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Extending the literature based theme of change in a first grade classroom

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Extending the literature based theme of change in a first grade classroom

Abstract

In the school at which Regie Routman taught, a literature based reading program was begun as a way to prevent reading failure of at-risk students. (Routman 1988). In this program children read and interacted with trade books. The students' interest in these stories was so high and their motivation so strong, they quickly learned to read the books. This approach is being used in regular education classrooms all around the world. A major influence to literature based reading programs has been Don Holdaway of New Zealand. He developed ideas to facilitate literacy using literature as the basis of instruction (Holdaway 1979).

**EXTENDING THE LITERATURE BASED THEME
OF CHANGE IN A FIRST GRADE CLASSROOM**

A Graduate Project
Submitted to the
Department of Curriculum and Instruction
In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education
UNIVERSITY OF NORTHERN IOWA

by
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In the school at which Regie Routman taught, a literature based reading program was begun as a way to prevent reading failure of at-risk students. (Routman 1988).

In this program children read and interacted with trade books. The students' interest in these stories was so high and their motivation so strong, they quickly learned to read the books. This approach is being used in regular education classrooms all around the world. A major influence to literature based reading programs has been Don Holdaway of New Zealand. He developed ideas to facilitate literacy using literature as the basis of instruction (Holdaway 1979).

Unlike the basals, there is not one way to teach with literature (Goodman 1986). Given the school system and administrative support, the degree to which literature plays a part in the educational program can differ. Some schools use literature as a way to enrich the basal series. After reading a story in the basal, the story's theme is extended through the reading of other literature. Also, certain elements of literature based reading programs such as Holdaway's Shared Book Experience, whole class readings of poems, and sustained silent reading are used to enrich the basal series. Lastly, some schools have become totally literature based and use no basal series. Teachers might organize the whole or a large part of the instructional

program around a theme, and literature that supports the theme is used to teach language skills and other concepts (Goodman 1986).

Purpose of Paper

The purpose of this paper is to demonstrate how the theme of change can be extended into the language arts program of a first grade classroom using a literature based approach. The paper is organized into two major sections. The first section, Review of Professional Literature, entails research findings in support of literature based reading programs. Included after these findings will be the reasons why literature holds so much value to the reader and to the reading process.

The second major section, Instructional Development of the Theme, will describe the steps taken in creating the theme, change. The content of this theme will be presented, as will references to some of the literary works and related activities.

Review of Professional Literature

The use of literature for teaching literacy is grounded in research and based on natural learning. The country with the highest literacy rate, New Zealand, has been teaching with literature for over twenty years (Routman 1988). Educators who use

literature based reading instruction to challenge the basal method of instruction show high levels of success with all types of students, even students that are disabled or lack interest in reading (Tunnell & Jacobs 1989).

Eldredge and Butterfield (1986) discovered in their study of fifty Utah classrooms that those classrooms which included some variation of a literature based program produced students with high academic achievement and positive feelings toward reading itself. Their achievement level and attitude towards reading were significantly higher than those students that had been instructed with traditional methods.

The Ohio Reading Recovery Program also has proven to be a wonderful intervention for children identified as possibly being at-risk of failing at reading. Reading trade books and then interacting with them is at the core of this program, and there is a good success rate among the first graders served. One impressive statistic is that ninety percent of the students served catch up to the average of their class and never need remediation again (Boehnlein 1987).

What is literature? Routman (1988) describes literature as including the following genre: picture books for older and younger readers, traditional tales such

as folk tales, fables, myths, fantasy, science fiction, contemporary realistic fiction, historical fiction, poetry, nonfiction informational books, and biographies. Lukens (1986) sees genre as being a type of literature in which the members share a common set of characteristics. She also believes it is helpful for educators to know about the different genres. One reason this is important is that it helps teachers to be aware that there is more literature to offer children than just traditional stories and nursery rhymes. Also, the literary elements function differently in different genre. Lastly, educators should be sensitive to the variety of literature that is available to children so that children may experience the richness of it all.

One of the reasons instruction may be based upon literature is because this type of literature holds so much value to the child. When discussing the values of literature to the child, one may refer to Charlotte Huck, a long-time advocate of literature-based reading programs. Huck (1986, 1992) believes that literature can develop compassion by educating the heart as well as the mind. This is becoming increasingly important in today's technological society where it sometimes seems facts are more important than feelings. Huck also believes that literature helps entertain new ideas, stretches the imagination, and helps develop a sense of what is

true and just and beautiful. Cox and Many (1992) also discuss how children may experience what they term an "aesthetic response" to literature. When reading, children may respond to literature by describing what they saw in their mind's eye, by questioning, hypothesizing, and finally, by making generalizations about the world, based on what was read. Students may also feel a oneness or connection to a certain character or experience. Through the literature experience, students draw on their own life and literary experiences to create their own personal meanings when reading.

There are many advantages in using literature to facilitate the reading process. Regie Routman (1988) has written how literature allows meaning to dominate the reading process, how literature promotes positive self-concepts in beginning readers, and promotes language development and fluent reading. Literature also exposes students to a variety of story structures, themes, and author's styles. Finally, the use of literature concentrates on the development of readers rather than the development of skills.

Lastly, literature experiences with the variety and richness of "real" reading material seems to motivate children to not only learn how to read, but to also want

to read (Tunnell and Jacobs 1989). The more children want to read, the more they will read, and the better readers they'll become because children learn to read by reading (Smith 1983).

Before the theme of change is presented, rationale should be given as to why thematic teaching is beneficial to the instructional program. First of all, themes provide a focus for organizing and planning activities (Tompkins 1990). Ideas flow more easily when the focus is on a theme, rather than on specific curriculum areas. Thematic teaching is also used to enable educators to better individualize instruction. Students can be successful at various levels because they are learning from a wide variety of related experiences. Finally, parent involvement may be increased if parents are made aware of the classroom theme. Parents, like students and teachers, may find it easier to focus on one theme, rather than the different curriculum areas. Therefore, better discussion could take place at home, and parents may be more apt to share their jobs, hobbies, and interests in the classroom.

Change as a Theme-Based Literature Approach

There are primarily two reasons why the concept of change was chosen as the theme upon which learning would take place. First of all, first grade students are

very observant of their physical and personal surroundings, and change is something they can relate to. Most children notice the changes that occur in their outdoor environment and all children have experienced growth so a change in themselves has been experienced. Although only six or seven years old, many first grade students have also experienced other personal changes such as moving their household, changing schools, birth of a sibling, and divorce. But, even though many students have experienced or will experience one or more of the above changes, and can somewhat relate to it, many students need assistance in adapting to and understanding these changes.

Utilizing literature as a means of learning and understanding change is an excellent way to address these issues. Through books, children are offered the opportunity to develop insights and understandings they never had before (Huck 1986). Students are given a chance to see themselves in the characters of the stories read. Rudine Sims Bishop (1992) performed an interview with Patricia McKissack, an African American author, in Language Arts journal. McKissack relates that she was always an avid reader, but what troubled her was that she never saw herself in the books she read. That is one of the reasons she chooses to write

the books she does; so that young African American children can see themselves in the clever, intelligent characters McKissack uses in her stories. In order for every student to have a voice in what they are reading, they need to feel a connection to the character or to the events that take place. Students are also given the opportunity to feel compassion for others in situations of change.

The second reason this theme was chosen was because it is a theme that after experiencing it in the classroom, first graders will be able to apply it to their everyday lives. In Chapter 12 of Regie Routman's book, Invitations: Changing as Teachers and Learners K-12, she has a wonderful section concerning misconceptions about thematic units. Within this section, Routman writes of the difference between correlation of activities and integration of activities. Many thematic units that teachers employ are nothing more than suggested activities centered about a focus or topic. The units do incorporate some elements of math, social studies, art, etc., but there is often little or no development of important ideas. This is what Routman considers correlation, not integration. With integration, the relationships among the different subject areas are meaningful and natural. Students discover that the concepts taught are important to them. With

correlation, the concepts seem forced or unnatural, and there is no important concept development.

Routman believes a good example of a theme that exemplifies a correlational-type theme unit is the unit, Bears. This unit has been created and completed in various ways, and the students usually complete fun, creative projects, but most Bear units lack substance because the activities performed are not based on major concepts. Routman believes teachers need to begin asking themselves if all the hard work that goes into preparing theme units are worth what the students are actually learning. When preparing theme units, consideration needs to be given to such things as developing attitudes, oral language, perspectives to be covered, opportunities for social interaction, and the interrelationships of important concepts. As long as themes are somehow connected to the children's lives, and make meaningful connections to the curriculum, any theme can work, even Bears! Thus, this explains why the theme - change - is a meaningful theme for children. What they learn from this theme can easily be applied to their lives inside and outside of the classroom.

Instructional Development of Theme

When creating this theme, the idea of trying to include all the changes a first grade-aged child might experience was overwhelming. It was thus decided to break the theme down into specific, age-appropriate changes. These changes were then grouped into three strands. The three strands are Changes in Ourselves, Changes in our Families, and Changes in our Environment. Within each of these strands, were some major ideas to be explored through the use of literature and expressive activities (Harms and Lettow 1992). The first strand, Changes in Ourselves, includes the ideas of changes in physical growth, changes in abilities, and changes in school. The second strand, Changes in Our Families, includes the moving of a household, birth of a sibling, divorce, and a change in a parent's employment. The third strand, Changes in Our Environment, concerns changes in the animal world as winter approaches, such as storing food, hibernation, and camouflage. Changes in plant life includes leaves changing colors and harvest.

When narrowing the theme down into specific ideas, such as divorce, or growth in abilities, it was decided to only include those changes that the majority of children I teach would experience. Death of a loved one is a major change in a

child's life, but I intentionally omitted this because, fortunately, it's not a change that occurs frequently. And within the time that I utilized this theme, I wanted to teach to those changes that most frequently affect the students. Therefore, the aforementioned ideas were the changes this theme concentrated on.

Timing of the Theme

Once it was understood why this theme would be appropriate for first graders, it was then decided that the theme would be implemented in the fall. This was done so because of the change of season, and also, the enormous change of beginning a new school year.

Selection of the Literature to Support the Theme

The next step in the process of developing this theme was the collection of literature to support the theme. This was done at the Youth Collection in the University of Northern Iowa Library, the Cedar Rapids Public Library, and the school at which I teach, Hoover Elementary School, with the aid of the school librarian. Because the theme is literature based, and expressive activities would be included as follow-ups to the reading of certain books, it was crucial that literature be chosen carefully. An effort was made to only include books that could clearly

be identified as a natural part of this theme. If there was not a clear connection between a book and the theme, then the major concepts of the theme would not be understood as well, and the loose connection would make the theme seem unnatural and contrived.

Another consideration was the inclusion of different genre so that the overall literature experience would be well-rounded. Aesop's fable, The Grasshopper and the Ant, was included as a means of illustrating how animals get ready for a change of weather in the fall. The universal lesson of preparedness taught via the fable was an added dimension to the theme. Dabovich's, Sleepy Bear, is a very easy fictional picture book that depicts a bear experiencing the hibernation process. And there are numerous nonfiction accounts of animal and plant changes in the fall, such as Caulfield's Leaves and Selsam's Hidden Animals. By reading different genre about one idea, a person does have a more well-rounded understanding of the concept being explored.

When choosing literature, effort was made to also include books that contained multi-cultural, non-sexist characters. In such a diverse society, it is only fair for both sexes, and all cultures to be represented. Literature can be a way to introduce

young people to different ethnic groups if the children have never experienced different ethnic groups in their everyday lives. Thus, it is an author's responsibility to be accurate in the depictions of people so that stereotypes are not developed or reinforced.

One last consideration when choosing literature is to think of the school population in which the theme is to be taught. If there are minorities, then it is a must that books with minority characters be included. If there are handicapped children, such as at Hoover School, then books with handicapped characters are essential. For example, in this theme I chose to include Brian Wildsmith's The Little Wooduck, and also Maxine Rosenberg's My Friend Leslie, The Story of a Handicapped Girl. The school population should be a starting point when trying to include diversity of characters in a theme.

Sustaining Centers and Theme-Specific Centers

Once the literature was chosen, it was time to develop centers. Centers can take two forms, sustaining or theme-specific. Sustaining centers are those that are always in the classroom. Examples would be a reading/listening center, poetry center, and an author/illustrator center. With each new theme of study, different

activities are incorporated into those centers. There would always be a reading/listening center, but the books would change according to the theme. There would always be a poetry center, though the poetry would change according to the theme. The theme-specific centers would be those that are only in the classroom during the chosen theme. One center specific to the theme of Changes is Lost Teeth. At this center, children read or listen to Tom Birdseye's Airmail to the Moon, and Marc Brown's Arthur's Tooth. Then there would be expressive activities as follow-ups so that the child has a chance to interact with the book in a variety of ways. As an expressive activity, the child could write a letter to the tooth fairy, help to complete a classroom graph on how many teeth the students have lost, or dramatize the story with some friends. This interaction aides in further developing the child's comprehension of the story.

Harms and Lettow (1992) suggest many ways to share, or further interact with books. Some examples are using puppets or a flannelboard to retell a story, create a book jacket, or write a letter to the author or illustrator.

Routman (1988) feels that expressive activities, or what she terms "literature extension activities" are very important to the language arts program. She sees a

"...literature extension activity as any *meaningful* extension of a favorite book, especially if it requires the child to reexamine the text and the illustrations." (p.67).

In her 1991 book, Invitations, Changing as Teachers and Learners K-12, she took her idea even further when discussing literature extension activities. She believes, "A worthwhile literature extension activity grows naturally out of the literature, encourages students to thoughtfully re-examine the text, and demonstrates something the reader has gained from the book." (p. 87).

When developing the expressive activities, Routman cautions that teachers must always be reflecting about the purpose behind the idea, and that students, too, should be able to understand why they are doing a particular activity. And that finally, the overriding response to literature in the classroom should always focus on personal enjoyment, discussion, and activities that help connect the literature to the student's lives.

Outline of Change Theme Unit Using
A Literature Based Language Arts Program
Extended Across the Curriculum

The following outline contains the content, centers, and books used in the theme unit of change. Mentioned first are the knowledge objectives, affective objectives,

and skill objectives the theme unit will cover. These objectives are the important ideas that the students will hopefully understand and apply inside and outside the classroom.

Changes-Grade One

Theme Unit Objectives

Knowledge Objectives

Students will learn that change is ever present.

Students will learn that changes occur within ourselves, our families, and our environment.

Students will learn that changes can be alike and different.

Affective Objectives

Students will develop feelings of compassion and acceptance for others that are different.

Students will develop a better feel for what it is like to experience changes within ourselves, our families, and our environment.

Students will develop feelings of empathy for others that are going through a change or changes.

Skill Objectives

Students will comprehend stories that are read aloud.

Students will compare and contrast characters, settings, and plots of stories that are read aloud.

Students will compose stories with or without words.

Students will work cooperatively with each other.

Strands of Theme

Changes in Ourselves

Related Concepts

physical growth

development of physical and mental abilities

attending a new school

Changes in our Families**Related Concepts**

birth of a sibling
 relocation of household
 change in parent's employment
 divorce

Changes in our Environment**Related Concepts**

leaves changing color
 animal migration
 hibernation
 camouflage
 harvest
 people and animals preparing for winter

Literary Elements

Characterization

Imagery

Plot Organization

Setting

SUSTAINING CENTERS**Reading/Listening Center****A. Changes in Ourselves and Related Concepts****1. Fiction**

Cohen, Miriam. (1988). It's George. Illus. Lillian Hoban.

NY: Greenwillow Books.

_____. (1980). No Good In Art. Illus. Lillian Hoban.

NY: Greenwillow Books.

_____. (1989). See You in Second Grade. Illus. Lillian Hoban.
NY: Greenwillow Books.

_____. (1977). When Will I Read? Illus. Lillian Hoban.
NY: Greenwillow Books.

_____. (1967). Will I Have a Friend? Illus. Lillian Hoban.
NY: Greenwillow Books.

Cole, Joanna. (1989). The Magic School Bus, Inside the Human Body.
Illus. Bruce Degen. NY: Scholastic.

Henkes, Kevin. (1991). Chrysanthemum. NY: Greenwillow Books.

_____. (1989). Jessica. NY: Greenwillow Books.

Stevenson, James. (1987). Higher on the Door. NY: Greenwillow
Books.

Tejima, Keizaburo. (1987). Fox's Dream. NY: Philomel.

Wildsmith, Brian. (1973). The Little Wood Duck. NY: Franklin Watts,
Inc.

2. Nonfiction

Cole, Joanna. (1992). Your Insides. Illus. Paul Meisel.
Putnam and Grosset.

Kates, Bobbi Jane. (1992). We're Different, We're the Same.
Illus. Joe Mathieu. NY: Random House.

Rosenberg, Maxine B. (1983). My Friend Leslie, The Story of a
Handicapped Child. Photo. George Ancona. NY: Lothrop, Lee and
Shepard Books.

Wells, Donna. (1990). Your Body: Treasure's Inside. Illus. Helen Endres. Chicago: Children's Press.

3. Folklore

Andersen, Hans Christian. (1965). The Ugly Duckling. Illus. Adrienne Adams. NY: Charles Scribner's Sons.

B. Changes in Our Families and Related Concepts

1. Fiction

Alda, Arlene. (1983). Matthew and his Dad. NY: Little Simon.

Alexander, Martha. (1971). Nobody Asked Me If I Wanted a Baby Sister. NY: Dial Press.

_____. (1979). When the New Baby Comes, I'm Moving Out. NY: Dial Press.

Berenstain, Stan and Jan. (1984). The Berenstain Bears and Mama's New Job. NY: Random House.

Berger, Terry. A New Baby. Photo. Heinz Kluetmeier. Milwaukee: Advanced Learning Concepts, Inc..

Birdseye, Tom. (1991). Waiting for Baby. Illus. Loreen Leedy. NY: Holiday House.

Blaine, Marge. (1975). The Terrible Thing That Happened at our House. Illus. John C. Wallner. NY: Parent's Magazine Press.

Brown, Laurene Krasny & Brown, Marc. (1986). Dinosaur Divorce: A Guide For Changing Families. Boston: Little Brown & Co.

- Brown, Marc. (1987). Arthur's Baby. Boston: Joy Street Books.
- Carlstrom, Nancy White. (1990). Im Not Moving, Mama. Illus. Thor Wickstrom. NY: MacMillan.
- Caines, Jeanette. (1977). Daddy. Illus. Ronald Himler, NY: Harper & Row.
- Dragonwagon, Crescent. (1984). Always, Always. Illus. Arieh Zeldich. NY: MacMillan.
- Girard, Linda Walvoord. (1987). At Daddy's on Saturdays. Illus: Judith Friedman. Niles, Ill.: A. Whitman.
- Greenfield, Eloise. (1974). She Come Bringing Me That Little Baby Girl. Illus. John Steptoe. Philadelphia: Lipincott.
- Henkes, Kevin. (1989). Julius, the Baby of the World. NY: Greenwillow.
- Hoban, Russell. (1964). A Baby Sister for Frances. Illus. Lillian Hoban. NY: Harper & Row.
- Komaiko, Leah. (1987). Annie Bananie. Illus. Laura Cornell. NY: Harper & Row.
- McCully, Emily Arnold. (1988). New Baby. NY: Harper & Row.
- Schuchman, Joan. (1979). Two Places To Sleep. Illus. Jim LaMarche. Minneapolis: Carolrhoda Books.
- Schwartz, Amy. (1983). Mrs. Moskowitz and the Sabbath Candlesticks. Philadelphia: Jewish Publication Society of America.
- Stanek, Muriel. (1985). All Alone After School. Illus. Ruth Rosner. Niles, Ill.: A. Whitman.

Vigna, Judith. (1982). Daddy's New Baby. Niles, Ill.: A. Whitman.

_____. (1980). She's Not My Real Mother. Chicago: A. Whitman & Co.

Waber, Bernard. (1988). Ira Says Goodbye. Boston: Houghton Mifflin.

2. Nonfiction

Cole, Joanna. (1985). The New Baby At Your House. Photo. Hella Hammid. NY: William Morrow and Co., Inc.

Pursell, Margaret Sanford. (1977). A Look at Divorce. Photo. Maria S. Forrai. Minneapolis: Lerner Publications Co.

Rogers, Fred. (1985). The New Baby. Photo. Jim Judkis. NY: G.P. Putnam's Sons, 1985.

3. Folklore

House That Jack Built. Illus. Janet Stevens. NY: Holiday House.

House That Jack Built. Illus. Jenny Stow. NY: Dial Books for Young Readers.

C. Changes in Our Environment and Related Concepts

1. Fiction

Bason, Lillian. (1966). Pick a Raincoat, Pick a Whistle. Illus. Allan Eitzen. NY: Lothrop, Lee, & Shepard Co.

Bunting, Eve. (1983). The Valentine Bears. Illus. Jan Brett. NY: Clarion Books.

Conger, Marion. (1959). Who Has Seen the Wind. NY: Abingdon Press.

Dabovich, Lydia. (1982). Sleepy Bear. NY: Dutton.

Edwards, Roberta. (1986). Anna Bear's First Winter. Illus. Laura Lydecker. NY: Random House.

Lapp, Eleanor J.. (1976). The Mice Came In Early This Year. Illus. David Cunningham. Chicago: A. Whitman.

Rylant, Cynthia. (1988). Henry and Mudge Under the Yellow Moon; The Fourth Book of Their Adventures. Illus. Sucie Stevenson. NY: Bradbury Press.

Testa, Fulvio. (1983). Leaves. NY: Harper & Row.

VanAllsburg, Chris. (1986). The Stranger. Boston: Houghton Mifflin Co.

2. Nonfiction

Caulfield, Peggy. (1962). Leaves. NY: Coward McCann.

Facklam, Margery. (1989). Do Not Disturb: The Mysteries of Hibernation and Sleep. Illus. Pam Johnson. San Francisco: Sierra Club Books.

Lerner, Sharon. (1964). I Found A Leaf. Minneapolis: Lerner Publications Co.

Sarasy, Phyllis. (1964). Winter Sleepers. Illus. Edna Miller. Englewood Cliffs, NJ: Prentice-Hall.

Selsam, Millicent. (1969). Hidden Animals. NY: Harper & Row.

Venino, Suzanne. (1982). What Happens in the Autumn. Washington, D.C.: National Geographic Society.

3. Folklore

Untermeier, Louis. (1965). "The Grasshopper and the Ant." Aesop's Fables. Illus. A. and M. Provensen. NY: Golden Press.

Leoni, Leo. (1967). Frederick. NY: Pantheon.

Fox Went Out On A Chilly Night. Illus. Peter Spier. NY: Doubleday.

Poetry Center

Fisher, Aileen. (1965). "Autumn Leaves", "Stay at Homes", "On an Autumn Night", "On the Wing". In the Woods, In the Meadow, In the Sky. Illus. Margot Tomes. NY: Charles Scribner's Sons.

_____. (1962). Like Nothing At All. Illus. Leonard Weisgard. NY: Cromwell.

_____. (1961). Where Does Everyone Go? Illus. Adrienne Adams. NY: Cromwell.

Giovanni, Nikki. (1985). "poem for rodney". Spin a Soft Black Song. Illus. George Martins. NY: Hill and Wang.

Livingston, Myra Cohn. (1984). "September". A Song I Sang to You. Illus. Margot Tomes. NY: Harcourt, Brace, Jovanovich.

_____. (1965). "Nursery Song". The Moon and a Star. Illus. Judith Shahn. NY: Harcourt, Brace and World, Inc.

_____. (1989). "Daddy", "Daddy's Gone", "My Jose".
Poems For Fathers. NY: Holiday House.

McCord, David. (1986). "August 28". All Small. Illus. Madelaine Gill
 Linden. Boston: Little, Brown and Co.

Merriam, Eve. (1985). "crick crack...". Blackberry Ink. Illus. Hans Willhelm.
 NY: William Morrow and Co.

_____. (1966). "Happy Birthday to Me". Catch a Little Rhyme.
 Illus. Imero Gobbato. NY: Atheneum.

Moore, Lillian. (1982). "Corn Talk", "Go Wind", "Squirrel". Something
 New Begins. Illus. Mary Jane Dunton. NY: Atheneum.

Author/Illustrator Center

Robert Kraus

Biographical Sketch

Picture Books

Another Mouse to Feed. (1980). Illus. Jose Aruego. NY: Windmill
 Books.

Herman the Helper. (1974). Illus. Jose Aruego and Ariane Dewey.
 NY: Windmill Books.

Leo the Late Bloomer. (1971). Illus. Jose Aruego. NY: Windmill
 Books.

The Littlest Rabbit. (1961). NY: Harper & Row.

Owliver. (1974). Illus. Jose Aruego and Ariane Dewey. NY:
Windmill Books.

Drama Center

farmer costumes

animal masks

doll and baby items

Interesting Objects Center

children bring in favorite objects and pictures from their babyhood

animal fur and feathers

Bookmaking Center

simulated books

create board books patterned after Roberta Edwards' Anna Bear's First Winter.

CENTERS SPECIFIC TO THE THEME

A. Changes in Ourselves

Lost Teeth Center

Literature Experience

Listen to/read the following books

Birdseye, Tom. (1988). Airmail to the Moon. Illus. Stephen Gammell. NY: Holiday House.

Brown, Marc. (1985). Arthur's Tooth. Boston: Atlantic Monthly Press.

Expressive Activity

1. Write a letter to the tooth fairy.
2. Dramatize one of the stories with friends.
3. Complete a class graph on the number of teeth you've lost.

See How We've Grown Center

Literature Experience

Listen to/read the following books

Cooney, Barbara. (1988). Island Boy. NY: Viking Kestrel.

Kuskin, Karla. (1979). The Boy Who Hated Being Small. Boston: Houghton Mifflin.

Zolotow, Charlotte. (1987). I Want to Be Little. NY: Crowell.

Expressive Activity

1. Create a timeline of significant happenings in your life.
2. Fold a piece of paper three times. Then draw a picture of yourself as a baby, as you are now, and what you think you'll look like as an adult.
3. Using a scale and tape measure, record your height and weight. Compare your results with others in the classroom.

The Human Body Center

Literature Experience

Listen to/read the following books

Markle, Sandra. (1991). Outside and Inside You. NY: Bradbury Press.

Royston, Angela. (1991). What's Inside? My Body. Illus. Richard Manning. NY: Dorling Kindersley, Inc.

Expressive Activity

1. Draw a human skeleton using glue on wax paper. When glue is dry, peel off.
2. Make a poster about keeping our bodies healthy.
3. Play the singing game, "Head, Shoulders, Knees, and Toes."
4. Dramatize going to the doctor.
5. Research a body part and write a book about it. Share it with a friend.

B. Changes in Our Families

The New Baby Center

Literature Experience

View the following wordless picture book

McCully, Emily Arnold. (1988). New Baby. NY: Harper & Row.

Expressive Activity

1. Using a tape recorder, record the story using your own words.
2. Write the words for each page and read the story while a friend turns the pages.

Goodbye Center

Literature Experience

Listen to/read the following books

Asch, Frank. (1986). Goodbye House. Englewood Cliffs, NJ: Prentice-Hall.

Hest, Amy. (1989). The Best Ever Goodbye Party. Illus. DyAnne DiSalvo Ryan. NY: Morrow Junior Books.

Expressive Activity

1. Design an invitation for a goodbye party.
2. Learn to say goodbye in different languages.
3. Draw and/or write about a time when you had to leave someone or something behind.

Wings Center

Literature Experience

Listen to/read the following book

Woodruff, Elvira. (1991). The Wing Shop. Illus. Stephen Gammell. NY: Holiday House.

Expressive Activity

1. Create a pair of wings to be sold at the Wing Shop. Use paper scraps, feathers, and various sewing notions.
2. Think of the wings that Mathew tried out in the story, and where they would take him. What kinds of wings would you need to take you where you'd want to go? Write or draw about it and share it with a friend.
3. Make a sign advertising the great wings you have for sale. What makes them so special?

Leaving Home Center

Literature Experience

Listen to/read the following book

Galdone, Paul. (1970). The Three Little Pigs. NY: Seabury Press.

Expressive Activity

1. Dramatize the story using puppets.
2. Build a stick house using sticks and glue.
3. Listen to/read The True Story of the Three Little Pigs, by Jon Scieszka to learn about the wolf's version of what happened. Write the wolf a letter to tell him if you agree or disagree with his version.

The Box Center

Literature Experience

Listen to/read the following poem

Livingston, Myra Cohn. (1984). "The Box." A Song I Sang to You. Illus. Margot Tomes. NY: Harcourt, Brace, Jovanovich.

Expressive Activity

1. Write and/or draw about your old toys.
2. Draw pictures of your old toys, cut them out and put them in a shoe box. Then share them with a friend.
3. Create flannel board pieces of the toys mentioned in the poem. Using the pieces, retell the poem to a friend.

C. Changes in Our Environment

Hide and Seek Center

Literature Experience

Listen to/read the following books

Aruego, Jose and Ariane Dewey. (1979). We Hide, You Seek. NY: Greenwillow Books.

Selsam, Millicent. (1969). Hidden Animals. NY: Harper & Row.

Expressive Activity

1. Choose an animal and draw it in a habitat in which the animal is camouflaged.
2. Hide things in the room to be found by other students.
3. Design a book jacket.

Apples and Pumpkins Center

Literature Experience

Listen to/read the following books

Kroll, Steven. (1984). The Biggest Pumpkin Ever. Illus. Jeni Bassett. NY: Holiday House.

Rockwell, Anne F.. (1989). Apples and Pumpkins. Illus. Lizzy Rockwell. NY: MacMillan.

Titherington, Jeanne. (1986). Pumpkin, Pumpkin. NY: Greenwillow Books.

Expressive Activity

1. Make apple and potato print pictures.
2. Create a diorama using a setting from one of the above stories..
3. Write and/or draw about a real or imaginary trip to a farm.
4. Write and/or draw about the life cycle of an apple tree or a pumpkin plant. Include the different stages of growth.

Getting Ready for Winter Center

Literature Experience

Listen to/read the following book

Christian, Mary Blount. (1973). The First Sign of Winter. Illus. Beverly Komoda. NY: Parents' Magazine Press.

Expressive Activity

1. Change the original title, The First Sign of Winter to The First Sign of Summer, and create a new story.
2. Give a book talk to a friend.
3. Create a mobile using pictures of things that had to be done to get ready for winter.
4. Dramatize that you are the weather reporter for the local news station. Give a report on how the weather is changing in the fall and what the viewing audience should be doing to get ready for the winter.

Conclusion

Using literature as the basis for integrating curriculum into thematic units of study has many merits. For the reader, literature helps to develop compassion, entertain new ideas, stretches the imagination, and develops a sense of what is true, just, and beautiful. Through literature a reader also questions, hypothesizes, and creates generalizations about the world.

Literature facilitates the reading process in many ways. Some examples are that

literature allows meaning to dominate, promotes positive self-concepts in beginning readers, and promotes language development and fluent reading.

This paper presented the theme - change- as one example of how a literature based theme is created and implemented in a first grade classroom. Through the utilization of this theme, the students will hopefully acquire the above outcomes of literature. Even more importantly, the students will learn to love reading and become lifelong readers.

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Smith, Frank. (1983). Essays Into Literacy. Portsmouth, NH: Heinemann.

Tompkins, Mark. (1990). Child-Oriented Lesson Plans: A Change of "Theme". Extensions, 5,(3), 1-3.

Tunnell, Michael O. & Jacobs, James S. (1989). Using Real Books: Research finding on literature-based reading instruction." The Reading Teacher, 42(7), 470-477.

Appendix

Annotated Bibliography of Children's Literature

- Alda, Arlene. (1983). Matthew and his Dad. NY: Little Simon.
Matthew's father finds himself out of work, and Matthew is confused by the change in his father and by the change in their relationship.
- Alexander, Martha. (1971). Nobody Asked Me If I Wanted a Baby Sister. NY: Dial Press.
A boy tries to give his new baby sister away, and then realizes how much he is needed when he is the only one that can keep her from crying.
- _____. (1979). When the New Baby Comes, I'm Moving Out. NY: Dial Press.
Oliver has a hard time adjusting to the idea of his mother having another baby. But once Mother points out he'll be a big brother, his feelings change for the better.
- Andersen, Hans Christian. (1965). The Ugly Duckling. Illus. Adrienne Adams. NY: Charles Scribner's Sons.
The classic fairy tale about the ugly duckling that is teased by the other animals because it is so strange looking. As time passes, the ugly duckling turns into a beautiful swan.
- Aruego, Jose and Ariane Dewey. (1979). We Hide, You Seek. NY: Greenwillow Books.
This book is about camouflage and readers will enjoy looking for the hidden animals.

Asch, Frank. (1986). Goodbye House. Englewood Cliffs, NJ: Prentice-Hall.

A young bear goes through the process of telling his house goodbye when he moves to a new one.

Bason, Lillian. (1966). Pick a Raincoat, Pick a Whistle. Illus. Allan Eitzen. NY: Lothrop, Lee, & Shepard Co.

An exploration of the many uses for leaves in the world.

Berenstain, Stan and Jan. (1984). The Berenstain Bears and Mama's New Job. NY: Random House.

All the bears in the Bear family must adjust to Mama Bear working outside the home. They learn to all pitch in and help.

Berger, Terry. A New Baby. Photo. Heinz Kluetmeier. Milwaukee: Advanced Learning Concepts, Inc..

A young boy wonders aloud what his new baby sister or brother will be like, and how the new baby will affect his life. Especially his relationship with his parents.

Birdseye, Tom. (1988). Airmail to the Moon. Illus. Stephen Gammell. NY: Holiday House.

Birdseye writes a very humorous tale about Ora Mae Cotton, a little girl that just lost her first tooth and lost it. Throughout the book, she tries to figure out who stole it, only to come to a very embarrassing conclusion.

_____. (1991). Waiting for Baby. Illus. Loreen Leedy. NY: Holiday House.

A child eagerly awaits the birth of a baby brother or sister.

Blaine, Marge. (1975). The Terrible Thing That Happened at our House.

Illus. John C. Wallner. NY: Parent's Magazine Press.

A young girl's mother decides to work outside the home as a teacher. The girl is very unhappy because her Mother and Father do not seem to have time for her anymore. Family communication improves the situation.

Brown, Laurene Krasny & Brown, Marc. (1986). Dinosaur Divorce: A Guide For Changing Families. Boston: Little Brown & Co.

Through the use of dinosaur characters, the Browns discuss what divorce is, the feelings that might be involved, and then other facets of divorce such as stepparents. Very informative in a non-threatening manner.

Brown, Marc. (1987). Arthur's Baby. Boston: Joy Street Books.

Arthur doesn't know how to feel about the new baby in the family, but when his sister needs his assistance in helping with the baby, he feels important and begins to feel better.

_____. (1985). Arthur's Tooth. Boston: Atlantic Monthly Press.

Arthur is upset because he is the only one in his class that hasn't lost a tooth.

Bunting, Eve. (1983). The Valentine Bears. Illus. Jan Brett. NY: Clarion Books.

Mr. and Mrs. Bear are hibernating, and Mrs. Bear thinks it's time to celebrate their first Valentine's Day, which they usually sleep through. Mrs. Bear plans the surprise, but she gets a surprise too.

Caines, Jeanette. (1977). Daddy. Illus. Ronald Himler, NY: Harper & Row.

A touching story about the relationship between a little girl and her father. Her father doesn't live with her, but she can depend on him to come get her on Saturdays.

Carlstrom, Nancy White. (1990). I'm Not Moving, Mama. Illus. Thor Wickstrom. NY: MacMillan.

A young mouse isn't too sure about moving into a new house. She and her mother discuss the reasons why the little mouse wants to stay where she is.

Caulfield, Peggy. (1962). Leaves. NY: Coward McCann.

A wonderful nonfiction book with excellent photographs of various types of leaves.

Christian, Mary Blount. (1973). The First Sign of Winter. Illus. Beverly Komoda. NY: Parents' Magazine Press.

One family prepares for winter by finding appropriate clothing such as mittens and stocking hats, scrubbing storm doors to hang on the window, and looking for winter recreational items such as ice skates.

Christiansen, C.B.. (1989). My Mother's House, My Father's House. Illus. Irene Trivas. NY: Atheneum.

A child tries to adjust to having two homes since her parents are divorced.

Cohen, Miriam. (1988). It's George. Illus. Lillian Hoban. NY: Greenwillow Books.

George's classmates know that he is not the smartest boy in the first grade. But when an emergency occurs, they are happy to have him around.

_____. (1980). No Good In Art. Illus. Lillian Hoban.

NY: Greenwillow Books.

A first grader believes he is awful at art class. Through the course of the story, he discovers he is talented.

_____. (1989). See You in Second Grade. Illus. Lillian Hoban.

NY: Greenwillow Books.

The first grade school year is over. At an end-of-the-year picnic, all the first graders realize they will miss first grade and their teacher, but they know they are ready for second grade.

_____. (1977). When Will I Read? Illus. Lillian Hoban.

NY: Greenwillow Books.

Learning to read is difficult, and a first grader is discovering it is also frustrating.

_____. (1967). Will I Have a Friend? Illus. Lillian Hoban.

NY: Greenwillow Books.

A first grader begins attending a new school, and is worried he will have no friends. During the course of the day, he makes a pleasant discovery.

Cole, Joanna. (1989). The Magic School Bus, Inside the Human Body.

Illus. Bruce Degen. NY: Scholastic.

That crazy teacher and her students take another interesting field trip, and this time it is into the human body. The story is humorous, but also filled with interesting facts.

_____. (1985). The New Baby At Your House. Photo. Hella

Hammid. NY: William Morrow and Co., Inc.

A nonfiction account of what a child can possibly expect when a new baby is born. A good book to help children become accepting of and excited about a new baby.

- _____. (1992). Your Insides. Illus. Paul Meisel.
Putnam and Grosset.
A nonfiction account of what is inside our bodies. By the same author of The Magic School Bus books.
- Conger, Marion. (1959). Who Has Seen the Wind. NY: Abingdon Press.
A child wonders who has seen the wind. From watching the wind through the change of seasons, she finds her answer.
- Cooney, Barbara. (1988). Island Boy. NY: Viking Kestrel.
Matthias grows from a little boy to a grandfather within a small community on an island.
- Dabovich, Lydia. (1982). Sleepy Bear. NY: Dutton.
A simple picture book about a bear hibernating and his friend's attempts to wake him up.
- Dragonwagon, Crescent. (1984). Always, Always. Illus. Arieh Zeldich. NY: MacMillan.
A young girl, whose parents are divorced, lives with her mother throughout the school year. Once summer vacation arrives, she visits her father for the summer. As she gets ready to visit her father, she realizes that although her parents are divorced, they both love her.
- Edwards, Roberta. (1986). Anna Bear's First Winter. Illus. Laura Lydecker. NY: Random House.
A board book that tells of how Anna prepares for her first hibernation and then wakes up to a nice surprise.

Facklam, Margery. (1989). Do Not Disturb: The Mysteries of Hibernation and Sleep. Illus. Pam Johnson. San Francisco: Sierra Club Books.

A nonfiction book that tries to explain in simple terms what hibernation is.

Fox Went Out On A Chilly Night. Illus. Peter Spier. NY: Doubleday.

Peter Spier chooses autumn in New England as the setting for this old folk song. Sheet music for the song is included at the back of the book.

Galdone, Paul. (1970). The Three Little Pigs. NY: Seabury Press.

Galdone gives charming illustrations to his version of the classic folk tale.

Girard, Linda Walvoord. (1987). At Daddy's on Saturdays. Illus:

Judith Friedman. Niles, Ill.: A. Whitman.

Katie's mom and dad get divorced, and when Dad moves out, Katie wonders if she'll ever see him again. The book addresses the fears and concerns children have when their parents divorce.

Greenfield, Eloise. (1974). She Come Bringing Me That Little Baby Girl.

Illus. John Steptoe. Philadelphia: Lipincott.

Kevin wanted a baby brother, but got a sister instead. Feeling jealous, he ignores the baby until his mother assures him that she has enough love for the both of them.

Henkes, Kevin. (1991). Chrysanthemum. NY: Greenwillow Books.

A little mouse, Chrysanthemum, feels very good about herself, especially her name. This changes when she begins school and she is teased about it. Luckily, the music teacher comes to her rescue.

_____. (1989). Jessica. NY: Greenwillow Books.

A little girl named Ruthie does everything with her imaginary friend, Jessica. Then she meets a little girl at school whose name is Jessica, and the old Jessica is forgotten.

_____. (1989). Julius, the Baby of the World. NY: Greenwillow.

Lilly has a very difficult time accepting her "disgusting" baby brother, Julius. When Cousin Garland makes a few less-than-complimentary remarks about Julius, Lilly's feelings toward Julius become loving and protective.

Hest, Amy. (1989). The Best Ever Goodbye Party. Illus. DyAnne DiSalvo Ryan. NY: Morrow Junior Books.

Jessica throws a two-person send off party for her best friend, Jason, who's moving away. Jessica worries she'll be replaced but through the course of the party her fears are put to rest.

Hoban, Russell. (1964). A Baby Sister for Frances. Illus. Lillian Hoban. NY: Harper & Row.

Things haven't been the same around Frances' house since her baby sister, Gloria, was born. Frances runs away, under the dining room table, to show her dissatisfaction. Her parents reaffirm their love for her.

House That Jack Built. Illus. Janet Stevens. NY: Holiday House.

Stevens provides very bright and charming illustrations for an old folktale.

House That Jack Built. Illus. Jenny Stow. NY: Dial Books for Young Readers.

The traditional tale of the house and the cumulative plot that follows, but this time it is set in the Caribbean.

Kates, Bobbi Jane. (1992). We're Different, We're the Same.

Illus. Joe Mathieu. NY: Random House.

With the aid of the Sesame Street muppets, this book deals with individual uniqueness and similarities.

Komaiko, Leah. (1987). Annie Bananie. Illus. Laura Cornell. NY: Harper & Row.

A young girl faces the reality of her best friend moving away. Although she's not happy about it, she remembers all the fun they had and knows they will always be friends.

Kroll, Steven. (1984). The Biggest Pumpkin Ever. Illus. Jeni Bassett. NY: Holiday House.

Two little mice unknowingly tend to the same pumpkin as it grows to monstrous proportions.

Kuskin, Karla. (1979). Herbert Hated Being Small. Boston: Houghton Mifflin.

Herbert's tired of being the smallest person where he lives so he decides to run away from home. He meets another runaway named Philomel, and she has run away because she's tired of being the biggest person where she lives. They realize that size is relative, and to just be happy with who you are.

Lapp, Eleanor J.. (1976). The Mice Came In Early This Year. Illus. David Cunningham. Chicago: A. Whitman.

A child observes the preparations made by his family and by the outdoor animals as autumn approaches.

Leoni, Leo. (1967). Frederick. NY: Pantheon.

This folktale describes a community of mice trying to collect and store food for the approaching winter. The mice complain about Frederick, a mouse who doesn't share with the work because he is always daydreaming. The mice realize that Frederick is getting ready for winter in his own way.

Lerner, Sharon. (1964). I Found A Leaf. Minneapolis: Lerner Publications Co.

A nonfiction story of the different types of leaves. The book gives neat information about each leaf, such as where it grows, what shape and color it is, and what color it will turn in the fall.

McCully, Emily Arnold. (1988). New Baby. NY: Harper & Row.

A wordless book about the arrival of a new baby into a mouse family, and all the feelings that a new baby brings. The youngest mouse is very jealous until he saves the baby from being rained on.

Markle, Sandra. (1991). Outside and Inside You. NY: Bradbury Press.

A nonfiction book about our bodies.

Pursell, Margaret Sanford. (1977). A Look at Divorce. Photo. Maria S. Forrai. Minneapolis: Lerner Publications Co.

A nonfiction book to help children deal with the feelings involved when their parents divorce.

Rockwell, Anne F.. (1989). Apples and Pumpkins. Illus. Lizzy Rockwell. NY: MacMillan.

It's time to get ready for Halloween, and one family gets ready by visiting Mr. Comstock's farm to pick apples and pumpkins that the farmer harvested.

Rogers, Fred. (1985). The New Baby. Photo. Jim Judkis. NY: G.P. Putnam's Sons, 1985.

Mr. Rogers, a character well-loved by children for years, is ready to help children become ready for a baby brother or sister.

Rosenberg, Maxine B. (1983). My Friend Leslie, The Story of a Handicapped Child. Photo. George Ancona. NY: Lothrop, Lee and Shepard Books.

A nonfiction account of two little girls, one being handicapped, and how they adjust to beginning kindergarten. The story focuses on feelings and questions that arise when nondisabled adults and children meet Leslie for the first time.

Royston, Angela. (1991). What's Inside? My Body. Illus. Richard Manning. NY: Dorling Kindersley, Inc.

A nonfiction book about our bodies. Shows interesting illustrations of the insides of our bodies.

Rylant, Cynthia. (1988). Henry and Mudge Under the Yellow Moon; The Fourth Book of Their Adventures. Illus. Sucie Stevenson. NY: Bradbury Press.

Another adventure about Henry and his dog, Mudge. In this story, the two watch autumn happenings such as leaves changing color, Halloween, and then Thanksgiving.

Sarasy, Phyllis. (1964). Winter Sleepers. Illus. Edna Miller. Englewood Cliffs, NJ: Prentice-Hall.

A nonfiction book that concerns hibernation.

Schuchman, Joan. (1979). Two Places To Sleep. Illus. Jim LaMarche. Minneapolis: Carolrhoda Books.

David describes what it was like when his parents divorced. He lives with his father and sees his mother every other weekend.

Schwartz, Amy. (1983). Mrs. Moskowitz and the Sabbath Candlesticks. Philadelphia: Jewish Publication Society of America.

Mrs. Moskowitz has a hard time adjusting to her new apartment until she finds her Sabbath candlesticks. Lets children know that even adults can have a difficult time moving.

Scieszka, Jon. (1989). The True Story of the Three Little Pigs. Illus. Lane Smith. NY: Viking Kestrel.

This is the traditional folk tale, but this time the wolf tells his version of what happened when he and the pigs met each other. A delightful story that encourages readers to accept a different point of view.

Selsam, Millicent. (1969). Hidden Animals. NY: Harper & Row.

Selsam explains how camouflage helps many creatures survive. Children would enjoy searching her photographs for the animal that is hidden.

Stanek, Muriel. (1985). All Alone After School. Illus. Ruth Rosner. Niles, Ill.: A. Whitman.

Although scared and unsure of himself at first, a young boy develops confidence about staying home alone after school when his mother is forced to take a job.

Stevenson, James. (1987). Higher on the Door. NY: Greenwillow Books.

James Stevenson's biography of his childhood memories. One thing he remembers the best is always wanting to be older.

Tejima, Keizaburo. (1987). Fox's Dream. NY: Philomel.

A young fox wanders through woods and remembers his growing up years. At the end of the story he discovers a mate and the life cycle begins again.

Testa, Fulvio. (1983). Leaves. NY: Harper & Row.

It's autumn and a leaf falls from a tree. As he lays on the ground with the other leaves, he remembers what life was like as a leaf. He is saddened at the thought of his demise. A nearby evergreen gives him good advice that makes him feel better.

Titherington, Jeanne. (1986). Pumpkin, Pumpkin. NY: Greenwillow Books.

Jamie grows a pumpkin plant from a seed in this beautifully illustrated book.

Untermeier, Louis. (1965). "The Grasshopper and the Ant." Aesop's Fables. Illus. A. and M. Provensen. NY: Golden Press.

The classic tale about the ant who works to get ready for winter, and the grasshopper, who would rather play his days away. When winter hits and the grasshopper can find no food, he goes to visit ant, who did store up food during the summer and fall.

VanAllsburg, Chris. (1986). The Stranger. Boston: Houghton Mifflin Co.

A farmer hits a stranger with his car. The stranger is nursed back to health at the farmer's house, and the family notices oddities that occur in nature when the stranger is about. The stranger eventually leaves, but not without leaving lasting effects at the farmer's house.

Venino, Suzanne. (1982). What Happens in the Autumn. Washington, D.C.: National Geographic Society.

From the series, Books for Young Explorers, the text and photographs describe things that happen in the autumn. It includes leaves changing colors, animals getting ready for winter, and harvest.

Vigna, Judith. (1982). Daddy's New Baby. Niles, Ill.: A. Whitman.

A young girl has a difficult time with her feelings when her father, who is remarried, has a baby with his new wife.

_____. (1980). She's Not My Real Mother. Chicago: Albert, Whitman and Co.

Miles is lost and then rescued by his stepmother. He has to then decide if maybe she really does like him, and that she might even be a friend.

Waber, Bernard. (1988). Ira Says Goodbye. Boston: Houghton Mifflin.

Ira is sad about his best friend, Reggie, moving away. But, Reggie, to Ira's surprise, is excited about the move.

Wells, Donna. (1990). Your Body: Treasure's Inside. Illus. Helen Endres. Chicago: Children's Press.

A very simple introduction to various parts of the body and their functions.

Wildsmith, Brian. (1973). The Little Wood Duck. NY: Franklin Watts, Inc.

A wood duck is born with a crooked foot that makes him swim only in circles. He is teased about his disability until he proves his worth by rescuing the other ducks from a fox.

Woodruff, Elvira. (1991). The Wing Shop. Illus. Stephen Gammell. NY: Holiday House.

Matthew, who has just moved to a new house, wants to go back home. He discovers The Wing Shop, where wings of all shapes and sizes are sold to carry the owner to anywhere he/she wants to go. His adventures while flying are very entertaining.

Zolotow, Charlotte. (1987). I Want to Be Little. NY: Crowell.

A little girl doesn't want to discuss what she'll be when she grows up because she enjoys being little so much.