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Content analysis of two libraries resources for supporting primary economics instruction

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Abstract

The teaching of some primary teachers is being compromised in schools with a lack of rich science and social studies library collections that have been intentionally developed by a professional teacher librarian in collaboration with teachers. The purpose of this study was to analyze and compare school library resources for the same economics unit taught in two different elementary schools' primary classrooms, including the quality of resources available and their usefulness in teaching social studies economics standards. School B had a higher quantity of resources meeting the standards as well as more texts determined to be of high quality. The texts of School B had newer Copyright dates ranging from 2004 to 2015 and were therefore more current than texts from School A ranging from 1987 to 2009. Nineteen texts out of the 37 analyzed from School A were suggested by the researcher for potential use, whereas 33 of the 37 analyzed from School B were suggested for use. School A had resources available to meet the 4 Nebraska second grade social studies standards but in smaller numbers when compared with School B who also had texts meeting the same 4 standards. School B had a larger number of texts available to use for read alouds, research, and independent reading than School A. Overall, the teacher librarian in School A is stretched too thin by having to divide time between multiple buildings and cannot provide as much support to primary teachers through a high quality collection as the full time teacher librarian in School B can.

CONTENT ANALYSIS OF TWO LIBRARIES RESOURCES FOR SUPPORTING
PRIMARY ECONOMICS INSTRUCTION

A Graduate Research Paper
Submitted to the
Division of School Library Studies
Department of Curriculum and Instruction
In Partial Fulfillment
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by
Lindsey J. Hilts
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ABSTRACT

The teaching of some primary teachers is being compromised in schools with a lack of rich science and social studies library collections that have been intentionally developed by a professional teacher librarian in collaboration with teachers. The purpose of this study was to analyze and compare school library resources for the same economics unit taught in two different elementary schools' primary classrooms, including the quality of resources available and their usefulness in teaching social studies economics standards. School B had a higher quantity of resources meeting the standards as well as more texts determined to be of high quality. The texts of School B had newer Copyright dates ranging from 2004 to 2015 and were therefore more current than texts from School A ranging from 1987 to 2009. Nineteen texts out of the 37 analyzed from School A were suggested by the researcher for potential use, whereas 33 of the 37 analyzed from School B were suggested for use. School A had resources available to meet the 4 Nebraska second grade social studies standards but in smaller numbers when compared with School B who also had texts meeting the same 4 standards. School B had a larger number of texts available to use for read alouds, research, and independent reading than School A. Overall, the teacher librarian in School A is stretched too thin by having to divide time between multiple buildings and cannot provide as much support to primary teachers through a high quality collection as the full time teacher librarian in School B can.

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CHAPTER 1

INTRODUCTION

Scenario A: A classroom teacher in School A walks students to P.E., stops in the break room, and heads back to the classroom to check email and work on lesson plans. The teacher determines the next standard to be covered in social studies: The students are to demonstrate knowledge of currency, its denominations, and its use. The textbook, the first obvious source a classroom teacher searches, has no lessons on this standard. Next, the teacher searches the online library catalog and identifies three books related to spending money. However, after writing down the call numbers and finding the books in the library, the teacher realizes the books are written in story format rather than the nonfiction the teacher was hoping to find. Back in the classroom, the teacher searches the Internet for lesson ideas. Precious planning time has now disappeared and the teacher still has no plans for meeting this standard. The teacher leaves to pick up the class, frustrated from coming up empty handed.

Scenario B: A classroom teacher in School B drops students off at music and repeats the steps of the teacher in School A. After looking at the online catalog, this teacher finds 10 books that could be used to achieve this standard. The teacher walks to the library to look over the books. While scanning the books, the teacher librarian offers to help co-teach lessons addressing this standard. They work together to plan three lessons covering the material using six of the nonfiction texts found in the school library. The teacher leaves to pick up students feeling confident about the lessons to be taught the following week.

Problem Statement

Primary teachers usually teach the majority of content area subjects such as reading, math, writing, science, and social studies. The starting place for teachers when preparing lessons is the educational standards they are required to teach. State social studies standards stem from the National Curriculum Standards for Social Studies, and state science standards stem from the National Science Teachers Association. All teachers use their state-adopted standards to teach primary science and social studies, and these standards look very similar to one another or build off of one another for kindergarten, first, and second grade. Therefore, this large audience of primary teachers is in need of quality curriculum materials to support standards based instruction.

While some districts purchase new textbooks or kits to support these standards, other districts may not purchase materials for these standards due to tight budgets and thus may use materials that are out of date. Districts may also purchase programs that include materials to cover most but not all standards if an all-inclusive program isn't an option in the budget. The CCSS specify that students should spend half of their reading experiences throughout the day with informational texts (Shanahan, 2015). Informational text is a term that is used in the CCSS, and is synonymous with the term nonfiction. Therefore, the terms nonfiction and informational text are used interchangeably in this study. Quality library collections and expertise of the teacher librarian in providing collections to meet curricular needs are essential components for teaching the science and social studies content standards in any state.

In addition to these problems teachers face when they do not have resources to meet their standards, the CCSS add to the importance of having strong nonfiction collections because they place emphasis on the use of informational texts (Woo, 2014). As a result of the CCSS, classroom teachers rely more heavily on resource-based teaching using nonfiction. Routine use of incorporating nonfiction books into lessons takes place in primary elementary classrooms, especially in science (Wenze, 2003). For primary grades, the ideal resources are often picture books. Although the American Association of School Librarians' (AASL, 2009) *Empowering Learners: Guidelines for School Library Programs* emphasizes the need to centralize school library collections to support classroom activities, not all classroom teachers are aware of this. Thus when classroom teachers search for resources needed within their district purchased curriculum programs, they should be instructed to also look to the school library for resources, and

the school library collection should be supported through an adequate budget and employment of professional librarians who develop collections to support the curriculum. The school library collection has a dual purpose as a place for students to find books and as a place to support classroom teachers.

Ideally, primary grade teachers will search the online library catalog and speak with the teacher librarian about a curricular topic. Unfortunately, when school libraries are inadequately supported, one of two things may happen: there are no resources available at hand to address the topic, or the only resources available on the topic are written for upper elementary students. An example of a primary grade science standard is the first grade standard to “interpret the impact of weather on everyday life” (Nebraska Department of Education, 2012, p. 6). The textbook in use may not include a section about tornadoes, blizzards, and floods, which this standard covers. The library may or may not have books for primary students about these events and how they affect daily life. When there are no resources available and budgets are inadequate, the librarian may not be able to order something until the next year. This does not suffice when teachers are expected to cover the material in class the following week. Thus, it is essential that libraries are staffed with teacher librarians who continue an ongoing process of developing nonfiction collections to support curricular topics, an activity of particular importance for the lower elementary grades.

Lack of science and social studies resources in the library hinders classroom teachers’ lessons and impedes student learning. If classroom teachers cannot find resources in the library, they either spend valuable time looking for resources on the Internet or alter the lessons to be taught to exclude trade book resources. *Empowering*

Learners: Guidelines for School Library Programs (AASL, 2009) states that the school librarian both, “maps the collection to ensure it meets the needs of the school curriculum,” and “collaborates with the teaching staff to develop an up to date collection of print and digital resources in multiple genres that appeals to differences in age, gender, ethnicity, reading abilities, and information needs” (pp. 66-67). For these reasons, planning and communication between teacher librarians and classroom teachers is vital in order to have current content collections in libraries.

The AASL (2009) guidelines state that teacher librarians assist classroom teachers with curriculum by providing supporting resources. Researchers of the past identified levels of communication regarding resources among librarians and classroom teachers in which use of existing resources was at a low level, whereas planning in advance for library resources at the early stages of planned curriculum changes was considered to be a high level of communication. Meyer and Newton (1992) asked classroom teachers in Canada to rate themselves on Meyer and Newton’s teacher’s taxonomy of resource-based teaching, which included eight levels. The study found that nine out of 18 classroom teachers considered themselves to be level six - using library media resources as part of unit content. None considered themselves level eight - communicating with teacher librarians as curriculum changes are being considered that may impact the library materials. A lack of communication as change takes place could be a factor in weak science and social studies collections.

In addition to the need to plan ahead to build collections, the quality of the informational texts is also an important consideration. Weisman (2012) suggests teacher librarians evaluate the quality of current nonfiction materials due to the emphasis on the

use of complex informational texts in the classroom resulting from the CCSS. Karen Lowe (2014) provides a detailed process librarians can follow in library collection management to align resources with the curriculum.

The research described here may benefit classroom teachers by increasing their knowledge of grade appropriate science and social studies resources available in the library. Teacher librarians may benefit from an in depth analysis of materials in two districts in support of a specific unit to guide their purchasing decisions in support of instruction of economics units in the primary grades. Furthermore, an analysis of the disparities created for the curriculum when library collections are not designed to support a unit may also provide evidence teacher librarians can share with stakeholders to secure adequate budgets to support those collection areas in need of improvement. If resources are purchased for deficient areas, teachers will benefit from an increase of curriculum aligned resources such as picture books, e-books, or online subscriptions. If collections are sufficient, opportunities may arise for teacher librarians to collaborate with classroom teachers by providing them with relevant resources. The resultant strong resource-based lessons taught by their teachers and teacher librarians will benefit students.

Summary of Problem Statement

The teaching of some primary teachers is being compromised in schools with a lack of rich science and social studies library collections that have been intentionally developed by a professional teacher librarian in collaboration with teachers.

Purpose

The purpose of this study was to analyze and compare school library resources for the same economics unit taught in two different elementary schools' primary classrooms,

including the quality of resources available and their usefulness in teaching social studies economics standards.

Research Questions

1. What differences exist between the two schools in the quantity and quality of school library resources for teaching economics in the primary grades?
2. What differences exist between the two schools in the school library resources' relevance and usefulness for teaching economics in the primary grades?
3. In what ways do the quality and usefulness of the resources available support or inhibit primary teachers' instruction to meet economics standards?
4. In what ways does an adequate school library budget and the professional teacher librarian support collection development that impacts the level and quality of primary grades instruction?

Assumptions/Limitations

One assumption of this study is that primary teachers use print resources such as picture books in addition to some online resources to teach the economics standards. A second assumption is that classroom teachers may not be aware of resources the library has available to support their standards. The research was limited to texts included in the library collections of two elementary schools in Nebraska supporting a single economics unit.

CHAPTER 2

LITERATURE REVIEW

The purpose of this study was to analyze and compare school library resources for the same economics unit taught in two different elementary schools' primary classrooms, including the quality of resources available and their usefulness in teaching social studies economics standards. Prior research related to this topic fell into the following three categories: teaching with nonfiction texts, quality of primary nonfiction social studies and science texts, and the teacher librarians' management of texts to support the curriculum.

Teaching with Nonfiction Texts

Classroom teachers may look beyond a textbook to additional sources for many reasons, including rigor. Rigorous standards require students to engage in inquiry and to be scientifically literate. According to Ebbers (2002), science text sets with various genres of nonfiction help teachers meet both of these requirements. "Science trade books for children provide tremendous opportunities for understanding science as a way of thinking about the world" (p. 49). Various genres of science trade books were identified for inclusion in a text set to expose students to informational books that are organized differently. The genres included reference, explanation, field guide, how-to, narrative expository, biography, and journal. A text set for a unit on the topic of hearing was developed and Ebbers taught lessons where elementary students developed questions, investigated through inquiry research. Ebbers confirmed that the use of text sets representing various nonfiction genres provided teachers with opportunities to encourage students to build connections between inquiry and literacy in science.

Ebbers (2002) chose a wide variety of nonfiction genres with the purpose of encouraging connections between inquiry and literacy, whereas Donovan and Smolkin (2001) conducted a study as part of a workshop about informational texts. Teachers completed questionnaires, made book selections, and held discussions explaining the reasoning behind their selections of informational texts for elementary science instruction. The research participants were from three of the five elementary schools in a K-12 district; two teachers represented each grade level first through fifth. In an openended questionnaire before the study, first and second grade teachers noted they previously used science kits for the majority of science instruction, whereas third through fifth grade teachers reported using the textbook as the main resource for instruction. All of the teachers mentioned using supplemental materials in addition to the main form of instruction in the questionnaire. As a part of the study, the classroom teachers were provided with 23 texts on life cycles and 15 texts on matter to choose from for use in classroom instruction. As a result of the study, Donovan and Smolkin discovered five common reasons why classroom teachers chose specific books to use for science instruction: content, attention to visual features, grade level appropriateness, desire for books that are fun, and potential use of books.

Donovan and Smolkin (2001) found classroom teachers may simply choose books they think are fun and may shy away from other choices because they feel students will be bored or uninterested. However, teacher librarians can help classroom teachers be sure they are choosing nonfiction books for the right reasons; this is one aspect of collaborative instruction. Montiel-Overall (2008) examined the highly recommended collaborative relationship between classroom teachers and teacher librarians. A total of

18 teachers and teacher librarians participated in the study. The teacher librarians were considered experts in the area of library collaboration. The teachers were from pre-k through 8th grade. The study categorized data into five themes: school culture, attributes of collaborators, communication, management, and motivation to collaborate. Under the theme of school culture, participants found integrating curriculum into collaboratively built lessons could take place in the following identified ways: (a) the teacher librarian teaching the entire lesson; (b) the classroom teacher and the teacher librarian teaching a lesson together; (c) a small group receiving instruction from the teacher librarian; or (d) learning centers designed by both the classroom teacher and the teacher librarian (Montiel-Overall, 2008). One participant noted how the teacher librarian read a nonfiction book and led a discussion with students related to the science content students were learning in the classroom. Montiel-Overall explained that teacher librarians have experience choosing nonfiction in situations such as these, and their knowledge and experience in this process can support classroom teachers selecting nonfiction books for instruction.

The studies in this subtheme demonstrated collaboration of the teacher librarian and the classroom teacher in teaching with nonfiction texts. The first study examined the effect of a purposeful text set with a variety of genres of nonfiction texts. Ebbers (2002) stated that using various genres of nonfiction texts provided learning experiences to build connections between science content and literacy. The second study observed teacher selection of nonfiction books for use in instruction. Donovan and Smolkin (2001) concluded classroom teachers used the following selection criteria: content, attention to visual features, grade level appropriateness, desire for books that are fun, and potential

use of books. The third study by Montiel-Overall (2008) pointed to the importance of the collaborative relationship between classroom teachers and teacher librarians in regards to teaching curriculum. These studies informed the current study examining the use of nonfiction texts in instruction.

Quality of Primary Nonfiction Science and Social Studies Texts

The use of nonfiction texts is increasing due to requirements of the CCSS. Classroom teachers may be searching for these texts on their own or with the help of a teacher librarian. Both teachers and teacher librarians should examine the accuracy of information represented in the texts used for instruction. Bickford and Rich (2014) conducted a qualitative research study of trade books' representation of three historical figures: Eleanor Roosevelt, Rosa Parks, and Helen Keller. Fifteen books — expository, narrative nonfiction, graphic novel, and historical fiction — about each figure were randomly selected from a larger set with an elementary reading level and audience. The books were read and evaluated three times; the final reading used a content analysis tool created by Bickford. Findings reported specific historically significant misrepresentations and inconsistencies and suggested ways to use primary documents alongside trade books to build students' historical thinking.

Like Bickford and Rich (2014), Short (2010) also analyzed trade books; specifically, physical science books for third through eighth grade from the annual Outstanding Science Trade Books list published by the National Science Teachers Association (NSTA). Only 17 books from the last 10 years of the list were determined to be physical science books and were therefore examined for errors and misconceptions. The books were read and evaluated twice by Short and a section of his work was checked

by two other readers. Two forms of evaluation were used. First, the books were examined to determine accuracy according to the American Association for the Advancement of Science benchmarks. Short found eight books were 100% accurate, eight were 90% accurate or higher, and one was less than 90% accurate. Next, the books were analyzed for errors such as “bad definitions, other misconceptions, [and] incorrect illustrations” (p. 23). Only one of the 17 books was found error free but most of the books had fewer than five of these types of errors.

Atkinson, Matusevich, and Huber (2009) also evaluated science books. However, the main goal of their study was to develop an evaluation tool for beginning teachers who have not yet gained the necessary content knowledge to make informed decisions when choosing trade books. A mathematics and literacy rubric created by Patricia Hunsader was used as a starting point to build an evaluation tool for science trade books. The researchers then combined their experience as elementary teachers, administrators, and professors with aspects of other evaluation tools to develop their tool. This evaluation tool was then used by the researchers and 29 preservice teachers to examine trade books. The preservice teachers found the rubric “offered specific content area guidelines, facilitated careful book analysis, focused on both content area and literary value, and provided a tool that would be used in the future” (p. 493). The researchers concluded use of the textbook publisher-recommended lists, as a starting point in combination with use of the evaluation tool was superior to simply choosing books from the publisher-recommended lists. The evaluation tool developed in this study was useful when considering evaluation of materials in the current study.

The previous three studies examined nonfiction texts to be used for classroom instruction. Bickford and Rich (2014) reported significant misrepresentations and inconsistencies in biographical trade books and suggested ways to balance them with primary resources during instruction. Short (2010) analyzed physical science trade books for accuracy according to benchmarks of the American Association for the Advancement of Science benchmarks. Atkinson, Matusevich, and Huber (2009) developed an evaluation tool to be used with science trade books and tested its use personally and with preservice teachers. These studies informed the current study through their provision of examples of ways to evaluate texts.

Teacher Librarians' Management of Nonfiction Texts to Support Curriculum

Classroom teachers may need help meeting the CCSS expectation that 50% of students' reading exposure throughout the day be with informational texts. Classroom teachers may have the best intentions in mind when searching for texts to support the curriculum but may come up short. A teacher librarian can provide them with high quality informational choices in the school library. Woo (2014) used a survey to measure attitudes, expectations, and practices of teacher librarians in regard to the CCSS informational text requirements. Woo analyzed 102 surveys of teacher librarians in schools teaching pre-k-12th grade. Fifty-five percent taught at schools serving students k-2nd grade, k-5th grade, or k-6th grade. On average each member of the group had 10.9 years of experience as a teacher librarian. Woo looked closely at teacher librarians' practices in relation to reading informational texts and found that 75% of teacher librarians suggested texts to classroom teachers and 52% purchased texts because they were marketed as being aligned to the CCSS. Under the topic of collaboration with

classroom teachers, Woo reported 69% of teacher librarians suggested collaborations with classroom teachers, but only 51% actually completed the collaborations. The main reason mentioned as to why those suggestions did not develop was a shortage of time. A long-term plan has been made for 62% of those surveyed to include more informational texts in their libraries. These are all ways the teacher librarian can support classroom teachers with informational texts.

Woo (2014) examined the teacher librarian role in relation to informational texts, while O'Neal (2004) analyzed and compared perceptions of teacher librarians to that of classroom teachers and administrators. O'Neal's focus was on the teacher librarian's role in the school's instructional program. Surveys were completed by 205 participants. Of those, 106 were employed in elementary schools, 51 in middle schools, and 48 in high schools. One suggestion made from the results is to integrate units related to the teacher librarian's role in curriculum and instruction into both administration and teacher education programs. The findings showed some teachers understand the evolution of the teacher librarian's role in instruction but some administrators may not be promoting that role through leadership. Also, some teacher librarians are not advocating for themselves and what they have to offer regarding curriculum support. This study reports that not all teacher librarians are living up to their potential as a resource for the school's instructional program.

O'Neal (2004) found there were differences between understandings and the reality of the teacher librarian's role in supporting curriculum among classroom teachers, teacher librarians, and administrators. Shannon (2009) researched the role of the teacher librarian specifically according to principals. A questionnaire was completed by 189 K-

12 principals, 122 of which were elementary principals, in South Carolina. The survey topic was librarian competencies of the national standards for library media programs at the time of the survey. The results showed 80% of principals were satisfied or very satisfied with their current teacher librarians. The findings also showed principals ranked the teacher librarian's ability to build an up to date collection that meets the needs of the curriculum as the third most important competency. The most important competency is collaborating to teach students critical informational skills and the second is collaborating to integrate "information literacy skills into the school's curriculum" (p. 10). All three of these highly noted competencies could occur through the use of informational texts. The principals in Shannon's research seemed to have a thorough understanding of how important the teacher librarian is to the school's curriculum.

Woo (2014) reported ways teacher librarians can support classroom teachers in their use of informational texts. O'Neal (2004) claimed that according to teachers, teacher librarians, and administrators, the understanding of the teacher librarian's role in curriculum and their actual duties may not be consistent. Shannon (2009) emphasized the importance of teacher librarians to the school's curriculum. These studies provided evidence of the teacher librarian's role in relation to curricular use of informational texts for the current study.

Summary

Classroom teachers may search for nonfiction texts for many different reasons. The teacher may be encouraging links between inquiry and science literacy (Ebbers, 2002), meeting CCSS by using nonfiction in classroom instruction, or collaborating with teacher librarians. The quality of nonfiction texts varies depending upon the selection

criteria used. However, many classroom teachers use what is readily available to them. Therefore, teacher librarians must support the school's curriculum with high quality informational texts (Woo, 2014). The current study examined the availability, quality, and usefulness of primary nonfiction economic resources found in two elementary schools libraries.

CHAPTER 3

METHODOLOGY

The teaching of some primary elementary teachers is being limited in schools with a lack of rich science and social studies library collections that have been developed by a professional teacher librarian through collaboration with teachers. In this study, the researcher analyzed and compared school library resources for the same economics unit taught in two different elementary schools' primary classrooms, including the quality of resources available and their usefulness in teaching social studies economics standards.

The research questions asked,

1. What differences exist between the two schools in the quantity and quality of school library resources for teaching economics in the primary grades?
2. What differences exist between the two schools in the school library resources' relevance and usefulness for teaching economics in the primary grades?
3. In what ways do the quality and usefulness of the resources available support or inhibit primary teachers' instruction to meet economics standards?
4. In what ways does an adequate school library budget and the professional teacher librarian support collection development that impacts the level and quality of primary grades instruction?

Research Design

In order to analyze and compare the quality and usefulness of school library resources available, the researcher used content analysis to complete a qualitative

research study. Qualitative content analysis examines topics, themes, and inferences the researcher can draw from those topics and themes through the data (Wildemuth, 2009). Qualitative content analysis was appropriate for the current study because the researcher selected specific texts to inform the research questions through the development of coding schemes. Wildemuth (2009) stated, “samples for qualitative content analysis usually consist of purposively selected texts, which can inform the research questions being investigated” (p. 309). Such is the case in this study because nonfiction texts that could be useful for teaching specific economics standards were chosen from each of the two school libraries. The presence in school libraries of relevant nonfiction texts of high quality for use by primary teachers relies on meaningful collaboration between teachers and teacher librarians. This research assessed and reported on the quality and potential use of the resources found in the school libraries studied.

Procedures

The study took place in two k-5 elementary schools in two different Nebraska school districts with similar student populations. Both districts are urban with enrollment in the district of School A just over 3,900 and enrollment in the district of School B nearly 3,800. However, the two libraries differ in professional librarian staffing levels. School A shares a teacher librarian with two other buildings in that district, whereas School B has a full time teacher librarian in their building. Both schools include three sections each of second grade. School A serves 367 students and hosts a collection of 10,687 items. School B serves 330 students and hosts a collection of 7,542 items.

Data Sources

The data utilized in this research was derived from existing documents and artifacts. Use of existing documents is an unobtrusive data collection method. First, the researcher identified the phenomenon of interest. Second, the researcher defined a link between the phenomenon of interest and the documents of the study, in this case, nonfiction library texts in two schools (Wildemuth, 2009). The current study identified and analyzed nonfiction texts that might be considered for use during instruction when teaching a second grade economics unit. The researcher searched each library catalog using the following search terms relevant to the unit: *economics, resources (capital & human), goods, services, producers, profit, income, money, currency, coin, taxes, selling, purchasing, and spending*. In addition, the researcher browsed the shelves surrounding the locations of identified texts (that is, utilized collocation and serendipity) in order to connect to additional texts within the Dewey decimal range of 330-339. The researcher identified books with reading levels appropriate for second graders. Books in the sample begin with the reading grade level 0.9 and include books with reading grade levels up to 3.9. Books with reading grade levels of 4.0 and beyond were not included. In School A there were a total of 37 books identified.

The researcher initially reviewed all texts selected for the study to determine if material relevant to the economic standards was present. In order to qualify for this study, the researcher determined the book could be used to teach at least one of the economics standards. If the books did not apply to the standards they were not chosen for the study. In order to analyze an equal number and the most recent titles for each school, the most current 37 books were analyzed from School B. The researcher collected and analyzed

the texts using a list of nonfiction quality characteristics (see Appendix A). The list is adapted from Donovan and Smolkin (2001) and Short (2010) and includes the following criteria: content, attention to visual features, grade level appropriateness, child-centered/high interest, errors, and potential use. For purposes of this study, the content evaluation portion of the texts is based on the Nebraska second grade social studies economic standards.

Data Analysis

The researcher used qualitative content analysis to examine the availability, quality, and usefulness of primary nonfiction economics resources found in two different elementary school libraries. This method used inductive reasoning as “themes and categories emerged from the data through the researcher’s careful examination and constant comparison” (Wildemuth, 2009, p. 309). Wildemuth (2009) states qualitative content analysis includes eight steps. The researcher prepared the data, defined the unit of analysis, developed categories and a coding scheme, tested the coding scheme on a sample, coded all the text, assessed the coding consistency, drew conclusions, and here reports on the findings which include the number of potentially useful quality texts found in each school library. Usefulness of texts is defined as texts that a classroom teacher could potentially use in instruction, for example a text that has rich content for a read aloud, quality images for discussion, or clear headings and other text features to support students’ independent use. Usefulness was determined by the researcher using the data in Appendix A about the contents, standards connections, copyright data, images, errors, and the book review. Finally, the researcher summarizes the overall potential classroom use for each resource, drawing conclusions about the usefulness of all economics

resources for School A and for School B. In this context, the researcher also reports on the relationship between the resources and the percent of time the teacher librarian was assigned to each school such as full time to one building or split between more than one building.

CHAPTER 4

FINDINGS

The teaching of some primary teachers is being compromised in schools with a lack of rich science and social studies library collections that have been intentionally developed by a professional teacher librarian in collaboration with teachers. The purpose of this study was to analyze and compare school library resources for the same economics unit taught in two different elementary schools' primary classrooms, including the quality of resources available and their usefulness in teaching social studies economics standards.

The population of the study consisted of two elementary schools with grades Kindergarten through 5th grade in two different school districts in Nebraska with similar populations. Thirty-seven books from each school's library that related to the Nebraska second grade social studies economics standards were identified for the study. The texts were analyzed according to the initial nonfiction characteristics list found in Appendix A. The characteristics included the following: title, author, number of pages, reading level, concepts/content, visual features, child orientated/high interest, errors, copyright year, and potential use.

Differences in Quantity and Quality Characteristics

A difference in the quantity of texts that supported the identified economic standards was apparent immediately after looking through catalogs from each library. In the library of School A, 38 books were initially identified. However, when the books were pulled for examination, one book was discovered to be missing lowering the total to 37. In the library of School B, 89 books were identified to support the economics standards. However, only the most recent 37 of those texts were analyzed so that an equal

number of texts from each library were included in the study. Notably, the total number of available texts supporting the standards in School B was more than double the number of texts in School A.

Of the 37 books from School A, the researcher suggested using 19 of them for teaching the Nebraska second grade social studies economics standards. Reasons to not use the remaining 18 texts included the following: errors, out of date photographs, low quality stories, and out of date copyrights (Lowe, 2014). Six included errors, two had out of date photographs, six were low quality stories about careers, and four were considered out of date according to their Copyright date. Horn Book ratings were found for 10 of the texts. Horn Book ratings range from one to six with one being outstanding, two being superior, three being recommended and satisfactory, four being recommended with flaws, five being marginal, and six being unacceptable (Rating System in the Horn Book Guide, n.d.). This collection had five texts with level five ratings, one with a level four rating, and four with level three ratings.

From the 37 books at School B, the researcher suggested using 33 of the books for teaching the Nebraska second grade social studies economics standards. Two texts were not suggested because they do not easily apply to the standards, one was poorly organized, and one included errors. Therefore, School B had 15 more suggested books than School A from the total of 37 analyzed in each school. Horn Book ratings were found for 11 of the texts in School B. Five texts received level five ratings and six texts received level four ratings. As seen below in figure 1, there was also a notable difference in the Copyright dates. Texts from School A had Copyright years from 2004-2015 and

texts from School B had Copyright years from 1987-2009.

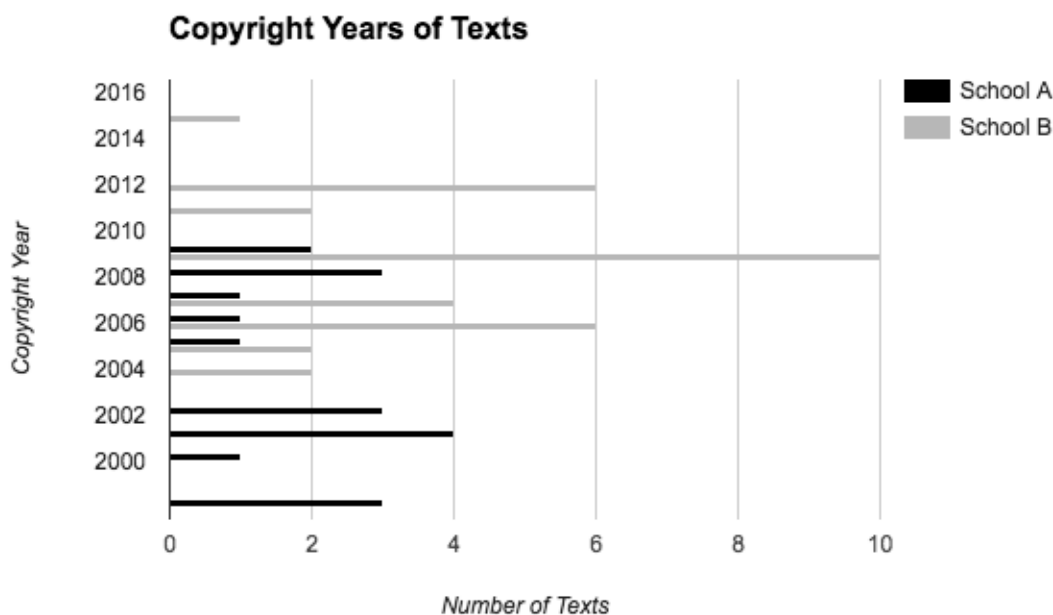


Figure 1. Bar graph showing the number of texts with each Copyright year of the analyzed texts from each school.

Differences in Relevance and Usefulness

Relevance to the curriculum was contextualized in terms of the related state standards. The 19 suggested texts from School A met 4 of the 5 Nebraska second grade social studies economics standards from the Nebraska Department of Education (2012). None of the books met standard 2.2.1, “Students will recognize resources are limited, so other choices must be made and something must be given up (opportunity cost)” (p. 8). Two books met standard 2.2.2, “Students will recognize that producers use resources to make goods, deliver services, earn a profit, and satisfy economic wants” (p. 8). Fifteen met standard 2.2.3, “Students will describe how people earn income/wages through work” (p. 9). Three met standard 2.2.6, “Students will demonstrate knowledge of

currency, its denominations, and use” (p. 9). Fourteen met standard 2.2.10, “Students will understand what goods and services governments provide” (p. 9). Seventeen were determined useful as a read aloud, 11 could be used for student research, and 14 could be used for independent reading.

The 33 suggested texts from School B also met 4 out of 5 of the Nebraska second grade social studies economics standards from the Nebraska Department of Education (2012). Zero books met standard 2.2.1. Three books met standard 2.2.2. Twenty-four met standard 2.2.3. Eight met standard 2.2.6. Twenty-three met standard 2.2.10. Thirty-two were determined useful as a read aloud, 16 could be used for student research, and 22 could be used for independent reading.

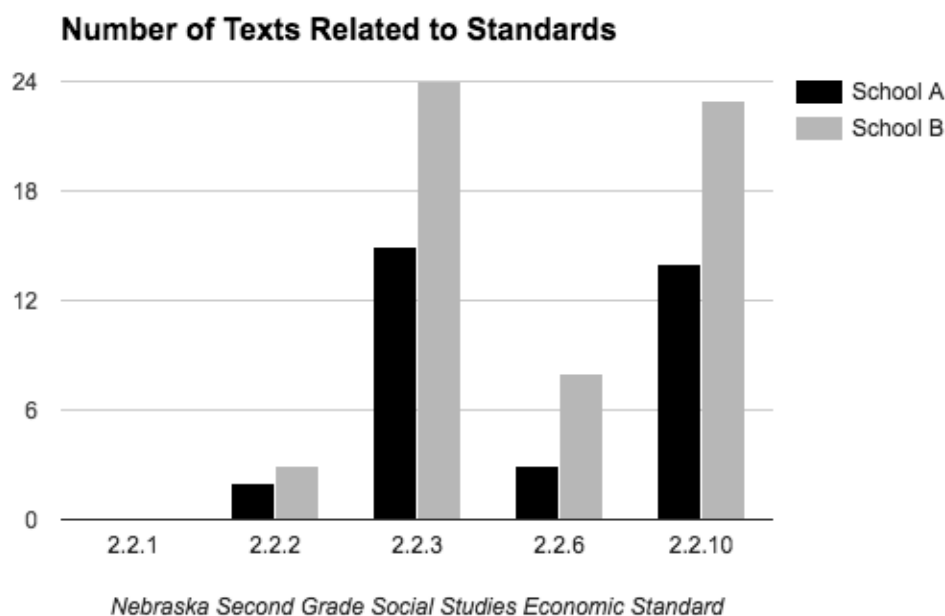


Figure 2. Bar graph showing the number of texts that relate to the Nebraska second grade social studies economic standards.

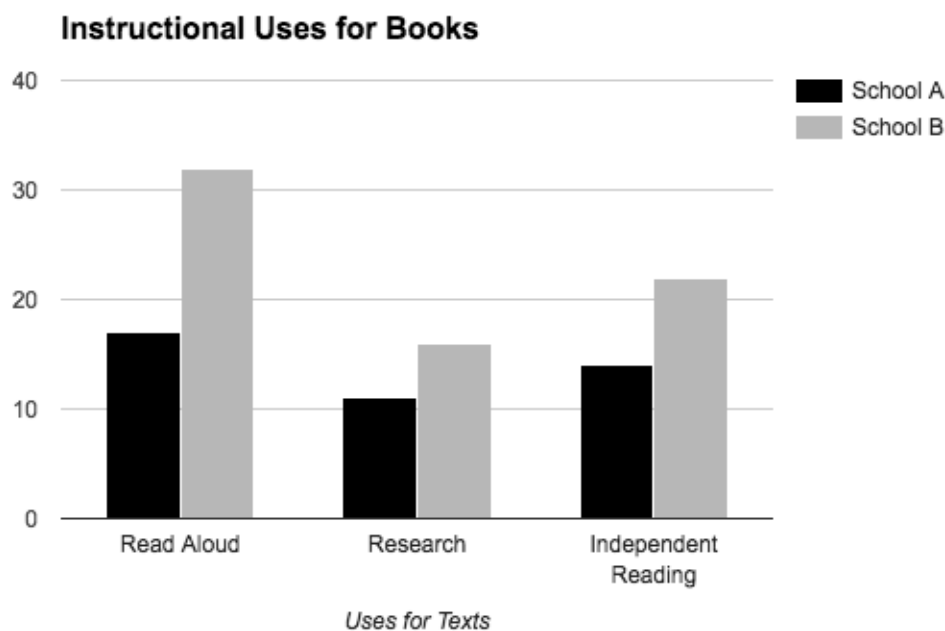


Figure 3. Bar graph showing the number of texts from each school that can be used in various ways.

Discussion of Themes

In addition to the above analysis of the books' copyright dates, book reviews, and connections to standards, I also analyzed the relevance and usefulness of each book from the perspective of a primary grades classroom teacher. I used detailed information from multiple book reviews and my own reading and interpretation of each book to develop a qualitative content analysis coding schema. I included my notes in a table (see Appendix A) in which I summarized potential classroom uses of each book. I included coded information based upon Donovan and Smolkin (2001) and Short (2010) to include concepts/content, visual features, child-oriented/high interest, errors, and potential use of the book. I incorporated all of these pieces of information into my general summary of potential use of each item. After completing an analysis of each item, I re-read my notes

about potential uses in order to identify themes about the overall usefulness of these books. Given that classroom teachers are charged with teaching specific content standards, I used the content standards for the primary second grade economics unit as an organizer for my development of these themes. The four sections (Institutions, Government, Financial Literacy, and Markets) and the corresponding themes of Child-oriented, Real Life, Clear Depictions of Currency and Exchange, Clear Depictions of Opportunity Cost, and Clear Depictions of Goods Distribution Processes are described below.

Institutions

The section labeled “Institutions” in the Nebraska second grade social studies economic standards by Nebraska Department of Education (2012) includes standard 2.2.3 “Students will describe how people earn income/wages through work” and indicator 2.2.3a “Match capital resources and human resources with jobs in the community or home (e.g., tractors and farmers)” (p. 9). The results of this qualitative content analysis demonstrate the theme of Child-oriented. The best resources to introduce the standard itself must be easily relatable and oriented to a child’s perspective. As such, the most useful resources for this indicator portray high interest careers, tools needed in those careers, visual features such as table of contents and headings, and are at the primary grade reading level.

School A had 15 texts aligned to the Institutions standard. Three possible texts (two were literary texts) included the information necessary to meet the Nebraska second grade social studies standard 2.2.3 introducing the concepts of work, income, and purchases. One literary text example, *Sluggers' Car Wash* by Stuart J. Murphy (2002), is

written in a narrative format with a plot about a team washing cars to earn money for new uniforms. In 2003, the text received a three on the Horn Book rating scale, the highest of any book identified from these schools for this unit, and according to the review itself includes “spirited images” and “wit” throughout the book (p. 126). An alternative traditional nonfiction text, such as *Childcare Workers* by Karen Bush Gibson (2000), including a variety of visual features (photographs, a table of contents, headings, a glossary, and highlighted words with definitions on the bottom of the page) may also be used to introduce this standard. This text is especially useful if the teacher is planning to highlight those visual features. Following the introduction, students could use texts from the library to complete research to meet the indicator 2.2.3a. Accordingly, in order to launch student research, the teacher could model how to use the table of contents in *Childcare Workers* to quickly find the tools they use.

School A possessed 13 texts that lend themselves to this type of student research. These texts include visual features such as a table of contents, bold or highlighted words, headings, photographs, captions, and a glossary that make the text easy to navigate. Careers portrayed in the texts include the following: mayors, builders, chefs, mail carriers, firemen, food service workers, musicians, police officers, teachers, childcare workers, nurses, and construction workers. However, this research would need to be completed in groups in School A because 13 texts is not enough for a typical class size of around 24 students. An example of a text that would not be used for this study due to the errors it includes is *Librarians* by Alice K. Flanagan (2001). According to Barbara Auerbach (2001) of *School Library Journal*, “the first half of the illustrations show libraries with card catalogs and sign-out circulation cards. Later, in the tools and

equipment section, it says that librarians use scanners to check out books and computerized catalogs to look things up” (p. 141). The photographs also do not depict what a current library or media center looks like. This content may confuse students. In contrast to School A’s 15 texts aligned to the Institutions standard, School B had 24 texts for this standard. School B had two traditional nonfiction texts that would be useful for a teacher to introduce the standard 2.2.3 titled *Earning Money* by Mary Firestone (2005) and *Goods and Services* by Janeen R. Adil (2006). The texts are organized well and include relatable examples so that students will understand them. For example, *Earning Money* pictures a child doing various things such as setting up a lemonade stand, shoveling snow, selling old toys, and painting a bench to earn money to buy a new toy. This is a similar example to the text in School A *Sluggers' Car Wash* in which the characters wash cars to earn money to purchase new team uniforms.

Following the teacher’s introduction to the standard, independent student research could again be used to meet the indicator. School B has 24 child-oriented texts that include visual features that easily lend themselves to student research. This means all students of a typical class size of 24 could complete individual research at School B by identifying the capital resources and human resources included in the texts. Notably, School B may potentially have more texts fitting this and other indicators because only 37 of the 89 identified economics texts in this school could be analyzed for this study. The careers included in those books analyzed were construction workers, pilots, doctors, police officers, sanitation workers, EMTs, space travelers, fireman, soldiers, marines, airmen, truck drivers, farmers, and dentists. The books in the Community Helper Mystery series written by Amanda Doering Tourville, such as *Whose Gadgets are These?* (2012),

lend themselves nicely to this research. First, they introduce the tools used by a mystery worker. Students must then read on to find out if their prediction about the worker who uses the tools is correct or not. A text to leave out of this study is *Life at Work* by Vicki Yates (2008). The text received a five on the Horn Book rating scale meaning it is “seriously flawed but with some redeeming quality” (Rating System in the Horn Book Guide, n.d.). The text briefly introduces different careers that according to *Horn Book Guide* include “generalizations that could confuse young children”.

Government

The section labeled “Government” in the Nebraska second grade social studies economic standards includes standard 2.2.10 “Students will understand what goods and services governments provide” and indicator 2.2.10.a “Identify goods and services that governments provide and where they get the money to pay for the services (taxes) (e.g., water, fire department, police, schools)” (p. 9). The theme identified in this content analysis to represent resources to teach about government-provided goods and services is Real Life. The best resources to teach the standard include real life examples of goods and services within government provided careers to which students can easily relate. Ideally, texts would include traditional visual features of informational texts such as a table of contents, bold or highlighted words, headings, photographs, captions, and a glossary. A bonus feature included in some texts was a ‘learn more’ section that lists related websites or books for further reading. This area is useful for both students and teachers.

School A included 13 texts useful for this standard. One text met the standard and the indicator, while the remaining texts only met the standard. A particularly useful

resource for the indicator included grade level appropriate information about taxes. *The Mayor's Office* by David and Patricia Armentrout (2009) was the single text out of the books that were analyzed from School A that mentioned taxes. The text includes the following visual features: photographs, table of contents, bold words, headings, labels, captions, glossary, index, to learn more, and a pronunciation guide. The content areas covered are leadership, city council, taxes, and what a mayor does. To meet the standard, the teacher must supplement the book by reviewing background knowledge about goods and services and including other career examples. This book would be useful to introduce both the standard and indicator, and then the remaining 12 texts could be used for groups to read, identify, and discuss if the featured career was providing a good or a service. A text that was not chosen to include for this standard was *A Day in the Life of a Doctor* by Linda Hayward. According to Karen Lowe (2014), this text should be removed from the library because its 2001 copyright date is too old for a book about medicine. The photographs in the text depict out of date ways of keeping print medical charts, which are now kept in digital formats.

In contrast to School A, School B included 23 texts useful for this standard. One book was especially useful for teaching the standard and the indicator because it was the only text analyzed from School B that include information about taxes. The text, *Goods and Services* by Janeen R. Adil (2006), covered things people buy, goods and services, government services, producers, consumers, and earning income. For this reason, this single text is potentially useful for teaching all of the following Nebraska second grade social studies economic standards: 2.2.2, 2.2.3, and 2.2.10 and the indicator 2.2.10a. The text includes these visual features: table of contents, headings, bold words, photographs,

glossary, pronunciation guide, learn more, and an index. The other 22 texts could be used for students to individually read, identify, and discuss the featured career providing a good or a service. In a typical class of 24, some students may have to work with a partner or the teacher may have to find two books outside of the library in order to have enough for everyone to read their own text and apply what they are learning.

Financial Literacy

The section labeled “Financial Literacy” in the Nebraska second grade social studies economic standards includes standard 2.2.6 “Students will demonstrate knowledge of currency, its denominations, and use” and indicator 2.2.6.a “Make transactions using currency emphasizing its use as a medium of exchange (e.g., school store, buying pencils)” (p. 9). The theme designated in this content analysis for resources to teach about financial literacy is Clear Depictions of Currency and its Exchange. The indicator can be modeled through texts but should ultimately be met through an activity of making transactions in the classroom. A great resource for teaching this standard and indicator would include identification and exchange of currency in a transaction. Real color photographs of currency are most helpful for students to learn identification.

School A had three texts potentially useful for this standard and indicator when combined with pre-teaching. *Sluggers' Car Wash* (2002) mentioned previously with standard 2.2.3 and *The Penny Pot*, both by Stuart J. Murphy (1998), assume students have prior knowledge about coins and their denominations modeling how to count unlike coins. Therefore, the teacher must teach what a penny looks like and the fact that it is worth one cent and so forth with the other coins before using these texts. The teacher must also model how to count unlike coins for students to understand the concept as it

happens in the texts. *Benny's Pennies* by Pat Brisson (2002) can be used to teach about pennies but the other coins are not included. All of these texts are literary in design thus using illustrations instead of photographs and employing only minimal visual features.

School B owned eight texts that could be used to teach the standard and indicator. The All About Coins series by Kara Kenna includes the following texts: *Pennies*, *Nickels*, *Dimes*, and *Quarters* (2009). These texts are useful to teach basic coin identification and denominations called for in the standard as well as some history about each coin. In *What is Money?* by Mary Firestone (2005), a relatable storyline is included about a girl making a trade at lunch and buying flowers with her mom. These examples help students connect to the ideas of bartering and purchasing making it useful for both the standard and indicator. According to Weisman (2004) of *Booklist*, "Frequent crisp, full-color photographs and charts appear on nearly every page, helping to break up the text and clarify its key points" (p. 4). *Sorting Money* by Jennifer L. Marks (2012) and *Spending Money* by Natalie M. Rosinsky (2004) are useful informational texts including small relatable storylines with children to teach this standard and indicator. A hands on activity encouraging playing store is included in the back of *Spending Money* which could be helpful to meet the indicator. *Saving Money* by Natalie M. Rosinsky (2004) stretches the concept explaining "the importance of saving and donating money" (Jaffee, 2016, p. 139).

Markets

The section labeled "Markets" in the Nebraska second grade social studies economic standards includes standard 2.2.1 "Students will recognize resources are limited, so other choices must be made and something must be given up (opportunity

cost)” and indicators 2.2.1.a “Identify resources (inputs) that make up various good and services” and 2.2.1.b “Identify what items are eliminated when a choice is made (tradeoff)” (p. 8). A resource for this standard and indicators would make this abstract concept relatable for young students by including Clear Depictions of Opportunity Cost. Neither School A nor School B had texts useful for addressing this standard and indicators. The markets section also included a second standard 2.2.2 “Students will recognize that producers use resources to make goods, deliver services, earn a profit, and satisfy economic wants” and indicator 2.2.2.a “List various goods and services that can be produced with the same list of resources (e.g. soil, seed, and labor used to produce animal feed, plastics, cereal, or fuel)” (p. 8). The theme designated in this content analysis for resources to teach about markets is Clear Depictions of Goods Distribution Processes. A useful resource for this standard and indicator includes colorful imagery to portray the process described in the standard and relatable child-oriented examples for the indicator.

School A owns one text including illustrations and a story like quality, *Milk: From Cow to Carton* by Alikei (1992), that meets the standard and eludes to the indicator without entirely meeting it. According to Dr. Beverly Kobrin of *Children’s Literature*, the text is “One of the best books for very young readers on how cows make milk and [the process that depicts] how it gets from farm to table plus a look at the variety of foods made from milk” (para. 1). The text discusses how a single resource, milk, can be combined with others to be made into different goods instead of using a list of resources as in the example from the indicator. Therefore, the text does not entirely meet the indicator but the teacher could use the example as a starting point upon which to expand.

The second text, *The Milk Makers* by Gail Gibbons (1987), is similar to the first also including a connection to the indicator by mentioning many things that are made from milk.

School B possesses three nonfiction texts useful with this standard and indicator. Two previously mentioned with standard 2.2.3, *Goods and Services* (2006) and *Earning Money* (2005), and one additional book, *Supply and Demand* by Janeen R. Adil (2006). In this text, students learn about the processes of supply, demand, and choices. Nancy Garhan Attebury from *Children's Literature* indicates an advantage of this book is that “pages contain large print and few sentences while clearly getting the idea across” (para. 1). The indicator is not met with these texts because the author does not include information about how the same list of resources can be used to make different products. Including examples of using a list of resources such as soil, seed, and labor to produce animal feed or fuel would meet this standard. For that reason, the teacher would need to add an activity or discussion in order for the students to gain understanding of the concept.

Summary

School B had a higher quantity of resources meeting the standards as well as more texts determined to be of high quality. The texts of School B had newer Copyright dates ranging from 2004 to 2015 and were therefore more current than texts from School A ranging from 1987 to 2009. Nineteen texts out of the 37 analyzed from School A were suggested for potential use, whereas 33 of the 37 analyzed from School B were suggested for use. School A had resources available to meet the 4 Nebraska second grade social studies standards but in smaller numbers when compared with School B who also had

texts meeting the same 4 standards. School B had a larger number of texts available to use for read alouds, research, and independent reading than School A. If the resources available are not of high quality, a teacher may choose not to use them for instruction. There were 19 resources from School A deemed not useful nor of high quality and only three from School B. These lower quality texts are symptoms of a school library collection that lacks adequate attention to collection development. Collection development aligned to the current curriculum is accomplished through adequate professional teacher librarian staffing and support for collaboration with classroom teachers.

CHAPTER 5

CONCLUSIONS

The teaching of some primary teachers is being compromised in schools with a lack of rich science and social studies library collections that have been intentionally developed by a professional teacher librarian in collaboration with teachers. Teacher librarians must support the school's curriculum with high quality informational texts (Woo, 2014). The purpose of this study was to analyze and compare school library resources for the same economics unit taught in two different elementary schools' primary classrooms, including the quality of resources available and their usefulness in teaching social studies economics standards. Overall, the teacher librarian in School A is stretched too thin by having to divide time between multiple buildings and therefore cannot provide the support to primary teachers through a high quality collection that the full time teacher librarian in School B can.

Effects on Primary Teachers' Instruction

In addition to the importance of collection development to support the curriculum, high quality resource-based instruction also relies upon abundant, positively reviewed resources. Although School B possesses more resources aligned to instruction than School A, neither school had books to meet the Nebraska second grade social studies economic standard 2.2.1. Teachers in both schools are left to teach the standard without informational texts from the library. Alternatively, a professional teacher librarian could identify a text that tells a story and includes an example of opportunity cost, which is the main concept of the standard. For example one book with this concept is *Erandi's Braids*

by Antonia Hernandez Madrigal. The teacher may also choose to meet this standard with a hands on activity instead of through the use of a text.

In conclusion, primary teachers from School A have fewer choices overall for each use than do primary teachers from School B. School B has enough texts for an average class of 24 students to complete independent research for meeting the Nebraska second grade social studies economic standard 2.2.3, whereas School A with only 15 applicable texts does not. This limits the options for instruction to read alouds or group research for the primary teachers at School A. Primary teachers in School B have more options for the type of instruction used to teach the standards as well as a greater number of texts available to use in that teaching.

Effects on Collection Development

Differences in the collections were easily revealed when the number of texts available were compared; School A had 37 texts meeting the standards and School B had 89. Copyright years of the texts owned by School A were also older than the texts owned by School B. Therefore, it seems collection development in School B is stronger than in School A. The teacher librarian in School B has a healthy library budget, works full time in only School B, and collaborates with primary teachers on a regular basis throughout the year. The teacher librarian in School A also has a healthy library budget but works part time in School A splitting time with 2 other buildings within the district, and thus does not collaborate with primary teachers. This divided time impacts the quality of the school's library collection, which in turn impacts the instruction primary classroom teachers can provide. Weisman (2012) suggests teacher librarians evaluate the quality of current nonfiction materials due to the emphasis on the use of complex informational

texts in the classroom that has resulted from the implementation of the CCSS. Karen Lowe (2014) provides a detailed process librarians can follow in library collection management to align resources with the curriculum. The library in School A would benefit from time spent evaluating the quality of their current nonfiction collection and purchasing new texts aligned to the curriculum. School B already seems to have professional staffing at a level in which there is time to do this evaluation on a regular basis because the collection is more up to date and includes a greater number of texts aligned to the standards. Employing a full time teacher librarian with a healthy budget School B currently provides a strong collection of instructional resources aligned to the curriculum as it is taught.

Overall, the data reveals that employing a full time teacher librarian at one school positively impacts the collection. This in turn, positively impacts the teaching of standards by the primary teachers utilizing the library collection. Many of the texts analyzed are written at an independent reading level for second graders but would not be appropriate for first graders. Therefore, first graders would be limited from using the texts for research. The most suggested use of text was as a read aloud. A recent strategy in science and social studies instruction is to let students direct their own learning. Teachers cannot accomplish this without supportive resources.

Future Research

If this research were to be extended, this researcher would like to conduct the study with additional primary grade levels such as first grade and kindergarten and do so at different schools. Comparing the findings across schools and measuring their degree of consistency would be interesting. If possible, it would also be informative to analyze the

library of a teacher librarian who is fully involved in curriculum changes at the district level. Would such an examination reveal an even stronger nonfiction library collection comprised of more relevant materials useful for teaching the curriculum through child-oriented and real life texts?

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APPENDIX A

NONFICTION ECONOMICS BOOKS CHARACTERISTICS ANALYSIS*

Title	Author*	No. of pages	Reading Level	Concepts* /Content***	Visual Features*	Child-oriented/high interest*	Errors**	Copyright year	Potential Use*

*Characteristics adapted from Donovan and Smolkin (2001).

**Characteristic adapted from Short (2010).

***Content analyzed using Nebraska Social Studies Standards.

APPENDIX B

SCHOOL A PRIMARY GRADES ECONOMICS MATERIALS

Title	Author	No. of pages	Reading Level	Concepts*/Content***	Copyright Year
Mayors+	Alice K. Flanagan	32	2.1	Informational ideas-Standards: SS 2.2.10, SS 2.2.3.a What mayors do, where they work, who they work with, training, skills, tools and equipment, problems, how they help others.	2009
The mayor's office+	David and Patricia Armentrout	24	2.9	Informational ideas-Standards: SS 2.2.10, SS 2.2.10.a Leadership, voting, city council, taxes, what a mayor does.	2009
Builders+	Dana Meachen Rau	31	1.6	Informational ideas-Standards: SS 2.2.10, SS 2.2.3.a Tools builders' use and what they do with them.	2008
Chefs+	Dana Meachen Rau	31	1.6	Informational ideas-Standards: SS 2.2.10, SS 2.2.3.a Tools chefs' use and what they do with them.	2008
Mail carrier+	Dana Meachen Rau	23	1.9	Informational ideas-Standards: SS 2.2.10, SS 2.2.3.a Tools mail carriers use and what they do with them.	2008
A very busy firehouse+	Alyse Sweeney	24	2.6	Informational ideas-Standards: SS 2.2.10, SS 2.2.3.a What firefighters do, where they work, tools they use, things you will see at the fire station.	2007
Pets at the vet	Alyse Sweeney	24	2.8	Informational ideas-Standards: SS 2.2.10, SS 2.2.3.a What veterinarians do, tools they use, kinds of veterinarians.	2007
Police officers on the go!	Alyse Sweeney	24	2.7	Informational ideas-Standards: SS 2.2.10, SS 2.2.3.a What police officers do, where they work, tools they use, who they work with, kinds of police officers.	2007
Welcome to the library	Alyse Sweeney	24	2.6	Informational ideas-Standards: SS 2.2.10, SS 2.2.3.a What librarians do, tools they use, what you can do at the library, what you will see at the library.	2007
Who works at the zoo?	Alyse Sweeney	24	2.7	Informational ideas-Standards: SS 2.2.10, SS 2.2.3.a Different zoo workers, what they do, tools they use, what some animals eat.	2007
Jobs people do	Anita Ganeri	24	3.9	Informational ideas-Standards: SS 2.2.10, SS 2.2.3.a Overview of various careers.	2005
Caring for your pets: a book about veterinarians	Ann Owen	24	2.7	Informational ideas-Standards: SS 2.2.10, SS 2.2.3.a What veterinarians do, where they work, tools they use, symptoms of pets who need to see the vet.	2004

Delivering your mail: a book about mail carriers	Ann Owen	24	3.1	Informational ideas-Standards: SS 2.2.10, SS 2.2.3.a What mail carriers do, tools they use.	2004
Helping you heal: a book about nurses	Sarah C. Wohlrabe	24	2.8	Informational ideas-Standards: SS 2.2.10, SS 2.2.3.a What nurses do, tools they use.	2004
Helping you keep healthy: a book about doctors	Ann Owen	24	2.8	Informational ideas-Standards: SS 2.2.10, SS 2.2.3.a What doctors do, important dates in medical history, tools they use.	2004
Helping you learn: a book about teachers	Sarah C. Wohlrabe	24	2.9	Informational ideas-Standards: SS 2.2.10, SS 2.2.3.a What teachers do.	2004
Taking you places: a book about bus drivers	Ann Owen	24	2.9	Informational ideas-Standards: SS 2.2.10, SS 2.2.3.a What bus drivers do, kinds of buses.	2004
Bank tellers	Cynthia Klingel & Robert B. Noyed	32	3.8	Informational ideas-Standards: SS 2.2.10, SS 2.2.3.a What bank tellers do, where they work, who they work with, training, skills, tools and equipment, problems, how they help others.	2003 (discard according to Lowe)
Farmers	Alice K. Flanagan	32	3.7	Informational ideas-Standards: SS 2.2.10, SS 2.2.3.a What farmers do, where they work, who they work with, training, skills, tools and equipment, problems, how they help others.	2003
Benny's pennies+	Pat Brisson	32	1.6	Informational ideas-Standards: SS 2.2.6 Includes concept of using money (pennies) to purchase things.	2002
Food service workers+	Debbie L. Yanuck	24	2.7	Informational ideas-Standards: SS 2.2.10, SS 2.2.3.a What they do, kinds of workers, who they work with, training, skills, how they help others.	2002
Sluggers' car wash+	Stuart J. Murphy	33	2.9	Informational ideas-Standards: SS 2.2.6, SS 2.2.3 Includes concept of raising money to purchase things, and payment for a service. Introduces dollars, cents, and use of a decimal point.	2002
A day in the life of a builder	Linda Hayward	32	2	Informational ideas-Standards: SS 2.2.3.a, SS 2.2.10 Use of tools, scenarios of the job.	2001 (discard according to Lower)
A day in the life of a dancer	Linda Hayward	32	2.2	Informational ideas-Standards: SS 2.2.3.a, SS 2.2.10 Use of tools, scenarios of the job.	2001
A day in the life of a doctor	Linda Hayward	32	1.5	Informational ideas-Standards: SS 2.2.3.a, SS 2.2.10 Use of tools, scenarios of the job.	2001 (discard according to)

					Lowe)
A day in the life of a firefighter+	Linda Hayward	32	2.2	Informational ideas-Standards: SS 2.2.3.a, SS 2.2.10 Use of tools, scenarios of the job.	2001
A day in the life of a musician+	Linda Hayward	32	1.8	Informational ideas-Standards: SS 2.2.3.a, SS 2.2.10 Use of tools, scenarios of the job.	2001
A day in the life of a police officer+	Linda Hayward	32	1.5	Informational ideas-Standards: SS 2.2.3.a, SS 2.2.10 Use of tools, scenarios of the job.	2001
A day in the life of a teacher+	Linda Hayward	32	2.2	Informational ideas-Standards: SS 2.2.3.a, SS 2.2.10 Use of tools, scenarios of the job.	2001
Librarians	Alice K. Flanagan	32	2.9	Informational ideas-Standards: SS 2.2.10, SS 2.2.3.a What they do, where they work, who they work with, training, skills, tools and equipment, problems, how they help others.	2001
Childcare workers+	Karen Bush Gibson	24	2.8	Informational ideas-Standards: SS 2.2.3, SS 2.2.3.a What they do, when, where, tools they use, who they work with.	2000
The penny pot+	Stuart J. Murphy	32	2.6	Informational ideas-Standards: SS 2.2.6, SS 2.2.3 Includes concepts of counting coins, purchasing things, leaving pennies for others, and payment for a service. Introduces dollars, cents, and use of a decimal point.	1998
Milk: from cow to carton+	Aliki	31	3.5	Informational ideas-Standards: SS 2.2.2 Introduces how producers such as cows create a product that consumers purchase.	1992 (discard according to Lowe)
The milk makers+	Gail Gibbons	32	3.2	Informational ideas-Standards: SS 2.2.2 Introduces how producers such as cows create a product that consumers purchase. Walks through the process of how milk travels from a cow to the store.	1987
Airplanes	David Peterson	45	2.6	Informational ideas- Standards: SS 2.2.3.a Introduces who invented the airplane, how airplanes fly, kinds of airplanes, jobs airplanes do, airports, and how to run the airplane.	1981 (discard according to Lowe)
A day in the life of a nurse+	Connie Fluet	24	2.7	Informational ideas-Standards: SS 2.2.3.a, SS 2.2.10 Where construction workers work, what they wear, what they do, tools they use, why they are heroes.	2005
What does a construction worker	Patti Marlene Boekhoff	24	2.6	Informational ideas-Standards: SS 2.2.3.a, SS 2.2.10 Where construction workers work, what they wear, what they do, tools they use, why they are	2006

do?+				heroes.	
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+ Texts suggested for use by the researcher

*Characteristics adapted from Donovan and Smolkin (2001).

***Content analyzed using Nebraska Social Studies Standards.

APPENDIX C

SCHOOL B PRIMARY GRADES ECONOMICS MATERIALS

Title	Author	No. of pages	Reading Level	Concepts*/Content***	Copyright Year
Animal trainer	Patrick Perish	24	3.7	Standards: 2.2.3a Informational ideas-Tiger attack, animal trainers, danger.	2015
Farm machines+	Kathryn Clay	24	2.2	Standards: 2.2.3a, 2.2.10 Informational ideas-Machines on the farm, tractors, machines for growing crops, and machines for harvesting crops.	2015
Sorting money+	Jennifer L. Marks	32	3.6	Standards: 2.2.6 Informational ideas-Kinds of money, sorting money, ways to make a dollar, facts about money.	2012
Whose equipment is this?+	Amanda Doering Tourville	24		Standards: 2.2.3a, 2.2.10 Informational ideas-Police officer gear, equipment, what they do.	2012
Whose gadgets are these?+	Amanda Doering Tourville	24		Standards: 2.2.3a, 2.2.10 Informational ideas-Dentist gadgets, what they wear, what they do.	2012
Whose gear is this?+	Amanda Doering Tourville	24		Standards: 2.2.3a, 2.2.10 Informational ideas-Firefighter gear, tools, what they do.	2012
Whose tools are these?+	Amanda Doering Tourville	24		Standards: 2.2.3a, 2.2.10 Informational ideas-Doctors gear, tools, what they do.	2012
Farm+	Penelope Arlon and Tory Gordon-Harris.	32	3.7	Standards: 2.2.3a, 2.2.10 Informational ideas-The farm, farm birds, cattle ranch, dairy farm. woolly sheep, pig farm, rare farms, crops, tractors, farm machines, harvesting, fruit farms, other farms.	2012
Big rigs on the move+	Candice F. Ransom	32	2.5	Standards: 2.2.3a, 2.2.10 Informational ideas-What big rigs do, big parts, where big rigs go, rig truckers.	2011
Earthmovers on the move+	Lee Sullivan Hill	32	2.1	Standards: 2.2.3a, 2.2.10 Informational ideas-What earthmovers do, how they work, buckets and blades, dirty jobs.	2011
Nickels+	Kara Kenna, Judy Ostarch	24		Standards: SS 2.2.6 Informational ideas-What is a nickel, history, value, fun facts, collecting nickels.	2009
Dimes+	Kara Kenna, Judy Ostarch	24		Standards: 2.2.6 Informational ideas-What is a dime, history, value, fun facts, collecting dimes.	2009

Pennies+	Kara Kenna, Judy Ostarch	24		Standards: 2.2.6 Informational ideas-What is a penny, history, value, fun facts, collecting pennies.	2009
Quarters +	Kara Kenna, Judy Ostarch	24		Standards: 2.2.6 Informational ideas-What is a quarter, history, value, fun facts, collecting quarters.	2009
Airmen of the U.S. air force (People of the U.S. armed forces series)+	Lisa M. B. Simons	24	2.2	Standards: 2.2.3a, 2.2.10 Informational ideas-Joining the air force, job training, living on base, serving the country.	2009
Marines of the U.S. marine corps (People of the U.S. armed forces series)+	Jennifer Reed	24	2.8	Standards: 2.2.3a, 2.2.10 Informational ideas-Joining the marines, job training, living on base, serving the country.	2009
Sailors of the U.S. navy (People of the U.S. armed forces series)+	Jennifer Reed	24	2.4	Standards: 2.2.3a, 2.2.10 Informational ideas-Joining the navy, job training, living in the navy, and serving the country.	2009
Soldiers of the U.S. army (People of the U.S. armed forces series)+	Lisa M. Bolt Simons	24	2.4	Standards: 2.2.3a, 2.2.10 Informational ideas-Joining the army, job training, living on post, serving the country.	2009
Fire trucks in action+	Mari Schuh	24		Standards: 2.2.3a, 2.2.10 Informational ideas-Fire trucks, types of trucks, tools.	2009
Space travelers+	Steve Kortencamp	32	3.3	Standards: 2.2.3a, 2.2.10 Informational ideas-Riding a rocket, working in space, exploring space, traveling to mars.	2009
Life at work	Vicki Yates	24		Standards: 2.2.3, 2.2.3a Informational ideas-What is work, different jobs, comparing then and now.	2008
What EMTs do (What does a community helper do? series)+	Anna Louise Jordan	24	2.5	Standards: 2.2.3a, 2.2.10 Informational ideas-What EMTs do, first aid, who they work with, what they wear, what they need, saving lives, helpful phone numbers.	2007
What sanitation workers do (What does a community helper do? series)+	Heather Miller	24	3	Standards: 2.2.3a, 2.2.10 Informational ideas-What sanitation workers do, working in all types of weather, where they work, picking up trash, staying safe, garbage trucks, helping the community, make less waste.	2007
What police officers do (What does a community helper do? series)+	Felicia Lowenstein Niven	24	2.9	Standards: 2.2.3a, 2.2.10 Informational ideas- What police officers do, where they work, who can be a police officer, what they wear, inside a car, different jobs, when they work, heroric work, fingerprinting.	2007
What doctors do (What does	Felicia Lowenstein	24	2.8	Standards: 2.2.3a, 2.2.10 Informational ideas-What doctors do, what M.D.	2007

a community helper do? series)+	Niven			means, tools, where they work, when they work, staying healthy, germs and when to wash hands.	
Goods and services (Learning about money series)+	Janeen R. Adil	24	3.1	Standards: 2.2.2, 2.2.3, 2.2.10, 2.2.10a Informational ideas-Things people buy, goods and services, government services, producers, consumers, earning income.	2006
Supply and demand (Learning about money series)+	Janeen R. Adil	24	3.1	Standards: 2.2.2 Informational ideas-What is supply and demand, big supply, small supply, demand, prices, too many choices, not enough choices, lower demand, lower price.	2006
Warships	Jeffrey Zuehlke	32	2.9	Standards: 2.2.3a Informational ideas-Types of U.S. Navy warships, workers on the ship, tools, jobs, parts of the ship.	2006
By Plane	Cassie Mayor	24		Standards: 2.2.3a Informational ideas-Getting around by plane, what planes carry, how planes fly, working on planes, where planes fly.	2006
Fighter planes+	Matt Doeden	24	1.9	Standards: 2.2.3a, 2.2.10 Informational ideas-What are fighter planes, parts of fighter planes, pilots.	2006
Backhoes+	Linda D. Williams	24	1.5	Standards: 2.2.3a, 2.2.10 Informational ideas-Backhoes, parts of backhoes, what backhoes do.	2006
Bulldozers+	Linda D. Williams	24	2	Standards: 2.2.3a, 2.2.10 Informational ideas-Bulldozers, parts of bulldozers, what bulldozers do.	2006
Concrete mixers+	Linda D. Williams	24	2.5	Standards: 2.2.3a, 2.2.10 Informational ideas-Concrete mixers, concrete mixer parts, using concrete.	2006
Earning money+	Mary Firestone	24	3	Standards: 2.2.3, 2.2.2 Informational ideas-Earning money, working, selling services, selling goods, fair prices, changing prices, earning allowances, earning your own money.	2005
What is money?+	Mary Firestone	24	2.8	Standards: 2.2.6, 2.2.6a Informational ideas-Trading, money today, money around the world, exchanging money, dollars and cents, how bills and coins are made, using money.	2005
Saving money+	Natalie M. Rosinsky	24	3.9	Standards; 2.2.6 Informational ideas-Saving money, how to save, saving for later, savings add up, keeping savings at home, other ways to save, saving is smart.	2004
Spending money+	Natalie M. Rosinsky	24	3.6	Standards; 2.2.6 2.2.6a Informational ideas-Spending money, people need money, costs, choices, money plans, checks, credit, be a good spender.	2004

+ Texts suggested for use by the researcher.

*Characteristics adapted from Donovan and Smolkin (2001).

***Content analyzed using Nebraska Social Studies Standards.

APPENDIX D
THEME NOTES

Standard	Theme	School A	School B
Markets			
<p>SS 2.2.1 Students will recognize resources are limited, so other choices must be made and something must be given up (opportunity cost). SS 2.2.1.a Identify resources (inputs) that make up various good and services SS 2.2.1.b Identify what items are eliminated when a choice is made (tradeoff)</p>	<p>A resource for this standard and indicators must make this abstract concept relatable for young students by using clear depictions of opportunity cost.</p>	<p>No texts met this standard.</p>	<p>No texts met this standard.</p>
<p>SS 2.2.2 Students will recognize that producers use resources to make goods, deliver services, earn a profit, and satisfy economic wants. SS 2.2.2.a List various goods and services that can be produced with the same list of resources (e.g. soil, seed, and labor used to produce animal feed, plastics, cereal, or fuel)</p>	<p>A useful resource for this standard and indicator includes many colorful imagery to portray the process described in the standard with clear depictions of goods distribution and processes.</p>	<p>(2 texts) Texts: 2.2.2-Milk: From Cow to Carton, The Milk Makers. These texts meet standard 2.2.2 by illustrating the process of cows as producers using resources such as their food to create milk. The milk is then cleaned, packaged, and delivered to the store where consumers purchase the product resulting in a profit for the store and satisfying the economic want of milk. Milk: From Cow to Carton relates to substandard 2.2.2a but does not entirely meet it by discussing different products that can be made from milk but must combined with other products.</p>	<p>(3 texts) Texts: 2.2.2-Goods and Services, Supply and Demand, Earning Money. Supply and Demand discusses prices, demand, and choices. The teacher would have to add an activity or discussion to meet the indicator, which is not covered in these texts.</p>

Institutions			
<p>SS 2.2.3 Students will describe how people earn income/wages through work.</p> <p>SS 2.2.3.a Match capital resources and human resources with jobs in the community or home. (e.g., tractors and farmers)</p>	<p>The best resources to introduce the standard itself must be easily relatable and child-oriented. The best resources for the indicator portray high interest careers, tools needed in those careers, text features such as table of contents and headings, and are at the primary grade reading level.</p>	<p>(15 texts) (Enough for group research) Texts: 2.2.3-Childcare Workers, The Penny Pot, Sluggers' Car Wash. 2.2.3a-Mayors, Builders, Chefs, Mail Carrier, A Very Busy Firehouse, Food Service Workers, A Day in the Life of a Firefighter, A Day in the Life of a Musician, A Day in the Life of a Police Officer, A Day in the Life of a Teacher, Childcare Workers, A Day in the Life of a Nurse, What do Construction Workers do? Most Useful Text-Sluggers' Car Wash-2.2.3 Content*/Concepts**Includes concept of raising money to purchase things, and payment for a service. Introduces dollars, cents, and use of a decimal point. Child-Oriented/High Interest*Spirited images and wit throughout. Interest in money, or a connection to what is taught in social studies or math. Potential Use*Personal Thoughts: I would use this as a read aloud to teach the standard 2.2.6 and 2.2.3.The Horn Book rating was a 3 meaning it is considered recommended and satisfactory in style. Students could also use for independent reading. If using The Penny Pot for instruction, include discussion about the person painting people's faces to meet 2.2.3. The remaining careers texts could be used for research.</p>	<p>(24 texts) (Enough for individual research) Texts: 2.2.3-Earning Money, Goods and Services, 2.2.3a-Concrete Mixers, Bulldozers, Backhoes, Fighter Planes, What Doctors Do, What Police Officers Do, What Sanitation Workers Do, What EMTs Do, Space Travelers, Fire Trucks in Action, Soldiers of the U.S. Army, Soldiers of the U.S. Navy, Marines of the U.S. Marine Corps, Airmen of the U.S. Air Force, Earthmovers on the Move, Big Rigs on the Move, Farm, Whose Tools are These?, Whose Gear is This?, Whose Gadgets are These?, Whose Equipment is This?, Farm Machines. Good and services includes section earning income. Earning Money includes topics: Earning money, working, selling services, selling goods, fair prices, changing prices, earning allowances, earning your own money. Table of contents, headings, bold words, photographs, glossary, pronunciation guide, learn more, index. Interest in lemonade sales, money, earning money, working, or connection to math or social studies. Personal Thoughts: I would use this as a read aloud to teach social studies economic standards 2.2.2 and 2.2.3. For personal reading, students may</p>

			need support because of the 3.0 reading level. The remaining careers texts could be used for research.
Financial Literacy			
SS 2.2.6 Students will demonstrate knowledge of currency, its denominations, and use. SS 2.2.6.a Make transactions using currency emphasizing its use as a medium of exchange (e.g., school store, buying pencils)	A great resource for teaching this standard and indicator would include clear depictions of currency and its exchange. Real color photographs of currency are most helpful for students to learn identification.	(3 texts) Texts: 2.2.6 and 2.2.6a-Benny's Pennies, Sluggers' Car Wash, The Penny Pot. These texts are all literary in nature including illustrations and minimal visual features. The texts assume students have coin identification, denomination, and counting knowledge so the teacher must supplement the texts with pre-teaching of these concepts.	(8 texts) Texts: 2.2.6-Quarters, Nickels, Dimes, Pennies, What is Money?, Sorting Money, Saving Money, Spending Money,. 2.2.6a-Sorting Money, Spending Money. All texts are useful for the standard 2.2.6. Spending Money is the most useful model for indicator 2.2.6a. The texts are informational yet include small relatable storylines with children. For example one boy earns money by painting a bench and shoveling snow.
Government			
SS 2.2.10 Students will understand what goods and services governments provide. SS 2.2.10.a Identify goods and services that governments provide and where they get the money to pay for the services (taxes) (e.g., water, fire department, police, schools)	The best resources to teach the standard include real life examples of goods and services within government provided careers that students can easily relate to. The best resources for the indicator include grade level appropriate information about taxes. Ideally, texts would include traditional visual features of informational texts such as a table of contents, bold or highlighted words, headings, photographs, captions, and a glossary.	(13 texts) Texts: 2.10-Mayors, The Mayor's Office, Builders, Chefs, Mail Carrier, A Very Busy Firehouse, Food Service Workers, A Day in the Life of a Firefighter, A Day in the Life of a Musician, A Day in the Life of a Police Officer, A Day in the Life of a Teacher, A Day in the Life of a Nurse, What do Construction Workers Do? 2.10a-The Mayor's Office. Most Useful Text-The Mayor's Office-2.2.10 & 2.2.10a Concepts*/Content**Leadership, voting, city council, taxes, what a mayor does. Visual Features*Photographs, table of contents, bold words, headings, labels, captions, glossary, index, to learn more, pronunciation guide. Potential Use*Personal thoughts: I would use this book as a read aloud to address the indicator 2.2.10a because it's the only book that covered taxes in the books I analyzed. Students could also identify if the worker	(23 texts) Texts: 2.2.10- Farm Machines, Whose Equipment is This? Whose Gadgets are These? Whose Gear is This? Whose Tools are These? Farm, Big Rigs on the Move, Earth Movers on the Move, Airmen of the U.S. Air Force, Marines of the U.S. Marine Corps, Sailors of the U.S. Navy, Soldiers of the U.S. Army, Fire Trucks in Action, Space Travelers, What EMTs do, What Sanitation Workers Do, What Police Officers Do, What Doctors Do, Goods and Services, Fighter Planes, Backhoes, Bulldozers, Concrete Mixers, 2.2.10a- Goods and Services.

		<p>provides a good or service (standard 2.2.10). I would read it aloud because it is a 2.9 reading level but is may be used for independent reading for second graders because it is not over 3.0.</p> <p>The remaining careers texts could be used to apply learning by identifying the good or service provided.</p>	<p>Most Useful Text-Goods and Services Potential Use* Personal Thoughts: I would definitely use this book as a read aloud. This one book meets many of the social studies economics standards: 2.2.2, 2.2.3, 2.2.10, and indicator 2.2.10a. Students may also check out for personal reading but may need support due to the 3.1 reading level. The remaining careers texts could be used to apply learning by identifying the good or service provided.</p>
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