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Only one quarterback

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Abstract

Only One Quarterback is a concept book about the game of football using photographs from the Remsen-Union Rocket football program introducing preschool children to the basic concepts of football and relating those concepts to the numbers they are learning. Each number introduces a different football concept. The text is written for the comprehension of preschool children. The words and photographs work together to give a full picture of the football concepts. The book is designed to help children become interested in reading and learning about the game of football. There are few football counting books written especially for preschool children. This research project fills a part of that void.

ONLY ONE QUARTERBACK

A Graduate Project

Submitted to the

Division of School Library Studies

Department of Curriculum and Instruction

In Partial Fulfillment

Of the Requirements for the Degree

Master of Arts

UNIVERSITY OF NORTHERN IOWA

By

Stacey Galles

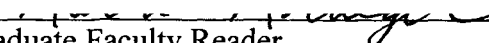
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This Project by: Stacey Galles


Titled: Only One Quarterback

Has been approved as meeting the research requirement for the
Degree of Master of Arts.

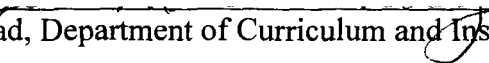
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ABSTRACT

Only One Quarterback is a concept book about the game of football using photographs from the Remsen-Union Rocket football program introducing preschool children to the basic concepts of football and relating those concepts to the numbers they are learning. Each number introduces a different football concept. The text is written for the comprehension of preschool children. The words and photographs work together to give a full picture of the football concepts. The book is designed to help children become interested in reading and learning about the game of football. There are few football counting books written especially for preschool children. This research project fills a part of that void.

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CHAPTER ONE

INTRODUCTION

He catches the ball, ten yards, twenty yards, thirty yards, forty yards, fifty yards; he could go all the way! Touchdown!

The researcher remembers reading books as a young child. The researcher also remembers reading concept books to learn how to count. Now the researcher reads concept books to her two year old son, so he can learn how to count. The researcher's students are asking for books about playing football; they always want to know all they can before watching the games. Young children are fascinated by concept books (Granowsky, 2005, p. 1).

This research project will be the production of a concept book using football conventions. Piaget's (1934/1965) hypothesis is that the construction of numbers coincides with the development of logic, and a pre-numerical period corresponds to the pre-logical level. Piaget states that number development is organized, stage after stage. His view of how children's minds work and develop has been enormously influential, particularly in educational theory (Piaget, 1934/1965). His particular insight was the role of development, or simply growing up in children's increasing capacity to understand their world; they cannot undertake certain tasks until they are psychologically mature enough to do so. His research has spawned a great deal of more research, much of which has undermined the detail of his own, but like many other original investigators, his importance comes from his overall vision (Piaget, 1934/1965).

Concept Books

Counting is a very important aspect in a child's development. Roberts (1990) states that children learn to count at a very young age; by the time they turn one, children have been influenced by the world of counting. Concept books can stimulate interest in numbers of objects, encourage interaction with the text, and may influence a child's language development. Concept books also offer one-to-one correspondence and other simple math concepts (Roberts, 1990, p. 1). The counting concept book produced by the researcher will provide a resource to help to meet the needs of children learning the concept of counting up. This book will use the pictures of simple football objects such as: footballs, players, field goals, and football fields.

The objects will be used to help children learn to count sequentially and develop cognitive thinking skills. According to Roberts (1990), concept books offer much more beyond counting of numbers. Concept books offer children math readiness activities and mathematics language, supplementary materials used to create original problems, and page formats useful in solving problems (p. 17).

Real Materials in the Elementary Classroom

Yopp and Yopp (2000) argue that preschool children may connect more with real materials than with fiction materials. Their research states that primary children, defined in this research as children age three to five, may connect more with real materials because of their personal interest in the topic. In our sophisticated world children are

exposed to real materials in their everyday lives by watching television, browsing through magazines and learning socially in their classroom. Their understanding of reality is often influenced by things to which they can relate. Children need greater familiarity with life situations if they are to succeed in the Information Age (Yopp & Yopp, 2000, p. 1). This kind of reading material can be applied to all topics of interest to primary children. Yopp and Yopp explain that children benefit from real or true images they see every day. Children also learn by imaginary play, but real materials they use for learning in their classroom play an important role in their development of imagination.

Lack of many experiences with informational text contributes to children's future reading difficulties (Duthie, 1994, p. 2). In the 21st century children are learning through informational text to which they can relate. The research project presented here is concerned with combining real life materials from the Remsen-Union High School, (Remsen, Iowa) football program to produce a concept book for young children to enjoy and help them learn to count.

Students will be able to relate to the players and pictures in this book. Duthie (1994) explains how factual text allows children to relate personally to their topics. It helps children not only receive the information, but also relate through comprehension. Duthie's findings show that classrooms offering a wide variety of factual texts, as well as appealing narrative material, provide children with a more exciting learning environment to support success in reading (Duthie, 1994, p. 2). Children like to have a feeling of understanding when they finish reading a book. If children can relate to the material, they

find the book more enjoyable. It seems only natural that factual text materials should be an essential component of a balanced literacy program.

The emphasis on factual reading in the primary grades has caused many debates throughout the past decade. Research now clearly shows that, if given the opportunity, young children can be successful with nonfiction text. Factual text is developmentally appropriate for young learners (Duke & Bennett-Armistead, 2002, p. 1).

The researcher's two year old son would rather listen to a true-life book about tractors or trains, than a book about Clifford the Big Red Dog. He can relate to tractors and trains because they are part of his daily life. On the other hand, he cannot connect with Clifford because he has never seen a red dog. The researcher feels that this child is developmentally ready for comprehending nonfiction materials. Recently while riding in the car, the researcher's child pointed outside the car and stated, "Snowplow mommy, clearing off the snow." The researcher recognizes that this child received that information from comprehending a factual book they read almost every day. Research has suggested there are many benefits of including true-life text in experiences for preschool children. True-life text can build background knowledge, increase vocabulary, build on children's interests, enrich use of text across the curriculum and better prepare children for school, where they will encounter more factual texts (Duke & Bennett-Armistead, 2003, p. 2).

Book Project Text Structure

Summarizing a nonfiction text, where the focus is usually on the main ideas, requires different strategies than summarizing a story, where the focus is usually on the characters, setting, problem, and related events (Duffy, 2004, p. 2). Successful readers of

nonfiction follow a different strategy while reading materials. According to Boyton and Belvins (2004), the five keys to reading nonfiction are: text features, text structure, background knowledge, vocabulary, and comprehension. Text features are common features that readers can recognize and use to help understand the information being presented. Text structure is recognition of how ideas are organized, or the structure of the text. Activating background knowledge, the most important habit of reading nonfiction, connects the new information to what the reader already knows. Pre-teaching vocabulary could be the biggest challenge when presenting nonfiction materials. The author should choose vocabulary the reader will likely be able to determine from context alone. Comprehension, a self-check for understanding, is the final key to successful nonfiction reading. (Boyton & Belvins, 2004). When these five keys are used properly in presenting new nonfiction material, children will be able to relate and read new material successfully.

Problem Statement

The problem addressed in this research project is that there is little information about the game of football available to preschool children through counting concept books, even though primary children may better connect with factual materials than imaginary materials by personally relating to the topics. Preschool children age three to five are classified in Piaget's stages of cognitive development as pre-operational. Piaget states that children in this stage learn to use language and represent objects by images and words. Thinking is still egocentric. Preschool children have difficulty taking the

viewpoint of others and classifying objects by a single feature: for example grouping together all the red blocks regardless of shape or all the square blocks regardless of color.

Purpose

The purpose of this research project is to present a concept book with football imagery for children age three to five that will enhance their counting skills.

Research Questions

1. Is football an appropriate topic for a counting book?
2. What aspects of football are most appropriate for preschool children's interests?
3. Will the use of Remsen-Union Rocket football photos draw preschool children into counting and numbers?
4. How will this football counting book created for this research project inform children about counting and numbers?

Definitions

Concept Book- "A type of information book that explores the similarities and differences in a group of objects or actions in order to illuminate the larger concepts or contribute to the understanding of the item's varied aspects." (Children's Literature Dictionary, 2002, p. 44)

Counting Book- “A type of concept picture book designed to teach young children to identify numbers, their shapes, their names, and to count.” (Children’s Literature Dictionary, 2002, p.47)

Informational Text- “Text that provides factual information about anything.” (Children’s Literature Dictionary, 2002, p.96)

Narrative- “A story or account; tale (World Book Dictionary, 2001, p.771).”

Primary-“The first three or four grades of elementary school (World Book Dictionary, 2001, p.923).”

Real Materials- “Materials that depict people, places, and things as they are seen in real life.” (Children’s Literature Dictionary, 2002, p.144)

Assumptions

The information presented on the subject of football may be appealing to some preschool age children. It is possible to introduce some children to counting through football numbers.

It is also assumed that all children will be learning to count while in preschool. This project would introduce numbers to children even if they have never seen numbers. A children’s book can be used for counting and football appreciation.

Limitations

This project is limited to an audience of preschool age students. The words need to be age appropriate and understandable for this age group. The pictures need to be simple. The materials will also be limited to teaching about counting.

Significance

A football concept book will provide children with an understanding of counting through the use of football imagery, that is, children can use various steps to comprehend the expository texts. The significance of this book would be to introduce students to numbers, using a primary concept book. The librarian researcher has discovered that some children see athletes as their idols, look up to the athletes, and dream to be just like them. Children from the Remsen-Union Community School District can also relate personally to this project by seeing real life images of the Remsen-Union Rockets football program. Counting is a big step for preschool students, and they will feel a sense of accomplishment after completing this book. They will be able to count to ten by connecting the numbers in the book with the numbers seen in the context of football. The book will have photographs from the Remsen-Union Rocket football program. Preschool students will be able to relate to the football photographs and incorporate them into their counting skills.

Preschool students, who are just learning to count, are the main focus for this project. Teachers and parents will be able to use this book as a supplement to the counting activities being done in the classrooms or at home. This excellent example of a cross-curricular book allows readers to gain more information about counting and

football simultaneously. The book can be used as a math and physical education supplement.

This book is important for many reasons. Although many counting books have been written that help young children learn to count, this counting book will also help them learn to appreciate football. The book will be enjoyable and memorable for all students.

CHAPTER TWO

REVIEW OF RELATED RESEARCH LITERATURE

By age two or three, toddlers and preschoolers are learning how to count and recognize minimal number words sometimes through small picture books, educational television shows, or preschool. The purpose of the research project is to develop a Remsen-Union High School football counting book. Using real life images and counting, children will gain familiarity and enjoyment of the concept of counting as well as understanding and appreciation of football. The related research includes three categories: (a) the nature of counting, (b) the introduction of number words, and (c) the effects of concept books on preschool children's learning.

Nature of Counting

Fuson, Secada, and Hall (1983) conducted two experiments which addressed children's ability to use their spontaneous matching and counting in making equivalence judgments in conservation of number tasks. Conservation of number is the understanding that the number of objects remains the same when they are rearranged spatially. In experiment one, children 4 ½ - 5 ½ years of age, who were told to match or to count blocks in a conservation of number task, made correct equivalence judgments significantly more often than those in a control condition in which the children were told only to read the numbers and to count. This indicated that these children were able to and did use the correspondence information gained from the matching task. In experiment two which was similar to experiment one except with children who were more mature,

but not yet conserving, sample; most children (94%) gave justifications other than perceptual images. Perceptual images are images children have as they look at an object. Perceptual justifications are the images that children retain as memory images. Additionally most children (91%) gave at least one Piagetian justification using either matching or counting on at least one trial (Fuson et al., 1983). Counting was used considerably more often than matching (Fuson et al., 1983, p. 94).

Kamii (1985) conducted two experiments based on Piaget's theory of number. They are the conservation task and one that involves the dropping of beads into two glasses. Findings from two other tasks were also presented to show that addition grows out of the child's natural ability to think. These findings led Kamii to hypothesize that addition does not need to be taught to first graders and that it is more important to provide opportunities for children to engage in numerical reasoning. Piaget (1934/1965) stated that conservation of number is the ability to deduce (through reason) that the quantity of the collection remains the same when the empirical appearance of the objects is changed (Kamii, 1985, p. 4). Piaget proposed that number conservation develops when the child reached the stage of Concrete Operations at around 7 years of age. In the following example, Piaget had a 5-year-old girl demonstrate that she did not yet conserve number. First she said that there are the same number of red chips and white chips in the two rows of chips made by the experimenter. However, she said that there are more white chips after the experimenter moves them farther apart in their row. This means that before age 4 ½ to 5 ½, children are generally not capable of conservation of number. This research has been used as one basis for school curriculum development. Almost half of

the latter group gave a Piagetian justification on a trial in which they had already counted or matched.

Susan Michie (1984) conducted an experimental study in which children counted and compared two collections of objects. Students were presented with items and were asked to do one of the following: count items and place them into piles, count items one at a time into boxes, or place items on top of dots in rows. In the experimental group, a visual display of the number sequence was provided, and the appropriate number was marked after each collection had been counted. To control for the length cues in the visual display, a further test was carried out with the same children using a visual display with no numbers on it. A condition with no visual display was also used with no numbers on it and the same group of children was asked to count each collection without the assistance of a visual display. Performance was significantly more accurate when numbers and numerical dot patterns were visible and when the counters were counted into boxes rather than being arranged into rows. This suggests that children's poor performance on relative number judgment tasks may be due, not to a poor understanding of number, but rather to memory factors and to over reliance on perceptual cues (Michie, 1984).

Introduction of Number Words

Number words are the representation of each number using letters or a word used in counting. This research project will result in a children's book that has both the numeral and the word on each page. Preschool children will review both numerals and

words while relating them to the game of football. The following studies showed that many preschool children are learning the concept of number words.

Briars and Siegler (1984) used an experimental methodology to test preschoolers who clearly were adept in executing the standard correct counting procedure. Whether or not they knew the counting principles underlying the procedure was less clear and thus was the subject of the study. The researchers investigated preschoolers' knowledge of the following counting principles: counting adjacent objects consecutively, pointing once to each object, starting at an end of a row, and proceeding in a left to right direction. The experimenter asked three to five year olds to judge as acceptable or unacceptable a puppet's counting. The puppet's counting demonstrated one of three variables: "it violated the essential feature, it violated one or more unessential features, or it conformed to the standard correct procedure" (Briars and Siegler, 1984, p. 610). Children who knew the word or object correspondence principle would reject counts that violated the principle more often than counts that conformed to it. Four and five year olds knew that word or object correspondence was essential, although a high percentage of them did not know that other typical features such as the color and shape of the object were unessential (Briars & Siegler, 1984, p. 610). Briars and Siegler were testing children on how they learned to count, whether by corresponding one to one with counting objects, or counting without pointing. Children were also asked to count in a left to right direction to see whether children have learned counting similar to reading. The results showed that the children were able to count in a left to right direction that was similar to reading.

Fuson (1988) conducted a study based on children's competence in cardinal, counting, and sequence from ages two through eight. For the first five ordinal words and the first eight cardinal words, two through five year olds were correct on 4% versus 48% of the ordinal versus the cardinal number words. For words up through the first 23 numerals, the five through seven year olds were correct on 2% versus 82% of the ordinal versus the cardinal number words. Data on children's production of English sequence of number words indicate that most middle-class children below 3 ½ are working on learning the sequence of number words between ten and twenty, and a substantial proportion of children between 4 ½ and 6 are still imperfect on the upper teens part of the sequence. The use of counting was strongly connected to counting and sequence uses of the number words. Fuson (1988) determined that number words are special kinds of words. Children's increasing ability to use number words correctly provides an interesting domain of study in which cognitive development, language, and procedural activity overlap. Numerical concepts are very abstract and become quite complex. Children of these ages who have reasonable opportunities to learn these concepts show an amazing competence in their use of number words. Number words are used with a variety of different external referents accompanied by different internal meanings. Children must come to learn both the number words themselves and various situational uses of number words. The book to be produced by the researcher will use the number words in a sentence in order to enhance the contextual meaning for the number word.

There are many different meanings for each number word. Adults understand all of the meanings and can shift among them with ease. However, a child may use a number

word with only one of its meanings and may not know other meanings of that word or may not be able to shift easily among various meanings of that word. (Fuson, 1988, p. 5)

“When it comes to sequencing number words children seem to learn very early the distinction between words that are in the number-word sequence and words that are not in the sequence” (Fuson, p. 35). According to Fuson, one should teach a child how to use the words out of sequence so the child knows the words first and then will learn their order (p. 96). In this research project, children will be learning the number words in sequential order.

Effects of Counting Books on Preschool Children Learning

Saxe and Kaplan (1981) conducted an experimental study as an examination of developmental changes in children’s use of pointing gestures to achieve an accurate count. Forty-two children at ages two, four and six were asked to count objects in two conditions, one in which they could not use pointing gestures and the other in which they were encouraged to do so. With increasing age, children’s counting accuracy improved across both conditions; however, it was only at age four that children’s performance was significantly better with gestures. On the basis of these data, it is argued that the functional relation between the recitation of number names and children’s pointing gestures in counting changes over the course of development (Saxe & Kaplan, 1981). As children grew older it was clear, in this study that their counting ability improved. Older children were able to count using one to one correspondence and were able to count left to right.

Gelman and Meck (1983) conducted a study using three to five year old children who participated in one of four counting experiments. Three separate experiments assessed a child's ability to detect errors in a puppet's application of the one to one, stable to order, and cardinal count principles. In the fourth experiment, children counted in different conditions designed to vary performance demands. In the final experiment where children did the counting themselves, set size did affect their success. Variations in conditions also affected their success, the most difficult of which was the condition where children had to count three dimensional objects which were under a cover (Gelman & Meck, 1983). Their experience showed that this condition would interfere with the child's tendency to point and touch objects in order to keep separate items which have been counted from those which have not been counted.

CHAPTER THREE

METHODOLOGY

The purpose of this project was to develop a football concept book as a resource to enhance the concept of counting to children from the ages of three to five by using pictures from the Remsen-Union Rocket High School football program. The pictures have been taken by high school students throughout the football season and are used with permission of the Remsen-Union Community School district, students and their parents. There are eleven different pictures used in this research project. The pictures relate to the number sentence on each page (see Appendix B).

There is a growing awareness of the importance of nonfiction materials that are available to preschool children, yet there seems to be little change in the materials that are available to the Remsen-Union Community School district because of lack of funding provided to the library. In the project, the researcher provided a counting book for beginning readers that will allow them to learn counting and also learn numbers that are involved in playing a game of football.

The researcher chose instructional content that is appropriate for preschool age children to create a book format and topic combination that is not widely available to primary age children (Table 1). Table 1 shows the results of an analysis of titles found through a search for books using three locations.

Availability of Supporting Materials

The researcher has examined prominent lists of library sources to determine the need for a counting, football, nonfiction book. Included in this search were the Rod Library Youth Collection at the University of Northern Iowa (UNI); Remsen-Union Community School library online catalog, Remsen, Iowa (where the researcher is the librarian); and *Children's Core Collection 2007*, a standard core collection for elementary school libraries published by H.W.Wilson. This research was conducted using the keywords/subjects *Counting*, *Football and Counting*, and *Football and Juvenile*. The table below shows the number of books found during the research.

Table 1

Counting Football Books Available at Various Libraries

Table One	Counting	Nonfiction	Football/Counting	Football/Juvenile
UNI Rod Library Youth Collection	227	12,569	2	83
Remsen-Union Community School	35	4720	0	18
Children's Core Collection	17	261	1	26

In a search at the UNI's Rod Library Youth Collection, it was discovered that out of 83 hits for *Juvenile Football* materials only two of those could be found incorporating counting. The number of nonfiction materials was 12,569 and of those only 227 incorporated counting. Thus, the researcher found that only two nonfiction books incorporated football and counting. These findings are relevant to the researcher creating a nonfiction book about football and counting.

The researcher looked at one of the nonfiction books that incorporated football and counting. *NFL 1-2-3* by DK publishing (1999) is a board book published for preschool through third grade children. This is a counting book using players, equipment, and logos from football to enhance counting skills. For example, there was the number four on one page with four pictures of a helmet. The book that the researcher produced will help the students learn about football at the same time as they are learning how to count. For example, on page four it says there are "4 coaches on the team" with a photograph of the four coaches before the game.

This researcher found a total of 305 items in the *Children's Core Collection*, which includes only materials that have been highly reviewed. *Nonfiction* was the largest collection with 261 items listed, and there was only one title under the *counting and football* category. There were 17 items under the *counting* category, which explains that there is a general need for high quality counting materials in the children's libraries. The one book found in the core collection was one of the same books that the UNI Rod Library owned in the category *football/counting*.

The Remsen-Union Community School, (<http://rudestiny/common/welcome.jsp?site=100>) which is a preschool through twelfth grade school in Remsen, Iowa, has an online library catalog. The collection had four thousand nonfiction books and thirty five counting books. Eighteen books were about football and none of those integrated counting with football. As a librarian in this school, the researcher found a need to add a counting football book for the preschool students who attend that school.

This research project consists of creating a concept book using pictures with permission from the students involved in the Remsen-Union Community School football program. The book is a collection of numbers and number words to enhance children's counting skills. The pictures will allow the readers to personally relate to football and the numbers used in football, for example three points for a field goal, six points for a touchdown, and only one quarterback. All of the pictures included in this project will be used with permission from the Remsen-Union Community School District football program.

Procedures

Many books have been written for children on the concept of counting. The purpose of this project is to provide access for children to information about counting and numbers used in the game of football, using the context of the Remsen-Union Rocket football program. Counting is the main focus of this book. The researcher would like the readers to learn the order of numbers and use the number words with the incorporation of football. The viewers will learn how important counting is to the game of football. The

real life photographs from Remsen-Union Rocket program will lure readers from this school district into this counting book. The readers will learn the basic numbers and words through images of football.

The creation of this concept book proceeded with the following steps:

1. List the pictures and informational text that will appear on each page.
2. Lay out the pages of pictures relating to the numbers and information.
3. Write the specific storyline to accompany the left hand side of the book.
4. Create a title page.
5. Create a cover.
6. Prepare a bibliography of pictures used with permission.

The researcher began this project by obtaining permission from the Remsen-Union Community School District, students and their parents to use pictures that were taken during football games (see Appendix C). Photos were chosen for the number value of the number being presented. The text was written and evaluated at the preschool level. When the storyboard was complete, Kate Reuter, who has been teaching since 1999, and Cheryl Fischer, who has been teaching since 1990, evaluated the book. They were both excellent resources, as they have taught for numerous years at the preschool/transitional kindergarten level and have seen the importance of counting at the preschool level.

Preschool children from Remsen-Union Community School District also evaluated the layout. All of the preschool children at Remsen-Union were selected because they will be the ones reading this book frequently. Their input allowed the researcher to make any necessary adjustments. The researcher observed the students

reading one on one. The researcher observed the students looking at the pictures and reading the number words. The researcher listened to the student as he or she read for comprehension of the text and number words.

Project Format

The format of this research project is an informational concept book in the form of a picture book. The entries in this book are in numerical order and bound vertically so it is user friendly to preschool children. The picture book contains numbers up to ten with accompanying photos to represent each number. All of the pictures are in color. The pictures will support the text. This form works best because students are already familiar with picture books. The book is formatted in portrait style layout. Each left hand page shows the number in large font that is represented by the photograph. The right hand side of the concept book contains a photograph accompanying the number and one sentence explaining the correspondence of the number and photograph. This structure will be maintained throughout the book. The book design is Appendix A. The list of photographs of people and objects used in this project is Appendix B. The permission form for release of photographs is Appendix C.

CHAPTER FOUR

THE PROJECT

See Accompanying Book

Only One Quarterback

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Not many football materials for children are available in a counting book format. Research has shown that effective learning, which allows students to view real materials, has had a positive effect on young children learning their basic skills. This research project is used for basic counting. *Only One Quarterback* is a collection of pictures and text designed to introduce football and counting to young children.

There were four stages involved in creating this book. Stage one consisted of deciding what football concept the researcher wanted to use to accompany the number. The researcher chose basic concepts that preschool children would be able to understand. Once the pictures were decided, the researcher asked the football coach for assistance in finding the correct pictures. The researcher checked all records to make sure the pictures used in this book were being used with permission from the students, parents and coaches. Stage two consisted of creating the book. The researcher created a basic outline of the book. Each left hand page consisted of a number; each right hand page consisted of a photograph and a basic sentence to accompany the picture. Stage three was creating the cover. The researcher had to think of a title that would fit the book. The picture accompany the title page is a basic picture of the Remsen-Union Rocket football team. The researcher found this picture to be fitting since the book is based on the Remsen-Union Rocket football team. Stage four was printing, laminating and binding. While

printing, the researcher found problems with the printer so another color printer had to be found.

Conclusions

At the beginning of this project, the researcher wanted to use professional pictures from the National Football League. The researcher emailed and wrote a letter to the National Football League commissioner. After not hearing anything back within the next two months, the researcher decided to use pictures from the Remsen-Union Rocket football program.

The most difficult part was coordinating the pictures to the text. The researcher wanted to find pictures that preschool children would be able to comprehend.

The entire experience of initiating contact with the preschool students and teachers and sharing the project with a class went very well. They were eager to sit down and listen as the researcher showed them the book. The researcher could see in the students' faces how well they liked the book. The preschool students wanted the researcher to keep the book in their classroom so they could continue to read it when there was free time. The preschool teacher told the researcher how much the students have enjoyed reading *Only One Quarterback*. After the story was read and the students had time to look through the book, the following four questions were asked:

1. Which page did you like the best?
2. Which page didn't you like?

3. What number and picture do you remember?
4. What things did you learn about football?

The students provided thoughtful and helpful suggestions to the questions. One student suggested that the researcher create a book for each student to take home and read with their parents.

Suggestions for Further Research

There are many different areas of study that could be researched in the area of football such as an alphabet book of football terms. A student suggested possibly a baseball, basketball, track, golf, and volleyball concept book. The book could be taught by collaborating with the physical education teacher and librarian in their classes. The students could read the book and enjoy a game of football based on concepts learned in the book.

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APPENDIX A

SAMPLE OF BOOK PAGES

This is where the
number and number
word is placed.

1

One

This is a photograph of the
quarterback

One quarterback.

APPENDIX B

PROPOSED LIST OF PHOTOGRAPHS FOR THIS PROJECT

1. One Quarterback; photograph of quarterback.
2. Two running backs; photograph of two running backs.
3. Three football referees; picture of referees
4. Four coaches on the team; photograph of the coaches
5. Five rocket players on the line of scrimmage; photograph of players lining up to make a play with arrows pointing to their helmets.
6. Six points for a touchdown; photograph of a player making a touchdown. Referee signaling a touchdown.
7. Seven football players who have made the All Conference Team; photograph of the seven players.
8. Eight players from the football team start the game; photograph of the team.
Picture of a football field with eight starters in their starting position
9. Nine football cheerleaders; photograph of the cheerleaders
10. Ten yards for a first down; photograph of football field highlighting 10 yards.
Picture of a football field with white and yellow lines.

APPENDIX C

PERMISSION FORM USED TO GIVE PARENTAL CONSENT FOR RELEASE OF
PHOTOGRAPHS

Permission Form for Release of Photographs

I _____ grant Mrs. Stacey Galles permission to use any photographs taken during the 2008 Remsen-Union Rocket football season, pictures of me or pictures of the team. The pictures are being used in a children's book titles Only One Quarterback for a master's research project.

Signature _____ Date _____