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REVIEWS: Professional Materials

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REVIEWS

Professional Materials

Literature Based Reading Activities. Written by Ruth Helen Yopp and Hallie Kay Yopp. Allyn and Bacon, 160 Gould Street, Needham Heights MA 02194. ISBN: 0-205-13238-3. 1992. 142 pp. US\$9.00.

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One popular battle cry today in education is "outcomes based." What better place to start than by declaring the love of reading as an outcome for reading instruction? Research (Higgins, 1986; Smith-Burke, 1987) has shown consistently that by using a literature based program as opposed to a basal based program, this outcome is more likely to be attained. A literature based program can bring real meaning and appreciation to the reading process. However, a literature based program is only as good as the strategies and techniques used to implement it. Instructional decisions need to be made and often teachers and educators need support in determining which teaching techniques are sound and effective. On the market today are a variety of books which present various literature based strategies. One such book is *Literature Based Reading Activities* by Ruth Helen Yopp and Hallie Kay Yopp. This is a wonderful collection of activities compiled from workshops, professional journals, classroom teachers and student teachers. Each one has been classroom tested and can be applied to all grade levels and any type of literature.

The activities are clearly presented and the suggested use is described for many of the popular trade books used in classrooms today. The activities are divided into three categories: pre, during, and post-reading activities. All of these are student centered, concentrating on reading, writing and

discussion, thus integrating the language arts and promoting higher level thinking skills. The pre-reading activities set the stage for the reader by building background knowledge and interest. The anticipation reaction guide, for example, is easy to create and provides a powerful vehicle for discussion. The during-reading activities such as double entry journals, character maps and literature maps enhance the students' understanding of the reading selection and help teachers focus on particular literary aspects such as theme, author's purpose and character analysis. The post-reading activities are designed to help students evaluate and access what they have learned. The literary report card, the knowledge chart and the Venn diagram help the student assimilate the material, promoting a complete understanding of what has been read. As a bonus, the book contains a section on bookmaking with instructional drawings on how to create pop-up, accordion and fold-up books as well as retelling picture books. Bookmaking and publishing is a delightful way to help give students complete ownership in the total learning process. Also, two indexes are available, one which presents a concise list of professional resources and the second an annotated list of award-winning literature.

All in all, this is an excellent resource book which can help teachers key in on a successful literature based reading program. This will result in students wanting to pick up a book and read for enjoyment. What better outcome than that!

References

- Higgins, M.W. (1986). Literacy through literature: Improving the basal. *Wisconsin State Reading Association Journal*, 30, 27-34. (ED 273933)
- Smith-Burke, M.T. (1987). Classroom practices and classroom interaction during reading instruction: What's going on? In J.R. Squire (Ed.), *The Dynamics of Language Learning*, 226-265. Urbana IL: ERIC Clearing on Reading and Communication Skills. (ED 280 080).

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