat our midday meal!'

(p. 29)
APPENDIX F

Oftentimes it is the little thing that makes such a big difference in a child's mind. Consider Allen's amazement when, unable to pronounce the word melodious, it was suggested that he wrap his tongue around it. Think about that. Conjure a mental picture of yourself wrapping your tongue around the word melodious. Mental images, imagery, can help children with pronunciation, word meanings, and comprehension.

On one occasion, Allen had trouble pronouncing the name Rosario. As hard as he struggled, it still came out Rosio. It was suggested that he just say the letter "r" instead of the name. By the second half of the story he was saying Rosario without any difficulty. Did the removal of the pressure to correctly pronounce a particularly difficult (for him) name open a door in Allen's mind to allow for the correct pronunciation? It causes one to wonder about the workings of the mind.

It was hoped that these anecdotal notes might be of interest to the reader. Oftentimes it is the little thing that makes such a big difference in a child's mind.
References


