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A Curriculum of Supplemental Activities to Promote Positive Attitudes Toward Reading in Correlation with GINN 720, Level 10

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A CURRICULUM OF SUPPLEMENTAL ACTIVITIES  
TO PROMOTE POSITIVE ATTITUDES TOWARD READING  
IN CORRELATION WITH GINN 720, LEVEL 10  

by  

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Abstract

This curriculum project reviews the methods, materials, and supplemental reading activities that have been shown in the literature to be effective in developing or promoting positive attitudes toward reading and how these can be used as an integral part of the daily reading program. The major findings and some various methods and materials used to measure attitudes toward reading are also discussed. This curriculum project is specifically designed for fourth grade teachers to use in correlation with the Ginn 720 Series, Level 10. The project includes directions for developing a curriculum of activities to promote or develop positive attitudes toward reading in correlation with Ginn, Level 10. The criteria for selection of the activities and stories are included. This project includes a list of the reviewed activities categorized under one of the following headings: oral activities, written activities, arts and crafts, and dramatics. Finally, the stories in Ginn, Level 10 and the suggested activities to promote or develop positive attitudes toward reading are listed for teachers to use as an integral part of their reading program.
Introduction

Problem Statement

What methods, materials, and supplemental reading activities have been shown in the literature to be effective in developing positive attitudes toward reading and how can these suggested activities be used at a fourth grade level as an integral part of the daily reading program?

Rationale

"What have they gained if children leave school knowing how to read, but don't know why to read, what to read, when to read—or worse—don't care to read at all" (Lamb and Arnold, 1976, p.449)?

Classroom teachers spend a considerable portion of the school day teaching reading skills. Unfortunately, there are too many children in our schools today who have acquired basic reading skills but rarely put them to use in their leisure time. They say, in essence: "I know how to read, but do I have to"? They see little relevance or joy in reading.

Perhaps developing reading skills is commanding too much attention at the expense of getting children to enjoy the reading act. Reading is a lifetime pursuit and if children are to acquire the reading habit, they must be motivated to do so by a variety of creative activities (Criscuolo, 1979).
While the development of children's reading skill is unquestionably one of the teacher's major responsibilities, an equally important responsibility is the development of positive attitudes toward reading. If children are to develop positive attitudes toward reading that result in an interest in reading and in personally constructive reading habits, they need other reading-related experiences in addition to direct instruction in reading skill. They must experience the excitement and personal fulfillment as well as the practical value of learning through reading (Lamb and Arnold, 1976).

Observations have shown that a number of children who do well in reading academically simply do not enjoy reading. They think of reading as a "subject" they have in school. Many of them do not like to read on their own. This may be partly due to teachers' over emphasis of cognitive skill development. Therefore, it is very important for teachers to teach the affective reading skills that promote positive attitudes toward reading as an integral part of their daily reading program.

Affective concerns, including interest, attitude, motivation, self-concept, feelings, and emotions are important to reading because they provide the desire and the will to read. When the reading program includes activities that lead to affective growth, teachers offer a greater chance for student success
than if they emphasized only cognitive instruction (Fredericks, 1982).

Teachers' planning time is very limited due to an overload of paper work. However, teachers must look at their overall goals that they want the children to achieve in reading. If teachers want the children to read more than just in the sixty-minute timeblock spent on reading instruction in the classroom each day, then they better start giving them many activities that will give them a purpose to do so.

**Purpose**

The purpose of this project was to develop a curriculum of reading activities that have been shown in the literature to be effective in developing positive attitudes toward reading. This curriculum of activities is developed specifically for fourth grade teachers to use as an integral part of the Ginn 720 Series, Level 10, to encourage the development of positive attitudes toward reading.

Level 10 is a fourth grade level reader. Children who are reading in this book are on grade level according to Duval County standards. Therefore, this project is designed for teachers to use with children who are reading on grade level but do not like to read. Each activity that was developed correlates with a story in Level 10. The goals, materials needed, and directions of each activity are clearly stated for the teachers to use.
In addition to the curriculum of activities described above, the factors that contribute to the development of positive or negative attitudes toward reading and reading instruction are discussed. Also, some materials that teachers can use to determine their students' attitudes are included.
Review of Literature

When teaching children to read, teachers should try to develop positive attitudes toward reading. Unfortunately, the affective part of reading instruction becomes secondary to teaching the skills. Because of school system policies and so much emphasis placed on accountability and testing, many teachers are forced to teach a large number of skills in a limited amount of time. As a result, there is usually very little time to teach the children activities that will help to develop positive attitudes toward reading. All teachers' efforts are for nothing if students simply score well on their tests but never visit a library or read a car-repair manual. They have to use the skills teachers teach them, and they need to demonstrate to students how to use these skills (Gerritz, 1981).

Teaching positive attitudes toward reading should be the primary goal because if the children don't like to read many of them may not be successful with the skills. A child's attitude toward reading is of such importance that, more often than not, it determines his scholastic fate. Moreover, his experiences in learning to read may decide how he will feel about learning in general, and even about himself as a person (Bettelheim and Zelan, 1982).

What are Attitudes Toward Reading?

At a very basic level this question might be answered
very simply in terms of how a student (or a parent or teacher) reacts to reading. However, attitude to reading is clearly much more than this. It is a combination of all the components of beliefs, experiences which contribute to the child's or adult's underlying disposition to reading, just as it includes motives and interests which determine the individual's behavior toward reading (Ewing, 1977).

It may be helpful to list a few of these components.

**Examples of attitude components.**
- how much the pupil looks forward to reading.
- the extent to which the pupil is prepared to share his reading experiences.
- the child's preferences for types of reading material.
- the pleasure which the child derives from reading.
- how relevant the pupil feels the reading task to be.

**Major Findings on Attitudes Toward Reading**

Research on attitudes toward reading need to be readily available to persons interested in implementation or improvement of a reading program. Patsy M. Davis conducted a study (1978), the purposes of which were to identify the research that had been conducted on student attitudes toward reading, to determine the relative merit of each study, and to draw conclusions from the best of that research.
In order to set some limitations for this study she decided to include only those research studies published in American journals from 1900 through 1977. Only original research reports were included and only those where attitudes were a major focus on the research.

Major findings based on research reports which met her standard of quality when evaluated with Suydam's Instrument for Evaluating Educational Research (1965) are as follows (Turner and Alexander, 1980).

1. Good comprehension is related to positive attitudes toward reading. Poor comprehension is related to negative attitudes.

2. Attitudes affect achievement. Attitudes become more positive with improved achievement. Attitudes are more related to achievement than to ability as determined by IQ scores.

3. Intelligence is not an accurate predictor of attitudes. Teachers tend to overestimate the attitudes of good students (high IQ) and underestimate the attitudes of poor students (low IQ).

4. When researchers looked at relationships between attitudes and self-concept, it was found that positive attitudes were related to good self-concepts and negative attitudes were related to poor self-concepts. Attitudes become less positive
with an increase in the age of the students. Class size does not appear to be related to attitudes toward reading.

5. Some research studies reported that girls had more positive attitudes toward reading, some studies reported that boys had more positive attitudes, and some studies reported no differences in positive/negative attitudes and the sex of the participant.

6. Socioeconomic status and race do not appear to be significantly related to student attitudes toward reading. What parents do in the home seem to affect attitudes more than do such factors as father's occupation, socioeconomic status of family, educational level of parents, or the number of books in the home.

7. Content of textbooks, instructional programs (such as television and paperbacks), and classroom organization may affect attitudes toward reading and can be used to change attitudes. Attitudes may be an important supplement to a readability index.

Measuring Attitudes Toward Reading

If teachers are going to develop positive attitudes toward reading, they must know where to start. At the
beginning of each new year, teachers can give an attitude assessment to find out how his or her students view reading.

(Lapp and Flood, 1978) have several published reading attitude inventories listed for elementary children. The Reading Attitude Inventory developed by Paul Campbell (1966), would be very appropriate to use with very young children because there are pictures for the answers that the children can choose from. The Reading Attitude Inventory developed by Molly Ransbury (1971), would be appropriate to use with older students. This inventory has sixty-four yes/no questions in which the students must answer.

Another type of attitude assessment is teacher observation. The value of observation lies in its comprehensiveness. Children's behaviors and comments can be viewed over a period of time and in many reading situations, providing the teacher with insight into how children feel about reading in various situations: school and nonschool reading activities, library reading, and general reading.

It is essential that significant behaviors to be observed be clearly outlined in advance. Random, extensive observation is not a luxury in which most teachers can engage. Unless they have a checklist of behaviors to look for, teachers may easily overlook the significant ones (Heathington and Alexander, 1978).
An example of an observation checklist developed by Heathington and Alexander (1978), is shown below.

**Observation Checklist to Assess Reading Attitudes**

In the two-week period, has the child:  

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Seemed happy when engaged in reading activities?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Volunteered to read aloud in class?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Read a book during free time?</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Mentioned reading a book at home?</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Chosen reading over other activities (playing games, coloring, talking, etc.)?</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Made requests to go to the library?</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Checked out books at the library?</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Talked about books he/she has read?</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Finished most of the books she/he has started?</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Mentioned books she/he has at home?</td>
<td></td>
</tr>
</tbody>
</table>

Teachers may choose to develop their own questionnaire rather than using a published one. An example would be a simple completion questionnaire as shown below.

When I am asked to read, I ________________________.
To me, books ________________________.
I’d read more if ________________________.
What I like to do best in my spare time is ________.
Most of my attention in school is ________________________.
I think the best thing in school is 

Questions like these should be answered rapidly with the first thing that comes to mind, and it should be emphasized that there are no incorrect answers.

Many student attitudes may be discovered through conferences. Often, in the more private situation, reasons for feelings of inadequacy or particular preferences are voiced which would not show in the group or which would not be written down in the questionnaire. In such instances, the teacher should be careful not to judge, accepting rather than reacting to the attitudes shown (Carrillo, 1976).

**Implications for Reading Instruction**

Children's exposure to "formal reading instruction", which typically occurs at the end of kindergarten or the beginning of first grade, often alters their attitudes toward reading. Kindergarten children are generally very enthusiastic about wanting to learn to read. After these children have been introduced to reading instruction in the first grade, their response may be quite different. Fewer are likely to be so enthusiastic. The fact that children's attitudes toward reading often appear to change after they are introduced to "formal reading instruction" points to the necessity of developing reading attitudes concurrently with reading skills.

The reading instructional program, or system, used
can also influence children's reading attitudes. More important than the program itself, however, is the way in which the teacher uses the program and materials. Many teachers use the suggested materials and activities in basal reading systems without adapting them to the specific children with whom they are working. An example of inappropriate reading instruction is instruction on skills that children have previously mastered. When this occurs too frequently, children are likely to lose interest. The danger here is not only that they may become bored with reading instructional materials, but that they may generalize their dislike for reading instruction and develop negative attitudes toward reading as a process of gaining information and enjoyment (Lamb and Arnold, 1976).

Another significant influence on reading attitudes is the readability, or reading difficulty, of instructional materials provided for children. If children are to learn to enjoy reading, the readability of the textbooks and other printed materials they are expected to use must be appropriate for them. Too often children are expected to use instructional materials that require reading skill beyond their abilities. When a child experiences continual difficulty due to material containing vocabulary and concepts far beyond his level of understanding, he is not likely to develop a positive attitude toward reading (Lapp and Flood, 1978).
The use children are permitted to make of classroom and school libraries and the amount of time they are permitted to read self-selected books can also influence their reading attitudes. If a teacher regularly schedules his class to use the school library for selecting books for voluntary reading, he should also use some of the time within the school day to allow children to read and discuss the books they have selected. If books are merely made available, and no specific time is allotted for reading and sharing them, children are not as likely to view books and reading as being worthy of their attention.

Peer pressure can also affect children's attitudes toward reading. The teacher must be particularly aware of the ways in which children influence each other's perceptions and attitudes toward reading. Such an awareness can be gained through attitude questionnaires and informal observation techniques, and through sociograms, which indicate peer interaction and friendship patterns of children in the classroom. After such data are gathered the teacher can regroup children within the classroom for reading-related activities that involve interaction among children with varying attitudes toward reading. If a teacher finds that several children appear to view reading, or reading instruction rather negatively, he should make an effort to structure situations that will allow these children to interact with
other children in the class who have developed more positive attitudes. The teacher can affect reading attitudes through peer influence, which, for some children, is a stronger influence than the teacher's.

Teacher's attitudes toward reading may also affect how their students view reading. Teachers should not use reading as a time when the children finish their work because they may get the message that the work is important and the reading is merely something to do to occupy time. Teachers should also talk with their students about what they are reading and should spend time reading orally to and silently with their students (Smith and Johnson, 1980).

Teachers should always keep in close contact with the parents at all times. They should offer information to the parents on ways they can help to encourage positive attitudes toward reading in their children. It is suggested that teachers send monthly letters home to inform the parents what their children will be doing in reading and the materials that will be needed (McCoy, 1982).

**Suggested Activities to Improve Attitudes Toward Reading**

The literature offers many activities that can be used to develop and improve children's attitudes toward reading. Although many of the suggested activities are not specifically designed to use with a basal text, they can be easily incorporated into the daily reading program with some special
planning.

The activities that promote positive attitudes toward reading are developed in the affective domain. They are not skill oriented. These activities are designed to provide children with the motivation to want to read and to give them a purpose to read. Many of the suggested activities in the literature fall into one of the following categories: oral activities, written activities, arts and crafts, and dramatics (Harris and Smith, 1972). Some specific activities that teachers can use as a part of their reading program to help develop or improve positive attitudes toward reading will be discussed in the following paragraphs.

Choral reading. The enjoyment of poetry is heightened by sharing it when read aloud. Children begin choral speaking almost naturally as they chime in on the chorus or a repeated line of a favorite teacher-read poem. Children hesitant to read aloud alone can join in. In this way they not only gain a sense of belonging but also derive a thorough experience with tone and voice melody. Care should be taken to avoid sacrificing the satisfactions derived from choral reading for the sake of arriving at perfect rhythms and harmony. The importance of choral reading is in interpreting the mood of the poem and in gaining pleasure from group participation.
Supplying different endings. An assumption that is too often made in many classrooms is that a story is completed when the final sentence is read. But this need not be the case. Here is an opportunity for doing something new with a story. Reopen it; let the children speculate on it, each according to his creative urges.

Modifying a crucial incident within the story may also lead to spinning off new endings. The teacher who encourages divergent thinking of this sort is helping children to respond creatively.

Dramatic oral interpretation. Oral interpretation helps children become sympathetic to the characters they portray. Reading parts can put life into a story, aid children in understanding the characters' motives, and offer a more direct experience with the story itself. Prior class discussion about the kind of person a particular character is can lend a sense of reality to the character's life, and may result in differing oral interpretations by students who view the character from a variety of vantage points.

Written creative reading activities. Students can vitalize stories by talking about creative new endings. They may also communicate such endings in writing. Especially since writing enables children to make direct visual comparisons, the notion is fostered that stories need not be static but can involve fresh, dynamic thinking.
Writing plays. Children can turn stories of all kinds into plays, whether these are dialogue-based or straight narratives.

Poems and songs. Writing poetry and songs as follow-up activities is possible when a child is caught up in a story or event. When these are not assigned, but arise from spontaneous appreciation of a shared reading experience, the enjoyment is heightened.

To encourage the writing of poetry, a teacher should read poems to his class-lots of them and of all kinds—and should be alert to the poetry in the language of children, taking it down when he hears it. The children’s poems need not rhyme, but should reflect and express their innermost thoughts.

Letter-writing. Letter-writing can be imaginary as, for example, a letter Jane and Michael Banks might have sent to Mary Poppins after her abrupt departure. Children also profit from writing letters to authors, expressing appreciation for a story they have read and perhaps suggesting alternate solutions or asking pertinent questions.

Arts and crafts. From children’s illustrations of stories the teacher can learn much about what appealed to the child, what he remembered and considered crucial in the story. More important, the child is offered an opportunity to express himself in yet another way.
Fingerpaints can be effectively used to illustrate stories and poems of mood and mystery, or those that draw on these elements of special effect. Three-dimensional models are tangible interpretations of a shared story experience. Models can be sculpted from paper, clay, toothpicks, or odds and ends. Children involved in a unit of stories dealing with pioneers can fashion an entire village as a class project or work on individual dioramas—miniature three-dimensional scenes. Wire or pipe-cleaner figures may represent characters in the stories.

**Pantomime.** Playing out a story through pantomime is one of the simplest forms of creative dramatics. Variations on the pantomiming technique include acting the story while selected readers describe the events, or free interpretations of favorite story parts. When pantomiming instruct the children to use only gestures and movements to convey their characters.

**Role-playing.** Role-playing involves assuming a character's traits and playing out imagined discussions or climactic scenes.

**Play-acting.** Play-acting differs from role-playing in that parts are assigned and usually "learned" in one fashion or another. Often such plays are written, produced, and directed by students.

**Puppetry.** Simple puppets are a joy for almost all
children. They especially help the shy child to project his feelings and to extend his verbal experiences. Activities with puppets spark language expression, broaden understanding, deepen feelings and emotions, and develop sympathy and relationship with the characters of the story. Puppets can be made from paper bags, sticks, or with papier mache heads and cloth bodies; they may be as elaborate as time, energy, and skill permit. They serve the function of allowing children to play out stories in a projected role.

**Dancing.** Creative dance and rhythms are techniques whereby entire stories may be enacted or the emotion of a small portion of a story can be demonstrated with movement.

Finally, the secret of teaching to foster positive attitudes toward reading lies not in attractive bulletin boards, catchy slogans, or prizes for those who read the most books. The true power for building positive attitudes toward reading rests in having children communicate with adults and other children who value reading and who verbalize their true feelings in that regard, giving children reading instruction with materials they can read with reasonable facility, and involving children with materials and reading-related activities that give them pleasure (Smith and Johnson, 1980).
Design of Project

The description below provides directions for developing a curriculum of supplemental reading activities to promote positive attitudes toward reading. These activities will be used as an integral part of the Ginn 720 Series, Level 10.

Criteria for Selection of Activities

1. Gather all specific activities that have been found in the literature and suggested by various authors to promote or develop positive attitudes toward reading. Also include other reading activities that may encourage positive attitudes toward reading. These may include creative and motivational activities.

2. The project developer will review the activities and determine which activities will be appropriate to use with fourth grade students.

3. The project developer will determine which activities can be appropriately integrated with the stories in Ginn, Level 10.

4. After the activities chosen have met the criteria for numbers two and three above, categorize and describe each activity under one of the following categories: oral activities, written activities, arts and crafts, or dramatics. This will be necessary in order to
have a variety of activities to use with the stories. Also include the reference after each activity.

5. Write a general goal for each activity and list the materials needed. If there are no materials needed for an activity, do not include the section on materials needed. (See sample below)

6. Read each story in Ginn, Level 10.

7. Look at the activities in each of the categories and choose one activity from one of the categories to use with the story to develop positive attitudes toward reading. Note the category and the number of the activity.

Example of Category Sheet

Oral Activities

1. **Supplying different endings.** Have the students supply different endings to stories. Reopen the story and have the students supply new solutions (Harris and Smith, 1972).

**Goal.** After reading a story, the fourth grade students will orally supply new solutions and endings to the story.

(Since there are no materials needed for this particular activity, the section on materials needed is not included.)
Format of Correlation of Activities and Stories

1. After reading a story, list the unit title, the title of the story, and the page numbers of the teacher's manual and student text for that story.

2. List the category and number of the activity that will be used with the story. The goals and the materials needed will be listed on the category sheet for the teachers to use. (See sample below)

3. Since these activities are designed to develop positive attitudes toward reading, they should not be formally evaluated. However, since these activities are to be used as an integral part of the Ginn reading program, the teacher may wish to keep a record on which students in the group complete the activities.

Example of Correlation of Activities and Stories

Unit 1: "Growing is Quiet"

Story: "Izzard"

Teacher's manual pages 8-19

Student text pages 12-27

Suggested Activity: Oral Activity #1.
A Curriculum of Activities
to Promote Positive Attitudes
Toward Reading
Catagories of Activities

Oral Activities

1. **Supplying different endings.** Have the students supply different endings to the stories. Reopen the stories and have the students supply new solutions (Harris and Smith, 1972).

   **Goal.** The fourth grade students will orally supply new solutions and endings to stories.

2. **Dramatic oral interpretation.** Have the students discuss the kind of person a particular character is. Have the students orally read the parts of the character being discussed (Harris and Smith, 1972).

   **Goal.** After discussing the characters of a story, the fourth grade students will orally read selected parts.

3. **Choral reading.** Have the students practice reading parts of a poem. Teachers can have part of the group read some parts, the whole group read other parts, or give some students solo parts. This activity may also be used with selected stories (Smith and Johnson, 1980).

   **Goal.** The fourth grade students will orally read selected parts of a story or poem as a whole group or individually.
4. **Play reading.** Have the students practice play reading. This involves the students orally reading different parts of a story (Smith and Johnson, 1980).

**Goal.** The fourth grade students will practice orally reading different parts of a story.

5. **Reading to younger students.** Have the students read stories to younger students. Let students pick out the stories they want to read, and give them opportunities to practice before they go to other classes. This allows students not only to show off their reading skills but also to share the joy of reading (Fredericks, 1982).

**Goal.** The fourth grade students will orally read a selected story to younger students.

6. **Taping stories.** Have the students read a story that calls for much expression into a tape recorder for other students to use (Fredericks, 1982).

**Goal.** The fourth grade students will read a selected story into a tape recorder for other students to use.

**Materials needed.** Tape recorder
7. **Character identification.** After the class has read a story, write on the chalkboard words and phrases that describe emotional responses of the characters. Have the students name the character who made each response and describe the events in the story that evoked that emotion (Spache, 1982).

**Goal.** Given words and phrases that describe emotional responses of characters in a story, the fourth grade students will name the characters.

8. **In-role reports.** Have children give story summaries in-character, pretending they are one of the people in the story giving their side of what happened (Turner and Alexander, 1980). (This activity may also be included under dramatics).

**Goal.** The fourth grade students will orally give story summaries pretending they are one of the characters in the story.

9. **This story and me.** This activity involves a series of self addressed questions through which the child asks how he/she relates to the story.
Typical questions could be: How am I like a character in this story? How is this character different from me? Would I want to do what the main character did (Turner and Alexander, 1980)?

Goal. The fourth grade students will answer questions pertaining to how he/she relates to the main character in the story.

10. **Face the problem.** Select a panel of students to discuss the problems that major characters of a specific story encounter (Criscuolo, 1980).
   
   Goal. The fourth grade students will discuss the problems that major characters of a specific story encounter.

11. **Mood reading.** From stories the children have read, select brief passages that reflect various moods such as joy, sorrow, and anger. Make small circle faces that represent these different moods and distribute a series to each child. Read a passage to the children and then direct them to hold up the face that best expresses how the character or characters felt. Encourage the children to give reasons for their choices (Criscuolo, 1980).
   
   Goal. The fourth grade students will indicate how particular characters in a story felt and orally give the reasons for their choices.
Materials needed. Circles cut out of construction paper with a face smiling, a face with tears, and an angry face. The faces may be drawn with magic marker. Make a series for each student in the group.

12. Scavenger hunt. Display page numbers and investigative clues from stories the children have recently read. Tell them to use this information to locate different words or names of characters from the stories (Criscuolo, 1980).

Goal. Given page numbers and investigative clues from a story, the fourth grade students will locate words or names of characters.

13. Paraphrase stories. Using their own words, have students retell stories which they have read (Roeder and Lee, 1973).

Goal. The fourth grade students will retell stories using their own words.

Written Activities

1. Writing plays. Children can turn stories of all kinds into plays. Use stories where the action is simple; the characters are few; and the dialogues are simple and straightforward (Harris and Smith, 1972).

Goal. The fourth grade students will write a
simple play using a story.

Materials needed. Paper and pencil.

2. Writing poems and songs. Writing poetry and songs as follow-up activities are possible when a child is caught up in a story. The children's poems need not rhyme, but should reflect and express their innermost thoughts (Harris and Smith, 1972).

Goal. After reading a story, the fourth grade students will write a poem or song.

Materials needed. Paper and pencil.

3. Letter-writing. Have the children write imaginary letters to the characters in the story or have them write letters to authors, expressing appreciation for a story they have read and perhaps suggesting alternate solutions or asking pertinent questions (Harris and Smith, 1980).

Goal. The fourth grade students will write letters to the authors of a story expressing appreciation for the story or suggesting alternate solutions.

Goal. The fourth grade students will write imaginary letters to the characters in the story.

4. Clue box. After the children have read a unit of stories from their readers, prepare a statement about each main character in these stories.
Cut the statements apart and under each write "Who am I?" Draw a large answer blank next to the question. Write the correct answer on the back of each statement; then laminate the statements. Have the children draw a statement from a box, read them, write their answers with grease pencil in the blanks provided, and then check their answers by turning over the statements (Criscuolo, 1980).

**Goal.** Given statements about the main characters in a story, the fourth grade students will write the names of the characters.

**Materials needed.** Strips of construction paper with statements about a particular character written on them, laminating materials, grease pencils, box.

5. **Describing characters.** Have the students write words that describe the characters in the story (Spache, 1982).

**Goal.** The fourth grade students will write words that describe the characters in a story.

**Materials needed.** Paper and pencil.

6. **Story sequels.** Have the students write a sequel to a story telling what they think happened next (Mueser, 1975).
Goal. The fourth grade students will write a sequel to a story telling what they think happened next.

Materials needed. Paper and pencil.

Arts and Crafts

1. Cast of characters. Prepare a bulletin board entitled "Cast of Characters". Have each child draw a picture of the main character in the story. At the bottom of the picture have the child write the character's name and a few lines about the character. Post on the bulletin board (Criscuolo, 1980).

Goal. After reading a story, the fourth grade students will draw a picture of the main character in the story and write something about the character.

Materials needed. Drawing paper, crayons, pencil.

2. Story scrolls. Ask each child to write and illustrate a story on a long sheet of paper. Then have them paste a roller or pencil across each end of the paper and roll it into a scroll. Each can then decorate a shoe box to keep his or her scroll in. Encourage the children to write a number of scrolls for their boxes and
to read the scrolls others have written (Criscuolo, 1980).

**Goal.** The fourth grade students will write and illustrate a story to make a story scroll.

**Materials needed.** Long sheet of white shelf paper, pencil or markers, crayons, paste, pencils or rollers, shoe box.

3. **Descriptive passages.** Let your students pick descriptive passages from a story. Discuss these with them, asking them to isolate the key words from each description. Have the children draw or paint pictures that represent the descriptions (Criscuolo, 1980).

**Goal.** After discussing descriptive passages of a story, the fourth grade students will draw or paint a picture to represent the passages.

**Materials needed.** Crayons, paint, paper.

4. **Picture series.** Have the students draw a series of pictures illustrating an important part of a story (Criscuolo, 1980).

**Goal.** The fourth grade students will draw a series of pictures illustrating an important part of a story.

**Materials needed.** Paper, crayons.
5. **Story models.** Have the students make a model of something from the story and tell the class why they liked the story (Criscuolo, 1980).  
**Goal.** The fourth grade students will make a model of a scene from a story and discuss why they liked the story.  
**Materials needed.** Construction paper, glue, clay.

6. **Story maps.** Have the students make a map showing where the story takes place. Have them describe what happens in each place (Spache, 1982).  
**Goal.** After reading a story, the fourth grade students will draw a map showing where the story takes place and describe what happens in each place.  
**Materials needed.** Large piece of construction paper, crayons or markers.

7. **Puppets.** Have the students make stick or hand puppets of characters from a story. Have the students display them for other students in the class (Spache, 1982).  
**Goal.** The fourth grade students will make puppets of characters from a story.  
**Materials needed.** Tongue depressors, pipe
cleaners, paper bags, socks, buttons.

8. **Story dioramas.** Have the students make a diorama of a story. Have the students select a scene from a story and reconstruct it inside a box from which the top has been removed. The box may be decorated with construction paper or other materials, and the characters may be made from cardboard or clay (Spache, 1982).

**Goal.** After reading a story, the fourth grade students will construct a diorama illustrating a scene from the story.

**Materials needed.** Cardboard box, construction paper, cardboard and clay for the characters, scissors, glue.

9. **Clay characters.** Have the students make clay characters from a story for display. These may be used for stimulation in a discussion of character analysis or in a review of the story (Spache, 1982).

**Goal.** After reading a story, the fourth grade students will construct characters from clay for further discussion of the story.

**Materials needed.** Modeling clay.

10. **Story mural.** Have the students paint a mural
showing scenes from a story (Spache, 1982).

**Goal.** The fourth grade students will paint a mural showing scenes from a story.

**Materials needed.** Long sheet of bulletin board roll paper, tempera paints.

11. **Scenes with mobiles.** Have the students make a mobile to show scenes from a story. These may be made with coat hangers. Strips of yarn can be attached to the coat hangers with pictures that the students have made glued to them (Spache, 1982).

**Goal.** The fourth grade students will make a mobile showing scenes or characters from a story.

**Materials needed.** Coat hangers, strips of yarn, small pictures of characters or scenes from the story, crayons, construction paper, glue, scissors.

12. **Roll movies.** Make movies of stories on shelf paper. Mount rolls in cardboard boxes so students can turn them while telling the story (Johns and Lunt, 1975).

**Goal.** After reading a story, the fourth grade students will make a roll movie.

**Materials needed.** Rolls of shelf paper, cardboard boxes, crayons, paints.

13. **Bulletin board.** Let the students put up a
14. **Bulletin board a** making a collage using pictures from magazines to illustrate ideas or feelings in a story. Use colors to illustrate feelings the students get from the story (Johns and Lunt, 1975).

**Goal.** The fourth grade students will make a bulletin board of their favorite story using pictures to illustrate ideas and feelings.

**Materials needed.** Magazine pictures, crayons, paint, paper.

14. **Comic strip stories.** Have the students do a summary of the story in comic strip form. Have them include captions to explain the action (Roeder and Lee, 1973).

**Goal.** After reading a story, the fourth grade students will summarize the story in comic strip form.

**Materials needed.** Strips of white construction paper, crayons or markers, pencils.

15. **Story collages.** Have the students make a collage with pictures, materials, and objects that tell about the story (Roeder and Lee, 1973).

**Goal.** After reading a story, the fourth grade students will make collages that tell about the story.
Materials needed. Poster board, magazine pictures, student drawings, objects and materials that students wish to contribute.

Dramatics

1. Reversed roles. Have the students list all of the characters in a story and choose a word to describe a major personality trait of each one. Then have them turn the story into a play, with each pupil given a character to portray. They can make up their own lines to fit individual parts. The only catch is that each character must reverse roles. An example would be if Michael is nice in the story, he will be mean or hateful when acted out in the play (Criscuolo, 1980).

Goal. After reading a story, the fourth grade students will write and act out a play reversing the roles of each character in the story.

Materials needed. Paper and pencil.

2. Role playing. Have the students assume a character's trait and play out imagined discussions or climactic scenes from a story (Harris and Smith, 1972).

Goal. Using role playing, the fourth grade students will assume a character's role and play
out scenes of a story.

3. **Pantomime.** Have the students use pantomime to act out a story. The teacher will need to explain to some students the pantomiming technique (Harris and Smith, 1972).

   **Goal.** The fourth grade students will use pantomime to act out a story.

4. **Shadow plays.** This activity involves performing a story behind a suspended sheet with a strong light directly behind the players. Shadow plays are an effective way to implement pantomime (Harris and Smith, 1972).

   **Goal.** The fourth grade students will act out a story using the shadow play technique.

   **Materials needed.** White sheet, bright light or lamp.

5. **Dancing.** Have the students create a dance to music that tells a part of the story (Harris and Smith, 1972).

   **Goal.** After reading a story, the fourth grade students will create a dance that tells a part of the story.

   **Materials needed.** Record player, records.

6. **Dramatizing a story.** To further develop the ability to portray emotions, have the class
dramatize a familiar story. Prepare them by first discussing plot, character, setting, and the most effective techniques for achieving tone and emotional reaction (Spache, 1982).

**Goal.** After reading a story, the fourth grade students will dramatize the story.

7. **Character dress-up.** After reading a story, let the children come to school dressed as one of the characters in the story. Let them tell the class about the character they are portraying (Spache, 1982).

**Goal.** The fourth grade students will dress as one of the characters in the story.

**Materials needed.** Children's clothing from home.
List of Stories in Ginn Level 10
and the Suggested Activities to Promote
Positive Attitudes Toward Reading

Unit 1:  Growing is Quiet"
"Izzard"
Teacher's manual pages 8-19
Student text pages 12-27
Suggested Activity:  Written Activity #6

"My Lizzard"
Teacher's manual pages 20-21
Student text pages 28-29
Suggested Activity:  Oral Activity #3

"Hai Yin, the Dragon Girl"
Teacher's manual pages 22-30
Student text pages 30-41
Suggested Activity:  Arts and Crafts Activity #10

"Santiago"
Teacher's manual pages 31-43
Student text pages 42-59
Suggested Activity:  Oral Activity #9

"Annie and the Old One"
Teacher's manual pages 44-55
Student text pages 60-79
Suggested Activity:  Oral Activity #1

"My People"
Teacher's manual pages 57-58
Student text pages 80-81
Suggested Activity: Arts and Crafts Activity #15

Unit 2: "Aha! A Sleuth!"

"Kathi and Hash San the Case of Measles"
Teacher's manual pages 64-74
Student text pages 84-101
Suggested Activity: Arts and Crafts Activity #2

"Cat"
Teacher's manual page 75
Student text pages 102-103
Suggested Activity: Oral Activity #3

"The Case of Nellie and the Ambergris"
Teacher's manual pages 76-86
Student text pages 104-113
Suggested Activity: Dramatics Activity #1

"The Case of Blueberry Pies"
Teacher's manual pages 87-96
Student text pages 114-123
Suggested Activity: Oral Activity #8

"Something Strange is Going On"
Teacher's manual pages 97-106
Student text pages 124-137
Suggested Activity: Arts and Crafts Activity #12
Unit 3: "Signs, Symbols, and Codes"

"Communication: Just Words"
Teacher's manual pages 112-123
Student text pages 140-151
Suggested Activity: Arts and Crafts Activity #4

"Speaking of Numbers"
Teacher's manual pages 124-133
Student text pages 152-165
Suggested Activity: Arts and Crafts Activity #5

"Communicating with Picture Signs and Symbols"
Teachers manual pages 134-143
Student text pages 166-177
Suggested Activity: Arts and Crafts Activity #11

"Communicating with Codes"
Teacher's manual pages 144-152
Student text pages 178-189
Suggested Activity: Arts and Crafts Activity #5

"Mimi's Fingers"
Teacher's manual pages 153-154
Student text pages 190-191
Suggested Activity: Oral Activity #2

"How Engines Talk"
Teacher's manual pages 155-164
Student text pages 192-201
Suggested Activity: Oral Activity #13
Unit 4: "Long-Ago Yesterdays"
"Hah-nee's Secret"
Teacher's manual pages 170-181
Student text pages 204-217
Suggested Activity: Oral Activity #7
"The Land of Mai"
Teacher's manual pages 182-193
Student text pages 218-231
Suggested Activity: Oral Activity #12
"This Dream Came True"
Teacher's manual pages 194-203
Student text pages 232-245
Suggested Activity: Dramatics Activity #6
"Pilgrim Thanksgiving"
Teacher's manual pages 204-213
Student text pages 260-281
Suggested Activity: Arts and Crafts Activity #8
"An Army in Pigtails"
Teacher's manual pages 214-226
Student text pages 260-281
Suggested Activity: Written Activity #3
Unit 5: "A Touch of Magic - A Touch of Wonder"
"The Rainbow is the Fishing Line"
Teacher's manual pages 243-244
Student text pages 292-293
Suggested Activity: Oral Activity #3
"Senor Coyote and Senor Fox"
Teacher's manual pages 245-252
Student text pages 292-303
Suggested Activity: Written Activity #2
"The Boy Who Went to the North Wind"
Teacher's manual pages 254-262
Student text pages 304-313
Suggested Activity: Arts and Crafts Activity #13
"The Wind is a Man...Over the Wintry Forest..."
Teacher's Manual pages 262-264
Student text pages 314-315
Suggested Activity: Oral Activity #6
"The Tiger, the Brahman, and the Jackal"
Teacher's manual pages 265-272
Student text pages 316-323
Suggested Activity: Oral Activity #10
"India"
Teacher's manual pages 273-274
Student text pages 324-325
Suggested Activity: Arts and Crafts Activity #3
"To Your Good Health"
Teacher's manual pages 275-283
Student text pages 326-337
Suggested Activity: Oral Activity #4
"The Case of the Elevator Duck"
Teacher's manual pages 285-296
Student text pages 338-367
Suggested Activity: Written Activity #1
References


