10-1-1981

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USING CHILDREN'S BOOKS TO DEVELOP READING SKILLS

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Numerous children's books are available to enhance language growth and to develop reading and writing skills. These books can be coordinated with basal reader programs and are appropriate for use with both small and large groups and with individual students. We will discuss ideas in these categories: multiple meanings, skills reinforcement, repetition of sounds, patterned language, and interest in words. A number of the recommended books, however, are representative of more than one area. A bibliography, by category, is included at the end of this article.

Multiple Meanings

Several children's books emphasize multiple meanings of words and phrases. Fred Gwynne's The King Who Rained (1970), A Chocolate Moose for Dinner (1976), and The Sixteen Hand Horse (1980) present homonyms in an entertaining way. Both the sentences and pictures in these books depict the wrong meanings for the words or phrases. For example, in The King Who Rained, there is a picture of a child holding a huge train engine, with the caption "My big sister's getting married and she says I can hold up her train."

Multiple meanings are also humorously presented in the Amelia Bedelia series by Peggy Parish. Amelia Bedelia is the mixed-up maid who literally interprets all of her instructions. When told to "go fly a kite" she does just that; she "pots the plants" in kitchen pots, and makes a "sponge cake" from real sponges. Students might enjoy thinking of additional examples of words with more than one meaning, and developing their own books based on those by Gwynne and Parish.

In What Is a Seal? (Behrens, 1975), photographs in color illustrate two meanings for words. In the text a question is posed and answered: "What is a park? We have a picnic in the park. I park my bike at school." In similar fashion, Nailheads and Potato Eyes (Basil, 1976) deals with various meanings of words associated with body parts. For example, terms such as "head," "arm" and "elbow" are discussed in different contexts.
Simple rhymed verses utilize homonym pairs of varying difficulty in *Your Ant Is a Which* (Hunt, 1975). Homonyms placed next to each other form the basis for nonsense sentences in a more complicated book *How a Horse Grew Hoarse on the Site Where He Sighted a Bare Bear* (Hanlon 1976). Not only are these books helpful for building meaning vocabulary, but are also excellent for developing children's concepts.

**Skills Reinforcement**

A few children's books are available which assist with the review of basic skills. *Basil's Breakfast in the Afternoon* (1979) defines various compound words and explains how they are put together. "Tiptoe", for example, is shown as tip + toe and explained "When you want to move without making a sound, you walk on the tips of your toes. You tiptoe!" There are opportunities to involve children in the reading of the text as it asks for the first or last parts of compound words to be identified ("? + day = what each of us has once a year").


A series of books by Hanson provides examples of several different skills through appealing cartoon-like illustrations. Included in the series are these titles: *Plurals* (1979), *Possessives* (1979), *Antonyms* (1972), *Homonyms* (1972), *Synonyms* (1972), *Similes* (1976), *Homographs* (1972), and *Homographic Homophones* (1973). Although text is limited, varying levels of difficulty are presented. In Plurals, both regular and irregular forms are included, such as "pig-pigs," "glass-glasses" "baby-babies," and "mouse-mice." Similarly, in Possessives, singular and plural examples are given, such as "monkey's banana-monkeys' bananas." Spelling changes are also incorporated, as in "puppy's bone-puppies' bones." Similes utilizes more text and humorously depicts "like" and "as" comparisons that are related in some way, for example, "Jake works like a beaver. Jan is slow as a turtle." and "Diane shakes like a leaf. Her cousin Jill grows like a weed."

*Maestro's On the Go* (1979) reinforces the concept of adjectives. Humorous illustrations tell the story of two circus performers who go on a vacation. The only text is a single adjective per page. The book may also be helpful with a review of antonyms, as the left and right-hand pages frequently illustrate opposite pairs.

*Fast-Slow, High-Low* (1972) by Peter Spier uses only
illustrations to show opposite meanings in a multitude of contexts. For example, "high-low" is depicted by high and low diving boards, chest drawers, slides, tree branches, fences, chairs, high-heeled and low-heeled shoes, mountains and valleys, and high and low notes of a musical scale. The variety of concepts presented in these books enhance their utility for review of the basic skills at several grade levels.

Repetition of Sounds

Books that emphasize the repetition of sounds in the text may be helpful in the development of auditory discrimination and phonics skills. Although it is intended to be a counting book, One Old Oxford Ox (1977) by Nicola Bayley makes extensive use of repetition of sounds in the text. Alliterative phrases such as "five frippery Frenchmen foolishly fishing for frogs" and "nine nimble noblemen nibbling nectarines" make the book excellent for reading aloud.

Hilgartner's Great Gorilla Grins (1979) is a collection of alliterative descriptions of a variety of animals. The clever verbal patterns such as "Large, lordly lion lounges limply on a limb. Lazy Lord Lion leaves Lady Lioness to land lunch and lovingly launder little lions," are further enhanced by the delightful animal illustrations. The book may also assist with vocabulary development among older students as they deal with such descriptions as "Camels act contentious, cantankerous, and combative, if crossed. But consistent concerned care can create cooperation conducive to capable, competent conveying of cargo and kings." Some students may be prompted to work at creative writing based on the format of the text.

Animals and alliterative phrases are also used in Eric Carle's alphabet book, All About Arthur (1974). Arthur, "an absolutely absurd ape," travels across the United States searching for animal friends--"In Denver down by a dingy drugstore he met a dapper Dalmatian dog named Danny." Illustrations give the book visual appeal. The animals are woodcuts in black and white; alphabet forms are photographs of letters in various environmental settings.

In addition to consonant sounds, these books contain examples of consonant blends and digraphs, hard and soft g and c sounds, diphthongs, and both long and short vowel sounds in the text. A possible source of difficulty for beginning readers might be the appearance of different sounds in the same sentence, as in "In Oklahoma he met an odd octopus named Otto, who was eating oysters with onions," found in All About Arthur. Therefore, these books might best be used as reinforcement of previously learned concepts, rather than in
the introduction of letters or sounds.

Two books by Peter Spier, *Gobble Growl Grunt* (1971) and *Crash! Bang! Boom!* (1972) explore sounds somewhat differently. Highly detailed illustrations exemplify a text comprised of sounds made by a wide variety of animals and objects from familiar situations. These books are ideal for use with small groups of beginning readers in which the children can dramatize the sounds. Oral language and classification skills may also be further developed.

**Patterned Language**

There are numerous books for children that use repeated phrases or sentences. The predictable language patterns offer the reader the security of "knowing" the words. These are ideal for beginning readers who are having their first experiences with reading books on their own. Patterned language books also provide excellent stimuli for creative writing for the older readers. Students can work their ideas into the framework of the language of the book. This is particularly good as a confidence-builder for those students who are reluctant to write.

Ipcar's *I Love My Anteater With An A* (1964) is an alphabet book, although it is probably more appropriate for older students than for children at the readiness level. The text follows a pattern for each letter of the alphabet:

I love my fox with an F because he is fascinating.
I hate him with an F because he is fickle.  
His name is Fernandez. He comes from Formosa.  
He lives on figs and fruitcake,  
And he is a fire fighter.

There are almost unlimited opportunities for vocabulary study of positive and negative descriptive words, place names, foods and occupations, and animals. The book makes use of many unusual animals, such as bongo, ibex, narwhal, okapi, and xiphias. As students write their own alphabet books following this format, vocabulary development can be extended even further.

The *Important Book* (1949), by Margaret Wise Brown, reinforces the concepts of paragraph construction, main idea, and supporting details through a simple textual pattern. Various things are described like this:

The important thing about an apple  
is that it is round.  
It is red. You bite it,  
and it is white inside,  
and the juice splashes in your face,  
and it tastes like an apple,
and it falls off a tree
But the important thing about an apple
is that it is round.

Students could select any number of topics for group or
individually written stories.

A Scale Full of Fish and Other Turnabouts (1979)
by Bossom discusses multiple meanings in a simple pat­
tern that is appealing to children. On facing pages,
paired statements, such as "Box in a ring" and "Ring
in a box" are illustrated. The title phrase, "A scale
full of fish" shows fish being weighed, while the page
opposite "A fish full of scales" shows one fish. This
book could prompt children to write turnabouts of their
own.

The pattern is somewhat complicated in Hutchins' Don't Forget the Bacon! (1976). A young boy is sent
to the store with these instructions: "Six farm eggs,
a cake for tea, a pound of pears, and don't forget the
bacon." However, as he walks along, things that he
passes, such as "six fat legs" and a "rake for leaves"
and "a pile of chairs" become confused with what he
is to buy. As he repeats everything going to and from
the store, he finally takes home what was requested,
except, he forgot the bacon. This book allows children
to manipulate language by writing words and phrases
that are similar to the pattern in the text.

The repetitive language in the pattern books varies
greatly. Some repeated phrases are almost like a re­
frain, as in Sendak's Chicken Soup With Rice (1962).
In other books, it is the structure of a sentence that
is repeated. For example, in An Egg Is To Sit On by
Tanz (1978), humorous drawings illustrate this type
of sentence structure: "A nose is to wash your back
with (turn the page) if you are an elephant" and "A
house is to eat for lunch (turn the page) if you are
a termite." The wide variety of pattern books provides
children at many grade levels an opportunity to enjoy
the language and to manipulate it creatively.

Interest in Language

Stimulating an interest in words is often a goal
of the classroom reading program. This may be accom­
plished in part by a study of etymology. Many books
are available on word histories that are appropriate
for several grade levels. For lower and middle grade
students Steckler's 101 Words and How They Began (1979)
might be of interest. Common words are categorized into
simple groups, such as things that grow, animals, what
we wear, things we enjoy, and the like. The derivations
of the words are not difficult to read and are often
entertaining. Cartoon-like illustrations add to the
enjoyment.
Slanguage (1979) by Carothers and Lacey is a delightful collection of common expressions and how they originated. Included are the phrases, "cat's out of the bag" "sick as a dog" "apple pie order" "fit as a fiddle" and many others. Slanguage is an enjoyable source for all ages. Such a book may serve as a springboard for students to interview people of various ages in the community regarding expressions that were popular during their youth.

Another way of creating interest in language is through the use of books that organize words in different ways. Three books by Brian Wildsmith, Birds (1967), Wild Animals (1967), and Fishes (1968), describe groups of animals in almost poetic language. Exquisite paintings illustrate such phrases as "a stare of owls" "a tower of giraffes" and "a hover of trout."

Humorous manipulation of words is also appealing to children of all ages. Juster's The Phantom Tollbooth (1961) and Corbett's The Mysterious Zetabet (1979) make use of clever play on words. And, other books, such as Schwartz's A Twister of Twists, A Tangler of Tongues (1972) and Tremain's Teapot, Switcheroo, and Other Silly Word Games (1979), offer children games to play with oral and written language. Because language development and interests vary among students, books featuring verbal humor should be selected commensurate with the ability of the children to comprehend the text.

Conclusion

Building student interest in books is a vital part of the reading program. However, reading books is often separated from actual reading instruction. This need not be the case. There are many children's books which can assist with the development of basic reading skills and vocabulary as well as creating interest in language and the production of it.

Recommended Books

Multiple Meanings


---. The Sixteen Hand Horse. Windmill, 1980.
Hanlon, Emily. How A Horse Grew Hors' s on the Site Where He Sighted a Bare Bear. Delacorte, 1976
Skills

Hanson, Joan. Antonyms. Lerner Publications, 1972.

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Repetition of Sounds

Hanson, Joan. Sound Words. Lerner, 1976.

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Crash! Bang! Boom! Doubleday, 1972


Patterned Sentences


Bel Geddes, Barbara. So Do I. Young Readers Press, 1975


Hutchins, Pat. Don’t Forget the Bacon! Greenwillow, 1976


Zemach, Harve. The Judge. Farrar, Straus & Giroux, 1969


Interest in Language


