



CHILDREN'S
LITERATURE
in the
Elementary
School fifth
edition

Charlotte S. Huck
Susan Hepler Janet Hickman



Children's Literature in the Elementary School

FIFTH
EDITION



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110 Books to Read Aloud

Infant, 1, 2, 3 Years

Ahlberg, Janet and Allan Ahlberg. *Peek-a-Boo*. Viking, 1981.
Barton, Byron. *Trucks*. Crowell, 1986.
Brown, Marc. *Hand Rhymes*. Dutton, 1985.
Brown, Margaret Wise. *Goodnight Moon*, illustrated by Clement Hurd. Harper, 1947.
Bunningham, John. *The Blanket*. Crowell, 1976.
Carlstrom, Nancy White. *Jesse Bear, What Will You Wear?*, illustrated by Bruce Degen. Macmillan, 1986.
Crews, Donald. *Freight Train*. Greenwillow, 1978.
de Paola, Tomie. *Tomie de Paola's Mother Goose*. Putnam, 1985.
Hale, Sara Josepha. *Mary Had a Little Lamb*, illustrated by Bruce McMillan. Scholastic, 1990.

Hill, Eric. *Where's Spot?* Putnam, 1980.
Hoban, Tana. *Of Colors and Things*. Greenwillow, 1989.
_____. *1, 2, 3*. Greenwillow, 1985.
Ormerod, Jan. *Dad's Back*. Lothrop, 1985.
Oxenbury, Helen. *Clap Hands*. Macmillan, 1987.
_____. *Tom & Pippo and the Washing Machine*. Aladdin, 1988.
Paterson, Bettina. *My First Wild Animals*. HarperCollins, 1989.
Tafari, Nancy. *Have You Seen My Duckling?* Greenwillow, 1984.
Watanabe, Shigeo. *How Do I Put It On?* Philomel, 1979.

3, 4, 5 Years

Asbjørnsen, Peter Christian and Jorgen E. Moe. *The Three Billy Goats Gruff*, illustrated by Marcia Brown. Harcourt, 1957.
Bang, Molly. *Ten, Nine, Eight*. Greenwillow, 1983.
Bunningham, John. *Mr. Gumpy's Outing*. Holt, 1971.
Carle, Eric. *The Very Hungry Caterpillar*. Philomel, 1986 (1969).
Ehlert, Lois. *Feathers for Lunch*. Harcourt, 1990.
Fox, Mem. *Koala Lou*, illustrated by Pamela Lofts. Harcourt, 1989.
Galdone, Paul. *The Three Bears*. Clarion, 1979.
Hughes, Shirley. *Alfie Gets in First*. Lothrop, 1982.
Hutchins, Pat. *Titch*. Macmillan, 1971.
Keats, Ezra Jack. *The Snowy Day*. Viking, 1962.

Kitchen, Bert. *Animal Alphabet*. Dial, 1984.
Oxenbury, Helen. *The Helen Oxenbury Nursery Story Book*. Knopf, 1985.
Potter, Beatrix. *The Tale of Peter Rabbit*. Warne, 1902.
Prelutsky, Jack, ed. *Read-Aloud Rhymes for the Very Young*, illustrated by Marc Brown. Knopf, 1988.
Rosen, Michael. *We're Going on a Bear Hunt*, illustrated by Helen Oxenbury. Macmillan, 1989.
Ward, Cindy. *Cookie's Week*, illustrated by Tomie de Paola. Putnam, 1988.
Williams, Vera B. *"More More More," Said the Baby*. Greenwillow, 1990.
Wood, Audrey. *The Napping House*, illustrated by Don Wood. Harcourt, 1984.

5, 6, 7 Years

- Aardema, Verna. *Borregueta and the Coyote*, illustrated by Petra Mathers. Knopf, 1991.
- Ahlberg, Janet and Allan Ahlberg. *The Jolly Postman*. Little, Brown, 1986.
- Anno, Mitsumasa. *Anno's Counting Book*. Crowell, 1977.
- Cleary, Beverly. *Ramona the Brave*, illustrated by Alan Tiegreen. Morrow, 1975.
- Cooney, Barbara. *Miss Rumphius*. Viking, 1982.
- de Paola, Tomie. *Strega Nona*. Prentice-Hall, 1975.
- Huck, Charlotte. *Princess Furball*, illustrated by Anita Lobel. Greenwillow, 1989.
- Hutchins, Pat. *The Doorbell Rang*. Greenwillow, 1986.
- Hyman, Trina Schart. *Little Red Riding Hood*. Holiday, 1983.
- Lobel, Arnold. *Frog and Toad Are Friends*. Harper, 1970.

7, 8, 9 Years

- Burnett, Francis Hodgson. *The Secret Garden*, illustrated by Graham Rust. David R. Godine, 1987 (1911).
- Cameron, Ann. *The Most Beautiful Place in the World*, illustrated by Thomas B. Allen. Knopf, 1988.
- Cleary, Beverly. *Ramona Quimby, Age 8*, illustrated by Alan Tiegreen. Morrow, 1981.
- Cole, Joanna. *The Magic School Bus Inside the Human Body*, illustrated by Bruce Degen. Scholastic, 1989.
- de Regniers, Beatrice Schenk, ed. *Sing a Song of Popcorn*. Scholastic, 1988.
- Fleischman, Sid. *The Whipping Boy*, illustrated by Peter Sis. Greenwillow, 1986.
- Fritz, Jean. *Where Do You Think You're Going, Christopher Columbus?*, illustrated by Margot Tomes. Putnam, 1980.
- Gollenbeck, Peter. *Teammates*, illustrated by Paul Bacon. Harcourt, 1991.
- Greenfield, Eloise. *Honey, I Love and Other Love Poems*, illustrated by Leo and Diane Dillon. Crowell, 1978.

- Prelutsky, Jack, ed. *The Random House Book of Poetry for Children*, illustrated by Arnold Lobel. Random, 1983.
- Rylant, Cynthia. *Henry and Mudge Take the Big Test*, illustrated by Sucie Stevenson. Bradbury, 1991.
- Sendak, Maurice. *Where the Wild Things Are*. Harper, 1963.
- Steig, William. *Doctor De Soto*. Farrar, Straus, 1982.
- Step toe, John. *Mufaro's Beautiful Daughters: An African Tale*. Lothrop, 1987.
- Wilder, Laura Ingalls. *Little House in the Big Woods*, illustrated by Garth Williams. Harper, 1953.
- Williams, Vera B. *A Chair for My Mother*. Greenwillow, 1982.
- Yolen, Jane. *Owl Moon*, illustrated by John Schoenherr. Philomel, 1987.

- Grimm, Jacob and Wilhelm Grimm. *Snow White and the Seven Dwarfs*, illustrated by Nancy Ekholm Burkert. Farrar, Straus, 1972.
- L'Engle, Madeleine. *A Wrinkle in Time*. Farrar, Straus, 1962.
- Lester, Julius. *The Tales of Uncle Remus: The Adventures of Brer Rabbit*, illustrated by Jerry Pinkney. Dial, 1987.
- Lewis, C. S. *The Lion, the Witch, and the Wardrobe*, illustrated by Pauline Baynes. Macmillan, 1961.
- MacLachlan, Patricia. *Sarah, Plain and Tall*. Harper, 1985.
- Osborne, Mary Pope. *American Tall Tales*, illustrated by Michael McCurdy. Knopf, 1990.
- Stanley, Fay. *The Last Princess: The Story of Princess Kaiulani of Hawai'i*, illustrated by Diane Stanley. Four Winds, 1991.
- Wiesner, David. *Tuesday*. Clarion, 1991.
- Williams, Karen Lynn. *Galimoto*, illustrated by Catherine Stock. Lothrop, 1990.
- Yagawa, Sumiko. *The Crane Wife*, translated by Katherine Paterson, illustrated by Suekichi Akaba. Morrow, 1981.

(continued)

Children's Literature
in the
Elementary School

F I F T H
E D I T I O N





*To all those students and teachers whom we have taught
and from whom we have learned . . .*





Preface

The fifth edition of *Children's Literature in the Elementary School* is written for all adults with an interest in providing good literature for children. It also provides a rationale and suggestions to teachers for planning and evaluating a literature-based curriculum. The text is designed for classes in children's literature at the pre-service and graduate levels in education or English departments and in library schools in colleges and universities. It may also be used for in-service courses and as a useful resource for the school professional library.

PURPOSES

Our primary purpose in writing this textbook is the same as in the previous four editions and updates—to share our knowledge and enthusiasm for the literature of childhood with students, teachers, and librarians in the hope that they, in turn, will communicate their excitement about books to the children they teach. As a nation, we have become so concerned with teaching the skills of reading that we have often neglected to help children discover the joys of reading. We believe that children become readers only by reading many books of their own choosing and by hearing high-quality literature read aloud with obvious delight and enthusiasm. It is our hope that the students, teachers, and librarians who read this book will be able to create in children a love of good books and a joy in reading them. We emphasize the development of lifetime readers in all teaching suggestions and in Part Three of this text.

The growth of the field of children's literature has been phenomenal with the number of books published annually increasing fivefold since the first edition of this text was published in 1961. With more than 73,000 children's books in

print, prospective or in-service teachers and librarians need a guide for selecting the best ones, based on a knowledge of book selection criteria and an understanding of children's responses to literature. Chapter 1 and each genre chapter provide guidelines for evaluating books, while Chapter 2 presents current research on children's responses to books.

Educators have finally realized the importance of story and real books in developing readers who not only know *how* to read but who *do* read. Increasingly, teachers are using children's books both in the reading program and throughout the curriculum. Superb informational books and biographies can enhance every subject taught in the curriculum by providing readers with the most up-to-date information and facts. Chapters on developing early literacy, evaluating informational books and biography, and planning and evaluating the literature program all speak to the development of readers.

ORGANIZATION

The three-part organization of *Children's Literature in the Elementary School* emphasizes the triple focus of this text: the reader, the book, and teaching. Part One emphasizes the values and criteria for choosing and using literature with children at various stages in their development. It also includes a historical overview of the ways in which children's literature has changed over the years. Part Two provides an in-depth look at the various genres of children's literature and establishes evaluative criteria for each one. Part Three focuses on teaching children, structuring learning in classrooms, using literature across the curriculum, and evaluating literature-based reading programs.

NEW TO THIS EDITION

Twelve new *Teaching Features* have been included, one in each chapter with the exception of Chapter 1. These authentic teaching examples, which include actual children's work and pictures from real classrooms, show exciting literature-based programs in action.

We have also given increased attention to literature that reflects varied cultures. Rather than devote a single chapter to multicultural and cross-cultural literature, however, we maintain that such literature should be integrated into all areas of the curriculum. In this textbook, we have discussed multicultural literature as a part of each genre or subject area. Students are introduced to picture storybooks, poetry, novels, and information and biographies about people of all races and all cultural backgrounds. This point of view assures that the literature and accomplishments of all groups will be a part of every subject taught. Guidelines for evaluating multicultural literature appear in Chapter 9 in the section "Living in a Diverse World." *Teaching Features* in Chapters 9 and 13 also focus on multicultural literature, while the opening anecdote in Chapter 13 describes an all-school thematic study of Africa.

The boxed *Resources for Teaching* include new charts on "Mother Goose Books," "Books that Introduce Aspects of Fantasy Novels," "Some Native-American Folktales by Region," "Fooling with Traditional Literature," "Books that Serve as Writing Models," "Author Autobiographies," and "Books about Quilts and Stitchery." The many other features, charts, and annotated bibliographies have been updated and reformatted. In Chapter 12, "Guiding In-Depth Study of Books" has been expanded with a special section on "Making and Using Guides." A model based on a picture storybook is featured here to give teachers an easy and useful format for writing their own curricula from a single book. Two new themes have been added to the curriculum webs that conclude Chapter 12: "Studying an Author: Pat Hutchins" and "Stewards of the Earth: Ecology Web."

Other sections that reflect new or expanded coverage include "Trends in Informational Books," "Critical Thinking," "Talk About Books,"

"Literature in the Writing Program," "Readers Theater," and "Evaluation and Assessment." In addition, the Ages and Stages chart in Chapter 2 now extends through the middle school. Each chapter has been rewritten to include the latest research and the newest titles. More than half of the poetry selections are new to this edition. New color pictures have been used throughout the text.

From endpaper to endpaper, we have hoped to produce a practical textbook that will serve as a reference both for students who are just beginning their teaching and for teachers and librarians already in the field. We believe teachers and librarians are professional people who want a book of substance, documented with pertinent research and based on real practice in the classroom. This is the kind of book we have tried to write.

SPECIAL FEATURES

- ◆ *Teaching Features* focus on ways teachers have actually used literature as the heart of curriculum.
- ◆ *Guidelines for Evaluation* provide criteria for evaluating books within each genre, as well as suggestions and criteria for evaluating children's responses to literature and literature-based programs.
- ◆ *Resources for Teaching* present a wide variety of useful information regarding children, book titles, and curriculum concerns in a compact, easily accessible format.
- ◆ *Related Readings* at the end of each chapter present a comprehensive annotated selection of books, articles, and research relevant to the chapter discussion.
- ◆ *Suggested Learning Experiences* at the end of each chapter serve as a built-in study guide for sharing and comparing books with elementary-age children or university students.
- ◆ *Appendixes* include "Children's Book Awards," "Book Selection Aids," "Publishers' Addresses" and Book Club addresses.
- ◆ *Endpapers* serve as an introductory core to the field of children's literature by providing an updated list of 110 books to read aloud to six overlapping age groups.

INSTRUCTOR'S MANUAL

Skillfully prepared by Mary Lou White of Wright State University, the instructor's manual is a valuable resource for teaching and evaluating students' understanding of children's literature.

Teaching suggestions focus on both lectures and participatory activities. Recommendations for poetry and brief readings to stimulate class discussions accompany each lecture topic. Guidelines and recommendations for using audiovisual material are listed at the end of each chapter.

A special section in the instructor's manual is devoted to helping professors assist students in

reading and studying a textbook of this type. Guided reading, key terms, and chapter summaries help students determine which sections of each chapter should be read in-depth and which ones can be skimmed and used for reference.

Appendixes include materials that can be duplicated for distribution and a list of "Book Cart Books," an annotated bibliography of books designed to motivate students to explore further particular topics.

In addition to traditional true-false, multiple-choice, and essay test questions, the instructor's manual includes many suggestions for qualitative evaluation.



Acknowledgments

No one writes a book of this magnitude without the help of friends. We are deeply indebted to many people: the teachers, librarians, and children in the schools where we have always been welcomed; our students at The Ohio State University and elsewhere, both undergraduates and graduates, who have shared with us their insights into children's responses and interpretations of literature; and those teachers who have sent pictures of and allowed us to take pictures in their classrooms. We thank them all and hope they continue to share their classroom experiences and enthusiasm for children's literature.

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