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CHILDREN'S CHOICES: THE CALDECOTT MEDALS AND
THE CALIFORNIA YOUNG READER MEDAL 1987-1989

A Thesis

Presented to

The Faculty of the Department of Elementary Education
San Jose State University

In Partial Fulfillment

of the Requirements for the Degree
Master of Arts

By

Cora Rachel Flemate

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ABSTRACT

CHILDREN'S CHOICES: THE CALDECOTT MEDALS AND THE CALIFORNIA YOUNG READER MEDAL 1987-1989

by Cora Rachel Flemate

Previous studies have shown that there is an inverse relationship between critically acclaimed children's literature and the preferred reading selections of children (Billica, 1983). This study investigates children's preferences with respect to critics' choices and children's choices. A class of 33 third graders were asked to evaluate three Caldecott Medal books, granted this award by a committee of adults, and three California Young Reader Medal (C.Y.R.M.) books, nominated for award by children. The students completed questionnaires and ranked these selections in terms of storyline, illustration, and overall preference. They preferred the C.Y.R.M. winners, with their lively, action-oriented, optimistic themes, to the dark, introspective themes of the Caldecott Medal books. The results indicate that children's taste and stage of psychological development should be considered when selecting books for children.

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CHAPTER ONE

Introduction to the Problem

Numerous organizations around the country grant honors and awards in the field of children's literature. Betty Criscoe (1990), in *Award-Winning Books for Children and Young Adults: An Annual Guide 1989*, lists 202 of these organizations. For the most part, the reviewers are adults sponsored by libraries, publishers, or other professional associations concerned with children and books. Educators, librarians, and groups of parents are the primary participants in the selection process. Rarely are children asked to participate.

Two of the more noteworthy awards on Criscoe's list, the Caldecott Medal and Newbery Medal, are revered as representing what is considered to be quality children's literature (Kingman, 1986; Peterson & Solt, 1982). It is from these two award lists that educators, librarians, parents and booksellers most often make suggestions to young readers.

Alice Phoebe Naylor (Naylor, 1991), Chairperson of the 1991 Newbery Award Committee, lists several dilemmas in selecting the "best" book of the year for children. One of these is "having to choose a title, which displays respect for children's understanding, abilities and appreciations, but which may not be 'popular' with children"(p. vi). The question here is whether or not committees of adults consider the potential popularity of a book with its target audience. According to Naylor, the answer is no. Traditionally, the task of the literary critic has been to judge the merits of the written work based on established literary standards. Popularity is not taken into consideration.

Secondly, Naylor takes issue with the notion of "having adults choose the best children's book" (p. viii). Newbery and Caldecott winners are accessible to children through libraries, schools, and booksellers, and are actively promoted by adults. In general, these awards are determined by adult committees whose members see their

function as ensuring that children have an opportunity to develop a taste for quality literature. The Caldecott committee also sets standards for quality in illustrations.

Are the selections made by these committees acceptable to children of the 1990's, though the child of today is not the child of yesterday? Today's children are definitely seen and heard. Many of them are exposed to a whole language approach in the classroom, and may be writing at an earlier age. Also, in this era of the working mother, single-parent families, fast-food, microwave ovens, computers, and videotapes and games, where the importance of an active imagination has been deemphasized and a generation of reluctant readers has developed, we need to take time to respect and include children's views in the process of determining the criteria for granting awards (Giblin, 1986; Quimby, 1983; Trelease, 1982).

This is not to say that all review committees should exclude adults or be driven by popularity. Rather, adult committees should place more emphasis on children's reactions when critiquing children's literature. In discussing children's literature and reviewing awards given to books written for children, both literary quality and child appeal are of importance.

This study examines children's preferences with respect to Caldecott Medal winners, selected solely by a committee of adults, and California Young Reader Medal award winners, primary category, chosen by committees of grade school children. The types of "children's literature" that appeal to children will be reviewed, and children's responses to books granted awards by adults will be evaluated along with their responses to books granted awards by children.

The Caldecott Medal, established in honor of the 19th century English illustrator, Randolph Caldecott, in 1938, is awarded annually by the Association for Library Services to Children of the American Library Association (ALA). It is awarded to the illustrator of the "most distinguished" picture book published in the United States during a given

calendar year, based on the quality of the illustrations.

The California Young Reader Medal program (C.Y.R.M.) was instituted in 1974 "to encourage California young readers to become better acquainted with good literature, and to honor favorite books and authors" (Ammon & Sherman, 1990, p. 5). The C.Y.R.M. voting process requires the children themselves to make critical decisions about literature. Suggested titles for the C.Y.R.M. ballot are made by young readers and are presented for nomination by their librarians and/or teachers.

Both sets of books are considered to be "picture books." Picture books for children, especially in grades K-3, stimulate reading interest and set the stage for a lifelong love of great literature. It is this early exposure to reading and books that encourages children to become a nation of readers and promotes literacy throughout the U.S. Picture books are of high importance to young, impressionable readers, and for that reason are the main focus of this study.

Statement of the Problem

As often as not, teachers and librarians recommend notable books because they enjoyed these books as children themselves, or because the books have been the recipients of awards for good literature (Jipson & Paley, 1989; Kimmel, 1982). They are asked by parents to recommend books that are of high literary quality, books that will also maintain or increase interest in reading. Because of the many duties associated with teaching, an instructor may not be able to do a personal, extensive sampling of children's literature. As a result, educators and parents rely heavily on lists of books evaluated by adult critics.

Studies have shown that award winning books of high literary value are often of little interest to the young reader (Billica, 1983; Carter & Harris, 1981, 1982; Lehman, 1987; Nilsen, Peterson & Searfoss, 1980). After reading a teacher recommended, award winning book, reluctant readers may be even more discouraged if they are disinterested in

the subject matter, illustrations, or both. Award committees composed of adults often choose books that children "should" read, while ignoring the books that children could or would read (Jim Trelease, as quoted in Ammon & Sherman, 1989, p. 2). This creates a cycle in which a discouraged reader becomes further alienated from reading.

Children who read usually do so for the same reasons adults do: pleasure, information and discovery. A children's book, given an award for its literary value, is of little consequence if it is not in some way appealing to the child. Children's awards cannot be given in an adult vacuum. The child must be taken into consideration when reviewing children's literature.

In this study, children are given an opportunity to respond to Caldecott Medal winners (1987-1989) and to California Young Reader Medal winners (1987-1989). The children will critique the six books and make their own decisions as to which they prefer. Their selections will clearly demonstrate the disparity between awards given due to literary quality alone, and those that take children's views into account.

Many studies on children's literature focus on the text of a book and see the illustrations as being secondary in nature. The Caldecott Medal is given for the most distinguished picture book, and selection is based on the quality of the illustrations. This is not to say that text is of no consequence to the Caldecott committee. The text of any book, especially a children's picture book, must do more than coexist in the same space as the illustrations. The picture book is for the young child, and demands more of an artist than a display of virtuosity. The author of a picture book must bring the story to life in words, enhancing the response of the reader. Both the illustrator and author face a joint responsibility in this undertaking.

Purpose of the Study

Award winning books may not be of interest to their intended audience. Several studies

(Billica, 1983; Carter & Harris, 1981, 1982; Lehman, 1987, 1991; Nilsen et al., 1980) have indicated that children's views need to be considered, but none to date have surveyed a classroom of children's responses to both the critics' selections and children's choices. This study will look at the relationship between books that are popular with young readers and books that are critically acclaimed by adults, and examine the preferences of the children who participated, in an attempt to establish more appropriate selection criteria for future recommendations.

Because the Caldecott Medal is given to the most distinguished picture book published in the United States each year, this study will closely examine the question of whether educators, librarians, and parents should continue to give unqualified recommendations to all Caldecott Medal winners (or any list of children's literary award-winning books that does not take the child reader into careful consideration). Here, children are given an opportunity to respond to critically acclaimed books and state their preferences.

It is not the intention of this study to criticize or praise the specific awards committees discussed. This study does seek to identify young readers' choices in reading material, especially in the area of picture books, examine the differences in the children's reactions to Caldecott Medal winners in relation to the California Young Reader Medal books, and use that information to develop guidelines for book selection for teachers and librarians.

Hypothesis

The hypothesis for this study is that children, when given an opportunity to respond to children's literature, will have a strong preference for books that have been reviewed, critiqued and selected by other children. Books that have been chosen by committees of adults will have less appeal for children. Responses to questions about the adult critics' choices will be fewer in number and less positive in nature. Books that are "children's choices" will have greater appeal, will generate more responses, and will produce a higher

number of positive responses.

Null Hypothesis

There will be no significant difference between the type and number of responses given to books selected by adult critics and those selected by other children. The children will not express any preference for either set of books reviewed, or will prefer the adult critics choices.

Significance of the Study

The fact that a particular picture book appears on the Caldecott Medal award winners list is most often one of the primary criteria employed by educators and librarians when purchasing books or directing children to quality literature (Hearne, 1978, 1981; Kimmel, 1982; Nilsen et al., 1980; Rodger, 1978). The California Young Reader Medal awards list is occasionally used as additional selection criteria, but is not as well known as the Caldecott Medal. The Caldecott review committee uses adult critics, whereas the C.Y.R.M. books are reviewed and presented awards by children.

At present, very little is known about children's reading preferences and their formation of taste, so adults make many assumptions with respect to what children should read. Adult critics, in their selection of "quality" children's literature, may actually turn children away from reading. Books that are considered to be of high literary quality are often unpopular with children. Young readers need guidance in selecting books to read based on their specific areas of interest, and should not be continually steered towards the critics' choices. It is important to consider a child's perspective and interests when providing them with options for book selection. This study will examine children's responses to book selections made by their peers, and to those made by adult critics, in an effort to establish more suitable selection criteria for use by anyone who recommends reading material for

them.

Assumptions

For the purposes of this study, the following assumptions were made:

1. The Caldecott committee does not use the opinions of school-age children in their evaluation and review process.
2. The children who participated in this survey were encouraged to respond openly and honestly in evaluating each book, and were given sufficient time to critique each book selection.
3. The children were not informed as to which books were Caldecott Medal books and which books were California Young Reader Medal books, in an effort to limit (if not eliminate) any bias toward any particular book or set of books.
4. When reading to the children, the teacher did not express any preference or bias with respect to any of the selections, in either a verbal or non-verbal way.

Definition of Terms

Critic A person or committee who expresses an opinion in selecting outstanding books; those individuals who present awards to authors and illustrators for creating the most distinguished book.

Caldecott Medal An award granted by an adult committee, given to the illustrator of the most distinguished picture book published in the United States during the year, based primarily on the quality of the illustrations.

California Young Reader Medal An award granted by children in grades K-12. Students nominate titles to be evaluated. Books are reviewed by students, and an adult oversees the

final voting process. Four awards are granted annually: primary, intermediate, junior high, and high school; books granted awards in the primary category only will be used in this study.

Critics' choice The term "critics' choice" is used throughout this work to refer to books that have been granted awards by committees of adult educators, publishers, libraries, or parents. It is also used to refer to books that have been reviewed and recommended by any of these individuals or committees.

- Children's choices This term is used to refer to books that have been selected by and/or are popular with large numbers of children. These may include books that have been recommended by children, or are frequently read in school, homes, and libraries.

Children's responses This term refers to responses solicited from children in small and large group discussions, as well as written responses received from individual student surveys. It includes statements made by students whose intent was to evaluate and critique a given book.

Positive response Praise or support a child gives in reference to a specific book (e.g. "It was a funny book.", "It was colorful.", "I liked the characters.")

Negative response An indication of distaste, disinterest, or lack of the ability to relate to any of the characters (e.g. "It was a boring book.", "It didn't seem real.", "I didn't have a favorite part.")

Neutral response An ambiguous or contradictory response (e.g. "It was interesting and

boring.", "I felt normal.", no response)

Limitations

This study was restricted in scope by the following limitations:

1. Books that were categorized as adult critics' choices were selected from one source, the Caldecott Medal award list, and only for the years 1987-1989.
2. Children's choice books were selected from one source, the California Young Reader Medal primary category award list, and only for the years 1987-1989.
3. Both sets of books are "picture books"; in other words, illustrations are of great importance. It is assumed that less emphasis is placed upon the text, but that the text is still given careful consideration by both the adult and child critic.
4. The data are limited to results received in the form of written questionnaires. Although additional question and answer periods were audio-taped, it is not within the scope of this study to analyze these responses.
5. The sample set consisted of one third grade, inner-city, parochial school in San Jose, California. Of the 33 students who participated in the study, there were 23 girls and 10 boys. Fifty-two percent of the students were of Hispanic descent, 30% were Asian, and 18% were Caucasian.

CHAPTER TWO

Review of the Literature

This study was designed to examine children's responses to award winning children's literature critically acclaimed by adults in conjunction with their responses to literature that received awards from other children. These responses were evaluated to determine whether young children have preferences in the types of children's literature they read, or not. Much study and research has been done in the area of criticism of children's literature. For the purposes of this study, the following topics will be reviewed: (a) forms of children's literary criticism, (b) theories of child development related to literature, (c) preferences versus interest studies, (d) children's responses to critics' choices, and (e) criticism of illustrations for children.

Forms of Children's Literary Criticism

Three major categories of critical writing have been identified in earlier research. They include: work-centered criticism, child-centered criticism and issue-centered criticism (Brett & Huck, 1982). These categories are not mutually exclusive. In fact, it is the intersection of all three that is required to fully address the entire field of children's literature. All such critical writing must be brought together for a common purpose, however: to bring children and a love of literature into today's modern world.

The largest body of research done to date has been identified as work-centered criticism (Brett & Huck, 1982). This type of criticism centers around scholarship and traditional definitions of literary art or quality literature. It emphasizes the relative importance of plot, setting, character, theme, and style. Each genre is explored, and certain literary traits are examined, based on traditional criteria.

Research related to child-centered criticism is the least studied area of the three, though interest has increased in recent years (Billica, 1983; Brett, 1981; Brett & Huck, 1982;

Schlager, 1978). Its focus is to explore the relationship between child development and children's literature.

The third body of critical writing with respect to children's literature is issue-centered. It deals with the appropriate presentation of the issues and "isms" of contemporary society in literature written for children (Brett & Huck, 1982). Issues identified in the research include racism, sexism, ageism, disability, violence, and the new realism, in which critics attempt to eliminate stereotyping of any kind. Authors and critics cannot ignore the importance of addressing the moral issues of the day. In issue-centered criticism, the focus is on whether or not social issues have been "developed naturally, within the context of a well structured narrative" (Brett & Huck, 1982, p. 880).

Theories of Child Development as Related to Literature

Erikson, Kohlberg, and Piaget are most often cited when discussing child development as related to the children's view of and response to literature. Erikson's theory of psychosocial development defines a series of crises that a child must resolve before he can successfully advance to the next stage of maturation (Erikson, 1968). Each crisis is more complex than the preceding one. Books that are popular with children may help them work through a particular stage of development. Children 7 to 11 years of age, who have entered the industry versus inferiority stage, have a need to prove their competence. Realistic fiction books, wherein children face certain challenges, may assist them in vicariously resolving their own conflicts (Sutherland, Monson & Arbuthnot, 1981).

Jean Piaget, the cognitive theorist, points out that the child's view of the world is qualitatively different from that of adults (Piaget, 1950, 1968, 1970). In Piaget's preoperational stage of development, young children engage in a great deal of imaging, fantasizing, and in animistic types of behavior. The intermediate-aged child reaches outward to discover everyday life and to increase their awareness of the world. Depending

on the stage, a child will respond to fantasy in a different manner. A preoperational child, who is deep in fantasy, will respond very differently from a child in the concrete operational stage (generally ages 7-11), who has learned to make that distinction (Haug, 1974). Children in the concrete operational stage are often unable to break away from their reality to enjoy or envision alternate realities. Children in the formal operational stage (roughly ages 11-15), possess the ability to accept the notion of multiple realities. Readers in this stage are able to handle more complex plot and character development treatments than those in the concrete operational stage.

Kohlberg's stages of moral development may be classified in terms of six commonly occurring levels. These stages are: (a) obedience and punishment orientation, (b) naively egoistic orientation, (c) good-child orientation, (d) authority and social order orientation, (e) contractual and legalistic orientation, and (f) conscience or principal orientation (Kohlberg, 1967). Each stage of moral development is not disregarded as the child reaches another stage. Rather, the new stage incorporates a kind of reorganization of the lower stages. Exposure to books that address a particular moral development stage may be psychologically significant for readers at other related stages of development. Kohlberg's thesis on moral development suggests that children at young ages are more likely to be interested in themselves than in others (Kohlberg, 1975). This may explain why children in the second stage of Kohlberg's scheme prefer books (Shannon 1986) in which "the basic motive is to satisfy one's own needs" (Kohlberg, 1969, p. 147); or as Purves and Beach (1972) concluded "We read what we are" (quoted in Shannon, 1986, p. 661).

Piaget's, Erikson's and Kohlberg's stages are not bound by chronological ages, but are all restricted or limited by order (Kohlberg, 1969). In other words, they are order-dependent.

Many studies suggest that young reader's choices, especially in the area of fiction, may be tied to stages of psychological and literary development (Carlsen, 1971; Early, 1960;

Schlager, 1978). Some researchers believe that comprehension and reading processes are based on two theoretical models: schema theory and interactionist theory (Macon, 1991). The child or adult reader brings a priori knowledge to the process of comprehension. Each person has schemata they have developed as a result of their experiences. An individual's schemata are activated with new information as they are integrated with the old, thus forming new, or elaborated, schemata (Tierney & Pearson, 1981). Interactionist theory contends that children acquire language through interaction with all respects of their environment (Genishi & Dyson, 1984). A reader's response to literature depends on his or her interaction with their own interpretation of the author's words.

Tucker (1972) generalizes about children's preferences, in suggesting that characters with whom they can identify and who fit a clear-cut "moral-schema", and themes that "have some sort of connection with the tasks of childhood" and a hopeful tone, are preferred (p. 52). Transactional theories of the reading process proposed by Iser (1978) and Rosenblatt (1978) also suggests that literature is an experience between reader and text.

There appears to be a correlation between books that are widely read and characteristics exhibited by middle children, according to the theories of Piaget and Erikson. Books that reflect the child's view of the world, with main characters that reflect the psychological and emotional state of the reader, are widely read. Those that do not speak to the child at his or her stage of development, however, have low readership (Schlager, 1978). Many other studies show developmental patterns in children's responses and preferences that parallel their cognitive growth (Applebee, 1976; Benton, 1980; Fusco, 1983; Purves, 1975).

Preference Versus Interest Studies

There have been a plenitude of surveys on children's and young people's leisure time reading, with interest studies recorded as early as 1897 in the United States, and 1888 in Great Britain (Taylor, 1982). Many studies have attempted to focus on the child's

perspective. Some surveys included lists of children's book interests and others, book preference. Spangler (1983) points out the difference between interest studies and preference studies. Reading surveys solicit descriptions of what children are interested in reading. This kind of information may be requested from librarians (Billica, 1983; Nilsen et al., 1980) and teachers. Interest inventories, checklists, rating scales, or interviews may be employed as part of this process (Billica, 1983; Purves & Beach, 1972). Other methodologies include collecting data from library withdrawals (Zimit & Camp, 1974) or from children's independent reading records (Lamme, 1974; Sauls, 1974). Surveys such as these may yield lists of popular titles (Canfield, 1970) or ratings of favorite genre or content areas (Norvell, 1958).

Preference studies, on the other hand, are done in a much more controlled, systematic manner. Choices are made from a set of stimuli controlled by the researcher. These studies are also hypothetical in nature. Experimental controls are used to examine a specific book genre, response by gender, readability, or other independent variables. There are numerous examples of preference studies (Ford & Kopyay, 1968; Johns, 1975; Lickteig, 1972; Menchise, 1972). Methods employed to solicit certain kinds of responses may include questionnaires involving ranking (Lickteig, 1972; Menchise, 1972), forced choices (Norvell, 1958), or observations of behavior, such as pointing to a chosen picture (Ford & Kopyay, 1968).

Getzels (1966) distinguishes between interest and preference by stating that a reading interest is measured by a direct reading behavior while a preference is simply an expressed attitude. Spangler (1983) points out the importance of both types of research. Preference studies may assist a teacher or librarian in making decisions with respect to certain types of literature. Interest studies provide real data about what is popular and well liked. In both cases children will benefit from the research.

Interest studies relating to basal readers have also been done (Hanjian, 1985). The third

grade students in Hanjians's study listed their top three reading interests; adventure, mystery, and fantasy. The two basals reviewed contained mainly poetry, animal stories, biographies, stories about possible careers and folk tales. Adventure stories occurred infrequently. The results indicate that the selections in the basal readers did not coincide with the interest of the children who read them. A number of other studies have also suggested that student interests are not reflected in basal reader contents (Bouchard, 1971; Martin, 1972; Meisel & Glass, 1970).

Much research and discussion has focused on the importance of preference, interest, and their relationship to traditional quality issues. Joseph Leibowicz (1983) makes the following statement about interest, "Determining what interests children requires serious ongoing research, and giving children 'what they want' cannot simply supersede the teacher's obligation to guide students toward quality reading" (p. 184). In one study, the interests of students in grades three and four were monitored and compared with the teacher's knowledge of their interests (Baker, 1968). The teachers in this case were not able to predict what the students would prefer.

In a separate study conducted with inner-city students in grades four to six (Johns, 1975), the question was raised about the preference of urban students with respect to story settings. One hypothesis contended that these particular students needed reading materials that would take into account the real life experiences of upper grade, urban pupils. The results, however proved this to be untrue. The children preferred stories or books depicting middle-class settings, characters with positive self-concepts, and characters in positive group interactions. They did not prefer stark inner-city settings, characters with negative self-concepts, or characters in negative group interactions. In a related study, Ford and Kopley (1968) found that "children's interests are related to age and sex to a much greater extent than socioeconomic background" (p. 233).

In an extensive study of 473 children in Northern Ireland, ages 11 to 13, some

disturbing trends in reading were brought to light (Taylor, 1982). Taylor showed that as students age there is a progressive increase in the number of nonreaders, and a corresponding decrease in the number of active readers, regardless of sex. Of those who do read, the literature selected is non-quality fiction in most cases. Taylor quotes from the poem, *The Hollow Men*, by T.S. Elliot, "Between the idea and the reality, Falls the Shadow" (p. 2). The question posed is, "whether or not there is a shadow between the high ideals of librarians, with the excellent provision of literature in libraries for young people, and the reality of the indifference, apathy, perhaps even hostility, shown by many of these young people towards books and reading" (p. 2). An interesting follow-on study might be to explore the influence of prolonged social conflict and violence on reading skills and education in general. As implied in other studies of urban children (Johns, 1975), perhaps Taylor's results underscore the theory that the level of insecurity a child feels has a profound influence on their ability to learn. Unfortunately, this kind of study is well beyond the scope of this paper.

Because they have been caught up in a selective tradition, teachers are not always able to predict what their students need or will prefer. Jipson and Paley (1989) confirm that this selective tradition for teacher's choices in literature does indeed exist today. Teachers stated that they choose books according to (a) the appropriateness of the text within a larger instructional contexts, (b) preference for a book because of story, author, illustration or award winning status, and (c) the recognition of social or moral issues such as gender, race, and ethnicity, as important in book selection. The results demonstrate that selections frequently exclude certain types of literary works. In particular, stories about women, ethnic minorities, people of color, and certain social classes were disregarded. For 59% of the selections both the protagonist and author were white men; 95% of the protagonists and authors were of Euro-American descent.

One particularly negative study indicated that teachers are not qualified to choose quality

literature, and in fact tend to make poor choices (Sword 1982). Two sources were employed in evaluating the read-aloud literary selections made by the teachers, the Children's Catalog and the Elementary School Library Collections. Only one-fourth to two-fifths of the books selected were considered to be top quality. Forty-four percent of the teachers who participated in this study stated that they lacked knowledge of children's literature. Surprisingly, few contemporary books were on their read-aloud lists. Sword also noted that librarians and quality books or periodicals on the subject of children's literature were rarely used as references by the teachers she surveyed. She makes a strong recommendation for teachers to be updated, and for inservices to be provided. To quote Sword, "These parents, teachers, and librarians ultimately responsible for the selection of children's books are simply not finding the 'real thing' and are not doing an adequate job; unfortunately the children are the losers" (Sword, 1982, p. 1).

Regardless, throughout the literature reviewed, one of the primary assumptions made by many of the researchers is that teachers influence student choices in reading. Thirteen children were monitored in their selection of library books during an 11 week period, in order to determine if the genre of books being read aloud to them each school day affected their choices (Henry, 1991). In this particular case there was a slight, but not statistically significant, influence. Note that the statistics were based on a relatively small sample set, however.

A questionnaire was employed to determine the reading preferences of 520 children, ages 5 to 13, in a study done by Mendoza, (1985). Among her results are statistics supporting the argument that even older children enjoyed being read to by both parents and teachers. Her study indicated that mothers read to their children weekly, on average, while the children are young, but this diminishes as they grow older.

Parents who model reading for their children also influence their reading interest. In one particular study, the researcher polled 200 adults to determine parental influences on

their children's reading patterns (Lockledge & Matheny, 1987). They found that in families where the parents were warm and loving, and enjoyed and valued reading, the children followed suit. Parents who remembered school in an unfavorable light produced non-readers, and, in place of reading, encouraged extra curricular sports and household chores.

Vincent Greaney (1980) also investigated parental influence on reading patterns. He suggested that children from a working class environment do not read as much as those with higher socioeconomic background. In a related study, questionnaires were sent to kindergarten parents to solicit information that might show why children had high or low interests in literature (Morrow, 1983). The results indicated that children who had a high interest in literature watched less television, were read to by their parents more frequently, and had a larger collection of books in the home (and/or easy access to them). Anderson, Heibert, Scott and Wilkinson (1985) also found that avid readers come from homes in which reading is encouraged.

Language acquisition is also strongly correlated with the level of exposure to reading a child experiences. Chomsky (1972) concludes, in her study of children ages 6 to 10, that children who read independently, and listen to quality literature read aloud, benefit tremendously from the language input not available to a non-literary child.

Children Respond to Critics' Choices

Many studies have suggested that there is a negative correlation between the critical acclaim that award winning literature, chosen by adults, receives, and the reaction of the majority of children (Billica, 1983; Carter & Harris, 1981; Lehman, 1987, 1991; Schlager, 1974). Both researchers and educators feel that children are the ultimate critics of what they read, and all concerned should consider their preferences when evaluating and selecting books to share with them (Byers, 1964; Estes & Johnson, 1977; Hearne, 1990;

Huck, 1976; Kimmel, 1982; Norton, 1991; Shackford, 1977; Smith, 1991). To quote Byers (1964), "What a child reads with interest is rewarding to him and may lead to further reading; what a child reads without interest may assist in the development of reading skills but may impede the formation of positive attitudes toward reading and the desire to do more reading" (p. 227). Carter and Harris (1981) believe "When children endorse a book they simply mean it is the kind of book they like to read. When professional reviewers endorse a juvenile title, they tend to focus on the literary aspects, favoring kinds of books they think children should read" (p. 55).

Critics should be concerned that they have created an ironic situation, where books of excellence are read only by an elitist minority because of the disparity between the adult literary standards by which children's literature are judged and the intended audience. It is of utmost importance to find the fit between the material and the reader (Spencer, 1978). Critics and authors must take into account the nature of the child's growth and development. Authors must write with the intention of being appealing to all children, not strictly the most intellectual or privileged, if we are to offer children quality literature (Brett & Huck, 1982). Lillian Smith, in *The Unreluctant Years* (1991), points out the dilemma of bringing books and children together, "This attribute of childhood to take to their hearts the books of their choice while others apparently lie neglected has perplexed writers, publishers and book sellers ever since John Newbery brought out his *Pretty Little Pocket Book* for the young masters and misses of the day" (p. 12).

Some are concerned that critics, authors, editors, publishers, and sellers of children's literature are adults who view books only from a work-centered focus, whereas the intended audience is children, and a child-centered focus should be considered (Lehman, 1991). Sword (1982), in her research on how teachers select books, notes the importance of child appeal. A particular title is considered a poor selection if it's "virtues of excellence" are only extolled by adults (p. 9).

In 1980, Nilsen et al. performed a very systematic study of the relative popularity of books highly acclaimed by critics during a 25 year period (1950-1975), with a list of books described by a local, experienced librarian as being most frequently checked-out or read. The latter list was used as a control, and other librarians were asked to rate the two lists in terms of popularity from their own experiences. These librarians were not given any information as to the source for either list of books. In general, books that were on the "critically acclaimed" list fell well below the others in terms of their popularity with children according to the professionals who participated in the study.

Nilsen et al. (1980) examined the books following the schema of Leland B. Jacobs (1972). He identifies three distinct, but not separate, levels for the examination of literature: the verbal level-engagement, the behavioral level-involvement, and the transcendent level-evocation and illumination. The results indicated that the adult critics focus on the transcendent level of a book, then look at its behavioral and verbal level, whereas children approach books primarily from a verbal level, occasionally from a behavioral level, and rarely from a transcendent level. Because the child reader and adult critic view literature from different levels in the schema, there is rarely agreement in choice of literature. The researchers key finding in this study was that verbal and behavioral levels cannot be taken for granted, and books on the transcendent level are not engaging to the child reader (and are, therefore, not popular). The study suggests that perhaps an interested adult would be able to help a child by reading aloud and discussing a particular story, to break through to the transcendent level.

A similar research study (Billica, 1983) utilizes many of the same instrumentation procedures. Evaluative statements of young readers and those of adults critics are judged using Vandergrift's (1980) three levels of comprehension (an expansion of levels taught by Leland B. Jacobs): narrative, interpretive and transcendent-residual. A similar conclusion is drawn by Billica to that of Nilsen et al., namely, that critically acclaimed books are not

popular with young readers as judged by public librarians. Billica also suggests that there is a difference between young readers' and critics' evaluative statements with regard to both sets of books. The statements made by young readers are primarily on the narrative level, whereas critics' evaluations tend to spread across the three levels of comprehension.

In a study based on the Children's Choices list, an annual reading project sponsored by the International Reading Association and Children's Book Council, with results published each year in *The Reading Teacher* (Carter & Harris, 1981), choices made by children are compared with two reviewers' lists: *School Library Journal's* "Best Books of 1980" and *Booklist's* "Children's Reviewers Choice 80." Of the 24 Children's Choices books, only 3 appeared on either reviewer's list. These books had been previously critiqued in published reviews by critics. *Booklist* gave favorable reviews to half the books, whereas *School Library Journal* rejected eight of them, gave mixed reviews to five, and endorsed eleven of the young reader's selections.

In a published summary of her dissertation, Norma Schlager (1978) explores the relationship between child development and children's literature. Compiling the behavioral characteristics of middle childhood (ages 7 to 12 years) based on Piaget's and Erikson's developmental theories, Schlager compares 52 Newbery Award books, and analyzes them to determine if there is a correlation between books widely read and certain characteristics exhibited in childhood. The five Newbery books most widely read reflect an identifiable stage of development, regardless of the literary quality assigned by adults critics. Schlager quotes Charlotte Huck in her book, *Children's Literature in the Elementary School* (1976): "Children's reaction to books are important, for a book that is not read by children cannot be considered a good children's book, at the same time, the most popular books are not necessarily the best books" (p. 141).

Kimmel (1982) points out that it is a widely accepted fact that critical esteem need not coincide with popular appeal in adult fiction, but with children this disparity is not so easily

dismissed. Librarians and teachers rely heavily on critical and professional journals in deciding which titles to purchase, and so their opinions are swayed by these reviews (Billica, 1983; Kimmel, 1982; Nilsen et al., 1980). While school librarians try to maintain a balance in their collections between high quality critics choices and books with popular appeal, it is important to remember that children need exposure to both (Carter & Harris, 1981).

Among the more recent studies reviewed, it is apparent that a general dissatisfaction with the critical media has grown. In Kimmel's opinion (1982), it is apparent that more books of popular appeal are needed and fewer "books that will never appeal to more than a handful of children" (p. 39). According to Nilsen et al. (1980), "It is true that critics never asked to be considered the professional soothsayers and predictors of popularity, but they have nevertheless inherited the responsibility because there is no one else to take it on" (p. 535). Even in Diane Canvan's (1988) list of "'Must-Read' Books for Elementary Students", 8 out of 10 sources used to compile the list are from children's adult literary critics, where only two sources are from children themselves. Perhaps this indicates a small but growing trend to include children's opinions in book selection.

Many educators realize that critics openly admit that the role of books in the educational or developmental process is not their concern (Brett & Huck, 1982; Kimmel, 1982; Townsend, 1971). Others would prefer that critics take a more balanced stand on children's literature: "The task of the critic of children's books is not to give them the status of being able to stand up to the same critical standards we apply to adult novels, but to get down to the business of criticizing children's books for what they *are* and giving more recognitions to those writers who know what writing for children is about" (Collinson, 1973, p. 37).

In another study, children's books of both popular appeal and literary merit are compared with books acclaimed only by adults for literary excellence (Lehman, 1987,

1991). In this case, the results also show significant differences between the books of literary merit that children liked and those they did not. These differences are more marked in relation to characteristics of style and structure than in terms of thematic content. Children like predictable qualities, an optimistic tone, a lively pace, action-oriented structure, and complete resolution. They dislike unresolved endings with tragic tones and introspective plots. Many fear that children's tastes are not, or may not be, well-developed, but they can't be ignored (Chambers, 1985; Lehman, 1987; Schlager, 1978; Sutherland & Arbuthnot, 1986). Schlager (1974, 1978) calls for a "cross-pollination" of the two disciplines of child development and literature. She emphasizes the importance of knowing "why" children read certain things over others and not simply "what" they should read (p. 136), and concludes that literary quality alone does not ensure a child's interests in books.

Many researchers have emphasized the theory that popularity and literary quality are not necessarily antagonistic values. It is possible for adults to select books that have high literary standards and at the same time are popular with children (Brett & Huck, 1982; Lehman, 1987, 1991; Sutherland & Arbuthnot, 1986; Sword, 1982). The ideal for many would be "to preserve both those qualities which are literary and those which are childlike" (Brett & Huck, 1982, p. 882). A number of educators believe that some literary critics do not try to preserve this childlike quality in books for children (Huck, 1976; Sloan, 1975; Tucker, 1972). Literature selected for children by adults may, at times, express a deep sadness, or be slow in pace. Children will not, typically, choose these books. "When you close the door on hope, you have left the realm of childhood" (Huck, 1976, p. 6). Sloan (1975) suggests that the use of tragedy and irony in story development reflect experience and disillusionment, and implies their inappropriateness for childhood, a time of innocence and hope. Others see a disturbing trend, in that there seems to be an emergence of children's books for adults. Many books for children appear to be too mystical and are

"heavily laced with Jungian overtones" (Kimmel, 1982, p. 41).

Children's literary critics have their own scholarly associations, periodicals, and critical journals, and have produced a growing body of criticism which may be formalized and structured (Brett & Huck, 1982). John Rowe Townsend (1971) described children's literature as "barely discussible at a respectable, intelligent level," that it must be subjected to strict critical appraisal (p. 373). Kimmel (1982) feels that we must reexamine this formalized and structured role of criticism as it pertains to children. Adults critics who have little contact with children and prefer adult-oriented books should not assume that they are capable of setting the standard (Kimmel 1982).

Many support the idea of allowing children to express their own opinions on literature (Nilsen et al., 1980; Nist, 1977; Schlager, 1974; Smith, 1991). Children's choice awards such as the California Young Reader Medal, the Nebraska Golden Sower Reading Award, and the Children's Choices book list are applauded by some, but are viewed by many as a "double edged sword" (Storey, 1987, p. 218). The award programs are popular with children and librarians, and do provide an invitation to reading (Jordan, 1979), but are criticized for being popularity contests. Opponents of these types of programs believe that children are incapable of making decisions or judgments regarding quality literature (Kaye, 1984). Regardless, they are becoming more widespread. Presently there are 23 state and one regional child-choice award programs (Storey, 1987). Whether these children's choices are of lesser artistic and literary quality than adult critic's choices or not, the increase in the number of state programs "is indicative of the library professional's growing interest in children's literature" (Jordan, 1979, p. 79).

Criticism of Illustrations for Children

There is a concern that some work-centered critics have become overly influenced by modern graphic techniques, dazzling illustrations, and a preoccupation with color, in that

these qualities "may so dazzle illustrators and critics that they become insensitive to the genuine artistic attributes" (Brett & Huck, 1982, p. 879). As stated in the first chapter, good picture books must be made available to children or they may miss a great deal of pleasure and the opportunity to grow in their appreciation of art and reading. Over the last 25 to 30 years, the illustrator/artist has attained a place of equal importance with the storyteller/writer (Meigs, 1969). In many cases, this necessary partnership of artwork and storyline has stimulated artists to experiment in writing their own stories. Publishers, in order to increase their sales potential, have begun to cater to the tastes of adults (Silvey, 1986; Kimmel, 1982). This has often meant an emphasis on form and illustration rather than content. The result has been that many, very attractive books have only their outward appearance to recommend them, but no real substance or timelessness in storyline. It is not surprising that the bulk of all publications for children are merchandise, not literature (Meigs, 1969).

Editor-in-Chief Anita Silvey, of Horn Book Magazine (Silvey, 1986), editorializes about this very issue. She writes of being disturbed by an "emerging sensibility about what constitutes the most distinguished American picture book for children" (p. 405). Silvey reflects that Randolph Caldecott did not illustrate material merely to display his artistic ability: he did so in order to enhance or animate the text, to bring the story to life for his young audience. The American Library Association still honors Caldecott by giving illustrators an award that bears his name. Silvey feels that the more recent winners of the Caldecott award have lost Caldecott's vision of the role of art in picture books. She echoes the words of Barbara Bader (quoted in Silvey, 1986), in stating that the award has been given to books that follow an entirely different paradigm of late. According to Bader, the Caldecott winners have become "high art, high gloss decoration and emotional embellishment," the embodiment of the most recent standard for what is called distinguished (p. 405). It is as if the award should be renamed the Madison Avenue

Award.

Bader (quoted from Silvey, 1986) also raises some important questions about the whole meaning of the term distinguished. She is concerned that perhaps in honoring the artist's work, too little attention is paid the book as a whole. Technique and facility are too easily confused with art. She states, "The danger for illustration is the substitution of a manner for a thought-and-felt response, and the production of work that calls attention to itself at the expense of the subject-matter" (p. 405).

It is important that picture books, especially award winning books, be of the type that will make positive, lasting impressions on a child. If educators, librarians, and parents look to the Caldecott Medal winners as guidance for the selection of quality, enjoyable literature, then time must be given to examine the responses made by the intended audience (Abrahamson, 1980).

Summary

While the role of the children's literary critic may be to describe, to compare, and to judge the contents of a children's book by established literary standards, many educators and researchers believe that these standards do not take into account the intended audience, children, and that a more child-centered form of criticism is needed. Research shows that children are drawn to books that touch them on a developmental level, and not necessarily to those that have received literary awards from adult committees. Many believe a book, well received by adult literary critics, but ignored by children, only increases some children's dislike of reading. More research is needed to understand the reading preferences and interests of children so that we may provide them with quality literature that will expand their enjoyment of reading. This study will investigate the "thought-and-felt" (Barbara Bader as quoted in Silvey, 1986) responses of children with respect to both recent Caldecott Medal winners and California Young Reader Medal award winners, in pursuit of

that goal.

CHAPTER THREE

Procedures of the Study

The purpose of this study is to examine a third grade classes' responses to children's literature critically acclaimed by adults, Caldecott Medal winners, with their responses to books awarded the California Young Reader Medal, an honor determined by children. Investigation will be conducted to determine whether or not children have preferences in the types of literature they voluntarily choose to read. Evaluations of the children's responses to selections made by the adult literary critics and selections made by other children will be done to support or refute the hypothesis.

Research Design

The study was designed to gather information about the "thought-and-felt" responses that children have about children's literature. Information was solicited directly from an entire classroom of elementary-age children in a systematic and controlled way. Results will predictably show the students' preferences with respect to the literature being reviewed.

Population

The sample set used as a basis for the study was a third grade class in an inner-city parochial school in San Jose, California. It is a single grade school, meaning that there is one class for each grade level, grades K-8. Thirty-three students participated in the study, 23 of whom were girls, with 10 boys. Fifty-two percent of the students were of Hispanic descent, 30% were Asian, and 18% were Caucasian.

Based on information taken from the group skill analysis section of the Stanford Achievement Test Series, 20 students (from the group of 33) scored in the range of 96% to 60% in total reading in the National Percentile Rank. The remaining 13 scored between

43% and 14% in total reading in the same area. The class average score was 60% in the National Percentile Rank in total reading scores. These scores indicate that the majority of the children were average to above-average readers, though some scored in a lower range. The Stanford Achievement Test in question was administered in September of 1991. This study was conducted in May and June of 1992.

For reference, the educational and socio-economic level of the families involved was from low-middle to average-middle class. Parental support and related academic expectations for the children were generally high, with a few minor exceptions. The class as a whole was exceptionally bright and well-motivated. Behavioral problems of any type were non-existent. This particular group of children had a reputation (from prior years) for their spirit of cooperation, gentleness, and appreciation for their teachers, parents, and peers. The girls were generally shy, but motivated. The boys were slightly less shy, but equally motivated and willing to learn. The researcher has taught third grade for 12 years at the same parochial school. Permission was granted by the principal to perform this study.

Procedures Used

In preparation for the study six picture books were read to the class over a 4 week period in April, 1992: three California Young Reader Medal books, and three Caldecott Medal books, taken from the years 1987-1989. This was done to ensure that each student would be familiar with the books and know the stories well. Each book was read twice by the classroom teacher/researcher. No opinions were expressed by the teacher with respect to any of the books at any time. The purpose of the study, including explanations of why particular books were read, was withheld from the students. These children were accustomed to being read to and to hearing the same stories on more than one occasion during regular reading time or storytime. The children were not made aware of the award status that had been granted to any of the books. They were later told that they were to

participate in a special review of children's literature. Six books were selected by the teacher for this exercise, and they would be involved in filling out questionnaires for each book as well as participating in audio-taped discussion of the books.

The books were reviewed in the order given below:

1. *The Napping House* by Audrey and Don Wood - California Young Reader Medal, 1987
2. *Hey Al* by Arthur Yorinks - Caldecott Medal (1987)
3. *If You Give a Mouse a Cookie* by Laura Joffe Numeroff - California Young Reader Medal, 1988
4. *Owl Moon* by Jane Yolen - Caldecott Medal, 1988
5. *What Happened to Patrick's Dinosaur?* by Carol Carrick - California Young Reader Medal, 1989
6. *Song and Dance Man* by Karen Ackerman - Caldecott Medal, 1989

Two books were reviewed each week over a period of 3 weeks. The students were instructed to listen carefully to each story, and to be prepared to answer questions about both the story and related illustrations. Each story was read aloud, and time was allocated to show the illustrations to the students. No bias was shown toward any of the books read, either in a verbal or non-verbal way.

Evaluation Instrument

For each book, the students were asked to complete a questionnaire that consisted of eight questions (see Appendix A). The questionnaire was reviewed and approved by two teachers, the school principal, and the research advisor. No changes were recommended. A dry-run was conducted using another book (not used for this study) to validate the questionnaire. The children were able to comprehend and respond to the questions adequately. The first seven questions were targeted at the specific story they had just

heard. The eighth question asked them to state a preference between this book and another book read previously. Specifically, the students were asked to choose between a California Young Reader Medal book and a Caldecott Medal book awarded prizes in the same year.

As a part of this process, students were gathered in small groups of eight or nine to answer ten additional questions about the book (see Appendix B). They were given ample time to fill out the questionnaire and to respond to the questions in small group sessions. Later, they were brought together as a class and were given an opportunity to respond to seven additional questions (see Appendix C). This permitted the children to view themselves and one another as critics of children's literature. They listened to the opinions of other children, and gave a personal preference. The discussions encouraged the students to formulate their responses in advance of the administration the final questionnaire.

After reviewing all six books, the students were asked to fill out a final questionnaire (see Appendix D), requiring that they comment on and rank all six in order of preference. This final questionnaire was also reviewed as previously stated, without a dry-run. The students were asked to rank the books in three ways: (a) from most to least favorite, (b) in terms of preference in illustrations, and (c) finally, with regard to preference in story line. The first two questions were general opinion questions about the children's choice of reading materials. These questions were meant to serve as a warm-up for the children, and were not specific to any particular set of books; thus, the responses were not included in the tabulated data set for this study. Seven additional questions were asked about the six books in general.

Data Collection

An initial, individual questionnaire was administered to the class for each of the six books, and information was tabulated in two ways. First, the responses were grouped by sex, to see if young male responses would differ from young female responses. Later, the

children's responses were tabulated together, producing an entire class response.

The final questionnaire was evaluated in the same manner. Male and female responses were at first separated, to determine if there were differences in preference due to sex, then were grouped for a total class response.

Another evaluation technique employed in this study was analysis by award type, as: (a) specifically related to the Caldecott Medal books, and (b) specifically to the California Young Reader Medal books. To simplify the analysis, the children's answers were grouped by award type whenever possible.

Data Analysis

The data was analyzed for positive, negative and neutral responses given by the students, including both the specific book questionnaire and the composite, final review sheet. The responses were tabulated by award type for evaluation purposes. Initial responses were analyzed by week to highlight individual books for a single year by award type. The first seven questions from the initial questionnaire were compiled and analyzed as a single set. Question eight of the initial questionnaire prompted the students for book preference, and was collected and analyzed in a separate process. For the final questionnaire, students ranked the books by topic (overall opinion, illustration "appeal," and story). The results were tabulated to show any trend in preference towards a single book or award grouping. The goal was to measure students' preferences towards the two sets of children's literature they had been exposed to, the Caldecott Medal selections and the California Young Reader Medal books.

Data from nine of the tables (given in Chapter Four) were analyzed by percentages based on the number of total responses, excluding the two warm-up questions. Each rank assigned by the children was given a numerical value. First place was given a value of six, second place a value of five, and so on. The numbers were averaged, each book was given

a total numerical value, and finally they were ranked together.

The audio-taped group question-and-answer sessions were not analyzed as a part of this study. These sessions were held to make the students more aware of the kinds of responses they might consider in preparation for the final questionnaire. The audio-tapes might be useful for further research in this area.

CHAPTER FOUR

Data Analysis

This study will reveal if children, when given a choice, prefer award winning children's literature selected by other children or award winning children's literature selected by adult committees. The study will also evaluate the responses of young readers to the Caldecott Medal winners and the California Young Reader Medal selections for the years 1987-1989.

The hypothesis, given in the first chapter, states that children, when given an opportunity to choose the literature that they read, will have a strong preference for books that have been reviewed, critiqued and selected by other children. Books that were granted awards by committees of adults are not selected as often. The responses given for the adult critics' choices will be fewer in number and weaker, or more negative. Books that were nominated for awards by children will have a greater appeal for other children; questions about them will generate stronger positive responses and show a higher level of response. The null hypothesis states that the children will not have a preference for either set of books reviewed, or will prefer the adult critics' choices.

Thirty-three third grade students participated in this study. They each completed six individual book questionnaires and a final, summary questionnaire. The students' responses were divided into three categories: positive, negative, and neutral. A response is considered to be positive if the child praised the book in any way. A negative response is characterized by an indication of distaste, disinterest, or lack of the ability to relate to any of the characters. Neutral values were assigned to responses if they were ambiguous in any way, or if the student did not respond at all.

The objective of the initial questionnaire, (see Appendix A), was to solicit statements from the children that could be evaluated as either positive or negative. The neutral category was used when a statement could not be categorized objectively. The compiled

list of the children's responses to the questionnaire for each book is given in Appendix E.

Table 1 shows that in each case where a pair of books was evaluated, the 10 boys in the class preferred the California Young Reader Medal (C.Y.R.M.) books over the Caldecott Medal books. They responded positively to 86.97% of the questions asked about the C.Y.R.M. books; only 63.67% of their responses were positive with respect to the Caldecott Medal books. The Caldecott Medal winners received negative responses 34.56% of the time, whereas 13.02% of the responses were negative in the C.Y.R.M. case.

Table 1 - Summary of Boys' Initial Responses by Week

Book / Award	Positive	Negative	Neutral	Total
<i>The Napping House</i> - C.Y.R.M.	67 (91.78%)	6 (8.22%)	0	73
<i>Hey Al</i> - Caldecott	56 (72.73%)	18 (23.37%)	3 (3.89%)	77
<i>If You Give A Mouse A Cookie</i> - C.Y.R.M.	56 (78.87%)	15 (21.13%)	0	71
<i>Owl Moon</i> - Caldecott	29 (39.73%)	43 (58.90%)	1 (1.37%)	73
<i>What Happened to Patrick's Dinosaur?</i> - C.Y.R.M.	65 (90.27%)	7 (9.72%)	0	72
<i>Song and Dance Man</i> - Caldecott	55 (78.57%)	15 (21.43%)	0	70

It should be noted that even though *Hey Al*, a Caldecott Medal book, and *If You Give a Mouse a Cookie*, a C.Y.R.M. book, received approximately the same percentages of positive and negative responses, the initial questionnaires were designed and administered by week (books receiving awards in the same year). Thus, the statistics for these two individual selections were not evaluated with respect to one another. Specific book rankings are detailed in the final questionnaire (Tables 9, 10, 11).

Table 2 demonstrates that the girls who participated in the study did indeed have

different feelings about the books than the boys. The girls preferred two out of three C.Y.R.M. books. *Song and Dance Man*, a Caldecott Medal book, was preferred over *What Happened to Patrick's Dinosaur?*, however. The total percentage of positive responses given by the girls to the C.Y.R.M. books over the 3 week period was still greater, 79.24%, than the total percentage of positive responses they gave to the Caldecott Medal books, 61.98%. Additionally, the number of negative responses given was far greater for the Caldecott Medal books, 34.35%, than given to the C.Y.R.M. selections (18.11%). One book in particular, *Owl Moon*, a Caldecott Medal winner, contributed heavily to the ratio of positive to negative responses given to the C.Y.R.M. books over the Caldecott Medal winners.

Table 2 - Summary of Girls' Initial Responses by Week

Book / Award	Positive	Negative	Neutral	Total
<i>The Napping House</i> - C.Y.R.M.	144 (87.27%)	19 (11.52%)	2 (1.21%)	165
<i>Hey Al</i> - Caldecott	107 (64.85%)	52 (31.52%)	6 (3.64%)	165
<i>If You Give A Mouse A Cookie</i> - C.Y.R.M.	129 (78.66%)	30 (18.29%)	5 (3.05%)	164
<i>Owl Moon</i> - Caldecott	60 (37.04%)	98 (60.49%)	4 (2.47%)	162
<i>What Happened to Patrick's Dinosaur?</i> - C.Y.R.M.	117 (71.78%)	40 (24.53%)	6 (3.68%)	163
<i>Song and Dance Man</i> - Caldecott	137 (84.05%)	18 (11.04%)	8 (4.91%)	163

The summary given in Table 3 shows that the class as a whole preferred the C.Y.R.M. books over the Caldecott Medal books. In fact, the C.Y.R.M. selections received positive responses to 81.59% of the questions, in contrast with 62.54% for the Caldecott Medal books. 34.36% of the responses received for questions concerning the Caldecott Medal winners were negative, whereas only 16.56% of children's responses to the C.Y.R.M.

books were less than positive.

Table 3 - Summary of Class Responses by Week

Book / Award	Positive	Negative	Neutral	Total
<i>The Napping House</i> - C.Y.R.M.	210 (88.60%)	25 (10.55%)	2 (0.84%)	237
<i>Hey Al</i> - Caldecott	163 (67.35%)	70 (28.93%)	9 (3.72%)	242
<i>If You Give A Mouse A Cookie</i> - C.Y.R.M.	185 (78.72%)	45 (19.15%)	5 (2.13%)	235
<i>Owl Moon</i> - Caldecott	89 (37.87%)	141 (60.00%)	5 (2.13%)	235
<i>What Happened to Patrick's Dinosaur?</i> - C.Y.R.M.	182 (77.45%)	47 (20.00%)	6 (2.55%)	235
<i>Song and Dance Man</i> - Caldecott	192 (82.40%)	33 (14.16%)	8 (3.43%)	233

The class did show a slight preference for *Song and Dance Man* over *What Happened to Patrick's Dinosaur?*, but it must be noted that the mean was calculated based on the responses of 23 girls and 10 boys. Because there were more than twice as many girls as boys in the sample set, the class response was skewed towards the girls' responses. In a class more evenly distributed by sex, the total response might have been more strongly in favor of the C.Y.R.M. selection.

The data presented in Table 4 is taken from question eight of the initial questionnaire. It was tabulated separately from the other responses, as the children were prompted to choose one book over another. In each case, the boys preferred the C.Y.R.M. books; the difference between the percentage of positive responses to *What Happened to Patrick's Dinosaur?* and that given to *Song and Dance Man* decreased after the third reading, however. In five of the six questionnaires given, the girls clearly preferred the C.Y.R.M. selections. Their preferences shifted to *Song and Dance Man*, a Caldecott Medal book, for the last initial questionnaire. The class totals follow the girls' preferences, as noted with

respect to Table 3.

Table 4 - Summary of Class Book Preferences by Week

Book / Award	Boys	Girls	Class
<i>The Napping House</i> - C.Y.R.M. *	10 (10%)	18 (78.26%)	28 (84.85%)
<i>Hey Al</i> - Caldecott	0	5 (21.74%)	5 (15.15%)
<i>The Napping House</i> - C.Y.R.M.	7 (70%)	17 (73.91%)	24 (72.73%)
<i>Hey Al</i> - Caldecott *	3 (30%)	6 (26.09%)	9 (27.27%)
<i>If You Give A Mouse A Cookie</i> - C.Y.R.M. *	9 (90%)	17 (73.91%)	26 (78.79%)
<i>Owl Moon</i> - Caldecott	1 (10%)	6 (26.09%)	7 (21.21%)
<i>If You Give A Mouse A Cookie</i> - C.Y.R.M.	9 (90%)	20 (86.96%)	29 (87.88%)
<i>Owl Moon</i> - Caldecott *	1 (10%)	2 (8.70%)	3 (9.09%)
Liked Both Equally		1 (4.35%)	1 (3.03%)
<i>What Happened to Patrick's Dinosaur?</i> - C.Y.R.M. *	8 (80%)	12 (52.17%)	20 (60.61%)
<i>Song and Dance Man</i> - Caldecott	2 (20%)	10 (43.48%)	12 (36.36%)
Liked Both Equally		1 (4.35%)	1 (3.03%)
<i>What Happened to Patrick's Dinosaur?</i> - C.Y.R.M.	6 (60%)	7 (30.43%)	13 (39.39%)
<i>Song and Dance Man</i> - Caldecott *	4 (40%)	15 (65.22%)	19 (57.58%)
Liked Both Equally		1 (4.35%)	1 (3.03%)

* indicates which questionnaire was used as the source for the data

Table 5 highlights the differences in percentages between the responses (*i.e.* how much more positive or negative the responses were). In analyzing the initial questionnaire, the boys again show a preference for the C.Y.R.M. selections over the Caldecott winners. Also as expected, the girls show a preference for two of the C.Y.R.M. books and one of

the Caldecott Medal books, *Song and Dance Man*. For both the boys and the girls, the largest difference in the percentage of positive response given is for *If You Give a Mouse a Cookie* over *Owl Moon*. *Owl Moon* also received the highest margin of negative responses overall.

Table 5 - Analysis of Initial Responses by Week

Book / Award	Boys	Girls	Class
<i>The Napping House</i> - C.Y.R.M.	26.2% +	34.57% +	30.97% +
<i>Hey Al</i> - Caldecott	184.3% -	173.61% -	174.22% -
<i>If You Give A Mouse A Cookie</i> - C.Y.R.M.	98.52% +	112.37% +	107.87% +
<i>Owl Moon</i> - Caldecott	178.75% -	230.72% -	213.32% -
<i>What Happened to Patrick's Dinosaur?</i> - C.Y.R.M.	14.89% +	109.42% -	6.39% -
<i>Song and Dance Man</i> - Caldecott	120.47% -	24.28% +	41.24% +

The percentages given in the table reflect the difference between the book in question and the one it was compared with.

Tables 6, 7, and 8 detail the children's responses to the final questionnaire in terms of positive, negative and neutral responses for of all the books. The students were asked to consider the set of books as a whole. In all cases analyzed, boys', girls', and total class responses, more positive responses were received for the C.Y.R.M. books and more negative responses were recorded for the Caldecott Medal books. Certain Caldecott Medal books did receive an equal or greater number of positive responses, but the totals indicate that more favorable, less negative responses were given to the C.Y.R.M. books as a group. The actual responses provided by the children for the final questionnaire are given in Appendix F.

Table 6 - Summary of Boys' Final Responses

Book / Award	Positive	Negative	Neutral	Total
<i>The Napping House</i> - C.Y.R.M.	14	0	0	14
<i>If You Give A Mouse A Cookie</i> - C.Y.R.M.	5	1	0	6
<i>What Happened to Patrick's Dinosaur?</i> - C.Y.R.M.	2	1	0	3
Total - C.Y.R.M.	21 (42.00%)	2 (4.00%)	0	23
<i>Hey Al</i> - Caldecott	6	1	0	7
<i>Owl Moon</i> - Caldecott	0	14	0	14
<i>Song and Dance Man</i> - Caldecott	2	2	0	4
Total - Caldecott	8 (16.00%)	17 (34.00%)	0	25

Note: there were two additional neutral responses (4.00%) received that were not specific to any particular book.

Table 7 - Summary of Girls' Final Responses

Book / Award	Positive	Negative	Neutral	Total
<i>The Napping House</i> - C.Y.R.M.	28	1	0	29
<i>If You Give A Mouse A Cookie</i> - C.Y.R.M.	16	2	0	18
<i>What Happened to Patrick's Dinosaur?</i> - C.Y.R.M.	5	3	0	8
Total - C.Y.R.M.	49 (42.98%)	6 (5.26%)	0	55
<i>Hey Al</i> - Caldecott	9	4	0	13
<i>Owl Moon</i> - Caldecott	1	35	0	36
<i>Song and Dance Man</i> - Caldecott	8	2	0	10
Total - Caldecott	18 (15.79%)	41 (35.96%)	0	59

Table 8 - Summary of Class Final Responses

Book / Award	Positive	Negative	Neutral	Total
<i>The Napping House</i> - C.Y.R.M.	42	1	0	43
<i>If You Give A Mouse A Cookie</i> - C.Y.R.M.	21	3	0	24
<i>What Happened to Patrick's Dinosaur?</i> - C.Y.R.M.	7	4	0	11
Total - C.Y.R.M.	70 (42.68%)	8 (4.88%)	0	78
<i>Hey Al</i> - Caldecott	15	5	0	20
<i>Owl Moon</i> - Caldecott	1	49	0	50
<i>Song and Dance Man</i> - Caldecott	10	4	0	14
Total - Caldecott	26 (15.85%)	58 (35.37%)	0	84

Note: there were two additional neutral responses (1.22%) received that were not specific to any particular book.

In the Final Boys' Responses / Book Ranking, Table 9, the results are slightly mixed, though the C.Y.R.M. books do have generally higher rankings. For the boys' favorite book, the C.Y.R.M. books ranked first, second and fourth. Two of the C.Y.R.M. books tied for first place, with another tied for second in the category of "favorite story." *The Napping House* was ranked first in the "favorite illustration" category, but the other C.Y.R.M. books placed fourth and fifth. The mean, in all three categories, ranks one of C.Y.R.M. books in first place, with the other two tied for third.

Table 9 - Final Boys' Responses / Book Ranking

Book / Award (<i>Most to Least Favorite Book</i>)	Rank Value
1. <i>The Napping House</i> - C.Y.R.M.	5.7
2. <i>If You Give A Mouse A Cookie</i> - C.Y.R.M.	4
3. <i>Hey Al</i> - Caldecott	3.7
4. <i>What Happened to Patrick's Dinosaur?</i> - C.Y.R.M.	3.4
5. <i>Song and Dance Man</i> - Caldecott	3
6. <i>Owl Moon</i> - Caldecott	1.4
Book / Award (<i>Most to Least Favorite Illustration</i>)	Rank Value
1. <i>The Napping House</i> - C.Y.R.M.	4.3
2. <i>Hey Al</i> - Caldecott	3.7
<i>Owl Moon</i> - Caldecott	3.7
3. <i>Song and Dance Man</i> - Caldecott	3.5
4. <i>If You Give A Mouse A Cookie</i> - C.Y.R.M.	3
5. <i>What Happened to Patrick's Dinosaur?</i> - C.Y.R.M.	2.8
Book / Award (<i>Most to Least Favorite Story</i>)	Rank Value
1. <i>The Napping House</i> - C.Y.R.M.	4.5
<i>What Happened to Patrick's Dinosaur?</i> - C.Y.R.M.	4.5
2. <i>Hey Al</i> - Caldecott	3.7
<i>If You Give A Mouse A Cookie</i> - C.Y.R.M.	3.7
3. <i>Song and Dance Man</i> - Caldecott	3.4
4. <i>Owl Moon</i> - Caldecott	1.2
Book / Award (<i>Mean Total</i>)	Rank Value
1. <i>The Napping House</i> - C.Y.R.M.	4.83
2. <i>Hey Al</i> - Caldecott	3.7
3. <i>If You Give A Mouse A Cookie</i> - C.Y.R.M.	3.56
<i>What Happened to Patrick's Dinosaur?</i> - C.Y.R.M.	3.56
4. <i>Song and Dance Man</i> - Caldecott	3.3
5. <i>Owl Moon</i> - Caldecott	2.1

Ranking was accomplished by assigning first place a value of six, second place a value of five, and so on; the numbers assigned to each book were totaled on a per category basis, and divided by the number of students.

Table 10, Final Girls' Responses / Book Ranking, also demonstrates a preference for the C.Y.R.M. books over the Caldecott winners. For favorite book and story, the

C.Y.R.M. books placed first, second and fifth. The girls rated the Caldecott Medal books higher in the favorite illustration category, first, third, and sixth, whereas the C.Y.R.M. books were ranked second, fourth, and fifth in that area. Overall, they ranked the C.Y.R.M. winners first, third, and sixth.

Table 10 - Final Girls' Responses / Book Ranking

Book / Award (<i>Most to Least Favorite Book</i>)	Rank Value
1. <i>The Napping House</i> - C.Y.R.M.	4.95
2. <i>If You Give A Mouse A Cookie</i> - C.Y.R.M.	4.39
3. <i>Song and Dance Man</i> - Caldecott	3.86
4. <i>Hey Al</i> - Caldecott	3.6
5. <i>What Happened to Patrick's Dinosaur?</i> - C.Y.R.M.	3.04
6. <i>Owl Moon</i> - Caldecott	1.17
Book / Award (<i>Most to Least Favorite Illustration</i>)	Rank Value
1. <i>Song and Dance Man</i> - Caldecott	4.26
2. <i>The Napping House</i> - C.Y.R.M.	3.91
3. <i>Hey Al</i> - Caldecott	3.69
4. <i>If You Give A Mouse A Cookie</i> - C.Y.R.M.	3.52
5. <i>What Happened to Patrick's Dinosaur?</i> - C.Y.R.M.	3
6. <i>Owl Moon</i> - Caldecott	3.7
Book / Award (<i>Most to Least Favorite Story</i>)	Rank Value
1. <i>The Napping House</i> - C.Y.R.M.	4.65
2. <i>If You Give A Mouse A Cookie</i> - C.Y.R.M.	4.04
3. <i>Song and Dance Man</i> - Caldecott	4
4. <i>Hey Al</i> - Caldecott	3.34
5. <i>What Happened to Patrick's Dinosaur?</i> - C.Y.R.M.	3.21
6. <i>Owl Moon</i> - Caldecott	1.69
Book / Award (<i>Mean Total</i>)	Rank Value
1. <i>The Napping House</i> - C.Y.R.M.	4.5
2. <i>Song and Dance Man</i> - Caldecott	4.04
3. <i>If You Give A Mouse A Cookie</i> - C.Y.R.M.	3.98
4. <i>Hey Al</i> - Caldecott	3.54
5. <i>What Happened to Patrick's Dinosaur?</i> - C.Y.R.M.	3.08
6. <i>Owl Moon</i> - Caldecott	1.79

Again, as anticipated given the girls' responses, Table 11, Final Class Responses / Book Ranking, shows more positive ranking for the C.Y.R.M. books over Caldecott books. In the favorite book category, the C.Y.R.M. selections ranked first, second, and fifth. The Caldecott Medal books received higher ratings for favorite illustration in general, though *The Napping House* was first. The mean for favorite illustration, boys and girls combined, was 3.56 for the Caldecott Medal books and 3.34 for the C.Y.R.M. winners. The C.Y.R.M. books were clearly favored over the Caldecott selections, ranking first, second and third place, with respect to favorite story. Overall, the C.Y.R.M. books placed first, second and fifth.

Table 11 - Final Class Responses / Book Ranking

Book / Award (<i>Most to Least Favorite Book</i>)	Rank Value
1. <i>The Napping House</i> - C.Y.R.M.	5.32
2. <i>If You Give A Mouse A Cookie</i> - C.Y.R.M.	4.19
3. <i>Hey Al</i> - Caldecott	3.65
4. <i>Song and Dance Man</i> - Caldecott	3.43
5. <i>What Happened to Patrick's Dinosaur?</i> - C.Y.R.M.	3.22
6. <i>Owl Moon</i> - Caldecott	1.13
Book / Award (<i>Most to Least Favorite Illustration</i>)	Rank Value
1. <i>The Napping House</i> - C.Y.R.M.	4.1
2. <i>Song and Dance Man</i> - Caldecott	3.88
3. <i>Hey Al</i> - Caldecott	3.69
4. <i>If You Give A Mouse A Cookie</i> - C.Y.R.M.	3.26
5. <i>Owl Moon</i> - Caldecott	3.11
6. <i>What Happened to Patrick's Dinosaur?</i> - C.Y.R.M.	2.9
Book / Award (<i>Most to Least Favorite Story</i>)	Rank Value
1. <i>The Napping House</i> - C.Y.R.M.	4.57
2. <i>If You Give A Mouse A Cookie</i> - C.Y.R.M.	3.87
3. <i>What Happened to Patrick's Dinosaur?</i> - C.Y.R.M.	3.85
4. <i>Song and Dance Man</i> - Caldecott	3.7
5. <i>Hey Al</i> - Caldecott	3.52
6. <i>Owl Moon</i> - Caldecott	1.44

Book / Award (<i>Mean Total</i>)	Rank Value
1. <i>The Napping House</i> - C.Y.R.M.	4.66
2. <i>If You Give A Mouse A Cookie</i> - C.Y.R.M.	3.77
3. <i>Song and Dance Man</i> - Caldecott	3.67
4. <i>Hey Al</i> - Caldecott	3.62
5. <i>What Happened to Patrick's Dinosaur?</i> - C.Y.R.M.	3.32
6. <i>Owl Moon</i> - Caldecott	1.44

Analysis of Final Responses, Table 12, documents the differences in percentages of positive and negative responses received for all three books in each award category. The table points out the strong preference the children expressed for the C.Y.R.M. books over the Caldecott Medal books. The scores reflect both a higher number of positive responses for all C.Y.R.M. selections, and a very high negative response rate for the Caldecott Medal books.

Table 12 - Analysis of Final Responses

Award Type	Boys	Girls	Class
C.Y.R.M.	162.50% +	172.2% +	169.27% +
Caldecott	750.00% -	583.65% -	624.79% -

Summary

The children's responses to the initial questionnaires, their final responses, and their book rankings all indicate a general preference for the C.Y.R.M. books over the Caldecott Medal winners. While there were specific Caldecott Medal books that did receive positive responses, especially in terms of illustrations, the data favors the children's choice books.

Song and Dance Man, a Caldecott Medal book, was more popular with the girls than *What Happened to Patrick's Dinosaur?*. Many of them indicated a preference to stories about dancing over stories related to dinosaurs in their responses to the initial

questionnaire, in fact. This particular preference appears to be gender-specific. The boys also showed more interest in *Song and Dance Man* (Table 4) after the third reading. Additional research would be necessary to determine what effect repeated exposure to literature has on children's preferences.

Within the scope of this study, the hypothesis was valid for the numbers reported for each selection. The children did indicate a preference for books that were given awards by their peers over books that were critically acclaimed by adults.

CHAPTER 5

Summary, Conclusions, Implications, and Recommendations

The primary purpose of this study was to take a closer look at the "thought-and-felt" responses of children with respect to recent children's literature critically acclaimed by adults, and to award winning literature nominated for award primarily by children, in order to gain a better understanding of the reading preferences and interests of children. A secondary goal was to provide input to those individuals who participate in literary criticism of children's literature, in hope that they will begin to take children's input more seriously as a part of their selection process. To that end, responses of 33 children to three Caldecott Medal winners were examined along with their responses to three California Young Reader Medal winners; the results are given in Chapter 4 of this work.

Summary

Previous studies have reported an inverse relationship between children's feelings about books that have received critical acclaim by adults and books that are popular with children (Billica, 1983; Carter & Harris, 1981; Lehman, 1987; Nilsen et al., 1980). Many of these studies (Applebee, 1976; Benton, 1980; Brett & Huck, 1982; Fusco, 1983; Purves, 1975; Schlager, 1978) have reached similar conclusions: that children are drawn to stories that reflect their developmental pattern, and prefer storylines that fill a psychological need and parallel their cognitive growth. Many researchers believe that critics are unable or unwilling (because they do not feel it is their role) to take the child's view when critiquing children's literature. Some books that are considered to be "quality literature" seem to miss the mark, as many adult literary critics appear to cater to their own adult developmental patterns and views as opposed to those of the intended audience (Kimmel, 1982; Shackford, 1977).

The results of this study clearly show that children prefer literature in which the child's

view is taken into consideration. The children who participated in this study overwhelmingly preferred the three California Young Reader Medal winners over the three Caldecott Medal books. The responses received to the initial questionnaire strongly favored the California Young Reader Medal books, and in the final questionnaire, a greater number of positive responses were received for the children's choices over the selections of adult literary critics. The statements collected and tabulated for this study demonstrate that a greater percentage of children prefer the style, theme, and storyline of the California Young Reader Medal books over the critics' choices.

Conclusions

1. Children approach most books from a narrative level. The positive and negative evaluative statements made by the children who participated in this study were largely of a narrative nature. Similar studies have taken the evaluative statements of children and analyzed the level of response that a particular set of books produced (Carter & Harris, 1982; Nilsen et al., 1980; Shackford, 1977). These statements were also primarily narrative in nature. In one study (Billica, 1983), the researcher also analyzed the nature of evaluative statements made by adult literary critics, and found them to be of a transcendent-residual level (Vandergrift, 1980). While no specific test of this kind was applied to the evaluative statements made by the sample group, in closer examination of the children's responses, the majority of them did follow the pattern observed in previous studies.

2. Children are not drawn to themes that are dark or introspective in nature, and therefore books that reflect these qualities are not popular. A number of researchers point to disturbing trends in recent literature selected by adults: namely, that many of these works are composed of themes and plots that children find difficult to understand or relate to, *i.e.* themes that suggest an adult level of depression, cynicism, or sadness with life (Huck, 1976; Kimmel, 1982; Sloan, 1975; Tucker, 1972). In all three Caldecott Medal

winners, these kinds of themes were prevalent. In *Hey Al* by Arthur Yorinks, the main character, Al, becomes annoyed and disillusioned with the struggles of life. Even his faithful dog, Eddie, is unhappy with his lot in life. Eventually, both seek an alternate reality and escape from the emptiness of this world, but soon discover that living in "ecstasy" can be dangerous. While trying to escape this new found paradise, Eddie almost drowns in the sea. Although the story ends positively, the primary focus is on disillusionment, not a theme that most would consider to be appealing to children. In *Owl Moon* by Jane Yolen, a young child is taken by their father for a silent, slow walk in the woods to go owling. No words are exchanged between them. The child must wait patiently, in total silence, for the possible appearance of an owl. The owl does finally appear, is silently observed, and the two walk slowly, silently home. While adults may enjoy a slow, silent walk in the woods, many of the children found the book excruciatingly slow-moving, stating that "Nothing happened in the story. It was boring." In *Song and Dance Man* by Karen Ackerman, the story tells of a man who once danced on the vaudeville stage. He reminisces about the good old days with his grandchildren, and eventually takes out his old tap shoes for one final performance. Grandpa entertains the children by telling old corny jokes, doing a few magic tricks, and dancing. While this book was the most well received Caldecott Medal book of the three, nostalgia is not high on the list of preferred topics for most children, (although grandparents and dancing are often of high interest).

3. The children who provided input for this study prefer books that are humorous, fanciful, lively, fast-moving, and display optimism in general. In contrast to the Caldecott Medal books, the three California Young Reader Medal books reviewed have these qualities. In *The Napping House* by Audrey and Don Wood, everyone is sleeping at Granny's house, including the child, dog, cat, mouse, and finally the flea. The action is sequential, and young readers are able to predict the next event. Children do enjoy

predictable qualities and patterns in stories. The story ends with much laughter, as all the characters break the bed and the sun rises. *If You Give a Mouse a Cookie* by Laura Joffe Numeroff also follows the pattern and sequence format. This is a quick-moving, humorous story about the numerous requests of one active mouse and an accommodating boy. *What Happened to Patrick's Dinosaur?* by Carol Carrick is a fanciful tale told by one brother to another of what might have really happened to the dinosaurs. In this story, the ever-helpful dinosaurs build houses, cars, and roads, eventually taking off in space ships to leave the poor humans to fend for themselves. The story is kind, funny, and imaginative, all qualities that young readers enjoy. There is a very obvious difference between the dark, slow-moving, or nostalgic themes found in the Caldecott books and the fast-moving, lively, humorous themes of the California Young Reader Medal books. Studies have shown that children enjoy books that are relatively simple in style and structure, that have predictable qualities, an optimistic tone, a lively pace, and are action-oriented, with complete resolution at the end (Lehman 1987, 1991).

4. Children do have taste in literature, or to quote Marjorie Lewis (quoted from Marantz, 1977, p. 151) "Children do not have less taste, they have different taste." Children's views must be considered when reviewing literature specifically targeted for them. Adults must not arbitrarily dictate to or force upon a child literature that is unappealing, simply because the child is at a different developmental stage than the adult. Townsend (1971) holds the position that "there is no such thing as children's literature, there is just literature"(p. 378). This is like saying that there is no such thing as children's clothing, simply clothing. An adult, trying to fit into a child's clothing, would be uncomfortable and not well covered. The book must fit the child in order to foster their love of reading, but also, as in children's clothing, there must be allowances made for growth.

Implications

Child-centered literary criticism makes different demands of the critic: they must account for the fact that children need books that are appropriate for their developmental level, allowing room for growth. This is not to say that books that are of a higher quality or are more difficult to comprehend should be placed aside. Many educators believe that children can be lead through more difficult literature by an interested adult, just as an English professor might lead his students through a difficult passage of a Shakespearean drama. Young children deserve the same time, consideration and respect. Judging children's books solely by adult standards of traditional literary criticism, ignoring the developmental stage of the intended audience, will ensure that a critically acclaimed work merely takes up room on a library shelf. Kimmel (1982) states the problem by succinctly stating "Jacob Have I Loved wins the Newbery but the kids read Judy Blume" (p. 41).

This is not to suggest that selecting only popular books, or catering solely to the tastes of children is the answer, but teachers cannot encourage students to read without providing an assortment of books that both appeal to children's sense of enjoyment and reflect their psychological state. In order to interest their students in reading, educators can no longer rely on "the classics" alone, because as Mark Twain once said, "A classic is a book which people praise but don't read." We cannot afford to raise a generation of reluctant readers. As Jim Trelease (1989) summarized, a society that doesn't read suffers in terms of choices made in the voting booth, how time and money are spent, how future generations are raised, how its value system evolves, and who emulates it.

Recommendations

1. Librarians, parents and teachers should not rely on the children's literary critics as the ultimate or only authority on quality or popular literature for children, since not all children's literary critics take a child-centered view into consideration. Instead, educators

must take it upon themselves to become more aware of other sources for recommendations of quality reading material for children. A number of lists identifying children's choices are currently available, most notably the Children's Choice Award and the C.Y.R.M. list.

2. The child's view of the world must always be considered when presenting a child with or suggesting literature. Childhood developmental patterns of growth must be taken into account, as well as a book's potential (or actual) popularity, and its ability to encourage psychological and intellectual growth.

3. Popular acclaim should not be the only consideration when selecting literature for children. Books that are more challenging can be used to increase a child's awareness of quality literature, as long as guidance of a concerned adult is available. Assisting a child through discussions, examples and direct instruction will help them reach higher levels of comprehension and appreciation.

4. Teachers, librarians, and parents, when selecting literature for children, should try to include books that are popular, children's choices, and books that have received critical acclaim from adult literary sources. The ideal would be to make available a selection of books that are of high literary value and popular with children. There are several that fit this criteria for the age group studied herein.

5. Books that are considered to be of high literary quality and books that are popular with children need not be at polar extremes. More effort must be made by editors and publishers to encourage writers and illustrators to focus on a combination of these qualities when writing specifically for children. In general, editors must be made aware of children's narrative approach to books, and not assume that children will view a particular selection from an adult transcendent-residual level of comprehension.

6. There is an elusive nature to what is appealing to the child. Researchers must continue to study the evolution of children's needs and values from one generation to the next, taking into account all aspects of a child's life and the nature of our ever changing

world.

Recommendations for Further Research

1. As a part of this study, a limited selection of literature was reviewed with one sample group of 33 students. Further research might be done with a much broader selection of literature and other groups of children encompassing a wider range of ages and geographical areas.

2. The audio-tapes that were made of the group discussions as a part of this study could be analyzed to compare verbal responses with the written evaluations of each book. These responses might be studied using Vandergrift's (1980) three levels of response. This investigation might also compare the students' ability to verbalize a response with their ability to give a written evaluation.

3. Evaluative statements made by adult critics and children with respect to both of books might be analyzed using Vandergrift's (1980) three levels of response. This may provide supporting evidence for the importance of viewing children's literature from a child-centered perspective.

4. One of the Caldecott Medal books increased in popularity after repeated exposure to the story (*Song and Dance Man*). Additional research might attempt to measure the effects of repeated exposure to children's award winning literature selected by adults, and to ascertain if familiarity increases popularity.

5. One of the recommendations suggests that a concerned adult should guide children through more difficult literature. In this study, no effort was made to do so for any of the selections. Additional work could be done in this area, where a researcher does provide guidance through use of activities, discussions and direct instruction. Responses could be compared with those of a control group who did not receive any special guidance, to determine if the adult literary critics' choices become more appealing to the children.

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APPENDIX A
Initial Questionnaire

Name_____

Date_____

Title of the Book_____

1. Did you like this book?

Yes, I like it

because_____

No, I didn't like it because_____

2. Did you like the main character? Did they seem real to you?

No, because_____

Yes, because_____

3. How did the story make you feel? (examples: happy, sad, excited, bored)

4. My favorite part was_____

because_____

5. My favorite picture was_____

6. What words would you use to describe this book?

(examples: funny, interesting, boring) What part of the book made you feel this way?

7. Which one of your friends would like this book? What adult you know would like this book?

8. Of the two books read today, which one did you like better?

APPENDIX B
Small Group Discussion Questions

1. What did you like about the story?
2. Who is your favorite character?
3. How did the book make you feel? (examples: sad, happy, excited) Why?
4. How do the characters get along? (examples: tattle, care, fight)
5. What part of the story made you think of yourself?
6. What was your favorite illustration in this book? Why?
7. What techniques and mediums did the illustrators use? (texture, color, computer, paint, etc.)
8. What kind of friend would like to read this book?
9. If you could have one of the characters as a friend, what would you like to ask that character?
10. Is there anything else you would like to tell me about this book?

APPENDIX C**Large Group Discussion Questions**

1. Do the characters in this book solve any problems?
2. Was there anything about this book that helped you to know or predict how the story would end?
3. List words or phrases that you like most in this story?
4. Was it a good ending? Why?
5. In what ways does this book compare with the other five books?
6. What did the characters do to make you like or dislike them?
7. List three things you like about the illustrations.

APPENDIX D
Final Questionnaire

Name _____

Date _____

1. What kinds of books do you enjoy reading?

2. What kinds of books don't you enjoy reading?

3. Rank for most favorite to least favorite.

1. _____	<u>Hey Al</u>
2. _____	<u>The Napping House</u>
3. _____	<u>Owl Moon</u>
4. _____	<u>If You Give a Mouse a</u>
5. _____	<u>Cookie</u>
6. _____	<u>Song and Dance Man</u>
	<u>What Happened to</u>
	<u>Patrick's Dinosaur?</u>

4. Tell why you choose your #1.

5. Tell why you choose your #6.

6. Who was your favorite person/character in all six books?

7. Who was your least favorite character in all six books?

Why? _____

8. List books from most favorite illustration to least favorite illustration. (see list on bottom of page)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

9. List books from most favorite story to least favorite story.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

10. What book would you like to hear or read on your own?

Hey Al

The Napping House

Owl Moon

If You Give a Mouse a Cookie

Song and Dance Man

What Happened to Patrick's

Dinosaur?

APPENDIX E

Responses to Initial Questionnaire by Book

The Napping House -10 third grade boys respond to a written questionnaire

1. Did you like this book?

Yes, I like it because...

...it was funny.

...it was funny.

...it was funny.

...it was very funny.

...it made me feel happy.

...it repeats itself.

...they repeat things.

...it goes on and on and it is funny.

...everyone piled on top of each other, then they fell down.

No, I didn't like this book because...

...I don't like rhyming books.

2. Did you like the main characters?

...Yes, I did like them.

...No, because I didn't think there were any main characters.

Did they seem real to you?

Yes, because...

...some grandmas snore and every boy dreams.

...a child really dreams so he is real.

...they were sleeping.

...in other books animals can talk.

...they did seem real because a mouse can scare a cat.

...the pictures looked real.

...yes, they did

No, because...

...the main character would of felt everyone on her.

...the main character would of felt the flea, mouse, cat, dog, and child.

3. How did this story make you feel? (examples: happy, sad, excited, bored)

...happy

...It made me feel happy.

...The story made me feel happy.

...happy, because it kept saying funny things

...It made me feel happy about the funny parts of the book.

...happy, because they finally woke up

...This story made me feel happy and excited.

...This story made me excited.

...It made me feel excited because I was thinking when the bed would break.

...bored They repeated the words.

4. My favorite part was...
- ...when the flea pinched the cat because then everybody wakes up.
 - ...when the flea bit the mouse because it made everybody fly off the bed.
 - ...everyone was piled on top of each other because the (flea) was going to wake up, everyone up.
 - ...when the cat pawed the dog because it was funny.
 - ...when the mouse scared the cat because I like mice and hate cats.
 - ...when they started waking up because it was funny.
 - ...when the boy was in the air because it looked funny.
 - ...when they were all in the air because they were happy.
 - ...when the bed broke because everyone woke up.
 - ...when they broke the bed because everyone jumped up and they all landed on the bed.
5. My favorite picture was...
- ...when the flea bit the mouse because it looked funny.
 - ...when the cat clawed the dog because the dog woke up the boy.
 - ...when the flea broke the bed because everyone was on top of each other.
 - ...when the bed broke because it was colorful.
 - ...when everyone jumped up because it surprised everyone.
 - ...when they were all in the air because they were happy.
 - ...when they fell off the bed because they all were everywhere.
 - ...when they were flying because it was exciting.
 - ...when the boy got on the bed because everyone else started piling on each other.
 - ...the first to the last because it was colorful.
6. What words would you use to describe this book? (examples: funny, interesting, boring) What part of the book made you feel this way?
- ...This book was very funny.
 - ...funny when (they) fell off the bed
 - ...I felt funny. The part where the flea bit the mouse.
 - ...It was funny when all of them piled on each other because at the end all of them fell off off the bed.
 - ...When they started waking each other, it was funny.
 - ...funny, exciting
 - ...It made (me) feel funny because it was exciting.
 - ...funny, interesting, when the flea bit the cat.
 - ...exciting and funny when they flew out of the bed.
 - ...interesting, the last part
7. Which one of your friends would like this book? What adult you know would like this book?
- ...my friend Max, he likes funny books
 - ...one that likes animal or relatives, one that had a lot of pets
 - ...Marc, because he likes to read, my mom, because she likes stories that repeat themselves
 - ...My brother would like to read it, my dad too.
 - ...my friend Robert and my grandmother
 - ...Danny O. would like this book. My mom would like this book.
 - ...my friend Tommy, my dad
 - ...my mom, my friend Paulo
 - ...my mom and dad

...adult=my mom, friend= none of my friends

Of the two books *Hey Al* or *The Napping House*, which one did you like better?

<i>The Napping House</i>	10 (100%)
<i>Hey Al</i>	0 (0%)

responses:

The Napping House, because it repeats itself

I like *The Napping House* better.

The Napping House -23 third grade girls respond to a written questionnaire

1. Did you like this book?

Yes, I like it because...

...it was funny.

...it was a funny book.

...it is a funny book.

...it was very funny.

...it is very funny.

...the story was kind of funny.

...it was a good story because it was funny.

...they have funny pictures.

...it was funny and it was exciting and has nice colors in it.

...it was funny and rhymes a lot too.

...they said the same thing everytime and it gets funny.

...it repeated itself and it was funny.

...the words in the story repeats itself.

...it was a rhyme and it repeated itself over and over.

...I like when the words repeated.

...it kept repeating things over and over.

...it was sort of a rhyming book.

...it has a lot of action and phrases.

...everybody is sleeping on top of each other.

...it's a good book. I don't know why.

...Yes, but I don't know why.

...I do not know why I like it.

No, I didn't like it because...

...it kept repeating the story.

2. Did you like the main characters?

...Yes, I like them but they did not seem real to me.

...Yes, because I liked how everyone was sleeping on the snoring granny. It seemed real to me.

...No, because they were on each other.

...No, because the mouse doesn't talk.

...There were no main characters.

Did they seem real to you?

Yes, because...

...everyone can sleep.

...everybody can sleep.

...I think some weird people would sleep on each other.

...a person can really snore.

...a granny can snore, a child can dream.

...there can be animals and people.

...people can scratch each other and do all the things they done.

...she looked real.

...all the characters seemed real.

...I thought the characters looked real.

No, because...

...a dog, cat, mouse, flea, child and granny wouldn't sleep on each other.

...about ten people could not sleep on one person.

...if the people were sleeping on her I think she would have felt it.

...I don't think they will let the dog and the cat sleep on the bed.

...I don't think a real person would act like that.

...all the animals were in the air and fleas are not that big.

...I don't think that this could really happen.

...they did not seem real.

...they are in a book.

3. How did this story make you feel? (examples: happy, sad, excited, bored)

...happy

...happy

...happy

...It made me feel happy.

...It made me feel happy.

...It made me a little happy only in a way.

...happy, because first they are all asleep, then they all wake up and they are happy

...It made me feel happy because the story goes on and on.

...happy, because when they all started to fly off the bed

...It made me feel excited.

...It made me feel excited.

...It made me feel excited.

...excited, because I would like to hear it say the words it said before

...happy, excited

...It made me feel happy and excited.

...It made me feel very happy and excited.

...It was exciting and happy.

...It made me feel happy and excited. It also made me laugh.

...It made me laugh.

...It made me feel funny.

...It made me happy and kind of funny.

...good about myself

...kind of sad, because the granny is squished

4. My favorite part was...

- ...when the flea bit the mouse and waked everybody up because it has a lot of excitement in it.
- ...when the flea bit the cat because it had some action in it.
- ...when the flea bit the mouse. I don't know, I just like it.
- ...when the flea bit the mouse because it woke up everyone.
- ...when the flea bites the mouse because the mouse got scared.
- ...when the flea woke everyone up because it was funny when everyone was jumping.
- ...when Grandma broke the bed because it was funny.
- ...when the grandma broke the bed because it was funny.
- ...when the snoring grandma broke the bed.
- ...when Grandma broke the bed because everyone was happy and Grandma was smiling.
- ...when the grandma broke the bed because people would think that if all the people were in the air she would go down.
- ...when they all jump up because it is exciting.
- ...when everybody was jumping because the picture was colorful and bright.
- ...when they all jumped because it keeps repeating itself.
- ...when they were jumping on each other because it was really funny.
- ...when the cat clawed the dog because it might hurt.
- ...flying in the air because it was funny.
- ...when they hit everyone because it was funny.
- ...the people sleeping because they slept on top of each other.
- ...the snoring grandma because she snores.
- ...when the dreaming boy went to sleep because it was funny.
- ...the end because when they played in the yard, they looked happy.
- ...when the book was done because it was the prettiest picture.

5. My favorite picture was...

- ...when they were awake because the house was a bright color and it was sunny.
- ...when they showed the whole house because it was very colorful.
- ...when everyone was outside playing because the pictures were colorful.
- ...the last picture of the house because it was colorful.
- ...the last one because it was pretty.
- ...the very last one because it was colorful.
- ...the last page because it was sunny and bright.
- ...the last one because there was a rainbow.
- ...when everybody was outside because it had a rainbow and everybody was playing.
- ...when the bed broke because it was funny.
- ...when the grandma broke the bed because she can't use the bed.
- ...when the cat clawed the dog because it looked funny when the dog jumped up.
- ...when they all jumped out of bed because it looked funny and I will like to jump out of bed.
- ...when everybody fell out of the bed because it was funny the way they drew it.
- ...the wakeful flea because he woke up everybody.
- ...when they wake up because it is funny.
- ...the picture that showed everyone waking up because it was colorful.
- ...when the granny woke up because she looked tired.
- ...when everybody slept on each other because that part was kind of funny.
- ...when they're all sleeping because I like the way they drew it.
- ...the first picture because it was raining and the way it looked in the book.

...I like all the pictures because they're colorful and because they're funny pictures.
 ...none

6. What words would you use to describe this book? (examples: funny, interesting, boring) What part of the book made you feel this way?
- ...funny
 - ...It was funny.
 - ...The book was funny.
 - ...funny, because it seems to make me laugh
 - ...funny, because the story had action
 - ...It made me feel funny when the flea bit the mouse.
 - ...Funny, I like it when the grandma broke the bed.
 - ...funny when the bed broke
 - ...interesting, the whole thing
 - ...I think it was very interesting.
 - ...Interesting, the part that made me feel this way was when the flea bit the mouse and waked everybody up.
 - ...Interesting when they started to hurt each other.
 - ...funny and interesting, every part.
 - ...funny and interesting, because I would wonder what would happen next. It was always something funny.
 - ...It was very funny and the part that I saw was when the flea bit the cat.
 - ...funny, exciting when they broke the bed.
 - ...excited, the end of the book
 - ...I felt excited. You know what would happen next.
 - ...I think it was very funny and excited and fun.
 - ...happy, because they're all laughing when they're in the air
 - ...It made me happy because I know people like this book.
 - ...It made me feel bored.
 - ...I don't know.
7. Which one of your friends would like this book? What adult you know would like this book?
- ...my dad, because he sleeps a lot
 - ...my sister Christina, because she likes to read, my grandpa, because he likes to read funny books
 - ...my sister, because she likes to read funny books, my mom, because she likes to read books
 - ...my brother, because he likes to sleep
 - ...My mom would like it because they bit each other.
 - ...My best friend would like it. My teacher would like it.
 - ...My friend Melinda might like to read this book and my mom and dad might like this book.
 - ...I think Danielle would like this book. my mom
 - ...I think my dad would like to read this book.
 - ...my friend K.T. and my aunt Gayle
 - ...my aunt Linda and my cousin Michael
 - ...Rosie and my mom, dad and my sister Joy
 - ...my friend Ashley, my parents would
 - ...my cousin Casie and Jessica C. and my aunt Pam
 - ...I think my friend Rosemary and my mom and dad

...my sister Aurea
 ...my friend Jennifer, I know an adult who would like this book.
 ...my mom and dad and my best friend Leslie
 ...Nicole my aunt
 ...my mom
 ...yes, my mom
 ...Joyful
 ...no response

Of the two books *Hey Al* or *The Napping House*, which one did you like better?

<i>Hey Al</i>	5	(22%)
<i>The Napping House</i>	18	(78%)

responses:

I like *Hey Al* more.

because *Hey Al* is a better story *Hey Al* is more colorful.

Hey Al, I like it because it's exciting.

Hey Al -10 third grade boys respond to a written questionnaire

1. Did you like this book?

Yes, I like it because...

...it was funny.

...it was funny.

...it was funny.

...I thought the story was good.

...it had good pictures.

...it is colorful.

...the birds look real.

...this book was relaxing.

...Al and Eddie were friends for a long time and never lost each other.

No, I didn't like it because...

...I didn't like the ending.

...it was confusing.

2. Did you like the main characters?

Yes, because...

...they are funny.

...they are funny.

...Eddie is funny.

...the main character is funny.

Did they seem real to you?

No, because...

...they did not seem real to me.

...they didn't seem real.

...they did not seem real.

...they didn't look real to me.

...the birds weren't real.
 ...people can't turn into birds.
 ...people can't fly.
 ...dogs can't talk.
 ...dogs and birds can't talk.

Yes, because...
 ...people can take a run.
 ...dogs are good swimmers.

3. How did this story make you feel? (examples: happy, sad, excited, bored)

...excited when they turned into birds
 ...excited, because the birds were going to do something to Al
 ...I feel excited.
 ...excited and angry, because I didn't like the ending
 ...It made me feel happy.
 ...relaxed
 ...happy and bored
 ...sad and happy
 ...This story made me feel bored.
 ...It made me feel sad because I thought Eddie died.

4. My favorite part was...

...when they turned into birds.
 ...when the author said that Eddie was a talented swimmer because it was funny.
 ...when Eddie fell in the water because he had to swim back to Al's house.
 ...when Al and Eddie became birds because it was funny.
 ...when they were saying "Eddie", "Al", because it was funny.
 ...when they were in the water because it made me feel like swimming
 ...at the end because Eddie and Al were together again.
 ...I didn't have a favorite part.
 ...I didn't have a favorite part.
 ...no student response

5. My favorite picture was...

...when Al was turning into a bird.
 ...the one with the birds because it was colorful.
 ...the cover because it had neat birds.
 ...when Eddie and Al were with the birds. It was colorful and no birds were alike.
 ...when the bird stuck his head through the window because it looked funny.
 ...when they were in the water because it made me feel like swimming.
 ...when the bird talked because it was shaking.
 ...when Al was in the waterfall because it made me want to be there.
 ...when Al was in the stream because it probably felt nice.
 ...I did not have one.

6. What words would you use to describe this book? (examples: funny, interesting, boring) What part made you feel that way?

...funny when they looked like birds
 ...funny when Eddie fell in the water
 ...I would use funny when Eddie fell in the water.

...funny, every part
 ...they said funny things
 ...funny, when Eddie talked
 ...funny, interesting
 ...interesting, the whole book
 ...It was interesting when Eddie and Al turned into birds.
 ...I think it was boring because the story doesn't have interesting parts.

7. Which one of your friends would like this book? What adult you know would like this book?

...a friend that likes to swim
 ...one who likes birds
 ...a person who likes birds
 ...someone who likes to read
 ...my brother and my mom because they'll laugh at it
 ...my brother and my dad
 ...adult=mom, friend, nobody
 ...my friend Tommy ... I don't know an adult who would like it.
 ...Paulo, my mommy
 ...my mom and dad

Of the two books *The Napping House* or *Hey Al* which one did you like better?

The Napping House 7 (70%)
Hey Al 3 (30%)

Hey Al -23 third grade girls respond to a written questionnaire

1. Did you like this book?

Yes, I like it because...

...it was funny.
 ...it was funny.
 ...it was so funny.
 ...the book is funny.
 ...I thought it was funny.
 ...it was funny and exciting.
 ...exciting and funny
 ...it was good and interesting.
 ...it is a nice story.
 ...it is a funny book and I would like to go to the place where the birds live.
 ...it was a make-believe story.
 ...it was make-believe.
 ...it could never happen.
 ...it shows a lot of birds.
 ...it has pretty and colorful pictures.
 ...Al and Eddie cared for each other.
 ...I only like the end but not the beginning.

No, I didn't like it because...

...it was boring.

...it was boring.
 ...it was very boring.
 ...it was sort of boring.
 ...it was boring and sort of slow to me.
 ...it was slow.
 ...Eddie got out of the lake.

2. Did you like the main characters?

I only liked Eddie because he was funny.
 I liked the main characters because they were funny.
 I liked Eddie.
 Yes, I liked the main character but they didn't seem real to me.

Yes, because ...

...I like the dog and Al. They were funny.
 ...I like the characters. They were funny.
 ...I liked them. They're funny but they don't seem real.
 ...I did like all the characters especially Al.
 ...I liked Eddie.
 ...they were like real people.
 ...they did things the way real people do.

Did they seem real to you?

No, because...

...they didn't seem real because it said that the dog talked.
 ...a dog can't talk.
 ...Al could never talk to a dog.
 ...Eddie could talk.
 ...the bird can't talk, neither can a dog.
 ...I don't think a bird would talk and besides it would be weird for a bird to come to a window.
 ...there is not such thing as a talking bird.
 ...they listened to the bird.
 ...people can't become birds
 ...I don't think that a person can fly.
 ...they didn't seem real to me.
 ...they didn't act real.
 ...they didn't seem real.
 ...it didn't seem real to me.
 ...they did not seem real.
 ...they did not seem real to me.
 Yes, because a dog is real and a human is real.

3. How did this story make you feel? (examples: happy, sad, excited, bored)

...It made me feel happy.
 ...It made me feel happy.
 ...It made me feel happy.
 ...It made me happy.
 ...happy
 ...happy, sad, excited
 ...happy, excited and sad

...excited
 ...The story made me feel excited.
 ...excited, because I wanted to know what was going to happen next
 ...It made me feel excited.
 ...I felt sad when the dog dived into the sea, then at the end it came back. I was
 happy.
 ...It made me think kind of bored and sad when Eddie fell in the water.
 ...It made me feel bored.
 ...It made me feel bored.
 ...bored
 ...bored
 ...bored, sad
 ...It made me bored.
 ...bored, because I've read it so many times and everytime the end makes me feel
 happy
 ...The story made me feel like going on an adventure.
 ...I can't tell the feeling.

4. My favorite part was ...

...when they showed the birds because I like the birds.
 ...when the bird put his head in the window because it looked funny.
 ...when the bird sticks his head through the window because it's funny.
 ...where all the birds were trying to take Al and Eddie.
 ...when they were flying because it was funny.
 ...when Al flew in the sky because that might be fun to do.
 ...when Eddie fell into the ocean because it was funny,
 ...when Eddie came back because it seemed like he was going to drown.
 ...when Eddie came back.
 ...Al was begging Eddie to come back because Eddie came back.
 ...when they were in the island because it seems like you want to relax.
 ...I didn't have a favorite part.
 ...I didn't have a favorite part.
 ...I didn't have a favorite part.
 ...I don't have a favorite part.
 ...I don't have a favorite part.
 ...I don't have a favorite part.
 ...I don't have a favorite part.
 ...I don't have a favorite part.
 ...I don't have a favorite part.
 ...I don't have a part.
 ...I don't know.
 ...no student response.

5. My favorite picture was...

...the birds because it was colorful and bright.
 ...with all the birds because all the birds are different.
 ...when I saw all the birds because they are colorful.
 ...when I saw all the birds because it was colorful.
 ...the one with all the birds because it's colorful and bright.
 ...when they were becoming birds because they looked funny as birds.
 ...when Al grew a beak and wings because he looked funny.

...when Al turned into a bird because it looked funny.
 ...when Al and Eddie turned into birds because they looked weird.
 ...when the bird came because it was funny.
 ...when all the birds were there with Al because it was silly.
 ...when Eddie fell in the water because it was sad.
 ...when Eddie fell in the ocean because it was funny.
 ...when Eddie fell in the water because it's exciting.
 ...when the dog fell in the water because it was funny.
 ...when Al was swimming because it was so funny.
 ...when Al and Eddie are in the waterfall because it is a happy and colorful picture.
 ...the one when they are relaxing because it has colorful pictures.
 ...when Al was flying because that looked kind of fun to do.
 ...when they were fighting.
 ...the last one because it was cute.
 ...I didn't have a favorite picture.
 ...I didn't have a favorite picture.

6. What words would you use to describe this book? (examples: funny, interesting, boring) What part made you feel that way?
- ...funny, because sometimes they were happy and sometimes sad. Also sometimes in the book they were all relaxed and that's what made me feel happy.
 ...I would use funny. The part that made me feel this way was when Eddie and Al turned into birds.
 ...funny, the middle
 ...funny, all of them
 ...funny, interesting, every single part
 ...funny and boring when the dog fell in the water. It was funny. The rest was boring.
 ...weird, funny
 ...It made me feel interesting when Al flew.
 ...Hey Al, interesting
 ...interesting
 ...interesting
 ...It made me feel interesting because Eddie came back to Al.
 ...interesting, because there were big and small birds
 ...Interesting, I thought all the parts were interesting.
 ...It made me feel excited when Eddie was drowning.
 ...sad, because the dog fell in the water
 ...boring, the whole thing
 ...boring, all of the book
 ...boring, the whole book
 ...It was boring.
 ...I felt bored.
 ...boring, good picture
 ...boring, because Al is in the bathroom
7. Which one of your friends would like this book? What adult you know would like this book?
- ...I think my friend Natalie would like to read it because she likes to swim. my dad
 ...a friend that likes adventures
 ...my brother, because he likes adventure stories

...my brother Kevin, because he likes dogs, water and birds There is no adult.
 ...baby-sitter, a friend who likes reading
 ...a good friend, my dad
 ...my cousin would like this book
 ...my friend Lupe, my aunt and uncle
 ...my friend K.T. and my mom
 ...my friend Ashley, my parents would
 ...my friend Amy, my friend Albert
 ...Rosie, my dad
 ...Stephanie, my dad Elmer
 ...I think my sister would like this book.
 ...Stacy, mom and dad
 ...my sister and my mom
 ...my mom
 ...my mom
 ...my mom
 ...mom
 ...I do not know anyone who would really like it.
 ...I don't know
 ...no student response

Of the two books *The Napping House* or *Hey Al*, which one did you like better?

The Napping House 17 (74%) *Hey Al* 6 (26%)

If You Give a Mouse a Cookie -10 third grade boys respond to a written questionnaire

1. Did you like this book?

Yes, I like it because...

...it goes on and on.

...it goes on and on.

...it goes on and on.

...it keeps on going.

...it keeps on going and if you kept reading you would never stop.

...it's the kind of book that keeps on going.

...the mouse keeps asking for things.

...the mouse kept on asking for something.

...it was funny.

No, I didn't like it because the mouse kept asking the boy for something. I didn't like this book.

2. Did you like the main characters?

Yes, because...

...he kept on asking for things.

...the main character was talented.

...they were good actors.

...it had good drawings.

Did they seem real to you?

No, because...

...mice can't talk.

...mice can't talk.

...mice can't talk.

...mice can't draw.

...a mouse can't talk and color.

...He didn't seem real to me because mice can't talk.

Yes, because the boy was real to me.

3. How did this story make you feel? (Examples: happy, sad, excited, bored)

...happy

...happy

...It made me feel happy.

...It made me feel happy.

...It made me feel happy.

...It made me feel happy when I saw the picture.

...It made me feel happy because the boy was nice to the mouse.

...excited

...This story made me feel excited.

...bored, because the story keeps repeating itself

4. My favorite part was...

...when the mouse drew a picture because I like to draw.

...when they drew a picture because it was colorful.

...when he was drawing because I like to draw.

...when he jumped out of his bed because he was in his underwear.

...when the mouse jumped out of his bed in his underwear because he looked funny.

...the mouse in his underwear because it was funny.

...when the mouse jumped up because he looked funny.

...when the mouse asked for a cookie because I like cookies.

...I like the whole book because it rhymed.

...I didn't have a favorite part.

5. My favorite picture was...

...when the mouse drank the milk because he looked funny.

...when he was eating the cookie because he looked nice.

...when the mouse jumped out of his bed in his underwear because he looked funny.

...when the mouse drew the picture because I like drawing.

...the mouse's picture because it was colorful.

...when everything was (on) the floor because it reminds me of my house.

...his family because it was happy.

...I did not have one.

...I didn't have a favorite picture.

...I didn't have a favorite picture.

6. What words would you use to describe this book? (examples: funny, interesting, boring) What part of the book made you feel this way?

...funny

...funny, every part

...funny, exciting

- ...His new haircut was funny.
- ...I would use funny when the mouse jumped out of bed.
- ...It made me feel funny when he jumped out of his bed.
- ...I would use funny for the whole book.
- ...interesting, the last part made me feel that way.
- ...It was interesting because the mouse cleaned up the house.
- ...boring at the end

7. Which one of your friends would like this book? What adult you know would like this book?
- ...a friend who likes mice
 - ...someone who likes mouses
 - ...a friend who likes mouses, an adult that likes things that are colorful
 - ...a friend that likes milk
 - ...my brother and my dad because they both like chocolate chip cookies
 - ...my sister and my cousin
 - ...Paulo my dad
 - ...my mom and my dad
 - ...none of my friends and my mom
 - ...I don't know anybody who would like this.

Of the two books *If You Give A Mouse A Cookie* and *Owl Moon*, which one did you like better?

<i>If You Give A Mouse A Cookie</i>	9	(90%)
<i>Owl Moon</i>	1	(10%)

If You Give A Mouse A Cookie -23 third grade girls respond to a written questionnaire

1. Did you like this book?
- Yes, I like it because...
- ...it was funny.
 - ...it was funny.
 - ...it was funny.
 - ...it was funny.
 - ...it was funny.
 - ...it was funny
 - ...it is funny and it repeated itself.
 - ...it is funny and it repeats itself.
 - ...it keeps on repeating itself.
 - ...it repeated itself a lot and went on.
 - ...it repeats itself.
 - ...the words repeat again and again
 - ...it has funny pictures.
 - ...it was a fun book to read.
 - ...it's fun and interesting.
 - ...it rhymes.
 - ...the words rhymes.
 - ...it was colorful and it was funny.
 - ...it's colorful.

...it was exciting.
 ...Yes, I like it . I don't know why.

No, I didn't like it because...
 ...it's very, very boring.
 ...the pictures are scribbled.

2. Did you like the main characters?

Yes because...
 ...I liked the mouse.
 ...I like the mouse because he keeps bothering the boy.
 ...the mouse always asks for things like a cookie and some milk.
 ...the mouse was funny.
 ...he was fun.
 ...he's bossy.
 ...I like the main characters because they're make-believe.
 ...Yes, I did but the characters didn't seem real to me.

Did they seem real to you?

No, because...
 ...a mouse can't talk.
 ...a mouse can't talk.
 ...mice don't talk.
 ...a mouse can't talk but boys can talk.
 ...I like the book but the mouse can't talk.
 ...mouses cannot ask for things like a glass of milk.
 ...I don't think a mouse can talk in real life.
 ...the mouse could draw.
 ...a mouse cannot draw.
 ...a mouse can't draw.
 ...mice can't draw that good.
 ...a mouse can't talk, draw and do all the things he did.
 ...a mouse can't eat a cookie.
 ...the mouses fingers don't look real.
 ...I don't think a little boy would do stuff for a mouse.
 ...I liked the mouse but it didn't seem real to me.
 ...it did not seem real.

3. How did this story make you feel? (examples: happy, sad, excited, bored)

...happy
 ...happy
 ...happy
 ...happy
 ...It made me feel happy.
 ...It made me feel happy.
 ...It made me feel happy.
 ...It made me feel happy.
 ...It made me feel happy.
 ...The story made me feel happy.
 ...The story made me feel happy.
 ...happy, because it's funny.

...It made me feel happy because I like to hear stories about mice.
 ...It made me feel happy because the mouse was always happy.
 ...happy, excited, it made me laugh
 ...excited
 ...It made me feel excited.
 ...happy and excited
 ...I felt very happy and excited.
 ...bored
 ...bored
 ...weird
 ...It didn't make me feel like anything.

4. My favorite part was...

...when he drew a picture because he drew a pretty picture.
 ...when the mouse drew a picture because I like to draw and he did a good job.
 ...when the mouse drew a picture because it was colorful.
 ...when the mouse drew a picture because he draws good.
 ...when he drew a picture because it reminds me of my brother.
 ...when he was drawing because I like to draw.
 ...when the mouse was drawing a picture because it looks fun to draw a picture right now.
 ...when he drew the picture because it was neat.
 ...when the mouse kept asking for things because it looked and sounded funny.
 ...when the mouse kept on saying the same thing over and over again because it was funny.
 ...where the mouse wants a cookie and asks for a glass of milk because he wanted everything.
 ...when he gets a haircut because it is funny.
 ...when the mouse cut his hair because my mom always cuts my hair.
 ...when he jumps out of bed because he is in his boxer shorts.
 ...when he was sweeping the house because a little mouse is sweeping a big house.
 ...ate the cookie because it was funny.
 ...when he was choking himself because it looked funny.
 ...when the mouse went to sleep because he asked the boy to read to him.
 ...all of them because they are funny.
 ...the end because I do not know.
 ...I didn't have a favorite part.
 ...I don't have a favorite part.
 ...no response

5. My favorite picture was...

...when he draws his family because it looks really good.
 ...the picture of the mouse's family because it was neat.
 ...the picture the mouse drew because it showed his whole family.
 ...when the mouse was drawing a picture because the picture was interesting.
 ...when the mouse drew the picture because I liked the way the mouse draws.
 ...when he showed his drawing because it was a nice picture.
 ...when the mouse was drawing a picture because he draws good.
 ...the mouse drawing a picture because he was thinking of himself.
 ...the picture that the mouse drew because it was colorful.

...the drawing because it was colorful.
 ...the drawing because he is a good drawer.
 ...the cover because the mouse was on it.
 ...the first picture because it was cute.
 ...when the mouse was sweeping because my aunt always makes me sweep.
 ...the part where he gives a mouse a cookie because it's funny.
 ...when he finished drinking the milk because he looks fat and tired.
 ...when he jumped out of his bed because it was funny.
 ...when he's in his underwear because it's funny.
 ...all of them because they are very colorful and pretty.
 ...all of them.
 ...I did not have a favorite picture.
 ...I don't have one.
 ...no response

6. What words would you use to describe this book? (examples: funny, interesting, boring) What part of the book made you feel this way?

...funny
 ...funny
 ...It was funny.
 ...funny, the whole thing
 ...funny I think everything was funny.
 ...funny, because parts of the book were funny
 ...It made me feel funny because some parts are funny.
 ...funny, colorful
 ...funny, boring
 ...funny, because it kept on repeating itself
 ...funny, when the mouse was drawing a picture
 ...funny, because it was funny because the mouse could draw so good
 ...funny, because I liked it when he jumped out of his bed
 ...interesting
 ...The book was interesting.
 ...interesting, the whole book was interesting
 ...interesting, because I like to know what happens next
 ...It was interesting because it went on and on.
 ...happy, when the mouse got the cookie
 ...It made me feel happy and funny.
 ...boring
 ...boring, all of the book
 ...when he drew

7. Which one of your friends would like this book? What adult you know would like this book?

...maybe a friend that likes mice, an adult that likes cookies
 ...Anita, because she likes mice, my dad, because he likes mice
 ...a friend who likes to read
 ...a friend that likes to read
 ...my sister, because she likes to read, my grandma, because he likes to read
 ...a friend that likes a funny book, and adult that likes to read
 ...a person that likes to read rhymes
 ...a friend who asks for things

...I think everyone would like this book.
 ...a friend who likes boring books
 ...K.T. , my mom
 ...my mom and my cousin Cia
 ...Stephanie P. , my mom
 ...Mom
 ...my mom
 ...Rosie and my sister Joy
 ...my neighbor, my aunt
 ...my cousin Brandilyn and Casie
 ...My friend Daisy might like this book. My aunt and uncle might like this book.
 ...my sister and my dad
 ...my friend Meloni My parents would like this book.
 ...I think my friend named Tiffany.
 ...no response

Of the two book *Owl Moon* or *If You Give A Mouse A Cookie*, which one did you like better?

<i>Owl Moon</i>	6	(26%)
<i>If You Give A Mouse A Cookie</i>	17	(74%)

response: *Owl Moon* because it was a better story.

Owl Moon -10 third grade boys respond to a written questionnaire

1. Did you like this book?

Yes, I like it because...

...it had good pictures.

No, I didn't like it because..

...it was boring.

...it was boring.

...it was boring.

...it was boring.

...it was boring.

...Boring!!

...I thought it was boring.

...The owl kept saying, "Hoo, hoo, hoo".

...I don't like owls.

2. Did you like the main characters?

No, because...

...the main characters didn't talk.

...don't say anything.

...they did not do anything.

Did they seem real to you?

Yes, because...

...boys, men and owls are real.

...he was a person.
 ...people and owls are real.
 ...the owl kept on staring at the humans because it was probably scared.
 ...when the owl was staring at them his eyes looked real.
 ...you can go owling.
 ...owls can't talk they can only say "Hoo". That's what the owl said.

No, because...
 ...it was so slow they didn't seem real.

3. How did this story make you feel? (Examples: happy, sad, excited, bored)

...bored
 ...bored
 ...bored
 ...bored
 ...bored
 ...very, very, very boring!!
 ...It made me feel bored.
 ...It made me feel bored.
 ...bored, because the owl kept saying, "Hoo, hoo"
 ...It made me feel bored because it did not have a point to the story.

4. My favorite part was...

...when the owl was staring at them because the owl's eyes looked real.
 ...when the owl was staring because the owl had his eyes wide open at them.
 ...when the owl was facing the man and the boy because it looked cool.
 ...when the man made an owl sound because it sounded real.
 ...when the dad was saying, "Hoo", because it was boring.
 ...when the girl couldn't keep up.
 ...owl was on the tree because I like to climb trees.
 ...I did not have a favorite part because it was boring.
 ...I don't have a favorite part because it is boring.
 ...I didn't like anything.

5. My favorite picture was...

...the owl when he was staring at them because the owl looked real.
 ...when it showed the owl because it looked real.
 ...when the owl was facing the man and the boy because it looked cool.
 ...the owl.
 ...the owl on the branch because it looked funny.
 ...the owl because it is colorful.
 ...the picture of the owl because it was a good picture.
 ...man and the boy alone because it was happy
 ...I don't have a favorite picture because it was boring.
 ...I didn't have a favorite picture.

6. What words would you use to describe this book? (examples: funny, interesting, boring) What part of the book made you feel this way?

...boring
 ...boring, the whole book

...boring, every part
 ...dumb, boring, sleepy
 ...It was boring.
 ...I would use boring for the whole book.
 ...It made me feel bored and every part was boring to me.
 ...boring when they said, "Hoo, hoo, hoo"
 ...funny, because the owl was saying, "Are you looking at me?"
 ...I was happy when the owl flew away.

7. Which one of your friends would like this book? What adult you know would like this book?

...one that likes owls
 ...a friend that likes owls
 ...a friend that likes boring books
 ...a person that likes boring books
 ...someone who likes boring books
 ...aunt and uncle
 ...kid=Mark, adult=Mom
 ...Paulo, my mom
 ...I don't know anybody.
 ...I don't know anybody who would like it.

Of the two book *Owl Moon* or *If You Give A Mouse A Cookie*, which one did you like better?

<i>Owl Moon</i>	1	(10%)
<i>If You Give A Mouse A Cookie</i>	9	(90%)

responses: I like *If You Give a Mouse A Cookie* better.
 I liked *If You Give A Mouse A Cookie*.

Owl Moon -23 third grade girls respond to a written questionnaire

1. Did you like this book?

Yes, I liked it because..
 ...it adds more then it said.

No, I didn't like it because...

...It was boring.
 ...It was boring.
 ...It was boring.
 ...It was boring.
 ...It was boring.
 ...It was boring.
 ...It was boring.
 ...It was boring.
 ...It was boring.
 ...It was very boring.
 ...It was very boring.

...It was really boring.
 ...It was very, very boring.
 ...I think this book was very boring.
 ...It was dull and boring.
 ...It was so boring it could make me go to sleep.
 ...It was boring and so quiet.
 ...It is boring and dull and it's not that colorful.
 ...It had dull pictures.
 ...It was not interesting.
 ...It was slow.
 ...It said to be quiet.

2. Did you like the main characters?

No, because...

...I didn't like the main characters because they were too quiet.
 ...they're so quiet.
 ...they are always talking.
 ...it was such a boring book.
 ...he wasn't funny.
 ...I don't know why. I just didn't like it.
 ...no, I didn't

Did they seem real to you?

Yes, because...

...people are real.
 ...there can be real people.
 ...the man and his son
 ...people can go owling.
 ...people go owling.
 ...the boy is real and someone can go owling.
 ...people go owl hunting.
 ...we could go see an owl in a forest.
 ...I don't like the book but yes, they do seem real because some people look for owls.
 ...people can stare at owls.
 ...owls always stare.
 ...all the things they did seemed real, like the owl hooting not talking.
 ...they did seem real to me because all those things could happen in real life.
 ...the pictures look real.
 ...it was real to me.

No, because...

...they didn't do anything real.
 ...it's just from a book.

3. How did this story make you feel? (examples: happy, sad, excited, bored)

...bored
 ...bored
 ...bored
 ...bored
 ...bored
 ...bored

...boring
 ...It made me feel bored.
 ...It made me feel bored.
 ...It made me feel bored.
 ...It made me feel bored.
 ...It made me feel bored.
 ...It made me feel bored.
 ...It made me feel bored.
 ...bored, sleepy
 ...bored, excited
 ...It made me feel boring.
 ...It made me bored a lot.
 ...bored, because it is a boring book
 ...It made me feel bored because it is not exciting.
 ...It made me feel bored and sad because this isn't a good book for me.
 ...bored, because they didn't talk
 ...bored, because they had not action or adventures

4. My favorite part was...

...when they saw the owl because it had nice looking pictures.
 ...when they were staring because I always stare at my brother.
 ...when the owl was (staring) because it looked like it was real.
 ...when they were walking in the forest because it was colorful.
 ...when her father was calling the owl because it seemed funny to me.
 ...when the owl landed because it looked weird.
 ...the boy climbing the snow because I like going on the snow.
 ...I didn't have a favorite part.
 ...I didn't have a favorite part.
 ...I didn't have a favorite part.
 ...I didn't have a favorite part.
 ...I didn't have a favorite part.
 ...I didn't have a favorite part.
 ...I didn't have a favorite part.
 ...I didn't have a favorite part.
 ...I did not have a favorite part.
 ...I don't have a favorite part.
 ...I did not have one.
 ...I didn't have one.
 ...No, I didn't have a favorite part.
 ...I don't have one because it was boring.
 ...I don't have one because it was a boring book.
 ...no response

5. My favorite picture was...

...when Pa shined the flashlight on the owl because it looked real.
 ...when they showed the owl because it looked real.
 ...the owl because it looked real.
 ...when they showed the owl up close because it looked real.
 ...the picture of the owl because it looked real.
 ...the owl, because it looked real.
 ...the one with the owl flying. There's no reason really. I just like it.

...when the owl was flying because it looked like a good picture.
 ...when it showed the owl flying away because it's a nice picture.
 ...the owl because it's colorful.
 ...the cover because it had some bright colors.
 ...when they showed the owl because it's weird.
 ...of the owl because he looked big.
 ...the owl because he was staring at the people.
 ...when the owl opened it's wings.
 ...the owl part.
 ...when they showed the house because it is nice.
 ...the houses because they're nice.
 ...when they were walking home because it looked very pretty.
 ...I did not have a favorite picture.
 ...I didn't have a favorite picture.
 ...I didn't have one.
 ...I didn't have one.

6. What words would you use to describe this book? (examples: funny, interesting, boring) What part of the book made you feel that way?

...boring
 ...boring
 ...boring
 ...boring
 ...boring, the whole book
 ...boring, the whole book
 ...The whole book was boring.
 ...The whole book is boring.
 ...boring, the whole thing
 ...boring, the whole book did
 ...very boring
 ...I would use boring.
 ...It was boring
 ...boring, every part if the book made me feel this way.
 ...I would describe it (as) boring. The whole book made me feel this way.
 ...I would use boring and sad to describe this book.
 ...boring, because it is slow
 ...It was boring. The book went slow.
 ...boring, because they told you to be quiet.
 ...boring, because not that much adventure.
 ...It was boring when the owl kept saying "Hoot, hoot".
 ...boring and good at once
 ...It was interesting.

7. Which one of your friends would like this book? What adult you know would like this book?

...a friend who likes owls
 ...a friend who likes owls, my parents, aunts and uncles
 ...a friend that likes owls, an adult that likes owls
 ...a friend that likes owls, an adult that likes owls
 ...a friend who likes owls
 ...a friend who likes to read. My mom's friend Albert, he likes to read and he's boring.

...my mom and dad, because they like peaceful stories
 ...somebody who likes snow. I don't know any adult who likes this book
 ...some hunters
 ...a person who likes to sleep
 ...one who is careless
 ...someone who likes boring books
 ...my aunt and uncles, my friend Cindy
 ...Rosie and my brother Bernie
 ...K.T. , my mom
 ...my mom, my friend Sande
 ...my friend named Joe and my mom and dad
 ...my sister Aurea, my dad
 ...Nicole, mom
 ...good friends
 ...a person
 ...I don't know
 ...no response

Of the two books *Owl Moon* or *If You Give A Mouse A Cookie*, which one did you like better?

<i>Owl Moon</i>	2	(9%)
<i>If You Give A Mouse A Cookie</i>	20	(87%)
both equally	1	(4%)

What Happened to Patrick's Dinosaur? -10 third grade boys respond to a written questionnaire

1. Did you like this book?

Yes, I like it because...

...it is funny.
 ...it's funny.
 ...it was funny.
 ...it was interesting.
 ...it's about dinosaurs.
 ...it has neat dinosaurs in the pictures.
 ...it was not true.
 ...Patrick used his imagination.

No, I didn't like it because

...it didn't make sense.
 ...it was make believe.

2. Did you like the main characters?

...Yes, because I sometimes think about dinosaurs.
 ...Yes, I like him.
 ...Yes, because I don't know why.
 ...No, because Hank kept asking questions.

Did they seem real to you?

Yes, because...

...he is a person.

...the boys are people.

...both children acted like real children.

...they told stories like real kids.

...Patrick is a human. He can talk and walk.

...I think funny things are real.

No, because...

...the things he said were about dinosaurs.

3. How did this story make you feel?

...happy

...happy

...happy

...It made me feel happy

...happy, because the people just rested

...It made me feel happy because both brothers were nice to each other.

...funny, happy

...excited

...This story was sad.

...bored.

4. My favorite part was...

...the airplanes because it was funny.

...when they blasted off in space because the spaceship looked real.

...when the dinosaurs left because it looked cool.

...when the cars were driving on the dinosaurs because I always wanted to drive.

...when Patrick said that dinosaurs danced and taught people tricks because it was funny.

...when Patrick told a story, because it was funny.

...the whole book, because it was funny.

...I like the whole story.

...I didn't have a favorite part.

...I didn't have a favorite part.

My favorite picture was...

...the pictures with the cars. It's funny.

...when the dinosaurs were making cars because it looked funny.

...when they were in the car because it was funny.

...when dinosaurs were inside a spaceship because the dinosaurs and the earth looked real.

...dinosaurs in space because it was funny.

...when the dinosaurs were in the circus.

...the tricks because they looked funny.

...was the dinosaurs were making the people glad because it looked funny.

...the last one. I don't know why.

...I didn't have a favorite picture.

6. What words would you use to describe this book? (examples: funny, interesting, boring) What part of the book made you feel this way?
- ...funny
 - ...funny, every part
 - ...funny, the whole book
 - ...funny, because the pictures looked funny.
 - ...funny, because it was make-believe
 - ...funny, the dinosaurs did funny, funny tricks
 - ...funny when the dinosaurs left to space
 - ...It made me feel funny when they had the airplane.
 - ...funny, happy
 - ...interesting, the whole book
7. Which one of your friends would like this book? What adult you know would like this book?
- ...one of my friends that likes dinosaurs
 - ...a friend that likes dinosaurs
 - ...one that likes dinosaurs
 - ...my friend who likes dinosaurs
 - ...someone who likes dinosaurs
 - ...a person who likes dinosaurs
 - ...kid=I am, adult=mom
 - ...my friend Tommy, I don't know an adult who would
 - ...my mom and dad
 - ...Paulo, my mom

Of the two books *Song and Dance Man* or *What Happened to Patrick's Dinosaur*, which one did you like better?

<i>Song and Dance Man</i>	2	(20%)
<i>What Happened to Patrick's Dinosaur?</i>	8	(80%)

response: I liked *What Happened to Patrick's Dinosaur* better.

What Happened to Patrick's Dinosaur -23 third grade girls respond to a written questionnaire.

1. Did you like this book?
- ...Yes, I like it because...
 - ...it is funny.
 - ...it is funny.
 - ...it was funny.
 - ...it was funny.
 - ...it was very, very funny.
 - ...it was a little funny
 - ...I like it because it is funny.
 - ...it was exciting.
 - ...it was kind of funny and excited too.
 - ...it was make-believe.
 - ...it's not real

...I like dinosaurs.
 ...it was about dinosaurs and it's interesting.
 ...Patrick likes to tell how he likes dinosaurs.
 ...it's about dinosaurs.
 ...Patrick has a good imagination.

No, I didn't like it because...
 ...it was boring.
 ...it was boring.
 ...it was boring.
 ...it was slow.
 ...it was boring and slow.
 ...the book was very, very boring.
 ...it is a boring (book) and has no action in it.

2. Did you like the main characters?

Yes, because...
 ...he was imagining a lot.
 ...Patrick had a good imagination and he is weird.
 ...he tells a story that is funny.
 ...they talked about history.
 ...I liked the main characters because they helped a lot.
 ...I did like the main characters and they did seem real to me.

No, because...
 ...they were boring. No, because there's no kid that is that dumb.
 ...the person talked and also didn't fly.
 ...I don't know why. I just don't like the main character and they don't seem real to me.

Did they seem real to you?

Yes, because...
 ...they were people.
 ...they were real people.
 ...people can talk.
 ...people can talk about dinosaurs.
 ...the boy was talking dinosaurs and (a) long time ago there were dinosaurs.
 ...tells what he thinks about dinosaurs.
 ...he thought it was true. That's what his brother said.
 ...dinosaurs were real but cavemen were too.
 ...people do use their imagination.

No, because...
 ...dinosaurs can't do those things.
 ...dinosaurs can't really make cars and airplanes.
 ...dinosaurs don't make things.
 ...there were no people when dinosaurs came.
 ...dinosaurs are not alive.
 ...he did not seem real.

3. How did this story make you feel? (examples: happy, sad, excited, bored)

...happy
 ...happy
 ...happy
 ...It made me feel happy.
 ...It made me feel happy.
 ...happy and excited
 ...It made me happy and excited.
 ...It made me laugh.
 ...It made me laugh, happy
 ...I feel happy and sad.
 ...It made me feel happy and excited.
 ...It made me feel excited.
 ...It made me feel excited.
 ...bored
 ...bored
 ...kind of bored
 ...very bored
 ...sleep and bored
 ...It made me feel bored.
 ...bored, because it's a slow book
 ...bored, because it wasn't real at all
 ...a little boring because the words seem slow
 ...I felt normal.

4. My favorite part was...

...when the dinosaurs were making the cars because it was funny.
 ...when the dinosaurs were making cars because it was funny and very, very good.
 ...when the dinosaurs were giving car rides because it was funny.
 ...when the dinosaurs were roads because it looked funny.
 ...when the dinosaur was in the spaceship because it was nice.
 ...when the dinosaurs went in the spaceship because it was funny.
 ...when the boy said that dinosaurs made airplanes and cars because it was funny.
 ...when they made the airplanes. It's funny how they used fireflies.
 ...when the dinosaur dressed up like clowns because they looked funny.
 ...when the dinosaurs were doing a circus because it was funny.
 ...when Patrick said dinosaurs made houses because he made it up.
 ...when houses were in the tree because it was neat.
 ...when the dinosaurs built houses because they built nice houses.
 ...the dinosaurs making things because they could make lots of things.
 ...when Patrick was telling the story. I don't know why, only that it was a funny story.
 ...when Patrick told fake stories about dinosaurs because they were funny.
 ...when Patrick told his funny stories because it was funny.
 ...when he told the funny story because it was funny.
 ...I did not have one.
 ...I didn't have a favorite part.
 ...I didn't have one
 ...I do not have a favorite part.
 ...no response

5. My favorite picture was...
- ...of the airplanes.
 - ...the airplane because it looks like a dragonfly.
 - ...when they were in space.
 - ...the last picture because it was dark like space.
 - ...the stars were dinosaurs because it looked cool.
 - ...when they showed the stars were like dinosaurs because it was neat.
 - ...the dinosaurs because of the colors.
 - ...when they were driving cars because it was colorful.
 - ...when the dinosaurs built the houses because it was colorful.
 - ...when there was a store, cars and dinosaurs because it was colorful.
 - ...when the dinosaurs made cars because it was colorful.
 - ...when the cave men were sitting down because it was colorful.
 - ...when the cars were driving on the dinosaurs because it was a funny picture.
 - ...when they showed a dinosaur as a road for the cars because that was kind of funny.
 - ...of the toy cars because they were funny.
 - ...when the dinosaurs helped fix cars because the dinosaurs helped the people.
 - ...when it showed the dinosaurs because their nice pictures.
 - ...when the clouds were dinosaurs because they were in different shapes.
 - ...I did not have one.
 - ...I didn't have a favorite part.
 - ...I didn't have a favorite part.
 - ...I didn't have a favorite picture.
 - ...no response
6. What words would you use to describe this book? (Examples: funny, interesting, boring) What part of the book made you feel this way?
- ...funny
 - ...funny
 - ...all the parts made me feel this way, funny
 - ...It was funny
 - ...funny, because it was funny
 - ...funny, wild
 - ...funny and interesting
 - ...It made me feel funny when Patrick told his story.
 - ...funny and interesting because it helped me learn about dinosaurs
 - ...funny and boring the whole book
 - ...It was interesting and funny
 - ...interesting, because it was about dinosaurs
 - ...interesting, because Patrick has a good imagination
 - ...It was interesting because it was make-believe.
 - ...I felt very happy and excited.
 - ...happy when dinosaurs helped the people
 - ...bored the whole story
 - ...boring, all of the book
 - ...boring, all of it
 - ...slow and boring
 - ...boring and slow
 - ...It made me feel boring because when Patrick's brother kept asking questions
 - ...I don't know.

7. Which one of your friends would like this book? What adult you know would like this book?

- ...a friend who likes dinosaurs
- ...a friend that likes dinosaurs. An adult that likes a funny and boring book
- ...a friend who likes dinosaurs
- ...a friend that likes dinosaurs. An adult that makes up things
- ...a person who likes dinosaurs
- ...a friend who likes dinosaurs
- ...one that likes dinosaurs and make-believe
- ...my brother, because he likes dinosaurs
- ...my mom, because she likes funny stories. My friend because she likes dinosaurs.
- ...a friend who likes to read boring books. My mom's friend David, he likes dinosaurs.
- ...Vanessa because she likes make-believe stories. My dad because he likes dinosaurs.
- ...I think anyone who had a good imagination would like it.
- ...funny friend, a kind adult
- ...a scientist
- ...Rosie and my cousin Erick
- ...my step-brother
- ...my mom
- ...me
- ...I think my friend named Lisa and my mom and dad
- ...my sister might like this book, my mom and dad
- ...K.T. , none
- ...Stephanie P., my sister
- ...my mom, my cousin Reyly

Of the two book *Song and Dance Man* or *What Happened to Patrick's Dinosaur*, which do you like better?

<i>What Happened to Patrick's Dinosaur</i>	12	(52%)
<i>Song and Dance Man</i>	10	(45%)
equal	1	(3%)

Song and Dance Man -10 third grade boys respond to a written questionnaire

1. Do you like this book?

Yes, I like it because...

- ...it was colorful.
- ...the pictures were colorful.
- ...it is about dancing.
- ...the grandpa did good dance moves.
- ...when grandpa was dancing the lights were bright.
- ...it was exciting.
- ...the pictures were neat.
- ...I like to sing.

No, I didn't like it because...

- ...it doesn't have action. It just tells about old times.
- ...I don't like to tap dance.

2. Did you like the main characters?

Yes, because...

...they danced a lot.

...the grandpa sang the right song.

Did they seem real to you?

Yes, because...

...he didn't have any magic powers.

...people can dance and be happy.

...they are humans and humans can talk.

...what they said seems real.

...the pictures looked real.

...boys and girls and grandpas are real.

...the characters are real people.

...the characters are real people.

3. How did this story make you feel?

...happy

...happy

...It made me feel happy

...happy, because grandpa was funny.

...It made me feel happy because the grandpa spent a lot of time with the kids.

...excited

...excited

...bored

...bored

...It made me feel bored.

4. My favorite part was...

...when he was dancing because he danced good.

...he was dancing because he danced good.

...the dancing because it was funny.

...when grandpa started because it was magical.

...when they went upstairs because I like to go in places dark.

...when grandpa did the grand finale because it was neat.

...when the grandpa was singing because he was yelling hard and loud.

...when the kids yelled "Hurray Grandpa" because it sounded funny.

...I don't have a favorite part.

...I didn't have a favorite part.

5. My favorite picture was...

...I like all the pictures because it was colorful.

...all of them because they were all colorful.

...when he was bowing because there were a lot of different colors.

...when grandpa was throwing things because probably he was saying, "Where are my shoes?"

...the grandpa dancing because I like watching people.

...when he was done because it made me happy.

...Grandpa hugging the children because it was happy.

...the picture of the end because it was real neat.

...I didn't have a favorite picture.

...I don't have one.

6. What words would you use to describe this book? (examples: funny, interesting, boring) What part of the book made you feel this way?
- ...funny, every part
 - ...funny when he danced
 - ...funny when the kids got the hiccups
 - ...the grandpa was saying and doing funny things
 - ...interesting
 - ...interesting, because it told us about the old days
 - ...happy for the whole book
 - ...boring
 - ...The whole book made me feel bored.
 - ...It made me feel boring through the whole book.
7. Which one of your friends would like this book? What adult you know would like this book?
- ...my friend who likes dancing
 - ...a friend who likes to dance
 - ...someone who likes dancing
 - ...a friend and adult who likes tap dancing
 - ...one that likes the good old days
 - ...my mom and dad
 - ...Paulo my dad
 - ...I don't know anybody.
 - ...I don't know anybody who would.
 - ...friend=none, adult= none
8. Of the two books read today *Song and Dance Man* or *What Happened to Patrick's Dinosaur*, which one did you like better?

<i>Song and Dance Man</i>	4	(40%)
<i>What Happened to Patrick's Dinosaur?</i>	6	(60%)

Song and Dance Man -23 third grade girls respond to a written questionnaire

1. Did you like this book?
- Yes, I like it because...
- ...it had a lot of color.
 - ...it was colorful.
 - ...it was colorful.
 - ...it was colorful.
 - ...it has colorful pictures.
 - ...the pictures were colorful.
 - ...it has a lot of color and it is easy to understand.
 - ...of the rainbow colors.
 - ...it was funny and exciting.
 - ...it is a funny and interesting book.
 - ...it looked so funny and interesting.
 - ...it was very interesting.

...it's about tapping.
 ...it had something I do. It is tap dance.
 ...it was nice.
 ...it makes me feel happy.
 ...it had good drawings.
 ...it showed how people in the olden days watched t.v.

No, I didn't like it because...
 ...it's not a very good book.
 ...it is not a good book.
 ...it was kind of funny.
 ...it was small and dull.
 ...it is very boring. I think that it is a bad book.

2. Did you like the main characters?

Yes, because...
 ...I like to watch people who dance.
 ...he tap danced good.
 ...I did like the main characters.

No, because...
 ...I didn't like the book.
 ...they acted weird.

Did they seem real to you?

Yes, because...
 ...people could dance.
 ...people can dance.
 ...people can dance.
 ...when he danced people can dance.
 ...there can be people that dance.
 ...the grandpa in the story danced like people dance now.
 ...he tap good and real people could tap good.
 ...a man can really be a song and dance man.
 ...they did talk and danced but he didn't fly.
 ...someone could dance on a vaudeville stage.
 ...he is a real person and there was vaudeville.
 ...there was such a thing as vaudeville.
 ...it didn't do make believe things.
 ...I think the main character was real because there was nothing make-believe in it.
 ...he was a grandpa and he seemed real to me.
 ...because he did seem real.
 ...they did seem real to me.
 ...they were real people.
 ...people do tell others about the past.
 ...I don't like the story but the characters do seem real.

No, they didn't seem real to me because they don't look real.

3. How did this story make you feel? (examples: happy, sad, excited, bored)

...happy

...happy
 ...happy
 ...It made me feel happy.
 ...It made me feel happy.
 ...It made me feel happy.
 ...The story made me feel happy.
 ...I felt happy and good all over.
 ...happy, because it's fun to tap
 ...It made me feel happy and it made me want to dance.
 ...It made me feel happy and excited.
 ...excited
 ...excited and happy
 ...It made me feel excited.
 ...It made me feel excited.
 ...I think it was exciting
 ...It made me feel normal.
 ...bored
 ...bored and happy
 ...It made me feel kind of bored.
 ...It made me feel bored.
 ...I don't know.
 ...no response

4. My favorite part was...

...when he dances.
 ...when he danced because it was neat.
 ...when grandpa danced because he is a good dancer.
 ...the grandpa because he was good at dancing.
 ...when the grandpa was dancing because they looked kind of excited.
 ...when the grandpa was dancing because it was a good part.
 ...when he went up the stairs because he was dancing.
 ...when grandpa was dancing because it was funny.
 ...when the song and dance man did his act because it was a good act.
 ...when the song and dance man told the stories because it was funny.
 ...when he told jokes because it was funny.
 ...when he played jokes because it made me want to laugh.
 ...when the grandpa said a joke because it was funny even if I knew the joke.
 ...when they said he put tissue in his shoes so his corns wouldn't rub.
 ...when grandpa was finished because the whole picture was colorful.
 ...when he was tapping because it showed colors.
 ...when he did the grand finale because it was neat.
 ...when the kids cheer for his grandpa.
 ...I like the whole thing.
 ...I did not have one.
 ...I didn't have a favorite part.
 ...I didn't have a favorite part.
 ...no response

5. My favorite picture was...

...the man dancing because it was nice.
 ...when he danced because it looked nice.

...when the grandpa was dancing because the person who made the picture did a good job.
 ...when he was tap dancing because the picture looked neat.
 ...when he's dancing because it's colorful.
 ...when he was dancing because it had different colors.
 ...when he was dancing because it was colorful.
 ...when grandpa danced because they were colorful.
 ...when the grandfather was about to tap because it was colorful.
 ...the one that he is tapping because it was colorful.
 ...the last one because it was colorful.
 ...all of them because they were nice and colorful.
 ...the children because they hugged the grandpa.
 ...when the song and dance man was hugging the children because it made me feel happy.
 ...when grandpa was hugging them because it was nice that grandpa cared for the children.
 ...when the children were dancing because it's a good picture.
 ...when he was rolling his hat on his arm because it looked funny.
 ...when the grandpa was sitting down because he looked like a couch potato.
 ...when they were going to the attic because it looked real.
 ...when he ended because it looked like it was the real thing.
 ...I didn't have a favorite part.
 ...no response
 ...I didn't have one but I (liked) the rainbow because it was nice.

6. What words would you use to describe this book? (examples: funny, interesting, boring) What part of the book made you feel this way?
- ...funny
 ...funny
 ...funny when the kids were yelling "Yeah Grandpa!"
 ...funny and exciting because whatever happened next was funny.
 ...It was exciting when he was dancing.
 ...It was funny and interesting.
 ...I would use interesting.
 ...interesting
 ...interesting
 ...interesting
 ...interesting, because grandpa was going to do a show.
 ...interesting, because it tells you what they did in the past.
 ...interesting, the whole book made me feel this way.
 ...The whole book made me feel like it was interesting.
 ...The whole book was interesting.
 ...It made me feel interesting because the book told things that were real but the people weren't real.
 ...I think this book was nice.
 ...happy
 ...boring
 ...bored
 ...bored, all of the book
 ...boring and a little bit funny to me.
 ...no response

7. Which one of your friends would like this book? What adult you know would like this book?

- ...someone who dances a lot
- ...my cousin, she likes to dance.
- ...a friend who likes to dance
- ...Vanessa because she likes to dance, my mom
- ...a friend, because she is a good dancer, a grownup who likes to read
- ...a friend that likes to dance, an adult that likes shows
- ...my mom, because she likes to see people dance
- ...a person who likes to tap dance
- ...I think anyone who likes to act, sing or dance would like it.
- ...a friend who likes to hear things about the good old days My grandpa because he likes to hear books about grandpas.
- ...people who like the good old days. my parents
- ...a friend who likes the good old days
- ...a friend that likes the olden days and an adult that likes dancing
- ...a friend that likes to read
- ...my cousin, because she likes to hear jokes
- ...Rosie and my sister Joy
- ...my cousin Cheryl, my mom and dad
- ...my mom and dad
- ...Jennifer, my mom
- ...I think my friend named Tiffany and my mom and dad.
- ...Stephanie P. and my sister
- ...my cousins
- ...no response

Of the two books *Song and Dance Man* or *What Happened to Patrick's Dinosaur*, which one did you like better?

<i>Song and Dance Man</i>	15	(65%)
<i>What Happened to Patrick's Dinosaur</i>	7	(31%)
both equally	1	(4%)

APPENDIX F

Responses to the Final Questionnaire

Final questionnaire- 23 third grade girls respond to final questionnaire

1. What kinds of books do you enjoy reading?

- ...I like to read funny books and about children going into a house and they can't find there way to get out.
- ...I like books that are funny and interesting.
- ...I enjoy reading very funny books.
- ...funny books
- ...I like stories about animals, also books that are funny.
- ...about animals, about the world
- ...adventure
- ...adventure book, make believe book
- ...adventure stories and make believe stories
- ...adventure books
- ...adventure ones
- ...adventure stories
- ...adventure books, fairy tale books and action books
- ...I like books that have adventure
- ...I like books that have lots of action.
- ...I like action books.
- ...books with lots of action in it
- ...I like fiction and action books.
- ...kinds of books that are fantasy
- ...make-believe stories and true stories
- ...I like books that happen in the daytime.
- ...I like to read chapter books.
- ...*If You Give a Mouse a Cookie*

2. What kinds of books don't you enjoy reading?

- ...boring books
- ...boring not exciting
- ...I don't like to read boring books.
- ...I don't like reading boring books.
- ...I don't like boring stories.
- ...I don't like reading boring stories.
- ...I don't like slow and boring books.
- ...boring and slow boo
- ...I don't like reading slow books or books that are boring.
- ...slow ones I don't get the point of
- ...books you have to read slow
- ...slow and light-colored books
- ...books without action
- ...books that don't have a lot of action and the characters in the (book) don't talk
- ...I don't like adventure stories
- ...make-believe stories

...realistic kinds of books
 ...about monsters, about real things
 ...books about the past
 ...I don't like reading books about animals.
 ...stupid books
 ...love and violence
 ...*Owl Moon*

3. Rank for most favorite to least favorite.

The Napping House

1. 12
 2. 4
 3. 3
 4. 2
 5. 2
 6. 0

Hey Al

1. 4
 2. 4
 3. 3
 4. 3
 5. 9
 6. 0

If You Give a Mouse a Cookie

1. 4
 2. 9
 3. 4
 4. 5
 5. 0
 6. 1

Owl Moon

1. 0
 2. 0
 3. 0
 4. 1
 5. 2
 6. 20

What Happened to Patrick's Dinosaur?

1. 1
 2. 2
 3. 5
 4. 5
 5. 9
 6. 1

Song and Dance Man

1. 2
 2. 5
 3. 7
 4. 7
 5. 1
 6. 1

4. Tell why you chose your #1. (most favorite)

The Napping House -12 responses

...because it was funny
 ...it is the funniest
 ...The Napping House is funny.
 ...because it is funny and very good
 ...It was a funny book and I like to read funny books.
 ...because the book is funny and repeats itself
 ...because it repeats itself and it was funny
 ...because it has a lot of action and it's funny
 ...because it rhymes
 ...It rhymes and it was not boring
 ...because it rhymes a lot
 ...because it repeats itself and it was funny

If You Give a Mouse a Cookie -5 responses

- ...It was funny
- ...because it was funny
- ...because it has a lot of action in it
- ...because it repeats itself over and over again

...In *If You Give a Mouse a Cookie* my favorite character is the mouse because he asked for things.

Hey Al -3 responses

- ...it's a good book
- ...I like it because it is make-believe.
- ...because it was make-believe

Song and Dance Man -2 responses

- ...It was cool.
- ...because it has good pictures and a good story

What Happened to Patrick's Dinosaur? -1 response

- ...I like the story because it was funny and interesting.

Owl Moon did not receive any responses for first place.

5. Tell why you chose your # 6. (least favorite book)

Owl Moon -20 responses

- ...boring
- ...It was boring.
- ...It was boring.
- ...It was boring.
- ...because it was boring
- ...because it is boring
- ...*Owl Moon* is very boring.
- ...because it was very boring
- ...because it is very boring
- ...because it is very boring
- ...because it was very boring
- ...because it was slow and boring
- ...because it has no action and it's dull
- ...It was slow and boring. I don't like to read books like *Owl Moon*.
- ...It was dull.
- ...because the story was quiet and not a lot of action
- ...because the book is funny and slow
- ...It was too slow.
- ...Papa told the boy to be quiet.
- ...The one I don't like is *Owl Moon*, the owl because he doesn't do anything.

Song and Dance Man- 1 response

- ...because too light of colors

What Happened to Patrick's Dinosaur? -1 response
 ...because it is about dinosaurs and I don't like dinosaurs

If You Give a Mouse a Cookie -1 response
 ...because it is not a good book

6. Who was your favorite person/character in all six books? Why?

The Napping House - 8 responses
 ...I like the flea in *The Napping House* because he woke everyone up.
 ...In *The Napping House* my favorite character is the wakeful flea because he woke everybody up.
 ...the flea because he bite the mouse
 ...The dreaming child from *The Napping House*
 ...the snoring grandma
 ...the grandma in *The Napping House*
 ...*The Napping House*, the grandma because she's funny
 ...In *The Napping House* the grandma because she looked funny.

If You Give a Mouse a Cookie - 6 responses
 ...The mouse in *If You Give a Mouse a Cookie* because he is cute and funny.
 ...I like the mouse in *If You Give a Mouse a Cookie* because it's funny.
 ...The mouse in *If You Give a Mouse a Cookie* because it rhymes.
 ...The mouse in *If You Give a Mouse a Cookie* because I like mice.
 ...The mouse in *If You Give a Mouse a Cookie* because he draws good.
 ...*If You Give a Mouse a Cookie*, the mouse

What Happened to Patrick's Dinosaur? - 3 responses
 ...Patrick because he makes me laugh.
 ...Patrick because he told stories.
 ...Patrick told lies.

Song and Dance Man - 3 responses
 ...Grandpa in the *Song and Dance Man*
 ...Grandpa in the *Song and Dance Man*
 ...*Song and Dance Man* because I liked how he danced.

Hey Al - 2 responses
 ...the birds from *Hey Al*, they are funny
 ...Eddie in *Hey Al* because he's funny.

no preference - 1 response

Owl Moon did not receive any responses

7. Who was your least favorite character in all six books? Why?

Owl Moon - 14 responses
 ...The boy because he is boring.
 ...The boy in *Owl Moon*.
 ...The boy in *Owl Moon* because he doesn't say anything.

...The boy in *Owl Moon* because the boy is quiet in the book.
 ...The boy in *Owl Moon* because he didn't say nothing.
 ...The boy in *Owl Moon* because he is telling the story.
 ...The boy in *Owl Moon* and his father.
 ...In *Owl Moon* the boy because he kept on saying Pa said to be still.
 ...The man in *Owl Moon* because he's boring.
 ...Owl

...The owl in *Owl Moon* because all it did was fly and said "Hoot, hoot" but it didn't show himself looking for food or anything.
 ...The owl, it is boring just looking at it.
 ...The one I don't (like) in *Owl Moon* is the owl because he just sits on that tree a lot.
 ...*Owl Moon*

Hey Al - 4 responses

...Al in *Hey Al* because he is always in the bathroom.
 ...Al in *Hey Al* because he is dull.
 ...Al in *Hey Al* because he was dumb for listening to the bird.
 ...I think Al is very boring and he is not very funny.

What Happened to Patrick's Dinosaur - 2 responses

...Patrick because he has a funny imagination.
 ...Patrick in *What Happened to Patrick's Dinosaur* because the book was boring.

The Napping House - 1 response

...snoring granny because she snores too much

If You Give a Mouse a Cookie - 1 response

...The mouse in *If You Give a Mouse a Cookie*.

Song and Dance Man - 1 response

...*Song and Dance Man* because all he did was dance.

8. List books from most favorite illustration to least favorite illustration.

The Napping House

1. 5
2. 6
3. 0
4. 7
5. 4
6. 1

Hey Al

1. 5
2. 3
3. 5
4. 2
5. 6
6. 2

If You Give a Mouse a Cookie

1. 5
2. 4
3. 3
4. 3
5. 2
6. 6

Owl Moon

1. 1
2. 4
3. 1
4. 4
5. 3
6. 10

What Happened to Patrick's Dinosaur?

1. 0
2. 4
3. 5
4. 4
5. 7
6. 3

Song and Dance Man

1. 7
2. 2
3. 8
4. 3
5. 2
6. 1

9. List books from most favorite story to least favorite story.

The Napping House

1. 11
2. 5
3. 1
4. 2
5. 2
6. 2

Hey Al

1. 3
2. 4
3. 2
4. 3
5. 11
6. 0

If You Give a Mouse a Cookie

1. 3
2. 6
3. 7
4. 4
5. 2
6. 1

Owl Moon

1. 0
2. 2
3. 1
4. 2
5. 1
6. 17

What Happened to Patrick's Dinosaur?

1. 1
2. 3
3. 6
4. 5
5. 6
6. 2

Song and Dance Man

1. 5
2. 3
3. 6
4. 7
5. 0
6. 2

10. What book would you like to hear or read again on your own?

The Napping House

8 responses

If You Give a Mouse a Cookie

5 responses

Hey Al

4 responses

Song and Dance Man

4 responses

What Happened to Patrick's Dinosaur?

1 response

Owl Moon

1 response

10-third grade boys respond to final questionnaire

1. What kinds of books do you enjoy reading?

...I like action books

...action, adventure (true and made-up), funny

...I enjoy reading action books and mystery books
 ...I like books that have mystery and action
 ...adventure and funny books
 ...I like adventure books, funny books, mystery books
 ...funny books
 ...true stories
 ...ones about fighting
 ...I like to read killing books

2. What kinds of books don't you enjoy reading?

...boring books
 ...I don't like slow and boring books
 ...true but boring stories
 ...true books
 ...ones about real people
 ...I don't enjoy books that are non-fiction
 ...quiet books
 ...I don't like books with no action
 ...fairy tales
 ...people who are making love

3. Rank for most favorite to least favorite.

The Napping House

1. 8
 2. 1
 3. 1
 4. 0
 5. 0
 6. 0

Hey Al

1. 1
 2. 2
 3. 2
 4. 3
 5. 2
 6. 0

If You Give a Mouse a Cookie

1. 0
 2. 5
 3. 3
 4. 0
 5. 1
 6. 1

Owl Moon

1. 0
 2. 1
 3. 0
 4. 0
 5. 0
 6. 9

What Happened to Patrick's Dinosaur?

1. 1
 2. 0
 3. 2
 4. 6
 5. 1
 6. 0

Song and Dance Man

1. 0
 2. 1
 3. 3
 4. 1
 5. 5
 6. 0

4. Tell why you chose your #1. (most favorite)

The Napping House - 8 responses

- ...It was funny.
- ...It was funny.
- ...cause it was funny
- ...It is very funny.
- ...because it repeats itself
- ...It rhymes in *The Napping House*.
- ...because when all of them woke up then at the end, the book said "All of them weren't sleeping."
- ...I choose *The Napping House* because I liked the coloring.

Hey Al - 1 response

- ...Because if a man goes over on the island they turn into birds.

What Happened to Patrick's Dinosaur? - 1 response

- ...It was about dinosaurs and it was funny.

5. Tell why you chose your #6. (least favorite)

Owl Moon - 9 responses

- ...It was boring.
- ...cause it was boring
- ...It was very, very, very, very boring.
- ...I chose *Owl Moon* for my last one because it was boring.
- ...Because it was boring and didn't have a point.
- ...It was a quiet book.
- ...It did not have any action.
- ...I don't get the story.
- ...no response

If You Give a Mouse a Cookie - 1 response

- ...because it has dumb pictures

6. Who was your favorite person/ character in all six books? Why?

If You Give a Mouse a Cookie - 5 responses

- ...mouse because he kept asking the boy for things
- ...The mouse because he cleaned up the whole house.
- ...The mouse from *If You Give a Mouse a Cookie*. He's funny.
- ...My favorite person was the mouse in *If You Give a Mouse a Cookie*.
- ...I like the mouse from *If You Give a Mouse a Cookie*.

Hey Al - 3 responses

- ...Eddie from *Hey Al* because he was a good swimmer.
- ...Al, he was nice.
- ...Eddie because he was funny.

The Napping House - 1 response

- ...the snoring granny because she was funny

What Happened to Patrick's Dinosaur ? - 1 response

...I like Patrick in *What Happened to Patrick's Dinosaur* because he was funny.

7. Who was your least favorite character in all six books? Why?

Owl Moon - 6 responses

...I did not like the boy in *Owl Moon* because he didn't do anything.

...The boy inside *Owl Moon* because he made his dad do all the work.

...The girl in *Owl Moon* because it did not make sense.

...owl, *Owl Moon* He was boring.

...The owl because all he said was "Hoo, hoo."

...The dad because he didn't say anything.

Song and Dance Man - 2 responses

...*Song and Dance Man* because I hate tap dancing.

...The grandpa in *Song and Dance Man* because he was boring.

Hey Al - 1 response

...Al because people cannot turn into birds.

What Happened to Patrick's Dinosaur? - 1 response

...Henry (Hank)

8. List books from most favorite illustration to least favorite illustration.

The Napping House

1. 3

2. 3

3. 2

4. 0

5. 0

6. 2

Hey Al

1. 0

2. 3

3. 4

4. 1

5. 1

6. 1

If You Give a Mouse a Cookie

1. 1

2. 1

3. 1

4. 2

5. 4

6. 1

Owl Moon

1. 4

2. 1

3. 1

4. 0

5. 0

6. 4

What Happened to Patrick's Dinosaur?

1. 0

2. 1

3. 1

4. 4

5. 3

6. 1

Song and Dance Man

1. 2

2. 1

3. 1

4. 3

5. 2

6. 1

9. List books from most favorite story to least favorite story.

The Napping House

1. 5
2. 0
3. 2
4. 1
5. 2
6. 0

Hey Al

1. 1
2. 3
3. 1
4. 2
5. 3
6. 0

If You Give a Mouse a Cookie

1. 0
2. 4
3. 2
4. 2
5. 1
6. 1

Owl Moon

1. 0
2. 0
3. 0
4. 1
5. 0
6. 9

What Happened to Patrick's Dinosaur?

1. 3
2. 2
3. 2
4. 3
5. 0
6. 0

Song and Dance Man

1. 1
2. 1
3. 3
4. 1
5. 4
6. 0

10. What book would you like to hear or read again on your own?

The Napping House

5 responses

Hey Al

2 responses

Song and Dance Man

2 responses

If You Give a Mouse a Cookie

0 response

What Happened to Patrick's Dinosaur?

0 response

Owl Moon

0 response

none - no preference

1 response