

ABSTRACT

Title of Dissertation: AN ANALYSIS OF THE QUALITY AND QUANTITY OF PARENT/CHILD READING UTTERANCES WHILE READING DIFFERENT GENRES

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The purpose of this study was to investigate how different genres affect the quality and quantity of parent/child reading utterances. I analyzed the reading utterances of parent/child dyads with preschool aged child while reading informational and narrative books contributing to this line of research by systematically selecting books based on scholarly criteria to minimize variability within and between genres.

I invited families whose children attended preschool at a private school to participate in this study. On a weekly basis, over a six week period, participating families selected an informational book and a narrative book to be read. Each newly selected book was read at least once during that week. Each reading was audio-taped and tapes were transcribed, coded, and analyzed.

Results indicate that genre affects both the quality and quantity of parents' and children's reading utterances. Both parents and children generated more total utterances and comprehension related utterances when reading informational books than when reading narrative books. Two parents demonstrated a marked increase in their use of comprehension related utterances while reading informational books than

when reading narrative books. Four of the six children demonstrated a marked increase in their use of comprehension related utterances while being read informational books compared to narrative books.

I then conducted a more fine-grained analysis to examine the parents' and children's reading utterances while reading specific informational books and specific narrative books. Regardless of genre, the type of book being read affected the number of utterances generated by the parents and children differently. The children demonstrated a preference for narrative books over informational books.

Finally, I found that three themes, supported with vignettes, emerged from the data: Lost Opportunities, Grasped Opportunities, and Influences on Reading Behaviors. All three emergent themes addressed parent/child interactions and the affect they had on the reading sessions.

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PARENT/CHILD READING UTTERANCES WHILE
READING DIFFERENT GENRES

by

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Dedication

This dissertation is dedicated to my mother, Helen Becker, and my two daughters, Charissa Sipocz and Susan Spence. Three of the strongest, most amazing women/young ladies I have ever met or known.

I was raised by a strong woman; therefore I am a strong woman.
I am a strong woman; therefore I have raised strong women.

And

To my husband, Donald Spence, Jr., who, through his constant encouragement, has helped me to see that everything and anything is possible.

To know Donald is to know the true meaning of the word “noble.”

I am blessed to be surrounded by these people, and I am a better person because of them.

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Chapter I. Introduction

“Literacy is a cultural phenomenon...[c]hildren in a literate society grow up with literacy as an integral part of their personal, familial, and social histories” (Teale & Sulzby, 1986, p.1). The purpose of this study is to examine one aspect of the familial literate phenomenon that is created between parent and child. I will accomplish this by investigating how different genres, specifically informational and narrative books, influence the quality and quantity of reading utterances generated by parents and children.

This study focuses on three research questions. (1) Do the quality and quantity of parents’ reading utterances differ when reading informational books or narrative books to preschool aged children? (2) Do the quality and quantity of preschool aged children’s utterances differ when being read informational books or narrative books? (3) Do preschool aged children tend to indicate a preference when given an opportunity to request informational books or narrative books?

In this chapter, I will provide an introduction on the literacy interactions that occur between parent/child reading dyads, with an emphasis on the preschool aged child. I will also explain the importance of focusing on children in this age group. Finally, I will explain the relevance of focusing on the specific genres of informational and narrative books.

Purpose of the Study

The purpose of this study is to investigate how different types of books affect the quality and quantity of parent/child reading utterances. This study will examine the quality and quantity of utterances generated by six parent/child dyads during joint book

reading sessions. For purposes of this study, these dyads will consist of a parent reading an informational book and a narrative book to their preschool aged child. For this study, an informational book is defined as a type of non-fiction or expository book.

Informational books share facts and information from a position of authority or knowledge (Duke & Bennett-Armistead, 2003; Duke & Kays, 1998; Pappas, 1991).

Narrative books, also known as storybooks, will be books that contain a story grammar (characters, setting, problem/solution) (Fiestas & Peña, 2004).

Research indicates that the type of book being read influences the reading behaviors of adults (Anderson, Anderson, Lynch, & Shapiro, 2004; Scarborough, Dobrich & Hager, 1991; Smolkin & Donovan, 2000; Torr & Clugston, 1999; Tower, 2002). Both of these factors, genre and adults' reading behavior, have the potential to influence children's participation during a joint book reading session (Bingham, 2007; Bus & van IJzendoorn, 1995; Korat, Klein & Segal-Drori, 2007; Pellegrini, Galda, Jones, & Perlmutter, 1995; Torr, 2007; Whitehurst et al., 1988). For the purpose of this study, a joint book reading session consists of an adult sharing a book with a child by reading the book, and discussing and asking questions pertaining to it.

Preschool aged children are the focus of this study because Bus, van IJzendoorn, and Pellegrini (1995), in their meta-analysis, found that the largest effect of at home book reading is reading to children when they are young or preschool age. Whitehurst and Lonigan (1998) found that when being read to at home, preschool aged children showed greater gains in receptive vocabulary than children who were slightly older (kindergarten age). Receptive vocabulary was measured by determining the number of words a child could orally comprehend (Whitehurst & Lonigan, 1998). Research confirms that

preschool aged children who are read to at home, demonstrate greater growth in emergent literacy skills, language development and later reading achievement (Bingham, 2007; Poe, Burchinal, & Roberts, 2004; Richman & Colombo, 2007; Weigel, Martin, & Bennett, 2006). Emergent literacy skills were measured for at least some of these variables: phonological awareness, name writing or reading, letter identification, familiarity with books (Bingham, 2007; Poe et al., 2004; Richman & Colombo, 2007; Weigel et al., 2006). Sénéchal, Pegan, Lever and Ouelette (2008) found that joint book reading sessions positively influenced four-year old children's expressive language and morphological comprehension. Expressive vocabulary is determined by measuring the children's ability to verbally express their thoughts (Sénéchal et al., 2008). Morphological comprehension is determined through measuring the children's ability to understanding the meanings of various sentences. For example, "Show me the shortest man" (Sénéchal et al., 2008, p. 34).

Rationale

Researchers have repeatedly found a relationship between children's early reading acquisition and later reading achievement (Clay, 1979; Cunningham & Stanovich, 1997; Juel, 1988). Research indicates that when parents read to their children, they have a positive influence on their children's vocabulary and language skills (Poe et al., 2004). This in turn, can affect children's reading ability in first grade (Sénéchal & LeFevre, 2002), second grade (Poe et al., 2004), third grade (Sénéchal & LeFevre, 2002), fourth grade (Juel, 1988), and beyond (Cunningham & Stanovich, 1997; Stevenson & Neuman, 1986). A variety of factors can influence exhibited parent/child reading behaviors and/or utterances generated during joint book reading sessions.

The book's genre is one of several factors that can influence to the parent/child reading behaviors and/or type of utterances generated during joint book reading sessions (Pellegrini, Perlmutter, Galda, & Brody, 1990; Price, van Kleeck, & Huberty, 2009; Torr & Clugston, 1999). There can be variations within a given genre that have the potential to influence parent/child interactions during joint book reading sessions (Neuman, 1996; Tower, 2002). Other factors that can influence parent/child reading behaviors are mother/child attachment (Bus & van IJzendoorn, 1995), a positive literacy environment created at the home (Bingham, 2007), adult reader's familiarity with the book, (Pellegrini et al., 1990; Pellegrini et al., 1995), the types of questions asked during the reading sessions (Hargrave & Sénéchal, 2000; Mol, Bus, de Jong, & Smeets, 2008; Tracey & Young, 2002; Whitehurst et al., 1988), and the adult's reading techniques as a whole (Fletcher, Cross, Tanney, Schneider, & Finch, 2008).

The majority of the research available on parent/child joint book reading sessions focuses on narrative books. However, both narrative and informational books are readily available to parents. Both of these types of books often contain rich vocabulary, interesting topics, and can be used during parent/child joint book reading sessions with preschool aged children.

Narrative books in the home are a large part of the home literacy environment that parents create for their children (Yopp & Yopp, 2006). This is important to remember, because research indicates that the home literacy environment can affect the child's receptive language (Bingham, 2007) and their willingness to read challenging books at later grades (Baker, Mackler, Sonnenschein, & Serpell, 2001). How parents utilize narrative books when reading to their young child can vary, and those variations can

result in different outcomes for the child. When parents focus the children's attention to the print within the book, or create a formal literacy activity, the children's receptive vocabulary and emergent literacy skills are positively influenced (Bingham, 2007; Sénéchal & LeFevre, 2002), which positively influences their reading achievement at grade one. Grade one reading achievement is correlated with reading achievement at grade three (Sénéchal & LeFevre, 2002) and beyond (Cunningham & Stanovich, 1997; Juel, 1988).

Preschool aged children who had more joint book reading sessions with their parents demonstrated a larger gain in their receptive vocabulary than children who had less joint book reading sessions with their parents (Richman & Colombo, 2007). Sénéchal and LeFevre (2002) found that parent/child joint book reading sessions with kindergarten aged children (4-5 year olds) also increased the children's receptive language, and through that, their reading achievement in grade three. This higher number of joint book reading sessions, coupled with an increased exposure to new titles, or unfamiliar books, increased the children's expressive vocabulary (Richman & Colombo, 2007).

There is a plethora of research on parent/child joint book reading behaviors with narrative books. However, there is a dearth of research on parent/child joint book reading behaviors with informational books. Pellegrini et al. (1990) first began to examine informational books and young children's responses to informational books almost twenty years ago. Since that time, Duke (2000, 2003, 2004, 2007), Duke and Kays (1998), and others (Hall, Sabey & McClellan, 2005; Hall & Sabey, 2007; Pappas, 1991, 1993; Tower, 2002; Yopp & Yopp, 2006) have published research and articles on

informational books. The majority of these studies focus on young children's favorable response to informational books and the unwarranted absence of these types of books in the primary grades. The majority of the studies conducted occurred within the school setting, and do not offer a comparison of children's responses to genres other than informational books.

Researchers have provided a variety of reasons for the lack of availability of informational books in the primary grades (Duke, 2004, 2007; Duke & Kays, 1998; Saul & Dieckman, 2005; Yopp & Yopp, 2006). Researchers also remind us that informational books play an important role in younger children's later reading achievement that cannot be underestimated (Hall et al., 2005; Hall & Sabey, 2007). Many researchers believe that the reading dip which frequently occurs in fourth grade, known as the fourth grade slump, is, at least in part, due to a sudden increase in reading informational books, and the children's unfamiliarity with this genre's various text structures (Chall & Jacobs, 2003; Chall, Jacobs & Baldwin, 1990). These researchers, and others, believe that fourth grade children's reading comprehension will improve if they are taught the text structures typically encountered in informational books (Alexander & Jetton, 2000; Hall et al., 2005; Hall & Sabey, 2007; Simmons & Kame'enui, 1998; Slater, 1988). Other researchers have found that struggling or reluctant readers can be motivated to read through the use of informational books (Caswell & Duke, 1998; Yopp & Yopp, 2006; Young, Moss, & Cornwell, 2007).

Informational books, with their more complex vocabulary and various text structures, influence the interactions between adult readers (parent or teacher) and children (Pellegrini et al., 1990; Smolkin and Donovan, 2000; Torr, 2007). Use of

informational books during parent/child joint book reading sessions has increased parents' use of technical vocabulary (Duke & Kays, 1998; Smolkin & Donovan, 2000; Torr & Clugston, 1999) and increased their use of higher level questions (Pellegrini et al., 1990; Torr & Clugson, 1999).

Thus far, research has failed to investigate this problem in a manner that provides clarity to the affect genre has on parent/child joint book reading behaviors with young children. Many informational books contain narrative elements (Slater, 1988, Torr & Clugston, 1999). Research has identified a variety of books as being informational. The categories of informational books has ranged from ABC, to poetry, labeled books, and the more commonly known types such as biography, description, process, and compare/contrast (Bamford & Kristo, 2003; Pellegrini et al., 1990; Pellegrini et al., 1995). Tower (2002) has begun to uncover the many facets that can be found within informational books that influence young children's responses to the books. Neuman (1996) utilized the various formats found within narrative books to determine their influence on parent/child reading interactions.

Research indicates that informational books influence parents' and children's reading behaviors. The broad heading of "informational book" can and has encompassed many different types of books (Bamford & Kristo, 2003; Pellegrini et al., 1990; Pellegrini et al., 1995). There is a need for clarification in defining what constitutes an informational book in any research which seeks to add to this body of research. Ambiguity in the definition of the term "informational book" may cause confusion and misunderstanding as individuals interpret a study's results as an ABC book is vastly different from a biography. Therefore, it is essential that researchers carefully define and

select narrative and informational books. In their selection, researchers need to keep the books' structure and illustrations within each genre as similar as possible. Through careful book selection, we may begin to clearly uncover how, or if, these genres influence the quality and quantity of parent/child reading utterances.

Statement of the Problem

The central problem in this line of inquiry is a lack of carefully designed research on how informational and narrative books influence the quality and quantity of parent/child reading utterances with preschool aged children. This lack of carefully designed research is important since it is generally agreed that younger children need more exposure to informational books. In order to give credence to these recommendations, we need to develop a clear understanding of how genre influences parent/child interactions warranted by carefully designed research. Only then can we identify any potential influences, begin to develop an “understanding [of] the complex interrelationships” (Stake, 1995, p. 37) and provide clear, research-based information to guide parents and educators.

To date, the research that has been designed to examine the influence of narrative and informational books has focused on parent reading behaviors and has not controlled for potentially robust variables:

1. who was reading to the children (some studies grouped parents, teachers, and/or researchers reading to the children have been together in one study)
2. whether the reading pairs were dyads or group (some studies had dyads, one-on-one, a small group, and, on occasion, small groups and reading dyads have been clumped together in one study)

3. what the duration of the study was - typically relatively short (one or two joint book reading sessions held concurrently)
4. where the reading location was (classroom, auditorium, office, home)
5. what the variation in ages was (sometimes rather wide: 3-6 years)
6. whether the child was familiar with the book
7. whether there were any significant differences in the book's illustrations
8. whether the child was interested in the topic
9. whether the informational books were grouped together by a narrow definition (some studies grouped books together regardless of the design of the book, i.e. informative or description, process or sequence, and compare/contrast book designs were grouped together)

To address the problems found in this line of inquiry, I designed this study to control for many of these variables (only parents will be reading to their children, reading will occur one-on-one; children will be preschool age (3-4 years), duration of the study (six weeks), quality of illustrations, topic interest through encouraged self-selection, design of informational books, reading location, and the absence of researcher presence). My objective in attempting to control for these variables, is to develop a clearer understanding of how, or if, these genres influence the quality and quantity of parent/child reading utterances.

My purpose in designing this study is for it to serve as one possible model for research on genre and its influence on parent/child reading utterances as well as children's preferences for informational or narrative books. By conducting a carefully designed study, I am attempting to discover how, or if, a specific type of genre influences

the quality and quantity of parent/child reading utterances for preschool aged children and if those children demonstrate a preference when given opportunities to self-select books.

Research Questions

- 1.) Do the quality and quantity of parents' reading utterances differ when reading informational books or narrative books to preschool aged children?
- 2.) Do the quality and quantity of preschool aged children's utterances differ when being read informational books or narrative books?
- 3.) Do preschool aged children tend to indicate a preference when given an opportunity to request informational books or narrative books?

Significance of the Study

The impact of parents reading to their preschool aged child is analogous to the potential of a teen becoming a millionaire. Small, regular deposits early on can reap huge dividends later. Like investing, there are short-term gains to joint book reading sessions during the preschool years, such as a gain in vocabulary, and long-term gains, such as higher reading achievement in elementary school and beyond (Bus et al., 1995; Cunningham & Stanovich, 1997; Juel, 1988; Poe et al., 2004; Sénéchal & LeFevre, 2002).

With investing, the gain one reaps depends on how wisely he/she invests – reading is not that much different. I designed this study to better identify the critical variables on the influences on parent/child joint book reading utterances so we can begin to gain some clarity on how or if a specific type of genre influences the quality and quantity of parent/child reading utterances during joint book reading sessions. I controlled for variations within each genre, narrative and informational, to begin to

address at least one specific domain in this line of inquiry – how, or if, a particular type of book (informational) within a given genre (non-fiction) influences parent/child joint book reading utterances. The spectrum of books that qualify as informational or narrative has been broadly applied in the research community. I am concerned about the generalizations currently being made based on this ambiguity, and address these concerns in my study.

With the investment analogy, savings begin with small, regular deposits. In the same manner, with my study, I am making the first of many small, regular deposits by investigating the influential factors of two specific genres on the quality and quantity of parent/child joint book reading utterances. The results of my study will add to the body of research regarding how genre influences parent/child joint book reading utterances. Research can then continue along this line of inquiry by investigating the influential factors of other specific genres on parent/child joint book reading utterances, or by investigating the possibility of longitudinal effects. If those small, regular deposits add up to reading achievement for more children, a clearer pathway can be realized.

Definition of Key Terms

Reading Comprehension

Reading comprehension is “the process of simultaneously extracting and constructing meaning through meaningful interaction and involvement with written language” (Snow, 2002, p. 11). In order for comprehension to occur, three elements must be in place. One, there must be a reader who is trying to comprehend. This includes the reader’s experiences, knowledge, and capabilities. Two, there must be some type of text that should be comprehended. This includes written works in paper or electronic format.

Three, there must be an activity that comprehension is a part of. This activity includes “the purposes, processes, and consequences associated with the act of reading” (Snow, 2002, p. 11).

All of these elements occur within a sociocultural context which encompasses these three elements (Snow, 2002, p. 11). The sociocultural context surrounds the reader, the activity and the text. This sociocultural context “shapes and is shaped by the reader and that interacts with each of the three elements” (Snow, 2002, p. 11). The sociocultural context influences the reader and his/her characteristics, the written format that is available to the reader, as well as the activity of the reading. In turn, the reader, written format, and activity can individually or jointly influence the sociocultural context in which the actual reading occurs.

Dialogic Reading

A reading technique that is typically taught to parents so they can implement it during joint book reading sessions. Dialogic reading consists of specific types of questioning and feedback. These include evocative techniques (“wh” questions that encourage the child to talk about the text), feedback (specifically expansions, corrective modeling), and adjusting the adult’s expectations (adult demands on the child vary with child’s ability) (Hargrave & Sénéchal, 2000; Whitehurst et al., 1998).

Expository Books

Expository books contain non-fiction information. This term is often used in lieu of non-fiction. Expository books can be in a variety of formats, including: descriptive, sequential, compare/contrast, cause/effect, and problem/solution (Hall & Sabey, 2007; Meyer & Freedle, 1984). Characteristics commonly found in expository books are

timeless or present tense verb usage, technical terminology, and co-classification references (Pappas, 1991; Torr & Clugston, 1999). Some types of expository books are informational books, biographies, articles, labeled books, and some ABC books (Pellegrini et al., 1990; Pellegrini et al., 1995; Young et al., 2007).

Informational Books

Informational books can be classified as non-fiction books (Bamford & Kristo, 2003), expository-informational books, narrative-informational books, or expository books containing narrative elements (Kletzien & Dreher, 2004).

An informational book is one that “reports and explains facts about the surrounding world” (Duke & Kays, 1998, p. 296) from someone who is knowledgeable about the topic to one who is less knowledgeable about the topic (Duke & Bennett-Armistead, 2003; Pappas, 1991). This information is presented in such a way that the readers can bridge their knowledge to the newly acquired information in the book (Saul & Dieckman, 2005; Slater, 1988).

For this study, an informational book is defined as a non-fiction book that provides factual information to the reader in a manner that is accessible to him/her.

Joint Book Reading Sessions

For purposes of this study, a joint book reading session is defined as one that begins at the time that the parent introduces the book to the child, encompasses reading of book and includes any discussions during and after reading the book.

Narrative Books

Narrative books have a story grammar (Fiestas & Peña, 2004; Hall et al., 2005; Reutzel & Cooter, 1996; Simmons & Kame’enui, 1998; Torr, 2007). Co-referential

references are made in narrative books (Pappas, 1991), and the illustrations often carry a great deal of the story (Neuman, Celano, Greco, & Shue, 2001; Torr & Clugston, 1999; Korat et al., 2007). Narrative books can include fairy tales, fables, comic strips, and some ABC books (Pellegrini et al., 1990).

Utterance

An utterance can consist of a word, phrase, sentence, or group of sentences that contained a single meaning. Parent and children made utterances during their joint book reading sessions.

For purposes of this study, I have grouped utterances into specific defined categories for parents and specific defined categories for children. Some examples of parents' utterance categories are predicting, reading through the child, and chiming. Some examples of children's utterance categories are repeating, bridging, and making an off-task statement or question. For a complete list of the categories utilized in this study and definitions for each, refer to Appendix I.

Zone of Proximal Development

The Zone of Proximal Development (Vygotsky, 1978) is an area on a continuum of a child's ability to complete a given task. At one end of the continuum, the child can complete the task independently, at the other end; the task is too complex for the child to complete, even if they are provided with assistance. The zone of proximal development is the area on this continuum where the child can complete the task if they are provided with assistance from someone more capable (Vygotsky, 1978).

Limitations of the Study

There small sample size used in any case study is a limitation. This limitation prevents me from making warranted generalizations to larger samples and populations. The small sample size was necessary in order to manage the amount of data that was gathered over the six weeks. This depth of information provided valuable insights that have not been previously discussed in research.

Further, while every attempt was made to control for and limit any variations in the illustrations, book features and text structures within each genre, it is impossible to find several commercially available books that are different, yet exactly the same on these dimensions. Finally, it is possible that just by participating in this study and having the joint book reading sessions audio-taped, the parent's or children's behaviors and quality and/or quantity of utterances generated were influenced. However, this study was designed to foster natural reading behaviors. By having the parents conduct the recordings at their family's convenience as far as time, location, and length of reading session coupled with the extended duration of the study (six weeks), I believe that the participants became comfortable and that both parents and children exhibited naturalistic reading behaviors during audio-taped the reading sessions.

Assumptions

I designed this study with the following underlying assumptions in mind: First, I assumed that the parents would adapt the type of reading utterance generated to fit within their child's Zone of Proximal Development (Vygotsky, 1978). This could have been a problematic assumption, as Zevenbergen, Whitehurst, and Zevenbergen (2003) found that in implementing the dialogic reading strategies, adults needed a separate set of skills to

focus on when reading with younger children than when reading with older children. Parents who read to older children did not necessarily adapt their behaviors to fit their children's Zone of Proximal Development (Vygostky, 1978; Zevenbergen et al., 2003). I anticipated that the participating parents were well-educated, and would adapt the type of reading utterances generated according to their child's needs.

I asked the parents to record any re-readings that transpired with any of the books which were provided during the duration of this study. The second assumption I made was that the parents would faithfully audio-tape any and all of the subsequent reading sessions which occurred with the provided books.

My remaining assumptions focus on the idea that parent's reading utterances generated and interactions with their children were of the nature that would occur naturally, without the presence of a tape recorder. I assumed that the parents exhibited natural reading behaviors while being audio-taped and did not increase the time of their reading session or number of reading sessions due to the audio-taping of the joint book reading sessions. A final assumption I made was that the parents permitted the children to freely select books to be re-read to them without any guidance.

Conclusion

In this chapter, I discussed the importance of at-home reading to preschool aged children. It is due to this implication that the focused age group for my study is preschool aged children. I briefly addressed the various factors that influence adult/child reading behaviors, interactions, and utterances. I acknowledged that specifically defined informational and narrative books, a relatively new area in research, would be the focal point of my study. I rehearsed the key terms and anticipated limitations with my study.

In Chapter Two, I will rehearse the theory and research that provided the basis for my study. First I will discuss a theoretical framework that informs the research on literacy. I will then examine the importance of joint book reading sessions with preschool aged children, including factors that influence joint book reading sessions. I will review research on dialogic reading because it is possible that some parents may implement reading behaviors taught at dialogic reading intervention sessions. Finally, I will examine research on how children respond to informational books in their potential influence on children's academic achievement.

Chapter II. Review of the Literature

The purpose of this study is to investigate how different types of books affect the quality and quantity of parent/child reading utterances. I conducted this investigation by examining the reading utterances generated by six parent/child dyads as they read informational and narrative books. The reading sessions occurred in the families' homes and were audio-taped so that I could capture realistic and natural reading behaviors. The families held weekly reading sessions with at least one book from each genre for a six week period.

The purpose of this chapter is to rehearse the theory and research that provided the basis for my study. Initially I will discuss a theoretical framework that informs the body of research on literacy. Then I will discuss the importance of parents reading to their preschool aged children, followed by research on influential factors. Some research indicates that parents implement reading behaviors very similar to those taught at dialogic reading intervention sessions. As a result, research on dialogic reading will be reviewed. Research on children's interactions with informational books will be examined, beginning with informational books and the young child, and then progressing to the research pertaining to informational books and their potential influence on children's academic achievement.

The central focus of my study is the influence informational and narrative books have on literacy interactions between parents and their preschool aged children. Specifically, my study focuses on three research questions. (1) Do the quality and quantity of parents' reading utterances differ when reading informational books or

narrative books to preschool aged children? (2) Do the quality and quantity of preschool aged children's utterances differ when being read informational books or narrative books? (3) Do preschool aged children tend to indicate a preference when given an opportunity to request informational books or narrative books?

I chose studies for this literature review if they were relevant to my study by providing necessary background information on parent/child reading, preliminary information on informational books, or pertinent information for the design of my study. First, foundational research which delineates the short term and long term implications of parents reading to their preschool aged child are examined. Then, factors that influence parent/child reading interactions, such as genre, structure, and familiarity with books, are explored. Parent/child reading behaviors evident when dialogic reading strategies are implemented will then be defined and its impact examined. Finally, different ways that young children have responded to informational books are examined.

Theoretical Framework

For most of the studies outlined in this chapter, the researchers did not provide a theoretical framework for their study. These researchers designed descriptive studies in which they sought to describe the interactions that occurred between parents and children around books. Some of the researchers focused their study on a particular genre. Other researchers utilized more than one genre in their study.

The majority of the researchers designed their studies to inform the research community's understanding of parent/child joint book reading sessions. For some researchers, that entailed examining the short-term and long-term benefits of reading to preschool aged children. Some researchers examined differences in parents' joint book

reading behaviors and their influences on young children. Some researchers designed their studies to examine how children adapted their pretend reading while reading different genres. Bus and van IJzendoorn (1995) examined how the mother/child attachment affected the dyad's joint book reading session.

A few researchers identified a theoretical framework for their study. Neuman (1996) referred to past studies' focus on constructivism and the social interactions that surround storybook reading. Neuman (1996) designed her study to examine the book's influential role on meaning as a "jointly constructed event" (Neuman, 1996, p. 498).

Pellegrini et al. (1990) referred to Vygotsky's (1978) Zone of Proximal Development and how parents altered their scaffolding based upon the children's competence. According to Vygotsky (1978), if scaffolding occurs in the Zone of Proximal Development for children, they will be able to complete a task which they would have been unable to complete independently. The Zone of Proximal Development is an area on a continuum that varies for each child, depending on their ability to complete a given task. At one end of the continuum, the child can complete the task independently, at the other extreme; the task is too complex for the child to complete, even if they are provided with assistance. Somewhere between these two ends lies the Zone of Proximal Development – where the child can complete a task if they are provided with assistance from someone more capable. Over time, with the gradual release of the scaffold, the child will be able to independently complete the task without assistance (Vygotsky, 1978).

At this point, I would like to raise the issue as to why researchers of early literacy and young children have not considered other theories. I believe that the manner in

which young children construct meaning from joint book reading sessions is more complex than what has typically been considered in the past. That isn't meant to imply that scaffolding in the child's Zone of Proximal Development (Vygotsky, 1978) is not necessary for young children to construct meaning from joint book reading sessions. I only suggest that Vygotsky's (1978) Zone of Proximal Development and scaffolding is one of many elements necessary for young children to gain meaning from joint book reading sessions.

Graves (2004) discusses several literacy theories and constructs. The five theories that Graves (2004) discusses are "schema theory, the interactive model of reading, constructivism, reader response theory, and sociocultural theory" (p. 434). First, I will rehearse the theories Graves (2004) discusses, then I will explain how each of them in turn are applicable to young children.

Schema theory is based on the concept that an individual's knowledge is stored and organized in a manner called schemata (Anderson & Pearson, 1984). An individual's schema consists of their knowledge base concerning a particular occurrence, event, or object (Rumelhart, 1980). This knowledge is organized in a manner that connects "the relationships among its component parts" (Anderson & Pearson, 1984, p. 259). Young children, even preschool aged children, have had prior experiences and have established schemata to organize those experiences and objects they have seen.

The interactive model of reading (Rumelhart, 1977) is based on the concept that comprehension occurs through the interaction of reader and book. The reader collects information and synthesizes it to make meaning through "word-level knowledge, syntactic knowledge, and various sorts of schemata..." (Graves, 2004, p. 435). For the

most part, preschool aged children are unable to read words or sentences. However, they do possess word-level knowledge and syntactic knowledge in an oral sense. The reader comprehends what is read by “simultaneously extracting and constructing meaning through interaction...” with the book (Rand Reading Study Group, 2002, p. 11). Preschool aged children comprehend what is read to them through this same simultaneous interaction but instead of interacting with the book by reading it, the children interact with the book by having it read to them. Basically, it is no different than someone who listens to a book on tape or CD. The purpose of listening to the story is to comprehend it. The listener comprehends through the interaction of their understanding of word-level knowledge, syntactic knowledge and their schemata. The difference is in the presentation - instead of actually reading the words and sentences, the individual is listening to the words and sentences. Preschool aged children can build comprehension in the same manner, by relying on their word-level and syntactic knowledge and their schemata as they listen to a book being read to them.

Graves (2004) defines constructivism as being “an active, constructive process” because “[s]tudents cannot just passively absorb meaning from text” (p. 436). The reader subjectively constructs meaning based on how they process the information from the book (Graves, 2004). Preschool aged children subjectively construct knowledge based on how they process the information from the book. The difference here, again, is how the children access the information. Being unable to read, preschool aged children’s access is not through reading the book but rather through having the book read to them.

Graves (2004) explains that reader response theory is similar in some ways to constructivism in that the readers construct their understanding with the book. He further

explains that Rosenblatt's (1938/1995, 1978) definition of reader response theory differs from constructivism because the readers' construction of meaning varies depending on the purpose of the reading and the type of book being read. If the readers' purpose for reading is for leisure or enjoyment, the interpretation can vary from reader to reader. If the readers' purpose for reading is to gain information, when reading informational books, the interpretation from reader to reader should be very similar.

Adult readers interpret books as they read them to children. The adult reader often makes comments or questions to guide the children's thinking as they read. Reader response theory does not apply to preschool aged children in this manner, because children's understanding can be altered by the adult reader. The adult reader's interpretation of the book being read for leisure can vary from adult reader to adult reader, who then influences the children's interpretation. Like with the older reader, when reading for information, the adult reader's interpretation should be similar. The adult reader will still guide the children's interpretation through their comments and questions.

The last theory that Graves (2004) explains is sociocultural theory. Sociocultural theory is a complex theory, (Vygotsky, 1978) and as a result, Graves (2004) focuses his explanation on three tenets. First, in applying social theory, individuals' backgrounds (social and cultural) influence their learning (Graves, 2004; Snow, 2002). Second, individuals learn as they work together socially (Graves, 2004; Snow, 2002). Third, individuals learn in a community which consists of a social context (Graves, 2004; Snow, 2002). There are many different social contexts that make up this community. There can

be a variety of social contexts within one classroom setting. Individuals' learning is influenced by these different communities.

Sociocultural theory has potential implications on early literacy since preschool children are social beings. Even within a home setting, preschool aged children's learning is influenced by their background, as they work socially with the adult reader, as well as any other siblings that may be participating in the reading session. The social contexts in which the reading sessions occur can vary from day to day as sometimes siblings participate, sometimes they do not; the adult reader varies; and the emotional or physical state of the adult reader can vary from reading session to reading session. All of these elements work together to create a unique social environment in which preschool aged children create meaning from the book being read to them.

As with much of the research that guided this study, my research was designed to be a descriptive study that sought to explore and describe the interactions which occurred between parents and children as they read informational and narrative books. I am not implying that any one of the above-mentioned theories is the one that applies to this study. Instead, I am implying that what occurs during a joint book reading session between parents, children, and books is a complex process.

As I coded and analyzed the transcripts that were collected during the course of this study, I found that different theories were applicable at different points, depending on the interactions and situations that arose between the parent, child, and book. The catalyst to the interaction and situation was sometimes the parent, sometimes the child, and sometimes the book. Therefore, the manner in which comprehension was reached varied from reading session to reading session, and sometimes varied within one reading

session. As a result, if one needs to apply a specific theory, in order to do so accurately, the applicable theory would vary depending on the situation that arose between the three (parent, child, and book).

Joint Book Reading with Preschool Aged Children

In an attempt to understand the importance of reading to preschool aged children, in this section, I will examine the short-term and long-term benefits of parents reading to preschool aged children. In the short-term, joint book reading sessions impact preschool aged children's vocabulary and early literacy skill acquisition (Bus et al., 1995; Mol et al., 2008; Pellegrini et al., 1995; Richman & Colombo, 2007; Sénéchal et al., 1998; Weigel et al., 2006). These same book reading sessions also have a long-term impact, by positively influencing different aspects of reading in school initially evident in kindergarten (Poe et al., 2004). Research also indicates that parents reading to preschool aged children can affect their success with reading during their school years (Baker et al., 2001; Scarborough et al., 1991; Sénéchal & LeFevre, 2002).

Joint book reading and vocabulary.

The goals of Richman and Colombo's (2007) study were twofold. First, they designed their study to investigate if parents reading to their young child (10-17 months) positively influenced the children's vocabulary. The child's age restrictions were put in place in order to provide a clearer understanding of joint book reading with the younger child. In order to determine if a relationship exists between children's early vocabulary acquisition and joint book reading, they examined several components of parent/child joint book reading sessions. The components of the joint book reading sessions that were examined consisted of: who read the story, who selected the story, when the story was

read (spontaneously or during an established routine, i.e. bedtime), and how much of the story was read (in its entirety or partially).

Participants consisted of parents in the Kansas City area whose children ranged in age from 10-17 months. Some families completed only a questionnaire, while others completed the questionnaire and kept a reading journal for 30 days (Richman & Colombo, 2007).

The data collected on the questionnaire related to demographics, reading habits, and typical joint book reading practices. The data collected regarding typical joint book reading practices included the frequency of joint book reading, length of reading sessions, time of day the reading sessions usually occurred, and at what age the parent initially began reading to their child (Richman & Colombo, 2007).

Participants were asked to complete a journal for one month (30 days). Those who agreed, recorded the title of every book that was read to their child, the ISBN number of the book, as well as the start and stop time of each reading session. This information was then examined to determine how often the child was being read to, the average duration of the reading sessions, and how many new titles were read to the child during the one month period (Richman & Colombo, 2007). Contained within the journals was also information regarding who read the story (mother, father, sibling, aunt, uncle, etc.), what was occurring around the reading session (naptime, playtime, etc.), was the reading session scheduled (always read before bedtime) or spontaneous, who selected the book to be read (adult or child), and the activity that encompassed the reading session (was a portion or the entire book read, and was it summarized or paraphrased).

At the end of the 30 days, the researchers collected the journals and the participants were provided with a vocabulary assessment to complete and return (Richman & Colombo, 2007). The vocabulary assessment used was the Words and Gestures form of the Mac-Arthur-Bates Communicative Development Inventory (MBCDI) (Fenson et al., 1993). Richman and Colombo (2007) selected this assessment because it is widely accepted as a valid and reliable tool in determining receptive and expressive emergent vocabulary in young children.

Based on the information collected in the questionnaires, the average age that initial reading sessions began was 2.8 months of age, with 90% of the participants reading to their child by the time he/she was 6 months old. The reported duration of the reading sessions ranged from 1-30 minutes, with an average of 9.8 minutes per session (Richman & Colombo, 2007). The families reported having an average of 13 reading sessions a week (Richman & Colombo, 2007). Both the age that the reading sessions began, and the number of weekly reading sessions indicated in the questionnaires is much higher than what is typically reported in other research (Bingham, 2007; Scarborough et al., 1991; Tower, 2002).

When examining the data contained within the journal, the commonly held belief that young children like to have books re-read to them is supported. Typically, three books were read each day, with only one of the reading sessions containing a book with a new title (Richman & Colombo, 2007). The average number of weekly reading sessions was 9.7, less than what had been determined from the questionnaire data. The mother was primarily responsible for creating the literacy environment reading 66% of the time,

fathers read for 20% of the reading sessions, and other individuals (siblings, grandparents, baby-sitters, etc.) read for 10% of the time (Richman & Colombo, 2007).

The child selected the book to be read 62.3% of the time. The length of the reading session was not influenced by whether the child or adult selected the book. Most of the reading sessions (42%) began at the child's request, while 39% of them were part of the regular routine. Based on the information collected in the journals, the entire book was read for 65% of the reading sessions, a portion of the book was read for 14.2%, pictures were looked at for 14.6%, and the story was summarized for 4.1% of the reading sessions (Richman & Colombo, 2007).

When the reading session occurred as part of an establish routine (i.e. bedtime), the adult typically selected the book to be read, and it was read in its entirety. When the reading session occurred during playtime, the child was the individual who most often selected the book. There was no association between how the book was read (read in its entirety, partial, summarized) and the reading that occurred during playtime (Richman & Colombo, 2007).

When examining the results of the MBCDI, (Fenson et al., 1993) the total number of book reading sessions positively influenced the child's receptive vocabulary. However, the total number of new titles read was not influential on the child's receptive vocabulary. The number of reading sessions and the number of new titles read within the 30-day time period both seemed to influence the child's expressive vocabulary (Richman & Colombo, 2007).

The impact that reading sessions, (routine or playtime) had on the children's receptive and expressive vocabulary was then examined. Neither one statistically

influenced the child's receptive vocabulary, although the routine-based reading sessions were close to being statistically significant, explaining 5% of the variance (Richman & Colombo, 2007). On the other hand, both of the reading sessions (routine and playtime) had a statistically significant influence on the child's expressive vocabulary.

Richman and Colombo's (2007) study provides some insights into the reading routines of Caucasian, middle class families. While the demographics were representative of the area, a more diverse sample would have provided more in depth information. The data collected was somewhat detailed; however, the limitation in its reliance on self reporting cannot be overlooked. Some form of recordings (audio or video) of the reading sessions would have provided an additional layer of information regarding the actual interactions that occurred between parent and child. Richman and Colombo (2007) examined reading sessions and children's vocabulary gains. They failed to consider, however, how the book's genre may have impacted those gains as well as how the parent/child interactions around the book may have influenced the vocabulary gains. It is premature to assume that the frequency of joint book reading sessions alone influenced the children's receptive vocabulary, or that the frequency of readings and number of new titles read positively influenced the children's expressive vocabulary without considering other influential factors.

Joint book reading and long-term influences on reading.

As they concluded a five-year longitudinal study, Sénéchal and LeFevre (2002) looked at the home literacy environment's (HLE) influence on children's reading skills and how parental involvement influenced children's reading in first and third grade. There were three goals for this study. The first goal was to define the relationship

between storybook reading and/or parental instruction with children's language and emerging literacy skills. The second goal was to identify any possible link between early home literacy experiences and reading acquisition in first grade. The last goal was to determine what influence, if any, home literacy experiences had in third grade reading achievement (Sénéchal & LeFevre, 2002).

The participants in this study were middle, upper-middle class families in Canada. English was the language spoken in their home and at school. The three schools the children attended were not representative of the majority of schools in Canada as they were single track (English). At the end of the five years, when the final data was being collected, 28% of the participants left the study for various reasons. This attrition rate is typical of longitudinal studies (Sénéchal & LeFevre, 2002). Of the original 110 kindergarten children, 93 participated in the data collection in grade one and 66 children remained for the data collection in grade three. Of the original 58 children in grade one, 45 remained for the data collection in grade three. The number of boys and girls in these groups was similar for all groups (Sénéchal & LeFevre, 2002).

Data collected from their 1998 study (Sénéchal, LeFevre, Thomas & Daley) was used as the initial data for this study. To briefly highlight that data, parents completed a questionnaire on parent/child activities, a children's author list and a children's book title list. Individual child assessments consisted of oral language and print skill assessments. The oral language assessments included vocabulary, phonological awareness, and listening comprehension. The print skills included concepts of print, letter knowledge, invented spelling, and early decoding. That information is thoroughly explained with the review of their 1998 study, later in this Literature Review section (Sénéchal et al., 1998).

For this 2002 study, Sénéchal and LeFevre assessed the children's reading skills at the end of grade one and grade three. Grade one reading was assessed at the end of the school year using reading vocabulary subtests of the Gate-MacGinitie Reading Tests (MacGinitie & MacGinitie, 1992). The children's exposure to books was assessed at the end of first grade. To account for any variation in the children's reading abilities, determining this goal was accomplished through asking the children to name the title of a storybook after showing them an illustration from a well known children's book. A total of 37 illustrations were selected to be shown to the children. Comprehension and vocabulary subtests of the Gates-MacGinitie Reading Tests (MacGinitie & MacGinitie, 1992) were used to assess children's reading at the end of third grade.

Sénéchal and LeFevre (2002) separated home literacy activities into two categories: formal and informal. A formal literacy activity was one in which the parent focused the child on the print within the book, pointing to letters or assisting in identifying or creating letter sounds. An informal literacy activity was when the parent discussed a storybook with their child as they were reading the book, without focusing the child's attention to the print itself (Sénéchal & LeFevre, 2002).

These two types of literacy activities were not correlated in this study. This enabled Sénéchal and LeFevre (2002) to use a fixed-order hierarchical regression. In doing so, Sénéchal and LeFevre (2002) could determine how the two components impacted different areas of children's literacy development.

Parent teaching, or formal literacy activities, accounted for 4% of the unique variance in the children's emergent literacy skills. Informal literacy activities and receptive language were not related to the child's growth in these types of skills.

Phonological awareness accounted for 30% of the variance in the children's emergent literacy skills (Sénéchal & LeFevre, 2002). Parent teaching, which enhanced the children's emergent literacy and phonological awareness, accounted for their reading skills at the end of grade one. Parent teaching did not account for reading achievement at the end of grade three, but the children's exposure to books as determined at the end of grade one, did contribute to their reading achievement at the end of grade three (Sénéchal & LeFevre, 2002). This "suggests that emergent literacy had an important effect on the acquisition of reading in grade 1, which, in turn, predicated more advanced reading skills in grade 3" (p. 454).

Informal literacy activities (storybook reading) accounted for 9% of the unique variance in the children's receptive language. Phonological awareness accounted for 5% of the variance. The children's emergent literacy skills were not related to their receptive language. At-home storybook reading did not account for children's reading skills at the end of grade one, but it indirectly accounted for their reading achievement at the end of grade three through their receptive language ability (Sénéchal & LeFevre, 2002). At-home storybook reading has a positive impact on children's vocabulary and listening comprehension, both of which fall under the category of receptive language. Receptive language skills then had a positive impact on children's ability to read fluently in third grade (Sénéchal & LeFevre, 2002).

Some additional findings that Sénéchal and LeFevre report from their data relates to children's exposure to books (2002). Neither at-home storybook reading, nor parent teaching predicated children's book exposure. However, their book exposure could be explained through their grade one reading (7% of the unique variance) and receptive

language (8% of the unique variance). In turn, book exposure accounted for 5% of the unique variance in the children's reading achievement in grade one (Sénéchal & LeFevre, 2002).

In summary, both formal and informal literacy activities play important roles in children's reading achievement. Parent teaching indirectly influenced grade one reading through the children's receptive vocabulary and emergent literacy skills, whereas parent/child storybook reading indirectly influenced grade three reading achievement through their receptive language (Sénéchal & LeFevre, 2002). This is supported in a 2004 study that found that children's receptive and expressive language at the beginning of kindergarten was a better predictor for reading achievement at second grade than their phonological awareness at the beginning of kindergarten (Poe et al., 2004).

As in the Richman and Colombo (2007) study, a more diverse participant population would permit generalization of the information gleaned from the Sénéchal and LeFevre (2002) study. They provide valuable information in identifying two home literacy activities and their possible connection to language, early literacy skills, and later reading achievement. Since the information gathered regarding the home literacy activities was through self-report, only a superficial level of understanding about those activities could be reached. Baker et al. (2001) found that parent teaching-like discussions with their first grade children could have a negative impact on the reading atmosphere at home, which in turn, negatively impacted the child's willingness to select a challenging book in second and third grades. Future research could add to this by taping the reading sessions and breaking the formal and informal reading sessions into clearly

defined categories. In doing so, researchers will be able to identify specific parental behaviors which positively or negatively impact the children.

In the Sénéchal and LeFevre (2002) study, the researchers found an association between children's familiarity with storybooks at grade one to their reading achievement at the end of grade three. Children who read well at the end of first grade were more familiar with a greater variety of storybooks. This familiarity correlated with their reading achievement at the end of grade three. Researchers have repeatedly found an association between grade one reading and later reading achievement (Cunningham & Stanovich, 1993, 1997; Juel, 1988). Based on the Baker et al. (2001) study, there is obviously something going on during reading sessions between parent and child that encourages or discourages future reading attempts. Identifying specifically what occurs during joint book reading sessions would be beneficial.

Joint book reading and influences on early literacy skills.

Bingham (2007) examined the home literacy environment, as well as parental literacy beliefs, and quality of parent/child book reading. His goal was to the impact these elements had on children's development of early literacy skills. The researcher assessed the child's early literacy skills using the Peabody Picture Vocabulary Test (PPVT) (Dunn & Dunn, 1981), Clay's Concepts of Print (Clay, 1979), alphabetic knowledge and emergent reading. The study focused on determining if literacy beliefs reported by parents were evident while they were engaged in reading to their preschool aged child.

A total of 60 mothers and their preschool-aged children (3-4 year olds) participated in the study. A little over half of the mothers worked at least part time, with

48% of the mothers being stay at home mothers. Only three of the participating mothers did not have any college education. The majority of the participating mothers (90%) were Euro-American (Bingham, 2007).

The researcher videotaped two concurrent parent/child interactions at the family's home. Bingham (2007) ascertained that *The Very Lazy Ladybug* (Finn & Tickle, 1999) was an unfamiliar book for the children, so it was read during the videotaped sessions. The researcher chose an unfamiliar book because parent reading interactions vary depending on the child's familiarity with the book (Phillips & McNaughton, 1990). The second book reading immediately followed the first reading. Coders then analyzed and coded the reading sessions (Bingham, 2007). The maternal behaviors were divided into two overarching categories, affective quality and instructional quality. Using two coders, a mean level of agreement of 95% was reached for overall affective quality, and 92% was reached for overall instructional quality (Bingham, 2007).

The researcher measured maternal affective quality by examining the mothers' reading expression, involvement, and sensitivity. Bingham (2007) used a subscale from Sonnenschein and Munsterman's (2002) Verbal Reading Expression form to determine the mothers' reading expressiveness by looking at intonation, dramatization, character imitations, etc. The researcher determined maternal involvement through observing positive behaviors such as smiling, laughing, praise, hugs, and other signs of affection (Bingham, 2007). The researcher ascertained maternal sensitivity by examining how the mother responded to her child during the reading sessions.

The mothers' instructional quality demonstrated during reading were also identified and categorized. The categories assigned were: labeling, text teaching,

questioning, book-focused extension, or child completions. The coders counted the number of times these behaviors occurred and calculated a score for each category (Bingham, 2007). To calculate overall instructional quality for each mother, these numbers were added together.

The researcher determined the maternal literacy belief through responses to a questionnaire which was created for this study. Bingham (2007) designed a Likert-scale questionnaire to determine the mother's beliefs on two topics: (1) how they should read to their child (book-reading beliefs) and (2) how children's literacy skills developed (literacy development beliefs) (Bingham, 2007).

The mothers' response to the Language Reading and Family Survey determined the home literacy environment (Whitehurst et al., 1988). The researchers were provided with family demographics, literacy practices (library visits, number of books owned), and frequency of weekly reading in the past and recently from the information gathered on the survey. Bingham (2007) then used this information to determine the family's home literacy environment.

The researcher assessed the children's alphabetic knowledge, by asking them to identify five uppercase letters. Each letter was written on an individual flashcard. Of the five letters, two were letters from the child's name and three were randomly selected by the researcher (Bingham, 2007).

Bingham (2007) assessed the child's emergent reading by observing and coding their attempts to read a favorite picture book. The child's behaviors were coded into categories (Elster, 1994). The key categories were: narrative talk, oral-like and written-like narrative talk, print oriented talk, and miscellaneous (Bingham, 2007). The

researcher used the child's behaviors within each of these categories to determine the child's overall emergent reading ability.

When Bingham (2007) analyzed the data, he found that the mothers' beliefs about their child's learning were related to effective book reading interactions. The mother's education level did not influence her beliefs about book reading or her child's learning.

The mothers' education level, combined with her literacy beliefs, influenced the quality of the home literacy environment. This finding, in conjunction with the maternal affective book-reading behaviors, influenced the child's emergent reading. The child's receptive language ability was also positively related to the home literacy environment. The mother's instructional book-reading behaviors positively influenced the child's knowledge of print and alphabet (Bingham, 2007).

He has added to the body of research by identifying an association between reported beliefs and actual reading behaviors. Unfortunately, we cannot reliably determine if videotaping two concurrent reading sessions created an authentic parent/child reading environment. If the mother/child reading sessions were separated by a length of time (days or weeks) it is possible that the parents would have exhibited behaviors more apt to occur within the home. With such a separation in time, it is unlikely the mothers would have been able to mimic any atypical reading behaviors from the first to the second reading. It is unclear why only five letters were used to determine the child's alphabetic knowledge. Even when considering the children's young age, a larger sampling of letters (perhaps 26 uppercase letters) would have given a more complete understanding of their alphabetic knowledge.

Differences in parental joint book reading interactions and their influences.

Sénéchal et al. (1998) also examined children's literacy experiences at home. They looked at how children's home literacy experiences influenced their oral and written language achievements. The researchers focused on examining storybook reading and parental teaching about print and literacy to their young child. Sénéchal et al. (1998) defined written language as the child's ability to understand and perhaps read the text.

Sénéchal et al. (1998) asked three questions: First, do parents who spend time reading to the children also spend time instructing them on basic print concepts? Their second question was two-fold. The researchers asked if there was a relationship between a child's home literacy experience and his/her oral language, or if there was a relationship between a child's home literacy experiences and written language. Finally, Sénéchal et al. (1998) looked to see if home literacy experiences had a lasting impact on reading achievement.

Sénéchal et al. (1998) studied 110 kindergarten and 58 first-grade children in Canada. The kindergarten children consisted of junior kindergarteners (four-year olds) and senior-kindergarteners (five-year olds). They were kept together for the purpose of the study as the curriculum for both of these kindergartens emphasized social skills and not literacy skills.

Most of the children participating in this study were Caucasian, and came from middle and upper-middle class homes. Parental education level was higher than the national level, but typical for the area in which they resided, with 91% of the parents having pursued education beyond high school.

At the onset of this study, a Likert scale questionnaire on parent/child activities was completed. The researchers asked the parent who read to the child most frequently to complete the questionnaire (Sénéchal et al., 1998).

The researchers also asked the parents to review two separate lists of authors and book titles. One was a list of children's authors and the other list contained titles of children's books. The parent checked the authors and titles that they were familiar with. Each list consisted of 40 viable options and 20 foils. There is no guarantee for accuracy when asking others to fill out a questionnaire or checklist, however, the foils helped to determine which parental responses were more accurate.

The researchers tested the children individually on two separate occasions. They tested the children at their schools over a six month time period. Sénéchal et al. (1998) assessed oral language through use of listening comprehension as well as vocabulary and phonological awareness. They assessed children's listening comprehension by using a subtest of the Stanford Early School Achievement Test, 3rd ed. (Madden, Gardner, & Collins, 1989). The researchers assessed children's vocabulary with the Peabody Picture Vocabulary Test-Revised (PPVT-R) (Dunn & Dunn, 1981), and their phonological awareness was assessed through a subtest of the Stanford Early School Achievement Test, 3rd ed. (Madden et al., 1989). The Kuder-Richardson reliability coefficient for the listening comprehension component was .80. The researchers assessed the children's comprehension by asking them to respond to questions by selecting one of three pictures provided after listening to a brief story. The length of the stories did not exceed five sentences (Sénéchal et al., 1998).

Due to time constraints, Sénéchal et al. (1998) assessed phonological awareness through a single task by asking the children to match beginning or ending sounds. This task received a Spearman-Brown reliability coefficient of .84.

Sénéchal et al. (1998) utilized a written language piece consisting of Clay's Concepts About Print (Clay, 1979), invented spelling, and early decoding. They utilized a sampling of 15 letters (ten uppercase and five lowercase) to assess the children's letter knowledge. There are a total of 52 letters in the alphabet (26 uppercase and 26 lowercase). The sampling of letters used for assessment purposes represent less than 30% of the total number of letters in the alphabet.

Sénéchal et al. (1998) assessed the children's invented spelling capabilities, by asking them to write ten words to the best of their ability. The researchers assessed early decoding ability by having the children read a total of seven consonant-vowel-consonant (CVC) words. A point system was used, ranging from zero to four points possible, per word (Cunningham & Stanovich, 1993; Mann, 1993; Mann, Tobin, & Wilson, 1987).

Sénéchal et al. (1998) assessed the first grade children's reading ability at the end of the school year, using the Reading Vocabulary subtest of the Gates-MacGinitie Reading Tests (MacGinitie & MacGinitie, 1992). The publisher has a reported Kuder-Richardson reliability coefficient of .93 for this subtest.

The researchers used two control variables in the analysis to offset any correlational effects of the data (Sénéchal et al., 1998). The first control variable was the children's analytical intelligence, assessed using the Animal House subtest of the revised version of the Wechsler Preschool and Primary Scale of Intelligence (WPPSI) (Wechsler,

1989). The second control was the parent's exposure to print, which was determined from their responses on the Adults' Author Checklist.

Sénéchal et al. (1998) analyzed the data collected and found a correlation between children's at home literacy experiences and their oral language skills. The same relationship was not found between children's at home literacy experiences and their written language skills. However, a statistically significant difference was found between parent teaching and children's written-language skills. The parent teaching did not, however, show this level of impact on their child's oral language skills.

Sénéchal et al. (1998) found that the first-grade children's data further supported the kindergarten findings. They found a correlation between home literacy experiences and children's oral language, but not with his/her written language ability. A link was evident between parent teaching and children's written language ability, but not with their oral language skills.

To summarize, both the kindergarten and first-grade students had strengths in different areas, depending on how their parent(s) interacted with them in terms of teaching about print or storybook reading. Home storybook reading impacted children's oral language skills, and parent teaching impacted children's written language skills. In addition, a correlation was found between oral language ability and phoneme awareness.

The study found no relationship between storybook reading and parent reported teaching. Parents who read to their children regularly did not necessarily spend time teaching them about print or letters.

Oral and written language skills together can be used to predict later reading. A combination of the children's oral and written language skills accounted for 20% of the

variance in their word reading ability. This indicates a fairly substantial association between skills learned at home and later reading ability.

As with other studies reviewed, the lack of diversity with the participants in this study (Sénéchal et al., 1998) limits any generalizations that could be made from the results. For this study, the literacy experiences were broken into two broad categories (storybook reading and parent teaching). Breaking these two categories down into discrete categories could help identify specifically what types of reading and/or teaching behaviors have a positive influence on the children's language and reading.

A key piece of information to remember from both Sénéchal studies (Sénéchal et al., 1998; Sénéchal & LeFevre, 2002), is that the storybook reading was frequently initiated by the parent's child. Other studies have found that children's interest in books can have long-term implications (Scarborough et al., 1991) and that their interest or lack thereof can be influenced by different factors (Baker et al., 2001; Bus & van IJzendoorn, 1995; Weigel et al., 2006).

The commonly held belief that reading to a child at home has a positive impact on their later reading achievement is a consistent finding across research studies (Baker et al., 2001; Scarborough, Dobrich, & Hager, 1991; Sénéchal & LeFevre, 2002).

Specifically how it influences later reading achievement is something that continues to be studied as our understanding of these complex relationships continues to develop.

Influences of joint book reading on children's early literacy and language growth.

Bus et al. (1995) conducted a quantitative meta-analysis on joint book reading which included 29 studies, five of which were unpublished papers (Bus et al., 1995). The

studies, which were published from 1969 through 1993, consisted of quantitative and qualitative data collection techniques. The selected studies focused on the frequency of joint book reading. The participants in the studies selected encompassed all socioeconomic status (SES) levels. The age of the children ranged from toddlers to preschoolers and consisted of a variety of outcome measures.

Bus et al. (1995) asked the following questions in their meta-analysis: was there an association between parent/child reading and language or literacy growth. Literacy growth was broken into two sections, early literacy and reading achievement. If an association was found between parent/child reading and language or literacy growth; was it stronger for one of the outcomes? What factor, if any, did a family's social-economic status (SES) play on outcome measures? Does the design of the studies impact the strength of the results? Is there a difference in predictive value for studies determining the frequency of reading sessions or using a composite measure? Finally, the researchers examined the degree of relationship between children's age and their reading and language development.

Of the 29 studies selected for this meta-analysis, 16 studies examined book reading and children's language growth, 16 studies examined book reading and children's emergent literacy skills, and nine studies examined book reading and children's reading achievement. Some studies reported multiple outcomes, explaining why more than 29 studies are referenced when they are broken into topic categories. The children in the studies ranged in age from 21 months to 96 months (8 years old). The number of participants in these studies ranged from 16 – 1,368. Bus et al. (1995) weighted each effect size to offset the possible dominance of larger samples.

Of the 29 studies, 11 consisted of a correlational design. Of these, book reading was measured as a composite (6) or frequency (5). Composite studies were those in which the outcome measure consisted of several components. The frequency studies were those that delineated the frequency of joint book reading sessions. Seven of the studies were experimental, (4 composite, 3 frequency), eight were longitudinal (3 composite, 5 frequency), and three were retroactive (1 composite, 2 frequency).

Bus et al. (1995) placed the outcome measures into three broad categories: (1) studies which measured language development, (2) studies which measured early literacy skills, and (3) studies which utilized reading achievement (Bus et al., 1995).

Bus et al. (1995) found a relationship between parent/child reading and language or literacy growth. The effect sizes for parent/child reading and the child's language skills were .67. Between parent/child reading and the child's early literacy skills was .58. And between parent/child reading and the child's reading achievement was .55 (Bus et al., 1995).

The effect sizes of the study results indicated significant heterogeneity. In exploring the reason for this, Bus et al. (1995) found that results based on SES, reading measures (composite or frequency), nor the study design, were significantly different. The researchers did find that the children's age at the time of the literacy measurement demonstrated some influence on the effect size across the studies.

In their meta-analysis, Bus et al. (1995) found that "...storybook reading is one of the most important activities for developing the knowledge required for eventual success in reading" (p.15). The largest effect of at home book reading is reading to the child when he/she is young, of preschool age. Preschool age children, when read to at home,

demonstrated a greater growth in emergent literacy skills, language development, and reading achievement. While the effect is still positive for older children, it gradually diminishes as the child ages and becomes more independent with his/her reading (Bus et al., 1995). According to their findings, the effect of reading was not influenced by family SES (Bus et al., 1995).

Bus et al. (1995) acknowledge that studies relying on parental self-report are not always accurate, as the information collected may be biased or inaccurate. However, due to the plethora of studies relying on parental self-report, they were unable to minimize these types of studies in their meta-analysis. All but one of the studies used in the meta-analysis relied on parental self-report. Bus et al. (1995) made many assumptions in determining which studies to include in this meta-analysis. They assumed that increased book reading is indicative of increased parent/child book reading, which is indicative of a higher number of books (adult and children) in the home, which is indicative of increased library visits. In applying this logic, the researchers included studies which measured the frequency of reading and home literacy environments. Many researchers have found that even when the components are separate, a clear definition with specific components identified is necessary in order to identify a direct link between the identified component and selected variable (Baker et al., 2001; Burgess, Hecht & Lonigan, 2002; Bus & van IJzendoorn, 1995; Sénéchal & LeFevre, 2002).

Factors that Influence At-Home Book Reading

Attachment and frequency of reading.

Bus and van IJzendoorn (1995) compared three-year-old children's attachment security level with the mother/child reading behaviors while reading an unfamiliar

narrative book. The study had two goals. First, Bus and van IJzendoorn (1995) wanted to find out whether the frequency of parent/child reading correlated to mother/child attachment. Second, they wanted to uncover how mothers' different behaviors influenced the reading session.

Originally, Bus and van IJzendoorn (1995) had hoped to include mothers who read frequently and infrequently to their child and who represented high and low SES groups. They recruited participants from 3-year-old playgroups in high and low SES areas in the Netherlands. Approximately 350 mothers completed a questionnaire which included demographic questions, as well as questions related to reading and play activities. Of the 350 respondents, only 22 mothers indicated that they read infrequently to their child. In reviewing the data available from the questionnaires, Bus and van IJzendoorn (1995) were not able to find enough mothers from a high SES group who indicated that they read infrequently to their child. Therefore, for their study, only three groups are represented: mothers from a low SES group who read infrequently to their child; mothers from a low SES group who read frequently to their child; and mothers from a high SES group who read frequently to their child.

The researchers interviewed the mothers, 45 mothers agreed to participate in the study. There were 15 mother/child dyads in each of the three categories. All of the children were similar in age, (all in their 3rd year), and the groups were matched by sex. There were six single-mother families in the study, four were in the low SES/infrequent reading group, and two were in the high SES /frequent reading group.

For this study, Bus and van IJzendoorn (1995) set up a laboratory to resemble a playroom. A mother/child separation and reunion process was used which is known as the “Strange Situation” (Ainsworth, Blehar, Waters, & Wall, 1978).

For the “Strange Situation” procedure, a mother and child entered a room together (Ainsworth et al., 1978). The mother left while the child stayed in the playroom with an experimenter who completed some assessments, introduced the child to some toys, and left, leaving the child alone for a brief period of time (3 minutes). Completing the assessments and introductory play session took approximately 25 minutes. Three minutes after the experimenter left, the mother returned, played with her child briefly, and read a narrative story, *Dudley and the Strawberry Shake* (Cross & Taylor, 1986) to her child (Bus & van IJzendoorn, 1995).

The researchers assessed the child’s reaction during the first five minutes of the mother’s return to determine the attachment level of the child. The degree of attachment was rated on a nine point scale ranging from “Very Securely Attached” to “Very Insecurely Attached” (Bus & van IJzendoorn, 1995).

The book selected for this study was unfamiliar to the participating mother/child dyads (Bus & van IJzendoorn, 1995). The meaning of the storyline is within the text itself, and only minimally supported by the illustrations. The storyline contained the story grammar typically found within narrative texts.

Bus and van IJzendoorn (1995) focused on three specific reading characteristics: (1) thematically relevant turns and irrelevant turns, (2) inferences made, and (3) number of times the mother changed the printed text. Two individuals coded the data. The inter-

coder reliability was .98 for relevant turns, .96 for irrelevant turns, .87 for inferencing, and .86 for making changes in the text.

The researchers found that the more securely attached mother/child dyads also reported reading together frequently (Bus & van IJzendoorn, 1995). They found that the inverse was also true; the level of attachment between mother and child was lowest in mothers who read infrequently to their children. These children were the least focused on the book and were most easily distracted by their surroundings. The children who were securely attached to their mothers demonstrated a curiosity about written text. Further, Bus and van IJzendoorn (1995) found that children who were less likely to stay focused on the task of book reading were also least likely to explore with any type of unfamiliar or difficult task.

Parents who read less frequently to their children spent more time elaborating and discussing the pictures and/or text of the story than parents who read more frequently. Mothers who read less frequently to their children tended to read the entire text verbatim, then discuss it at length.

Bus and van IJzendoorn's (1995) research adds a critical perspective on parent/child reading. As Scarborough et al. (1991) found, children who are poorer readers in second grade demonstrated less interest in being read to at a younger age. One of the reasons for this lack of interest has been identified through this study. It would be interesting to see if different texts, a narrative with a stronger illustration/storyline connection or other genres would influence the mother/child reading interactions. It is unfortunate that an infrequent reading, high SES group could not be represented in this

study. That group would have added another layer of information and deeper understanding.

Influences of book structure and parents' reading proficiency.

Neuman (1996) designed a study with three goals. First, she examined the impact different types of books had on parent/child reading interactions. Second, she examined how parents' reading proficiency influenced parent/child reading interactions. Finally, she examined how parents' reading proficiency influenced the preschool aged children's receptive vocabulary and understanding of print concepts.

Forty-one low income Head Start families participated in the study. The majority of the families were either African-American or Latino. Approximately 50% of the parents reported having reading difficulties (Neuman, 1996).

The researcher designed the study to follow a book club format, where the families met at the school on a weekly basis. A researcher introduced and discussed a children's book at these weekly meetings. The parents were encouraged to ask questions and take notes at these meetings. The researcher emphasized three focus questions: 'What would you want your child to take away from this book... What kinds of questions or comments would you use to stimulate a discussion of the story... How would you help your child revisit this book?' (Neuman, 1996, p. 501).

Following the weekly book club meetings, at the school, the researcher had the parents sit with their child and read a book to their child, tape recording the reading sessions. It is uncertain what type of impact parent/child reading in an atypical setting had on the interactions. None of the parents read to their children regularly prior to the study, therefore, it is possible that the setting would not necessarily influence the reading

interactions to the same degree as it would with parents who read regularly to their children at home. Neuman (1996) designed the study to occur over a three month period. The families were able to keep the books provided during the book club sessions (Neuman, 1996).

Neuman (1996) analyzed the books and placed into one of three categories: highly predictable, predictable, or narrative. During the 12-week period, each family received four books from each category. Unfortunately, Neuman (1996) did not include informational books in this study. This is interesting, as she referenced Bus et al's (1995) work where they noted that parent/child reading interactions varied when reading prepared informational and narrative books. If the researcher had included this genre, it is possible that additional information would have provided.

Researchers coded the transcribed audio tapes, placing the discourse between parent and child into one of 11 categories (Neuman, 1996). Those 11 categories were: attention vocative (directing the child's attention to the book); bridging (assisting with text-self connections); chiming (child chiming in with parent reading); clarifying (explanations); elaborating (parent extending the child's utterance); feedback (correction or confirmation); labeling (identifying something in the book); managing (statements related to managing the child's behavior); predicting (parent asking for a prediction relating to the story); recalling (review of the story); and repeating (child repeating a parent's utterance).

Neuman (1996) found that the type of book being read influenced the parent/child interactions surrounding the book. She found that chiming and feedback occurred most frequently when the parent was reading highly predictable books and that when the

parent was reading narrative books, bridging and recall occurred most frequently (Neuman, 1996). The narrative books, therefore, prompted a more meaning-related discourse than other types.

Neuman (1996) also found that the discourse categories affected the parents' reading proficiency. She found that parents who identified themselves as having reading difficulties tended to use chiming, repeating, and attention vocative comments while reading (Neuman, 1996). Neuman (1996) found that parents who considered themselves to be a proficient reader tended to use bridging and recall comments.

Neuman (1996) found that parents who were less proficient readers tended to have more discourse when reading highly predictable text, with the least discourse occurring when a narrative text was read. She also found that parents who were more proficient readers had the most discussion while reading narrative text, and the least discussion while reading the predictable text (Neuman, 1996).

The final analyses conducted by Neuman (1996) indicated that all children who participated in the study demonstrated statistically significant growth in their receptive vocabulary and concepts of print. The children whose parents were struggling readers demonstrated the most growth in both areas. Their mean scores for receptive vocabulary more than doubled, and their concepts of print scores tripled. Neuman (1996) acknowledged that a control group, which was not utilized for this study, would have strengthened the analysis of the pre/post data collected.

Influences of genre.

Torr and Clugston (1999) extended the research on genre and its influence on adult/child interactions. Their study sought to determine if genre influenced adult questioning and reasoning during adult/child reading sessions.

Twelve dyad groups participated in their study. There were six mothers and five preschool teachers – one preschool teacher read to two children. The SES of the families involved was representative of the middle-class for the Sydney, Australia area (Torr & Clugston, 1999). The children were four years old, and there were an equal number of boys and girls.

Torr and Clugston (1999) provided the dyad groups with two books, one narrative, and one informational. Neither book was familiar to the participants. The researchers designed the study so that the adult read each book once. The readings were audio-taped so they could be transcribed and coded. Torr and Clugston (1999) controlled for familiarity with the topic, by selecting books for each genre that dealt with the topic of bedtime, a topic most (if not all) young children are familiar with. The researchers asked the preschool teachers to read the stories to a child they selected at school and the parents to read the stories to their child at their home (Torr & Clugston, 1999).

Torr and Clugston's (1999) initial analysis revealed that more talk and more questioning occurred while the informational book was being read than when the narrative book was read. They found that the types of questions asked during the reading of the informational book were of the yes/no variety, while the questions asked during the reading of the narrative book were wh- questions (who, what, where, why, when) (Torr & Clugston, 1999).

In light of this information, the authors examined the data further. Torr and Clugston (1999) broke the types of questioning types into two categories: (1) apprise: explain and (2) apprise: specify. They defined apprise: explain questions as those that typically began with *why* or *how*, and apprise: specify questions as those that typically began with *who*, *where*, *when*, or *what* (Torr & Clugston, 1999). Torr and Clugston (1999), in examining the data in this manner, found that more explanation questions were asked while the informational book was being read and more specification questions were asked while the narrative book was being read.

As Torr and Clugston (1999) analyzed the data further, they counted the number of reasoning statements made. The researchers found that more reasoning statements were made for eight of the 12 adult/child dyads when reading the informational book and the narrative book (Torr & Clugston, 1999). Torr and Clugston (1999) do not state how many of those eight adult/child dyads were teacher/child or adult/child.

Torr and Clugston (1999) found that the adult reader used more technical terms when reading the informational book than when reading the narrative text. The researchers found that technical terms were used by the adult reader even when technical terminology was absent from the informational book (Torr & Clugston, 1999). In looking at the adult/child interactions, Torr and Clugston (1999) found that technical terms were used in two different ways. One was to support the child's understanding by juxtaposing the technical term with a more common term; another was to use it as an elaboration.

Torr and Clugston (1999) have begun to uncover how genre influences adult/child reading interactions. It is probable that the genre influenced the interactions and statements, but that clarification is not as clear as it could have been for several reasons.

By having the reading sessions audio recorded at home or at the school, something of a naturalistic reading setting could be realized. Unfortunately, only two books were provided, and they were only read one time each. If additional books had been provided or repeated readings of the same books had occurred, two things could have resulted: the reading interactions exhibited would have been more natural, as it would be difficult to maintain un-naturalistic reading behaviors over several readings occurring over a length of time; more information would have been available to be coded, providing a more complete understanding of what occurs from reading the two texts.

The researchers selected an informational book for this study which contained literary language, including metaphors and personification. These elements are often found in informational books (Slater, 1988). That being said, there are also many informational books that do not contain narrative elements. A more discrete analysis could have been conducted if more attention was paid to the components found within the informational book selected instead of matching topics.

It is assumed that Torr and Clugston (1999) combined preschool teachers and parents as a result of the small number of participants in this study. However, by combining readings of parents and preschool teachers, the researchers' analyses don't have the clarity they could have if a larger number of individuals had participated in the study, and if the two types of readers (teacher and parent) were separated (Torr & Clugston, 1999).

Influences of text format.

Pellegrini et al. (1995) designed a study in an attempt to determine how two different text formats used in mother/child joint book reading sessions influenced children's vocabulary growth. Pellegrini et al. (1995) utilized expository and narrative texts for this study.

The term expository is being used instead of informational for the explanation of this study as the format of the texts used for Pellegrini et al's. (1995) study varied greatly and is not necessarily considered to be informational in format. Some of the types of expository books used in this study were alphabet books, labeling books, and newspaper toy advertisements (Pellegrini et al., 1995). Where informational books "reports and explains facts about the surrounding world" (Duke & Kays, 1998, p. 296).

Specifically, Pellegrini et al. (1995) looked at the mothers' use of expansions, textual connections (text-to-world & world-to-text), maternal use of linguistic terminology, and discourse sequences (pairs and triplets). The researchers then mapped those reading interactions onto the children's vocabulary and word identification scores.

An expansion occurred when the mother expanded upon an utterance made by the child. For this study, Pellegrini et al. (1995) identified two types of textual connections. The researchers identified a text-to-life connection when the child took something from the text and verbally applied it to an experience in his/her life (Pellegrini et al., 1995). On the other hand, they identified a life-to-text connection occurred when the child took something from his/her life and mapped it onto the text (Pellegrini et al., 1995). In life-to-text connections, the child was associating similar labels of things, versus text-to-life, where an experience is being applied to something in the text. The researchers identified

maternal use of linguistic terminology when the mother asked the child to attend to the print in some manner (Pellegrini et al., 1995), and a paired discourse sequence when one person (mother or child) responded to the other. Pellegrini et al. (1995) further defined a triplet discourse sequence when one person (mother or child) responded to the other, and then the initiator of the discourse responded in turn.

Pellegrini et al. (1995) recruited participants from Head Start in a small city as part of a larger study. The participants for this study were selected from that pool of participants. Nineteen mother/child dyads are represented in this study, 11 boys, 8 girls, with a mean age of 4.3 years.

Pellegrini et al. (1995) had four reading sessions which were videotaped at four separate times. The researchers utilized the Home Observation for Measurement of the Environment (HOME) Inventory (Caldwell & Bradley, 1984) which was conducted during the initial visit at the homes of the participating families (Pellegrini et al., 1995). The researchers provided the families with four expository texts to read - two were familiar in format; the other two were unfamiliar (Pellegrini et al., 1995). Pellegrini et al. (1995) created the familiar format expository books; they were reflective of the expository text the family/child was familiar with (toy advertisements, labeled pictures of objects found in preschools). The researchers bound these texts in book form (Pellegrini et al., 1995). The unfamiliar expository texts were commercially available Golden Books, *Who Lives at the Zoo* and *My First Book of Words*.

Unfortunately, a citation for these two books was not provided in this article (Pellegrini et al., 1995). An internet search on the Golden Books' website and various bookseller websites only added to the ambiguity. There is no Golden Book entitled *My*

First Book of Words (Golden Book, 2005). There are numerous books by various publishers and authors entitled *My First Book of Words*. I did manage to find a Golden Book, *My Book of Words*, listed as a First Little Golden Book (Lit'l Bits Collectibles, n.d.). It can probably be assumed that this is the book that was used in the study (Pellegrini et al., 1995), but not to the point of certainty without consulting with the authors of the study itself.

The other book referenced in the study *Who Lives At the Zoo*, could not be found as a Golden Book (Golden Book, 2005). However, a Golden Book for the title *Who Lives in the Zoo* was found on amazon.com (Amazon, n.d.a). This is the title that is referenced in Pellegrini et al.'s earlier work (1990), which is reviewed later in this chapter.

Pellegrini et al. (1995) transcribed and coded the information collected from the reading sessions. The researchers labeled each maternal and child utterance in terms of vocabulary instruction (Pellegrini et al., 1995). They coded a total of 242 utterances were made by the mothers, and 134 were made by the children (Pellegrini et al., 1995). The researchers then grouped these utterances into ordinate categories (Pellegrini et al., 1995). If the researchers categorized the utterance for 3 out of 4 separate coding sessions, the utterances were assigned to a category (Pellegrini et al., 1995). By grouping in this manner, the researchers had 26 ordinate categories for the mothers and 23 for the children (Pellegrini et al., 1995). Pellegrini et al. (1995) pared down the groupings further by establishing a criterion for utterances that were specifically associated with vocabulary development. With this criterion in place, they had 10 remaining categories for the mothers and nine for the children (Pellegrini et al., 1995).

Pellegrini et al. (1995) measured the children's vocabulary growth by using the Peabody Picture Vocabulary Test (PPVT) (Dunn & Dunn, 1981) and a word identification task designed by the authors. Pellegrini et al. (1995) used the PPVT (Dunn & Dunn, 1981) to determine the child's receptive vocabulary. Pellegrini et al.'s. (1995) word identification task consisted of providing the child with ten pictures. They took pictures from the text that had been read, and asked the children to identify them (Pellegrini et al., 1995). The researchers performed the word identification task immediately after the book reading session (Pellegrini et al., 1995). Pellegrini et al. (1995) indicated a correct response when the child matched the label provided in the text.

As anticipated, Pellegrini et al. (1995) found that the mothers spoke much more than their children during the book reading sessions. The researchers found that more utterances occurred while reading the unfamiliar text, than when reading the familiar text (Pellegrini et al., 1995). However, they also founds that more text-to-world, world-to-text, and maternal linguistic terminology utterances occurred while mother/child dyads were reading the familiar text (Pellegrini et al., 1995). The researchers found that the utterances made by the mother, particularly wh- questions and expansions, positively influenced the child's vocabulary (Pellegrini et al., 1995). Pellegrini et al. (1995) found that the child's PPVT (Dunn & Dunn, 1981) and recall were associated with the familiar text rather than the unfamiliar text. In further analysis, Pellegrini et al. (1995) determined that when considering the unfamiliar text, there was a positive association between the child's word identification and their PPVT (Dunn & Dunn, 1981) scores and the mothers' expansions, use of linguistic terminology, and text-to-world references.

Pellegrini et al. (1995) found that when the familiarity of text is considered, the mother's request for labeling positively influenced the child's word identification. They further found that maternal use of expansions was the only maternal utterance positively associated with the child's PPVT (Dunn & Dunn, 1981) when reading the familiar text (Pellegrini et al., 1995).

Pellegrini et al. (1995) found that when children were reading an unfamiliar text, their utterances had an influence on his/her vocabulary. Pellegrini et al. (1995) further clarified this and state that specifically, world-to-text, text-to-world, and correct labeling were positively associated with the children's performance on the word identification task, while correct labeling and world-to-text utterances were positively associated with the child's results on the PPVT (Dunn & Dunn, 1981).

It is interesting to note that the type of utterance, world-to-text versus text-to-world, influenced the child's vocabulary. "It may be that applying text-generated knowledge to the world, however, is not as effective as applying world-generated knowledge to the text in terms of learning text-specific vocabulary" (Pellegrini et al., 1995, p. 454).

In examining dialogue sequences in pairs or triples, Pellegrini et al. (1995) found that mothers tended to use expansions in a variety of ways to respond to their child's utterances, whether they were relevant to the text or not. Pellegrini et al. (1995) found that maternal expansions, text relevant or not, increased the child's PPVT (Dunn & Dunn, 1981) and word identification scores.

This work supports and adds to the accumulating data regarding the importance of reading expository text to young children (Bus et al., 1995; Richman & Colombo, 2007;

Sénéchal & LeFevre, 2002). The researchers' inclusion of four reading sessions provided a more realistic representation of what would most likely occur during an unobserved mother/child reading (Pellegrini et al., 1995). Pellegrini et al. (1995) were able to delineate how the familiarity of the text's format influenced parent/child interactions by focusing on just expository text.

I question the types of texts that were chosen for this study. The two texts that were created were modeled after toy advertisements and labeled pictures. The two published texts chosen for this study were atypical of expository text. Both published texts utilized in this study are labeling texts and do not have a type of structure typically found in expository text. Typical expository text structures include: problem/solution, cause/effect, description, sequencing, and compare/contrast (Meyer, 1985).

A study using published, quality expository texts which contain one of the five common expository text structures would provide information that could be generalized. The type or structure of the expository text used should be clearly identified to determine if the factor determining the change in utterance use is familiarity or text structure. If a single expository book structure was selected (i.e. sequencing), that variable would be somewhat controlled for, perhaps providing a more clear picture of what could be causing changes in parent/child reading utterances.

Influences of genre and familiarity.

Pellegrini et al. (1990) examined whether strategies utilized during parent/child joint-book reading sessions varied with different types of genre and/or familiarity. They also wanted to determine what teaching strategies mothers utilized while reading these texts (Pellegrini et al., 1990). As in the previous study, Pellegrini et al. (1990) selected

expository text for this particular study which was not representative of informational text. Therefore, the term expository text will be used throughout the analysis of this study as well. In this study, the authors used expository books consisting of labeling books, and newspaper toy advertisements (Pellegrini et al., 1990).

Familiar and unfamiliar types of narrative and expository text were used to serve this purpose. The researchers utilized the Vygotsky's (1978) Zone of Proximal Development model to examine the mothers' reading strategies and their children's responses (Pellegrini et al., 1990). This has been theorized to offer a more complete picture of participation, as paternal strategy implementation should vary depending on the child's responses.

For their study, Pellegrini et al. (1990) used traditional narrative and expository texts for the unfamiliar texts. Comics were used as a familiar narrative text and an expository-type text was specifically made for this study, so that the format of the text would be familiar to mother and child. The traditional texts included in the study were: *The Tale of Peter Rabbit*, *Little Red Hen*, *Who Lives in the Zoo*, *My First Book of Words*. The familiar texts used were *Snuffy*, *For Better or For Worse*, and *Hagar* comics. The authors-created expository texts were pictures from school and toy advertisements which were labeled and bound in a book-like manner. Each created expository text contained 15 pictures and labels.

In this study, Pellegrini et al. (1990) did not provide references for the traditional texts used. A search was conducted on *Who Lives in the Zoo* and *My First Book of Words*. The information gleaned from those internet searches is discussed in the review of their 1995 work. (Pellegrini et al., 1995).

The other two titles listed, *The Tale of Peter Rabbit* and *Little Red Hen* have numerous variations in print, with the *Little Red Hen* having many different authors. A search on Bookfinder.com (Bookfinder, n.d.a) and Amazon.com (Amazon, n.d.b) was conducted on both of those titles. There were over 1,500 versions of *The Tale of Peter Rabbit*, written by Beatrix Potter, on Amazon.com, and numerous versions of it available on Bookfinder.com as well (Amazon, n.d.c; Bookfinder, n.d.b). A similar search was conducted for *Little Red Hen*. This search produced a list of over 1,900 versions of this story on Amazon.com, and again, numerous versions (well into the hundreds, if not thousands) were listed on Bookfinders.com (Amazon, n.d.b.; Bookfinder, n.d.a).

Thirteen mother/child pairs participated in this study. All families were low SES. The children's mean age was 52 months (4 years, 4 months), with a total of 10 boys and 3 girls participating in the study. The researchers completed the HOME Inventory (Caldwell & Bradley, 1984) at the first at-home session (Pellegrini et al., 1990). Pellegrini et al. (1990) observed nine reading sessions at the family's homes. They assessed the children's vocabulary with the Peabody Picture Vocabulary Test (PPVT) (Dunn & Dunn, 1981) prior to the at-home observations (Pellegrini et al., 1990).

The researchers gathered information on audio and video-tapes, which were later transcribed (Pellegrini et al., 1990). Pellegrini et al. (1990) determined the mother's use of meta-linguistic verbs and use of reading strategies. The use of meta-linguistic verbs can determine how many process verbs or contrasting process verbs were used by the mother during the reading session.

Pellegrini et al. (1990) broke the mother's reading strategies into one of three categories: high, medium, or low demand. Pellegrini et al. (1990) defined high-demand

strategies as those including questions that caused the child to evaluate, infer cause/effect, plan, generalize, conclude, and/or create an alternative. They defined medium-demand strategies included questions that caused the child to sequence, note similarities or differences, classify or re-direct the child (Pellegrini et al., 1990). And they defined low-demand strategies included questions that caused the child to label, describe, observe, or demonstrate (Pellegrini et al., 1990).

The researchers' analysis of the data indicated that the genre type versus the familiarity of text had a greater influence on mothers' strategies and children's participation. The researchers found that maternal use of low-demand strategies and children's responses were correlated when a traditional (unfamiliar) expository text was read (Pellegrini et al., 1990). However, they found that children's responses were correlated with high-demand strategies and mothers' use of meta-linguistic verbs when a familiar expository text was read (Pellegrini et al., 1990). Pellegrini et al. (1990) found that children participated more in the joint book reading experience when being read expository text (familiar or unfamiliar) than narrative.

Some limitations evident in this study are the small number of participants. The motivation of the participating mothers may be greater since they voluntarily participated. Another limitation focused on the text itself. The length of the unfamiliar/traditional texts was longer than that of the familiar/created texts. In the analysis, no differences were noted in the mother's use of strategies or the children's participation.

Other limitations, not identified by the authors, include the type of expository texts used and an analysis of the comic strips as they relate to narrative text. The expository texts used did not fall into a specific category. Expository texts typically

contain one of five text structures (problem/solution, cause/effect, description, sequencing, and compare/contrast) (Meyer, 1985). By using labeled pictures, *My First Book of Words*, and *Who Lives in the Zoo*, different types of expository text are being used. This creates a lack of consistency of structure within the genre of expository text. The same could be said with the narrative texts chosen for this study. The components found in narrative texts are story grammar, including setting, beginning, middle, end, problem/solution (Fiestas & Peña, 2004; Hall et al., 2005; Neuman et al., 2001; Reutzel, & Cooper, 1996; Simmons & Kame'enui, 1998; Torr, 2007; Torr & Clugston 1999). At best, these components would be limited, if evident at all, in a comic strip. One understands the desire of the authors of this study to develop texts that are familiar in format. However, these self-imposed restrictions required them to develop texts that are loosely related to 'real' texts in format and structure. This, in turn, may have influenced the parents' implementation of reading strategies.

Dialogic reading

Whitehurst et al. (1988) designed a study to examine how or if parent/child reading behaviors directly influenced pre-school aged children's language acquisition. Thirty parents and their children, whose ages ranged from 21 – 35 months, participated in the study. The participating families volunteered through responding to an advertisement in a local newspaper. They were nuclear, middle class families residing in New York. The researchers randomly divided the thirty participating families into two groups, a treatment group and a control group (Whitehurst et al., 1988). The researchers' ascertained the children's vocabulary prior to the implementation of the study

(Whitehurst et al., 1988). They found that the children's vocabularies were within the normal range for their age (Whitehurst et al., 1988).

Whitehurst et al. (1988) designed the study to last four weeks. The researchers discussed the importance of storybook reading with the participating families (Whitehurst et al., 1988). The researchers asked the families to audiotape reading sessions three to four times a week (Whitehurst et al., 1988). They provided the families with a calendar to record the number of times they read to their child (taped and non-taped sessions). The researchers contacted the families by telephone on a weekly basis to remind them to audiotape the reading sessions (Whitehurst et al., 1988). Whitehurst et al. (1988) gave the families in the treatment group two, two-week assignments concerning parental behaviors during parent/child reading sessions. During these meetings, the researchers provided the parents with a verbal explanation of the desired behaviors (Whitehurst et al., 1988). The researchers modeled these behaviors for the parents and role-playing opportunities were provided with feedback (Whitehurst et al., 1988). Whitehurst et al. (1988) asked the parents to use 'what' questions; provide informative feedback, utilize expansions; and change their interactions based on the child's abilities.

At the conclusion of the four weeks, the researchers collected the audio-tapes which they then transcribed and coded (Whitehurst et al., 1988). Whitehurst et al. (1988) established fourteen categories for parent's reading behaviors (directives; labeling; reading/conversation; yes/no; 'what'; imitative directives; other; praise/confirmation; open-ended; repetition; pointing request; expansion; criticism/correction; and function/attribute). They established three categories for the children's reading behaviors (vocalization; words; phrases) (Whitehurst et al., 1988).

Whitehurst et al. (1988) ascertained scoring reliability of these categories by having another observer score twelve randomly selected audio tapes. While the researchers found that across all categories, the correlation was .86, expansions had the lowest correlation, .58 (Whitehurst et al., 1988). One reason for this could be that expansions did not occur very often during the audio-taped reading sessions.

Whitehurst et al. (1988) found that by conclusion of the study, the families participating in the treatment group increased their repetitions, phrases made by the child, and the child's mean length utterances. Whitehurst et al. (1988) found that the families that had participated in the control group increased their use of yes/no questions, reading/conversation remarks, and directive statements.

Across the four weeks, the families in the treatment group increased their use of praise and open-ended questions (Whitehurst et al., 1988). They also found that the families in the control group decreased their use of praise over the four-week period (Whitehurst et al., 1988).

Whitehurst et al. (1988) found that at the end of the study, the children in the treatment group had significantly higher scores for the Illinois Test of Psycholinguistic Abilities (ITPA) (Kirk, McCarthy, & Kirk, 1968) and Expressive One Word Picture Vocabulary Test (EOWPVT) (Gardner, 1981). They also found that the children had higher Peabody Picture Vocabulary Test – Revised (PPVT-R) (Dunn & Dunn, 1981) scores, although they were not significantly higher (Whitehurst et al., 1988).

Whitehurst et al. (1988) assessed the children again nine months later. Based on the PPVT-R (Dunn & Dunn, 1981), the researchers found that no differences between the two groups (Whitehurst et al., 1988). They did find, however, that the children that

participated in the treatment group still had higher ITPA (Kirk et al., 1968) and EOWPVT (Gardner, 1981) scores, although these scores were no longer statistically significantly higher (Whitehurst et al., 1988).

This study provides the foundation that future studies of dialogic reading are based upon. It clearly indicates that changing specific parent behaviors during parent/child reading can be influential on the child's vocabulary (Whitehurst et al., 1988).

One limitation of this study is that the measures used at the conclusion of the study differed from those used as an initial assessment. The initial measures were designed to determine if the children were delayed. Since the researchers did not use the same or highly correlated assessments and pre- and post-test measures, they were unable to establish baseline differences between their two groups or characterize the language development of their participants from baseline to the conclusion of their study.

Another limitation is with the participating families. By advertising in a newspaper, the pool of individuals that respond will be relatively educated and literate, because of the fact that they're reading the newspaper. Further, all of the families that participated were middle class, intact families. Additional studies would, and have since this study was published, provided additional insights on how implementing dialogic reading strategies impacts children's vocabulary in a more general sense.

Influences of dialogic reading in a day-care setting.

Hargrave and Sénéchal (2000) designed a study to determine if implementing the dialogic reading method at a day-care could positively influence the vocabulary of preschool aged children with limited vocabularies. For this study, they had two day-care centers, located in Ottawa, Canada, participate (Hargrave & Sénéchal, 2000). Both day-

care centers provide care for children coming from low-income families. The education level of the participating parents was considerably lower than the typical parents' education level in Ottawa and lower than the national educational level as well.

Hargrave and Sénéchal (2000) had a total of 36 children participating in the study, with ages ranging from 3-5 years. They had a treatment group and control group (Hargrave & Sénéchal, 2000). The researchers asked teachers at one of the day-care centers and the parents whose children attended that day-care center to change their reading behaviors (Hargrave & Sénéchal, 2000). They did not ask the teachers at the other day-care center, and the parents whose children attended that day-care center to change their reading behaviors, but they did ask them to read to their children for the same length of time as the treatment group (Hargrave & Sénéchal, 2000). The researchers included the reading behaviors of both, teachers and parents, in the study (Hargrave & Sénéchal, 2000).

They provided ten books to the day-care centers which were to be read over a four-week period (Hargrave & Sénéchal, 2000). The researchers asked one day-care center to read to the children as they typically did (Hargrave & Sénéchal, 2000). Hargrave and Sénéchal (2000) provided a one-hour training session on dialogic reading to the teachers at the other day-care center. The researchers observed the reading sessions four times at each day-care center (Hargrave & Sénéchal, 2000). The researchers conducted the initial two observations prior to the study to ascertain that the teachers were not already using dialogic strategies during their book readings (Hargrave & Sénéchal, 2000). The conducted the remaining two observations during the study to

verify that the teachers were/were not changing their reading styles depending on which day-care center was being visited (Hargrave & Sénéchal, 2000).

Hargrave and Sénéchal (2000) provided four books to the families, one book a week, which was to be read during that week. They asked the families whose children went to the control-group day-care center to read to their child as they typically did (Hargrave & Sénéchal, 2000). The researchers did ask these families, however, to commit to read each book provided for a minimum of five times a week, for at least 10 minutes each (Hargrave & Sénéchal, 2000).

Hargrave and Sénéchal (2000) also provided training in implementing the dialogic reading strategies to the families whose children went to the day-care center that was to implement that strategy. The researchers asked these families to implement dialogic reading strategies while they read to their children (Hargrave & Sénéchal, 2000). They provided the families with the same books as the other families (Hargrave & Sénéchal, 2000). Hargrave and Sénéchal (2000) also asked these families to read five times a week, for at least 10 minutes each.

Hargrave and Sénéchal (2000) used a pre-test, post-test design to determine children's vocabulary growth. They measured receptive vocabulary using the Peabody Picture Vocabulary Test – Revised (PPVT-R) (Dunn & Dunn, 1981; Hargrave & Sénéchal, 2000). Expressive vocabulary was measured using the Expressive One Word Picture Vocabulary Test – Revised (EOWPVT-R) (Gardner, 1990) (Hargrave & Sénéchal, 2000). Hargrave and Sénéchal (2000) designed and used a Book Vocabulary Test as a measurement of their understanding of new words introduced in the ten books

provided for the study. The children were asked to identify 18 color pictures which were photocopied from the books read.

From the observations, Hargrave and Sénéchal (2000) found that the teachers who implemented the dialogic reading method asked many more wh- questions during their book readings (12 times more), used more praise (six times more), repeated the children's utterances more often, and modeled correct responses. The researchers found that the teachers at the control day-care center asked more pointing type questions during their readings, which does not invoke verbalizations on the part of the child (Hargrave & Sénéchal, 2000).

They found that the pre-test data confirmed that the children participating in this study had limited vocabularies (Hargrave & Sénéchal, 2000). The researchers also found no difference in the receptive language growth between two groups (Hargrave & Sénéchal, 2000). Hargrave and Sénéchal (2000) found that the children who participated in the dialogic reading day-care demonstrated more growth in their expressive language than those who were in the control group day-care. They found that although the growth was not statistically significant, the children who participated in the dialogic reading day-care center demonstrated 4 months of expressive vocabulary growth in the four week period (Hargrave & Sénéchal, 2000). The researchers found that the children who participated in the dialogic reading day-care demonstrated statistically significantly higher results on the Book Vocabulary Test than the children who participated in the control group day-care (Hargrave & Sénéchal, 2000).

This study adds to the research on dialogic reading in different ways. First, it focuses on children whose vocabulary is limited. Second, the reading sessions were 8:1,

which is more typical of the day-care environment. While the researchers attempted to incorporate the utilization of at-home dialogic reading strategies into the study, its inclusion decreased the clarity of the results instead of adding to it. Many parents did not participate in the at-home reading sessions. Of those that did agree to participate, it is unclear as to whether or not they fulfilled the reading requirements. It is known that some parents did not participate fully for the four-week period. It is also uncertain if the parents who were to implement the dialogic reading method did so, as no observations or recordings were conducted for the at-home reading sessions.

There are two other potentially influential factors. First, the attendance of the children at the control group day-care was less consistent than that of the children at the dialogic reading day-care. Second, the length of the reading sessions for the dialogic reading was longer than that of the control group. This increased reading time is a result of the dialogic reading. It is feasible that the attendance or increased reading time could have influenced the results.

Factors strengthening or weakening the influences of dialogic reading.

Mol et al. (2008) conducted a meta-analysis on dialogic reading. Specifically, they examined five factors in this meta-analysis: children's age, SES, vocabulary, replication effect, and intensity effect.

Some studies have found that younger children benefit more from dialogic reading strategies than older children. Because of this, Mol et al. (2008) used children's age as a variable in the meta-analysis. Mol et al. (2008) also used family's SES (or risk status) as a variable, to determine if dialogic reading had any impact across socio-economic levels. The researchers used the term risk-status instead of SES because SES

was not reported for all studies (Mol et al., 2008). They could, however, a family's risk status could be ascertained from other available information (Mol et al., 2008). For this meta-analysis, Mol et al. (2008) examined both expressive and receptive vocabulary. Often, when a study is replicated by someone other than the original authors, the effect is not as great. Mol et al. (2008) collected and analyzed information to see if this held true for dialogic reading. Finally, the researchers examined the influence of dialogic reading strategies on parent/child book reading interactions (Mol et al., 2008).

Mol et al. (2008) selected studies to be included in the meta-analysis whether or not they were published. They intentionally did this to compensate for the positive effect that published studies may have on the results (Mol et al., 2008). Oftentimes, studies may not be published if they do not show significant results.

Mol et al. (2008) included studies with have parent/child reading, and excluded studies with stranger-child reading or teacher-child reading. They included studies if they had both teacher-child and parent/child reading, if the data could be separated between the two groups (Mol et al., 2008).

Mol et al. (2008) included studies printed in English, and did not include studies where children with handicaps were participants. They required studies to have a control group and some type of dialogic-reading training (Mol et al., 2008). Finally, Mol et al. (2008) required studies to have receptive and/or expressive vocabulary as an outcome.

Mol et al. (2008) found that the influence of dialogic reading varied depending on the child's age and risk status. Dialogic reading did not positively influence the intensity of parent/child reading sessions for all families, but did have a positive influence for some. Mol et al. (2008) found that dialogic reading positively influenced vocabulary.

They did not find an author/replication bias. The results of studies conducted by the original authors of dialogic reading were not significantly different from replication studies conducted by other authors.

Mol et al. (2008) found that children's expressive vocabulary was influenced more than receptive vocabulary by parents implementing dialogic reading strategies. They found a moderate effect for expressive vocabulary, but not for receptive vocabulary (Mol et al., 2008). They found this effect to be greater in younger children coming from lower-risk families (Mol et al., 2008).

Based on the studies examined in this meta-analysis, the researchers found that dialogic reading had the largest impact on younger children, aged 2-3 years (Mol et al., 2008). Mol et al. (2008) found that older children, (4-5 years of age) did not reap the same benefits from dialogic reading. Mol et al. (2008) theorize a couple of reasons for this finding. One could be that older children have more advanced skills that need to be stoked, so that the questioning techniques and strategies need to be different than those used with younger children. Zevenbergen et al. (2003) developed a separate set of skills to be focused on during parent/child reading for younger children (2-3 years) and older children (4-5 years). Another theory for this result postulated by Mol et al. (2008) is that the older children may not need the support in order to reap benefits from parent/child reading. These children may have enough familiarity with text to benefit more from having a story read without interruption than through questioning during the reading.

Mol et al. (2008) found that the family's risk status influenced the intensity of the parent/child reading session and the influence dialogic reading had on the child's vocabulary acquisition. They found that children coming from higher risk families had

less of a positive influence from the dialogic reading sessions (Mol et al., 2008). The authors again have two theories for this finding, unfortunately, there is not enough information at hand to determine if either theory can be confirmed or disconfirmed.

One utilizes the term *Matthew Effect* (Stanovich, 1986), in that a less-educated parent cannot apply dialogic reading strategies as well as a more-educated parent (Mol et al., 2008). The other theory the researchers have is that the children coming from high risk families may not be primed to respond positively to the questions and inferences being asked of them during the dialogic readings sessions (Mol et al., 2008). They postulate that if the questioning techniques utilized during dialogic reading strategies are beyond the abilities of the children, a bridging technique would need to be realized and implemented (Mol et al., 2008).

Young Children's Responses to Various Genres

Recent research has indicated that young children can respond positively to informational books (Duke & Kays, 1998; Duke, 2003, 2004, 2007; Duke & Bennett-Armistead, 2003; Pappas, 1991; Torr & Clugston, 1999). Even though this has been accepted and acknowledged, the use of narrative books continues to far outweigh the use of informational books in the early grades (Yopp & Yopp, 2006). Yopp and Yopp (2006) surveyed teachers and parents of children, pre-school through third grade. They found that informational books were being read to the children only 8% of the time, and narrative books were being read 77% of the time (Yopp & Yopp, 2006). In 1996, Pressley, Rankin and Yokoi found that informational books were being read only about 6% of the time in the primary grades. Not much has changed in the primary grades over

the last 10 years. Obviously, more work needs to be done with parents and teachers so that younger children's exposure to informational books can be increased.

Genre's influence on a kindergarten child.

As part of a larger study, Pappas (1991) analyzed the vocalizations of a five-year old kindergarten child's pretend-reading when looking at informational and narrative books. Her goal was to explain the how genre impacts a young child's linguistic differences when looking at the different books. In this study, she used two books: one narrative, one informational. Each book was read to a five-year old child one time each over three consecutive days. Pappas (1991) asked the child to pretend-read the text following the adult/child reading.

Pappas (1991) selected informational and narrative books for this study that contained textual features typically found in their genre. The informational book Pappas (1991) selected used present tense, contained many relational descriptive phrases, and co-classification phrases. Relational descriptive phrases are those that are attributive, identifying processes, or possessive processes. An attributive process assigns an attribute to the topic of the book. For example, the book may state that the topic of the story *looks like...* An identifying process identifies something about the topic, and possessive processes focus on a characteristic the topic possesses. Co-classification phrases are those that assign the topic in the book to a class or group based on attributes. For example, a lion can be classified as being in the cat family.

The narrative book Pappas (1991) selected used past tense, some relational descriptive processes, and co-referential phrases. A co-referential phrase is one in which the item being referenced is specific. For example, if a lion is being referenced in a co-

referential phrase, a specific lion (Simba) is being referred to as opposed to a group or class of them. As is typical of narrative books, a story grammar was evident in the narrative book used for this study (Pappas, 1991).

Pappas (1991) found that the five-year old child distinguished between the two books during her pretend readings. Pappas (1991) found this based on the child's application of the co-referential phrases, verb usage and story grammar features while pretend-reading the narrative book. Pappas (1991) found that when pretend reading the informational book, the child utilized those textual features that were prevalent (co-classification, present tense and relational phrases).

Pappas (1991) examined the kindergarten children's preferences for reading narrative or informational books during free reading time. She found that the kindergarten children selected informational books over narrative books when given a choice (Pappas, 1991). Pappas (1991) also found that there was not a large difference in gender preference when self-selecting informational or narrative books.

The extremely small sample size of one child is an obvious limitation of this study. However, it does begin to provide some insight into whether young children differentiate between different types of genres. Additional studies need to occur with a larger number of children in order to determine if the change in language is a typical occurrence or not.

Informational books' influence on preschool children.

Tower (2002) conducted a study with preschool aged children and their responses to informational books. The purpose of her study was to explore how preschool aged children would respond to three different informational books (Tower, 2002). Tower

(2002) asked three questions: (1) Would the children incorporate words or phrases similar to those found in narrative books? (2) Would the children focus on any particular element(s) of the informational books? (3) Would the children's pretend-readings incorporate words or phrases similar to that of informational books?

Tower (2002) read three informational books to seven preschool aged children. The three books read were: *Please Don't Feed the Bears* (Fowler, 1991) *Wonderful Worms* (Glaser, 1992) and *Let's Find Out about Ice Cream* (Reid, 1996). She read each informational book was read twice in a small-group setting of 3-5 students (Tower, 2002). Following the second reading, Tower (2002) asked the children to pretend-read the books as a group, without any adult support. Tower (2002) recorded, transcribed and coded the children's responses and interactions during the adult-lead read aloud and the pretend-reading session.

The children participating in this study were from the Midwest and attended Head Start at an urban school (Tower, 2002). There were four girls and three boys, their ages ranged from four to five years old. Tower (2002) asked the families to complete questionnaires. Based on the information she collected from these, Tower (2002), she found that the children's at-home readings ranged from nightly to 2-3 times a month (Tower, 2002).

The first two informational books Tower (2002) included were typical informational books, while the book about ice cream was a process-informational book. *Wonderful Worm* (Glaser, 1992) incorporated narrative components (imagery and similes), and had painted illustrations. *Please Don't Feed the Bears* (Fowler, 1991) incorporated components typically found in informative text. In this book, the

illustrations were photographs. The text was organized by topic, and there was an index. Photographs were used as illustrations in *Let's Find Out about Ice Cream* (Reid, 1996). While people were present in many of the photographs, they were not referred to in the text as characters, nor was any one individual prevalent in the text. The word usage in this book was typical of informational text, as it utilized timeless verbs, generic nouns, and classifications.

Tower (2002) audio-taped, transcribed, coded, and analyzed both the read-aloud sessions and the children's pretend reading sessions. Tower (2002) utilized one of the categories developed by Shine and Roser (1999) to code the content of the transcriptions. Tower (2002) utilized the category Text as Experience. Text as Experience includes comments related to the texts' characters, objects, events, illustrations, or comments that utilized the language of the text. Tower (2002) added two additional sub-categories under the existing sub-categories of objects and events.

For the object sub-category, Tower (2002) noted whether the children were referring to the illustration or the printed text. For the events sub-category, Tower (2002) noted whether the children referred to an event from the printed text, illustration, or their own personal knowledge. This delineation helped to disclose valuable information in determining how children respond to and/or process information from informational text.

Tower's (2002) findings add to the body of research on how young children respond to informational text. She found that one influential quality in the informational text was the illustrations (Tower, 2002). Tower (2002) found that the children responded less frequently when pretend-reading a text with little variation in its illustrations. She

found that the children responded more frequently when pretend-reading a text with more variations in its illustrations (Tower, 2002).

The children that participated in the Tower (2002) study referenced objects 43% of the time. They referred to illustrations 84% of the time. When referring to illustrations, the children made specific references to the illustrations most often (Tower, 2002). However, during their pretend-reading sessions, the children referred to objects in a generic manner (Tower, 2002).

The children referred to events 47% of the time (Tower, 2002). Tower (2002) found that the children's references fell into the subcategories as follows: illustration, 47%; text 23%; personal knowledge, 30%.

She found that the book, *Let's Find Out about Ice Cream* (Reid, 1996) prompted 50% of the children's event-related responses (Tower, 2002). Tower (2002) attributes this to the fact that the book is a process-informational book.

Tower (2002) attributed several factors to be influential on the children's interactions to and around a particular book. Children's interest in a topic and/or their prior knowledge of a topic within a book may have influenced the children's interactions, but a prevalent pattern of this influence was not observed (Tower, 2002). According to Tower (2002), "...most of the results seem more directly attributable to differences in text features than to differences due to topic" (p. 72). She found that the children used the illustrations as they grappled with understanding the information presented in the book (Tower, 2002).

Tower (2002) begins to uncover the role that illustrations may play as children grapple with informational book when she compares children's references to two similar

informational books. Tower (2002) found that children referred to events 66% of the time when being read or reading *Please Don't Feed the Bears* (Fowler, 1991). However, she found that this response rate fell to 27% when reading or being read *Wonderful Worms* (Glaser, 1992; Tower, 2002). Tower (2002) indicated that the illustrations differ greatly in these two books, and attributed the difference in children's responses to those illustrative differences. During the children's pretend readings, Tower (2002) found that the children's overall references to illustrations varied, but were consistently high: 70% for *Wonderful Worms* (Glaser, 1992); 84% *Please Don't Feed the Bears* (Fowler, 1991), 86% *Let's Find Out about Ice Cream* (Reid, 1996).

Tower (2002) found that while the children utilized illustrations to aid in their comprehension of a topic, they also began to incorporate some of the language used in informational books. She noted the use of this type of language during the children's pretend reading sessions (Tower, 2002). Tower (2002) found that the children tended to use noun and verbs in a general manner, as typically used in informational books.

Interestingly, Tower (2002) found that the children used timeless verbs when reading *Please Don't Feed the Bears* (Fowler, 1991) and *Wonderful Worms*, (Glaser, 1992) but not while reading *Let's Find Out about Ice Cream* (Reid, 1996). She attributes this to the verb usage in *Let's Find Out about Ice Cream* (Reid, 1996) as it was more varied in nature, as it is a process-in-informational book (Tower, 2002). Tower (2002) believes that the children became aware of how verb usage varied among the texts and worked to apply the correct verb usage during the pretend readings of the various texts. This supports the idea that textual variations within a specific genre influence the reader's behaviors.

Influential Factors in Study Design

All of the studies I reviewed in this chapter informed the design of my study in varying ways. I found some studies to be inspiring and as a result I incorporated a part of that researcher's design into my study. Other studies raised questions for me. I designed my study so that I could address those questions. Still other studies directed or focused the design of my study in a particular area.

The details of the design of my study are delineated in Chapter Three. I am providing some general background information to better explain how the research influenced the design of my study. My study centered on a real-time data collection methodology which took place over a six week period. I invited families with preschool aged children to participate in my study. I met weekly with the families that chose to participate so they could select two books (one informational, one narrative) to read during that week. These meetings were held at a place that was convenient to and selected by parents. I anticipated that each family would provide me with a minimum of twelve reading sessions. One family experienced technical difficulties for one week, so this family submitted audio-tapes for ten reading sessions. I encouraged the families to re-read books. As a result, one family had 22 reading sessions which were captured on audio-tape. The parents audio-taped all of the reading sessions with these books as they occurred naturally, at their home. I designed the study in this way so that I could capture the most realistic and natural parent/child reading behaviors as possible. I selected informational and narrative books to be used for my study with particularity using research-based criteria. I designed the study to encourage the children to select the books, and to allow for re-reading of the selected books during the six week period. The

audio-taped reading sessions were transcribed and coded by me and another coder. The coding categories were established from examining the research on parent/child reading interactions.

Researchers that examined parent/child reading behaviors and/or utterances often utilized only one or two books that were read either once or concurrently, with the second reading immediately following the first reading (Bingham, 2007; Bus & van IJzendoorn, 1995). These researchers directed the design of my study in two ways. First, I wanted my study to encompass a longer period of time than was typical of studies examining parent/child reading interactions. Second, I incorporated real-time data collection methods so that I could better capture any repetitive patterns and variations in the quality and quantity of parents' and children's reading utterances. I used more books in my study so that patterns across and within books could be captured and analyzed.

The Richman and Colombo (2007) study influenced the design of my study in two ways. First, they reported that children selected the story to be read over 62% of the time. This indicated an investment on the part of the children in book selection which I addressed by encouraging children to select the books at the weekly meetings. I also addressed this by encouraging the audio-taping of books re-read during the duration of the study. Second, the data for Richman and Colombo's (2007) study were gathered through self-report, utilizing a questionnaire and an at-home reading journal. Richman and Colombo (2007) found that the number of weekly reading sessions reported in the questionnaires (13) was higher than the number reported in the weekly journals (9.7). This was one of the reasons why I designed my study to center around a real-time data

collection methodology. In designing my study in this way I could capture an accurate in-depth and multi-faceted perspective of parents' and children's reading behaviors.

Sénéchal and LeFevre (2002) also used self-report for their study. Their data indicated a connection between children's at-home book exposure and grade one reading, and grade one reading with grade three reading achievement. Sénéchal and LeFevre (2002) found that at-home book exposure may have a longitudinal influence on children's reading success in school. Because of Sénéchal and LeFevre's (2002) findings, I purposefully designed my study to capture parent/child reading behaviors as they occurred naturally, at their home.

Bingham (2007) used video-taping to capture maternal reading behaviors and their affective quality while reading a book to their preschool aged children (Bingham, 2007). The mothers read the same story to their preschool aged child concurrently. This raised some questions for me which I attempted to address in the design of my study. I attempted to address the question about concurrent readings by establishing a six week time period for the duration of my study. Bingham's (2007) study also influenced my study because his study was video-taped at their selected location. I then chose to use real-time data collection methods in my study. I believed that both of these adaptations to my study's design would provide additional information regarding the collection of realistic reading behaviors which occur between parents and their preschool aged children.

Sénéchal et al. (1998) found that parents exercised different home literacy experiences when reading to their children, and that the parents' interactions influenced their children's literacy strengths. Sénéchal's et al. (1998) study indicated that home

storybook reading impacted children's oral language skills and parent teaching impacted children's written language skills. I chose to design my study to utilize real-time data collection methods over a longer period of time than was typical for this type of study. I designed my study in this way to provide a more thorough understanding of variations in the quality and quantity of parents' generated utterances during parent/child reading interactions.

The meta-analysis conducted by Bus et al. (1995) was a major influence on my study. Their meta-analysis found that "storybook reading is one of the most important activities for developing the knowledge required for eventual success in reading" (Bus et al., 1995, p. 15). This finding, which is supported by many other studies reviewed in this chapter (Sénéchal et al., 1998; Sénéchal & LeFevre, 2002), directed me to focus my study on parent/child book reading. Another finding that surfaced from their meta-analysis was that the largest effect of at home book reading was when children were read to during their preschool years (Bus et al., 1995). This directed me to focus my study on the quality and quantity of parent/child reading utterances for preschool aged children.

Bus and van IJzendoorn's (1995) study influenced my study by uncovering one of the ways that parent/child reading frequency influences parents' reading behaviors exhibited while reading to preschool aged children. Their study indicated that parents who read less frequently to their children exhibited different reading behaviors than parents who read more frequently to their children. These findings directed the design of my study to utilize real-time data collection methods, over a six week period of time. I felt both of these adaptations would provide information to increase understanding of

realistic variations in the quality and quantity of parents' generated utterances during parent/child reading interactions.

Neuman's (1996) study was highly influential on the design of my study. First, she examined how different types of books influenced parent/child reading interactions. Even though Neuman (1996) focused on the predictability of books as one of the determining influential factors, her study raised the question in my mind about the potential influence a book's genre might have on parent/child reading interactions. Second, Neuman's (1996) study encompassed twelve weeks, which confirmed my belief that a longer period of time for my study was feasible and would provide valuable information. Finally, Neuman (1996) audio-taped and coded the interactions of parents and children. I incorporated many of her coding categories into my study because they were highly relevant to my research questions.

Torr and Clugston's (1999) examination of genre and its potential influence on parent/child reading interactions indicated that genre can affect parent/child reading interactions. However, in their study, Torr and Clugston (1999) selected and provided the books to be read to the preschool aged children, and each book was only read once. Torr and Clugston (1999) had both parents and preschool teachers reading to the children. Torr and Clugston's (1999) study encouraged me to focus my study on genre. It further influenced the design of my study because I decided to control for as many variables as possible within the books, and to limit my study to parents reading to preschool aged children during typical at-home reading experiences.

Pellegrini et al's. (1995) study found that the parents' and children's familiarity with the text format influenced their behaviors, number of utterances made, and type of

utterances made during the book reading sessions. I kept their findings in mind while designing my study, so that I could allow for familiarity with text format by encouraging repeated readings.

Pellegrini et al. (1990) found that breaking reading strategies into three categories (high, medium and low demand) assisted in their data analysis of parents' and children's behaviors during joint book reading sessions. I utilized their categories to enhance the data analysis of my study. Pellegrini et al. (1990) also found that the genre type had a greater influence on mothers' strategies and children's participation than the familiarity with the text. This was one of the reasons why I decided to clearly define the characteristics of the books I selected for the two genres which were the focus of my study.

Whitehurst et al. (1988) examined how specific parents' reading behavior influenced the children's interactions during the parent/child book reading sessions. Hargrave and Sénéchal's (2000) study expanded on Whitehurst et al.'s. (1988) study. They used the same taught reading behaviors (dialogic reading method) in a day-care setting (Hargrave & Sénéchal, 2000). I did not teach the parents participating in my study specific reading behaviors. However, as a result of the Whitehurst et al. (1988) and the Hargrave and Sénéchal (2000) study, I had a clear definition of some specific behaviors as they related to generated utterances to utilize while coding my transcripts. Therefore, I incorporated many of the categories utilized for dialogic reading strategies into my study because they were highly relevant to my research questions.

Like Bus et al. (1995), Mol et al. (2008) conducted a meta-analysis, only theirs focused on dialogic reading strategies. Mol et al. (2008) found that younger children (2-3

years of age) benefited more from these dialogic reading strategies than older children (4-5 years of age). I designed my study to focus on preschool aged children (3-4 years of age).

Pappas (1991) found that genre influenced a five-year old child's pretend-reading when looking at informational and narrative books. In selecting the two books for her study, she provided clear definitions so that the books selected would be typical for their genre. I incorporated the information gleaned from Pappas' (1991) study into the design of my study by also providing clear definitions and criteria to guide me in selecting books for my study.

Tower's (2002) study focused on preschool aged children and how they responded to different informational books. Her study found that the children responded to various informational books differently for numerous reasons (Towers, 2002). Tower (2002) found that one factor that influenced children's responses to informational books was the interestingness of the illustrations. I used this information to establish clear definitions and criteria in selecting books for this study.

Summary

In Chapter Two, I reviewed theory and research that guided my study. I examined the importance of parents reading to preschool aged children and discussed influential factors. I included research that indicated positive short-term and long-term influences of parents reading to their preschool aged children. Research was reviewed that analyzed various factors that influenced the parents' and children's reading interactions. These possible influential factors included genre, parents and children's familiarity with the book being read, and the influence of the book's text structure. In

this review section, I included research on dialogic reading for two reasons. First, there is some research that indicates parents may implement reading behaviors similar to those taught at dialogic reading intervention sessions while reading informational books. Second, because of this finding, I felt that the coding categories research utilized for dialogic reading might be relevant to my study and should be included. Research on children's interactions with informational books was examined, including how children responded to various features within the informational books.

In Chapter Three, I will discuss the methodology I used to investigate the quality and quantity of parent/child utterances generated while reading informational and narrative books. I explain why I chose to use real-time data collection, and how I designed the study to capture the most realistic and natural parent/child reading behaviors as possible. My study focused on two genres, informational and narrative. I selected the books for my study with particularity using research-based criteria. I explain how research guided the established criteria thoroughly in Chapter Three.

Chapter III. Method

The purpose of this study is to investigate how different types of books affect the quality and quantity of parent/child reading utterances. I conducted this investigation by examining the reading utterances generated by six parent/child dyads as they read informational and narrative books. The reading sessions occurred in the families' homes and were audio-taped so that I could capture realistic and natural reading behaviors. The families held weekly reading sessions with at least one book from each genre for a six week period. The quality and quantity of the parents' and children's reading utterances were examined and analyzed individually and collectively (Stake, 1995).

The purpose of this chapter is to describe the methodology which was used to investigate parent/child reading utterances while reading informational and narrative books. The sample for this study was parents of preschool aged children. The reading sessions were audio-taped, and the verbal utterances generated by parents and children were coded and analyzed.

The central focus of my study is the influence informational and narrative books have on literacy interactions between parents and their preschool aged children. Specifically, my study focuses on three research questions. (1) Do the quality and quantity of parents' reading utterances differ when reading informational books or narrative books to preschool aged children? (2) Do the quality and quantity of preschool aged children's utterances differ when being read informational books or narrative books? (3) Do preschool aged children tend to indicate a preference when given an opportunity to request informational books or narrative books?

Participants

The school.

I distributed flyers advertising this study to preschool classes at a small, private school in the mid-Atlantic area of the United States. At the time of the study, the school was accredited by the Association of Independent Schools for its state. The school educates children from preschool through 8th grade. Approximately 200 students attend the school, with an average class size of 12 students. The teacher-student ratio is 1:8. The school is located in a rural setting, sitting on 50 acres of land. It primarily serves middle and upper-middle income families from nearby rural/suburban communities. For the 2008-2009 school year the data were collected, the school had a 3-year old preschool class, with seven students, and a 4-year old preschool class, with 12 students. I distributed the flyers to those classes, inviting families whose children attended them to contact me for additional information about the study.

The families.

The families that participated in my study were more diverse than I had anticipated. A total of seven families responded to my flyers. The data from one family was disregarded for purposes of this study because English was a second language for them, and much of the data on the tape was in their first language (German). Of the remaining six families, three of the mothers were single mothers, and three were in a nuclear family situation. Of the three single mothers, one worked full-time, one worked part-time, and one was going to college. Two of the single mothers lived independently in their own dwellings, one lived with her parents. Of the three mothers in nuclear

families, one worked full time (physician), one worked part-time at home, and one was a stay-at-home mom.

Of the six children, there were three girls and three boys that participated in the study. Five of the children were between the ages of three and four; one of the girls had just turned five. The five-year old was in the four-year-old preschool program. Five of the children went to preschool at the school where I had distributed the flyers. The one child, a boy, had been to a few different preschools, but had to stop attending preschool due to family financial constraints.

Procedures

The procedures for this study were straightforward. I invited families to participate in the study with the flyers, and asked them to contact me if they were interested. I briefly met with the families that contacted me to outline the study more thoroughly and answer any questions. I informed all potential participants both in writing and at the introductory meeting that they will be encouraged to ask me questions throughout the duration of the study and that they may withdraw from the study at any time without penalty. If the family decided to participate in the study, consent forms were signed and all necessary materials to begin participating were provided. The University of Maryland approved IRB application and consent form I used for my study can be found in Appendix C. The materials I provided to the participating families consisted of an audiotape player/recorder, audiotapes, batteries, and two books selected by the family (one narrative and one informational). At the parents' convenience, we scheduled weekly follow-up meetings so I could collect the recorded audio cassettes and provide them with blank tapes and fresh batteries. These meetings were held at a place

and time that was determined by and convenient to the parents. During these weekly meetings, I provided a selection of books for the families to preview and select from. I provided a total of six books in the selection (three narrative and three informational). The families selected two books to be read during the next week (one narrative and one informational).

The duration of my study was six weeks. I asked the participating families to audiotape all reading sessions they had with their children as they read the books they had selected. Every week, I met with the families and again asked them to select another narrative and another informational book from a selection of books I provided. As part of the study, I required the families to read each book at least one time during the week. I further required them to record any additional reading sessions they had with their children with any of the books I had provided to them during the duration of the study. Therefore, any re-readings of any of the books I had provided to the families throughout the duration of the study should have been captured on audio-tape. I explained to the families that these additional reading sessions were to be child initiated. The families kept all books provided for this study.

At each weekly meeting, I picked up the taped cassettes and left blank cassettes with the families. At these meetings, I asked each family to select an additional narrative and an additional informational book from the provided selection. The books selected by the families became the new selection of books that were to be read in the upcoming week.

I designed this study to be as unobtrusive to the families as possible. I did this so that I could obtain the most realistic and natural reading behaviors as possible. The

duration of the study (six weeks), and having the families conduct their own audio-recordings, helped to foster naturalistic parent/child reading behaviors. I informed the families that I was collecting information on how preschool aged children respond to different texts based on topic, genre, and/or design. If I had told the families that their reading utterances were going to be analyzed, I felt it would be very unlikely that naturalistic reading behaviors would be exhibited by the parents.

If a family agreed to participate in the study, I asked them to complete permission slips which included the family members' names, address, and phone number. The parents provided me with weekly dates and times that would be most convenient to them for us to meet. From that, we scheduled our regular weekly visits.

For the sake of clarity, a flowchart was designed outlining the study. This flowchart can be found in Appendix A.

At-home meetings.

At the initial meeting, I provided a tape recorder, blank audio tapes, and fresh batteries to each parent. I provided a selection of three different informational books and three different narrative books for each parent and child to peruse. Of those books, the families were instructed to select two books (one informational, one narrative). I encouraged the families (or child) to select a book that they felt would be of interest to the child. I provided oral and written instructions on how to use the tape recorder. I left a written sheet of instructions, which outlined the use of the tape recorder, at the family's home with the tape recorder. The parents were to record the entire reading session whenever one of the provided books was read. At the end of the week, it was possible that several reading sessions could have been recorded. There should have been a

minimum of one recorded reading session for each book (one narrative, one informational) for each family.

At subsequent visits, I collected the recorded audio tapes and provided the families with additional blank tapes and new batteries for the recorder. I provided another selection of six books (three narrative, three informational) and asked the families to select two new books (one narrative one informational) to read during the next week. I made confirmation calls and/or e-mails to each of the families prior to our weekly scheduled meetings.

Materials

The families used a total of twelve books per family for the study, six books were informational, and six were narrative. Due to the possibility that families may already have a title being offered, more than twelve total titles were included in the selection of books provided. The list of books offered to families for this study is included in Appendix D.

The readability of these books did not exceed a reading level of third grade as determined by the Dale-Chall Readability Formula (Chall, 1995). Preschool aged children are able to focus more on the meaning found within the books (Dwyer & Neuman, 2008), therefore, the books contained decontextualized language (Snow, Burns, & Griffin, 1998) and were challenging enough so that the child's attention was required in order for him/her to gain meaning (Beck & McKeown, 2001; Dwyer & Neuman, 2008). I selected books with a visually stimulating layout so that the reader and child would be assisted in their interactions with the books (Chambliss & Calfee, 1998; Kletzien & Dreher, 2004).

I selected book topics which would be interesting or familiar to the children and their families (Dreher, 2000). In selecting topics, I specifically chose topics that would be of interest to both male and female children (Young et al., 2007). As a result, the reader and child were provided with some background knowledge of the topic to aid in comprehension and potential discussions (Keene & Zimmermann, 1997; Tower, 2002). Since I could not determine which children or families would be interested in what topic, I provided an array of informational books and narrative books at each meeting. The families then selected one book from each genre to read during the course of the next week.

Quality and design criteria of informational books.

Informational books, as defined in Chapter One, were used for this study. Books that fall within this genre for purposes of this study are those that report and explain “facts about the surrounding world” (Duke & Kays, 1998, p. 296) from someone who is knowledgeable about a given topic to someone who possesses less knowledge (Duke & Bennett-Armistead, 2003; Pappas, 1991).

Informational books are appropriate for young children (Duke, 2004; Guillaume, 1998; Pappas, 1991). Even children as young as 3-4 years of age can benefit from being exposed to informational books (Dwyer & Neuman, 2008). Informational books can help answer the many questions that young children have about their world (Dwyer & Neuman, 2008). These types of books can serve to satisfy the children’s curiosity through pleasurable adult/child reading sessions (Dwyer & Neuman, 2008; Neuman et al., 2001; Saul & Dieckman, 2005; Snow et al., 1998). When selecting informational books for pre school aged children, several factors need to be given consideration.

Interestingness is often achieved in informational books containing narrative elements (Slater, 1988). This explains why informational books often have narrative components or will be infused within a narrative piece (Saul & Dieckman, 2005). To aid in the clarity and distinction between the quality and quantity of parent/child reading utterances generated while reading narrative and informational books, informational texts selected had minimal or no narrative elements.

There are three main difficulties that children encounter when reading informational books (Hall & Sabey, 2007). These are the dense (or technical) vocabulary (Donovan & Smolkin, 2002; Duke & Bennett-Armistead, 2003; Duke & Kays, 1998; Hall & Sabey, 2007; Kletzien & Dreher, 2004; Neuman et al., 2001; Sweet & Snow, 2003; Torr & Clugston, 1999), unfamiliarity with text structures (Block, Gambrell & Pressley, 2002; Hall & Sabey, 2007; Neuman et al., 2001; Simmons & Kame'enui, 1998; Slater, 1988; Sweet & Snow, 2003), and headings, subheadings, graphics, and inserts (Donovan & Smolkin, 2002; Dreher, 2000; Hall & Sabey, 2007; Simmons & Kame'enui, 1998; Slater, 1988; Sweet & Snow, 2003). Dense or technical vocabulary is the use of proper terms within a given topic area. For example, in *Honey in a Hive* (Rockwell, 2005), some of the terms addressed in the book are: drones, nectar, antennae, and ultraviolet. All of these terms could be deemed technical.

In addition to those three elements, I considered other factors selecting informational books for my study. These were the:

- *author's authority on the topic* (Duke & Bennett-Armistead, 2003; Kletzien & Dreher, 2004; Young et al., 2007)
- *accuracy of the material within the book* (Donovan & Smolkin, 2002; Kletzien & Dreher, 2004; National Science Teacher's Association, 2008; Neuman et al., 2001; Saul & Dieckman, 2005; Young et al., 2007)

- *theories and facts need to be distinguishable through authors language usage* (Kletzien & Dreher, 2004; National Science Teacher's Association, 2008)
- *appropriate use of language, so that it aids in intertextual connections and comprehension of the printed material* (Neuman et al., 2001; Saul & Dieckman, 2005; Slater, 1988; Sweet & Snow, 2003; Young et al., 2007)
- *information needs to be presented thoroughly and deeply enough to cover the topic in a comprehensible manner* (Donovan & Smolkin, 2002; National Science Teacher's Association, 2008; Slater, 1988)
- *overall attractiveness, including the design and format need to be aesthetically appealing* (Kletzien & Dreher, 2004; Morrow, Pressley, Smith, & Smith, 1997; Young et al., 2007)
- *illustrations need to indicate relative size when applicable* (Kletzein & Dreher, 2004)
- *general text organization supports comprehension* (Slater, 1988; Sweet & Snow, 2003)

I created a table containing the criteria set forth above to assist me in selecting the informational books for this study. This table is in Appendix E. The informational book titles I examined are listed in Appendix G.

Quality and design criteria of narrative books.

Narrative books, or storybooks, for young children have many similar elements. Young children often gain some of the story's meaning from their illustrations (Torr & Clugston, 1999; Tower, 2002). As a result, a close relationship between the illustrations and printed text are necessary in quality narrative books for young children (Korat et al., 2007; Neuman et al., 2001; Stadler & McEvoy, 2003). Narrative books also have a story grammar. While there may be some variation in the verbiage, the story grammar typically consists of a setting or orientation, an initiating event, problem, or complication, internal response, plan or goal, attempts, outcomes or consequences, and a resolution or

ending (Fiestas & Peña, 2004; Reutzel & Cooter, 1996; Neuman et al., 2001; Hall et al., 2005; Simmons & Kame'enui, 1998; Torr, 2007; Torr & Clugston, 1999). In addition to the presence of a story grammar, I also considered the factors listed below when selecting narrative books for my study:

- *age appropriate, yet rich vocabulary* (Korat et al., 2007; Neuman et al., 2001; Snow et al., 1998; Stadler & McEvoy, 2003; Torr, 2007; Torr & Clugston, 1999)
- *literary language (alliteration, rhythm, rhyme, repetition, simile, onomatopoeia, metaphor)* (Bus & van IJzendoorn, 1995; Korat et al., 2007; Neuman et al., 2001; Torr, 2007; Torr & Clugston, 1999)
- *inferential language* (Bus & van IJzendoorn, 1995; Korat et al., 2007)

I also created a table containing this set of criteria to assist me in selecting the narrative books for this study. This table is in Appendix F. The narrative book titles that I examined are listed in Appendix H.

Measures

My case study has six participating families. I utilized a qualitative design for analyzing this data in keeping with Bogdan and Biklen's (2003) and Stake's (1995) recommendations. Bogdan and Biklen recommend that data be broken into "manageable units" so that they can be coded, any possible patterns uncovered, and information can be synthesized (p. 147). I constructed the research questions guiding this study so that they would be narrow enough to be manageable, yet still provide beneficial information (Bogdan & Biklen, 2003). The questions were narrow in the sense that the research questions for this study involved a cause/effect response (Do the quality and quantity of parents' reading utterances differ when reading informational books or narrative books to preschool aged children? Do the quality and quantity of preschool aged children's

utterances differ when being read informational books or narrative books? Do preschool aged children tend to indicate a preference when given an opportunity to request informational books or narrative books?). These questions sought to capture the unique characteristics that may arise in the complex, broader topic of influential factors of genres (Stake, 1995). I created the data collection and coding process to answer these questions in a way that allowed for flexibility in the data coding and analysis (Bogdan & Biklen, 2003; Stake, 1995).

The families recorded each reading session at their convenience. They read the books at a time and location selected by them, provided it occurred within the weekly interval. I transcribed and coded the audio-recordings. Reliability was established through a second coder. The coders coded and categorized each individual's utterance, or message unit. An utterance, or message unit, could consist of a word, phrase, sentence, or group of sentences that contained a single meaning. Each time a new meaning was identified, it was coded separately. Based on research, I created the coding categories prior to the study. However, the categories were not 'etched in stone.' This was done so that additional categories could be created if the data warranted such action, as recommended by Bogdan and Biklen (2003) and Stake (1995).

Validity of the categories.

I carefully reviewed the coding categories used in research on adult/child reading interactions. The categories that were most applicable to the goals of this study emanated from previous research studies. However, once the data was collected, and the coding began, categories were added, deleted, or merged in consultation with a second, independent coder. This is in keeping of the idea that "particular research questions and

concerns generate certain categories” (Bogdan & Biklen, 2003, p.161), and that categories can emerge from the data (Stake, 1995). I allowed for possible microanalysis, as described by Strauss and Corbin (1998), using comparisons so that “variations in the patterns to be found in the data” could be identified (p.67). Changes, additions, and/or deletions to the categories outlined below were within the design of my study. I selected the initial coding categories to provide a framework for handling all of the collected data in a systematic manner so that concepts could be developed further (Strauss & Corbin, 1998, p.13).

The purpose of the categories was to provide a means to analyze the parents’ and children’s utterances during the book reading sessions. I intended to analyze the utterances on an individual level, by parent, by child, and by family, and at an aggregated level, where all parent utterances while reading a particular type of book (narrative or informational), could be grouped together. Stake recommends utilizing both of these methods in case studies to reach a deeper understanding (1995, p. 74).

Treatment fidelity.

Treatment fidelity is a check to ensure that the treatment administered during my study was the intended treatment (Krathwohl & Smith, 2005; Krathwohl, 1998). The goal of my study was to capture realistic, natural reading behaviors occurring between parents and their children. I believe that any physical monitoring of the parents/children reading interactions would have interfered with the quality and quantity of reading utterances. Therefore, I did not monitor any of the at-home reading sessions by physically entering their homes and observing the parent/child reading sessions.

To capture realistic, natural reading sessions, I asked the parents to read to their children at a time that they felt was appropriate or ‘normal’ for their routines, and to record the sessions. This permitted the reading sessions to occur as they routinely did, or spontaneously, as they may have occurred within each family. The parent recorded each of the at-home reading sessions that occurred with the selected books.

All of the reading sessions analyzed for this study were captured on audio-tape. The audio-tapes provide a less intrusive way to check that the treatment administered was the intended treatment. These tapes are available to support any treatment fidelity questions that may arise.

Coding.

I created the initial coding categories for this study using a combination of those that Neuman (1996) used when working with parents reading to their preschool age children, and those created and used by Whitehurst et al. (1988) when asking parents to implement specific reading strategies. As suggested by LeCompte and Schensul (1999a, 1999b), Strauss and Corbin (1998), and Stake (1995), categories were added and refined as they emerged from the data as I analyzed it.

There are more recent studies that utilized coding categories to capture parent/child reading behaviors and/or interactions (Anderson et al., 2004; Baker et al., 2001, Bingham, 2007). As I closely examined the categories utilized by these studies, I found the categories developed by Neuman (1996) to be most relevant to the focus and goal of this study, for the reasons depicted below.

The categories utilized by Baker et al. (2001) incorporated categories relevant to children beginning the reading process. The children in that study were in first grade, so

there was a need to focus on the process of beginning reading. The children in my study were preschool children, and were not expected to be at that same level in reading.

The focus of Bingham's (2007) study was the mother's behaviors. Therefore, there were not any categories that incorporated children's behaviors. The focus of my study was to capture the utterances generated by both parents and children as they read books.

In comparing Neuman's (1996) categories with Anderson's et al. (2004) categories, I decided that Neuman's were a better match for this study. Neuman (1996) has three categories (chiming, recalling, repeating) which were not included in Anderson's et al. (2004) categories. I expected these types of utterances to occur during the parent/child reading sessions, and wanted to be able to capture them if they did occur, as anticipated. One of my goals in collecting data for this study was to separate the utterances into as many concrete categories as feasible.

Some researchers (Anderson et al., 2004; Torr & Clugston, 1999) found that parents may have utilized strategies similar to those that Whitehurst et al. (1998) encouraged during dialogic reading sessions while reading informational books to their children. Since there was a possibility that these types of utterances may have occurred during the parent/child reading sessions of this study, I opted to include those categories as well.

I reviewed research on joint book reading behaviors and adult/child reading interactions so that I could identify as many of the relevant categories that would accurately capture the types of exchanges that might occur between parents and children during joint book reading sessions. However, accounting for every type of exchange that

might have occurred between parents and children during a joint book reading session proved to be an unobtainable goal. As a result, in consultation with the second coder, categories were added, deleted, or merged to maintain clarity in collecting the data and in analyzing and interpreting the data.

The coding categories which Neuman (1996) identified and I chose to utilize for this study were:

- Attention Votive (directing to print or illustration)
- Bridging (textual connections)
- Clarifying (explaining)
- Elaborating (providing new information to child's utterance)
- Feedback (can be those in dialogic reading or more direct – “no, that's a hummingbird”)
- Labeling (labeling something in the text)
- Managing (focusing on behavior, can be reading related or not)
- Predicting (asking questions about what might happen)
- Recalling (asking questions about something that has been read)
- Repeating (child mimicking or repeating what parent said)

The coding categories which Whitehurst et al (1988) identified for their study on dialogic reading and I chose to utilize for this study were:

- Evocative techniques (“wh” questions that encourage the child to talk about the text)
- Feedback (specifically expansions, corrective modeling)
- Adjusting adult's expectations (adult demands on the child vary with child's ability)

As previously stated, additional categories emerged from the data. The parents' coding categories that emerged from the data were:

- Parent reading through the child (not stopping when child tries to verbally engage parent)
- Parent reading to self (parent reading and making comments more to self than to engage child)
- Opinion (opinion-like statements)
- Response (utterance in response to child that doesn't fall into the other categories, such as 'okay')
- Research (we'll look into that later)
- Prompting (prompting a child to respond)
- Modeling thinking (parent modeling his/her thought process by thinking aloud)
- Repeating (parent repeating child's utterance)
- Paraphrasing (paraphrasing text)

The children's coding categories that emerged from the data were:

- Reacting to text (child making a statement in reaction to the text "cool")
- Opinion (opinion-like statements)
- Child directing parent's attention to a part of the story
- Reading request from child (I want you to read this part to me)
- Attention (comments to get parental attention "Mommy")
- Off-task
- Acknowledging or responding (acknowledging or responding to the other's statement)
- Reading attempt (child attempting to read text)

- Correcting (child correcting parental behavior)

I utilized categories as a starting point for my study from Neuman's (1996) study and Whitehurst's et al. (1988) study. These categories were the beginning point for my data collection. As I coded the data, new categories emerged, while others were merged together, and others were deleted. This is in keeping with case study data analysis (LeCompte & Schensul, 1999a; Stake, 1995, Strauss & Corbin, 1998). The categories that were utilized were done so by consulting with a second, independent coder.

Data Analysis

The purpose of this study is to investigate how different types of books affect the quality and quantity of parent/child reading utterances. I designed this study to analyze the reading utterances generated by parents and children as they read informational and narrative books. I specifically focused on the reading utterances of parent/child dyads with preschool aged children.

I transcribed and coded the audio-cassettes that were collected from the families. With the exception of verbatim reading of the text, which was not coded, each utterance warranted at least one coding category. Since some utterances were multi-faceted, they were assigned to more than one coding category. In addition to coding the transcriptions, broad categories and themes were noted and labeled. Notations were made as the transcripts were read, as recommended by Bogden and Biklen (2003) and Stake (1995).

I created a data collection chart, incorporating the reading utterance categories discussed for each of the three research questions: (1) Do the quality and quantity of parents' reading utterances differ when reading informational books or narrative books to preschool aged children? (2) Do the quality and quantity of preschool aged children's

utterances differ when being read informational books or narrative books? (3) Do preschool aged children tend to indicate a preference when given an opportunity to request informational books or narrative books? To ease in gathering the data, each research question warranted its own data collection chart.

The analysis results are presented in Chapter 4. I broke the analyses into prevalent and absent utterance patterns based on the specific categories. In analyzing the data, I examined specific changes in quality and/or quantity of utterances generated as different books were read on an individual level, by parent, child, or family, and across groups of families or all six of the families as a whole. The notations I made during the reading and coding of the data referencing broader patterns are identified in Chapter Five.

Table 1

<i>Research Question #1</i>	<i>Do the quality and quantity of parents' reading utterances differ when reading informational books or narrative books to preschool aged children?</i>		
Category	Definition/Example	Number of Occurrences	
		Informational Text	Narrative Text
Attention Vocative	Directing to print or illustration		
Bridging	Textual connections (text-text, text-self)		
Clarifying	Explaining		
Elaborating	Providing new information to child's utterance		
Feedback	Specifically expansions, corrective modeling		
Labeling	Labeling something in the text		
Managing	Focusing behavior		
Predicting	Asking questions about what might happen		
Recalling	Asking questions about something that has been read		
Evocative techniques	'wh' questions that encourage child to talk about the text		
Adjustment of expectations	Adult demands vary with child's ability		

Table 2

<i>Research Question #2</i>		<i>Do the quality and quantity of preschool aged children's utterances differ when being read informational books or narrative books?</i>	
Category	Definition/Example	Number of Occurrences	
		Informational Text	Narrative Text
Bridging	textual connections (text-text, text-self)		
Chiming	Reading with adult and/or text		
Clarifying	Explaining		
Labeling	Labeling something in the text		
Predicting	Asking questions about what might happen		
Recalling	Asking questions about something that has been read		
Repeating	Mimicking or repeating what parent said		

Table 3

<i>Research Question #3</i>		<i>Do preschool aged children tend to indicate a preference when given an opportunity to request informational books or narrative books?</i>	
	Informational text	Narrative Text	
Male			
Female			

Reliability.

Coder/inter-coder reliability was determined through a second individual independently coding the data. The second individual who coded the transcriptions is a reading educator with a Ph.D. in education. Three full-session transcribed reading sessions, comprising 12% of the collected data, were randomly chosen by the second coder through use of a number system. I numbered each transcribed reading session 1-

35. The second coder selected three numbers within that range of numbers and those sessions were provided to the second coder. The second coder then coded the transcribed reading sessions.

After the second coder had coded the transcripts, we met and went over the codes we had independently assigned to each utterance for the three transcripts. Once we agreed upon the coding categories to be utilized for the study, there were only 21 utterances that were disagreed upon. Those disagreements were resolved through discussion and clarification.

The inter-rater reliability for each of the three transcripts was 91%, 92% and 97%. The overall inter-rater reliability for the three transcripts combined was 93%.

Summary

In this chapter, I presented the design of my study, first by refocusing on my research questions, which are the guiding force of the study. I explained the information regarding the study's participants by looking at the school's statistical information where I recruited participants, and then I explained my impressions of the individual families that agreed to participate in the study. I discussed the design of the study in detail. Based on research, I developed a criterion for the books I selected for the study. The duration of the study was six weeks, and I met with the families on a weekly basis. At these weekly meetings, the families selected a narrative and an informational book to read during that week. Each week, the family selected two new books. To capture naturalistic parent/child reading interactions and behaviors, the families audio-taped all at-home reading sessions with any of the books I had provided for the study.

In the Chapter Four, I will present the results of my study by discussing the utterances generated by the parents and children as they relate to each research question. In presenting the data for the quality and quantity of parents' and children's reading utterances, I will present five different levels of analysis. First, I will first examine the differences of each group (parents, children) regarding the utterances as they occurred by coding category. Second, I will examine the total number of utterances they generated. Third, I will examine the differences of each group (parents, children) regarding their comprehension related utterances. Fourth, I will examine the differences of each group (parents, children) while reading informational books. Fifth, I will examine the differences of each group (parents, children) while reading narrative books. Finally I present whether the children that participated in this study indicated a preference for narrative or informational books.

Chapter IV. Results

The purpose of this study is to investigate how different types of books affect the quality and quantity of parent/child reading utterances. I conducted this investigation by examining the reading utterances generated by six parent/child dyads as they read informational and narrative books. The reading sessions occurred in the families' homes and were audio-taped so that I could capture realistic and natural reading behaviors. The families held weekly reading sessions with at least one book from each genre for a six week period.

In this chapter, I will present the results of the analysis of the quality and quantity of parents' and children's utterances which occurred during joint book reading sessions with informational and narrative books. I present the utterances as they relate to each research question.

Under each research question, I first examine differences among the targeted group as a whole. For example, when examining if the quality or quantity of parents' utterances changed when reading informational or narrative books, I first examine the utterances generated by the parents while reading informational books and narrative books as a whole. Then I examine the observed differences between the groups. For example, when determining if there were differences between parents' utterances while reading informational or narrative books, I analyze the parents' data individually, focusing my analysis on two of the six participating parents.

I exercise this same level of analysis in examining the data regarding the utterances generated by the children when they were read informational or narrative books. First, I examine the children's utterances as a whole when they were read

informational versus narrative books. Then, I examine the children's utterances individually so that differences or similarities between the children could be identified and analyzed.

The three research questions I focus on in this study are: (1) Do the quality and quantity of parents' reading utterances differ when reading informational books or narrative books to preschool aged children? (2) Do the quality and quantity of preschool aged children's utterances differ when being read informational books or narrative books? (3) Do preschool aged children tend to indicate a preference when given an opportunity to request informational books or narrative books?

Parents' and Children's Utterances

An accurate representation of the differences in parents' reading utterances with informational or narrative books can only be provided when examining the parents' utterances that occurred during the initial readings of the books. I considered an utterance to be any statement, phrase, or question made by either parents or children during the joint book reading session.

The utterances were examined by coding category, then as a whole (total utterances), then as they related to comprehension (comprehension related utterances). I calculated utterances by counting the number of utterances within a specific category for each individual. I calculated an individual's total utterances by adding the number of utterances for each category. Then, to examine the parents' or children's utterances from different perspectives, total utterances for parents or for children were calculated based upon a specific genre, informational or narrative, or specific book.

I identified comprehension related utterances based on procedures used in previous research (Neuman, 1996; Pellegrini et al., 1990; Whitehurst et al., 1988). The work by these researchers identifies specific categories as being comprehension related. I relied on the work of Neuman (1996) and Whitehurst et al. (1988) to create my initial coding categories. I could, therefore, rely on their definition on which of those categories were comprehension related.

Pellegrini et al. (1990) created three overarching categories and identified specific parent/child reading behaviors for each overarching category. For example, according to Pellegrini et al. (1990), labeling is a low-demand strategy, while questions and evaluative comments are high-demand strategies. I used the specific behaviors Pellegrini et al. (1990) identified, and then if any of those specific behaviors matched my coding category, I determined whether or not the parents' or children's utterance was comprehension related.

The utterances identified as being comprehension related are those where the parents directed the children's attention to the book, bridging, clarifying, elaborating, predicting, recalling, paraphrasing, ("what") questions, parents modeling their thinking, and adjusting their reading behavior to adapt to the children's. The children's comprehension related utterances were those where the children bridged, clarified, elaborated, predicted or recalled information.

Reading Sessions

I asked the families to record each initial reading as well as any subsequent readings that occurred with any of the books that had been provided to them. Thus, one family recorded a total of 22 book readings, while another recorded a total of 10 book

readings (one of the tapes did not record properly, so there is missing data for one week's reading for one family).

The parents' utterances for the initial book readings are being utilized for comparison purposes for the following reasons. First, with one family reading more than double the number of books of another family, the representation of total generated utterances for all books read during the six week period does not allow for a valid comparison. Second, the families did not read an equitable number of informational and narrative books, when accounting for every book read during the study. For these two reasons, only the initial book readings are being considered for this portion of the analysis.

The difference in the number of books read by the various participating families indicates an area that should be examined further. Those findings and others that emerged from the data and do not map onto my study's research questions will be considered in greater detail in Chapter Five.

Research Questions

Research Question 1: Do the quality and quantity of parents' reading utterances differ when reading informational books or narrative books to preschool aged children?

The data indicate a difference occurs in the quality and quantity of parents' reading utterances when reading informational or narrative books to their preschool aged child. I expected this result based on findings in previous research studies (Smolkin & Donovan, 2000; Torr & Clugston, 1999; Tower, 2002). The purpose of my study is to examine this occurrence more thoroughly than has been typically done in past research.

In order to do this in answering this research question, I examine the data from several different perspectives.

First, I examine the parents' utterances as they occurred by coding category. Next, I examine the total number of parents' utterances for the initial reading of informational and narrative books. Then I examine the total number of parents' comprehension related utterances. Finally, I focus my analysis on parents' comprehension related utterances with specific informational books and specific narrative books.

Parents' utterances by category for informational and narrative books.

Tables 4 and 5 present the utterances generated by parents for each coding category. The categories marked with an asterisk are those related to comprehension. For category definitions, refer to Appendix I. Table 4 presents the parents' utterances when reading informational books. Table 5 presents the parents' utterances when reading narrative books.

When reading informational books, all but two parents (D, F) generated the most acknowledgement utterances. The parents generated less acknowledgement utterances while reading narrative books. Acknowledgement utterances are responses made by the parent acknowledging something the child said during the book reading that did not clarify or relate to the book directly. Some examples of acknowledgement utterances are "yeah, oh, hmmm, and okay."

After accounting for the acknowledgement utterances, the category with the next highest number of utterances varies from parent to parent. However, for all six parents, every category with the next highest number of utterances is a comprehension related

category. This holds true whether the parents were reading informational or narrative books.

Table 4

Total Number of Parents' Utterances by Category for Informational Books

Coding Category	A	B	C	D	E	F
Attention Vocative*	19	11	52	43	12	14
Bridging*	22	16	30	13	18	34
Clarifying*	35	22	34	24	28	28
Elaborating*	27	6	18	36	27	13
Labeling	6	12	16	3	7	10
Managing	5	0	8	7	16	3
Predicting*	11	0	15	6	6	10
Recalling*	8	0	13	4	0	1
Evocative	9	0	51	20	7	10
Techniques*						
Adjusting	10	3	33	17	13	13
Expectations*						
Confirming	4	0	30	2	5	5
Chiming	1	0	1	3	6	2
Modeling Thinking*	12	4	11	8	7	12
Acknowledgement	53	23	57	38	77	15
Research	0	0	5	0	0	2
Prompting	4	10	15	12	10	5
Response	12	6	15	20	19	12
Opinion	1	2	7	3	0	8
Para-phrasing*	3	3	8	2	5	11
Parent Reading to Self	1	8	1	1	3	3
Parent Reads Through Child	6	0	0	4	5	2
Total Utterances	249	126	420	266	271	213

Note. An asterisk (*) identifies comprehension utterances.

Table 5

Total Number of Parents' Utterances by Category for Narrative Books

Coding Category	A	B	C	D	E	F
Attention Vocative*	4	3	49	27	9	17
Bridging*	0	0	25	9	5	10
Clarifying*	2	12	14	9	14	20
Elaborating*	14	3	15	14	11	17
Labeling	1	1	12	4	1	5
Managing	1	1	6	10	14	2
Predicting*	0	2	8	7	2	6
Recalling*	0		16	5	0	2
Evocative	1	1	22	30	0	5
Techniques*						
Adjusting	21	15	21	8	5	1
Expectations*						
Confirming	0	0	15	1	1	2
Chiming	0	0	3			2
Modeling Thinking*	1	1	11	5	2	4
Acknowledgement	19	14	30	22	20	6
Research	0	0	2	1	0	0
Prompting	1	2	7	7	6	1
Response	6	5	7	12	8	9
Opinion	0	6	9		0	8
Para-phrasing*	0	6	3	3	0	3
Parent Reading to Self	0	3	0	0	0	0
Parent Reads Through Child	6	3	2		1	0
Total Utterances	77	78	277	174	99	120

Note. An asterisk (*) identifies comprehension utterances.

Because the acknowledgement utterances are so indirectly related to the book reading, I have excluded them in my next analysis. To analyze the utterances that are more directly related to reading the book, I will compare the category with the next highest number of utterances generated by parents while reading informational books with that same category while reading narrative books.

Parent A generated 35 clarifying utterances while reading informational books and only two while reading narrative books. Parent B generated 22 clarifying utterances while reading informational books and 12 while reading narrative books. Parent C generated 52 attention vocative utterances (parent directs the child to the print) while reading informational books and 49 while reading narrative books. Parent D generated 43 attention vocative utterances while reading informational books and 27 while reading narrative books. Parent E generated 28 clarifying utterances while reading informational books and 14 while reading narrative books. Parent F generated 34 bridging utterances while reading informational books and 10 while reading narrative books.

I compare the category with the highest number of utterances generated by parents while reading narrative books with the same category while reading informational books. Again, I have excluded the acknowledgment utterance category for this analysis because of its indirect relation to the book reading.

Parent A generated 21 adjusting expectation utterances while reading narrative books and 10 while reading informational books. Parent B generated 15 adjusting expectation utterances while reading narrative books and 3 while reading informational books. Parent C generated 49 attention vocative utterances while reading narrative books and 52 while reading informational books. Parent D generated 30 evocative technique utterances (“wh” questions, encouraging talk about the text) while reading narrative books and 20 while reading informational books. Parent E generated 14 clarifying utterances while reading narrative books and 28 while reading informational books. Parent F generated 20 clarifying utterances while reading narrative books and 28 while reading informational books.

Parent C generated the most utterances for the same comprehension category, attention vocative, regardless of whether informational or narrative books were being read. Parent E also generated the most utterances for the same comprehension category, clarifying, regardless of whether informational or narrative books were being read.

Parents' total utterances.

Every parent that participated in this study generated more utterances while reading informational books than while reading narrative books. As presented in Table 6, as a whole, the parents generated 1,545 total utterances during the initial reading of informational books, and 825 total utterances during the initial reading of narrative books, an increase of 87%.

It is important to note, however, that the degree of increase varied from family to family. The parent in family A increased their number of utterances by 233% when reading informational books, while the parent in family C increased their number of utterances by 52%. The parents in the remaining families increased their number of utterances by 53% (family D), 61% (family B), 78% (family F), and 174% (family E).

Table 6							
<i>Total Number of Parental Utterances for Initial Readings</i>							
	A	B	C	D	E	F	TOTAL
Informational	249	126	420	266	271	213	1,545
Narrative	77	78	277	174	99	120	825

When examining the total number of utterances individual parents generated while reading informational books and narrative books, the fact that parents generated more total utterances while reading informational books than narrative books holds true. To present a comparison between two families, I have selected the family with the least number of utterances and the family with the most number of utterances. I am missing data from family B for week five of the study. In order to present a valid comparison between the two families, I have deducted the data for week five from family C. This information is presented in Table 7.

For five initial readings, parent B generated 126 total utterances while reading informational books and 78 while reading narrative books; parent C generated a total of 383 total utterances while reading informational books and 243 utterances while reading narrative books. The parent in family C generated 204% more utterances than the parent in family B while reading informational books. While reading narrative books, the parent in family C generated 212% more utterances than the parent in family B.

Table 7		
<i>Parental Utterances for Initial Readings for Weeks 1, 2, 3, 4, 6</i>		
	B	C
Informational	126	383
Narrative	78	243

Parents' comprehension related utterances.

I analyzed the parents' comprehension related utterances by disaggregating the data from the categories which I identified as being comprehension related. As explained earlier in this chapter, these categories were identified using Neuman's (1996),

Pellegrini’s et al. (1990), and Whitehurst’s et al. (1988) research. In their research, they identified certain categories as being comprehension related (Neuman, 1996; Pellegrini et al., 1990; Whitehurst, et al., 1988). Because I was using the same categories, I could apply them to my study as well.

The categories used to code the parents’ utterances which I identified as being comprehension related are: attention vocative, bridging, clarifying, elaborating, predicting, recalling, evocative techniques, adjusting expectations, modeling thinking, and para-phrasing. A definition of these terms can be found in Appendix I.

As presented in Table 8, parents generated many more comprehension related utterances while reading informational books than while reading narrative books, 928 and 520 respectively. In analyzing the parents’ data as a whole, there were 78% more comprehension related utterances while reading informational books than while reading narrative books.

Table 8							
<i>Total Number of Parental Comprehension Related Utterances for Initial Readings</i>							
	A	B	C	D	E	F	TOTAL
Informational	156	65	265	173	123	146	928
Narrative	43	43	184	117	48	85	520

As with the total number of utterances, when examining the parents’ use of comprehension related utterances during the shared book readings, there is a wide variation in the number of utterances among the parents, although all parents generated

more comprehension related utterances while reading informational books than while reading narrative books. Again, as with the total number of utterances, the parents in families A and E demonstrated the largest percentage of increase in comprehension related utterances, 263% and 156% respectively. The parents in the remaining families increased their number of utterances by 44% (family C), 48% (family D), 51% (family B) and 72% (Family F).

So that I could analyze the data from a different perspective, I disaggregated the data for specific informational titles and specific narrative titles. I did this to determine if there were differences in the parents' use of comprehension related utterances for a particular book. I selected the books for this level of analysis if that book was selected to be read by the majority of the participating families.

Parents' comprehension related utterances with specific informational books.

Two informational books, *What Do You Do with a Tail Like This?* (Jenkins & Page, 2003) and *Guess What is Growing Inside This Egg* (Posada, 2007) were selected because five of the six participating families selected these two books. In Table 9, the number of parents' comprehension related utterances for each of these books is presented. Those families with n/a in a particular column did not select that book.

Table 9

Total Number of Parental Comprehension Related Utterances For Two Informational Books

	A	B	C	D	E	F
What Do You Do With a Tail Like This?	6	4	77	33	13	n/a
Guess What is Growing Inside This Egg	22	n/a	26	33	7	44

There are vast differences in the number of comprehension related utterances made by a particular parent between the two books. The parent in family A was the only parent that generated more comprehension related utterances while reading *Guess What is Growing Inside this Egg* (Posada, 2007) than while reading *What Do You Do With a Tail Like This?* (Jenkins & Page, 2003). The parent in family A generated only six comprehension related utterances while reading *What Do You Do With a Tail Like This?* (Jenkins & Page, 2003), yet she generated 22 comprehension related utterances while reading *Guess What is Growing Inside this Egg* (Posada, 2007), an increase of 267%.

The parents in the other two families, C and E, generated less comprehension related utterances while reading *Guess What is Growing Inside this Egg* (Posada, 2007) than while reading *What Do You Do With a Tail Like This?* (Jenkins & Page, 2003). The parent in family C generated a larger number of comprehension related utterances while reading *What Do You Do With a Tail Like This?* (Jenkins & Page, 2003) and fewer comprehension related utterances generated while reading *Guess What is Growing Inside This Egg* (Posada, 2007), a decrease of 66%. The parent in family E decreased their comprehension related utterances by 46% while reading *Guess What is Growing Inside This Egg* (Posada, 2007).

Of the two parents that read only one of the two selected books, parent F read *Guess What is Growing Inside This Egg* (Posada, 2007) and parent B read *What Do You Do With a Tail Like This?* (Jenkins & Page, 2003). Parent F generated 44 comprehension related utterances while reading *Guess What is Growing Inside This Egg* (Posada, 2007). For comparison purposes, I calculated the average number of comprehension related utterances parent F generated for the remaining five informational books read. Parent F

averaged 21 comprehension related utterances for those remaining books. While reading *Guess What is Growing Inside This Egg* (Posada, 2007), parent F increased their use of comprehension related utterances by 110% over their average for the other five informational books read.

Parent B generated four comprehension related utterances while reading *What Do You Do With a Tail Like This?* (Jenkins & Page, 2003). Again, I calculated the average number of comprehension related utterances parent B generated for the remaining informational books read. Parent B averaged 15 comprehension related utterances for those remaining informational books. While reading *What Do You Do With a Tail Like This?* (Jenkins & Page, 2003), parent B decreased their use of comprehension related utterances by 73%.

When examining the data for a general pattern with a specific book, one book does not dominate as fostering a larger or smaller number of comprehension related utterances. One reason for this could be that the structure of these two books is very similar. Both books have a page where a part of the whole is shown, with a question on that page directing the reader to deduce what the tail or egg belongs to. The lack of distinction in comprehension related utterances generated by the parents between the two titles could be because of the similarity in the structure of both of these books. In examining the data for parents B and F, it is possible that this type of prediction format may help or hinder the parents' use of comprehension related utterances. Additional studies would need to be conducted to determine if this held true.

Parents' comprehension related utterances with specific narrative books.

The narrative titles most often selected by the participating families were *Duck and Goose* (Hills, 2006), *Leonardo, the Terrible Monster* (Willems, 2005), *Scaredy Squirrel* (Watt, 2006), *Knuffle Bunny* (Willems, 2004), and *Knuffle Bunny, Too* (Willems, 2007). Five of the six families selected *Duck and Goose* (Hills, 2006) and four of the six families selected *Leonardo, the Terrible Monster* (Willems, 2005), *Scaredy Squirrel* (Watt, 2006), *Knuffle Bunny* (Willems, 2004), and *Knuffle Bunny, Too* (Willems, 2007).

Table 10 presents the total number of parents' comprehension related utterances for these narrative books. In analyzing the data for these books, the parents generated a higher number of comprehension related utterances while reading *Leonardo, the Terrible Monster* (Willems, 2004) as opposed to *Duck and Goose* (Hills, 2006). There was an increase of 224% more parent generated comprehension related utterances while reading *Leonardo, the Terrible Monster* (Willems, 2004) than when reading *Duck and Goose* (Hills, 2006).

Family B increased the number of comprehension related utterances generated by 540% when reading *Scaredy Squirrel* (Watt, 2006) instead of *Duck and Goose* (Hills, 2006). For this family, the adult son read *Scaredy Squirrel* (Watt, 2006), and the mother read *Duck and Goose* (Hills, 2006). When I analyzed the data for that particular family, the adult son generated more comprehension related utterances for informational and narrative books than the mother.

Table 10

Total Number of Parental Comprehension Related Utterances for Five Narrative Books

	A	B	C	D	E	F
Duck and Goose	0	5	n/a	3	4	5
Leonardo, the Terrible Monster	n/a	0	22	18	15	n/a
Scaredy Squirrel	26	32	53	35	n/a	n/a
Knuffle Bunny	n/a	3	n/a	13	4	11
Knuffle Bunny, Too	n/a	2	n/a	40	14	31

While variations can be noted within any given family, only one book, *Duck and Goose*, (Hills, 2006) showed a marked difference in the number of parents' comprehension related utterances. Family C, who generated the highest number of total utterances and comprehension related utterances, did not select this book. However, the parent in family D, who generated many total utterances and many comprehension related utterances, generated noticeably fewer (only three) utterances when reading *Duck and Goose* (Hills, 2006) than while reading the other books presented in Table 10.

For the parent in family D, I averaged the number of comprehension related utterances for the remaining four books presented in Table 8, for an average of 26.5 comprehension related utterances for those four books. I then compared that average to the three comprehension related utterances the parent generated while reading *Duck and Goose* (Hills, 2006). In reading *Duck and Goose*, (Hills, 2006) the parent decreased their comprehension related utterances by 89%.

In comparing *Duck and Goose* (Hills, 2006) with the other books that are included in Table 10, I cannot explain the small number of comprehension related utterances generated. The storyline is something a preschool child could follow, the illustrations are colorful, and there are many opportunities for bridging, recall and other comprehension related questions to occur while reading this book. The children seemed to enjoy the book - two of the five children who read it had it re-read to them during the course of the study. Both of the families that re-read the story generated more comprehension related utterances during the second reading than they had during the first reading of *Duck and Goose* (Hills, 2006). Family A re-read it and generated six comprehension related utterances, as opposed to zero the first time they read it. Family D re-read it and generated 30 comprehension related utterances, as opposed to three the first time they read it, an increase of 900%.

Summary, research question one.

In summary, across several different books being read over a six week period, the parents generated many more total utterances and comprehension related utterances while reading informational books than while reading narrative books. Across the six participating families, there was considerable variation in the percent of increase in total number of utterances and comprehension related utterances. The parents for two families in particular, A and E, had a marked increase in their total number of utterances (233% and 174% respectively) and comprehension related utterances (263% and 156% respectively). The remaining four families were relatively close, with an average increase for the four families of 61% for total number of utterances and 54% for comprehension related utterances.

Table 11 presents a comparison of the percent of increase in total and comprehension related utterances for each participating family. As stated previously, families A and E have a markedly larger increase in total utterances and comprehension related utterances while reading informational books than the other participating families.

Table 11						
<i>Percent of Increase in Parental Utterances when Reading Informational Books</i>						
	A	B	C	D	E	F
Total Utterances	233%	61%	52%	53%	174%	78%
Comprehension Related Utterances	263%	51%	44%	48%	156%	72%

When examining the comprehension related utterances generated by parents within individual informational books, there was minimal variation in the utterances. However, when examining the comprehension related utterances generated by parents within individual narrative books, there was a great deal of variation, with parents generating far fewer comprehension related utterances for one book in particular, *Duck and Goose*, (Hills, 2006).

Research Question 2: Do the quality and quantity of preschool aged children’s utterances differ when being read informational books or narrative books?

Preschool aged children generated different reading utterances when they were being read informational books than when they were being read narrative books. As I

examined the data, I identified subtle influences. To answer this research question in the same manner as the first one, I again examine the data from different perspectives.

First, I examine the utterances generated by coding category, and then I examine the total number of children's utterances generated during the initial reading of informational and narrative books. Next, I examine the total number of children's comprehension related utterances. Finally, I focus my analysis on children's comprehension related utterances with the same specific informational books and specific narrative books that were examined when analyzing the parents' comprehension related utterances.

Children's utterances by category for informational and narrative books.

Tables 12 and 13 present the utterances generated by each child for each coding category. The categories marked with an asterisk are those related to comprehension. For category definitions, refer to Appendix I.

Table 12 presents the children's utterances by category when reading informational books. Table 13 presents the children's utterances by category when reading narrative books.

Table 12

Total Number of Children's Utterances By Category for Informational Books

	A	B	C	D	E	F
Bridging*	28	9	53	17	21	28
Chiming	2	0	0	5	0	0
Clarifying*	85	29	54	77	68	34
Labeling	11	6	18	25	20	10
Predicting*	31	5	55	22	19	11
Recalling*	13	0	23	18	0	6
Repeating	9	1	4	17	1	3
Responding	25	7	52	24	21	58
Correcting	5	4	3	3	8	1
Paraphrasing	0	0	0	0	0	0
Opinion	10	0	20	1	0	4
Off-Task	2	0	2	6	9	3
Attention	10	6	20	3	15	12
Reading Request	3	5	1	1	1	6
Directing Parent's Attention	19	6	12	9	25	15
Reaction to Book	16	5	4	2	1	4
Total	269	83	321	230	209	195

Note. An asterisk (*) identifies comprehension utterances.

Table 13

Total Number of Children's Utterances By Category for Narrative Books

	A	B	C	D	E	F
Bridging*	12	3	17	7	3	10
Chiming	4	7	1	0	0	0
Clarifying*	34	15	27	37	27	25
Labeling	7	1	28	12	4	17
Predicting*	9	3	13	9	5	7
Recalling*	2	5	11	7	5	3
Repeating	2	11	3	7	1	7
Responding	2	1	53	32	6	27
Correcting	0	7	7	1	1	1
Paraphrasing	0	0	0	0	0	0
Opinion	1	3	16	0	0	6
Off-Task	1	3	3	5	8	4
Attention	5	2	3	0	4	1
Reading Request	2	1	4	0	6	1
Directing Parent's Attention	1	6	18	2	10	14
Reaction to Book	5	3	11	0	2	13
Total	87	71	215	119	82	136

Note. An asterisk (*) identifies comprehension utterances.

When they were read informational books, all but two children (C, F) generated the most clarifying utterances. When the children were read narrative books, they also generated the most clarifying utterances. All but two children (C, F) generated the most clarifying utterances when they were read narrative books.

In analyzing the data, I compare the most utterances generated by the children when they were read informational books with their utterances for that same category when they were read narrative books.

Child A generated 85 clarifying utterances when they were read an informational book and 34 when they were read a narrative book. Child B generated 29 clarifying

utterances when they were read an informational book and 15 when they were read a narrative book. Child C generated 55 predicting utterances when they were read an informational book and 13 when they were read a narrative book. Child D generated 77 clarifying utterances when they were read an informational book and 37 when they were read a narrative book. Child E generated 68 clarifying utterances when they were read an informational book and 27 when they were read a narrative book. Child F generated 58 responding utterances when they were read an informational book and 27 when they were read a narrative book.

In analyzing the parents' data, I compare the most utterances generated while reading narrative books with the most utterances generated while reading informational books. In analyzing the children's data, only one child (C) generated more utterances when they were read narrative books for a different category than when they were read informational books. Child C generated 53 responding utterances when they were read narrative books and 52 when they were read informational books. The remaining five children generated the most utterances for the same category whether they were being read informational or narrative books.

In examining the data, presented in Tables 12 and 13, all of the children generated many more utterances in certain categories (clarifying, predicting, and bridging) when they were read informational books than when they were read narrative books. Each child increased his/her utterances for these categories to varying degrees. Two of the children (B, F) increased the number of utterances for these categories to a lesser extent than the other four children. I found a cumulative effect on their comprehension related

utterances as a result. I examine that from a broader perspective later in this chapter, which is presented in Table 17.

The four children who generated the most clarifying utterances when they were read informational books did so by more than doubling the number of clarifying utterances when they were read informational books instead of narrative books. The two children (B, F) that did not generate the most clarifying utterances when they were read informational books also increased their clarifying utterances when they were read informational books instead of narrative books, only their increase was to a lesser degree. These two children generated approximately one and a half times more clarifying utterances when they were read informational books than narrative books.

The same pattern is evident in examining the children's predicting utterances. Four children generated more than three times the number of predicting utterances when they were read informational books than narrative books. Two children (B, F) increased their predicting utterances when they were read informational books as well, but to a lesser degree. As with the clarifying utterances, these two children generated slightly over one and a half times more predicting utterances when they were read informational books than narrative books.

All of the children made many more than double the number of bridging utterances when they were read informational books than when they were read narrative books. Some of the children (B, C) made three times as many bridging utterances when they were read informational books instead of narrative books. One child (E) made seven times the number of bridging utterances when they were read informational books instead of narrative books.

Children's total utterances.

The children's total number of utterances generated for informational books was higher than that for narrative books, even for families who generated far fewer utterances than other families. As presented in Table 14, as a whole, the children generated 1,307 utterances during the initial reading of informational books, and 710 total utterances during the initial reading of narrative books, and increase of 84%. This is very close to the 87% increase represented by the total number of parental utterances when reading informational books.

Table 14

Total Number of Children's Utterances for Initial Readings

	A	B	C	D	E	F	TOTAL
Informational	269	83	321	230	209	195	1,307
Narrative	87	71	215	119	82	136	710

Also similar to the data analyses conducted with the parents, variations were found in the number of utterances between the individual children. The child in family A increased her utterances by 209%, while the child in family B increased his utterances by 17%. The children in the remaining families increased their number of utterances by 43% (family F), 49% (family C), 93% (family D), and 155% (family E).

To present a comparison of total number of utterances between two children, I have selected data from the same two families that I used in comparing the total number of utterances between two parents. I am missing data from family B for week five of the

study. I have deducted the data for week five from the child's data for family C to present a valid comparison between the two families. This data is presented in Table 15.

For five initial readings, the child in family B generated 83 total utterances when they were read an informational book and 71 when they were read a narrative book. The child in family C generated a total of 287 total utterances when they were read an informational book and 194 when they were read a narrative book. The child in family C generated 246% more utterances than the child in family B when they were read an informational book. When they were read a narrative book, the child in family C generated 173% more utterances than the child in family B.

Table 15		
<i>Children's Utterances for Initial Readings for Weeks 1, 2, 3, 4, 6</i>		
	B	C
Informational	83	287
Narrative	71	194

Children's comprehension related utterances.

As with the parents, I next wanted to examine the number of comprehension related utterances generated by the children. I disaggregated the data from the categories which I previously identified as being comprehension related. As I explained earlier in this chapter, these categories were identified using Neuman's (1996), Pellegrini's et al. (1990), and Whitehurst's et al. (1988) research. The utterances are included in Table 16 and include bridging, clarifying, predicting, and recalling.

The categories used to code the children’s utterances which I identified as being comprehension related are: bridging, clarifying, labeling, predicting, and recalling. A definition of these categories can be found in Appendix I.

The children made many more comprehension related utterances for informational books than narrative books as a whole, and individually. As presented in Table 16, the children made 706 comprehension related utterances when they were read informational books and 296 comprehension related utterances when they were read narrative books. In analyzing the children’s data as a whole, there was an increase of 139% in the number of comprehension related utterances generated by the children when being read informational books instead of when they were read narrative books.

Table 16

Total Number of Children’s Comprehension Related Utterances for Initial Readings

	A	B	C	D	E	F	TOTAL
Informational	157	43	185	134	108	79	706
Narrative	57	26	68	60	40	45	296

Again, similar to the findings in the parents’ data, the children’s data also indicates a wide variation in the number of comprehension related utterances. Here, however, the similarities cease.

The parents in families A and E had the largest percentage increase in the total number of utterances and number of comprehension related utterances. The children in these two families also had the largest percentage increase in the total number of utterances. However, in examining the data considering just the children’s

comprehension related utterances, several children demonstrated a marked increase in their comprehension related utterances when being read informational books.

The percentage of increase by family is presented in Table 17. The child in family A increased her comprehension related utterances by 175% when being read informational books instead of narrative books. The child in family C increased her comprehension related utterances by 172% when being read informational books instead of narrative books. The child in family E increased her comprehension related utterances by 170%, and the child in family D increased his comprehension related utterances by 123% when being read informational books instead of narrative books.

Table 17

Children's Comprehension Related Utterances for Initial Readings for Informational Books

	A	B	C	D	E	F
Percent of Increase	175%	65%	172%	123%	170%	76%

Only two children did not show a marked increase in comprehension related utterances when being read informational books instead of narrative books. The child in family B increased his comprehension related utterances by 65% and the child in family F increased his comprehension related utterances by 76% when being read informational books instead of narrative books.

I analyzed the data for individual books and found that both of these children generated very few comprehension related utterances (2 and 6) when they were read *Tail of a Tadpole* (Wallace, 1998). Two other children that participated in this study

generated many more comprehension related utterances (31 and 49) when they were read that story.

I then analyzed the specific types of comprehension related utterances generated by these children for this book. These two children made very few predictions when they were read informational books (5 and 11), while the other children made more predictions when they were read informational books (19, 22, 31, and 55).

Children’s comprehension related utterances with specific informational books.

Next, I examined children’s comprehension related utterances with specific books when they were read informational books and narrative books. The same informational books were chosen for this comparison as were used for the parents’ comparison and are presented in Table 18.

Table 18

Total Number of Children’s Comprehension Related Utterances for Two Informational Books

	A	B	C	D	E	F
What Do You Do With a Tail Like This?	42	7	41	29	13	n/a
Guess What is Growing Inside This Egg	33	n/a	38	22	0	21

Unlike the vast differences present in the number of comprehension related utterances generated by the parents, such vast differences were absent in the number of comprehension related utterances generated by the children. The child in family A generated 42 comprehension related utterances when they were read *What do you Do*

With a Tail Like This? (Jenkins & Page, 2003), and 33 comprehension related utterances when they were read *Guess What is Growing Inside This Egg* (Posada, 2007), an increase of 27%. The child in family C generated 41 comprehension related utterances when they were read *What do you Do With a Tail Like This?* (Jenkins & Page, 2003), and 38 comprehension related utterances when they were read *Guess What is Growing Inside This Egg* (Posada, 2007), an increase of 8%. The child in family D generated 29 comprehension related utterances when they were read *What do you Do With a Tail Like This?* (Jenkins & Page, 2003), and 22 comprehension related utterances when they were read *Guess What is Growing Inside This Egg* (Posada, 2007), an increase of 32%.

The children generated more comprehension related utterances when they were read *What do you Do With a Tail Like This?* (Jenkins & Page, 2003) than when they were read *Guess What is Growing Inside This Egg* (Posada, 2007).

Children's comprehension related utterances with specific narrative books.

Finally, I examined the comprehension related utterances children generated when they were read specific narrative books. In particular, I wanted to see if the children's comprehension utterances mirrored their parents with *Duck and Goose* (Hills, 2006), the book that generated so few parental comprehension related utterances. In Table 19 I present the number of children's comprehension related utterances for the five narrative books selected earlier in this chapter.

Table 19

Total Number of Children's Comprehension Related Utterances for Five Narrative Books

	A	B	C	D	E	F
Duck and Goose	5	10	n/a	5	5	6
Leonardo, the Terrible Monster	n/a	9	6	10	4	n/a
Scaredy Squirrel	9	5	17	16	n/a	n/a
Knuffle Bunny	n/a	2	n/a	6	1	6
Knuffle Bunny, Too	n/a	0	n/a	14	14	16

The book *Duck and Goose* (Hills, 2006) did not appear to have the same degree of influence over the children's comprehension related utterances. The children generated just as many, or sometimes more comprehension related utterances for *Duck and Goose* (Hills, 2006) as they did with other narrative books. Of the three children that were read both *Duck and Goose* (Hills, 2006) and *Leonardo, the Terrible Monster* (Willems, 2005), two of them generated more comprehension related utterances when they were read *Duck and Goose* (Hills, 2006).

The child in family B generated 11% more utterances when they were read *Duck and Goose* (Hills, 2006) than when they were read *Leonardo, the Terrible Monster* (Willems, 2005). The child in family E generated 25% more utterances when they were read *Duck and Goose* (Hills, 2006) than when they were read *Leonardo, the Terrible Monster*

(Willems, 2005). This is vastly different than the findings of comprehension related utterances for the children's parents.

The child in family D, however, mirrors his parents' utterances as he generated half the utterances when they were read *Duck and Goose* (Hills, 2006) than when they were read *Leonardo, the Terrible Monster* (Willems, 2005). This could be a result of his interest in the story *Leonardo, the Terrible Monster* (Willems, 2005). This child asked that *Leonardo, the Terrible Monster* (Willems, 2005) be re-read to him four more times during the duration of this study.

The child in family B, who generated the fewest total utterances and fewest comprehension related utterances, generated the most comprehension related utterances when they were read *Duck and Goose* (Hills, 2006). In examining the types of child generated utterances from that particular reading session, I observed that the child was very focused on clarifying and understanding an underlying problem in the story - whether the ball that the duck and goose were sitting on was actually a ball or an egg.

The children in three families, families D, E, and F, generated markedly more comprehension related utterances when they were read *Knuffle Bunny, Too* (Willems, 2007), than when being read *Knuffle Bunny* (Willems, 2004), with increases of 133%, 1,300%, and 167% respectively. *Knuffle Bunny, Too*, (Willems, 2007) contains the same characters as *Knuffle Bunny* (Willems, 2004), which was read by all of these families.

In examining the data further, the children in families E and F generated markedly more comprehension related utterances for *Knuffle Bunny, Too* (Willems, 2007) than for any of the other books presented in Table 19. For these two children, I averaged the number of comprehension related utterances for the remaining books presented in Table

19 for an average of five comprehension related utterances for the child in family E and six comprehension related utterances for the child in family F. I could then compare these averages to the number of comprehension related utterances each child generated when they were read *Knuffle Bunny, Too* (Willems, 2007). In being read *Knuffle Bunny, Too* (Willems, 2007), the child in family E increased her comprehension related utterances by 180%, and the child in family F increased his comprehension related utterances by 167% from their average number of comprehension related utterances for the other narrative books presented in Table 15.

For comparison purposes, I calculated the data in the same manner for the child in family D. This child generated an average of 9.25 comprehension related utterances for the remaining books presented in Table 19. When they were read *Knuffle Bunny, Too* (Willems, 2007), this child increased his comprehension related utterances by 51% from his average number of comprehension related utterances for the other narrative books presented in Table 19.

Summary, research question two.

In summary, across several different books being read over a six week period, the children generated more total utterances and more comprehension related utterances when they were read informational books than narrative books. Across the six participating families, there was considerable variation in the percent of increase in total number of utterances and comprehension related utterances. The children for two families in particular, A and E, had a marked increase in their total number of utterances (209%, 155% respectively). This finding mirrors the results for the children's parents presented earlier in this chapter.

When examining the increase in the children’s number of comprehension related utterances, many more of the children demonstrated a marked increase in the number of comprehension related utterances generated for informational books than narrative books. Only two children demonstrated increases of less than 100% when they were read informational books instead of narrative books. Possible explanations for this are explored more thoroughly in Chapter Five.

Table 20 presents a comparison of the percent of increase in total and comprehension related utterances for the children of each participating family.

As stated previously, children A and E have a markedly larger increase in total utterances and comprehension related utterances while reading informational books than the other participating children.

Table 20						
<i>Percent of Increase in Children’s Utterances When Reading Informational Books</i>						
	A	B	C	D	E	F
Total Utterances	209%	17%	49%	93%	155%	43%
Comprehension Related Utterances	175%	65%	172%	123%	170%	76%

Research Question 3: Do preschool aged children tend to indicate a preference when given an opportunity to request a narrative or informational book?

Of the children that participated in this study, there appeared to be a preference, 24%, for the narrative books over the informational books. Three of the six children preferred narrative books more than informational books. One child in particular

preferred narrative books more than informational, as his parents read seven informational books to him and 15 narrative books during the six weeks, indicating a preference of 114%. Only one child preferred informational books more than narrative books, two children did not have a preference, as the same number of each genre was read.

As presented in Table 21, the child in family D demonstrated a strong preference for narrative books over informational books, with more than double the number of narrative books being read to him than informational books during the duration of this study. This particular child requested that one book be re-read to him four times, another book be re-read to him twice, and three other books to be re-read to him one additional time. It is through re-reading the books that his preference becomes apparent.

Table 21

Total Number of Books Read by Genre for Each Family

	A	B	C	D	E	F	TOTAL
Informational	8	5	7	7	7	7	41
Narrative	9	5	7	15	6	9	51

Summary

In this chapter, I presented the results of my study. I presented the data regarding the parents' and children's utterances during joint book reading sessions with informational and narrative books from several different perspectives. First, the total numbers of parents' and children's generated utterances with informational and narrative books were analyzed. Next, the total number of parents' and children's generated

comprehension related utterances for parents and children were analyzed. Then the parents' and children's generated comprehension related utterances for specific informational and narrative books were analyzed. Finally, the data representing the children's preference for narrative or informational books was analyzed.

In Chapter Five, I will present this data at two different levels. First, I will discuss the patterns found in the quality and/or quantity of parent's and/or children's reading utterances that emerged from the data. I will identify and focus the remaining part of Chapter Five on three broad themes that were most prevalent for all participating families. In Chapter Five, I have included vignettes from my data to support my conceptualization of the three themes.

Chapter V. Emerging Themes

The purpose of this study is to investigate how different types of books affect the quality and quantity of parent/child reading utterances. I conducted this investigation by examining the reading utterances generated by six parent/child dyads as they read informational and narrative books. The reading sessions occurred in the families' homes and were audio-taped so that I could capture realistic and natural reading behaviors. The families held weekly reading sessions with at least one book from each genre for a six week period.

My study focuses on three research questions. (1) Do the quality and quantity of parents' reading utterances differ when reading informational books or narrative books to preschool aged children? (2) Do the quality and quantity of preschool aged children's utterances differ when being read informational books or narrative books? (3) Do preschool aged children tend to indicate a preference when given an opportunity to request informational books or narrative books?

As I analyzed the data in relation to the guiding research questions, several themes emerged. The purpose of this chapter is to describe and explain three themes that emerged from the data during this analysis process. First, I will explain how the emerging themes were identified and selected to be included in this study. Then each of the three main themes will be presented. Vignettes from my data will be included to support my conceptualization of the categories. Final considerations will then be presented.

Emerging Themes

There were a total of 91 reading sessions that occurred for the families during the six week period of this study. As I analyzed the coded transcripts, several broad themes emerged from the data. I made notations after every transcription for each family's weekly reading session, as recommended by Bogden and Biklen (2003) and Stake (1995).

As recommended by LeCompte and Schensul (1999a) and Stake (1995), I identified the emerging themes from the notations made for each reading session. I assigned preliminary labels to these themes, and created a chart to capture the occurrences of these themes for each family. The chart had a column for each participating family and a row for each preliminary identified pattern. I then re-examined the transcripts so that I could identify all occurrences of the identified behaviors for each family. I identified the behaviors by noting the weekly reading session and page number of each occurrence, and assigning a colored tab to that page. I assigned each behavior a color, so that I could re-access instances of specific behavioral occurrences. There were numerous occurrences across the families for three of the identified themes. I have included relevant vignettes of parent/child reading interactions for these three themes. I selected these vignettes to provide support and clarity in understanding each of the three themes.

Three Main Themes

Three main themes emerged from the data. I identified these three themes as: Lost Opportunities; Grasped Opportunities; and Influences on Reading Behavior. Lost opportunities are those that occurred during the joint book reading session where there was an opportunity for the parent to elaborate, bridge, or grasp their child's utterance or

question, and this opportunity was not grasped by the parent. Grasped opportunities are the inverse of lost opportunities. Grasped opportunities are those that arose and the parent grasped the opportunity to further extend or connect their child's utterance or knowledge with the story or life outside the story. Influences on reading behaviors occurred when the reading behaviors exhibited by the parent or child influenced the other's reading behavior. In some families, the parent's reading behavior influenced the child's reading behavior, and sometimes the child's reading behavior influenced the parent's reading behavior. In one family in particular, the child's reading behavior influenced her mother's reading behaviors by the child's tenacity and frequent questions and comments.

As I progressed through the analysis of these three broad themes, I identified and labeled an overarching pattern – the responsiveness of the parent. I label a particular parent as being responsive when the parent responds to their child's utterances. There are also examples of when a parent was not responsive to their child. The parent's responsiveness or lack thereof, seemed to positively or negatively influence the child's interactions during the rest of that joint book reading session.

In the examples provided, italicized phrases are those words that are being read directly from the book.

Lost opportunities.

I think it only fair to acknowledge that lost opportunities are going to arise during any joint book reading session. The different conversational paths a child can attempt to engage us in can be seemingly endless. It is up to the parent to pick and choose when to

grasp opportunities in order to extend a child's knowledge or let that particular opportunity pass by.

One book in particular is a great example in comparing how parental responsiveness can create different interactions which evolve from either lost opportunities or grasped opportunities. In the book *Knuffle Bunny*, (Willems, 2004) there are photographs on the page preceding the written text. These photographs depict the characters in the book at different stages in their life: the mother and father getting married, the mother and father bringing the baby home from the hospital, the family taking a walk in the city, etc. More than one child tried to get his/her parent to look at the pictures prior to the actual reading. The manner in which each parent responded to their child's prompting varied. The parental response seemed to be an influential factor on the child's interaction level during the rest of that reading session.

In the following vignettes, I present examples of these varying parental responses and their influence on the children's interactions.

Family B.

The mother has just read the title, and the child attempted to guide her to the page with the photographs.

C: No, not there, right here

M: Hmm?

C: right here (referring to photos at beginning of book)

M: No, those aren't the words, it starts right here. *Not so long ago...*

The parent then proceeded to read the story. This is an example of what I believe to be the parent's lack of responsiveness which negatively influenced the child's interaction during the joint book reading session. During the remaining reading of this

story, the child only made one other utterance, which occurred during the end of the story. This statement was not acknowledged by the child's mother.

- M: ...*So Trixie's daddy decided to look harder. Until... KNUFFLE BUNNY!* (parent chuckles to self)
C: She likes her Knuffle Bunny
M: ...*And those were the first words Trixie ever said...*

Family F.

A very similar occurrence happened when another parent read the same book to her child:

- C: Mommy has a... this part
M: What?
C: that – let's see.... You forgot a part
M: Well, that's... not a part to read, they're just showing pictures. They're showing pictures of the wedding, and then the new baby, and then mommy and daddy carrying the baby, and then the little girl hugging her doll...But no writing. All right.

The parent then proceeded to read the story. The child refused to interact or respond to her utterances until the end of the story. Again, the lack of responsiveness seemed to negatively influence the child's interaction during the joint book reading session.

Second reading, Family F.

The second time this same family read the story, the child again tried to explain to his mother the importance of those photographs:

- M: *Knuffle Bunny. Not so long ago, before she could even speak words*
C: Um
M: *Trixie went on an errand...*
C: see they were married and they were married
M: mmmhuh
C: and look
M: mmmhuh
C: they were married... see there
M: with the baby – that's when the baby was just born (yawns)

Pause
 C: Hey
 M: and then...
 C: he was screaming help!
 M: well he's saying waa! Probably because he's hungry or tired or needs to be changed.
 C: Needs to be changed
 M: Might be. Do you want to keep going? Maybe he wants to be changed into a giraffe – she, all right.. *Trixie went on...*

The mother resumed reading the story and continued until the end of the story was reached. Again, the parent's lack of responsiveness to the child's utterances seemed to negatively influence the child's interaction during the joint book reading session, as the child again refused to interact or respond to his mother until the end of the story.

Grasped opportunities.

Compare those two examples with two other examples from the same story. In these examples, the parents grasped the opportunities presented by their child's utterances.

Family D.

In this first example, there was a kindergarten-aged sibling looking at the book with the parent and targeted preschool aged child.

M: All right. *Knuffle Bunny*.
 Sibling: Oh, I want to see the pictures – what's that?
 M: Is that one? What's that one a picture of?
 Sib: No, you tell me.
 M: Okay, that's Trixie's Mommy and Daddy getting married. And that's Trixie's Mommy and Daddy when they had...
 Sib: What
 M: Trixie, as a baby.
 Sib: Ohh
 M: And there's Trixie as a little baby in one of those carriers
 C: You can see her mouth
 M: Her mouth? No, that's not her mouth, that's just her fingers and you can see her eyes.
 M: *Not so long ago (begins reading)* Oop! Do you want to see some more?

Sib: Ahh, look, little, hi baby swing!
M: That's what babies do.

The parent then resumed reading. Throughout the remaining reading of this particular book, both the targeted preschool aged child, and his sibling made comments and asked questions throughout the reading session. In this instance, the parent's responsiveness seemed to positively influence the interaction level of both children during the joint book reading session.

Family E.

In this example, the family had previously read *Knuffle Bunny*, (Willems, 2004) but did not notice or comment on the photographs. However, the child noticed the photographs during the family's second reading of the book. It is the second reading of the book that is presented here.

M: Okay, here we go. *Knuffle Bunny, a cautionary tale, by Mo Willems*
C: Look at all those knuffle bunnies.
M: giggles
C: That's them with their wedding
M: Is it?
C: Mmmhuh
M: Oh yeah, it does look like a wedding... picture. Why do you think it's a wedding picture?
C: 'cause she's wearing a white gown and he's wearing a white.... Uh....tie
M: Oh yeah. Then what happened?
C: Then they had their baby. Look at her – she doesn't even have any legs
M: Giggles. She's bundled up. Just like you were when you were little, bundled up in a blankee.
C: Oh, huh.
M: Here we go, onto page one. *Not so long ago... (parent continues to read)*

As with the other example of a grasped opportunity, the child then proceeded to ask questions and make comments throughout the reading session. In this family as well,

the parent’s responsiveness seemed to positively influence the child’s level of interaction during the joint book reading session.

Influences of lost and grasped opportunities on the interactions during the reading sessions.

These lost and grasped opportunities that occurred within the families seemed to have an extended influence on their child’s interaction with that entire reading session for that book. The parents, who were responsive to their child’s utterances and grasped that opportunity by acknowledging their child’s comments, proceeded to have a highly interactive joint book reading session. The parents that were less responsive to the child’s utterances created a lost opportunity, even though they also continued to read the story. However, their child’s engagement and interactions with the book were greatly diminished. To illustrate this, Table 22 indicates the number of comprehension related utterances for *Knuffle Bunny*, (Willems, 2004) by family. The unresponsive, lost opportunity examples provided came from families B and E. The other two examples provided from the more responsive parents, grasped opportunities, came from families D and F.

Table 22

Total Number of Children’s Comprehension Related Utterances for Knuffle Bunny

	A	B	C	D	E	F
<i>Knuffle Bunny</i>	n/a	2	n/a	6	1	6

In examining lost and grasped opportunities, the responsiveness of the parent became an important consideration. The parent’s level of responsiveness to the child’s

utterances seemed to be an influential factor on the child's interaction level for the remaining reading session. Parent's responsiveness also became an influential factor when examining influences on reading behaviors.

Influences on Reading Behavior.

The parent's reading behaviors, such as questioning and prompting their child, had an influence on their child's reading behavior during the joint book reading session.

Family D, adults influencing child's interactions.

In this example, the parent is reading *Guess What is Growing Inside This Egg* (Posada, 2007). In reading this example, it is helpful to know that this family has a strong science background.

- M: *Can you guess what is growing inside these eggs?... You know...*
C: Owl egg!
M: It's not an owl
F: It looks like a....
C: Quail
F: Look at... look at....
M: Look at... look at part of the beak – the bill...
F: It's from a...
C: ummm. Duck!
F: It's from what kind of duck?
C: aaa... Mallard duck.
F: Excellent
M: All right, is it a hen or a drake?

With additional prompting, the child reveals that the duck is a hen. Obviously, the parents' reading behaviors of questioning and prompting guided the child's thinking and reading behaviors.

Family B, adult readers influencing child's interactions.

Another example of the influence parental or adult reading behavior can have on the child's reading behavior is apparent with one family in particular. Two different

adult family members read to the same child on different occasions. In the first example, the child's older brother (21 years of age) is reading an informational book *Prehistoric, Actual Size*, (Jenkins, 2005).

- B: ...*Imagine a dragonfly with wings more than two feet across! It's 300 million years old and has a 27-inch wingspan.*
- B: That's pretty big. Like that
- C: Whoa!
- B: chuckles.

The brother resumes reading. Later in the reading of the same book:

- B: ..*He's 125 million years old and he's 33 feet long.*
- C: Geez.
- B: That's bigger than a big truck
- C: He's bigger than me.
- B: He's a lot bigger than, like ten of you. That's just teeth (indicating a picture of the dinosaur's teeth in the book.)
- C: laughs

The brother resumes reading.

In this particular family, the child had the most comprehension related utterances for both informational and narrative books when his brother read to him – more than when his mother read to him. The mother seemed to have the perception that when reading a book to her child; it should be read straight through, without interruption. She asked one two questions at the end, usually relating to whether the child liked the book or not.

When reading *Platypus, Probably* (Collard, 2005), the parent made two comments relating to the book: “Look at that” and “Look, they're teeny.” All other comments made by the parent were comments to herself, such as: “Hmmm” and “Huh.”

In *Platypus, Probably* (Collard, 2005), the book describes the life of a platypus. On each of the pages, there are sidebars with detailed information provided in small print.

At the end of reading that book, the child stated he liked the platypus book best. The mother then went back and read the additional detailed information in the sidebars.

During the reading of these sections of the book, the reading session became much more interactive. This could be due to the child's interest in platypuses. Another possible explanation is because the text was denser and needed to be supported and broken down in order for the child to understand. For example:

- M: ...*Burrows help keep a platypus safe from predators while it is resting. The platypus's predators include foxes, cats, monitor lizards, bird of prey, dogs,*
C: that's a monitor lizard
M; *and carpet pythons.*
Yeah
C: That's a monitor lizard.
M; That's right, that's right
C: Is that... an enemy?
M: Yes.

Family A, child influencing mother's interactions.

There were instances, however, of when the child's reading behaviors influenced the parents. One child in particular was tenacious and did not seem to stop prompting or questioning her mother in any of the readings. For example, in the reading of one story, the child made eight predicting comments before the parent made one prediction comment or question. In another reading, the same child made five bridging comments before the parent made one.

It's difficult to demonstrate in an example how the child's constant bridging or prediction comments influenced the parents, as the child's comments occurred throughout the majority of a book reading session before the parent responded to her comments. However, this example taken from the reading of *Tale of a Tadpole* (Wallace,

1998) seems to summarize the child's drive for understanding about what is being read and her mother's eventual response.

- M: *Webbed toes are like flippers. They help the small tadpole push through the water.*
C: Really fast
M: *hmmhuh. He grows arms with strong... with long skinny fingers...*
C: I see them
M: *...and he nibbles on plants and gobbles green pondweed*
C: I hope they don't get eaten
M: *Half tadpole, half frog, he rests in the sunshine. His tail is shrinking.*
C: and it's a frog!
M: *mmmhuh. This new little frog sits on a lily pad. His legs are strong now. He can breathe through his nostrils. His skin is dotted with tiny gold spots.*
C: Oh, Cool!
M: *hmmhuh. He breathes through nostrils, like you now. Frogs must keep their skin...*

The parent resumed reading the book without hesitating or waiting for a response from the child. However, as the mother continued to read, her interactions with the child increased...

- M: *In the pond he watches*
C: What is that?
M: *and waits. That's a frog.*
C: No, what is that?
M: That's his arm. It just comes across - you can't see it from the view here. *In the pond he watches and waits. What does he see with his round beady eye?*
C: What is that?
M: What does he see with his eyes?
C: A fly.
M: *A fly lands above him. He creeps closer and closer.*
C: Wait
M: What do you think he's going to do?
C: Eat it.
M: *But a big frog jumps up. It snatches the fly with its long, sticky tongue.*
C: and he was right!
M: *mmmhuh. The frog misses his meal. Next time he better be faster!*
C: Why?
M: Because the little frog waited too long, so the big frog jumped out of the water and caught it first.
C: Oooh.
M: So he has to learn to be faster.

The mother resumed reading the story. Many parent/child interactions occurred for the remainder of that joint book reading session.

Family C, adult reader and child interactions intertwined.

Sometimes the parent/child reading behaviors were so intertwined, it was hard to determine if the parent's reading behavior was influencing the child, or the child's reading behavior was influencing the parents. In one particular family, the child was constantly told how clever she was. So frequently, in fact, that it occurred in just about every joint book reading session, regardless of whether the mother or father was reading the book.

During the reading of *Honey in a Hive*, (Rockwell, 2005) the mother was reading about the bees.

M: Yeah, to protect their home

C: Yeah. Thor --- ax

M: What?

C: The Thor-ax

M: Oh they do – You remember that from the insect book, don't you? They have a thorax. What a **clever** girl! Okay... *Some workers have the job of finding flowers with plenty of nectar. Flowers have ultraviolet marking on them that people can't see. These marking lead to the place inside the flower where the nectar is. Unlike humans, bees can see these ultraviolet markings. Bees smell with their antennae and pads on their feet. The smell tells them if the nectar will make good honey.*

M: This is how ... what the flowers look like, when... in this gray box. When the bees see it, that's what the flower looks like. This is what it looks like when we see it, that's when they see it. And you know that dark area, there should be good nectar in it (yawns).

C: Oh, I know, um, they do a special dance to.. um... show the – um – bees which way to go for the flowers.

M; How do you know that?

C: ... It's a long time, and I remembered it.

M: Oh, you are a super-clever girl! (Mother resumes reading)

Later in the week, the father was reading the same book. Even though the child needed to be a little more assertive when her father was reading, she also received positive feedback for her behaviors.

- F: *They are busy gathering nectar the sweet liquid...*
C: Oh daddy
F: *inside flowers*
C: Daddy, umm
F: *to make into honey.*
C: Daddy, umm, Daddy..
F: *They are...*
C: Um. They smell it with their antennas... um, to see if it's good enough to get to the queen and the uh – ones that are just born.
F: Okay. They are...*gathering pollen, the yellow powder in a flower to feed to their queen and all her young bees.* Is that what you just said?
C: Yeah
F: Well, look at you, aren't you clever? (Father resumes reading)

It becomes apparent that the child not only truly enjoys these reading sessions, but sees these reading sessions as a means to share what she knows with her parents. As with the chicken and egg dilemma, it is unknown what occurred first. Did the child first love joint book reading sessions with her parents and then began connecting information to the stories being read, increasing her enjoyment of learning and gathering information? Or, did she first learn and gather information and by sharing it during reading sessions, discover that it was positively received by her family? Regardless, the child continually applies what she knows and has learned in school and in her brief life during the joint book reading sessions.

Final Considerations

One final issue needs to be considered in examining the data that was collected for this study. Hart and Risley (1995) found that children's everyday experiences are cumulative. "[N]ew experiences are recognized, added, and assimilated to past

experiences or let go unnoticed or unnamed because there are no words and no past experiences with which to link them (Hart & Risley, 1995, p. 188). This is very similar to the possibility of cumulative effects I believe will occur from parent/child at-home reading sessions. These possible cumulating effects of at-home readings between parents and children need to be examined considering the implications of the data gathered in this study.

Of the six families that participated in this study, a total of 12 books were provided to each family. The families were encouraged to re-read books and audio-tape those readings. Of the books that were provided, a range of 10 – 22 readings occurred with the families. Table 23 presents the number of books read by family. These book totals are only for the parent/child readings of those books that were provided by the researcher during the six week period of this study.

Table 23

Total Number of Readings Over Six Weeks

	A	B	C	D	E	F
Total number of readings	16	10	14	22	13	16

It is possible that additional books were read by the families and those sessions were not audio-taped. However, from the information presented in Table 23, it becomes apparent that this is an area that should be researched further

Family B, audio-taped the reading of 10 books during the study because of one defective recording. For purposes of this analysis, I am going to assume they would have

submitted an audio-tape for the additional two books if there had not been a problem with the recording.

If a family reads on average two books a week, over the course of a year, 104 books are being read. If a family is reading on average 3.6 books are read a week (22 books over a 6 week time period = 3.66 books/week), the child is being read 190 books per year. Over the course of two years, that difference increases to 208 books vs. 380. As with other research on reading, the incremental differences in the number of books the children are being read between the two extreme families that participated in this study becomes exponential over time.

I will now present this information from the perspective of the number of parents' and children's comprehension related utterances. In Table 24, I have calculated the total number of comprehension related utterances made by each parent and each child for all books read over the six weeks. There is a great variation in the total number of comprehension related utterances, with more utterances being made by families that read more books.

Table 24

Total Number of Comprehension Related Utterances for All Book Readings

	A	B	C	D	E	F
Parents	436	118	477	504	202	271
Children	275	69	276	342	170	141

As with the actual readings of the books, over the course of a year the opportunities to comprehend and express comprehension during joint book reading sessions can increase exponentially.

In Table 25, I took the number of comprehension related utterances for each parent and child, divided it by six (six weeks was the duration of the study) to get a weekly number, then multiplied that by 52 (number of weeks in a year) to get an approximation of the total number of comprehension related utterances for each parent and child over the course of a year. For family B, I divided the number of actual utterances by five since I only have five recorded readings.

As with the number of books read, the number of comprehension related utterances increases exponentially for those families that are reading substantially more books. The child being read to the least can potentially produce 718 comprehension utterances per year, while the child being read to the most has the potential to produce 2,964 utterances per year.

The potential impact this can have on a child’s readiness for school in kindergarten is something that is realized by schools across the country every fall.

Table 25

Possible Number of Comprehension Related Utterances Over the Course of a Year

	A	B	C	D	E	F
Parents	3,779	1,227	4,134	4,368	1,751	2,349
Children	2,383	718	2,392	2,964	1,473	1,222

Summary

This chapter examined the three main themes that emerged from the data, with the responsiveness of the parent being an overarching determining factor on the child's level of interaction during the joint book reading session. First, lost opportunities were examined, and their negative influence on the children's behavior was presented. Second, grasped opportunities were examined, and their positive influence on the children's behavior was presented. The third theme of influences on reading behaviors was then presented from two different perspectives. The parent's reading behaviors and their influence on the child's level of interaction during the reading session were presented, as well as the child's reading behaviors, and their influence on the parent's level of interaction during the reading session.

Finally, projections for two potential long-term issues were calculated and considered using the limited data collected for this study. The first was the vast difference in the quantity of books read by the various families over the course of a year or more. The second were the possible implications those readings could have on the parents' and children's opportunities to generate comprehension related utterances over the course of a year.

In Chapter Six, I will rehearse the findings for the research questions which guided this study. I will then rehearse the findings for the themes that emerged from the data. Finally, I will address limitations within my study and implications for future research and educators.

Chapter VI. Discussion

The purpose of this study is to investigate how different types of books affect the quality and quantity of parent/child reading utterances. I conducted this investigation by examining the reading utterances generated by six parent/child dyads as they read informational and narrative books. The reading sessions occurred in the families' homes and were audio-taped so that I could capture realistic and natural reading behaviors. The families held weekly reading sessions with at least one book from each genre for a six week period.

My study focuses on three research questions. (1) Do the quality and quantity of parents' reading utterances differ when reading informational books or narrative books to preschool aged children? (2) Do the quality and quantity of preschool aged children's utterances differ when being read informational books or narrative books?

(3) Do preschool aged children tend to indicate a preference when given an opportunity to request informational books or narrative books?

In this chapter, I briefly summarize the findings of this study. First, I include the findings of the research questions which guided this study. Then, I present three themes that emerged from the data. Next, I rehearse the implications of this study for both educators and researchers. Finally, I explain the limitations of my study and conclusions that can be drawn.

Brief Summary of the Study

My desire to add to the body of research on the interactions that occur around parent/child joint book reading sessions, focusing on preschool aged children, grew from the research on joint book reading sessions and the potential influence a book's genre can

have on the reader. The majority of research in this area examines factors influencing parent/child reading interactions from various perspectives. Some research has focused on the preschool classroom and children's pretend readings; some research compared genre by asking the parents to read a book from two genres one time each; and others focused on the influence of familiarity of the book's format and created books which were read by the family (Bus & van IJzendoorn, 1995; Pappas, 1991; Pellegrini et al., 1990; Pellegrini et al., 1995; Torr & Clugson, 1999; Torr, 2007). Most of the studies on the influential factors of genre were often held at a place other than the child's home, creating a somewhat un-naturalistic reading environment (Bingham, 2007; Price et al., 2009; Torr, 2007).

All of this research added to the understanding of how the interactions between parents and children are influenced by different factors. Bus et al. (1995) found that the largest effect of at-home book reading is with the preschool aged child. As a result of their findings, I focused my study on preschool aged children.

This line of research also raised questions for me which I sought to answer in this study. Because of this research and the questions raised, I sought to capture realistic reading behaviors of parents and their preschool aged children, while reading informational and narrative books. I achieved this objective by examining the quality and quantity of reading utterances generated by the parents and children. Research informed the criteria I created and used when reviewing and selecting books for this study. I encouraged the families to select books that were unfamiliar to the children and would be of interest to them. The families audio-taped their reading sessions as they naturally occurred at the children's home, during the six week period. I encouraged the families to

re-read books if the children desired, and I asked them to record those additional reading sessions. As a result, the families captured a total of 91 reading sessions on audio-tape, which I transcribed, and coded, for this study. I used the data to help develop a deeper understanding of how, or if, these genres influence the quality and quantity of parent/child reading utterances.

Research question 1: Do the quality and quantity of parents' reading utterances differ when reading informational books or narrative books to preschool aged children?

From the data I collected and analyzed the quality of quantity of the parents' reading utterances when they were reading informational or narrative books. I hypothesized that there would be a change in parents' use of utterances based on findings in previous research studies (Smolkin & Donovan, 2000; Torr & Clugston, 1999; Tower, 2002). The purpose of my study was to deepen the understanding of these changes by examining these interactions from different perspectives than had been typical in past research (Bus & van IJzendoorn, 1995; Pappas, 1991; Pellegrini et al., 1990; Pellegrini et al., 1995; Torr & Clugson, 1999; Torr, 2007). In order to meet that purpose, I examined the parents' utterances by category, the total number of parents' utterances, the total number of the parents' comprehension related utterances, and the number of parents' comprehension related utterances among specific books. In examining the data from these perspectives, I found a great deal of variation in the number of utterances among the participating families.

Parents' utterances by category for informational and narrative books.

Four of the six parents generated the most utterances for the acknowledgment category while reading informational books. Acknowledgement utterances are indirectly related to the book. These utterances are made by the parent acknowledging something the child said. Examples of acknowledgement utterances are “yeah, hmm, oh, and okay.” One parent (C) generated the most attention vocative utterances (directing the child to the print) while reading informational books. Another parent (F) generated the most bridging utterances while reading informational books.

Parent/child reading sessions require the parent and child to interact socially around the book. I believe that it is this type of social reading environment that encouraged the parents to acknowledge comments made by their child while reading a book, without distracting from the reading itself.

I sought to analyze the category of utterances that were generated the most after I accounted for the acknowledgement utterances. I did this because of their indirect relation to book reading. I wanted to analyze utterances that were more directly related to the book.

Once the acknowledgement utterances were accounted for, all six of the parents generated the most utterances that were comprehension related. The comprehension categories the parents generated the most utterances for varied from parent to parent. This suggests that the parents' priority was to assist their child in understanding the book that was being read. While reading informational books, three parents generated the most clarifying utterances, two generated the most attentive vocative, and one generated the most bridging utterance.

All of the parents generated the most utterances that were comprehension related when reading narrative books. As with their reading of the informational books, the comprehension categories the parents generated the most utterances for varied from parent to parent. These results suggest that the parents' priority during the joint book reading session was to assist their children in understanding what was being read. Two parents adjusted their expectations, one generated the most attention vocative utterances, one generated the most evocative technique utterances ("wh" questions, encouraging talk about the text), and one generated the most clarifying type utterances.

Parents' total utterances.

All parents generated more overall utterances while reading informational books than when reading narrative books. As a whole, the parents increased the number of their utterances by 87% when reading informational books instead of narrative books.

Even though there were differences in the total number of utterances generated among the families, there were consistencies within these differences. The percent of increase for four of the participating families was 52%, 53%, 61%, and 78% when they read informational books instead of narrative books to their children. Two families demonstrated a marked increase in the percentage of utterances while reading informational books. These two families increased their number of utterances while reading informational books by 174% and 233%.

When reading informational books, the parents altered their reading utterances and increased the number of utterances they made during the reading sessions. This finding is supported by Torr and Clugston's (1999) findings that genre can be influential on parents' reading utterances. Torr and Clugston (1999) found that when adult/child

dyads read informational books, they generated more talk than when they read narrative books.

I cannot fully explain why the reading utterances for two parents increased to the large degree they were. Later in this chapter, when I discuss the total number of utterances generated by the children, the children of these same parents also generated far more utterances than their peers when being read informational books instead of narrative books.

I believe that it was the interaction among the parent, child, and book that increased the number of utterances. The data from these two parents need to be analyzed more thoroughly so that the interactions among parent, child, and book can be better understood. It is beyond the scope of this study to ascertain whether, for these two families, the parents' utterances increased the number of utterances generated by the children, or whether the children's utterance increased the number of utterances generated by their parents.

Parents' comprehension related utterances.

I disaggregated the data and examined the number of comprehension related utterances generated by the parents and found a pattern in parental utterances. All of the participating parents generated more comprehension related utterances while reading informational books than while reading narrative books. As I found with the total number of utterances generated by the parents, there was also a great deal of variation among the parents in the number of comprehension related utterances they generated.

To fully realize the variation in the number of comprehension related utterances, you must recognize that one family generated more than four times as many

comprehension related utterances than another family, regardless of whether an informational or narrative book was read.

The percent of increase in comprehension related utterances for four families was 44%, 48%, 51%, and 72% when they read informational instead of narrative books to their children. This finding is supported by Torr and Clugston's (1999) study. They found that when adults read informational books to children, they generated more reasoning statements and technical terms than when reading narrative books (Torr & Clugston, 1999).

The same two families that demonstrated a marked increase in the total number of utterances also demonstrated a marked increase in the percentage of comprehension related utterances while reading informational books. These two families increased their comprehension related utterances while reading informational books by 156% and 263%.

As with the total number of utterances generated by the parents, I cannot fully explain why the number of comprehension related utterances for the same two parents increased to such a large degree. The number of comprehension related utterances generated by the children does not mirror their parents' comprehension related utterances in the same manner they did for the total number of utterances. I continue to believe that it was the interaction between the parent, child, and book that increased the number of comprehension related utterances. This is an area which needs to be explored more thoroughly, as there may be extenuating circumstances beyond the books' genre that influenced the quality or quantity children's or parents' utterances.

Parental comprehension related utterances with specific informational books.

I disaggregated the data for specific informational books. By doing this, I could analyze how specific books influenced parents' comprehension related utterances. The books selected to be used in this comparison were books that were chosen most frequently by the families. The books I selected were *What is Growing Inside This Egg* (Posada, 2007) and *What Do You Do With a Tail Like This?* (Jenkins & Page, 2003) because five of the six families chose those books.

I found a great deal of variety in the number of comprehension related utterances generated by the parents between these two books. Three of the families generated more comprehension related utterances while reading *Guess What is Growing Inside This Egg* (Posada, 2007) than while reading *What Do You Do With a Tail Like This?* (Jenkins & Page, 2003). One parent, who generated the most total utterances and the most comprehension related utterances, increased her comprehension related utterances by 196% while reading *Guess What is Growing Inside This Egg* (Posada, 2007) than while reading *What Do You Do With a Tail Like This?* (Jenkins & Page, 2003). Another parent increased her comprehension related utterances by 86% while reading *Guess What is Growing Inside This Egg* (Posada, 2007) than while reading *What Do You Do With a Tail Like This?* (Jenkins & Page, 2003). Another parent did not demonstrate any difference in the number of comprehension related utterances for those two books, as she generated 33 comprehension related utterances for both books.

Two parents selected only one of the two books targeted for this level of analysis. For those two parents, I calculated the average number of comprehension related utterances they each generated for the remaining informational books they read during

this study. I then compared that average for those parents against the number of comprehension related utterances they generated for the targeted book. The findings were inconsistent. One parent increased her comprehension related utterances by 110%, and another decreased her comprehension related utterances by 73%.

The findings did not indicate that one book was prevalent over the other in aiding the parents in generating comprehension related utterances. However, the data indicate that a particular book can foster an increase in the number of comprehension related utterances generated by some parents. When considering the small pool of participants in this study, a specific book title *What is Growing Inside This Egg* (Posada, 2007) seemed to foster an increase in the number of comprehension related utterances generated for some of the parents, but not all. The other selected book *What Do You Do With a Tail Like This?* (Jenkins & Page, 2003) seemed to foster an increase in the number of comprehension related utterances for other parents participating in this study.

Certain books seem to foster an increase in parents' comprehension related utterances. However, what that determining variable may be will vary from parent to parent. Pellegrini et al. (1995) found that mothers who were more familiar with the book's format generated more utterances when they read that book to their children than when they were reading a book with an unfamiliar format. I did not ask the parents if they were familiar with the format of the different books utilized in this study. As a result, it is uncertain if familiarity with the format was an influential factor in the parents' increase in comprehension related utterances with specific books.

Parental comprehension related utterances with specific narrative books.

I also disaggregated the data for specific narrative books so that I could compare the parents' generated comprehension related utterances among narrative books. The narrative books selected to be used in this comparison were books that were chosen most frequently by the families. The books I selected were *Duck and Goose* (Hills, 2006) because five of the six families chose that book. I also selected *Leonardo, the Terrible Monster* (Willems, 2005), *Scaredy Squirrel* (Watt, 2006), *Knuffle Bunny* (Willems, 2004), *Knuffle Bunny, Too* (Willems, 2007) because four of the six families chose those books.

I again found a great deal of variety in the number of comprehension related utterances generated by the parents among the targeted books. *Duck and Goose* (Hills, 2006) generated the least number of comprehension related utterances among all selected books. The parents that read *Duck and Goose* (Hills, 2006) generated a total of 17 comprehension related utterances. *Scaredy Squirrel* (Watt, 2006) generated the most number of comprehension related utterances among all the selected books. The parents that read *Scaredy Squirrel* (Watt, 2006) generated a total of 146 comprehension related utterances. This is an increase of 759% in the number of comprehension related utterances generated by the parents while reading *Scaredy Squirrel* (Watt, 2006) instead of *Duck and Goose* (Hills, 2006).

Neuman (1996) found that the type of book being read and parents' reading proficiency influenced the parents' reading interactions and parent/child interactions. Parents who were more proficient readers had the most discussion while reading narrative books and the least while reading predictable books. Parents who were less proficient

readers had the least discussion while reading narrative books and the most while reading highly predictable books. I did not determine the parents' reading proficiency for my study. However, Neuman's (1996) findings that the predictability of the book influenced the discussion generated by the parents may be supported in my study's findings.

I believe certain elements may be contained in *Scaredy Squirrel* (Watt, 2006) that can be attributed to the increase in the number of parental comprehension related utterances. In *Scaredy Squirrel* (Watt, 2006), the squirrel is afraid to leave his tree for fear of the unknown. The squirrel has a daily routine which he follows diligently and an emergency kit for numerous types of emergencies. The routine followed and the potential emergencies the squirrel is prepared for are repeated in the book. The book also describes items in the squirrel's emergency kit, which contains supplies for bee stings, poison ivy, Martians, shark attacks, etc. These are all fears that may have been realized by some of the children prior to being read this book. The repetitions in the book and the familiarity of the items could be elements that influenced the number of comprehension related utterances generated by the parents.

I believe certain elements may be contained within *Duck and Goose* (Hills, 2006) that can be attributed to the decrease in the number of parental comprehension related utterances, although I cannot identify any specific elements with any degree of certainty. The book *Duck and Goose* (Hills, 2006) contains colorful illustrations and a storyline that a young child could follow, although it could have been too difficult for some of the children. A duck and a goose find a colorful ball, and believing it to be an egg, each claims it as their own. They proceed to sit upon the egg/ball and wait for it to hatch. During this wait, they become friends and discuss all the things they are going to teach

the hatchling. At the end of the story, they discover it is a ball and not an egg. Being friends, they play with the ball together. There are many opportunities throughout the book for comprehension related comments to be made by the parents. According to Neuman's (1996) findings, the parents who were proficient readers should have generated more discussion from the parents because *Duck and Goose* (Hills, 2006) is a narrative book. Since this finding was not supported in my study, a closer analysis is necessary for a clear understanding. One possible explanation for the small number of comprehension related utterances generated by the parents who read this book is that the concept was obvious and simple to the parents, but not to the children, leading the parents to believe that the book did not require any comprehension support.

Research question 2: Do the quality and quantity of preschool aged children's utterances differ when being read informational books or narrative books?

From the data I collected and analyzed, the children's utterances also changed while being read informational or narrative books. I hypothesized that there would be a change in parents' utterances based on findings in previous research studies (Smolkin & Donovan, 2000; Torr & Clugston, 1999). The purpose of my study was to deepen the understanding of these changes. I examined the children's utterances by category, the total number of children's utterances, the number of children's comprehension related utterances, and the number of children's comprehension related utterances among specific books.

The children generated more total utterances and more comprehension related utterances while being read informational books instead of narrative books. As with the parents' results, all six of the children generated more total utterances while being read

informational books compared to narrative books. Again, parallel to the findings with the parents' results of total utterances, two of the children (A, E) generated markedly more utterances (175%, 170%) while being read informational books instead of narrative books.

As with the parents, all six of the children generated more comprehension related utterances while being read informational books compared to narrative books. However, unlike the parents' results, where two parents (A, E) generated markedly more comprehension related utterances, four of the six children generated markedly more comprehension related utterances. Only two of the children (B, F) increased their utterances to a lesser degree (65%, 76%).

Children's utterances by category for informational and narrative books.

When examining the utterances generated by the children for each coding category, four of the six children generated clarifying type utterances the most, regardless of whether they were being read informational or narrative books. This indicates a desire on the part of the children to understand what is being read to them, which is a goal they attempt to reach through clarifying information as they monitor their comprehension (Snow, 2002).

One child generated the most responding utterances regardless of whether being read informational or narrative books. Although this child also generated many comprehension related utterances, she responded to her parent more than generating any specific comprehension related utterance. This could be an indication of the importance of the social interaction around the book for this particular child. One reason for this could be the social nature of the child.

Another child generated the most responding utterances while being read narrative books, but more predicting utterances while being read informational books. As with the previous child discussed, this child also generated many comprehension related utterances, but, also responded more often to her parent while being read narrative books. She generated 3 less responding type of utterances than predicting type utterances while being read informational books. This child generated more than to almost double the number of responding type utterances than the other children that participated in this study while being read either narrative or informational books. Given that information, it seems likely that, as with the previous child discussed, this child also perceives joint book reading sessions to be a social occurrence.

To varying degrees, all of the children generated more utterances in certain categories while being read informational books than when they were read narrative books. All of the children more than doubled the number of bridging utterances they generated while being read informational books rather than narrative books. Four of the six children more than doubled (in some cases, tripled or more) the number of clarifying and predicting utterances they generated while being read informational books compared to narrative books. Two children (B, F) increased the number of utterances they generated for these two categories as well, but to a lesser degree. The children strove to understand what was being read to them, regardless of the genre. This demonstrates that all of the children that participated in this study developed an understanding that books are supposed to make sense.

Children B and F are the children who increased the number of utterances to a lesser degree than the other children. These same children did not demonstrate the same

degree of overall growth in comprehension related utterances when being read informational books compared to narrative books. The cumulative affect of this is discussed in detail later in this chapter.

Children's total utterances.

The children generated more total utterances while being read informational books than narrative books. This held true even if the parent did not generate as many utterances as other participating parents. As a whole, the children increased their number of utterances by 84% when being read informational books instead of narrative books.

As with the data from the parents, there were differences among the utterances generated by the children and consistencies within those differences. The children from two families demonstrated a marked increase in the percentage of utterances while being read informational books. These two children increased their number of utterances while being read informational books by 155% and 209%, while the remaining four children increased their number of utterances by 17%, 43%, 49%, 93% while being read informational books instead of narrative books.

The influence of informational books on children is supported by findings in previous studies (Pappas, 1991; Tower, 2002). Pappas (1991) found that a young child distinguished between an informational book and a narrative book by using different terminology during pretend readings. Tower (2002) found that young children's pretend readings varied among informational books. She found that the illustrations, terminology used in the books, and children's experiences were all influential factors to the children's pretend readings (Tower, 2002).

That the parents' interactions could be influential on the children's interactions is also supported by findings in previous studies. Sénéchal's et al. (1998) and Sénéchal and LeFevre (2002) found that parents use of different teaching experiences influenced their children's literacy strengths differently. In those studies, they found that children's literacy strengths varied depending on whether the parents focused on the print within the book or discussed the story without focusing on the print itself (Sénéchal et al., 1998; Sénéchal & LeFevre, 2002). Whitehurst et al. (1998) also found that children's responses changed when their parents' reading behaviors changed.

However, I cannot fully explain why the number of reading utterances generated for two of the children increased to the large degree that they did. These two children are the children whose parents demonstrated a marked increase in the number of their total utterances generated. The books selected by these two families were also selected by other families participating in the study.

As stated earlier in this chapter, I believe that the large increase can only be explained through analyzing the interactions among the parent, child, and book. The data from both of these families need to be analyzed more thoroughly to ascertain if the book influenced the quality and quantity of parents' utterances which thereby influenced the quality and quantity of children's utterances, or if the book influenced if the quality and quantity of children's utterances which thereby influenced the quality and quantity of parents' utterances.

Children's comprehension related utterances.

I disaggregated the data and examined the number of comprehension related utterances generated by the children. As with their total number of utterances, the

children generated many more comprehension related utterances while being read informational books instead of narrative books. The children's comprehension related utterances increased by 139% when they were being read informational books instead of narrative books.

As with the data presented with the parents' comprehension related utterances, there was a great deal of variation among the children in the number of comprehension related utterances they generated. One child generated more than four times the number of comprehension related utterances than another child. This is the child of the parent that generated four times the number of comprehension related utterances of another parent. When I analyzed the data for all of the children, I noticed that the apparent pattern of parental increase in total comprehension utterances and the children's increase in total utterances did not hold true for the number of children's comprehension related utterances.

Recall that for the parents' total number of utterances and number of comprehension related utterances, two parents in particular demonstrated a marked increase when reading informational books instead of narrative books. Recall also that when analyzing the children's total number of utterances, the children of those two parents also demonstrated a marked increase for total number of utterances, when being read informational books instead of narrative books.

When I examined the children's comprehension related utterances, four of the six participating children showed a marked increase in the percent of comprehension related utterances generated while being read informational books instead of narrative books. These four children increased their number of comprehension related utterances by

123%, 170%, 172%, and 175% when being read informational books instead of narrative books. Two of those four children were the children of the parents who demonstrated a marked increase in their number of total utterances and comprehension related utterances. Only two of the six children did not demonstrate a marked increase in their comprehension related utterances. These two children increased their number of comprehension related utterances by 65% and 76% when being read informational books instead of narrative books.

One of the two children who did not demonstrate a marked increase in their comprehension related utterances was not attending a preschool at the time of the study. Hargrave and Sénéchal (2000) found that children's expressive vocabulary increased when their daycare implemented dialogic reading strategies. It is possible that the lack of preschool experience may be influencing this child's ability to generate comprehension related utterances. This line of inquiry should be researched more thoroughly.

The other child was attending the same preschool as his peers. However, his parent was one that I had labeled as being unresponsive to her child during the joint book read session. Bus and van IJzendoorn (1995) found that children who were less securely attached to their parents were read to less frequently and were the least focused on the book during the joint book reading sessions. This child was the one who was read to the least out of all the participating dyads. This study was not set up to determine the attachment level of parent and child. Therefore, I cannot make any assumptions relating to the attachment and its possible affect on the child's comprehension related utterances.

Another explanation for the few number of comprehension related utterances generated by these children could be from their lack of interest in the books selected.

These two children generated many fewer comprehension related utterances than their peers during the reading of one book in particular, *Tail of a Tadpole* (Wallace, 1998). The second child that I discussed in the prior paragraph had many more comprehension related utterances while being read a book on Platypuses, which was an animal that he was very much interested in. It is possible that for some children, their interest in a particular topic may have a much larger affect on their involvement with the book and comprehension related utterances than for other children. This is an area that should be explored further.

I also noted that these two children made many fewer predictions while being read informational books than their peers did. I would need to conduct a more detailed study in order to fully understand the reasons for the differences in the data for these two children and that of their peers.

Children's comprehension related utterances with specific informational books.

As with the parents' data, I disaggregated the data for specific informational books. I wanted to examine what influence, if any, specific books had on the children's comprehension related utterances. The books selected were those chosen by the majority of the families participating in this study. I selected *What is Growing Inside This Egg* (Posada, 2007), and *What Do You Do With a Tail Like This?* (Jenkins & Page, 2003) because five of the six families chose those books.

The children did not demonstrate a large difference in the number of comprehension related utterances between the two informational books. The children's comprehension utterances increased by 16% when being read *What Do You Do With a*

Tail Like This? (Jenkins & Page, 2003) instead of *Guess what is Growing Inside this Egg* (Posada, 2007).

The children's comprehension related utterances were more consistent than that of their parents between these two books. All of the children generated more comprehension related utterances while being read *What Do You Do With a Tail Like This?* (Jenkins & Page, 2003) instead of *Guess what is Growing Inside this Egg* (Posada, 2007).

The format of these two books is very similar in that they both provide a clue to an animal and the reader is asked to predict the identity of the animal from the clues provided. In *What Do You Do With a Tail Like This?* (Jenkins & Page, 2003), parts of animals are shown on two accompanying pages (noses, tails, ears, etc.) and the reader is asked to predict what animal would have a nose (or tail or ear) like that before turning the page to read and find out a little about those animals. In *Guess what is Growing Inside this Egg* (Posada, 2007), the book provides a clue with an illustration of an egg and the habitat of the egg, and the reader is asked to predict what animal would hatch from that egg.

The similarity in the format of these two books could be the explanation for the similarities in comprehension related utterances generated by the children. Tower (2002) found that differences in text features in informational books attributed to young children's variations in their pretend book readings. Tower's (2002) finding is supported in this analysis as it appears that some of the children may have responded more to the format of the book than their parents' comprehension related utterances.

Children's comprehension related utterances with specific narrative books.

I disaggregated the data for specific narrative books so that I could compare the children's generated comprehension related utterances among narrative books. The narrative books selected to be used in this comparison were also books that were selected by the majority of the participants. The books I selected were *Duck and Goose* (Hills, 2006) because five of the six families chose that book. I also selected *Leonardo, the Terrible Monster* (Willems, 2005), *Scaredy Squirrel* (Watt, 2006), *Knuffle Bunny* (Willems, 2004), *Knuffle Bunny, Too* (Willems, 2007) because four of the six families chose those books.

Like the parents, the children demonstrated a great deal of variation in generating comprehension related utterances for specific narrative books. *Duck and Goose* (Hills, 2006) did not appear to have the same influence on the children's generation of comprehension related utterances as it did their parents' comprehension related utterances.

The children generated the least number of comprehension related utterances for *Knuffle Bunny* (Willems, 2004). The children that were read *Knuffle Bunny* (Willems, 2004) generated a total of 15 comprehension related utterances. The children generated the most comprehension related utterances when being read *Scaredy Squirrel* (Watt, 2006). The children that were read *Scaredy Squirrel* (Watt, 2006) generated a total of 47 comprehension related utterances. This is an increase of 213% in the number of comprehension related utterances the children generated while being read *Scaredy Squirrel* (Watt, 2006) instead of *Knuffle Bunny* (Willems, 2004).

Scaredy Squirrel (Watt, 2006), as explained earlier in this chapter, contains a character the children may relate to. The book has simple illustrations that are repeated throughout the book. It is possible that the children generated more comprehension related utterances for this book because of these illustrations. The squirrel is fearful and has an emergency kit so that he is prepared for bee stings, poison ivy, Martians, sharks, etc. Many of the children made comments and connections to poison ivy, bee stings, and sharks. I believe that the book provided specific information that the children were able to relate to increased their number of comprehension related utterances. Pellegrini et al. (1995) found that children generated more world-text and text-world connections when being read a book in a familiar format. It could be that the repetitive pattern in *Scared Squirrel* (Watt, 2006) quickly became familiar to the children. That, coupled with the children's familiarity with the squirrel's fears (poison ivy, bee stings, etc.) increased their comprehension related utterances.

Four of the six participating children read *Knuffle Bunny* (Willems, 2004) and *Knuffle Bunny, Too* (Willems, 2007). Three of those children demonstrated a marked increase in the number of comprehension related utterances they generated when being read *Knuffle Bunny, Too* (Willems, 2007) then when being read *Knuffle Bunny* (Willems, 2004). The one child that did not demonstrate such a marked increase is the child of a parent that was not responsive. In addition, during the reading of this particular book, the child attempted to draw the mother's attention to features within the book. The mother's lack of responsiveness to her child's attempts greatly hampered his interaction for the remainder of that reading session, as he did not make any further comments.

It is possible that the majority of the children increased the number of comprehension related utterances they generated for *Knuffle Bunny, Too* (Willems, 2007) because it was a sequel to *Knuffle Bunny* (Willems, 2004). The possibility that a sequel with picture books may increase children's comprehension related utterances is an area that could be explored further.

Research Question 3: Do preschool aged children tend to indicate a preference when given an opportunity to request narrative or informational books?

The children indicated a preference for narrative books more than informational books. Including the books that were re-read to the children during the six weeks, the families read a total of 41 informational books and 51 narrative books. This indicates a preference of 24% for narrative books on the part of the children. Three of the six children preferred narrative books more than informational books. One child in particular preferred narrative books more than informational, as his parents read seven informational books to him and 15 narrative books during the six weeks. Only one child preferred informational books more than narrative books. Two children did not have a preference, as the same number of each genre was read.

This finding is not supported by Pappas' (1991) study. Pappas (1991) found that kindergarten children indicated a preference for informational books when they were asked which book they preferred after a book reading session.

There are two possibilities for this discrepancy. One is that the children in this study preferred narrative books over informational books. I believe this to be the case with at least one particular boy who was read more than double the number of narrative books than informational books.

There is one other possible explanation for this discrepancy. Yopp and Yopp (2006) surveyed parents and teachers. They found that parents and teachers read informational books only 8% of the time (Yopp & Yopp 2006). Even though the families were encouraged to re-read books at the children's request, the parents either selected the books to be re-read or persuaded the children to re-read particular books. Because I sought to capture realistic reading interactions, I was not present during the selection of the books to be re-read, so it is impossible to determine whether or not the parents influenced which books should be re-read.

Emerging Themes

I collected a total of 91 reading sessions during the duration of this study. As I analyzed the coded transcripts, several broad themes emerged from the data. I categorized three of these main themes as lost opportunities; grasped opportunities; and influences on behavior. I defined a lost opportunity as when an opportunity arose that could have enhanced the joint book reading experience, but was not grasped by the parent. I defined grasped opportunities as when an opportunity arose that was grasped and did enhance the joint book reading experience. I defined influences on behavior as when either parent or child exhibited behaviors during the joint book reading sessions that influenced the other person's behavior (parent or child).

Lost Opportunities.

Lost opportunities tended to occur more frequently with some families than others. Lost opportunities often had an effect on the interactions that occurred between the parent, child and book, throughout the rest of that particular reading session. A parent, being unresponsive, seemed to shut down the child and relegated him/her to role

of passive listener, where the child would remain, interacting very briefly, if at all, for the remainder of that reading session. This “shutting down” of the child is similar to Hart and Risley’s (1995) findings that parents’ prohibitive comments negatively influenced the children’s vocabulary growth and usage.

Grasped opportunities.

Grasped opportunities, on the other hand had the opposite effect on the children’s interactions during the reading session. As with lost opportunities, grasped opportunities also tended to occur more frequently with some families than others. The data indicate that the families where grasped opportunities were prevalent in contained parents and children who generated the most total utterances and the most comprehension related utterances.

The children’s comments were valued and acknowledged by their parents throughout the reading sessions. I believe that this created a positive atmosphere, encouraging the child to make further comments relating to the reading, which were also acknowledged. This, too, is supported by Hart and Risley’s (1995) study. “The most positive the affect during interactions the more motivated the child is to explore new topics, to try out tentative relationships, to listen and practice, to add words to those already accumulated, and to notice the facts and relationships that IQ testers ask about” (Hart & Risley, 1995, p. 155). It is these positive parent/child interactions that created a cycle where the child received positive feedback for his/her comments from his/her family during the reading sessions, which thereby fostered an increase in the number of comments made by the child during the joint book reading session.

Influences on behavior.

The influences on behavior I observed in the transcripts were sometimes parent directed and sometimes children directed. There were also many instances where it was impossible for me to determine which person was influencing the other's behavior as they were so intertwined.

I found that in many of the reading sessions, the parents would prompt or question the children, which would increase the children's involvement in the book reading session. I found other instances, where a child's behaviors increased her parent's questioning and comprehension related utterances for book reading sessions.

Since the study took place over a six-week period of time, I found a couple of examples of children being read to by different adults. I analyzed how the children modified their behaviors based on the different behaviors exhibited by the adult reading the book.

One child generated very few total and comprehension related utterances. His mother did not engage her son in the reading sessions through questions or comments. However, during one of the reading sessions captured on tape, his adult older brother read two stories to him. The child's number of total and comprehension related utterances while he was being read those two books was much higher than it was for any other reading session recorded during the course of this study.

Another child was read to by her mother and father on separate occasions. When the mother read to the child, there were many comments and questions from both mother and child throughout the reading sessions. I saw this as an example of the parent's and child's behaviors being intertwined. However, when the father read to the child, the

father was more focused on reading the text within the book. The child was persistent, and eventually the father responded to his child's comments. I saw this as an example of the child's behavior influencing the parent's.

Final Considerations

As stated previously, I collected a total of 91 reading sessions from six families which occurred over a six week period. I believe that the data captured on these audio-tapes can be used to provide information about possible culminating effects that at-home reading may have on preschool aged children. I used the data to project the possible number of books being read to children during the course of one year and the possible number of comprehension related utterances generated by the parents and children over the course of a year.

I found a noticeable difference in the number of joint book reading sessions that occurred between the families during the six weeks. One family read 1½ times as many books as another family. I calculated a weekly book reading for each child at the opposite end of the spectrum. I multiplied this number by 12 to determine the number of books these children would be read over the course of a year. With one child being read an average of two books a week, and another child being read an average of 3.6 books a week, one child is read 172 more books a year than the other. Over time, the difference in the number of books being to the children increases exponentially.

I also examined this from the perspective of the number of comprehension utterances generated by the parents and children. I took the number of comprehension related utterances generated and also multiplied it to determine the annual amount of parental and children's comprehension related utterances.

Over the course of a year, the number of parental comprehension utterances this represents is 4,134 vs. 1,227. The number of children's comprehension utterances this represents over the course of a year is 2,383 vs. 718.

It is beyond the scope of this study to thoroughly address these projections and any possible long-term implications they may hold. However, these projections indicate vast differences between the number of books and number of comprehension related utterances that may exist among families during the course of a year. These differences and any possible long-term implications is something that should be researched further.

Implications for Educators

In this study, all of the children attended preschool at some point in their young lives. Five of the six participating children attended the same preschool, although they were in different classes. Many of the children spoke of something that occurred in preschool during the recorded reading sessions. This indicates that the children are applying at least some of what they are being taught in preschool to their at-home book reading experiences.

Often schools attempt to find ways to include parents in the education of their children. This study uncovered a valuable bridge in this process that may be overlooked. The data collected in this study support the concept that a child, even a preschool aged child, brings home information learned at school. Schools and parents can become more effective if they realize that the child can be the bridge between the two.

If the parents are aware that their children may be applying reading strategies at home that they learned at school, their at-home reading sessions may become more effective with an increase in comprehension related utterances from both parents and

children. Schools can encourage this in two ways (Scarborough et al., 1991; Sénéchal & LeFevre, 2002). First, schools can assist parents by informing them about the reading strategies that are currently the focus of instruction in the classroom. That would provide the parents with the information of what to look for in their children's interactions during joint book reading sessions. Second, schools can assist parents by encouraging them to look to their children's interactions during joint book reading sessions, and by asking parents to follow the children's lead during these reading sessions. It is possible that by doing this, the children's attempts to apply reading strategies taught in school during their at-home reading sessions may be more positively received by their parents than they might have otherwise been.

Another way schools and parents can become more effective partners through the child is by encouraging the child to apply reading strategies at home that the teacher emphasizes in school. This can easily be done in a couple of ways. One is by stating something along the line of, "When we read a book as a class, we like to stop once in a while and ask ourselves questions about what we have learned from the book". Another way is through statements that encourage the child to apply what was learned in a book, such as: "Next time you read a book about bugs (or see a bug) you can use what we now know about insects to determine if it is an insect or not."

If preschools and parents become aware of the concept that the child can be a bridge between school and home, then, in addition to teaching as they typically do, the schools can provide both parents and children with the tools to connect what is being taught in school to their home lives.

Implications for Research

The purpose of this study was to deepen the understanding of how informational and narrative books influence the quality and quantity of parents' and children's reading utterances during joint book reading sessions. In attempting to meet that purpose, I encountered many questions that I could not answer from the data I had collected. Future research designed to answer these questions could further the research community's understanding of influential factors on parent/child joint book reading sessions.

Understanding these influential factors is important because parent/child joint book reading sessions have positive, long lasting implications on children's reading achievement throughout their schooling years (Cunningham & Stanovich, 1997; Juel, 1988; Sénéchal & LeFevre, 2002; Stevenson & Neuman, 1986). Hart and Risley (1995) found that parents' verbal interactions with their young children had long term implications on their children's vocabulary and language development at 9-10 years of age. The largest effect of these joint book reading sessions occurs when children are read to when they are in their preschool years (Bus et al., 1995).

In my study, the data from two of the six participating parents indicated a very high increase in the number of total utterances and number of comprehension related utterances generated when reading informational books instead of narrative books. This finding could not be readily explained from examining the data set collected. Research could be designed to investigate the potential reasons for these marked increases in utterances.

In analyzing the data for the children's comprehension related utterances, another phenomenon was revealed. Four of the six children greatly increased the number of comprehension related utterances they generated while being read informational books

instead of narrative books. The question that now begs to be answered is why the other two children did not demonstrate such a marked increase in the number of comprehension related utterances they generated while being read informational books instead of narrative books. Differences in parents' communications with their young children affected their children's vocabulary growth, usage, and IQ (Hart & Risley, 1995). Research designed to examine specifically the affect parents' reading utterances are having on children's comprehension related utterances can provide valuable information to the research and education communities.

The data collected for my study began to reveal the vast differences of not only the quality of reading interactions between families, but the quantity of these reading interactions as well. This data was used to project the possibility of an exponential effect this could have on the quantity of books being read and quantity of comprehension related utterances generated by parents and children. The possibility of this ever-widening disparity and its implications is an area that should be explored further.

To varying degrees, all of the six children that participated in this study utilized comprehension strategies while being read books at home. As researchers, we need to determine if young children are applying reading comprehension strategies modeled, taught, and presumably learned at preschool at home during joint book reading sessions. Delving into this would provide information that could provide specific guidelines to preschool instruction helping to make the preschool experience as beneficial to the child and parent as possible.

Theoretical Issues for Future Research

In Chapter Two, I rehearsed several theories on literacy that Graves (2004) discussed. The theories discussed by Graves (2004) were “schema theory, the interactive model of reading, constructivism, reader response theory, and sociocultural theory” (p. 434). Additional research incorporating any one of these theories can inform future research on joint book reading sessions with young children.

Young children have schemata which they access while they are read books. Comprehension also occurs through the interaction of the reader utilizing word-level and syntactic knowledge as well as their schemata and the book (Graves, 2004). This is known as the interactive model of reading (Rumelhart, 1977). When young children are read books, they comprehend what is read to them through their understanding of word-level and syntactic knowledge as well as their schemata. The concept that comprehension is constructed by the reader is known as constructivism (Graves, 2004). As with the interactive model of reading, with constructivism, young children also construct meaning from the book, but the children construct their meaning from a book that is read to them instead of reading it independently. Reader response theory is different from constructivism because it allows for various interpretations of what is read for different purposes (Graves, 2004). For young children, the interpretation of what is being read is typically directed by the adult reader. The adult reader’s interpretation of what they are reading will vary, that will then influence the children’s interpretation. In sociocultural theory, individuals’ backgrounds influence their learning, which occurs as they work socially in various social contexts (Graves, 2004; Snow, 2002). Young children are social beings whose background influences their learning as they work with others in various social contexts.

Studies need to be designed that are informed by these theories. Knowledge gleaned from this line of research can enhance researchers', educators', and parents' understanding of how young children process information gathered during book reading sessions.

Limitations

The small sample size used in any case study is a limitation. This limitation prevents me from making warranted generalizations to larger samples and populations. The small sample size was necessary in order to manage the amount of data that was gathered over the six weeks. This depth of information provided valuable insights that have not been previously discussed in research.

Another limitation is that the participating parents all chose to send their children to a private school. Five of the six children that participated in the study went to the same preschool. This lack of diversity limits the broad application of information collected from this study.

At the onset of the study, I anticipated that because I was recruiting participants from a private preschool there would be minimal or no diversity in the education level of the parents. This did not prove to be true. Since it was not the focus of this study, I did not request the education level of the parents, nor was it obtained for all of the parents. However, during informal interviews, the parents shared with me that two of them had college degrees and two did not. I do not know the education level for the remaining two participating parents. Since I did not obtain the education level for all the participants, this information could not be accurately discussed in the data analysis. If I had obtained

this information, it is possible that insights on the affect of maternal education level on joint book reading sessions could have been obtained.

Conclusion

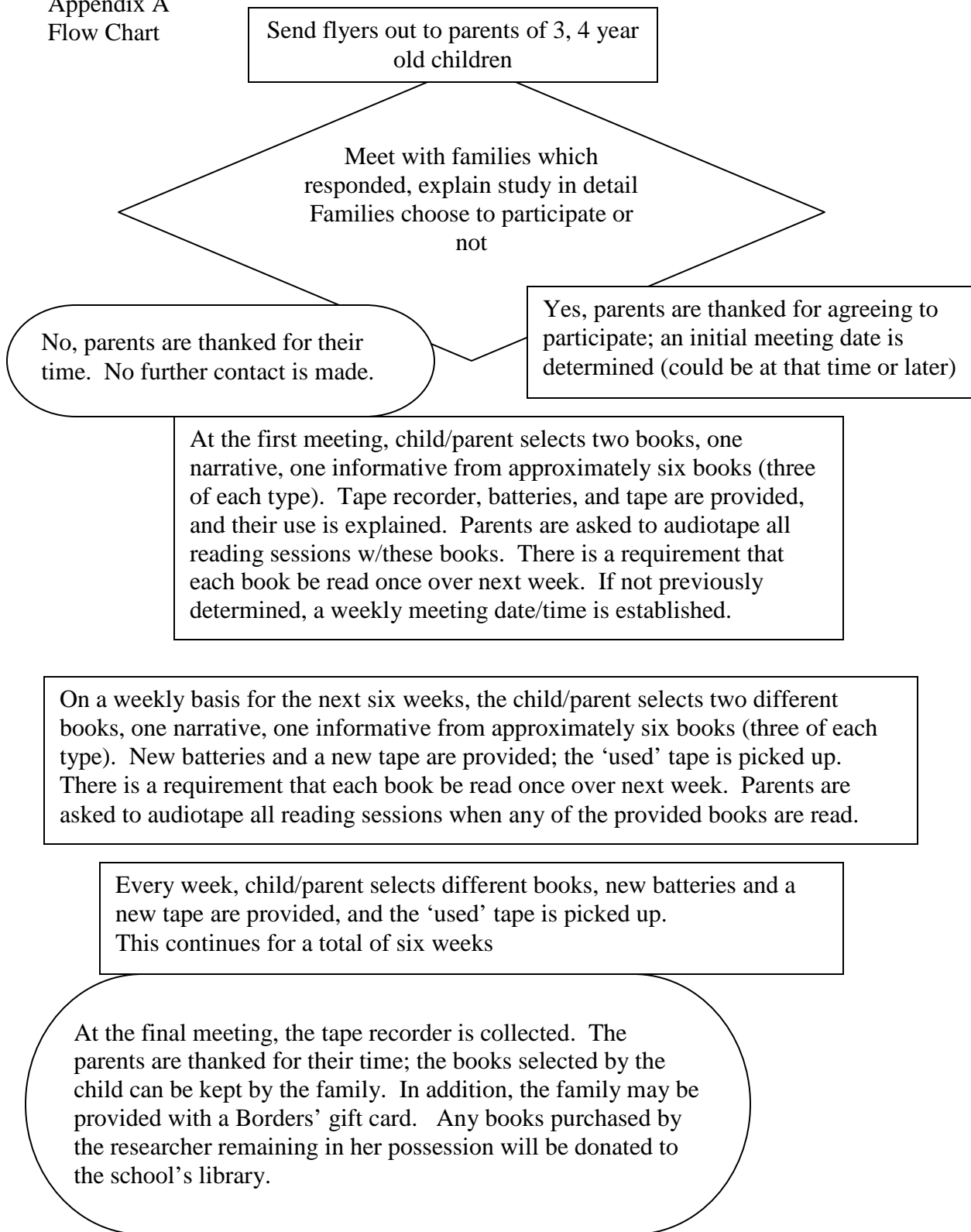
In summary, the findings in the present study support findings in previous studies. The findings from this study also revealed new information about how the quality and quantity of parents' and preschool aged children's reading utterances are influenced during joint book reading sessions with informational and narrative books. All parents and children participating in this study utilized more comprehension related utterances while reading informational books than while reading narrative books.

There was a great deal of variation in the number of comprehension related utterances among the parents and the children. At the same time, there were consistencies within those differences. In reading informational books, two parents demonstrated a marked increase in their comprehension related utterances. The majority of the children (four) also demonstrated a marked increase in their comprehension related utterances while being read informational books. Two children did not demonstrate the same degree of increase in their comprehension related utterances while being read informational books. Some theories were postulated, but the exact reason for this remains uncertain.

There was a great deal of variation in the number of books read by the different families during the duration of this study. The number of books read, and by association, the number of comprehension related utterances shared by parent and child can be vastly different. There is a potential for vast differences in book sharing experiences for the

children. It was not the goal of this study to explore these differences. However, since it has been discovered, it is a factor that should be examined further.

Appendix A
Flow Chart



Appendix B
Flyer

Reading Study

Would you be interested in participating in a study where you read books to your child and get to keep the books?

My name is Cindi Becker. I am working on a dissertation research project at the University of Maryland. I am looking for eight families who would be willing to read books to their child. I will provide all books for this study.

Goal of study

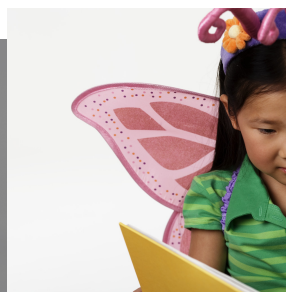
To determine if preschool aged children respond differently to information (non fiction) or narrative (fiction) books.

Brief Outline

- Length of study – 6 weeks
- Audio cassette recorder, audio cassettes and batteries will be provided
- We will meet briefly once a week at your convenience to provide books and audio-tapes
- You and your child will select two books from six book options provided.
- You will read each book to your child at least once during the week. You will audio-tape the reading session.
- If any book is re-read, at your child's request, please audio-tape that reading session as well.
- For the concurrent weeks, we will meet briefly; you and your child will select two additional books from the six options provided. A new audio-tape will be provided, and I will collect the used audio-tape.
- You and your child keep all books selected (12 different books).
- Any books remaining from the study will be donated to the school's library

Contact Information

If you are interested, please contact me at: XXX-XXX-XXXX.



CONSENT FORM

Project Title	An Analysis of Parent/Child Reading Behaviors While Reading Two Different Genres
Why is this research being done?	This is a research project being conducted by Cindi Becker at the University of Maryland, College Park. We are inviting you to participate in this research project because you are a parent of a pre-school aged child. The purpose of this research project is to determine if information text or narrative text influence parent/child reading behaviors.
What will I be asked to do?	<p>The procedure involves briefly meeting with the researcher on a weekly basis for six weeks. These brief meetings should last approximately 15 minutes. During these meetings you will be asked to select one narrative and one informative book from a selection of books provided by the researcher. You are asked to read each book at least once to your preschool-aged child. This research project requires making audiotape recordings of your reading sessions (recorders, tapes, and batteries will be provided). Further, if your child asks to re-read any of the provided books, you are asked to re-read them to your child and audiotape those reading sessions as well. These recordings will enable me to gather accurate, verbal exchanges between you and your child during your reading sessions.</p> <p>The duration of the study will be six weeks. A typical reading session is anticipated to be about 10 minutes per book. The total time commitment could range from 20 minutes a week (assuming two books are read for 10 minutes each) to 70 minutes a day (assuming a book is read every day of the week for 10 minutes each).</p>
Project Title	An Analysis of Parent/Child Reading Behaviors While Reading Two Different Genres
What about confidentiality?	<p>Your identity will be kept confidential. A coding system will be utilized so that your data will be identified by a number. Your actual name will not appear on any of the information collected other than the consent form. The information, audiotapes and transcripts of the tapes will be kept in a locked cabinet at a secure location.</p> <p>A log will be kept itemizing data as it is received and placed in the cabinet, as well as anytime it is removed and returned to the cabinet. As the researcher will be transcribing the audio-cassettes, confidentiality of a transcriptionist will not be required.</p> <p>Upon the completion of the study, the all data will be kept in the locked cabinet at a secure location for five years. After the five-year period has elapsed, all data will be destroyed.</p> <p>Please Check (<input type="checkbox"/>) one below:</p> <p>(<input type="checkbox"/>) I agree to be audiotaped during my participation in this study.</p> <p>(<input type="checkbox"/>) I do not agree to be audiotaped during my participation in this study.</p>

<p>What are the risks of this research?</p>	<p>There are no known serious risks to participating in this study. However, there is the potential that you may feel some anxiety due to the fact that you are participating in a study. To help alleviate any anxiety or stress felt I will constantly invite you to ask questions and remind you that you may withdraw from the study at any time without penalty.</p>
<p>What are the benefits of this research?</p>	<p>The benefits to you include the intangible benefits of spending time reading stories to your preschool-aged child. You will be able to keep all books selected from participating at this study. In the future, we hope that other people may benefit through an improved understanding of parent/child reading behaviors with informative and narrative text. In addition, if the children demonstrate a preference of one genre over the other, a new field of inquiry may be opened.</p>
<p>Do I have to be in this research? May I stop participating at any time?</p>	<p>Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify. If you choose not to participate in this study any longer, please communicate this desire to the researcher via phone, email or U.S. mail delivery. Again, you will not be penalized in any way if you choose to no longer participate in the study.</p>
<p>Is any medical treatment available if I am injured?</p>	<p>The University of Maryland does not provide any medical, hospitalization or other insurance for participants in this research study, nor will the University of Maryland provide any medical treatment or compensation for any injury sustained as a result of participation in this research study, except as required by law.</p>
<p>What if I have questions?</p>	<p>This research is being conducted by Cindi Becker, a doctoral student, at the University of Maryland, College Park and Dr. Wayne Slater, at the University of Maryland, College Park. If you have any questions about the research study itself, please contact either Cindi Becker at: P.O. Box 130, Boyds, MD 20841; 301-515-8644 or 240-731-9717 or Dr. Wayne Slater at: 301-405-3128; wslater@umd.edu, UMCP, Dept. of Curriculum and Instruction (EDCI), 2304G Benjamin Building, College Park, MD, 20742; 301-405-3128.</p> <p>If you have questions about your rights as a research subject or wish to report a research-related injury, please contact: Institutional Review Board Office, University of Maryland, College Park, Maryland, 20742; (e-mail) irb@deans.umd.edu; (telephone) 301-405-0678</p> <p>This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.</p>

Appendix C
Parent Consent Form

Page 3 of 3
Initials _____ Date _____

<p>Statement of Age of Subject and Consent</p>	<p>Your signature indicates that: you are at least 18 years of age;, the research has been explained to you; your questions have been fully answered; and you freely and voluntarily choose to participate in this research project.</p>	
<p>Signature and Date</p>	<p>NAME OF SUBJECT</p>	
	<p>SIGNATURE OF SUBJECT</p>	
	<p>DATE</p>	

Appendix D
Book List

Book List

Narrative Books

- Chodos-Irvine, M. (2006). *Best best friends*. New York: Harcourt, Inc.
- Coffelt, N. (2007). *Fred stays with me*. New York: Little Brown and Co.
- Diakit , P. (2006). *I lost my tooth in Africa*. New York: Scholastic Press.
- Ehlert, L. (2005). *Leaf man*. New York: Harcourt, Inc.
- Hills, T. (2006). *Duck and goose*. New York: Random House, Inc.
- Juster, N. Raschka, C. (2005). *The hello, goodbye window*. New York: Hyperion Books for Children.
- McClintock, B. (2006). *Ad le and Simon*. New York: Farrar, Straus, & Girous.
- Richardson, J. & Parnell, P. (2005). *And Tango makes three*. New York: Simon & Schuster Books for Young Readers.
- Watt, M. (2006). *Scaredy Squirrel*. Tonawanda, NY: Kids Can Press, Ltd.
- Willems M. (2004). *Knuffle bunny*. New York: Hyperion Books for Children.
- Willems, M. (2007). *Knuffle bunny, too: A case of mistaken identity*. New York: Hyperion Books for Children.
- Willems, M. (2005). *Leonardo the terrible monster*. New York: Hyperion Books for Children.

Expository Texts

- Butterworth, C. (2006). *Seahorse: The shyest fish in the sea*. London: Walker Books, Ltd.
- Cobb, V. (2004). *I face the wind*. New York: Harper Collins Publishers.
- Cobb, V. (2004). *I fall down*. New York: Harper Collins Publishers.
- Collard, S. N. (2005). *A platypus probably*. Watertown, MA: Charlesbridge Publishing, Inc.
- Jenkins, S. (2005). *Prehistoric actual size*. Boston: Houghton Mifflin.
- Jenkins, S. & Page, R. (2003). *What do you do with a tail like this?* Boston, MA Houghton Mifflin Co.
- Kalman, M. (2005). *Fireboat*. New York: Puffin Books.
- Posada, M. (2007). *Guess what is growing inside this egg*. Minneapolis, MN: Millbrook Press.
- Rockwell, A. (2005). *Honey in a hive*. New York: Harper Collins Publishers, Inc.
- Rockwell, A. & Jenkins, S. (2001). *Bugs are insects*. New York: Harper Collins Publishers, Inc.
- Wallace, K. (1998). *Tale of a tadpole*. New York: DK Publishing, Inc.
- Wallace, K. (1998). *Big machines*. New York: DK Publishing, Inc.

<i>Informational Books Criteria</i>			
Book Title:		Author/Illustrator:	
Characteristics	Rating 1,2,3	Notes	Misc.
Author's Authority ¹			
Accuracy of Material ²			
Theories and facts distinguishable ³			
Language aids in connections and comprehension ⁴			
Coverage both thorough and deep enough ⁵			
Overall attractiveness ⁶			
Relative size indicated ⁷			
Text Organization Present/Supportive ⁸			

1 Duke & Bennett-Armistead, 2003; Kletzien & Dreher, 2004; Young et al., 2007

2 Donovan & Smolkin, 2002; Kletzien & Dreher, 2004; National Science Teacher's Association, 2008; Neuman et al., 2001; Saul & Dieckman, 2005; Young et al., 2007

3 Kletzien & Dreher, 2004; National Science Teacher's Association, 2008

4 Neuman et al., 2001; Saul & Dieckman, 2005; Slater, 1988; Sweet & Snow, 2003; Young et al., 2007

5 Donovan & Smolkin, 2002; National Science Teacher's Association, 2008; Slater, 1988

6 Kletzien & Dreher, 2004; Morrow, Pressley, Smith, & Smith, 1997; Young et al., 2007

7 Kletzein & Dreher, 2004

8 Slater, 1988; Sweet & Snow, 2003

<i>Narrative Books Criteria</i>			
Book Title:		Author/Illustrator:	
Characteristics	Rating 1,2,3	Notes	Misc.
Story grammar evident ¹			
Rich vocabulary (age appropriate) ²			
Accuracy literary language ³			
Inferential language (alliteration, rhythm, rhyme, repetition, simile, metaphor, onomatopoeia) ⁴			
Illustrations support story ⁵			

1 Fiestas & Peña, 2004; Reutzell & Cooter, 1996; Neuman et al., 2001; Hall, Sabey & McClellan, 2005; Simmons & Kame'enui, 1998; Torr, 2007; Torr & Clugston, 1999

2 Korat et al., 2007; Neuman et al., 2001; Snow, 1998; Stadler & McEvoy, 2003; Torr, 2007; Torr & Clugston, 1999

3 Bus & van IJzendoorn, 1995; Korat et al., 2007; Neuman et al., 2001; Torr, 2007; Torr & Clugston, 1999

4 Bus & van IJzendoorn, 1995; Korat et al., 2007

5 Korat et al., 2007; Neuman et al., 2001; Stadler & McEvoy, 2003; Torr & Clugston, 1999; Towers, 2002;

Informational Books Examined											
Book Title	Author/Illustrator	Scale 1 (low) – 3 (high)									Notes
		Author's Authority	Accuracy	Distinguishable Theories v Facts	Language aids in comprehension	Coverage deep & thorough	Overall Attractiveness	Relative Size	Text Organized	Overall Rating	
I Face the Wind <i>2004 Sibert Medal Honor Book</i>	Vicki Cobb/ Julia Gorton	3	3	3	3	3	3	0	3	3	Provide balloons w/texts Great for preschoolers
Forest Explorer: A Life-Size Field Guide <i>2005 Outstanding Science Trade Book</i>	Nic Bishop	3	3	2+	2+	2+	3	3	3	3	Author has doctorate in biological sciences
Fireboat: The Heroic Adventures of the John J. Harvey <i>2003 Boston Globe-Horn Book Award</i>	Maria Kalman	2+	3	2	3	3	3	0	3	3	Informs reader about fireboats their uses then and how they were recently used
Reaching for the Moon <i>2006 Outstanding Science Trade Book</i>	Buzz Aldrin/ Wendell Minor	3	3	2	2	3	3	3	3	3	
Close to the Wind: The Beaufort Scale <i>2008 Outstanding Science Trade Book</i>	Peter Malone	3	3	2	2	2	2	2	2	2	A lot of complex information
Box Turtles <i>2008 Outstanding Science Trade Book</i>	Lynn M. Stone	3	3	2	2	3	3	1	2	2	Goes into great detail – a lot of information

Informational Books Examined											
Book Title	Author/Illustrator	Scale 1 (low) – 3 (high)									Notes
		Author's Authority	Accuracy	Distinguishable Theories v Facts	Language aids in comprehension	Coverage deep & thorough	Overall Attractiveness	Relative Size	Text Organized	Overall Rating	
Guess What is Growing Inside this Egg <i>2008 Outstanding Science Trade Book</i> 2007 Children's and Young Adult Bloggers' Literary Finalist	Mia Posada	3	3	2	3	3	3	3	2	3	
It's a Butterfly's Life <i>2008 Outstanding Science Trade Book</i>	Irene Kelly	3	2	1	2	3	2	0	1	2	Unclear presentation, a lot of good information
Slippery, Slimy Baby Frogs <i>2007 Outstanding Science Trade Book</i>	Sandra Markle	3	3	2	3	3	3	3	3	3	May be difficult for preschoolers
Turtle Crossing <i>2007 Outstanding Science Trade Book</i>	Rick Chrustowski	3	3	2	3	2	3	0	2	2	
Big Cats <i>2006 Outstanding Science Trade Book</i>	Dorothy Hinshaw Patent/Kendall Jan Jubb	3	3	2	3	3	3	0	2	3-	Author has PhD in Zoology
Guts: Our Digestive System <i>2006 Outstanding Science Trade Book</i>	Seymour Simon	3	3	3	2	2	2	0	2	2	Too complex in print and photos for preschoolers

Informational Books Examined											
Book Title	Author/ Illustrator	Scale 1 (low) – 3 (high)									Notes
		Author's Authority	Accuracy	Distinguishable Theories v Facts	Language aids in comprehension	Coverage deep & thorough	Overall Attractiveness	Relative Size	Text Organized	Overall Rating	
Honey in a Hive <i>2006 Outstanding Science Trade Book</i>	Anne Rockwell/ S.D. Schindler	3	3	3	3	3	3	0	3	3	
Mosquito Bite <i>2006 Outstanding Science Trade Book</i>	Alexandra Sly	3	3	3	3	3	3	0	2	3	Too much depth & information for preschool?
I See a Kookaburra! <i>2006 Outstanding Science Trade Book</i> <i>2005 The Bulletin of the Center for Children's Books Non-Fiction Award</i>	Steve Jenkins & Robin Page	3	3	2	3	3	3	2	3	3	
One Night in the Coral Sea <i>2006 Outstanding Science Trade Book</i>	Sneed B. Collard, III/ Robin Brickman	3	3	3	3	3	3	0	2	2+	GREAT BOOK! Lack of relative size impedes understanding of animal & coral sizes
A Platypus, Probably <i>2006 Outstanding Science Trade Book</i>	Sneed B. Collard, III/ Andrew Plant	3	3	2	3	3	3	0	3	3	
Feathered Dinosaurs of China <i>2005 Outstanding Science Trade Book</i>	Gregory Wenzel	3	2	0	1	2	3	0	2	2	Lacks pronunciation guide
Snakes! Strange and Wonderful <i>2005 Outstanding Science Trade Book</i>	Laurence Pringle /Meryl Henderson	3	3	2	2	3	3	0	2	2	Lacks pronunciation guide

Informational Books Examined											
Book Title	Author/ Illustrator	Scale 1 (low) – 3 (high)									Notes
		Author's Authority	Accuracy	Distinguishable Theories v Facts	Language aids in comprehension	Coverage deep & thorough	Overall Attractiveness	Relative Size	Text Organized	Overall Rating	
The Tarantula Scientist <i>2005 Sibert Medal Honor</i> <i>2005 Outstanding Science Trade Book</i>	Sy Montgomery/ Nic Bishop	3	3	2	3	3	3	0	3	2	Relative size would've added to text; too much information for preschoolers?
I Fall Down <i>2005 Outstanding Science Trade Book</i>	Vicki Cobb/Julia Gorton	3	3	3	3	3	3	3	3	3	Provide rubber bands with books
Seahorse: The Shyest Fish in the Sea <i>2007 Gryphon Honor Book</i>	Chris Butterworth/John Lawrence	3	3	3	3	3	3	3	3	3	
Lightship <i>2008 Sibert Medal Honor Book</i> <i>2007 Children's and Young Adult</i> <i>Bloggers' Literary Finalist</i>	Brian Floca	3	3	3	3	3	3	0	3	3	
Prehistoric: Actual Size <i>The Bulletin of the Center for</i> <i>Children's Books Non-Fiction Award</i>	Steve Jenkins	3	3	3	3	3	3	3	3	3	
Backyard Detective: Critters Up Close	Nic Bishop	3	3	3	3	3	3	2	3	3	Same style as another book which won an award, more appropriate topic?
Recess at 20 Below <i>2006 Notable SS Trade Book</i>	Cindy Lou Allaud	3	3	3	3	3	3	3	3	3	Introduction to a different lifestyle in kid-friendly terms
What Do You Do With a Tail Like This? <i>2004 ALA Notable Book</i>	Steve Jenkins Robin Page	3	3	0	3	3	3	2	3	3	

Informational Books Examined											
Book Title	Author/Illustrator	Scale 1 (low) – 3 (high)									Notes
		Author's Authority	Accuracy	Distinguishable Theories v Facts	Language aids in comprehension	Coverage deep & thorough	Overall Attractiveness	Relative Size	Text Organized	Overall Rating	
Bugs are Insects <i>2002 Outstanding Science Trade Book</i>	Anne Rockwell Steve Jenkins	3	3	3	3	3	3	3	3	3	
Tell Me Tree	Gail Gibbons	3	3	0	3	3	3	3	3	3	Could use a pronunciation aid
Frogs	Gail Gibbons	3	3	0	3	3	3	1	3	3	
Spiders	Gail Gibbons	3	3	1	3	3	3	2	3	3	Good comparison between spiders & insects
On The same Day In March <i>2000 Washington Children's Choice Picture Book Award</i>	Marilyn Singer Frané Lessac	3	3	2	3	3	3	2	3	3	Text provides support for discussions
Actual Size <i>2004 The Bulletin of the Center for Children's Books Non-Fiction Award</i>	Steve Jenkins	3	3	2	3	3	3	3	3	3	
Wiggling Worms at Work	Wendy Pfeiffer Steve Jenkins	3	3	3	3	3	2	2	3	3	
Knockin' On Wood <i>2006 Notable SS Trade Book</i>	Lynne Barasch	3	3	2	3	3	3	0	3	3	
An Elephant in the Backyard <i>2005 Notable Social Studies Trade Book</i>	Richard Sobol	3	3	2	3	3	3	0	2	3	
16 Years in 16 Seconds <i>2006 Notable Social Studies Trade Book</i>	Paula Yoo Dom Lee	3	3	2	3	3	3	0	3	3	Discusses overcoming obstacles & racism - too difficult a concept for preschool?

Informational Books Examined											
Book Title	Author/ Illustrator	Scale 1 (low) – 3 (high)									Notes
		Author's Authority	Accuracy	Distinguishable Theories v Facts	Language aids in comprehension	Coverage deep & thorough	Overall Attractiveness	Relative Size	Text Organized	Overall Rating	
The Journey of the One and Only Declaration of Independence 2006 <i>Notable Social Studies Trade Book</i>	Judith St. George/ Will Hillenbrand	3	3	3	3	3	3	0	3	3	Too difficult a concept for preschool
Surprising Sharks 2004 <i>Boston Globe-Horn Honor Book</i> 2004 <i>ALA Notable Book</i>	Nicola Davies/ James Croft	3	3	2	2	3	2	0	2	2	Author is a zoologist Pictures could be more supportive of text
A Mother's Journey 2006 <i>Boston Globe-Horn Honor Book</i>	Sandra Markle Alan Marks	3	3	1	3	3	3	0	2	2+	Great prose – too narrative in style?
If You Decide To Go To The Moon 2006 <i>Boston Globe-Horn Book Award</i>	Faith McNulty Steven Kellogg	3	3	3	3	3	3	0	2	2+	Narrative in style, not appropriate for this study
A Seed is Sleepy	Diana Hutts Aston	3	3	2	3	2	2	2	2	2	
Carry Me! Animal Babies on the Move <i>Parent's Choice National Science Teacher Assn.</i>	Susan Stockdale	3	3	0	2	2	3	0	2	2	Written w/rhyme & rhythm Last 2 pages provide a lot of info, not embedded into text itself
Say Woof! The Day of a Country Veterinarian	Gail Gibbons	3	3	0	3	3	3	1	3	3	
Making Animal Babies	Sneed B. Collard III / Steve Jenkins	3	3	3	3	3	3	3	3	3	Topic too much for most families of preschoolers?

Informational Books Examined											
Book Title	Author/ Illustrator	Scale 1 (low) – 3 (high)									Notes
		Author's Authority	Accuracy	Distinguishable Theories v Facts	Language aids in comprehension	Coverage deep & thorough	Overall Attractiveness	Relative Size	Text Organized	Overall Rating	
Dogs and Cats	Steve Jenkins	3	3	2	2	2	3	1	2	2	
Fabulous Fishes <i>2008 Children's and Young Adult Bloggers' Literary Non-Fiction Finalist</i>	Susan Stockdale	3	3	0	2	2	2	0	2	2	Written with rhythm and rhyme
Sisters and Brothers	Steve Jenkins and Robin Page	3	3	0	3	3	3	1	2	2	
Footprints On The Moon <i>Outstanding Science Trade Book</i>	Alexandra Siy	3	3	2	2	2	2	0	2	2	Information too deep
The Boy on Fairfield Street <i>2005 Notable Social Studies Trade Book</i>	Kathleen Krull / Steve Johnson & Lou Fancher	3	3	3	3	2	3	0	1	2	A lot of information, a bit narrative in format
Pterosaurs: Rulers of the Skies <i>2005 Outstanding Science Trade Book</i>	Caroline Arnold Laurie Craple	3	2	2	2	2	1	0	1	2	A book on dinosaurs without pronunciation guides?
It's Moving Day <i>2008 Children's and Young Adult Bloggers' Literary Non-Fiction Nominee</i>	Pamela Hickman Geraldo Valéro	3	3	0	3	2	3	2	3	2	library had it w/picture books
A Cool Drink of Water	Barbara Kerley	3	3	0	3	0	3	0	3	2	No depth, great book for introducing different cultures, not appropriate for this study
Red Eyed Tree Frog <i>1999 Boston Globe-Horn Picture Book Award</i>	Joy Cowley / Nic Bishop	3	3	2	2	1	3	0	2	2	

Informational Books Examined											
Book Title	Author/ Illustrator	Scale 1 (low) – 3 (high)									Notes
		Author's Authority	Accuracy	Distinguishable Theories v Facts	Language aids in comprehension	Coverage deep & thorough	Overall Attractiveness	Relative Size	Text Organized	Overall Rating	
The Snow Baby <i>2008 Booklist Editors' Choice</i>	Katherine Kirkpatrick	3	3	2	2	1	1	1	2	2	
My Basketball Book	Gail Gibbons	3	3	0	2	3	3	0	3	2	Too abstract of a concept
Baseball	Mike Kennedy	3	3	0	2	3	2	0	1	2	Too abstract of a concept Pictures all of boys (1 of a girl)
Leaf Jumpers <i>2005 Cooperative Children's Book Center ABC Best Books for Children</i>	Carole Gerber/ Leslie Evans	2	3	0	1	1	1	0	1	1	Written in rhyme, an intro to leaf names, fall colors & shapes
Tracking Trash: Floatsam, Jetsam, and the Science of Ocean Motion <i>2007 Boston Globe-Horn Honor Book</i> <i>2007 The Children's and Young Adult Bloggers' Literary Non-Fiction Finalist</i>	Loree Griffin Burns	3	3	2	1	1	3	2	1	2	A lot of great information in this book -- way too difficult for preschoolers
How Sweet it Is (and was): The History of Candy <i>2003 Junior Library Guild Selection</i> <i>2004 Notable Social Studies Trade Book</i>	Ruth Freeman Swain/ John O'Brien	3	3	2	3	3	3	0	0	1	inaccurate illustrations confuse the reader
Hachiko <i>2005 Notable Social Studies Trade Books</i>	Pamela Turner/Yan Nascimbene	3	1	0	3	3	3	0	2	2	great tale of a loyal dog – fiction embedded into 'story'

Informational Books Examined											
Book Title	Author/Illustrator	Scale 1 (low) – 3 (high)									Notes
		Author's Authority	Accuracy	Distinguishable Theories v Facts	Language aids in comprehension	Coverage deep & thorough	Overall Attractiveness	Relative Size	Text Organized	Overall Rating	
Shadows: Here, There, and Everywhere	Ron and Nancy Goor	2	2	2	3	3	2	0	3	2	
Exploring Winter	Sandra Markle	3	3	3	1	1	0	0	2	2	
Pond Life	Lynn Stone	3	3	2	2	2	2	0	3	2	
Frogs <i>2008 Boston Globe-Horn Honor Book</i> <i>2008 The Bulletin of the Center for Children's Books Non-Fiction Award</i>	Nic Bishop	3	3	2	3	3	3	0	2	3	
Earth Alive	Sandra Markle	3	3	3	2	2	1	0	2	2	Too much text for this study
Tale of a Tadpole	Karen Wallace	3	3	3	3	3	3	0	3	3	
Big Machines	Karen Wallace	3	3	3	3	3	3	0	3	3	
Sometimes Bad Things Happen	Ellen Jackson	2	2	2	3	2	3	0	2	2	Great book, not for this study

Narrative Texts Examined								
Book Title	Author/ Illustrator	Scale 1 (low) – 3 (high)						Notes
		Story Grammar	Vocabulary	Literary Language	Inferential Language	Supportive Illustrations	Overall Rating	
Leaf Man <i>2006 ALA Notable Book</i> <i>2006 Boston Globe Horn Book Award</i>	Lois Ehlert	2	3	3	3	3	3	prairie meadow, gliding, traveling plan, marsh, east, cutouts
Lilly’s Big Day <i>2007 ALA Award Winner</i>	Kevin Henkes	3	3	3	3	3	3	smiled brightly, proudly, length, announced, appropriate, self-portrait
Jitterbug Jam: A Monster Tale <i>2006 ALA Notable Book</i>	Barbara Jean Hicks & Adam Deacon	3	3	3	3	3	3	dreaded, cheerful, tripping along, sparkly, plop, scarfin’, tremblin’
Scaredy Squirrel <i>2007 ALA Award Winner</i>	Mélane Watt	3	3	3	2+	3	3	prepared, rest assured, unexpected, venturing, unknown, predictable
And Tango Makes Three <i>2006 ALA Notable Book</i>	Justin Richardson & Peter Parnell/Henry Cole	3	3	3	2	3	3	Tamarin, toucan, toad, carousal, noticing, hatch, cuddle, snuggling,
Duck and Goose <i>2007 ALA Award Winner</i>	Tad Hills	3	3	3	3	3	3	webbed, feathered chest, occupant, groaning, snooze, complained, suspicious
Little Night <i>2008 ALA Award Winner</i>	Yuyi Morales	3	3	3	3	3	3	brushes her hand over, hushing, swirls, vanishing, balmy, twirls
Knuffle Bunny <i>2005 ALA Notable Book</i>	Mo Willems	3	2	3	3	3	3	foreshadowing, bawled, boneless, zoomed, Laundromat, realized, fussed
Knuffle Bunny Too <i>2008 ALA Notable Book</i> <i>2007 Children’s and Young Adult Bloggers’ Literary Award Finalist</i>	Mo Willems	3	2	3	3	3	3	marched, arrangements, one-of-a-kind, epilogue, asterisk, devoured, exchange
Fred Stays with Me! <i>2008 ALA Award Winner</i>	Nancy Coffelt/Tricia Tusa	3	2	3	3	3	3	repetition, great story re: divorce
Move Over Rover <i>2007 ALA Award Winner</i>	Karen Beaumont/Jane Dyer	3	3	3	3	3	3	scamper, scurry, romping, pouring, split, sopping

Narrative Texts Examined								
Book Title	Author/ Illustrator	Scale 1 (low) – 3 (high)						Notes
		Story Grammar	Vocabulary	Literary Language	Inferential Language	Supportive Illustrations	Overall Rating	
I Lost My Tooth In Africa <i>2007 ALA Award Winner</i>	Penda Diakit�/Baba Wagu� Diakit�	3	3	3	2	3	3	compound, different culture is embedded in story
Ad�le and Simon <i>2007 ALA Award Winner</i>	Barbara McClintock	3	3	3	2	3	3	scolded, interrupted, shrubs, pastry, knapsack, wandering, story set in Paris
Leonardo, The Terrible Monster <i>2006 ALA Notable Book</i>	Mo Willems	3	3	3	3	3	3	Research, un-supporting, decision, weird, candidate, story about friendship
The Hello, Goodbye Window <i>2006 ALA Notable Book</i>	Norton Juster Chris Raschka	2	3	3	2	3	3	Reflection, specialty, duck down, harmonica, story about grandparents
My Cat, The Silliest Cat in the World <i>2007 ALA Award Winner</i>	Gilles Bachelet	2	3	3	2	3	3	Devotes, vanity, excessively, tidy Different perception & concepts
Best Best Friends <i>2007 ALA Award Winner</i>	Margaret Chodos-Irvine	3	3	3	2	3	3	Story about friends and making up vocabulary isn't rich
Not a Box <i>2007 ALA Award Winner</i>	Antoinette Portis	2	2	3	3	3	3	Story about imagination, vocabulary isn't rich, but concepts are
Clara and Asha <i>2006 ALA Notable Book</i>	Eric Rohmann	2	2	3	3	3	3	Introduced, story about imagination, vocabulary isn't rich, but concepts are
Wolves <i>2007 ALA Award Winner</i>	Emily Graveett	2	2	3	2	3	2	mammal, powerful, prey, packs
Don't Let the Pigeon Drive the Bus <i>2004 ALA Notable Book</i>	Mo Willems	2	2	2	2	3	2	Written to the reader – the pigeon tries to convince the reader to let him drive the bus
Oscar's Half Birthday <i>2006 ALA Notable Book</i>	Bob Graham	2	2	3	2	3	2	Story about a family going on a picnic to celebrate an infant's 6 month birthday

Narrative Texts Examined								
Book Title	Author/ Illustrator	Scale 1 (low) – 3 (high)						Notes
		Story Grammar	Vocabulary	Literary Language	Inferential Language	Supportive Illustrations	Overall Rating	
A Splendid Friend Indeed <i>2006 ALA Notable Book</i>	Suzanne Bloom	3	0	2	2	3	2	Story about friendship, simple story-line
Dimity Dumpty <i>2008 ALA Notable Book</i>	Bob Graham	3	3	3	3	3	3	Complex story line – may be too complex for preschool children
Hippo! No, Rhino! <i>2007 ALA Award Winner</i>	Jeff Newman	3	0	1	2	3	2	Very simple vocabulary, story seems angry
A Good Day <i>2008 ALA Notable Book</i>	Kevin Henkes	2	2	3	2	3	3	Simple, uncomplicated storyline dealing with emotions
First the Egg <i>2008 Notable Book</i>	Laura Vaccaro Seeger	2	2	2	3	3	2	Introduces the chicken/egg riddle, first/then concept, cutouts
Snow Music <i>2004-2005 Georgia Children's Book Award Nominee</i> <i>2003 Bulletin Blue Ribbon</i>	Lynne Rae Perkins	2	3	3	3	3	2	Mix between poetry and story, one row is a storyline, another row is focused on nature
Little Red Riding Hood <i>2008 Notable Book</i>	Jerry Pinkey	3	3	3	3	3	3	Story would be familiar to children, violence may be upsetting to preschoolers

Appendix I
Reading Utterance Categories

Parent Behaviors	
PAV ¹	Attention vocative (Directing to print)
PB ¹	Bridging (Textual connections (text-text; text-self))
PC ¹	Clarifying (Explaining)
PEL ¹	Elaborating Providing new info. to child's utterance
PL ¹	Labeling Labeling s/t in txt
PM ¹	Managing Focusing b/h
PP ¹	Predicting Asking ?'s about what might happen,
PR ¹	Recalling Asking?'s a/b s/thing that had been read
PW ²	Evocative Techniques "wh" questions encouraging talk a/b text
PADJ ²	Adjustment of Expectations Adult demands vary w/child's ability
PCF ¹	Confirming Confirming child's utterance
PCH ³	Chiming Repeating child's utterance
PMT ³	Modeling thinking Think-aloud
PRSH ³	Research Look into topic, or conduct activity later
PPR ²	Prompting Nudging child's thoughts (goes w/adj)
PAK ³	Acknowledgment Response in acknowledgement to the child
POP ³	Opinion (Opinion-type statement/question)
PPP ³	Para-phrasing (Paraphrasing text)
R2S ³	Parent reading to self (comments to self)
RTC ³	Parent reads through child (doesn't stop rdg)
Child's Behaviors	
CB ¹	Bridging Textual connections (text-text, text-self)
CCH ¹	Chiming Reading with adult and/or text
CCL ¹	Clarifying (Explaining)
CL ¹	Labeling (Labeling s/t in text)
CP ¹	Predicting What might happen
CRC ¹	Recalling Something that has been read
CRP ¹	Repeating Mimicking or repeating what parent said
CRES ³	Responding Responding to parent utterance
CCOR ³	Correcting Child managing/correcting parent b/h
CPP ³	Paraphrasing (Paraphrasing what was read)
COP ³	Opinion (Stating an opinion)
COT ³	Off-task (Off-task statements/questions)
CAT ³	Attention (Trying to get parental attention)
RRQ ³	Reading request from child
DIR ³	Direction Parent's attn. to print
R2T ³	Reaction to text

1 Neuman, (1996)

2 Whitehurst et al., (1988)

3 Categories that emerged from the data

Transcripts

Family A: C&A Week 1

M: *Scaredy Squirrel*

M: *Warning Scaredy Squirrel insists that everyone wash their hands with antibacterial soap before reading this book.*

C: *Slight laugh (Huhn_*

C: *Scaredy squirrel*

M: *Scaredy Squirrel never leaves his nut tree*

The unknown

He's rather stay in his safe and familiar tree than risk venturing out into the unknown. The unknown can be a scary place for a squirrel

C: *He likes his nut tree*

M: *un-hmmm*

M: *A few things Scaredy Squirrel is afraid of: tarantulas, poison ivy, green martians, killer bees, germs, sharks*

So he's perfectly happy to stay right where he is

Advantages of never leaving the nut tree

He has a great view

Plenty of nuts

A safe place

And there are no tarantulas, poison ivy, green martians, killer bees, germs, or sharks

C: *What are those*

M: *tarantulas – a really big spider*

M: *Disadvantages of never leaving the nut tree*

Same old view

Same old nuts

And Same old place

M: *Do you want to read it?*

M: *Monday, Tuesday, Wednesday*

C: *No I want to do this part.... Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*

M: *In scaredy squirrel's nut tree, every day is the same. Everything is predictable. And All is under control*

M: *Scaredy Squirrel's daily routine: 6:45 a.m. wake up
7:00 a.m. eat a nut*

C: *No, I wanted to do this Eat a nut, look at the view*

M: *At the top of the page, Twelve noon*

C: *Eat a nut*

M: *12:30 p.m.*

C: *Look at the view*

M: *5:00 p.m.*

C: *Eat a nut*

M: *5:31 p.m.*

C: *Look at the view, Go to Sleep*

M: *at 8 p.m.*

M: *But, let say, just for an example, that something unexpected did happen... you can rest assured that this squirrel is prepared*

C: *Why can I not read to you*

M: *No, not this time*

M: *A few items in Scaredy squirrel's emergency kit:*

C: *No, I want to do this: parachute,*

M: *bug spray*

C: *bug spray*

M: *mask and rubber gloves*

C: *mask and rubber gloves*

Net

M: *hard hat*

C: *Hard hat, soap*

M; *Antibacterial soap*

C: *what is this*

M: *sardines*

C: *Sardines, and*

M: *calamine lotion*

M: *What to do in case of an emergency according to scaredy squirrel*
Step 1: panic; step 2: run; step 3: get kit; step 4: put on kit, step 5: consult exit plan;
step 6: exit tree (if there is absolutely, definitely, truly no other option)
Exit plan Top secret
Exit 1: note to self: watch out for green martians and killer bees in the sky
Exit 2: not to self: do not land in the river. If unavoidable use sardines to distract the sharks.
Exit 3: Note to self: Look out for poison ivy and for tarantulas roaming the ground

C; *Tarantulas*

M: *Exit 4: Note to self: Keep in mind that germs are everywhere*
Remember, if all else fails, playing dead is always a good options!

C: *Why*

M: *Because nothing will attack you because they'll think you're dead*

M: *With his emergency kit in hand, Scaredy Squirrel watches. Day after day he watches, until one day.... Thursday 9:37 a.m.*

C; *Killer bee*

M: *A Killer bee appears!*

C: *screams in mock fear*

M; *Scaredy Squirrel jumps in panic, knocking his emergency kit out of the tree. This was not part of the plan.*

C; *Un-oh.....???????*

M: *Scaredy Squirrel jumps to catch his kit. He quickly regrets*

C: *I want to.... (mother does not stop reading)*

M: *this idea. The parachute is in the kit. But something incredible happens*

M: *He starts to glide. Scaredy squirrel is no ordinary squirrel. He's a flying squirrel*

C: *Flying to be....*

M: *He feels overjoyed! Adventurous! Carefree! Alive! Until he lands in a bush!*

C: giggles

M: *Scaredy squirrel forgets all about the killer bee, not to mention the tarantulas, poison ivy, green martians, germs, and sharks.*

C: *beep, beep, beep beep beep, he looks like a _____. Played dead one*

M: And plays dead. 30 minutes later, 1 hour later, 2 hours later

Finally scaredy squirrel realizes that nothing horrible is going to happen in the unknown today. So he returns to his nut tree. All this excitement has inspired Scaredy Squirrel to make drastic changes to his life.

C: Why does he want to play dead

M: So nothing would attack him

C: *wake up*

M: Hold on, we've got to read...

C: *Eat a nut*

M: Hold on

C: *Look at the view (giggling)*

M: *Scaredy squirrel's new-and-improved daily routine: 6:45 a.m.*

C: *wake up*

M: *7 a.m.*

C: *eat a nut*

M: *7:15 a.m.*

C: *Look at the view*

M: *9:37 a.m.*

C: *Glide*

M: *Jump into the unknown*

M: *9:45 a.m.*

C: *play dead*

M: *11:45 a.m.*

C: *(says nothing)*

M: *return home*

C: *return home*

M: *12 noon*

C: *eat a nut*

M: *12:30 p.m.*

C: *look at the view*

M: *5 pm*

C: *eat a nut*

M: *5:31 p.m.*

C: *look at the view*

M: *8 p.m.*

C: *go to bed*

M: *go to sleep*

M: *P.S. for the emergency kit, Scaredy Squirrel is in no hurry to pick it up just yet. Poison ivy*

The end

C: *He's scaredy*

M: *What do you do with a tail like this?*

C: *What do you do with a tail like this? I read it*

M: *Animals use their noses, ears, tails, eyes, mouths, and feet in every different, or very different ways. See if you can guess which animal part belongs to and how it is used. At the back of the book you can find out some more of these animals.*

M: *What do you do with a nose like this*

C: *Elephant, blood, crocodile, I'm not sure what that is*

M: Looks like a duck bill

C: a duck bill?

M: The bill of a duck

C: what is a duck?

M: I'm not really sure what that is
We need to find out

M: *If you are a platypus you use your nose to dig in the mud. That one was a platypus*

M: *If you're an elephant, you use your nose to give yourself a bath.*

C: like the bath, (sneezing sound)

M: No it's a mole

M: *If you're a mole, you can use your nose to find your way underground*
If you're a hyena a hyena, like, what we were...

C: Ummm. Lion king

M: chuckles

M: *...you find your next meal with your nose. If you're an alligator,*

C: The lion king... (Mom doesn't stop reading)

M: *you breathe through your nose while hiding in the water.*

M: *What do you do with ears like these?*

C: mmm. Bat, cricket, whale, and I don't know what that one is.

M: We'll see it (page turning sound)

M: MMMkay, You're right about the bat *If you're a bat, you can "see" with your ears. If you're a jackrabbit, you use your ears to keep cool* hmm, that's strange

C: laughs

M: *If you are a cricket – you were right about the cricket too, you hear with your ears that are on your knees. Giggles*
If you are a humpback whale, you hear sounds hundreds of miles away

C: I was right

M: hmmm-huh

M: a hippopotamus *If you're a hippopotamus, you close your ears when you're under water. How do you close your ears?*

M: *What do you do with a tail like this?*

C: Giraffe, monkey, skunk, ... lizard,.... And...

M: I think it's a scorpion, see the little....

C: Yeah, scorpion

M: Stinger

M: *If you're a giraffe, you brush off pesky flies with your tail. If you're a skunk, you lift your tail to warn that a stinky spray is on its way. If you're a lizard, you*

break off your tail to get away. They break their tail off –hmm. If you're a scorpion, your tail can give a nasty sting. Do you understand?

C: No verbal response

M: *If you're a monkey, you hang from the tree by your tail.*

C: *How do you do that?*

M: *I don't know non-verbal sound*

M: *What do you do with eyes like these?*

C: *lizard, pig, fish, bird, mmm...and a my lizard*

M: *Let's see If you are an eagle, you spot tiny animals from high in the air. If you're a chameleon, you look two ways at once. You look both ways with your.. at one time. If you're a four-eyed fish, (chuckles) you look above and below the water at the same time.*

C: *how can it be a four-eyed fish?*

M: *I don't know non-verbal sound*

C: *Is that a cat:*

M: *If you're a bush baby, you use your large eyes to see clearly at night*

C: *Is that blood*

M: *Hm-huh If you're a horned lizard, you squirt blood out of your eyes What do you do with feet like these?*

C: *MMM.. gorilla, donkey, bat, cricket, and frog*

M: *Let's see If you're a chimpanzee, you feed yourself with your feet mmm yummy*

C: No

M: *If you're a blue-footed booby, you do a dance*

C: *What is a blue.....*

M: *It's like a duck-bird thing*

M: *If you're a water strider, you walk on water If you're a gecko, you walk on the ceiling*

C: *Whoa! Giggles*

M: *If you're a mountain goat,*

C: *ohhh*

M: *you leap from ledge to ledge*

C: *I said goat*

M: *no response*

C: *and that's what it really is*

M: *It's a mountain goat. What do you do with a mouth like this?*

C: *okay... I think.... Fish, scale, I don't know what the other ones are*

M: *I think that one might be a pelican, but I'm not really sure*

hup, nope, it's over here. If you're a pelican, you can use your mouth as a net to scoop up fish. If you're an egg-eating snake, you use your mouth to swallow eggs larger than your head. If you're a mosquito, you use your mouth to suck blood

C: *I said...*

M: *If you're an anteater you capture termites with your long tongue*

C: *ant*

M: *If you're an archerfish, you catch insects by shooting them down with a stream of water*

M: Do you want to learn more about them?

C: non-verbal response

M: Okay, *The platypus, a very unusual animal, lives in streams, ponds, and rivers in Australia. It's a mammal, but it lays eggs Its feet are webbed and the males have poisonous spurts on their back legs. Platypus poison probably won't kill a person, but getting spurred is very painful and can be deadly for small animals. The platypus closes its eyes under water and uses its sensitive bill to detect the faint electric pulses emitted by its prey. (Yawn) Then with its bill...*

C: Then after the platypus can we do that?

M: We can read all of them if you want.

C: Yeah

M: ...*Then with its bill it sifts through the mud for these small fishes, frogs, and insects. Platypuses are usually about 20 inches long and weigh 5 pounds.*

C: Cool

M: *So like the difference between how tall you are from me*

Next is the hyena

C: Cool, the hyena

M: *The hyena found in Africa and parts of Asia*

C: Asia

M: *giggles. It's usually thought of as a scavenger. Though hyenas are scavengers at times; they are also accomplished hunters, working in packs to pull down grazing animals that are much larger than themselves. Weighing up to 150 pounds,*

C: The elephant

M: *giggle. ...the hyena has an exceptionally keen nose and is able*

C: I want to say the elephant... Elephant

M: *to detect prey...*
*The world's largest land animal, the **African elephant***

C: Elephant

M: *...can stand 13 feet tall*

C: Elephant

M: *...and weigh more than 14,000 pounds. One of the elephant's most unusual features is its long nose, or it's... what is it, what else is it called?*

C: trunk

M: *Yep. With the trunk the elephant can breathe, pick, things up, suck up and spray water, communicate with other elephants, bathe, and defend itself. The trunk alone may weigh up to 400 pounds*

C: How much is that?

M: *Just his trunk, just his nose weighs up to 400 pounds. Chuckle, That's a heavy nose. How would you feel your nose weighed 400 pounds?*

C: I would figure... no, no, no, no, no, no.

M: *and it was 6 feet long.*

C: I would figure a no.

M: *It has two thunblike projections on the end that allow the animal to grasp the leaves,*

C: I want to say after this.

M: hmmm. *grass, and fruit it likes to eat. The entire human body has more than 600 muscles, but there are as many as 100,000 muscles in an elephant's trunk alone. Wow, 100,000 mus...*

C: crocodile

M: alligator. *The American Alligator is found in swamps and rivers in the southeastern United States.*

C: It's a crocodile

M: *Alligators grow to be 14 feet long and weigh as much as 1,000 pounds.*

C: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

M: *They eat fish, turtles, birds, and other small animals. Alligators use their noses and tails to dig "gator holes," some as big as swimming pools*

C: but, but not that, not that

M: We can look at it.

C: I want to cover up these ones.

M: Well, I can't read it if your hands in the way. *These holes don't dry up in times of drought, providing other animals with a source of water. Alligators hunt by lying quietly in the water, with only their eyes and noses sticking out. If an unlucky animal gets too close, the alligator uses its powerful tail to lunge forward*

C: Makes a loud noise (assume a sound like an alligator lunging forward and grabbing its prey

M: *and grab it. The next animal is the mole. The star-nosed mole, that's a silly name has 22 fleshy fingers on the end of its nose. Twenty-two little fingers on its nose*

C: chuckles

M: *the mole spends its whole life underground, where eyes are useless.. they wouldn't do much good underground, would they?*

C: non-verbal response

M: *...so it uses its nose to find its way through a maze of tunnels. The mole eats worms, snails, and insects... yummy...that it locates with the help of its sensitive nose, using both smell and touch. The star-nosed mole grows to 7 inches in length. Hmm, 7 inches...*

C: What's that. The acro-man bat

M: *The yellow-winged bat.*

C: Oh

M: Stop it, you're pushing the book away

C: Can I hold it?

M: You can hold this side.

C: Thanks

M: *The yellow-winged bat, like all bats, makes a constant series of clicks or chirps as it flies. Most of these sounds are pitched too high for humans to hear.*

C: unintelligible

M: *Most of these sounds are pitched too high for humans to hear. These sounds bounce, or echo, off nearby objects. By listening to the echoes, the bats can maneuver in the dark, avoid obstacles, and even find and catch the flying insects*

C: I knew that, I knew that... I know it... even owls....

M: hmmmhuh *The yellow-winged bat lives in central Africa and has a wingspan of 14 inches.* That means if he opens his wings from one tip of this wing to the tip of that wing its 14 inches.

C: Let's do this side first and

M: Which one, well, we've already read all these. Which one do you want to do next? Do you want to do the cricket?

C: No. Wait, the rabb... this

M: Do you want to...

C: Listen, these two.

M: Okay, you want to do the jackrabbit

M: *The antelope jackrabbit is actually a hare...*

C: Then do the whale then do the jackrabbit

M: *The antelope jackrabbit is actually a hare, a close relative of the rabbit...*

C: I know why

M: hmm

C: About the rabbit

M: hmmm

C: It can be a hare, a rabbit, or... a ... there's three and I don't know what the last thing is.

M: Hmmm. Well, you think about it

C: When you read it, I'll tell you what...

M: See it's a close relative. Do you know what a relative it?

C: A hare!

M: Well, a relative to us would be like Nana. Nana's not the same as us, but she's a relative. So it's kind of like your cousins or whatever.

M: *It has very long ears, up to a third its body length...*

C: No, I want to hold this side.

M: Do you remember when you cut something into threes?

C: Then you do this, this, this

M: hmmmhuh. *He lives in the hot desert climate of the American Southwest. Its large ears help it stay cool by radiating excess body heat. The antelope jackrabbit eats grass and shrubs and can grow 2 feet in length.*

M: Doing the whale next?

C: Non verbal response

M: *The ears of the humpback whale are visible only as small openings in the whale's head. Whales need streamlined bodies that can move easily through the water, and external ears would slow them down. The humpback's hearing, however, is very sensitive. These whales communicate with one another by singing songs, and though we don't know exactly what the songs mean,*

C: humming/singing

M: we don't know what the whales can hear one another. Oh, ...we do know that whales can hear one another when they're hundreds of miles apart. These large mammals can be 50 feet long and

C: humming/singing while mother continues to read

M: *weigh a ton per foot. They are filter feeders, eating millions of tiny plankton every day. Humpback whales are found in all of the world's oceans.*

C: Um, where do... how can they hear in umm.. water?

M: They have holes in their head that project the sound into their head.

C: Hmm..

M: And they're very sensitive which means they can hear little sounds far...

C: No, giraffe next.

M: Okay. *The world's tallest animal is the giraffe. It lives on the savannahs of Africa and can grow up to 19 feet in height. The giraffe feeds on leaves at the tops of the trees that dot these grasslands (mother yawning) – leaves that other grazing animals can't reach. It protects itself against its primary enemy, the lion, with kicks from its powerful back legs and uses its long tail to brush flies and other insects from its back*

C: Mommy, excuse me. Why does this one have a number?

M: Because it's saying that its 14 feet long.

C: Oh

M: Do you want to know anything more about these animals?

C: Let me see which ones first. I want to...

M: Can we read about the horned lizard that shoots blood out of its eyes? I want to figure out how he does that

C: chuckling, yeah.

M: Because that just sounds funny

C: Yeah.

M: *The horned...*

C: Then do the snake

M: Okay. *The horned lizard, often called a "horny toad," lives in the giggles American Southwest. It is small, 3 to 5 inches in length, and covered with sharp spikes. This lizard feeds on ants and other insects and protects itself in an unusual way. If threatened, it tries holding very still. If that doesn't work, it puffs itself up with air to make itself look larger. If it still feels threatened, it will squirt streams of blood from the corners of its eyes. This probably confuses the attacker, giving the horned lizard time to get away.*

M: Any other...

C: Is it going to kill it?

M: Nope, it's just doing it to... distract the thing... whatever is attacking it so it can run away. Anything else on this page.

C: Hmm... Nope, No. Let's see which one on this page over.. Let's do that one.

Let's do that one because that sounds funny with four eyes.

M: The four-eyed fish?

C: giggling, yeah

M: *In the rivers of South America lives a fish that can look above and below the water at the same time. The four-eyed fish actually has just two eyes, but each eye is divided, with separate pupils, irises, and corneas. As it swims along the surface of the water, the top half of each eye can look up and watch for predators or insects to eat. The lower half, meanwhile, is looking down to find prey or watch for danger that might come from below. The four-eyed fish is about 10 inches long.*

C: Oh whoah. And now let's see... Oh... Let's go to... the snake and the mountain goat.

M: Okay. *The mountain goat...*

C: No, do the snake first

M: The snake first?

C: Yeah

M: Okay. *The egg-eating snake has jaws that can unhinge and very elastic skin, which allow it to eat eggs that are wider than its own body. It sometimes takes the snake several hours to swallow an egg. It has no teeth, but breaks the egg with a special bone in its throat. This African snake eats as many eggs as it can during the birds' breeding season*

C: Is that his egg?

M: No, he steals bird eggs. *...during the bird's breeding season, then goes*

C: Mommy

M: *without food for the rest of the year.*

C: Mommy, excuse me, Mommy.

M: hmmhuh...

C: ummm...Then after the mountain goat, I want to see.

M: Okay, let me read the mountain goat first

C: No, no....

M: *And It grows to about 2 ½ feet in length.*

C: ummm. A half three-quarters.

M: A little over half the height you are.

C: Can you hold that for a second? I'm gonna...after the mountain goat, I'm going to check. Here's the mountain goat. A mountain goat..

M: *The mountain goat, found in the mountains of northwest North America, is not really a goat – it's more closely related to antelopes.*

C: I thought it was a goat

M: No, Yeah, but the way their body structure is sometimes they, they...

C: I want to hold it

M: Well, you're holding it out of the light and I can't see. Thank you

C: Can I hold it like this?

M: mmmhuh

C: But without you holding it

M: *This animal is at home on very steep, rocky slopes, where it is safe from most predators. The mountain goat has special hooves that allow it to travel where other animals can't. These hooves combine with a hard outer covering, used for gripping small rock ledges, with a soft, nonskid pad. The mountain goat, which may be 4 ½ feet tall and weigh as much as 300 pounds, can move lightly and easily over almost any sheer cliff faces. Avalanches and rockslides are dangerous, however: they kill more mountain goats than predators do.*

C: Okay, let's see... This... no

M: That's the last pages

C: Well, let's do that one, because I don't know (unintelligible)

M: *The common water strider, found throughout the United States, lives on calm rivers and ponds. On the ends of its long legs it has tiny hairs that enable it to walk*

on top of the water. The water strider doesn't sink because of surface tension (the same effect causes water to bead up on a waxed surface, like a car). The water strider, with a body less than an inch long, skates along on the top of the water and eats dead insects that it finds floating there.

M: Do you want to read another one?

C: yeah, but I want to..

End of tape – parent opted not to turn tape around and continue taping.

SECOND READING

- C: Scaredy Squirrel
M: *Here's the story in a nutshell: I never...*
C: Don't read that
M: No, it's part of the story. *I never leave my nut tree. It's way too dangerous out there. I could encounter germs, poison ivy or sharks. If danger comes along, I'm prepared.*
C: You don't read that part
M: No *I have antibacterial soap, Band-Aids, and a parachute. But things really are getting shaken up later....*
C: Scaredy Squirrel
M: ... *in the book when I'm forced out of my tree by a vicious intruder! Will I survive...*
C: Mommy, can I read this with you? Scaredy Squirrel
M: *Will I undergo a life-changing experience?*
C: Scaredy Squirrel
M: *Will I discover my true inner self? Read my nutty adventure to find out...
Caution: This story is not suitable for green Martians.
C: chuckles. Hmmm read that part
M: *Warning! Scaredy Squirrel insists that everyone wash their hands with antibacterial soap before reading this book.*
C: Scaredy Squirrel
M: *Scaredy Squirrel never leaves his nut tree*
C: I want to say this. *Scaredy Squirrel never leaves his nut tree. (read haltingly)*
M: *He'd rather stay in his safe and familiar tree than risk venturing out into the unknown. The unknown can be a scary place for a squirrel*
C: What about this?
M: *The unknown*
C: *The unknown*
M: *A few things Scaredy Squirrel is afraid of: tarantulas, poison ivy, germs, C: Germs*
M: *sharks, green Martians, and killer bees*
C: I want to say.. What's that again?
M: tarantulas
C: Tarantulas, green ivy
M: Poison ivy (chuckles)
C: Poison ivy, terms, sharks...
M: green Martians
C: green Martians and killer bees
M: *So he's perfectly happy to stay right where he is*
C: He's perfectly happy to be right where he is
M: *Advantages of never leaving the nut tree*
He has a *great view*
Plenty of nuts
A safe place

no tarantulas, poison ivy, green Martians, killer bees, germs, or sharks

C: I wanted to say no

M: *Disadvantages of never leaving the nut tree*

Same old view

Same old nuts

Same old place

C: In the tree

M: Monday, Tuesday...

C: No I'm supposed to read

M: Oh

C: Do this

M: *In scaredy squirrel's nut tree, every day is the same. Everything is predictable. All is under control*

C: *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Monday is the next day to this umm and Friday*

M: *Scaredy Squirrel's daily routine: 6:45...*

C: *wake up*

M: *7 a.m*

C: *eat a nut*

M: *7:15*

C: *look at the view*

M: *Twelve noon*

C: *Eat a nut*

M: *12:30 .*

C: *umm...Look at the view?*

M: *5 p.m.*

C: *Eat a nut*

M: *5:31 p.m.*

C: *umm.. Look at view?*

M: *8 p.m*

C: *Go to sleep.*

M: *Chuckles*

C: *It's hard*

M: *But, let say, just for example, that something unexpected did happen...*

C: *You peeked*

M: *... you can rest assured that this squirrel is prepared*

M: *There are a few items...*

C: *Parachute*

M: *Hold on... in Scaredy squirrel's emergency kit: parachute*

C: *parachute,*

M: *bug spray*

C: *what about this one?*

M: *here you go*

C: *bug spray*

M: *mask and rubber gloves*

C: *mask and rubber gloves*

Net, bandage
M: bandaid
C: bandaid
M: sardines
C: sardines
M: hard hat
C: Hard hat, soap
M; Antibacterial soap
C: and...
M: calamine lotion
C: Calamine lotion. How come you have to say it to me? I was thinking.
M: Sorry.
M: *What to do in case of an emergency according to scaredy squirrel*
Step 1: panic; step 2: run; step 3: get kit; step 4: put on kit, step 5: consult exit plan;
step 6: exit tree (if there is absolutely, definitely, truly no other option
C: 1, 2, 3, 4, 5, 6... 7, 8
M; *Exit plan Top secret*
Exit 1: note to self: watch out for green martians and killer bees in the sky
Exit 2: not to self: do not land in the river. If unavoidable use sardines to distract
the sharks.
Exit 3: Note to self: Look out for poison ivy and for tarantulas roaming the ground
C: germs
M: hmmhum *Exit 4: Note to self: Keep in mind that germs are everywhere*
C: I wanted to say germs
M: okay
C: Germs
M: *Remember, if all else fails, playing dead is always a good option*
C: Umm because they'll think you're dead
M: hmmhum *With his emergency kit in hand, Scaredy Squirrel watches. Day*
after day he watches, until one day.... Thursday 9:37 a.m.
C: Killer bee
M: *A Killer bee appears!*
M; *Scaredy Squirrel jumps in panic, knocking his emergency kit out of the tree.*
This was not part of the plan. (chuckling as she reads)
M: *Scaredy Squirrel jumps to catch his kit. He quickly regrets this idea. The*
parachute is in the kit. Something incredible happens
M: *He starts to glide. Scaredy*
C: *He glides*
M: *... squirrel is no ordinary squirrel. He's is a*
C: *A flying squirrel*
M: *Scaredy squirrel forgets all about the killer bee, not to mention the tarantulas,*
poison ivy, green Martians, germs, and sharks. He feels overjoyed! Adventurous!
Carefree! Alive! Until,
C: He
M: *he lands in a bush...*
C: Ouch. He's going to play dead, I know.

M: *And plays dead. 30 minutes later, 1 hour later, 2 hours later*
Finally Scaredy squirrel realizes that nothing horrible is happening in the unknown today. So he returns to his nut tree. All this excitement has inspired Scaredy Squirrel

C: I'm glad he was playing dead

M: *to make drastic changes to his life.*

C: I'm glad he was playing dead

M: mmmhum

C: Are you?

M: Mmmm yeah. *Scaredy squirrel's new-and-improved daily routine: 6:45*

C: No, I want to do it. *wake up*

M: *7 a.m.*

C: *eat a nut*

M: *7:15 a.m.*

C: *Look at the view*

M: *9:37 a.m.....*

C: silence

M: *Jump into the unknown*

C: *Jump into the unknown*

M: *9:45 a.m.*

C: *play dead*

M: *11:45 a.m.... return home*

C: *return home*

M: *12 noon*

C: *eat a nut.*

M: *12:30 p.m.*

C: *look at the view*

M: *5 pm*

C: *eat a nut*

M: *5:31 p.m.*

C: *look at the view*

M: *8 p.m.*

C: *go to sleep*

M: *P.S. for the emergency kit, Scaredy Squirrel is in no hurry to pick it up yet. Probably because of the poison ivy*

The end

C: *Read that*

M: *Melanie Watt never leaves her home near Montreal, Quebec. She would rather concentrate on creating books for kids. Melanie Watts daily routine consists of waking up, eating, writing, drawing, erasing, drawing, eating and going to sleep. Melanie's books include: Leon the Chameleon; Augustine; Chester; Chester's Back!; and Scaredy's other adventures...*

C: *Scaredy Squirrel*

M: *P.S. Melanie Watts is also afraid of sharks.*

C: Why did she say it umm, like Scaredy

M: Because his name's Scaredy. There's other...

C: Can you read the back?

M: *Everyone is nuts about Scaredy Squirrel! Scaredy Squirrel would rather stay in his safe and familiar tree, following his careful planned routine, than risk venturing out into the unknown. Until one day, something happens that is not part of his plan. And then there's things that people say. "As Scaredy Squirrel would tell you: if you take a flying leap into the unknown once in a while, you may learn something new about yourself."* – *Horn Book Magazine*; *"A masterful balance of charm, comedy and serious realism."* – *Toronto Star*; *"Youngsters will go nuts over this one."* – *Publisher's Weekly*; *Junior Library Guild Selection*; and *ALA American Library Association Notable Children's Books*.

C: Now can I read it to you? Scaredy Squirrel
M: hmmmum
C: Isn't this a ...(unintelligable) can't read a lot
M: You don't have to read that page
C: cause I don't know how to read all that
C: Scaredy Squirrel but I don't know how to read all of the words
M: That's okay
C: Scaredy Squirrel....
M: never
C: never leaves his nut tree. Remember, I'm reading it to you
M: Okay
C: the..... non-known... I don't have to read that page
M: I'll just help you
C: The non-known
M: unknown
C: unknown. He never leaves his nut tree
M: He
C: did
M: no, he
C: he
M; rather
C: Rather....be
M: stay
C: stay in a
M; his
C: his nut
M: safe
C: safe a.. and
M; familiar
C: familiar nut
M; tree
C: tree
M: than
C: than
M; risk
C: risk
M: venturing

C; venturing kit
M: out
C: huh?
M: out
C: out
M: into
C: into the unknowned
M: unknown
C: unknown
M: can
C: can.. beeeeeee
M; be
C; be a sol...
M: scary
C: scary
M: place
C; place for a squirrel
M: very good
C: A...
M: mmmhuh.... Few
C: few to
M: things
C: things..... Scaredy Squirrel doesn't..... is
M: afraid
C: afraid
M; of
C: I said that
M: Oh.....
C: silence
M tarantulas
C: tarantulas, poison ivy, germs, sharks,.....
M: green Martians
C: green Martians, and killer bees yikes
C: Is
M: So
C; So so, like So So
M: hmmmhuh
C: So... he
M: he's, oh, sorry
C: he's I didn't know that. He's played
M: perfectly
C: perfectly here
M: happy
C: happy To
M: stay
C; stay right.... Where he is

M: mmmhuh
C: hmmm
M: that's a big word – Advantages
C: ad-van-tages for
M: of
C: of you to
M: never
C: never
M: leaving
C: leaving... the
M: nut tree
C: nut tree
M: now do this... I can help you
M: great
C: great... lake
M: view
C: view for eating nuts
M: plenty
C: plenty of nuts
M: mmmhuh
C: for
M: safe
C: safe... place
M: mmmhuh
C: No...
M: tarantulas
C: No tarantulas, no poison ivy, no....
M: green Martians
C: No green Martians; No killer bees, no germs, no sharks
M: Disadvantages
C: the same
M: hold on. Disadvantages of never leaving the nut tree
C: the same place
M: the same old place
C: The same old place
M: Oh, sorry, the same old view
C: same old view
C: same old nuts
C: same old place
M: yea – I was reading ahead of myself
C: I want to read this part
M: okay
C:
M: Scaredy
C: Scaredy Squirrel's nut.... Place?
M: hmhhhuh

C: giggles.... In...
M: every
C: every day....hmmmm
M: you know that word
C: is the
C: what?
M: you read it on the last page
C: I don't know, I forgot.
M: turning page. What is that?
C: same
M: yup
C: is
M: everything
C: everything is pre
M: predictable
C: Oh, I cannot say that
M: okay
C: A...
M: all
C: Oh, All is you
M: under
C: under change
M: control
C: control
C: On Sunday Monday Tuesday, hmmm Monday you already know something
and you already know that comes after and you already know ????
M: hmmmhuh
C: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday,
Sunday... Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. It's
supposed to be like that – giggles – I don't know.
M: Look over here
C: Scaredy squirrel
M: daily
C: daily R
M: routine
C: routine.... You say the numbers
M: 6:45
C: wake up
M: 7 am
C: eat a nut
M: 7:15
C: look at the view?
M: 12 noon
C: eat a nut
M: 12:30 p.m.
C: look at the view – giggles

M: 5 pm
C: eat a nut
M: 5:31 pm
C: Look at view?
M: 8 pm
C: go to sleep
C: Let's do this page first.
M: okay
C: mmmm I don't know what the word
M: but
C: but, but, but...
M: let's
C: let's
M: say
C: say
M: just
C: can you hold this for a second? Just please
M: I'll put it right here
C: I was trying to get....Hey
M: What?
C: I don't like your feet
M: giggles
C: but... like..
M: but
C: But jjjj
M: you can't read anything you wantsay
C: say you hold it okay
M: nmmmhuh
C: say jjjj
M: just
C: just ... for...
M: example
C: No, I just..
M: No
C: No
M: yeah,
C: No
M: Yeah, for was right
C: I forgot that
M: example
C: xample.... The
M: that
C: No, I said the.... I said that...
M: hmmm
C: in my head
M: mmmkay

C: see
 M: something
 C: something in
 M: unexpected
 C: I'm not saying that
 M: try to say it
 C: un.... axpected
 M: mmmhuh
 C: yikes
 M: did
 C: did
 M: hmmmhuh
 C: hose
 M: happened
 C: happen. Remember, say... you
 M: you know this
 C: can
 M; mmmhuh
 C: silence
 M: rest
 C: rest
 M: assured
 C; I was about to say that, I know
 M: that's a big word, you've never even heard it before
 C: fine... let's turn the page
 M: ..that this squirrel is prepared. A few items in Scaredy Squirrel's emergency
 kit
 C: tooooo
 M: parachute
 C: parachute
 M: bug spray
 C: bug spray.... Mask and gloves.... Net...bandage....
 M: sardines
 C: sardines... hard had...
 M: antibacterial
 C: soap... and
 M: calamine lotion
 C: calamine lotion
 M: What to do in case of emergency according to Scaredy squirrel
 C: you do all this part
 M: mmmhuh *Step 1: panic; step 2: run; step 3: get kit; step 4: put on kit, step 5:
 consult exit plan; step 6: exit tree (if there is absolutely, definitely, truly no other
 option*
Exit 1: note to self: watch out for green Martians and killer bees in the sky
*Exit 2: not to self: do not land in the river. If unavoidable use sardines to distract
 sharks.*

Exit 3: Note to self: Look out for poison ivy and for tarantulas roaming the ground

C: germs

M: *Exit 4: Note to self: Keep in mind that*

C: germs

M: are everywhere (together w/mom)

C: are everywhere (together w/daughter)

M: yup

M: Remember, if all else fails, playing dead is always a good option

C: Yeah

M: With his emergency kit in hand, Scaredy Squirrel watches. Day after day he watches, until one day.... Thursday 9:37 a.m.

C: Bee, Killer bee

M: appears Scaredy Squirrel jumps in panic, knocking his emergency kit out of the tree. This was not part of the plan.

C: It's not good to stay in

M: Scaredy Squirrel jumps to catch his kit. He quickly regrets this idea. The parachute is in the kit. But something incredible happens

M: He starts to glide. Scaredy squirrel is no ordinary squirrel. He's is a flying squirrel

C: turn the page. You read the rest

M: Scaredy squirrel forgets all about the killer bee, not to mention the tarantulas, poison ivy, green Martians, germs, and sharks. He feels overjoyed! Adventurous! Carefree! Alive! Until, he lands

C: in a bush...

M: giggles

C: play dead 1, play dead 2

M: 30 minutes, 1 hour later, and 2 hours later. Finally, Scaredy squirrel realizes that nothing horrible is going to happen in the unknown today. So he returns to his nut tree. All this excitement has inspired Scaredy Squirrel to make drastic changes to his life.

M: Scaredy squirrel's new-and-improved daily routine: 6:45 a.m.

C: wake up

M: 7 a.m.

C: eat a nut

M: 7:15 a.m.

C: Look at the view

M: 9:37 a.m.....

C: Jump off ... in the unknown

M: 9:45 a.m.

C: play dead

M: 11:45 a.m....

C: return to his nut tree

M: return home

M: 12 noon

C: eat a nut.

M: 12:30 p.m.

C: *look at the view - giggling*
M: *5 pm*
C: *eat a nut*
M: *5:31 p.m.*
C: *look at view?*
M: *8 p.m.*
C: *ummm go to bed*
M: *P.S. for the emergency kit, Scaredy Squirrel is in no hurry to pick up it just yet. Good night.*
C: *The end*
M: *okay, go to the bed*
C: *No, read the bottom*

Second reading

C: *What do you do with a tail like this?*
C: *What do you do with a tail like this?*
M: *Animals use their noses, ears, tails, eyes, mouths, and feet in ever—in very different ways. See if you can guess which animal part belongs to and how it is used. At the back of the book you can find out some more of these animals.*
C: *can we do that again?*
M: *No verbal response. What do you do with a nose like this?*
C: *Crocodile, bear, what was this again? elephant, I don't know*
M: *If you are a platypus you use your nose to dig in the mud.*
C: *I was about to say platypus.*
M: *If you're a hyena, you find your next meal with your nose.*
C: *I thought that was a hyena*
M: *If you're an elephant, you use your nose to give yourself a bath. And if you're a mole, you can use your nose to find your way underground. If you're an alligator, you can breathe through your nose while hiding in the water.*
M: *What can you do with ears like these?*
C: *Hippo, bat, cricket, whale, and bunny.*
M: *If you're a jackrabbit, you use your ears to keep cool. If you're a bat, you can "see" with your ears. If you are a cricket, you hear with your ears that are on your knees. If you are a hippo, you close your ears when you are under water.*
If you are a humpback whale, you hear sounds hundreds of miles away
C: *I said all of them. (stated while mother finishes sentence.)*
M: *hmmm-huh*
C: *I'm the page turner*
M: *What do you do with a tail like this?*
C: *Giraffe, what was this again?*
M: *I'm not telling until we turn the page*
C: *No, you know.*
M: *I know, but it's your turn*

C: ummm.. monkey, skunk, ... lizard,.... And... that must be... uh... I forgot

M: Okay then

C: Can you do this first?

M: *If you're a scorpion, your tail can give a nasty sting. If you're a lizard, you break off your tail to get away. If you are a monkey, you hang from the tree by your tail. (If you're a skunk, you lift your tail) (didn't record for some reason) ...to warn that a stinky spray is on its way. If you're a giraffe, you brush off pesky flies with your tail.*

M: *What do you do with eyes like these?*

C: *fish, bird, lizard, cat,, ...and a my lizard that squirts blood out of your eyes?*

M: *chuckles If you're a horned lizard, you squirt blood out of your eyes. Well, you remembered that one really well. If you're a bush baby, you use your large eyes to see clearly at night. If you're a four-eyed fish, you look above and below the water at the same time. If you're a chameleon, you look two ways at once.*

C: *That can be a lizard, too.*

M: *Hmmhuh. If you are an eagle, you spot tiny animals from high in the air.*

M; *What do you do with feet like these?*

C: *mountain goat, water bug, gorilla, and I don't remember that one.*

M: *If you're a chimpanzee, you feed yourself with your feet yummy*

C: Giggles

M; *If you're a blue-foooted booby, you do a dance*

C; *Blue-footed booby? Let's do that one, that one, that one.*

M: *If you're a gecko, you walk on the ceiling*

C: *I was about to say gecko. Gecko, gecko, Is gecko where you repeat and it... when you say gecko it comes back to you.*

M: *No, that's an echo*

C: *Yeah*

M: *Gecko is a lizard*

C: *Gecko ecko*

M: *You mean gecko and echo rhyme?*

C: *Yeah*

M: *Yeah. But it.. a gecko is a lizard, echo, without the g is when you say it and it re - comes back to you, giggles*

C: *I forget*

M: *That's okay, its pretty eas.....*

C: *Water Bug – this one*

M *If you're a water strider, you walk on water*

C: *I was right.*

M: *Mmmhuh If you're a mountain goat, you leap from ledge to ledge*

C: *I was right*

M: *What do you do with a mouth like this?*

C: *Snake, fish, ...I don't know what those ones... Oh!*

M: *hmmm*

C: *Anteater and the bird.*

M: *Pelican. If you're a pelican, you use your mouth as a net to scoop up fish. If you're a mosquito, you use your mouth to suck blood.*

C: *Eew blood.*

M: *If you're an egg-eating snake, you use your mouth to swallow eggs larger than your head. If you're an anteater you capture termites with your long tongue. If you're an archerfish, you catch insects by shooting them down with a stream of water*

M: Pick three animals you want to read about

C: That one.

M: That we didn't do last time. What about this one – let's do the bat, we didn't do the bat last time.

C: That one, that one, and....

M: Do you want to do this one?

C: No

M: And you can pick one more

C: Let's do the bat first.

M: *The yellow-winged bat, like all bats, makes a constant series of clicks or chirps as it flies. Most of these sounds.... Tape cut off*

C&A Week 2

Duck & Goose

Child Duck and Goose

Mother: Duck and Goose

“Oh my, what is that?” Duck quacked.

“That is a silly question,” Goose honked. “It is a big egg, of course.”

“Of course it is an egg. I know that!” huffed Duck. “What I mean is, where did it come from?”

Goose looked skyward. He looked to the river. He looked to the fields. He thought very hard.

Child: Well, it’s actually a ball

Mother: “Who are you?” he asked finally asked.

C: It was actually a ball

M: hmmm “I,” said Duck, puffing out his feathered chest, “am the one whose egg this is. I saw it first.” Goose quickly raised one webbed foot. “It is mine. I touched it first.”

“Hey! You should never put your dirty foot on this egg,” Duck scolded. “DON’T YOU KNOW ANYTHING ABOUT CARING FOR EGGS?” “YES, I DO!” Goose cried out. “STOP YELLING!” Duck yelled, then whispered forcefully, “Don’t you know that you and your screaming are very likely disturbing the baby bird who is trying to take a snooze inside this egg?” Goose wished that Duck wasn’t right. And he lowered his head and whispered softly, “I’m very sorry. Go back to sleep in there.”

“My, that’s quite a beauty you have,” called the blue bird from across the river.

“Thank you, it’s mine,” quacked the Duck.

“Actually, it is mine,” honked the Goose. “Thank you.”

“So,” asked Duck, “what do we do now?” “We should do something,” suggested Goose.” “Yes, you are right, good thinking,” agreed Duck. “Like what?”

Duck and Goose each thought

C: He thought too, He thought hard.

Part of book not read: (illustrations w/signs: This egg is private property; duck’s egg; no geese allowed; no honking \$5 fine; If you are a duck keep walking; no ducks beyond this point; quiet please; absolutely no quacking in this area)

M: “Well, we must keep the egg warm until the fuzzy little occupant is ready to come out,” said Goose.

C: Well, it’s actually a ball.

M: giggles. “Excellent idea!” exclaimed Duck and he pushed past Goose. “Step aside I shall do just that.” But Goose was too quick too.

After a flurry of fussing, grunting and groaning, slipping and sliding, honking and quaking,...

Duck and Goose found themselves back to back. “Scoot over, I don’t have any room!” complained Duck. “You are much closer to me than I am to you.” “Stop yelling in my ear, Goose!” “Shhhh...,” Goose hushed, pointing at the round thing beneath them. “Yes, yes, yes, we must remember. Quiet, quiet, quiet, we mustn’t disturb the little one.” And so they sat, very still, very quiet, waiting. For a long time they waited.

They listened to the crickets chirp and the frogs burp. “I am going to teach this baby bird to quack like a duck,” Duck boasted. “Well, I’m going to teach it to honk like a goose,” Goose honked back. “I’m going to teach this baby bird to waddle,” Goose added. “So am I,” Duck said.

They heard the pitter-patter of the rain. “I’m going to teach this baby bird to swim,” Duck said. “Me too,” said Goose.

To pass the tie, they sniffed wildflowers in the warm sun and shared breadcrumbs while Goose taught Duck to honk.

They watched the sun set in the sky, and Duck taught Goose to quack.

They counted the stars in the night sky. “Let’s teach our baby to fly,” said Goose. “Good idea,” said Duck. “I’m sure our baby will be a fast learner,” said Duck. “If it takes after you and me, I’m sure you’re right,” agreed Goose.

Together they waited, until – “Did you feel that, Duck?” Duck nodded. “Yes! Did you feel that, Goose?” Goose nodded. “It’s time, Goose, it’s time!” Duck squawked.

C: But it’s actually a ball.

M: hmmuh. Quickly, Duck slid down and started running in circles around their egg. “What should we do now?” he hollered. “I think we should remain calm,” Goose yelled back. “Excuse me,” a little voice called out.

Duck stopped. In all the exciting confusion, he had failed to notice that the blue bird kicking their egg. “Can I play, too?” she asked.

“Play? This is no time for play!” yelled Duck. “THIS IS NO TIME FOR GAMES!” yelled Goose. “And what’s with the kicking?” “I was only trying to get your attention,” said the little bird. “Well, you got it!” Duck huffed. “False alarm, Goose. Back to work.” “Can’t you see that we are very busy here?” Goose explained to the blue bird. “This is serious business. This is perhaps the most important moment of our lives.”

“Oh my, I am sorry,” apologized the blue bird said. “I had no idea. I just thought that maybe I could play with your ball. “It really is a nice one,” she added, and then she flew away.

Goose gulped. "Did she say 'ball'?" he whispered to Duck.

"You know, I did have my doubts," Duck finally said. "It is a bit squishier than most eggs I have seen." "Yes, and I must say, I was somewhat suspicious of those big dots," Goose admitted. "It may not be an egg, but it is lovely," said Duck. "Oh, absolutely, Duck," Goose agreed. "It's a keeper."

As the crickets chirped, the frogs burped, and the grass swayed in a gentle breeze, Goose quacked and Duck honked, and the ball bounced, rolled, and sometimes.....

Even flew.

The End

C: Oh, can you read that again?

No response, tape recorder turned off

Tale of a Tadpole

M: Tale of a Tadpole

C: Tale of a tadpole?

M: Tale of a Tadpole

C: What's a tadpole?

M: A baby frog

C: Oh

M: The tale of a tadpole begins in a pond. Mother frog lays her eggs next to a lily pad.

Each tiny egg is wrapped in a clear jelly. See, that's the clear jelly around the egg

C: I thought that was an eye!

M: It does look like an eye, doesn't it?

C: Yeah

M: Inside the jelly, the eggs grow into tadpoles. They wriggle like worms. They push through the jelly and swim in the water.

C: What are those?

M: Those are tadpoles

C: No, I don't...wha... know what those, I mean them

M: Oh, those are gills.

C: Oh

M: They breathe through gills, just like fishes

C: Cool!

M: Many other animals live in the pond.

C: What is that?

M: Well, let's see. Shiny goldfish and sticklebacks. And great diving beetles. That's a great diving beetle.

C: Oohhh,... Ouch

M: They chase the young tadpoles.

C: *OOOhhhh, and eat 'em.*

M: *mmmhuh. A stickleback feels hungry. He opens his mouth wide. The little gray tadpoles wriggle their tails... and swim away through the water.*

C: *Good job.*

M: *The great diving beetle feels hungry too. His hairy back legs beat through the water. And the tadpoles escape and hide in the weeds.*

C: *I don't think that's a good idea*

M: *Why not*

C: *'cause.... They... um... the beetle water will know where they are.*

M: *Oh. Soon a tadpole grows legs and tiny webbed toes. **Not read: Webbed toes (LI)***

C: *ooOh*

M: *Webbed toes are like flippers. They help the small tadpole push through the water.*

C: *really fast*

M: *hmmhuh. He grows arms with strong... with long skinny fingers. **Not read: Fingers (LI)***

C: *I see them*

M: *and he nibbles on plants and gobbles green pondweed.*

C: *I hope they don't get eaten*

M: *Half tadpole, half frog, he rests in the sunshine. His tail is shrinking. **Not read: Tail (LI)***

It gets smaller and smaller.

C: *and it's a frog!*

M: *mmmhuh. The new little frog sits on a lily pad. His legs are strong now. He can breathe through his nostrils. His skin is dotted with tiny gold spots. **Not read: Nostril (LI)***

C: *Oh, cool.*

M: *hmmhun. He breathes through nostrils, like you now. Frogs must keep their skin slimy. So he hops back in the pond and swims for a while. Then he climbs onto a log. Another frog climbs up and sits down beside him.*

C: *Well, why do they have to be slimy?*

M: *Because their skin will dry out and they'll die. Kind of like worms do, they have to keep their skin moist. Now full-grown, he dives through the water.*

C: *Can they breathe the water?*

M: *Yeah, for a little while, I think he can. He's not afraid of the stickleback. And he swims past the beetle. He's as big as they are now, or bigger*

C: *mmmmhuh.*

M: *In the pond he watches*

C: *What is that?*

M: *and waits. That's a frog.*

C: No, what is that?

M: That's his arm. It just comes across, you can't see it from the view here. In the pond he watches and waits.

What does he see with his round beady eye? **Not read: Eye (LI)**

C: What is that?

M: What does he see with his eyes?

C: A fly.

M: A fly lands above him. He creeps closer and closer.

C: Wait

M: What do you think he's going to do?

C: Eat it.

M: But a big frog jumps up. It snatches the fly with its long, sticky tongue. **Not read:Tongue (LI)**

C: And he was right!

M: mmmhuh! The frog misses his meal. Next time he better be faster!

C: Why?

M: Because the little frog waited too long, so the big frog jumped out of the water and caught it first.

C: Oooh.

M: So he has to learn to be faster.

The golden-skinned frog chases a dragonfly. And it lands on a lily pad. Under the lily pad are hundreds of frog eggs. Inside each egg a tadpole is growing.

C: I knew that I was...

M: Each..

C: I was about to say that (whiny tone)

M: Okay.

C: Stop it

M: Hmmhuh. Each tadpole will grow into a golden-skinned frog.

C: Giggles

M: Hmmhuh

C: Is that frog going to eat it?

M: So we have the jelly, the tail. Do you remember what the jelly was for?

C: geels (gills)

M: To protect the egg, right?

C: Yes. Tail

M: What does he use his gills for?

C: Breathing

M: Hmmhuh. What does he use his nostrils for?

C: Mouth...

M: breathing also, when they get bigger. What do their webbed toes help them do?

C: Swim

M: Hmmhuh. What about their eyes?

C: See

M: What about their tongue

C: *Eat flies*
M: *Is it sticky, or is it hard, or is it dry?*
C: *Sticky*
M: *And his fingers in the front, are they webbed or just skinny?*
C: *Skinny*
M: *Hmmmhuh.*
C: *Can you read that again?*
Tape recorder turned off.

Not read, but prompted above discussion

Picture Word List:

<i>Jelly</i>	<i>Tail</i>	<i>Gills</i>	<i>Nostril</i>
<i>Webbed Toes</i>	<i>Eye</i>	<i>Fingers</i>	<i>Tongue</i>

Duck & Goose
Second Reading

M: *Duck and Goose*
C: *I was about to say that. Can I say that? Duck and Goose*
C: *quack*
M: *“Oh my, what is that?” Duck quacked.*
“That is a silly question,” Goose honked. “It is a big egg, of course.”
“Of course it is an egg. I know that!” huffed Duck. “What I mean is, where did it come from?”
Goose looked skyward. He looked to the river. He looked to the fields. He thought very hard.
“Who are you?” he asked finally.
“I,” said Duck, puffing out his feathered chest, “am the one whose egg this is. I saw it first.” Goose quickly raised one webbed foot. “It is mine. I touched it first.”
“Hey! You should never put your dirty foot on this egg,” Duck scolded. “DON’T YOU KNOW ANYTHING ABOUT CARING FOR EGGS?” “YES, I DO!” Goose cried out. “STOP YELLING!” Duck yelled, then whispered forcefully, “Don’t you know that you and your screaming are likely disturbing the baby bird who is trying to take a snooze inside this egg?” Goose wished that Duck wasn’t right. And he lowered his head and whispered softly, “I’m very sorry. Go back to sleep in there.”

C: *But it’s really a soccer ball.*

M: *Hmmmhuh.*

C: *How do they don’t know that*

M: *I don’t know, maybe they’ve never seen a ball before.*

C: *They have and they don’t know what a soccer ball is.*

M: Giggles “My, that’s quite a beauty you have,” called the blue bird from across the river.

“Thank you, it’s mine,” quacked the Duck.

“Actually, it is mine,” honked the Goose. “Thank you.”

*“So,” asked Duck, “what do we do now?” “We should do something,” suggested Goose.” “Yes, you are right, good thinking,” agreed Duck. **“Like what?”***

C: 1, 2, 3, 4, 1, 2,... (researcher is uncertain what child is counting)

M: (illustrations with signs:)

This egg is private property; duck’s egg; no geese allowed; no honking \$5 fine;

And Goose’s idea is: If you are a duck keep walking; no ducks beyond this point;

quiet please; absolutely no quacking in this area)

Duck and Goose each thought.

Page is turned

C: 1,2,3,4, 1, 2.. (researcher is uncertain what child is counting)

M: “Well, we must keep the egg warm until the fuzzy little occupant is ready to come out,” said Goose.

***“Excellent idea!”** exclaimed Duck and he pushed past Goose. **“Step aside I shall do just that.”** But Goose was quick too.*

After a flurry of fussing, grunting and groaning, slipping and sliding, honking and quaking,...

Duck and Goose found themselves back to back. “Scoot over, I don’t have any room!” complained Duck. “You are much closer to me than I am to you.” “Stop yelling in my ear, Goose!” “Shhhh...,” Goose hushed, pointing at the round thing beneath them. “Yes, yes, yes, we must remember. Quiet, quiet, quiet, we mustn’t disturb the little one.” And so they sat, very still, and very quiet, waiting. For a long time they waited.

They listened to the crickets chirp, the frogs burp. “I am going to teach this baby bird to quack like a duck,” Duck boasted. “Well, I’m going to teach it to honk like a goose,” Goose honked back. “I’m going to teach the baby bird to waddle,” Goose added. “So am I,” Duck said.

They heard the pitter-patter of the rain. “I’m going to teach the baby bird to swim,” Duck said. “Me too,” said Goose.

To pass the time, they sniffed wildflowers in the warm sun and shared breadcrumbs while Goose taught Duck to honk.

They watched the sun set in the sky, and Duck taught Goose to quack.

They counted the stars in the night sky. “Let’s teach our baby to fly,” said Goose.

“Good idea,” said Duck. “I’m sure our baby will be a fast learner,” said Duck. “If it takes after you and me, I’m sure you’re right,” agreed Goose.

Together they waited, until – “Did you feel that, Duck?” Duck nodded. “Yes! Did you feel that, Goose?” Goose nodded. “It’s time, Goose, it’s time!” Duck squawked.

Quickly, Duck slid down and started running in circles around their egg. **“What should we do now?”** he hollered. **“I think we should remain calm,”** Goose yelled back. “Excuse me,” a little voice called out.

Duck stopped. In all the exciting confusion, he had failed to notice the blue bird kicking their egg. “Can I play, too?” she asked.

“Play? This is no time for play!” yelled Duck. **“THIS IS NO TIME FOR GAMES!”** yelled Goose. “And what’s with the kicking?” “I was only trying to get your attention,” said the little bird. “Well, you got it!” huffed Duck. “False alarm, Goose. Back to work.” “Can’t you see that we are very busy here?” Goose explained to the blue bird. “This is serious business. This is perhaps the most important moment of our lives.”

“Oh my, I am sorry,” apologized the blue bird. “I had no idea. I just thought that maybe I could play with your ball. “It’s a really nice one,” she added, and then she flew away.

Goose gulped. “Did she say ‘ball’?” he whispered to Duck.

“You know, I did have my doubts,” Duck finally said. “It’s a bit squishier than most eggs I have seen.” “Yes, and I must say, I was somewhat suspicious of those big dots,” Goose admitted. “It may not be an egg, but it is lovely,” said Duck. “Oh, absolutely, Duck,” Goose agreed. “It’s a keeper.”

As the crickets chirped, and the frogs burped, and the grass swayed in a gentle breeze, Goose quacked and Duck honked, and the ball bounced, rolled, and sometimes.....

Even flew.

The end.

Tale of a Tadpole Second Reading

M: Tale of a tadpole

C: Tale of a tadpole

M: The tale of a tadpole begins in a pond. Mother egg lays her eggs next to a lily pad.

Each tiny egg...

C: Who’s the mom?

M: That one.

C: Oh

M: Each tiny egg is wrapped in a clear jelly.

C: What’s a jelly?

M: Kinda.. something that has the same texture of kind of like your jelly, but what it does is it protects the egg.

C: *I don't see it.*

M: *All the clear stuff around it?*

C: *No.*

M: *All this is the jelly.*

C: *Can you sit close to me? That's it.*

M: *All that's the jelly really, and that's the egg. So it's kind of like...*

C: *No, that's the little one.*

M: *So it's kind of like... a jelly-filled water balloon to protect the egg.*

C: *Like a ... I told you!*

M: *Jelly (labeled illustration)*
Inside the jelly the eggs grow into tadpoles. And they wriggle like worms. They push through the jelly and swim in the water.

C: *The gills!*

M: *Yeah. They breathe through gills, just like fishes.*
Many other animals live in the pond.
Shiny goldfish and sticklebacks. And even great diving beetles. They chase the young tadpoles.

C: *oohh.*

M: *A stickleback feels hungry. And he opens his mouth wide.*
The little gray tadpoles wriggle their tails... and swim away through the water.

C: *Good*

M: *A great diving beetle feels hungry too. It's hairy back legs beat through the water.*
The tadpoles escape and hide in the weeds.

C: *I don't think that's a good idea.*

M: *Why not?*

C: *Because I know the beetles know they're there.*

M: *Mmmm Maybe. Soon a tadpole grows legs with tiny webbed toes. ~~Webbed toes (LI)~~*

C: *Where*

M: *Non-verbal response*

C: *No. What about the front?*

M: *They haven't grown yet. The back legs grow first.*
Webbed toes are like flippers. They help the small tadpole push through the water.

C: *Really fast*

M: *hmmhuh. A lot faster when he has his tail.*
He grows arms with long skinny fingers. ~~Fingers (LI)~~

C: *Told you.*

M: *hmmhuh. He nibbles on plants and gobbles green pondweed.*
Half tadpole, half frog, he rests in the sunshine. His tail is shrinking. Tail (LI)
It gets smaller and smaller.

C: *and smaller*

M: *The new little frog sits on a lily pad.*
His legs are strong now. He can breathe through his nostrils. His skin is dotted with tiny gold spots. Nostril (LI)

C: *Where*

M: *If you look on there, it looks almost like glitter, those are tiny gold spots.*
C: *Where.. on his nose?*
M: *On everywhere, but you can see it on his nose.*
Frogs must keep their skin slimy. He hops back in the pond ...
C: *Because, they don't want to die like worms*
M: *Hmmhuh. He hops back in the pond and swims for a while. Then he climbs onto a log.*

Another frog climbs up and sits down beside him.
Now full-grown, he dives through the water.
He is not afraid of the stickleback. And he swims past the beetle.
In the pond he watches and waits. What does he see with his round beady eye? Eye
(LI)

C: *Oh, go fast!*
M: *What does he see?*
C: *a Fly!! Just eat it!!*
M: *A fly lands above him. And he creeps closer and closer.*
C: *Come on, eat it, before the big one eats.*
M: *But the big frog jumps up. It snatches the fly with its long, sticky tongue.*
Tongue (LI)

The frog misses his meal. But next time he will be faster!
The golden-skinned frog chases a dragonfly. It lands on a lily pad. Under the lily pad are hundreds of frog eggs.
Inside each egg a tadpole is growing. Each tadpole will grow into a golden-skinned frog.

C: *It's a roller coaster*
M: *hmmhuh*
M: *Shall we learn...*
C: *Jelly*
M: *We learned what jelly was.*
C: *Tail*
M: *Tail.... Nostrils*
C: *nostrils, geels.... Webbed...toes.... Eyeball?*
M: *just eye.... Fingers...and tongue*
C: *I knew*
M: *giggles*

C&A Week 3

M: *Bugs are Insects*

There are many kinds of insects living all around us. Ants are insects. So are crickets and mosquitoes. So are butterflies and bees.

M: *Insects come in many shapes, sizes, and colors. They don't all look alike, but there's a way to tell if something is an insect.*

C: Six

M: *Count its legs.*

C: Six

M: *Or count how many body parts it has. make up its body. They only have three body parts. They have a head, the midsection and the body. You know what a midsection is, right? There*

Is a ladybug an insect? All insects of external skeletons. You have a hard skeleton inside, with body parts that move. Your skeleton holds you up and helps give your body its shape. But an insect has a hard skeleton on the outside, with parts that move. The skeleton is like a shell around its body. It holds the insect up and gives its body its shape.

A ladybug has an external skeleton. Does that mean it's an insect?

C: mmmhuh

M: We'll see.

Maybe not. All insects have external skeletons, but not all animals with external skeletons are insects. Crabs, lobsters, shrimps, and scorpions have external skeletons too...

C: Can I get a drink?

M: *but they are not insects.*

C Ouch (tape turned off)

M: *Many insects have two pairs of wings and a pair of antennae. Sometimes the antennae are long, like those of crickets or butterflies. Sometimes they are short, like those of beetles.*

C: Eeeww. I don't like beetles.

M: *But all insect bodies are divided into three parts: head, the thorax, which is like the chest and the abdomen which means the belly.*

C: It goes to the butt

M: mmyea. *There are six legs attached to the thorax. Anything that has six legs and three body parts is an insect. A ...*

C: And that one has 1, 2, 3, 4, 5, 6.

M: MMhuh. And how many body parts?

C: Three

M: MMMhuh? So is it an insect?

C: nonverbal response.

M: Yep. *A ladybug has six legs and three body parts. Is it an insect?*

C: Yeah.

Page turned

C: Eooh!

M: *Now look at a spider. Is it an insect?*

C: mmmm. Eight. No.

M: Do you remember what they're called?

C: Nonverbal response.

M: Let's read. *It has an external skeleton. But count its legs. How many does it have?*

C: 1, 2, 3, 4, 5, 6, 7, 8.

M: How many body parts does it have? *Now count how many body parts it has. A spider has eight legs, not six. Its body is divided into two parts, not three. So it is not an insect. A spider is an arachnid. Scorpions and daddy longlegs are arachnids too.*

Now we know that a ladybugs is an insect. But is it really a bug? We sometimes call insects bugs. Many people think the two words mean the same thing, but they don't. A bug is an insect with a mouth like a beak and a head that forms a triangle.

C: It's.... not....

M: A stinkbug or... *A stinkbug is a bug. So is a bedbug, and so is a water strider, even though it doesn't have the word 'bug' in its name. I know we have stinkbugs around here.*

C Giggles

M: *But a...*

C: Stinkbug! There is a bug.

M: *Mmhuh. But a ladybug's mouth doesn't look like a beak. Its head isn't shaped like a triangle. A ladybug isn't a bug at all! It is a beetle. Beetles are insects with a pair of hard wings you can't see through that hides a second pair of clear wings. The hard wings make a straight line down the top of the abdomen when they are closed.*

C: When not. They shut them.

M: *Different kinds of insects have different kinds of mouths to suck, pierce, bite, or chew. A mosquito has a mouth that can pierce your skin and draw blood. A butterfly has a long, curled-up mouth part for sucking nectar from flowers just like you suck juice through a straw.*

But it's not...

Different kinds of insects have different kinds of legs as well. Crickets have long back legs for jumping. Water boatmen have wide, flat legs for paddling. Bees have fuzzy legs that can carry pollen from flower to flower. Grasshoppers have legs for making music.

C: singing noise

M: *Some insects are good builders. Ants build tunnels. Bees build honeycombs of was that comes from their bodies. Wasps build paper nests. These insects live in large communities where each helps the others.*

C: How do they community.

M: *mmmhuh. No matter what they look like or how they live, all insects have six legs and three body parts. Here are some of the creatures you might find in your backyard. Are they insects?*

C: I saw a ladybug that... but, ... but not that. But this is.... One time, on my ball, I saw a little ladybug that was orange.

M: *mmmhuh*

C: Right there.
M: *Insects are all around – flying through the air, chewing on leaves, creeping through grass. Scientists think...*
C: And one time, um, Logan killed a ladybug.
M: *Mmm. That wasn't very nice. Scientists think that there are more kinds of insects than there are kinds of fish or birds or any other animal in the world. Look in your own backyard and see how many insects you can find. And always remember to count their legs!*
C: And another search... Oh no.

The Hello, Goodbye Window

M: *The Hello, Goodbye Window*
C: *Hello, Goodbye Window. Hello, Goodbye Window. Hello, Goodbye Window*
M: *Nana and Poppy live in a big house in the middle of town.*
C: *Isn't it called Nan....?*
M: *MMMhuh. There's a brick*
C: *Nanny and Pop Pop. I always call them that.*
M: *There's a brick path that goes to the back porch, but before you get there you pass right by the kitchen window.*
C: *I call Nana Nanny and Pop Pop Poppy*
M: *That's the Hello, Goodbye Window. It looks like a regular window, but it's not.*
The kitchen is where Nana and Poppy are most of the time. So you can climb up on the flower barrel and tap the window, then duck down and they won't know who did it, or you can press your face...
C: *yea...*
M: *...against the glass and frighten them. If they're not in the kitchen, you can't do any of those things and you have to wait until next time.*
If they see you first, they wave and make silly faces. Sometimes Nanny peek-a-boos me, which always makes me laugh. So I get a lot of extra fun and hellos before I even get inside.
Just look at the kitchen. It's so big. It has a table you can color on and lots of drawers to take stuff out of and play with. But you can't touch anything under the sink. You could get very sick.
There are shelves full of glass jars with lots of everything in them, a step stool so I can wash my hands, and all kinds of pictures from the olden days. Nana says she even used to give me a bath in the sink when I was little – really!
C: *Like you used to.*
M: *MMMhuh. Sometimes Poppy plays his harmonica for me. He can only play one song, "Oh, Susannah." But he can play it a lot of different ways. He can play it slow or he can play it fast*
Or he can play it sitting down or standing up. He says he can even play it and drink a glass of water at the same time, but I've never seen him do that.

When I stay over we have our supper in the kitchen too and when it's dark outside we can look at our reflections in the window. It works just like a mirror except it's not in the bathroom, and it looks like we're outside looking in. giggles. Poppy says, "What are you doing out there? You come right in and have your dinner."

And I say, "But I'm here with you, Poppy," and then he looks at me in his funny way. Just before I go up to bed, Nana turns off all the lights and we stand by the window and say good night to the stars.

Do you know how many stars there are?

C: 50, 100, and 5

M: giggles. Neither do I, but she knows them all.

In the morning the first place we go is back to the kitchen, and there's the window waiting for us. You can look out and say good morning to the garden or see if it's going to rain or be nice.

And you can see if the dog next door is doing stuff in Nana's flower bed. She hates that!

Sometimes Poppy says in a real loud voice, "HELLO, WORLD! WHAT HAVE YOU GOT FOR US TODAY?" Nobody ever answers, but he doesn't care.

Poppy makes breakfast. He says it's his specialty.

My favorite is oatmeal with bananas and raisins that you can't see because he hides them down inside. I find them all.

When I get dressed, I help Nana in the garden. It's a very nice garden, but there's a tiger who lives behind the big bush in the back so I don't ever go there.

C: When it's really a cat.

M: giggles. I ride my bike too. "Not in the street, please."

Or collect sticks and acorns. "No in the house, please."

Or just kick my ball around. Sometimes when it's hot Poppy chases me with the hose and I yell, "Stop it, Poppy, stop it!"

When he does I ask him to do it again. Nana just shakes her head.

When I get tired I come in and take my nap and nothing happens until I get up.

Then sometimes I just sit by the Hello Goodbye Window and watch. Nana says it's a magic window and anybody can come along when you least expect it.

TYRANNOSAURUS REX (He's extinct, so he doesn't come around much.)

THE PIZZA DELIVERY GUY (Pepperoni and cheese, he knows that's my favorite.)

THE QUEEN OF ENGLAND (Nana is English, you know, so the Queen likes to come for tea.)

They all could come! And a lot more if they want! And if they do, I'll see them first.

Mommy and Daddy pick me up after work. And I'm glad because I know we're going home, but it makes me sad too because I have to leave Nana and Poppy. You can be happy and sad at the same time, you know. It just happens that way sometimes.

When we leave we always stop at the window and to blow kisses goodbye.

C: me too.

M: mmhuh. When you look from the outside, Nana and Poppy's house has lots of windows, but there's only one Hello, Goodbye Window and its right where you need it.

*When I have my own house someday I'm going to have a special window Hello,
Goodbye Window too. By that time I might be a Nana myself. I don't know who the
Poppy will be, but I hope he can play the harmonica.*

C&A Week 4

M: Guess What is Growing Inside This Egg

C: I didn't know that. I thought he was...

M: Guess What is Growing Inside this egg

C: I thought you said "What do you think is growing inside this egg."

M: Nope, It's guess what's growing inside this egg. Guess what's growing inside this egg

C: Can I try. Guess What You Grow In This Egg?

M: *This egg sits snugly on its father's feet. He warms it with his body's heat. Under his feathered belly, it's cozy and warm, Safe from the icy Antarctic storm. Can you guess what's growing inside this egg?*

C: *A Penguin. A Little baby penguin – happy.*

M: *A penguin.*

C: *I was right.*

M: *mmmhuh. This baby penguin, or chick, lives in Antarctica, one of the coldest, windiest places on Earth. When it is hatched, its mother returns from ~~the~~ sea to help care for it. Now its father needs to hunt for food. He hasn't eaten in ~~the~~ two months that he has cared for the egg! The mother and father penguins take turns holding ~~the~~ little chick(s) on their feet to keep ~~it~~ warm, and going to the sea to hunt for fish and squid to feed it. Once it grows its waterproof feathers, the chick will be able to swim and hunt on its own.*

C: That was a penguin.

M: mmmhuh.

C: Why do they say chick?

M: Because a baby penguin is called a chick.

C: Like a chicky!

M: mmmhuh. *Can you guess what is growing inside these eggs?*

This mound of dirt and sticks piled high makes a safe nest for these eggs to lie.

Predators of the swamp had better keep back. This sharp-toothed mother will attack!

C: umm. Ummm. I think it is a shark.

M: A shark tooth? Let's see.

C: I don't know what it is.

M: *Alligators!*

C: *Alligators!*

M: *These baby alligators will grow to be nine or more feet long.*

C: I didn't know.

M: *They spend ~~most of~~ their time in the swamp water, floating on the surface or diving below like a submarine. They use their long tails as paddles to push themselves through the water. They hunt for birds, turtles, snakes, and fish to eat.*

C: Why did it tell you that?

M: So that you know. What was in the egg.

C: How do you know it was a crocodile? It doesn't tell you, but.. I didn't know what it was...

M: That's okay. ~~Alligators cannot chew their food.~~ *They grab their prey with their strong jaws and swallow it whole.* Mmmm

C: What

M: They grab their dinner and swallow it whole. Yummy!

M: *Tall lakeshore reeds help hide the nest where these eggs lie under their mother's breast. Can you guess...*

C: What are breast?

M: Your chests *Can you guess what is growing inside these eggs?*

C: Chickens

M: Let's see.

C: Chicks

M: *Ducklings*

C: Hey

M: Close. *As soon as their feathers are dry, they will be able to follow their mother*

C: Remember we saw little ducklings?

M: We saw geesel... goslings.

C: No geese are the moms

M: Yeah, they're called goslings

C: They have feathers.

M: Mmmhuh. *As soon as their feathers are dry, they will be able to follow their mother to the nearby lake. The brother and sister ducklings walk in a line, one after the other. Ducklings do not need swimming lessons – they are born already knowing how to swim. With their webbed feet, they paddle through the water. Soon they learn to feed on worms, water plants, and insects just below the water's surface.*

C: Ducks

M: *Their mother crawled from sea to land To bury these soft eggs in the sand. Can you guess what is growing inside these eggs?*

C: Turtles.

M: *Sea turtles!*

C: *I was right – turtles*

M: *mmhuh. Yeah. The tiny baby turtles hatch under the sand. They use their flippers to push themselves up to the surface of the beach. Leaving the nest at night, they must find their way to the water on their own. It is a*

C: Like we saw

M: Yeah, we saw pond turtles, not sea turtles, but same thing..

C: No, they're sea turtles.

M: No, the ones we saw were um, painted boxer turtles.

C: No, they were...

M: They, they went in the water too, they went in fresh water, these go in sea water, salty water.

C: But you know what, they would dry out. I saw something move, so I know turtles.

M: Yup. Um. *It is a dangerous journey as crabs and birds like to eat the tiny turtles. Once they have made it safely to the ocean, the baby turtles swim far out to sea and feed on small sea animals, called plankton. As they grow, they begin to feed on larger things such as jellyfish and seaweed. When the female sea turtles are grown, they will return to the beach to lay their own eggs.*

C: Oh.

M: *This round sac of silk thread is packed full of tiny eggs. Their mother spun it with her eight long legs.*

C: Spiders

M: *Can you guess what is growing inside these eggs?*

C: Spiders

M: *ewww... Spiders! Hundreds of baby spiders, call spiderlings, hatch from their eggs inside the egg sac. Then they tear open the sac and crawl out. Like their mother, the spiderlings have eight legs. They also have eight eyes but they do not see very well. Each spiderling must find a new home. It sends out a thread of silk from its body into the air and lets the wind catch it. The wind carries the tiny spiderling away until it lands*

C: I was right.

M: mmmhuh

C: Because I knew – I saw two legs out.

M: *Yup. ...until it lands in a new place where it will build its web. This is called parachuting. The spider's web traps insects for it to eat.*

C: ewww.

M: *Hidden in a rocky cave, deep beneath the ocean waves, their mother wraps her long arms around to keep these eggs safe and sound. Can you guess what's growing inside these eggs?*

C: I don't know.

M: Let's see *Octopus!*

C unintelligible sounds

M: *You can actually see the baby octopuses inside their eggs! They are only about the size of a grain of rice when they hatch, but they are able to take care of themselves. The tiny octopuses float in the water, feeding on plankton. When they grow bigger, they use their eight arms, called tentacles, to catch crabs, fish, and clams. The octopuses hide from predators by changing their color to look just like the sand ~~or~~ and rocks around them. The baby octopuses grow quickly. In about one to or two years, they will be full grown.*

C: Let me see. This is a big one.

M: *Actual size of an eggs*

That's the size of a *Penguin* egg

An *Octopus* egg

Sea turtle egg, alligator egg, that little little speck there, that's a spider egg, and a *Duck* egg

Inside a duck egg

Ducklings incubate, or grow inside their eggs, for 26 to 28 days. So about a month Umm, here you have the 4th day: this is the shell, the egg white, the yolk, and that's the head or the body at 4 days old.

C: That's the head.

M: mmmhuh

C: What's next

M: These red lines here are the *blood vessels that bring food from the yolk to the growing chick* okay.

C: And there's the chick?

M: This is at 10 days old. That's an eye, that blue ting, that yellow thing there is the wind, and that one right there is the leg.

C: Let me see. Which one?

M: The bottom one's the leg, and the middle one's the wing. Now that's ten days being in an egg.

This is 14 days in an egg. This one here, right here, that's the leg, that's the beak, and that's its wing.

C: And that's its eye

M: mmmhuh.

C: Oh, I know this one.

M: This is 26 days, in other words

C: and

M: he's getting ready to be hatched

C: Um, this is his eyes, that's his beak, that's his feathers,

M: mmmhuh Umm, *Egg tooth that helps chick break out of the shell. It falls off shortly after hatching* So they're born with a special tooth on the end of the beak, that breaks the shell. Let's see what this says.

Incubation times for the other animals in the book:

Penguin 2 months; Alligator: 2 months; Sea turtle: 1.5-3 months; Spider about 3 months (fall to spring) Octopus: 1 month to 1 year depending on species and temperature of the water (longer in cold water) It takes longer to hatch in cold water.
That's the end

M: *And Tango Makes Three*

C: I want to do it. *And Tango Makes Three*

M: For Lita, for Lucy Jane, oh, and for Maddy

Okay, here we go.

In the middle of New York City there is a great big park called Central Park. Children love to play there. It has a toy-boat pond where they can sail their boats. It has a carousel to ride on in the summer and an ice rink to skate ~~on~~ in the winter. Best of all, it has its very own zoo. Every day families of all kinds go to visit the animals that live there.

M: Lex.....

C: I didn't see the one... unintelligible.... Wow

Tape recorder turned off.

Turned back on again, mother resumes reading where she left off

M: *But children and their parents aren't the only families at the zoo. The animals make families of their own. There are red panda bear families, ~~with~~ **and** mothers and fathers and furry red panda bear cubs. There are monkey dads and monkey moms raising noisy monkey babies. There are toad families, and toucan families, and cotton-top tamarin families too. (Mom sounds tired during reading)*

C: Oh.

M: *And in the penguin house there are penguin families.*

Every year at the very same time, the girl penguins start noticing the boy penguins. And the boy penguins start noticing the girls. When the right girl and the right boy find each other, they become a couple.

C: I want to count them, 1,2,3,4,5,6,7,8,9,10,11,12. No... why are you on me?

M: *Two penguins in the penguin house were a little bit different. One was named Roy, and the other was named Silo. Roy and Silo were both boys. But they did everything together.*

*They bowed to each other. And walked together. They sang to each other. And **they** swam together. Wherever Roy went, Silo went too.*

C: Oh, I see their butt

M: *They didn't spend much time with the girl penguins, and the girl penguins didn't spend much time with them. Instead, Roy and Silo wound their necks around each other. Their keeper Mr. Gramzay noticed the two penguins and thought to himself, "They must be in love."*

Roy and Silo watched how the other penguins made a home. So they built a nest of stones for themselves. Every night Roy and Silo slept together, just like the other penguin couples.

C: 1, 2, 3, 4, 5

M: They're all the same ones hon..

C: No. 1, 2, 3, 4, 5, 6, 7,

M: It's all Roy and Silo

C: Not all of them.

M: Not now. *And every morning Roy and Silo woke up together. But one day Roy and Silo saw that the other couples could do something they could not.*

C: Where's Roy and Silo?

M: Nonverbal response. *The mama penguin would lay an egg. She and the papa penguin would take turns keeping the egg warm until finally, it would hatch. And then there would be a baby penguin.*

C: And they tried it

M: mmmhuh

C: I saw it.

M: *Roy and Silo had no egg to sit on and keep warm. They had no baby chick to feed and cuddle and love. Their nest was nice, but it was a little empty. One day Roy found something that looked like what the other penguins were hatching and he brought it to their nest. It was only a rock, but Silo carefully sat on it. And sat...*

And sat. When Silo got sleepy, he slept. And when Silo was done sleeping and sitting, he swam and Roy sat. Day after Day Silo and Roy sat on the rock. But nothing happened.

C: Now nobody's on rock.

M: Well, they wished it was an egg, but two boys can't have an egg – or not on their own.

Then Mr. Gramzay got an idea. He found an egg that needed to be cared for, and he brought it to Roy and Silo's nest.

C: *unintelligible sound*

M: *Roy and Silo knew just what to do. They moved the egg to the center of their nest. Every day they turned it, so each side stayed warm. Some days Roy sat while Silo went for food. Other days it was Silo's turn to take care of their egg. They sat in the morning, and they sat at night. They sat through lunchtime and swim time and supper.*

They sat at the beginning of the month, and they sat at the end of the month, and they sat all of the days in between.

C: What the....?

M: *Until one day they hear a sound coming from inside their egg. Peep, peep. Peep, peep, it said. Roy and Silo called back, Squawk, squawk. Peep, peep, answered the egg. Suddenly a tiny hole appeared in the egg's shell. And then...*

C: A baby.

M: mmmhuh **CRAAAACK!**

Out came their very own baby! She had fuzzy white feathers and a funny black beak. Now..

C: It was a girl

M: *Now Roy and Silo were fathers.*

C: Was it a girl?

M: Yup, umm A little girl. So the two boys got a chance to be fathers together, so this little girl has two daddies. *“We’ll call her Tango,” Mr. Gramzay decided, “because it takes two to make a Tango.”*

Roy and Silo taught Tango how to sing for them when she was hungry. They fed her food from their beaks. They snuggled her in their nest at night. Tango was the very first penguin in the zoo to have two daddies.

C: Squealing sound. Craack. I know how to spell crack. C R A, A

M: It’s only one A

C: C-R-A-C-A-K

M: mmmhuh *Soon Tango grew strong enough to leave the nest. Roy and Silo took her for a swim, just like all the other penguin families.*

C: Where’s Tango?

M: Hmm?

C: Where’s Tango?

M: mmm. I’m assuming one of those. *And all the children who came to the zoo could see Tango and her two fathers playing in the penguin house with the other penguins.*

“Hooray, Roy!” “Hooray, Silo!” “Welcome, Tango!” they cheered.

At night the three penguins returned to their nest.

There they snuggled together and, like all the other penguins in the penguin house, and all the other animals in the zoo, and all the families in the big city around them, they went to sleep.

The End

C: Read that Part

M: uthor’s Note:

All of the events in this story are true. Roy and Silo are called chinstrap penguins because of the delicate line of black feathers that loops under their beaks, as if to hold a hat in place. After years of living side by side in the Central Park Zoo, they discovered each other in 1998 and they have been a couple ever since. Tango, their only chick, was born from an egg laid by another penguin couple named Betty and Porkey. That couple had often hatched their own eggs, but they had never been able to care for more than one at a time. In 2000, when Betty laid two fertile eggs, Rob Gramzy decided to give Roy, Silo, and one of those eggs a chance to become a family.

If you go to the Central Park Zoo, you can see Tango and her parents splashing about in the penguin house along with their friends, including Nipper, Squawk, Charlie, Wasabi, and Piwi. There are forty-two chinstrap penguins in the Central Park Zoo and over ten million chinstraps in the world.

But there is only one Tango.

M: Guess What is Growing Inside This Egg

C: Oh, I saw that before

M: Guess What's Growing

C: Inside this Egg (while hiccupping) Why did you take that off?

M: Because it kept falling off.

This egg sits snugly on its father's feet. He warms it with his body's heat. Under his feathered belly, it's cozy and warm, Safe from the icy Antarctic storm. Can you guess what is growing inside this egg?

C: Penguin

M: A Penguin!

This baby penguin, or chick, lives in Antarctica, one of the coldest, windiest places on Earth. When it is hatched, its mother returns from the sea to help care for it. Now its father needs to hunt for food. He hasn't eaten in ~~the~~ two months that he has cared for the egg! The mother and father penguins take turns holding the little chick on their feet to keep it warm, and going to the sea to hunt for fish and squid to eat ~~feed it~~.

C: I'm going to get a drink (child has been hiccupping throughout the reading)

M: Once it grows its waterproof feathers, the chick will be able to swim and hunt on its own.

C: It's like the two boys getting married! Giggles

M: Giggles

M: This mound of dirt and sticks piled high Makes a safe nest for these eggs to lie.

Predators of the swamp had better keep back. This sharp-toothed mother will attack! Can you guess what's growing inside these eggs?

C: Um, alligators?

M: Alligators!

These baby alligators will grow to be nine or more feet long.

C I was right.

M: Yes you were

C: For both of them

M: mmmhuh. *They spend most of their time in the swamp water, floating on the surface*

C: What's a swamp?

M: Swamps are ... um... areas of land with like trees and tall grass and stuff that's kind of, it kind of looks like a flooded forest. So there's lots of places for alligators and predators to hide.

C: Look

M: mmmhuh. To find food in the really high grass and stuff in like deep water with trees and stuff. So it's kind of like if you take a big lake and put lots of trees and tall grass in the middle of it where you can't see all the water and make it really ooky, muddy water. That's kind of what a swamp would look like.

C: Oh

M: *floating on the surface or diving below like a submarine. They use their long tails as paddles to push themselves through the water. They hunt for birds, turtles, snakes, and fish to eat. Alligators cannot chew their food.*

C: Do you know what mom?

M: What

C: We saw baby turtles.

M: Yes we did.

C: And I hope they don't eat them!

M: We don't have alligators, um, in the lakes and ponds right here. Now, in Florida they do.

C: Do they have turtles too?

M: Yes, they have land turtles, they have um fresh water turtles, and they have sea turtles in Florida.

C: But do they have crocodiles?

M: They have alligators.

C: I hope they don't eat the (unintelligible).....

M: Sometimes they will

C: I hope they don't eat. I hope there's no sharks in the water too!

M: Mmmm there's not sharks in swamps, but there are sharks in the ocean. But most of them don't like the taste of humans.

C: In the ocean?

M: Yeah.

C: Deep, deep down?

M: Yeah, further from the beach where you swim. Sometimes you'll get a shark near the beach, but they have everyone get out of the water when they see one. Okay, *Alligators cannot chew their food. They grab their prey with their strong jaws and swallow it whole.*

Kind of like... what other animal do you know that swallows its food whole.

C: Snakes

M: Yup

C: And water you can

M: mmmhuh

C: swallow whole

M: Anyone can swallow water whole.

Tall lakeshore reeds help hide the nest where these eggs lie under their mother's breast.

Can you guess what is growing inside these eggs?

C: Um,,, ducks, little baby ducks

M: What are baby ducks called?

C: Ducklings!

M: very good

As soon as their feathers are dry, they will be able to follow their mother to the nearby lake. The brother and sister ducklings walk in a line, one after the other. Ducklings do not need swimming lessons – they are born already knowing how to swim.

C: I know that

With their webbed feet, they paddle through the water.

C: But can we do the other book too?

M: Nonverbal response

C: Yeah, yeah, yeah.

M: *Soon they learn to feed on worms, water plants, and insects...*

C: What...

M: ... *just below the water's surface.*

C: What do they eat?

M: worms, water plants and insects.

C: Ohhh – but not the big giant worms

M; No, not the Australians ones, right, is that where they were from?

C: nonverbal response

M: Yeah, not the 4 foot to 10 or 12 foot long worms

C: I would not have 100 either.

M: No, normal worms, like the ones you play with on the playground. No the Australian Worm that's 4 feet long to 12 feet long. That would have to be a pretty big duck. Laughter

Their mother crawled from sea to land To bury these soft eggs in the sand. Can you guess what is growing inside these eggs?

C: ummm..Baby turtles.

M: Land turtles or sea turtles?

C: Ummm. Sea turtles.

M; Very good. *Sea turtles!*

The tiny baby turtles hatch under the sand. They use their flippers to push themselves up to the surface of the beach. Leaving the nest at night, they must find their way to the water on their own. It is a dangerous journey as crabs and birds like to eat the tiny turtles. Once they have made it safely to the ocean, the baby turtles swim far out to sea and feed on small sea animals called plankton. As they grow, they begin to feed on larger things such as jellyfish and seaweed. When the female sea turtles are grown, they will return to the beach to lay their own eggs.

C: I know. I see the little baby

M: They kind of look like the ones we see

C: But Mommy, baby

M: Yup, they're all babies.

C: No, that one's just smaller

M: umm. Not really. See the person is looking at it from here, so these ones are closer. Like when this is closer to you, it looks bigger, but when its far away, it looks smaller. So this turtle is farther away so it looks smaller, and these ones are closer to where they're looking.

C: But it looks like a teeny baby

M: mmmhuh. It's further away, and so its smaller

This round sac of silk thread is packed full of tiny eggs. Their mother spun it with her eight long legs. Can you guess what is growing inside these eggs?

C: Spiders.

M: ewww.

C: I know

M: *Hundreds of baby spiders, call spiderlings, hatch from their eggs inside the egg sac...*

C: No you forgot to make me say it.

M: Say what?

C: spiderling

M: Oh, they didn't. It just said spider, it didn't say spiderling. It just said it in the description. I'm sorry.

Then they tear open the sac and crawl out. Like their mother, the spiderlings have eight legs. They also have eight eyes but yet they do not see very well.

C: Can I go get a little more ... of water?

M: Just wait. *Each spiderling must find a new home. It sends out a thread of silk from its body into the air and lets the wind catch it. The wind carries the tiny spiderling away until it lands in a new place where it will build its own web.*

C: That's why they have bubbles.

M: mmmhuh. *This is called parachuting. The spider's web traps insects for it to eat.*

That's a lot of spiders.

C: One hundred!

M: *Hidden in a rocky cave, deep beneath the ocean waves, their mother wraps her long arms around to keep these eggs safe and sound. Can you guess what is growing inside these eggs?*

C: Octopus

M: Octopuses!

You can actually see the baby octopuses inside their eggs! They are only about the size of a grain of rice when they hatch,

So they're about the size of one piece of rice, ...is that big or small?

Tape recorder stops

M: ~~*but they are able to take care of themselves. The tiny octopuses float in the water, feeding on plankton.*~~ *When they grow bigger, they use their eight arms, called tentacles, to catch crabs, fish, and clams. The octopuses hide from predators by changing their color to look just like the sand or rocks around them. The baby octopuses grow quickly. In about one or two years, they will be full grown.*

C: Put this on the table, please.

Wow- I got a big one.

M: *Actual sizes of eggs*

Penguin

C: *what...*

M: *Octopus*

C: *I know what that one is...*

M: *Sea turtle*

C: *Sea turtle, alligator....*

M: *Duck*

C: *Duck and Spider*

M: *that itty bitty thing there*

C: I cannot see it. I didn't see it yet.... I didn't see it.

C: I cannot even see that!

M: mmmhuh it's very small

Inside a duck egg

Ducklings incubate, or grow inside their eggs, for 26 to 28 days.

~~4th day: shell, egg white, yolk, head and body.~~

~~10th day: egg white, wing, leg, eye, blood vessels that bring food from the yolk to the growing chick~~

Incubation times for the other animals in the book:

Penguin 2 months; Alligator: 2 months; Sea turtle: 1.5-3 months; Spider about 3 months (fall to spring) Octopus: 1 month to 1 year depending on species and temperature of the water (longer in cold water) in cold water they're in there long
And this is the pictures of how the duck grows inside the eggs.

C: And where's the spider, and everybody else

M: They only did the turtle, uh, duck eggs.

~~14th day: egg white, leg, beak, wing~~

~~26th day: Egg tooth that helps chick break out of the shell. It falls off shortly after hatching. Ready to hatch!~~

C: Do the other one!

M: *And Tango Makes Three*

C: Where's three?

M: nonverbal response

C: No

M: one, two, three

C: no, Tango makes three

M: Yeah

C: Where's three in the word?

M: Oh, there

C: Oh, three

M: *In the middle of New York City there is a great big park called Central Park. Children love to play there. It has a toy-boat pond where they can sail their boats. It has a carousel to ride on in the summer and an ice rink to skate on in the winter. Best of all, it has its very own zoo. Every day families of all kinds go to visit the animals that live there.*

C: Whoohoo. I want to go there

M: Maybe we can go there this summer

M: *But children and their parents aren't the only families at the zoo. The animals make families of their own. There are red panda bear families, with mothers and fathers and furry red panda bear cubs. There are monkey dads and monkey moms raising noisy monkey babies. There are toad families, and toucan...*

C: What are monkeys?

M: You know what a monkey is.

C: OOohh, oohh,, aahhh, ahhh?

M: mmmhuh

C: Why are... penguins monkeys?

M: No, they're telling you all the different animals in the zoo that have families. They're not saying that penguins are monkeys. *and cotton-top tamarin families too.*

C: Where's cotton-top families, too

M: The tamarin?

C: nonverbal response

M: Remember at the zoo, the ummm, the little fuzzy monkeys?

C: I never saw them.

M: Well, when we looked in there, the same area that had the sloth ...

C: Oh...

M: They're not really on there. Those are kind of like what a tamarin looks like.

C: Oh, I can't see well.

M: Here. There were the little monkeys in the same section that the sloth was in. The little monkeys that were annoying.

C: You mean annoying.... Noying.

M: Yeah

C: Like, oooh oooh aah, oooh oooh aah, oooh oooh aah,

M: Yeah, it was one of the noisier exhibits

C: Ooohh, oooh, aaah, aah

M: *And in the penguin house there are penguin families. Every year at the very same time, the girl penguins start noticing the boy penguins. And the boy penguins start noticing the girls. When the right girl and the right boy find each other, they become a couple.*

C: The girls love the boys and the boys love the girls.

M: *Two penguins in the penguin house were a little bit different. One was named Roy, and the other was named Silo. Roy and Silo were both boys. But they did everything together. They bowed to each other. And walked together. They sang to each other. And swam together. Wherever Roy went, Silo went too.*

C: unintelligible

M: *They didn't spend much time wit the girl penguins, and the girl penguins didn't spend much time with them. Instead, Roy and Silo wound their necks around each other. Their keeper Mr. Gramzay noticed the two penguins and thought to himself, "They must be in love."*

Roy and Silo watched how the other penguins made a home. So they built a nest of stones for themselves. Every night Roy and Silo slept together, just like the other penguin couples.

C: Are they boys?

M: Yup, they're both boys.

C: Oh

M: And they're dating, and they became a couple

C: Couple

M: Couple means they're dating each other.

C: I've never seen two boys date

M: Your Uncle Jody dates boys

C: I know, but I've never seen him date.

M: hmmm. His boyfriend works a different schedule then him, that might be why.

And every morning Roy and Silo woke up together.

C: I like Uncle Jody at?

M: Yup, he'll be there.

But one day Roy and Silo saw that the other couples could do something they could not.

The mama penguin would lay an egg. She and the papa penguin would take turns keeping the egg warm until finally, it would hatch. And then there would be a baby penguin.

M: Which, that's not completely accurate is it?

C: Yeah, there. Um, it's long and hard

M: Now, penguins in the wild, do the mommy and daddy stay with the egg?

C: No one

M: The daddy stays with the egg and the mommy goes to hunt for food. And then when the baby's born...

C: What about the tigers??

M: ..they take turns. There's no tigers in like Antarctica

C: Aunt Artica

M: Antarctica, it's pretty much ice, snow and penguins and that's about it.

Maybe some polar bears (laughing) It's a big, giant, block of ice.

C: So we have to stay where we are allowed to?

M: Humans go there sometimes, but um, they go, they don't go outside that much, with out like, pretty much wearing, like six jackets. It's extremely cold there.

C: Why do they have to wear six jackets?

M: Because its that cold.

C: Oh, I have one more... jacket..

M: You'd need more than just that jacket in Antarctica. But these penguins are...

C: Ant...

M: in New York

C: ...Artica.

M: hmmmhuh. But these penguins are in New York. New York's only like 7 hours from here, that's not that far.

C: Okay

M: Okay. *Roy and Silo had no egg to sit on and keep warm. They had no baby chick to feed and cuddle and love. Their next was nice, but it was a little empty. One day Roy found something that looked like what the other penguins were hatching and he brought it to their nest. It was only a rock, but Silo carefully sat on it. And sat...*

C: But it wasn't really a Egg.

M: mmmmun. *And sat. When Silo got sleepy, he slept. And when Silo was done sleeping and sitting, he swam and Roy sat. Day after Day Silo and Roy sat on the rock.*

But nothing happened.

C: They're angry.

M: Mmm. They're sad.

Then Mr. Gramzay got an idea.

He found an egg that needed to be cared for, and he brought it to Roy and Silo's nest.

C: But they.... He doesn't know that they're both boys, do he?

M: No, he knows that they're both boys. That's why he knows that they couldn't have an egg of their own. So he found an egg for them to take care of – so they could be parents too. Because two boys can't have an egg, but they can be parents.

Remember, they can adopt. So they're kind of adopting the egg.

C: I know that the unintelligible

M: Yup, just not them. *Roy and Silo knew just what to do. They moved the egg to the center of their nest. Every day they turned it, so each side stayed warm. Some days Roy sat while Silo went for food. Other days it was Silo's turn to take care of their egg.*

They sat in the morning, and they sat at night. They sat through lunchtime and swim time and supper.

They sat at the beginning of the month, and they sat at the end of the month, and they sat all of the days in between.

C: What. Did you just? Read it one more time.

M: *They sat in the morning, and they sat at night. They sat through lunchtime and swim time and supper.*

They sat at the beginning of the month, and they sat at the end of the month, and they sat all of the days in between.

C: Ohhh, I see the little egg

M: Peep.

C: Peep

M: *Until one day they hear a sound coming from inside their egg.*

Peep, peep. Peep, peep, it said.

Roy and Silo called back, Squawk, squawk.

Peep, peep, answered the egg.

Suddenly a tiny hole appeared in the egg's shell. And then...

C: CRAAAACK! I know what this.... Can I read crack?

M: hmmmhuh.

C: CRAAAACK

M: *Out came their very own baby! She had fuzzy white feathers and a funny black beak. Now Roy and Silo were fathers. "We'll call her Tango," Mr. Gramzay decided, "because it takes two to make a Tango."*

Roy and Silo taught Tango how to sing for the...

C: What's a Tango...

M: A Tango's a dance. But, yeah, it's saying it takes two to tango, because it's a dance that involves two people so they changed it to, it takes two to make a tango, so her name's Tango.

They taught her to sing for them when she was hungry. They fed her food from their beaks. They snuggled her in their nest at night. Tango was the very first penguin in the zoo to have two daddies.

C: Crack, Crack, crack

M: *Soon Tango grew strong enough to leave the nest. Roy and Silo took her for a swim, just like all the other penguin families.*

And all the children who came to the zoo could see Tango and her two fathers playing in the penguin house with the other penguins.

C: But no one knows.

M: mmmhuh

C: No

M: The zookeepers, when you go to see the animals, will tell you who's in there. And they let everyone know that that was Tango and her two daddies. So the zookeepers let them know, so that they would know.

C: But I already know.

M: mmmm

C: If I see a baby penguin at the zoo, I will call it... Tango

M: Well, this is a true story – they're really at the New York Zoo. *"Hooray, Roy!" "Hooray, Silo!" "Welcome, Tango!" they cheered.*

C: How does everybody know what the other ones are?

M: Hmm. They know, the zookeepers tell them. *At night the three penguins returned to their nest.*

There they snuggled together and, like all the other penguins in the penguin house, and all the other animals in the zoo...

C: What's a penguin house?

M: Penguin house is where all the penguins stay – it's the penguin area.

C: Can I see it?

M: It doesn't show the actual house. And, so they have to keep it closed off in order to keep it cold enough, because if penguins get too warm, they get sick. *...and all the families in the big city around them, they went to sleep.*

C: What is it? Which one?

M: No, that's just a sign that they saw above it.

Author's Note:

~~All of the events in this story are true. Roy and Silo are called chinstrap penguins because of the delicate line of black feathers that loops under their beaks, as if to hold a hat in place. After years of living side by side in the Central Park Zoo, they discovered each other in 1998 and they have been a couple ever since. Tango, their only chick, was born from an egg laid by another penguin couple named Betty and Porkey. That couple had often hatched their own eggs, but they had never been able to care for more than one at a time. In 2000, when Betty laid two fertile eggs, Rob Gramzy decided to give Roy, Silo, and one of those eggs a chance to become a family.~~

~~If you go to the Central Park Zoo, you can see Tango and her parents splashing about in the penguin house along with their friends, including Nipper, Squawk, Charlie, Wasabi, and Piwi. There are forty-two chinstrap penguins in the Central Park Zoo and over ten million chinstraps in the world.~~

~~But there is only one Tango.~~

C&A Week 5

- M: *Leaf man*
C: I saw that. I was looking at it.
M: Leaf Man
Leaf man used to live near me, in a pile of leaves.
C: Oh
M: *But yesterday the wind blew leaf man away.*
He left no travel plans.
C: Oh
M: *The last time I saw him, he was headed east – past the chickens,*
Towards the marsh, over the ducks and geese. A Leaf Man's got to go where
the wind blows.
C: How come everything they have leaves
M: mmmhmmm (I don't know response) *He blew over the fields of pumpkins*
and winter squash,
And flew over the turkey, past potatoes, carrots, and cabbages in rows.
Then he blew out of sight. Is he drifting west, above the orchards?
C: It looks like cookies
M: giggles
C: Do they?
M: mmmhuh *Or over the prairie meadows,*
C: That was short
M: *And past the spotted cows? Well, a Leaf Man's got to go where the wind*
blows.
C: I wish I was made out of leaves
M: Yup. *Maybe Leaf Man's gliding on a lake breeze,*
C: *But he's really not.*
M: *Or flying along the river,*
Following butterflies going south. Well, a Leaf Man's got to go where the
wind blows.
C: I thought those were birds
M: Hmm. *He might even be traveling north, above leaves that look like him,*
C: wait, those are...
M: leaves...
C: nonverbal response
M: *He might even be traveling north, above leaves that look like him,*
Or flying over mountains, with a flock of birds.
C: I thought those were butterflies
M: *When Leaf Man looks down on earth, is he lonesome for a home?*
C: Is he?
M: hmmmuh (I don't know) *This I do know:*
Where a leaf Man will land, only the wind knows.
So listen for a rustle in the leaves.
C: I see a man...
M: *Maybe you'll find a Leaf Man waiting to go home with you.*
C: unintelligible

C *Leaf man*
C: *Leaf man*
M: *Leaf man used to live near me, in a pile of leaves*
 But yesterday the wind blew leaf man away.
 He left no travel plans.
 The last time I saw him, he was headed east – past the chickens,
 Towards the marsh, over the ducks and geese. A Leaf Man's got to go where
 the wind blows.
 He blew over the fields of pumpkins and winter squash,
 And flew over the turkey, past potatoes, carrots, and cabbages in rows.

C: *What's a rows*
M: *Rows*
C: *What's rows?*
M: *Like This, rows, lined up, See, they're in rows.*
C: *Oh*
M: *Then he blew out of sight. Is he drifting west, above the orchards?*
 Or over the prairie meadows,
 And past the spotted cows? Well, a Leaf Man's got to go where the wind
 blows.
 Maybe Leaf Man's gliding on a lake breeze,
 Or flying along the river,
 Following butterflies going south. Well, a Leaf Man's got to go where the
 wind blows.

C: *He has to go wherever the wind blows?*
M: *mmmhuh. He might even be traveling north, above leaves that look like him,*
 Or flying over mountains, with a flock of birds.
 When Leaf Man looks down on earth, is he lonesome for a home?
 This I do know:
 Where a Leaf Man will land, only the wind knows.
 So listen for a rustle in the leaves.
 Maybe you'll find a Leaf Man waiting to go home with you.

C: *It's here.*

M: *Honey in a Hive..... Honey in a Hive*
 In spring and summer, this meadow is full of sweet-smelling flowers. Listen!
 Do you hear a buzzing sound? It comes from the rapidly beating wings of
 many busy bees.
 They are busy gathering nectar, the sweet liquid inside flowers, to make into
 honey. They are gathering pollen, the yellow powder in a flower, to feed their
 queen and all ~~her~~ their young bees.
 Bees live in hives filled with honeycombs that they build with beeswax from
 their bodies.

- M: *In every beehive there are thousands of bees and one queen, who is much bigger than any of the other bees. She doesn't gather nectar or pollen or do any work. Her job is to lay eggs that will become new bees. The queen bee leaves her home to fly high in the sky and mate with many male bees...*
- C: Is that the queen bee?
- M: *I think so. ...called drones. Drones don't do any work, either. All they do is mate with the queen so she can lay thousands of eggs. As soon as they have mated with her, they die. Most bees that hatch inside a hive are worker bees, because there is a lot of work to be done making honey. And workers do all the work – not ~~the~~ drones, and not the queen.*
- C: What does he do?
- M: Working
- C: No, look
- M: He's probably filling it with nectar.
- C: What is nectar?
- M: *The... liquid in the flowers. All workers are female, but they don't mate or lay eggs. They gather food, guard and clean the hive, make honey, and feed their queen and her newly hatched bees.*
- C: Well, they're supposed to do this.
- M: *mmmm. The food bees eat is honey made from nectar. Some workers have the job of finding flowers with plenty of nectar. Flowers have ultraviolet marking on them that people can't see. These markings lead to the place inside the flower where the nectar is. Unlike humans, bees can see these ultraviolet markings. Bees smell with their antennae and pads on their feet. The smell tells them if the nectar will make good honey. When a worker finds a field full of flowers, she needs help in gathering nectar from it. She flies back to the hive and does a dance. The dance tells other worker bees where the flowers are. As soon as the worker has finished dancing, other worker bees fly out of the hive and follow her to ~~the~~ flowers. It takes a lot of nectar to make a little bit of honey. The bees can't carry much nectar or pollen. They must make many journeys from the hive to the flowers and back again. When a worker brings nectar to a hive, she puts it in a hexagonal, or six-sided, chamber made out of thin wax. These chambers are called cells. Then she flies off to get some more nectar, while **the** other workers get busy turning the nectar into honey. After a worker bee has made about 400 long flights, the muscles in her wings and legs are worn out. She usually falls to the ground and dies of exhaustion.*
- C: How come
- M: *She just gets so tired that she dies. Bees fan the nectar with their wings. This dries the watery nectar so that it becomes thick and sticky. It becomes honey.*
- C: Well, that looks like the queen bee

M: MMMM. Just a worker bee

C: Well, it looks like the queen bee

M: Giggles. *Honey's thickness and natural plant chemicals keep germs from growing in the honey. It can be stored in the honeycomb chambers for a long time, sometimes ~~for~~ even years.*

When a wax chamber is full of honey,...

C: But can that pump their legs after you?

M: Hmmm?

C: How can they pump their legs after you

M: No, it would take too long.

C: How come...

M: Uhh... *When a wax chamber is full of honey the workers seal it up and begin to make a new one. Each cell is exactly the same size and same shape as the others.*

More nectar is brought, and more honey is made.

C These are insects because they have six.

M: hmmmhuh.

C: nonverbal happy sound

M: *More thin-walled wax cells are filled. The honeycombs grow bigger and bigger.*

C: 1,2,3,4,5,6

M: *When it is time for a swarm, worker bees build special queen cells at the bottom of the honeycomb. The queen lays eggs in these cells.*

C: Is that a bee?

M: hmmmhuh

C: Only a little one?

M: hmmmhuh

The workers make a special food out of pollen and chemicals from their bodies. This is royal jelly – a food that only young queen bees eat. Workers feed the royal jelly to the new bees in the queen cells. The rich food makes these bees become queen bees.

The old queen must then leave and rule a new hive where she can lay the many eggs still inside her. But she is too heavy to fly, so the worker bees stop feeding her. On the day she's thin enough to fly, thousands of workers and drones fly away with the old queen. This flight is called a swarm. The swarming bees find a place to build a new hive. They make new six-sided cells of wax.

Back in the old hive, the new queens fight. The strongest of them kills the others until ~~only~~ she is left. Who will feed her now?

*Most of the workers and drones flew off with the old queen. So the new queen must mate right away and lay more eggs. She flies up into the sky for her mating flight, where drones wait for her. She mates in the sky with many drones for about two hours. Then she returns to the hive and lays eggs. Soon new bees **will** fill the hive. New workers search for nectar and bring it back to the hive. More honey is made*

C: How come they kill all the bees

M: mmmm They have to fight to see who's going to be the new queen. So they fight each other and kill each other and the last one alive gets to be queen.

C: Why

M: It's just the way they are. I don't know.

C: And then they... OOOHhhh, what is this?

M: I don't know, let's read.. That's the honeycomb

C: Huh

M: That's the honeycomb.
*Not only bees love honey. People do, too. Some people gather wild honey, and some build beehives.
 For thousands of years, people all over the world have observed bees and tried to learn all they can about them to get the honey bees make.
 Do you love to spread honey on your breakfast toast? Have you ever eaten honey in the honeycomb? Try it sometime. It is delicious combined with its chewy wax. Take a good look at the honeycomb before it's all gone. You will see how well bees build their honeycombs with thin wax.*

C: I like that one. Do you?

M: hmmmhuh
*Look at the label on a jar of honey. It will usually tell you what kind of flowers the honey came from.
 Forest blossom, clover, wildflower, orange blossom, blueberry blossom, and heather blossom.*

C: You like blueberry blossom.

M: hmmmhuh. *Most of the honey we buy comes from clover, but some comes from wildflowers and some from orange blossoms. Every kind of flower has nectar, and bees gather it whenever wherever they find it.
 And every drop of honey tastes just as sweet as a flower smells.
 More about bees:
 Bees have a body temperature of 92-93 degrees Fahrenheit in their nest, no matter what the outside temperature is.
 A honeybee would have to fly about 55,000 miles to bring in enough nectar to make one pound of honey.
 It would take a honeybee approximately 1,600 round trips (hive to flower and back to hive again) in order to produce one ounce of honey.
 Honeybees will fly as far as 8 miles from their nest in search of food, at speeds of up to 15 miles per hour
 The brain of a worker honeybee is about one cubic millimeter, approximately the size of the head of a pin
 Honeybees' wings stroke 11,400 times per minute and cause a buzzing noise
 A honeybee would have to visit 2 million flowers to make one pound of honey.
 A honeybee worker visits more than 2,000 flowers on a busy day*

C: Are you going to read that?

M: There's only a couple more
*The average honeybee worker makes 1/12 teaspoon of honey in her lifetime
 You know the normal spoon you eat with?*

C: nonverbal response

M: Cut it into twelve pieces, that's how much each honeybee makes

C: I don't know.

M: I'll show you later.

Honeybees are the only insects that produce food for humans.

Queen bees will lay as many as 2,000 eggs on a good day, an average of one every 45 seconds.

Honey has been used for thousands of years as a dressing to help heal wounds.

So honey can cover your wounds and help it get better, like your cuts and stuff

In ancient Egypt, people valued honey so highly that it was often used to pay people back, to pay their debts.

In ancient Greece, people offered honey as a tribute to the gods and spirits of the dead.

When the first European settlers arrived in North America, where we are, they used honey to make cement and furniture polish to preserve fruits.

C: lalala

C&A Week 6

M: *Big Machines*

C: *Big machines*

M: *BIG machines do BIG jobs.
They can knock down an old factory.
They can build a new park.
But how do big machines work?*

C: *UMMM.. they do.*

M: *A crane has a heavy ball.
The ball swings through the air.
CRASH!
It smashes into the factory wall!
Bricks and rubble fall to the ground
Rubble (labeled illustration)*

C: *What's that say?*

M: *SMASH!
CRASH!
SMASH!*

C: *Smash, crash, smash*

M: *A bulldozer has a huge blade. SCRAPE! SCRUNCH! SCRAPE!
It pushes the rubble into a pile. What will take the pile of rubble away?
Blade (labeled illustration)*

C: *I don't know*

M: *A loader scoops up the rubble with a huge metal bucket.
The bucket dumps the rubble into a truck.
The truck takes the rubble away.
But where is the truck?
Bucket (labeled illustration)*

C: *That's a rotar*

C: *What's a rotar?*

M: *That.*

C: *Oh, That.*

M: *Here comes the dump truck!
The dump truck has wide wheels that can roll over bumpy ground.
It has high sides so the rubble doesn't fall out.
Wheel (labeled illustration)*

C: *It's not a dumper truck.*

M: *mmmhuh – it's a dump truck*

C: *No it's not*

M: *mmmmhuh*

C: *Only green ones are dumpers*

M: *hmmm?*

C: *Only green ones are dumper trucks*

M: *No, they have them in all kinds of different colors.
The factory has gone.*

And It is time to build a pond for the park.

*The An excavator (EX-kuh-vay-ter) digs a hole.
The An excavator has a bucket with metal teeth that break up the earth.
The bucket dumps the earth into a tipper truck
But where is that truck?
Teeth (labeled illustration)*

C: What's that?

M: It's showing you the teeth, on the end of it, see.
*Here comes the tipper truck!
It is carrying new soil for the park.
The back of the truck goes up and the tailgates opens.
WHOOSH! WHOOSH!
The soil slides onto the ground.
WHOOSH! WHOOSH!
Tailgate (labeled illustration)*

C: Can I read that?

M: nonverbal response

C: Woosh, woosh, woooooosh, woosh.

M: *The pond needs concrete to line its base.
A concrete mixer brings concrete.
Its drum goes around and around and **the** concrete pours out of a special
chute*

*When the concrete sets it is hard and waterproof.
Chute (labeled illustration)*

C: What is that?

M: That's the chute... that the concrete come out of...

C: No, that

M: Yes, this, is this. It folds up... and down

C: I did not know that.
Oohh!

M: *The pond mis finished, but now it needs water.
Here comes a water truck!
It has a big tank full of water to fill up the pond.*

C: I hope it doesn't need more water.

M: *The park needs a path for people to walk on.*

C: A bulldozer

M: giggles

C: right? What is that?

M: No, it's a roller.

*A roller has water inside its wheels to make the wheels heavy.
They press down on the path until it is smooth and flat.
The park needs grass for children to play on.
A forklift truck brings new turf.
Long forks lift up the turf and carry it across the park.
Forks (labeled illustration)*

C: That's a log

M: No, that's rolled up grass, it's called turf

*The park needs plants.
A van brings trees and flowers.
Insects, animals, and birds will make the park their home.*

C: What the...

M: *The park needs a playground.
A big truck brings swings and slides!
Big trucks carry things all over the world.*

C: Does that help you?

M: un huh

C: Does that make you... um... does that.... Came to you house and did it?

M: Did what.... Our park?

C: No, did that do your - our house

M: No, that's what brings it to the big parks, like the parks at schools and stuff like that.

~~*Now the park is finished.*~~

Children play on the grass.

People walk on the path.

Birds sing in the trees.

Can you remember when the factory was there?

This man does.

BIG changes have happened thanks to BIG machines that can do BIG jobs!

And then you have...

<i>Rubble</i>	<i>teeth</i>
<i>Blade</i>	<i>tailgate</i>
<i>Bucket</i>	<i>chute</i>
<i>Wheel</i>	<i>forks</i>

M: *I Lost My Tooth in Africa*

C: I lost my tooth in Africa

M: *Hi! My name is Amina. I live in Portland, Oregon. Today, we are flying to Africa to visit my father's family in Bamako, Mali. Africa is very far from our home in Portland. It takes two days, three planes, and three different continents to get there. Right before landing in Mali, I discover I have a wiggly tooth!*

My dad says if you lose a tooth in Africa and put it under a gourd, you will get a chicken from the African Tooth Fairy! I really want to lose my tooth in Africa. So I try tricks with my tongue to help it come out faster. But nothing happens.

C: Like this...

M: mmmhuh

*When we arrive, my aunts, uncles, and cousins are **there** ~~here~~ to greet us.*

They all live together in one compound with N'na, my grandma.

It's very hot here, and the ground is a beautiful sandy orange. Outside our compound there are donkeys, goats, and lots of chickens. The rooster never stops crowing. I wiggle and wiggle my tooth. I can't wait to have my own chicken!

Aunt Kadja has made my favorite dinner. It's rice and onion sauce with African eggplant and tiny noodles. We all eat together around one big bowl. Everyone eats with their right hand. Sometimes, if you're lucky, you get a piece of meat! When I eat, I ~~can~~ feel my tooth moving, but it refuses to come out.

By evening, the world begins to quiet down. The family is home, and neighbors come by to greet us. The stars shine brightly, and the moon glows like a streetlamp. Friends sit in groups in the courtyard, playing games, telling stories, and braiding hair. Sometimes, Grandma N'na sings songs. As the sky darkens, I climb into my bamboo bed. And after a few stories from my dad, I drift off to sleep. I hope my tooth doesn't fall out at night!

*With the first golden rays of the sun, the noisy rooster begins to crow.
“Kay Kay Ray Kay!... It’s time to get up!”
The first thing we do every morning in Africa is greet Grandma N’na and
receive blessings from her. She takes my hand and holds it gently as she
begins a long list of benedictions. “May you rise high with strength and
knowledge.”*

“Amiin,” I respond after each one.

C: Bird...

M: Mmmhuh

C: sign,

M: mmmhuh

C: tooth fairy tooth. It’s a pattern

M: mmmhuh

C: See, 1, 2, 3, 4

M: *After breakfast, I run outside to brush my teeth at the papaya tree. That way I
can water the tree as I brush!*

*Suddenly, there is a funny feeling in my mouth. My tongue instantly finds a
gap where a tooth had been. I hope I haven’t swallowed it. Where is my
tooth? I look down. And It’s on the ground!*

*I pick it up and run to show my parents. My mom is surprised. My dad helps
me place it under a calabash gourd behind the bedroom window. I am so
proud. I lost my tooth in Africa! A shiny white tooth! Soon, I will have a
chicken of my very own.*

All morning I play tègèré tillon...

C: Where is the tooth fairy?

M: you won’t see it until tomorrow. ... with my cousins, waiting for a chicken to
come. But nothing happens.

We eat lunch and take a short nap. Still no chicken.

*We take a walk by the little creek to check the gardens. Bananas are turning
ripe and the manioc is growing tall. We huddle together to watch a busy
weaver bird building a ~~its~~ hanging nest in a palm tree. When we get home,
it’s already time to take our bucket baths. The day is almost finished. But no
chicken has come.*

*Finally, I go to take back my tooth. I feel sad. Maybe the African Tooth Fairy
has forgotten.*

*But right as I turn over the calabash, two chickens pop out! One rooster and
one hen.*

*I am so happy to call to my mom and dad. They are very excited. Dad say,
“The rooster is more black than white.” Mom says, “The hen is more white
than black.”*

C: What’s a hen?

M: A girl chicken.

*Right away, I take care of my chickens. I feed them and give them water. My
mom and dad help me build a little house for them under the stairway that
leads to Grandma N’na’s roof. We make adobe (yawns)*

C: Mama

M: ... bricks and stack them on top of one another. Then we find an old sheet of tin to use as a roof.
Early one morning, I open my chicken coop. There! I see them. White oval eggs in the nest on the dirt floor.
I shout, "SHAY KEELEW! SHAY KEELEW! Eggs! Eggs!"
My Uncle Modibo says that means that chicks will hatch in twenty-one days!
I wonder if I will see them before I leave.

C: Mommy

M: hmmm?

C: It's a pattern – feather, egg, feather, egg

M: mmmhuh.

C: oohhh – it's another pattern!

M: *When I help Aunt Sali with the meals, the chickens always cluster around my feet. I sneak a handful of millet and rise for them. I like to peel the vegetables because I can feed the peelings to my chickens. When I finish with the vegetables, I smoosh tomatoes with my hands for a good-tasting...*

C: Mommy

M: ... sauce, and cut squash and cabbage into big quarters so Aunt Sali can boil them.

C: Mom, this is a pattern.

M: hmmmhuh

C: corn, pepper, pepper, pepper, ?? corn, pepper, pepper, carrot,

M: mmmhuh. In Africa, they use a lot of patterns, in their artwork.
Later that day, my hen has laid more eggs. That makes me smile, because I know my chickens are happy in our home.
One evening, the hen is squawking. I run outside. The pheasant is trying to steal her eggs! I shoo it away. That pheasant is very crafty and VERY fast. I'll have to watch her carefully.
When I go to sleep at night, I dream about little chicks hatching. I'm getting excited to see what they will look like.

C: How come?

M: How come what?

C: How come he stole her egg?

M: Because different birds and different animals actually steal chicken eggs. The pheasant, probably wants to eat the egg.
Finally, one morning, my dad tells me it is our last day in Africa. We have to go back to America. I slowly say good-bye to the things I will miss.
"Kawn-Bay," I say to the mango tree.
"Kawn-Bay," I say to the little creek.
"Kawn-Bay," I say to Africa.

C: What's Kawn-Bay, kawn-bay, kawn-bay?

M: I'm assuming it means good-bye.
When the time comes to leave, I am sad. I say good-bye to my African family and friends. Slowly I walk to the chicken coop to say good-bye to my chickens.

C: Well, she can bring it home...

M: *Then I see it. An egg is hatching! A tiny, wet chick peeks out from a white egg.*

“Shay Den! Shay Den!” I shout. “Chicks! Chicks!”

Everyone comes to see. They all congratulate me.

Just then another egg hatches. I am very happy. But I’m very sad, too. I don’t want to leave my chicks behind.

“Don’t worry Amina,” says Uncle Madou, “I’ll take good care of them.

When you come back, your chicks will be old enough to lay eggs for you.”

I smile to big you can see the empty space where my tooth is missing.

And right away I begin to count the days until we will come back to Africa.

C: *Monday, Tuesday, Wednesday.... (tape cut off)*

Author’s note:

~~*I was born in Portland, Oregon, in 1992, and I visit my second home in Bamako, Mali, as often as I can. I originally wrote this story when I was eight years old. It’s a true story about what happened when my little sister lost her tooth in Africa. I live in Portland with my family, three chickens, one rat, and a parakeet named Murray.*~~

Artist’s note:

~~*I was born in Mali, West Africa, and now live in Portland Oregon. I spent much of my childhood in the village, tending herds of sheep and goats. In the evening, we would listen to stories told by our elders. To me, these stories were the true experiences of our elders before our time. Later, when I would find myself in the grassland with my herds, I would see these stories springing to life before me. Rabbit is cautious and clever, Hyena is dull and cowardly, Monkey is creative and mischievous. The birds forecast warnings and upcoming events. And the tree is always there in its quiet wisdom, telling me of seasons and cradling me in its strong arms.*~~

~~*There is a proverb from Mali that says, “Raising a child is like planting a tree. When it is tended well, you will enjoy its shade.” This has been a great reward to me to illustrate my daughter’s book. I have always tried to teach my daughters about my culture in which storytelling is a true way of learning. As the tradition says, “Words must go from old mouths to new ears.” Storytelling is a gift to me from my elders and I simply wanted to pass this gift along to my children.*~~

Family B: A&V Week 1

20-year old brother reading to V, younger brother

- B: *Scaredy Squirrel*
WARNING! Scaredy Squirrel insists that everyone wash their hands with antibacterial soap before reading this book.
- V: *Scaredy Squirrel never leaves his nut tree.*
- B: hey, good job!
Do you know what that says?
- V: nonverbal response
- B: ~~*The unknown.*~~
He'd rather stay in his safe and familiar tree than risk venturing out into the unknown. The unknown can be a scary place for a squirrel.
- V: Oh – he's scared of *tarantulas*
- B: *Tarantulas* – that's a big spider
- V: *poison ivy, germs, sharks, killer bees, and green martians*
- B: Yup, those are *A few things Scaredy Squirrel is afraid of.*
So he's perfectly happy to stay right where he is.
Advantages of never leaving the nut tree: great view, plenty of nuts, safe place, no spiders ~~tarantulas~~, no poison ivy, what is that?
- V: nonverbal response
- B: no aliens ~~*green-Martians*~~, no ~~*killer bees*~~, no *germs*, and no *sharks*
Disadvantages...
- V: No, that's not an alien.
- B: What's that?
- V: That's a green Martian
- B: Green Martian. That's kind of like an alien. *Disadvantages of never leaving the nut tree: same old view, same old nuts, same old place.*
Monday, he sits on the tree
Tuesday, he sits on the other side of the tree
Wednesday, he's looking at the bottom of the tree
Thursday, he looks out the side of the tree
Friday, the top of the tree
Saturday, the bottom of the tree
Sunday the top of the tree
In Scaredy Squirrel's nut tree, every day is the same. Everything is predictable. All is under control.
Scaredy squirrel's daily routine:
6:45 a.m. he wakes ~~wake~~ up
7:00 a.m.
- V: mumbles
- B: *eat a nut*
- V: *nut*
- B: *7:15 a.m.*

V: mumbles 7
 B: he *looks at view*
 V: view
 B: 12:00 ~~noon~~-o'clock
 V: clock
 B: he eats ~~eat~~ a nut
 V: nut
 B: 12:30 ~~p.m.~~
 V: No, I can read this... 12:30, he *looks at the view*
 Pause
 B: 5 p.m.
 V: 5:00 p.m. he, um *eats a nut*
 B: 5:31 p.m.
 V: 5:31 p.m., he *looks at the view*
 B: 8:00 p.m.
 V: He sleeps ~~go to sleep~~
 B: yup.
*BUT let's say, just for example, that something unexpected DID happen...
 You can rest assured that this squirrel is prepared.
 A few items in Scaredy Squirrel's emergency kit:*
 V: a parachute, bug spray,
 Pause
 V: mask and rubber gloves,
 B: mask and rubber gloves, net
 B: band-aid
 V: band-aid
 B: sardines – they're little fish
 V: sardines
 B: calamine lotion, is for poison ivy
 V: calamine lotion
 B: that's soap (~~antibacterial soap~~)
 V: soap
 B: and that's a *hard hat* so nothing falls on his head.
What to do in case of an emergency according to Scaredy Squirrel:
 V: begins to speak.....
 B: *Step 1: he panics; step 2: he runs ; step 3: get kit; step 4: put on kit, step 5: consult exit plan; step 6: exit tree (if there is absolutely, definitely, truly no other option)*
Exit plan this is Top secret
Exit 1: note to self: watch out for green Martians and killer bees in the sky
Exit 2: note to self: do not land in the river. If unavoidable use sardines to distract the sharks.
Exit 3: Note to self: Look out for poison ivy and for tarantulas roaming the ground
Exit 4: Note to self: Keep in mind that germs are everywhere
Remember, if all else fails, playing dead is always a good options!

With his emergency kit in hand, Scaredy Squirrel watches. Day after day he watches, until one day.... Thursday at 9:37 a.m.
 A Killer bee appears!
 Scaredy Squirrel jumps in panic, knocking his emergency kit out of the tree. This was not part of the plan.
 Scaredy Squirrel jumps to catch his kit. He quickly regrets this idea.

V: No Martin
 B: *The parachute...*
 V: No Martin, Martin
 B: *..is in the kit.*
 V: Martin, Martin
 B: *But something incredible happens*
 V: No Martin
 B: What? Oh, it's a big page!
He starts to glide. Scaredy squirrel is no ordinary squirrel. He's a flying squirrel.
 V: laughs
 B: that's funny. There's more. No, that's it
 V: laughs
 B: He's flying after his suitcase.
He feels overjoyed! Adventurous!
Scaredy squirrel forgets all about the killer bee, not to mention the tarantulas, poison ivy, green Martians, germs, and sharks. Carefree! Alive! Until he lands in a bush! Score 5.7
 V: playing dead
 B: *And plays dead. 30 minutes later, 1 hour later, 2 hours later*
Finally scaredy squirrel realizes that nothing horrible is going to happen in the unknown today. So he returns to his nut tree. All this excitement has inspired Scaredy Squirrel to make drastic changes to his life.
Scaredy squirrel's new-and-improved daily routine:
 6:45 a.m. what's he doing? he's waking up ~~wake up~~
 V: waking up
 B: 7 ~~a.m.~~ in the morning
 V: he eats a nut
 B: 7:15 ~~a.m.~~ in the morning
 V: He looks ~~Look~~ at the view
 B: 9:37 ~~a.m.~~ in the morning
 V: flies?
 B: flies he jumps ~~Jump~~ into the unknown
 9:45 a.m.
 V: um....
 B: plays dead
 V: laughs, plays ~~play~~ dead
 B: 11:45 a.m., he goes home ~~return home~~
 V: laughs
 B: 12 ~~noon~~ o'clock

V: he eats ~~eat~~ a nut
 B: 12:30 ~~p.m.~~
 V: looks at the view
 B: 5 pm
 V: eats a nut
 B: 5:31 p.m.
 V: looks at the view
 B: and 8 p.m.... goes to... ~~go to sleep~~
 V: sleep
 B: sleep, yup. *Poison ivy*, right there.
 V: It's the poison ivy.
 B: *P.S. for the emergency kit, Scaredy Squirrel is in no hurry to pick it up just yet. The End* – hey, he fell in the bush again.
 V: laughs, the end

V: I think that book got ripped
 B: No, that's how it's supposed to be. *Prehistoric: Actual Size Velociraptor (vee-lohs-i-rap-tor) was a swift, agile predator that may have been covered with feathers. 75 65 million years ago; he was 6 ½ feet (2 meters) tall, or 6 ½ feet long*
Animals have lived on earth for hundreds of millions of years. Dragonflies the size of seagulls, meat-eating dinosaurs bigger than a bus, giant flying reptiles, fierce predatory birds eight feet tall – they all appeared, thrived, for millions of years, and then died out as the world changed around them. In this book you'll see what these prehistoric animals, along with many others, may have looked like at actual size.

V: I knew that they died
 B: yeah, no, dinosaurs aren't around anymore, there were around a long time ago. *One of the first animals to appear on Earth was a tiny, hard-shelled protozoan (pro-toh-zoh-an).*

V: laughs
 B: *It was almost too small to see.*
 V: laughs
 M: It's ~~530~~ 555 million years old ~~age~~; and it was 1/25 inch (~~1 millimeter~~) about that big. ~~aeross~~.

V: laughs
 B: *The sharp-eyed sea scorpion hunted in shallow seas. 420 million years ago; he was 6 ½ feet (2 meters) long. that's a big scorpion!*

V: laughs – ohhh, look at that fish.
 B: *The tiny spiny shark, one of the first fishes, was protected by armor plates and sharp spines. 410 million years old age; and he was only 3 inches (8 centimeters) long.*

V: 3 inches long, how about that big?
 B: *Diplocaulus (dip-lo-cawl-lus) was a meat-eating amphibian. Its horns may have helped it glide through the water.*

V: oh

- B: It's 300 million years ago; it was 3 feet (~~91-centimeters~~) long. That's as tall as you are. Imagine a **dragonfly** with wings more than two feet across! It's 300 million years old ~~ago~~; and has a 27-inch (~~69-centimeter~~) wingspan. That's pretty big. Like that.
- V: whoa
- B: chuckles
*Warm, swampy forests were home to this flying **cockroach**. 300 million years old ~~ago~~; and he was 4 inches (~~10-centimeters~~) long. He was about that big.*
- V: chuckles
- B: What is that, he looks like a pine cone.
- V: laughs
- B: chuckles
- V: continues to laugh
- B: *This giant **millipede** had as many as he had thirty pairs of legs. That means he had lots of legs – about a million of ‘em.*
- V: continues to laugh
- B: He was 300 million years old ~~ago~~; and he was 6 ½ feet (~~2-meters~~) long. He's taller than I am.
- V: continues to laugh
- B: Stop that (jokingly) *Despite its name, **Dinocephalosaurus** (Di-no-sef-ah-lo-sawr-us) wasn't a dinosaur. It was a fish-eating reptile that sucked up its prey by quickly stretching out its long neck. 230 million years old ~~ago~~; and he was 8 feet (~~2-½-meters~~) long.*
*The bird-like **Saltopus** (salt-oh-pus), one of the smallest dinosaurs, was a swift runner.*
- V: Mommy, look
- B: He was 210 million years old ~~ago~~; and he's 2 feet (~~61-centimeters~~) long. Yeah – That's kind of back in. I don't know what that guy is, it doesn't say nothing....
- V: laughs
- B: Oh, he's a really long guy. Look how long that guy is, he's four pages long.
- V: what the –
- B: The **Dsungaripterus** (jung-ah-rip-ter-us) was a flying reptile. It may have been - used its upturned beak
- V: giggles
- B: *.. to pry open ~~and eat~~ shellfish. He used to open crabs with his beak. 135 million years ago; 10-feet (3-meter) wingspan.*
 What's over here. That's just a foot. Chuckles
- V: giggles
- B: **Baryonyx** (bar-ee-on-iks) means “heavy claw.” *This fish-eating dinosaur used its huge claws to help catch and hold its slippery prey. He's 125 million years old ~~ago~~; and he's 33 feet (~~10-meters~~) long.*
- V: geez
- B: That's bigger than a big truck.
- V: He's bigger than me.
- B: He's a lot bigger than, like ten of you. That's just teeth.

- V: laughs
- B: That is a **Giganotosaurus** (*jig-ah-not-o-sawr-us*) may have been the largest predator that ever lived on land. He's 100 million years old ~~age~~; and he's 45 feet (~~14 meters~~) long.
- Protoceratops** (*pro-toh-ser-a-tops*) was a plant-eating dinosaur that used its sharp beak to bite through tough stems and leaves. A baby Protoceratops was only about six inches (~~15 centimeters~~) long when it hatched. 80 million years old ~~age~~; and it was 6 feet (~~183 centimeters~~) long.
- V: 80 million years old?
- B: mmmhuh
- V: I'm bigger than that thing
- B: No, that things bigger than I am, it's six feet tall. This is a **Leptictidium** (*lep-tik-tid-ee-um*),
- V: giggles
- B: *an insect-eating mammal, hopped about on its back legs. He's 45 million years old age; and only 2 feet (61 centimeters) long.*
- V: continues to giggle, Say It again
- B: He looks like a big rat.
- V: Say it again
- B: A **Leptictidium** (*lep-tik-tid-ee-um*).
- V: giggles
- B: chuckles. *The terror bird lived in South America. It was the largest predator of its time – big enough to eat a horse. He's 3 million years old age; and he was 8 feet (2½ meters) tall. He's a lot taller than I am.*
- V: Me too.
- B: *How do we know what prehistoric dinosaurs looked like? Fossils which preserve the form of ancient bones and teeth can tell us a lot about animals that lived a long time ago. By comparing these fossils to the skeletons of animals that are alive today, we can get a good idea of an animal's size and shape, how it moved, and what kinds of food it ate.*
- V: But, tell me a funny part.
- B: Uh, let's see what we get to, we've got a whole bunch of 'em coming up. ~~In a few rare fossils, the imprint of skin, scales, or feathers is preserved.~~ Fossils, however, can't tell us what color an animal was or whether it had spots, stripes, or other patterns. A small plant-eating animal that lived among the trees, like a present-day deer, was probably a dull color to help it blend in with its environment. A hunting animal that lived on the open plains may have been the color of dry grass,
- V: Say that one again.
- B: Hold on. - *like a modern-day African lion. A predator that stalked its prey in the forest could have had stripes like a tiger that helped camouflage it. Other animals may have attached - attracted mates or signaled others of their kind with patches of bright color, like many modern birds and lizards. The patterns and colors of the animals in this book are best guesses based on how ancient animals lived and on the appearance of modern animals that live the same way.*

This is an *Morganucodon* (mor-gan-u-co-don),
V: giggles
B: chuckles, which means “Morgan’s tooth,”
V: giggles
B: *it was a primitive mammal that lived 200 million years ago. It was small, with a body only about four inches (~~ten centimeters~~) long. Its large eyes suggest that it was active at night, he could see in the dark - which would have helped it hide from the many predatory reptiles and dinosaurs that lived at the same time. “Morgan’s tooth” probably had a keen sense of smell, and it fed on insects and worms.*
Velociraptor (vee-lohs-i-rap-tor)
V: What’s that?
B: *It’s like a little tiny dinosaur. That’s this guy. He was a quick and aggressive predatory dinosaur that lived about 75 million years ago. It had sharp fangs and claws, with a special “killing claw” several inches long on each back foot. You got one big toe*
V: hmmm, giggle
B: *It was a fast runner that probably hunted in packs. Though small for a dinosaur – only about six and a half feet (~~two meters~~) long and weighing around 30 pounds*
V: AHH!
B: *Yea, he weights as much as you do. (~~14 kilograms~~) – several Velociraptors working together could bring down prey much larger than themselves.*
V: 44 inches.
B: That’s how tall you are.
V: hmm?
B: *That’s how tall you are. Recently, many scientists who study dinosaurs have suggested that Velociraptor and other birdlike dinosaurs were covered with feathers, probably to help them keep warm.*
Single-celled protozoa (pro-toh-zoh-a) were among the first
V: What’s a protozoa.
B: They’re little tiny, almost invisible thing you can’t see.
V: What is that?
B: *That’s the protozoa. The first organisms to appear on earth. These simple creatures had ornate shells in the shape of spirals, stars, or cones. Though they were very small – many of their fossils are barely visible to the naked eye that means you can’t see it – you need a microscope. – their shells accumulated on the ocean floor in unimaginable numbers, where time and pressure gradually turned them into limestone. In some parts of the world,*
V: Ohhh... Is that uh, one?
B: This is the sea scorpion. That’s the spiny shark. This is the Diplocaulus.
V: giggles
B: That’s a dragonfly. Cockroach.
V: ew – cockroach. I don’t like cockroaches.
B: Yeah, they’re yucky. Let’s see what else there is. There’s the millipede – he’s the one that looks like a pine cone.

V: giggles
 B: There's the Dinocephalosaurus
 V: giggles
 B: He's got a really, really long neck. There's a ... Saltopus.
 V: giggles
 B: This is the Dsungaripterus
 V: Is that one that one?
 B: Yup. This is a Baryonyx
 V: giggles
 B: That's the Giganotosaurus. Protoceratops
 V: giggles
 B: That's the Leptictidium
 V: giggles
 B: chuckles Terror bird.
 V: giggles
 B: The Epigaulus
 V: giggles
 B: chuckles That's the *Epigaulus (ep-ee-gaw-lus)*. He was a rodent that lived underground and had long claws and horns on his head. He was 5 million years old and he was 12 inches long. ~~Rodents first appeared more than 50 million years ago. a North American burrowing rodent, had long claws for digging and two horns that may have been used for self defense. Epigaulus was about the size of a rabbit and lived some five million years ago. A South American relative of Epigaulus, an enormous guinea pig the size of a rhinoceros, was the largest rodent that has ever lived.~~
 That was the end.

~~as mountains were formed and continents shifted, the ocean floor was lifted high above the water. In these places the fossilized skeletons of these tiny creatures can be seen today as limestone cliffs thousands of feet tall.~~

~~Many early fish, such as the spiny shark, were heavily armored to protect them from large predators. This small meat eater, about the size of a pet goldfish, appeared about 410 million years ago. Armored fish, some the size of a bus, would swim in the earth's seas, rivers, and lakes for the next 170 million years.~~

~~Three hundred million years ago the dominant animals on earth were amphibians, the ancestors of today's frogs and salamanders. Some of these animals were sharp-toothed hunters over ten feet (three meters) long. Others looked like eels or snakes. The cockroach is one of the oldest living animals. Cockroaches of one kind or another have been around for more than 300 million years. Some of these early cockroaches were huge—up to four inches (10 centimeters) long. They lived in warm, swampy fern forests.~~

~~The largest insect that ever lived was an ancient relative of the dragonfly. It hunted some 300 million years ago in the forests of what is now Europe. With wings 27 inches (69 centimeters) across, it was a frightening aerial predator. Like a modern~~

dragonfly, it was a speedy flier that could change direction quickly, grabbing smaller insects out of the air and eating them on the fly.

Dinocephalosaurus (di no-sef-ah-lo-sawr-us), which means “terrible-headed lizard,” hunted fish in warm, shallow seas about 230 million years ago. Its neck was more than twice as long as its body. Overall, it was about eight feet (two and a half meters) in length. This reptile’s head, perched at the end of its long neck, would have looked like just another small fish as it approached its prey in murky water. When it was close enough, Dinocephalosaurus was able to quickly expand its throat and suck up its victim.

Baryonyx (bar-ee-on-iks) was one of the only dinosaurs known to eat fish. This two-ton (1,800-kilogram) predator lived about 125 million years ago. Compared to other large predatory dinosaurs that walked on their back legs, Baryonyx was unusual. It has long jaws, like a crocodile’s. Instead of tiny front arms, Baryonyx had large arms with huge, sharp thumb claws that helped it grasp its slippery prey. All of these adaptations made Baryonyx very effective at catching fish.

Giganotosaurus (jig-ah-not-o-sawr-us) perhaps the largest land predator that has ever lived, stalked the plains of South America 100 million years ago. This dinosaur looked like a bigger, heavier version of the more familiar Tyrannosaurus rex. It was 45 feet (14 meters) long and may have weighed as much as eight tons (7,250 kilograms). At this size, it could attack even huge 100-ton (91,000-kilogram) plant-eating dinosaurs.

Arthropods are animals with hard-shelled, jointed bodies, such as insects, crabs, scorpions, and centipedes. They are a very ancient group of animals that first appeared more than 500 million years ago. The largest arthropod ever to live on land was a giant millipede that lived about 300 million years ago. It grew to six and a half feet (two meters) long, and probably burrowed into the forest floor, feeding on decaying plant material.

Not all dinosaurs were big. Saltopus (salt-oh-pus) was a birdlike animal that ran on two long legs. It weighed about two pounds (one kilogram)—the same as a large squirrel. Saltopus lived 210 million years ago, and was one of the first dinosaurs to appear. It used its speed and needle-sharp teeth to catch and eat insects and other small animals.

Flying reptiles, or pterosaurs (ter-o-sawrs), first appeared about 215 million years ago. As a group, they survived for the next 150 million years. Some were the size of a small bird. Others were gigantic, with wings 36 feet (11 meters) across.

Dsungaripterus (jung-ah-rip-ter-us) was a medium-sized pterosaur, with leathery wings ten feet (three meters) wide, that lived about 135 million years ago. Its fossils are often found on the shores of what were once lakes and seas, where these flying predators may have nested and raised their young in colonies. Dsungaripterus had a curved beak with strong, blunt teeth, probably used for catching, prying open, and crushing crabs and shellfish. The crest on this reptile’s head may have been used to signal a mate. Perhaps the crest was brightly colored, like the mating displays of many present-day reptiles and birds.

For millions of years the top predators in South America were large, flightless birds.

One of these fierce hunters was known as the terror bird. It lived until about three million years ago. The largest of the terror birds stood eight feet (two

and a half meters) tall. It had strong feet and claws and a huge, sharp beak, and probably could run as fast as a present-day horse.

Leptictidium (lep-tik-tid-ee-um) made its home on the forest floor about 45 million years ago, where it ate insects and other small animals. There were several different species of these mammals. The one in this book was about two feet (61 centimeters) long and could move quickly, hopping on its big back legs. Leptictidium had a long, flexible nose that it used to sniff out food.

Protoceratops (pro-toh-ser-a-tops) was a plant eater with a big head, a sharp beak, and a bony frill around its neck. We don't know if the Protoceratops took care of its babies when they hatched or if they were left to fend for themselves. Though it wasn't a large dinosaur, Protoceratops could defend itself with its armor and its pointed beak. It was about six feet (183 centimeters) long and lived around 80 million years ago.

Rodents first appeared more than 50 million years ago. Epigaulus (ep-ee-gaw-lus), a North American burrowing rodent, had long claws for digging and two horns that may have been used for self-defense. Epigaulus was about the size of a rabbit and lived some five million years ago. A South American relative of Epigaulus, an enormous guinea pig the size of a rhinoceros, was the largest rodent that has ever lived.

A&V Week 2

M: *Duck and Goose*

A: Mommy, you already turned that.

Pages turning

A: Mommy!

M: *"Oh my, what is that?" Duck quacked.*

"That is a silly question," Goose honked. "It is a big egg, of course."

"Of course it is an egg. I know that!" huffed Duck. "What I mean is, where did it come from?"

Goose looked skyward. He looked to the river. He looked to the fields. He thought very hard.

"Who are you?" he asked finally.

"I," said Duck, puffing out his feathered chest, "am the one whose egg this is. I saw it first." Goose quickly raised one webbed foot. "It is mine. I touched it first."

hmmmm

"Hey! You should never put your dirty foot on an ~~this~~ egg," Duck scolded.

"DON'T YOU KNOW ANYTHING ABOUT CARING FOR EGGS?" "YES, I DO!" Goose cried out. "STOP YELLING!" Duck yelled, then whispered forcefully, "Don't you know that you and your screaming are very likely disturbing the baby bird who is trying to take a snooze inside this egg?"

Goose wished that Duck wasn't right.

Cat meowing in background

~~And~~ *he lowered his head and whispered softly, "I'm very sorry. Go back to sleep in there."*

"My, that's quite a beauty you have," called the blue bird from across the river.

"Thank you, it's mine," quacked the Duck.

"Actually, it is mine," honked the Goose. "Thank you."

Honk honk, chuckle (cat continues to meow in background)

"So," asked Duck, "what do we do now?" "We should do something," suggested Goose. "Yes, you are right, good thinking," agreed Duck. "Like what?"

And the ducky signs: This egg is private property; duck's egg; no geese allowed; no honking \$5 fine That's what duck is thinking. And here's what goose is thinking: If you are a duck keep walking; no ducks beyond this point; quiet please; absolutely no quacking in this area

Duck and Goose each thought

"Well, we must keep the egg warm until the fuzzy little occupant is ready to come out," said Goose.

Cat continues to meow in background

"Excellent idea!" exclaimed Duck ~~and~~ he pushed past Goose. "Step aside I shall do just that." But Goose was too quick too.

Oh my goodness.

After a flurry of fussing, grunting and groaning, slipping and sliding, honking and quaking,...

Quack, quack, quack, honk, honk, honk

V: Oh, it's almost over, Mommy.

M: Yeah.

Duck and Goose found themselves back to back. "Scoot over, I don't have any room!" complained Duck. "You are much closer to me than I am to you." "Stop yelling in my ear, Goose!" "Shhhh..." Goose hushed, pointing at the round thing beneath them. "Yes, yes, yes, we must remember. Quiet, quiet, quiet, we mustn't disturb the little one." And so they sat, very still, very quiet, waiting. For a long time they waited.

V: It's not there yet.

M: chuckles

V: Tell you something, it's a, it's a dotted, it's a dotted, they think it's an egg, but it's a dotted... rock.

M: chuckles. We'll find out.

They listened to the crickets chirp and the frogs burp. "I am going to teach this baby bird to quack like a duck," Duck boasted. "Well, I'm going to teach it to honk like a goose," Goose honked back.

Honking noise

"I'm going to teach this baby bird to waddle," Goose added. "So am I," Duck said.

They heard the pitter-patter of the rain. "I'm going to teach this baby bird to swim," Duck said. "Me too," said Goose.

To pass the time, they sniffed wildflowers in the warm sun and shared breadcrumbs while Goose taught Duck to honk.

hmmm

They watched the sun set in the sky, and Duck taught Goose to quack.

Look, it's dark now.

They counted the stars in the night sky. "Let's teach our baby to fly," said Goose. "Good idea," said Duck. "I'm sure our baby will be a fast learner," said Duck. "If it takes after you and me, I'm sure you're right," agreed Goose.

V: The moon has ??? on it.

M: yeah.

Together they waited, until – "Did you feel that, Duck?" Duck nodded. "Yes! Did you feel that, Goose?" Goose nodded. "It's time, Goose, it's time!" Duck squawked.

V: squawk

M: Yeah.

Quickly, Duck slid down and started running in circles around their egg. "What should we do now?" he hollered. "I think we should remain calm," Goose yelled back. "Excuse me," a little voice called out. Duck stopped. In all the exciting confusion, he had failed to notice that the blue bird kicking their egg. "Can I play, too?" she asked. "Play? This is no time for play!" yelled Duck. "THIS IS NO TIME FOR GAMES!" yelled Goose. "And what's with the kicking?" "I was only trying to get your attention," said the little bird. "Well, you got it!" Duck huffed.

“False alarm, Goose. Back to work.” “Can’t you see that we are very busy here?” Goose explained to the blue bird. “This is serious business. This is perhaps the most important moment of our lives.”

“Oh my, I am sorry,” apologized the blue bird said. “I had no idea. I just thought that maybe I could play with your ball. “It really is a nice one,” she added, and then she flew away.

Hmmm

V: It’s not really a ball

M: chuckles

Goose gulped. “Did she say ‘ball’?” he whispered to Duck.

“You know, I did have my doubts,” Duck finally said. “It is a bit squishier than most eggs I have seen.” “Yes, and I must say, I was somewhat suspicious of those big dots,” Goose admitted. “It may not be an egg, but it is lovely,” said Duck. “Oh, absolutely, Duck,” Goose agreed. “It’s a keeper.” As the crickets chirped, the frogs burped, and the grass swayed in a gentle breeze, Goose quacked and Duck honked,

Quack quack, honk, honk

and the ball bounced, rolled, and sometimes.....

Even flew.

V: Oh yeah, it’s a ball

M: chuckles, yeah

V: it’s a ball

M: and that’s the end. Isn’t that fun?

V: it’s a ball

M: and that’s the end of that.

V: There just like little babies,

M; Yeah

V: and... no, no

M: This one’s called

V: No, No, No, crying.

Tape turned off

M: *What do you do with a tail like this?*

Animals use their noses, ears, tails, eyes, mouths, and feet in every different, or very different ways. See if you can guess which animal part belongs to and how it is used. At the back of the book you can find out some more of these animals.

Hmmm.

What do you do with a nose like this?

Chuckles.

If you’re a hyena you find your next meal with your nose.

If you are a platypus you use your nose to dig in the mud.

V: What’s a platypus?

M: yeah.

If you’re an elephant, you use your nose to give yourself a bath.

V: yeah

M: *If you're a mole, you can use your nose to find your way underground.*
V: he-he
M: *If you're an alligator, you breathe through your nose while hiding in the water.*
What do you do with ears like these?
hmmm
If you're a jackrabbit, you use your ears to keep cool.
If you're a bat, you can "see" with your ears.
If you are a cricket you hear with your ears that are on your knees.
If you're a hippopotamus, you close your ears when you're under water.
Chuckles
V: chuckles
M: *If you are a humpback whale, you hear sounds hundreds of miles away*
What do you do with a tail like this?
V: oohhh – scorpion tail
M: yeah
V: awesome
M: *If you're a giraffe, you brush off pesky flies with your tail. If you're a skunk, you lift your tail to warn that a stinky spray is on its way. If you're a lizard, you break off your tail to get away. If you're a scorpion, your tail can give a nasty sting.*
If you're a monkey, you hang from the tree by your tail.
What do you do with eyes like these?
If you are an eagle, you spot tiny animals from high in the air.
If you're a chameleon, you look two ways at once.
V: he looks like a chameleon
M: hmmmhuh
V: Oh, those change colors, Mommy!
M: Yeah they do, aren't they cool?
V: Yea
M: *If you're a four-eyed fish, you look above and below the water at the same time.*
V: ohh, four-eyed fish.
M: Yeah.
If you're a horned lizard, you squirt blood out of your eyes
V: Oh, Awesome.
M: Yeah
V: That would be cool.
M: *If you're a bush baby, you use your large eyes to see clearly at night*
What do you do with feet like these?
V: Ohh, That 's a wing
M: Looks like it.
If you're a chimpanzee, you feed yourself with your feet
If you're a blue-footed booby,
V: giggles
M: chuckles

you do a dance
 V/M both laugh
 M: *If you're a water strider, you walk on water.*
If you're a gecko, you use your sticky feet to walk on the ceiling
If you're a mountain goat, you leap from ledge to ledge
What do you do with a mouth like this?
 hmm
If you're a pelican, you can use your mouth as a net to scoop up fish.
If you're a mosquito, you use your mouth to suck blood.
 V: eww
 M: *If you're an egg-eating snake, you use your mouth to swallow eggs larger than your head.*
 V: what the...
 M: yeah.
If you're an anteater you capture termites with your long tongue
If you're an archerfish, you catch insects by shooting them down with a stream of water.
 Wow. And then all here in the back, it talked about all the different animals.
 V: wh...
 M: Isn't that neat?
 Well, do you want to hear any of this?
 V: nonverbal response
 M: *The platypus, a very unusual animal, lives in streams, ponds, and rivers in Australia. It's a mammal, but it lays eggs. Its feet are webbed and the males have poisonous spurts on their back legs. Platypus poison probably won't kill a person, but getting spurred is very painful and can be deadly for small animals. The platypus closes its eyes under water and uses its sensitive bill to detect the faint electric pulses emitted by its prey. Then with its bill it sifts through the mud for these small fishes, frogs, and insects. Platypuses are usually about 20 inches long and weigh about 5 pounds.*
 That's that one. Do you want to hear about the hyena?
 V: Yeah – just that
 M: Just the platypus? Okay.
 V: I wish, you can read about the others now, I mean, you can read about the others tomorrow
 Tape turned off
 M: *If you're a blue-footed booby*
 V: laughs
 M: *you do a dance*
 V/M: laugh

The hyena found in Africa and parts of Asia. It's usually thought of as a scavenger. Though hyenas are scavengers at times; they are also accomplished hunters, working in packs to pull down grazing animals that are much larger than themselves.

~~Weighing up to 150 pounds, the hyena has an exceptionally keen nose and is able to detect prey...~~

~~The world's largest land animal, the **African elephant** can stand 13 feet tall and weigh more than 14,000 pounds. One of the elephant's most unusual features is its long nose, or its trunk. With the trunk the elephant can breathe, pick things up, suck up and spray water, communicate with other elephants, bathe, and defend itself. The trunk alone may weigh up to 400 pound and it was 6 feet long.~~

~~It has two thunblike projections on the end that allow the animal to grasp the leaves, grass, and fruit it likes to eat. The entire human body has more than 600 museles, but there are as many as 100,000 museles in an elephant's trunk alone.~~

~~The Amerian Alligator is found in swamps and rivers in the south-eastern United States.~~

~~Alligators grow to be 14 feet long and weigh as much as 1,000 pounds. They eat fish, turtles, birds, and other small animals. Alligators use their noses and tails to dig "gator holes," some as big as swimming pools. These holes don't dry up in times of drought, providing other animals with a source of water. Alligators hunt by lying quietly in the water, with only their eyes and noses sticking out. If an unlucky animal gets too close, the alligator uses its powerful tail to lunge forward and grab it. The star nosed mole, that's a silly name has 22 fleshy fingers on the end of its nose. The mole spends its whole life underground, where eyes are useless so it uses its nose to find its way through a maze of tunnels. The mole eats worms, snails, and insects that it locates with the help of its sensitive nose, using both smell and touch. The star-nosed mole grows to 7 inches in length.~~

~~The yellow-winged bat, like all bats, makes a constant series of clicks or chirps as it flies. Most of these sounds are pitched too high for humans to hear. Most of these sounds are pitched too high for humans to hear. These sounds bounce, or echo, off nearby objects. By listening to the echoes, the bats can maneuver in the dark, avoid obstacles, and even find and catch the flying insect. The yellow-winged bat lives in central Africa and has a wingspan of 14 inches.~~

~~The antelope jackrabbbit is actually a hare, a close relative of the rabbit. It has very long ears, up to a third its body length. He lives in the hot desert climate of the American Southwest. Its large ears help it stay cool by radiating excess body heat. The antelope jackrabbbit eats grass and shrubs and can grow 2 feet in length.~~

~~————The ears of the humpback whale are visible only as small openings in the whale's head. Whales need streamlined bodies that can move easily through the water, and external ears would slow them down. The humpback's hearing, however, is very sensitive. These whales communicate with one another by singing songs, and though we don't know exactly what the songs mean,~~

~~We do know that whales can hear one another when they're hundreds of miles apart. These large mammals can be 50 feet long and weigh a ton per foot. They are filter feeders, eating millions of tiny plankton every day. Humpback whales are found in all of the world's oceans.~~

~~The world's tallest animal is the giraffe. It lives on the savannahs of Africa and can grow up to 19 feet in height. The giraffe feeds on leaves at the tops of the trees that dot these grasslands leaves that other grazing animals can't reach. It protects itself~~

~~against its primary enemy, the lion, with kicks from its powerful back legs and uses its long tail to brush flies and other insects from its back~~

~~—The horned lizard, often called a “horny toad,” lives in the giggles American Southwest. It is small, 3 to 5 inches in length, and covered with sharp spikes. This lizard feeds on ants and other insects and protects itself in an unusual way. If threatened, it tries holding very still. If that doesn’t work, it puffs itself up with air to make itself look larger. If it still feels threatened, it will squirt streams of blood from the corners of its eyes. This probably confuses the attacker, giving the horned lizard time to get away.~~

~~In the rivers of South America lives a fish that can look above and below the water at the same time. The four-eyed fish actually has just two eyes, but each eye is divided, with separate pupils, irises, and corneas. As it swims along the surface of the water, the top half of each eye can look up and watch for predators or insects to eat. The lower half, meanwhile, is looking down to find prey or watch for danger that might come from below. The four-eyed fish is about 10 inches long.~~

~~The egg-eating snake has jaws that can unhinge and very elastic skin, which allow it to eat eggs that are wider than its own body. It sometimes takes the snake several hours to swallow an egg. It has no teeth, but breaks the egg with a special bone in its throat. This African snake eats as many eggs as it can during the bird’s breeding season, then goes without food for the rest of the year. It grows to about 2 ½ feet in length.~~

~~The mountain goat, found in the mountains of northwest North America, is not really a goat—it’s more closely related to antelopes. This animal is at home on very steep, rocky slopes, where it is safe from most predators. The mountain goat has special hooves that allow it to travel where other animals can’t. These hooves combine with a hard outer covering, used for gripping small rock ledges, with a soft, nonskid pad. The mountain goat, which may be 4 ½ feet tall and weigh as much as 300 pounds, can move lightly and easily over almost any sheer cliff faces. Avalanches and rockslides are dangerous, however: they kill more mountain goats than predators do.~~

~~The common water strider, found throughout the United States, lives on calm rivers and ponds. On the ends of its long legs it has tiny hairs that enable it to walk on top of the water. The water strider doesn’t sink because of surface tension (the same effect causes water to bead up on a waxed surface, like a car). The water strider, with a body less than an inch long, skates along on the top of the water and eats dead insects that it finds floating there.~~

A&V Week 4

- M: *Tale of a Tadpole*
The tale of a tadpole begins in a pond. Mother frog lays her eggs next to a lily pad.
Each tiny egg is wrapped in clear jelly. ~~Jelly (labeled illustration)~~
Inside the jelly the eggs grow into tadpoles. They wriggle like worms.
They push through the jelly and swim in the water. They breathe through gills, just like fishes.
~~Gills (labeled illustration)~~
pause
Many other animals live in the pond.
Shiny goldfish and sticklebacks. And great diving beetles. They chase the young tadpoles.
A stickleback feels hungry. He opens his mouth wide.
The little gray tadpoles wriggle their tails... and swim away through the water.
- V: He almost got one.
- M: Yeah, almost.
A great diving beetle feels hungry too. His hairy back legs beat through the water.
The tadpoles escape and hide in the weeds.
Soon a tadpole grows legs and tiny webbed toes. ~~Webbed toes (LI)~~
Webbed toes are like flippers. They help the small tadpole push through the water.
He grows arms and long skinny fingers. ~~Fingers (LI)~~
He nibbles on plants and gobbles green...
- V: Hey....
- M: ... pondweed. Yeah
Half tadpole, half frog, he rests in the sunshine. His tail is shrinking. ~~Tail (LI)~~
It gets smaller and smaller.
The new little frog sits on a lily pad.
His legs are strong now. He can breathe through his nostrils. His skin is dotted with tiny gold spots. ~~Nostril (LI)~~
Frogs must keep their skin slimy. He hops back in the pond and swims for a while. Then he climbs onto a log.
Another frog climbs up and sits down beside him.
Now full-grown, he dives through the water.
He's not afraid of the stickleback. He swims past the beetle.
In the pond he watches and waits. What does he see with his round beady eye? ~~Eye (LI)~~
A fly lands above him. He creeps closer and closer.
pause
But a big frog jumps up. It snatches the fly with its long, sticky tongue.
~~Tongue (LI)~~
The frog misses his meal. Next time he'll be faster!

The golden-skinned frog chases a dragonfly. It lands on a lily pad. Under the lily pad are hundreds of frogs' eggs.

Inside each egg a tadpole is growing. Each tadpole will grow into a golden-skinned frog.

Picture Word List:

And that's the jelly, and his gills, webbed toes, fingers, tail, nostril, eyes,

tongue

V: That's when, that's when that tadpole was skinny

M: Yeah, right. Wow, that was a good story, did you like it?

V: nonverbal response

M: Okay.

M: *Knuffle Bunny Too.*

One morning, not so long ago, Trixie took a walk with her daddy.

By now, Trixie really knew how to talk.

Guess what I'm going to do. I'm going to show Amy, and then I'll show Meg, and...

...then I'll show Margot, and then I'll show Jane, and then I'll show Leela, and then I'll show Rebecca, and then I'll show Noah, and then I'll show Robbie, and then I'll show Toshi, and then I'll show Casey, and then I'll show Conny, and then I'll show Parker, and then I'll show Brian, and then...

And talk, and talk.

Trixie was excited because she was taking her one-of-a-kind Knuffle Bunny someplace very special

C'mon!

V: talking unintelligibly – it's cold, it's cold. I don't ...

M: Okay here, put it here. Alright.... *School!* Alright.

Trixie couldn't wait to show Knuffle Bunny to Ms. Greengrove and all her friends in Pre-K.

But just as her daddy kissed her good-bye, Trixie saw Sonja.

Oh, my goodness.

Suddenly, Trixie's one-of-a-kind Knuffle Bunny wasn't so one-of-a-kind anymore.

The morning did not go well.

Kuh-nuffle!

Nuffle!

Kuh-nuffle!

Nuffle!

The afternoon was worse.

Hmmm.

When the school bell rang, Ms. Greengrove returned the Knuffle Bunnies.

And the day got better.

Doorbell rang, dogs barking – tape turned off.

Okay,

Then, before she knew it, it was time to go home.

Trixie "ate" her dinner, devoured her dessert, brushed her teeth...

*And tried to escape the Mommy and Daddy robots from planet Snurp!
 At half-past bedtime, Trixie was tucked in, ready for sleep.
 But a few hours later...
 Trixie realized **something**.
 Trixie marched into her mommy and daddy's room and said:
 This is **not** my bunny.
 Trixie's daddy tried to explain what "2:30 a.m." means.
 He asked, "Can we deal with this in the morning?"
 Trixie's daddy went to the phone.
 Oh my goodness, who's going to answer their phone at 2:30 in the morning.
 Before he even made it down the stairs,
 Briiiinggg!
 The phone rang.
 We have your bunny
 Said a man's voice on the other end.
 We have yours replied Trixie's daddy.
 Arrangements were made.
 Trixie and her daddy rushed across the neighborhood!
 Trixie did not want to be late.
 Neither did Sonja.
 There was an exchange.
 And the Knuffle Bunnies were back where they belonged.
 I was so worried about my bunny said Sonja
 So was I Trixie replied.
 Then they both said, I'm glad you got your bunny back!
 At the exact **same time!**
 And that is how Trixie found her first* best friend.
 The End
~~*Knuffle Bunny excepted, of course.~~*

V: What's this?

M: I don't know, what's this...

Epilogue:

The next morning, both Trixie and Sonja rushed to school.

The new best friends had a lot of catching up to do.

Do you want to play with my Knuffle Bunny?

Sure! Do you want to play with mine

I guess they are the other end.

What did you think about that story?

V: It's cool.

M; laughs

V: I, I really know that story was.. um, with nigel and ti stopped and where it,
Where it, where it stopped.

M: Did you like the bunny story better or the tadpole?

V: Umm

M: which one did you like best?

V: I'll show you where it stopped with Nigel.

M; Okay

Pause

V: It stopped when... it stopped... right.....hmmm

M: hmmm

V: it stopped right – somewhere....

M; Here, let me help you.

V; It stopped right... there.

M: yeah, right there.

V: It stopped right there when I read it.

M; Right, and then there's an extra part. Isn't that cool?

V: Oh! Yeah.

A&V Week 6

M: Okay The Fireboat, oh Fireboat: *The heroic adventures of the John J. Harvey*

The empire State Building went up, up, up.

New York City. 1931. Amazing things were happening big and small.

Babe Ruth hit his 611th home run in Yankee Stadium.

The tasty candy treat Snickers hit the stores.

The George Washington Bridge was suspended elegantly across the mighty Hudson River.

Champion Pendley Calling of Blarney won Best in Show

V: Blarney?

M: *at the Westminster Kennel Club.*

V: Kennel Club?

M: Oh, a kennel club, it's a, a dog club.

*On a hot and jazzy night the word HOT-CHA was invested. HOT-CHAT
HOT-CHA, HOT-CHA*

V: Who's hat cha?

M: I don't know.

V: I think, I think I know. I think.... This one's Hot-Cha.

M: Yeah.

And on a sunny fresh day, the John J. Harvey fireboat was launched.

There were 12 fireboats in New York City. The Harvey was the largest, fastest, and shiniest fireboat of them all.

It had 5 diesel engines so it could go 20 miles per hour. (that's pretty fast!)

8 pipes that could shoot 16,000 gallons of water per minute. (equal to 20 fire trucks!)

A control dial in the pilot's cabin.

Many brass nozzles housed in the gold room.

A completely round steering wheel

A very nice can to oil all squeaks,

Ropes (called lines), and lots of levers, buttons, and buckets.

There was a pilot and a crew ready in 2 minutes to fight the fires. They were a brave group. And there was a dog named Smokey, who did not put out the fires, but had many nice spots.

V: It's a ... a Dalmatian.

M: mmmhuh.

The Harvey went up and down the river, fighting fires. It fought fires at the bustling piers.

The piers were the places where ships and trains brought all manner of merchandise to be sold in the city.

V: Mommy

M: *Like wood and cotton and bananas and bubble gum and EVERYTHING.*

V: Mommy

M: What?

V: Well, I think that's the same fireboat there, there and there.

M: Yeah

V: But, but this is the Harvey

M: Okay.

It fought the fire of the great ocean liner NORMANDIE.

Sometimes the Harvey just went out to shoot water in celebration.

Many years passed. A new captain had come on board, Bob Lenney. He and his crew fought many fires. But New York was changing. The Twin Towers were now... were now...

Honey, wait a minute

... the tallest buildings in New York City. The piers were closing. 1995.

The city no longer needed so many fireboats. The Harvey was considered old and useless. It sat in the water for five years waiting to be sold for scrap. And then a very surprising thing happened. A group of friends were eating at a restaurant called Florent.

They had heard about the fireboat and decided something "Let's save the Harvey. Let's buy her! Everyone needs a fireboat. We won't put out fires, we'll just have fun." And they did!

They took it to Caddell's ship repair yard in Staten Island. Even there they said, "She is old. It will be hard to fix her." But the owners said, "Fix!" So they fixed! Beautifully.

They repaired the 2 propellers making them new with a shiny coat of brass. (Brass does not rust) They repaired the holes with steel plates and covered the places where the rivets wept.

They scraped barnacles and seaweed off the hull and painted her with a shiny coat of red paint.

And once again the Harvey was on the water. Tim the engineer keeping things running smoothly. Jessica the assistant engineer at the controls in the noisy engine room. Andrew welding. Chase helping. John fixing. Tom cooking. Huntley at the wheel. And Bob Lenney watching over everyone and being very proud.

They made friends with the only other fireboats on the river, the Fire Fighter and the McKean.

V: Is that number one?

M: Yeah, I guess *Toot toot toot, toot*

V: Mommy, is that (unintelligible)

M: Yeah, mmmhuh (*A boat says hello with four toots*).

Everyone said, "The Harvey is a nice old boat, but she could NEVER be used to fight a fire. NEVER."

But then on September 11, 2001 something so huge and horrible happened that the whole world shook. It was 8:45 in the morning, another beautiful and sunny day.

Two airplanes crashed into the Twin Towers. CRASHED, CRASHED, CRASHED into these two strong buildings.

The sky filled with fire and smoke. The buildings exploded and fell down to the ground. Many people were hurt.

Many lives were lost.

The news spread. The city had been attacked. Everyone was terrified. But people were brave. The entire city sprang into action. Firefighters and police officers and doctors and construction workers and teachers and cooks and children and parents.

The mayor was strong. He said, "We will all work together. We will not be broken."

What were the people of the Harvey doing when the planes hit?

Bob Lenney was trimming hedges. Tom was drinking tea in his kitchen.

Chase was walking his dog Radar. Tim was reading the paper. Jessica was writing a story. Huntley was reading David Copperfield. John was working. The Harvey was snoozing at the pier.

V: Where's Jessica?

M: Right here.

They all had one thought. Get to the Harvey. And they did. They called the fire department. "John J. Harvey, ready to help. How can we help?" The answer came: "You can't help fight the fire but you can ferry people to safety."

But suddenly an urgent message came loud and clear. "John J. Harvey. Where are you? We need you, WE NEED YOU!"

The water pipes were broken and buried. And the fire trucks that had raced to the scene could not pump water. The firefighters attached hoses to the Harvey.

The Harvey fought the fires alongside the McKean and the Fire Fighter.

Hmmm

V: That's the Harvey?

M: Right there in the middle, yeah.

V: What's that thing that's blown up?

M: Well, those are the buildings

For four days and nights the Harvey pumped water. The crew took turns sleeping. People brought supplies: fuel, sweaters, gloves, pizza, sandwiches, and coffee. They worked and cried. They fought the fire until it was under control.

Finally, it was time for the Harvey to go home. Everyone on the boat had never seen anything so terrible. And they had never felt so proud. The Harvey was a hero. And everyone knew it.

The Harvey won an important award. National Preservation Award: John J. Harvey For capping a distinguished career of service by coming out of retirement to provide invaluable aid in New York City's house of need. October 18, 2001.

Now the Twin Towers are gone. Something new will be built. The heroes who died will be remembered forever. The Harvey is back to being a very happy boat. NOT scrapped. NOT useless. NOT forgotten. A proud and plucky friend. And all that's left to say is HOT-CHA (and thank you!)

Wait a minute.

There is something more to say.

The friends of the Harvey have found a little tugboat to adopt. Doesn't everyone need a tugboat?

V: What's a tugboat?

M: Well, I guess it's a little boat that pulls things. That's the end.
Let's read the other book. Called, ~~Your Pal Mo Willems Presents...~~
Leonardo the Terrible Monster

V: Where's Leonardo?

M: *Leonardo was a terrible monster...*

V: Where is he?

M: *He couldn't scare anyone.*

V: That's Leonardo?

M: *He didn't have 1,642* teeth, like Tony*
Note: Not all teeth shown.

V: That's funny.

M: *He wasn't big like Eleanor.*

V: Well, she's really, really, like a giant.

M: *And he wasn't just plain weird like Hector.*

V: Hector?

M: Hmmhuh

V: has crooked teeth

M: Mmmhuh

V: Crooked eyes

M: mmmhuh

V: and a nose and like an antenna, look (cough)...

M: *Leonardo tried very hard to be scary. But... he just wasn't.*
One day, Leonardo had an idea. He would find the most scaredy-cat kid in the whole world...
And scare the tuna salad out of him!
Leonardo researched until he found the perfect candidate...
Sam.
Leonardo snuck up on the poor, unsuspecting boy.
Blaggle blaggle!! Grrr... Roar!!
And the monster gave it all he had.
Until the little boy cried.
"Yes!" cheered Leonardo. "I did it! I've finally scared the tuna salad out of someone!"
"No you didn't!" snapped Sam.
"Oh, yeah?" replied Leonardo. "Then why are you crying?"
"My mean big brother stole my action figure right out of my hands while I was still playing with it, and then he broke it on purpose, and it was my favorite toy, and I tried to fix it but I couldn't and I got so mad I kicked the table and I stubbed my toe on the same food that I hurt last month when I accidentally slipped in the bathtub after I got soap in my eyes trying to wash out the bird poo that my brother's cockatoo pooped on my head..."

V: giggles

M: *...and I don't have any friends any my tummy hurts!"*

That's why.

Then Leonardo made a very big decision.

It's okay.

Instead of being a terrible monster, he would become a wonderful friend.

Awww.

(But that didn't mean that he couldn't try to scare his friend every now and then!

Boo!

The end

And that's the end of that – which one did you like best?

Hmmm

The fire story or the monster story?

Hmmm

Which one?

V: Ennny meeny mkinny moe

M: Did you like them both?

V: Catch a tiger by the toe let, my, No, catch a tiger – catch a tiger by the toe, if he hollers let him go, eeney, meeny, miney, moe, my mother says it's the ver best one and one and you are it.

M: you liked that one best, the fire book?

V: mmmhuh

M: Yeah, okay.

Family C L&G Week 1

- M: Okay, are you ready to read Scaredy Squirrel?
- C: Yeah
- M: Who do you think that is?
- C: Scaredy Squirrel
- M: *Scaredy Squirrel* – can you move over to this side so you can see it better?
It Says, Here's the story in a nutshell, I never leave my tree, its way too dangerous out there. I could encounter germs, poison ivy, or...
- C: *tarantulas*
- M: *sharks.. tarantulas!*
- C: *He's also scared of tarantulas and killer bees!*
- M: *Oh, we'll have to find out more*
If danger comes along, I'm prepared, I have antibacterial soap, band-aids, and a parachute. But things really get shaken up later in the book when I'm forced out of my tree by a vicious intruder! Will I survive this ordeal, will I undergo a life changing experience, will I discover my true inner-self? Read my nutty adventure to find out. Caution, this story is not suitable for green Martians.
- C *giggles*
- M: *WARNING! Scaredy Squirrel insists that everyone wash their hands with antibacterial soap before reading this book.*
- C: *Giggles*
- M: Are you going to wash your hands or are they good?
- C: They're good:
- M: Okay. *Scaredy Squirrel by Melanie Watts*
Scaredy Squirrel never leaves his nut tree. He has a lot of nuts
- C: *giggles*
- M: How many nuts?
- C: He has twelve
- M: Twelve. That should keep him full for a long time.
The unknown. Do you know what that's pointing to?
- C: Yeah
- M: What?
- C: Un.... the window
- M: Yeah, and all that's outside his special tree. So, *He'd rather stay in his safe and familiar tree than risk venturing out into the unknown. The unknown can be a scary place for a squirrel.*
A few things Scaredy Squirrel is afraid of:
- C: *tarantulas, poison ivy, germs, green Martians, killer bees, and sharks*
- M: Yeah – you got 'em all!
- C: Yeah, except for I didn't do green martians.
- M: Yeah, that's kind of a crazy picture, isn't it.
- C: Yeah
- M: *So he's perfectly happy to stay right where he is.*
Do you see the thumbs up he's given?
- G: yeah

M: *Advantages of never leaving ~~the nut~~ tree: great view, plenty of nuts, safe place, no...*

G: *tarantulas, poison ivy,... green Martians, (giggles)*

M: *green Martians*

G: *killer bees, germs, sharks*

M: *okay. Disadvantages of never leaving the nut tree: same old view, same old nuts, same old place.*

Which do you think is more exciting?
(unintelligible)

G: (unintelligible response)

M: do you think...(unintelligible)

G: Well, he can go out there with his emergency kid

M: Ohhhh.

In Scaredy Squirrel's nut tree, every day is the same. Everything is predictable. All is under control.

Monday, Tuesday, Wednesday, Thursday,

G No, mom

M: *Friday, Oh, Tuesday, Wednesday, Thursday Friday, Oh look at him.*

G: giggles

M: *Saturday, Sunday* He looks silly when he's hangs, huh

G: yeah (giggles)

M: *Scaredy squirrel's daily routine:*

6:45 a.m.

G: what...

M: *wake up*

7:00 a.m....

G eat up

M: *eat a nut*

G: I said eat up

M: eat up – eat a nut, eat up – that's close.

7:15 a.m. look at view

12:00 noon eat a nut

12:30 p.m. look at view

5:00 p.m. eat a nut

5:31 p.m. look at view

8:00 p.m. go to sleep

Do you know anybody else who goes to sleep around 8 p.m.?

G: mmmhuh (no)

M: I do

G: oh yeah –

M: who?

G: you

M: no me! You!

BUT let's say, just for example, that something unexpected DID happen...

You can rest assured that this squirrel is prepared.

A few items in Scaredy Squirrel's emergency kit:

G: *parachute, bug spray, ~~mask and rubber~~ gloves, and...*

M: *it's a mask for his face.*

G: *mask, , net, bandy-aid,...*

M: *sardines!?*

G: *sardines*

M: *those are a can full of little fish. Do you know what this is?*

G: *poison ivy?*

M: *this is calamine lotion –it's what you put on when you get poison. This says *antibacterial soap**

G: *helmet*

M: *that's a hard hat, yes, you know Daddys has his hard hat?*

What to do in case of an emergency according to Scaredy Squirrel:

A dramatization:

Step 1: panic; step 2: run; step 3: get kit; step 4: put on kit, step 5: consult exit plan; step 6: exit tree (if there is absolutely, definitely, truly no other option)

Exit plan Top secret

Exit 1: note to self: watch out for green martians and killer bees in the sky see if he goes out that way

Exit 2: if he goes out that way! note to self: do not land in the river. If unavoidable use sardines to distract the sharks. Snaps fingers – that's what the sardines are for!

Exit 3: Note to self: Look out for poison ivy and for tarantulas roaming the ground

Exit 4: Note to self: Keep in mind that germs are everywhere Remember, if all else fails, playing dead is always a good option!

G: *okay*

M: *With his emergency kit in hand, Scaredy Squirrel watches. Day after day he watches, until one day.... Thursday...*

G: *9, 3, 7*

M: *9:37 a.m.*

A Killer bee appears! What does he say?

G: *aaahhhhH!*

M: *What is he saying?*

G: *mmmm (referring to happy bee)*

M: *Scaredy Squirrel jumps in panic, knocking his emergency kit out of the tree. This was **not** part of the plan.*

Ohhh, a flap--

Scaredy Squirrel jumps to catch his kit. He quickly regrets this idea. The parachute is in the kit. But something incredible happens.

G: *what*

M: *He starts to glide. Scaredy squirrel is no ordinary squirrel.*

G: *He's a flying squirrel*

M: *that's right -- He's a flying squirrel*

G: *wheee*

M: *He feels overjoyed! Adventurous! Carefree! Alive! Until he lands in a bush!*
G: giggles
M; *Scaredy squirrel forgets all about the killer bee, not to mention the tarantulas, poison ivy, green martians, germs, and sharks.*
Score 5.7
G; giggles that's 5.7
M: yeah *And plays dead.*
Do you remember where he lands?
G: Yeah
M: *30 minutes later,*
G: dead
M: *1 hour later,*
G: dead
M: *2 hours later*
G: dead
M: *Finally scaredy squirrel realizes that nothing horrible is going to happen in the unknown today. So he returns to his nut tree. All this excitement has inspired Scaredy Squirrel to make drastic changes to his life.*
What do you think he might do?
G: um.. do a new plan.
M; do what?
G: New plan
M: New plan.
Scaredy squirrel's new-and-improved daily routine:
6:45 a.m.
G: *wake up*
M: *7 a.m.*
G: *eat a nut*
M: yes. *7:15 a.m.*
G: view
M: *Look at the view*
9:37 a.m.
Jump into the unknown
9:45 ~~a.m.~~
G: *play dead*
M; yeah *11:45 ~~a.m.~~*
return home
12 noon
G *eat a nut*
M; *12:30 ~~p.m.~~*
G:

M: do you remember what that one is?
G: no
M: *look at ~~the~~ view*
G: oh yeah
M: *5 pm*

G: *eat a nut*
M: *5:31 ~~p.m.~~*
G: *look at ~~the~~ view*
M: right
8 ~~p.m.~~ o'clock?
G: *go to sleep*
M: like who else?
G: me
M: yeah
G: and you
M: mmmm. *Poison ivy-- P.S. for the emergency kit, Scaredy Squirrel is in no hurry to pick it up just yet. Oh, poison ivy – oh no..*
What's that there.
G: tina
M: The
G: The..... end
M: end
The End

M: bug book – are you ready to read?
G: bugs are for insects
M: No, it says *Bugs **are** Insects*
G: insects
by Ann Rockwell
Illustrated
G: 1, 2, 3, 4 (as mom reads)
M: by Steve Jenkins
G: 5, 6
M: six what?
G: bugs
M: read and find out. Look, this actually says, Let's Read and Find Out Science
Bugs are
G: are for
M: *Bugs..*
G: *Bugs are insects*
M: right. *There are many kinds of insects living all around us. Ants are insects. So are crickets and mosquitoes. So are butterflies and bees.*
Which ones do you like the most, Gretta?
G: nonverbal response
M: me, too, I like those
G: which one do you like the most?
M: butterflies.. although I think that bee is kind of cute...
G: yeah, me too
Turns page
G: Mom do you...

M: cough

G: do you like... ohhhh, I like that one the best on the page

M: Yeah, he's got a funky head doesn't he?

G: Yeah. Momma – um like – some bugs look weird and some bugs don't.

M: Yeah

G: 'cause look at that one.

M: that ones are craz...

G: yuck!!

M: that's crazy

G: and look at that one!

M: *Insects come in many shapes, sizes, and colors. They don't all look alike, but there's a way to tell if something is an insect. Count its legs. Count how many parts make up its body.*

There is the head, the middle and the end

How many legs?

G: 1, 2, 3, 4, 5, 6, 1, 2, 3, 4, 5, 6; 1, 2, 3, 4, 5, 6,

M: And this one

G: back –

M: middle, back 1, 2, back

G: 1, 2, back, 1, 2, 3, 4, 5, 6

M: so what do they all have the same?

G: They all have the same they **all** have – Mommy, stop that

M: oh

G: middle, head, middle, bottom. They **all** have three parts of their bodies

M: right. What else do they have?

G: They have 6 legs

M: yes, that's very clever Gretta

G: and they all have 1, 2

M: yeah

G: Okay, like this, is just like the one page

M: that is, giggles, that's just like the cover isn't it? You are especially clever tonight.

G: giggles

M: it says

Is a ladybug an insect?

G: yes

M: *All insects of external skeletons. You have a hard skeleton inside, with parts that move. Your skeleton holds you up and helps give your body its shape. But an insect has a hard skeleton on the outside, with parts that move. The skeleton is like a shell around its body. It holds the insect up and gives its body its shape.*

A ladybug has an external skeleton. Does that mean it's an insect?

G: yeah

M: let's read more and find out. *Maybe not.* Uh!!

All insects have external skeletons, but not all animals with external skeletons are insects. Crabs, lobsters, shrimps, and scorpions have external skeletons too, but they are not insects. (Coughing)

So that part of the crab is hard on the outside out in the ocean, but they're not insects., but all insects do have a hard out

G: like ladybugs – because they have wings!

M: Yeah.

Many insects have two pairs of wings and a pair of antennae. Sometimes the antennae are long, like those of crickets or butterflies. Sometimes they are short, like those of beetles. He has two pairs of wings

But all insect bodies are divided into three parts:

G: 1, 2, 3,

M: right and those parts are the *head,....thorax, and abdomen.*

G: I know that

M: you know that? How do you know that?

G: because I learned it in science one day

M: Wait – what are they - Do you remember what they're called then?

G: yeah ants

M: no, what's that

G: head

M: hea

G: thorax, adomen

M: abdomen

G: abdomen

M: that's good, you really did learn it, didn't you, silly?

G: yes, um, but I just forgot about that one.

M: ohhhh

~~There are six legs attached to the thorax.~~ Anything that has six legs and three body parts is an insect. A ladybug has six legs and three body parts. Is it an insect?

G: yeah

M: yea, you're right.

Now look at a spider. Is it an insect?

G: Yeah

M: *It has an external*

G: I mean no, no, 'cause it has eight legs.

M: whoooooa that was good, that was really good. How many body parts does it have 1, 2, or 1? hmm

G: two

M: let's see. *It has an external skeleton. But count its legs. How many does it have?*

G: 1, 2, 3, 4, 5, 6, 7, 8, 9

M: Hold on, I think this is part of the leg umm

~~Now count how many body parts it has.~~

A spider has eight legs, not six. Its body is divided into two parts, not three. So it is not an insect. A spider is an arachnid. Scorpions and daddy longlegs are arachnids too.

Hmmmm. *Now we know that a ladybug is an insect. But is it really a bug? We sometimes call insects bugs. Many people think the two words mean the same thing, but they don't. A bug is an insect with a mouth like a beak and a head that forms a triangle. A stinkbug is a bug. So is a bedbug, and so is a water strider, even though it doesn't have the word 'bug' in its name.*

See the triangle-shaped head? Um, Oh, and the little beaky mouth, see it here – see it right there?

G; mmmmhuh

M: *But a ladybug's mouth doesn't look like a beak. Its head isn't shaped like a triangle. A ladybug isn't a bug at all! It is a beetle. Beetles are insects with a pair of hard wings you can't see through that hides a second pair of clear wings. The hard wings make a straight line down the top of the abdomen when they are closed.*

See that line?

G: yeah

M: Those two top wings. The wings underneath are the soft wings

G: um, those are hard, but those are ucky... yeah... they're actually hard

M: yeah..

G that's a little weird

M: do you know what that might be?

G. mmm..... Uh – nonverbal response)

M: *Different kinds of insects have different kinds of mouths to suck, pierce, bite, or chew. A mosquito has a mouth that can pierce your skin and draw blood. A butterfly has a long, curled-up mouth part for sucking nectar from flowers just like you suck juice through a straw.*

Kind of like the butterfly drinks when (unintelligible). I'll bet if you were a butterfly.... If you were a bug, you'd be a butterfly, because I think you would love to fly (unintelligible)

Different kinds of insects have different kinds of legs as well. Crickets have long back legs for jumping. Water boatmen have wide, flat legs for paddling. Bees have fuzzy legs that can carry pollen from flower to flower.

Grasshoppers have legs for making music.

Some insects are good builders. Ants build tunnels. Bees build honeycombs of wax that comes from their bodies. Wasps build paper nests. These insects live in large communities where each helps the others.

G: Um, like, if you drop paper, they don't worry because wasps might use it for their nest, right?.

M: Not quiet, really, they actually use their own paper.

G: By what?

M: Don't peel your hand.

G: I didn't

M: okay – we talked about it – remember. Um, I don't know, they have like, they kind of like take a little bit of wood and chew it up in their mouths, and

then they kind of spit it back up and its paper. We'll have to look it up and find it - more about it later.

No matter what they look like or how they live, all insects have....

G: Three body parts

M: yeah

G: six legs

M: Right!. Um, and. And they also all have an exo – a hard external skeleton, remember that?

G: mmmhuh

M: what's that called?

G: centipede

M: yeah.... Although... is he a ... uh, a centipede is an insect, he has a lot more than six legs, doesn't he? (Dog barking in background)

G: yeah

M: Uh, ~~six legs and three body parts~~. Here are some of the creatures you might find in your backyard. Oh -- Are they insects?

G: mmmmm --- no

M: some of them are.... Like this one is, see, he has 1, 2, 3, 1, 2, 3 (counting) – or this guy, 1, 2, 3, right here is 1, 2, 3, over there.

G: and mom, that is definitely not a – um, one because, (Dog barking) look um, at thooooose—and a lot of legs!

M: Yeah, a lot of legs (giggling)

G: yeah - way more than six

M: way more.

Insects are all around – flying through the air, chewing on leaves, creeping through grass. Scientists think that there are more kinds of insects than there are kinds of fish or birds or any other animal in the world. Look in your own backyard and see how many insects you can find. And always remember to count their legs!

The End

On this page, it tells us more we can find out about insects.

G: Mmm

M: Are we done?

G: Ummm – I'm not really sleepy. Do we have a movie

M: I don't think we have any. That one's about (unintelligible) we might have (talking about movie titles, tape turned off)

L&G Week 2

M: Now which one of these two do you want to read first? Hello..

C: That one

M: ... Goodbye Window or Fall Down - I Fall Down

M: Hello Goodbye Window?

C: Yea

M: Okay. It's called, *The Hello, Goodbye Window by Norton Juster and Chris Raschka*

C: Mommy

M: Yeah

C: Do we need to move the things about?

M: I haven't done that yet. We'll read these things first.

It says for Tori from NJ and for Eliana from C.R.

C: Do you have it on?

M: *The Hello, Goodbye Window*

C: Mommy, wait.

M: We're good, it's on.

Nana and Poppy live in a big house in the middle of town.

C: *Poppy!!, giggles*

M: *There's a brick path that goes to the back porch, but before you get there you pass right by the kitchen window.*

That's the Hello, Goodbye Window. It looks like a regular window, but it's not.

The kitchen is where Nana and Poppy are most of the time. (dogs barking)

SHHH! (calls dogs' names)

So you can climb up on the flower barrel and tap the window, then duck down and they won't know who did it, or you can press your face against the glass and frighten them. If they're not in the kitchen,

SHHH!

... you can't do any of those things and you have to wait until next time.

If they see you first, they wave and make silly faces. Sometimes Nanny peek-a-boos me, which always makes me laugh. So I get a lot of extra fun and hellos before I even get inside. (Dogs barking intermittently)

Just look at the kitchen. It's so big.

DOWN!!

It has a table you can color on and lots of drawers to take stuff out of and play with.

But you can't touch anything under the sink. You could get very sick. (Dogs still barking)

There are shelves full of glass jars with lots of everything in them, a step stool so I can wash my hands, and all kinds of pictures from the olden days. Nana says she even used to give me a bath in the sink when I was little —~~really!~~

I used to give you baths in the kitchen sink, too, did you know that?

C: nonverbal response

M: I'll show you a picture of that sometime. I have another silly picture of you taking a bath with your clothes on.

C: Why

M: You're not taking off your clothes

Sometimes Poppy plays his harmonica for me. He can only play one song, "Oh, Susannah." But he can play it a lot of different ways. He can play it slow or fast Or he can play it sitting down or standing up. He says he can even play it and drink a glass of water at the same time, but I've never seen him do that.

Do you think he could play it and drink a glass of water?

C: You can't do that.

M: Yes

When I stay over we have our supper in the kitchen too and when it's dark outside we can look at our reflections in the window. It works just like a mirror except it's not in the bathroom, and it looks like we're outside looking in. Poppy says, "What are you doing out there? You come right in and have your dinner."

And I say, "But Poppy I'm here with you, ~~Poppy~~," and then he looks at me in his funny way.

(garbage disposal noise)

Just before I go up to bed, Nana turns off all the lights and we stand by the window and say good night to the stars.

Do you know how many stars there are?

C: um. A thousand hundred sprinkles

M: giggles... ~~Neither do I~~, I don't know either, but she knows them all.

In the morning the first place we go is back to the kitchen, and there's the window waiting for us. You can look out and say good morning to the garden or see if it's going to rain or be nice.

You.... What do you think the chances of it doing here? Rain or be nice?

C: Be nice?

M: Yeah.

~~And~~ *you can see if the dog next door is doing stuff in Nana's flower beds. She hates that!*

Sometimes Poppy says in a real loud voice, "HELLO, WORLD! WHAT HAVE YOU GOT FOR US TODAY?" Nobody ever answers, but he doesn't care.

C: Mommy look (giggling)

M: I see (giggling)

Poppy makes breakfast. He says it's his specialty.

My favorite is oatmeal with bananas and raisins that you can't see because he hides them down inside. I find them all.

Do you want to try oatmeal with banana and raisins in it?

C: nonverbal response

M: *When I get dressed, I help Nana in the garden. It's a very nice garden, but there's a tiger who lives behind the big bush in the back so I don't ever go there.*

C: mmmm

M: Look at the tiger

C: No, that's a cat!

M: Yeah, that's silly, isn't it.

I ride my bike too. "Not in the street, please."

Or collect sticks and acorns. "No in the house, please."

Or just kick my ball around. Sometimes when it's hot Poppy chases me with the hose and I yell, "Stop it, Poppy, stop it!"

Then he does it again and then he.. When he does it, I ask... When he does I ask him to do it again. And Nana just shakes her head.

When I get tired I come in and take my nap and nothing happens until I get up.

C: Who he said it – the little kid? (older sibling from across room)

M: Sounds like it

C: Sounds like a little kid (older sibling across room)

M; *Then sometimes I just sit by the Hello Goodbye Window and watch. Nana says it's a magic window and anybody can come along when you least expect it.*

TYRANNOSAURUS REX (He's extinct, so he doesn't come around much.)

THE PIZZA DELIVERY GUY (Pepperoni and cheese, he knows that's my favorite.)

THE QUEEN OF ENGLAND (Nana is English, you know, so the Queen likes to come for tea.)

They could all ~~all could~~ come! And a lot more if they want! And if they do, I'll see them first.

Mommy and Daddy pick me up after work. I'm glad because I know we're going home, but it makes me sad too because I have to leave Nana and Poppy. You can be happy and sad at the same time, you know. It just happens that way sometimes.

When we leave we always...

C: unintelligible

M; What are you doing? Smiling like that? That's very silly.

When we leave we always stop at the window to blow kisses goodbye.

When you look from the outside, Nana and Poppy's house has lots of windows, but there's only one Hello, Goodbye Window and its right where you need it.

When I ~~have~~ get my own house someday I'm going to have a special Hello, Goodbye Window too. By that time I might be a Nana myself. I don't know who the Poppy will be, but I hope he can play the harmonica.

C: Can I do what we said?

M: The End

M: Do you remember what this one is called?

C: I Fall Down

M; *Look at this*

C: *He falls*

M: *He falls, because he went to get the baseball*

C: *Ah*

M: *Yeah I Fall Down by Vicki Cobb, illustrated by Julia Gorton*

C: Mom, do we have it?

M: Do we have what?

C: The rubberbands

M: ohh.... Yeah, they're right here

It says, note to the reader. This book is designed so that your child can make discoveries. It poses a series of questions that can be answered by doing activities that temporarily take the child away from the book. The best way to use this book is

to do the activities, without rushing, as they come up during your reading. You will have to help with some of the activities, such as tying shoelaces and dropping things into your child's hands. Turn the page to the next part of the text only after the child has made the discovery. That way, the book will reinforce what the child has found out through experience.

Before you begin reading this book to your child, have on hand an assortment of balls, keys, a block, a jar of molasses or honey, a spoon, a penny, a dry sponge, a small bar of soap, two identical rubber bands, a child's shoe, an adult shoe, and a bathroom scale. When you choose objects to drop, please use only solids with minimal air resistance rather than feathers or tissues.

Let's read through it one time than we'll gather up everything and we'll experiment.

Know what happens when you trip?

C: You fall

M: Yeah, *You fall down!*

Know what happens when you spill milk?

C: It drops down

M: yeah, *It drips down!*

Throw a ball up into the air. And Watch what happens.

C: it falls

M: *It goes up for a short time, then falls down.*

Then we'll Try tossing other things ~~up~~ in the air. A set of ~~Your mom's~~ keys.

A block. When something falls, which way does it fall?

C: Like. Oohhh, ooooh (squealing noise)

M: hmmmhuh *Does it ever fall up?*

C: Only the boy knew that

M: Yeah. *Know what makes things fall?*

C: Yeah

M: What

C: It doesn't have like things like... we have like.... I know... like.. it doesn't have anything to stand on.

M: unhuh. What makes things fall, *It's a force called gravity. As long as you are on earth, you can't get away from it. Gravity is always pulling on things. Do you know which way it pulls stuff? ~~Know which way?~~*

C; Down

M: *Down, down, down.*

It pulls things down. That's why you don't fall off. You can see how gravity pulls. Take a spoonful of molasses or honey and point the spoon down so that the goo dribbles back into the jar. And Watch it drip.

The goo stretches and gets longer and longer. It looks like a ribbon streaming into the jar. Gravity pulls the molasses and honey from the spoon back into the jar.

~~Do~~ *some things fall faster than others?*

Try it and see! Hold a penny and a key in one hand. Open your hand so they both start falling at the same time. Listen and watch as they hit the floor. Can you see which one run the race? Which one fell faster?

~~Did either the penny or the key win the race, or was it a tie?~~

Things fall so fast it's hard to tell if there is a winner or a loser. Mints, peas, lego piece, Have lots of dropping races.

But no matter whether the objects race big or small, it seems that it's always a tie. The only time you have a clear loser is when you drop something that the wind could easily blow away, such as a feather or a tissue. You see air fighting gravity...

C: Well, what everything gets paper, like....

M: *only with very light objects.*

If there were no air, you would find that gravity pulls everything at the same speed. Astronauts proved this on the moon, where there is no air. Every dropping race ... every dropping race was a tie.

C: How can he do that be dressed like that

M: I don't know

C: ... and that

M: Do you think it's just for real on the moon or just pretend?

AMAZING BUT TRUE!

C: I know, like.... He's imaging.

M: Yeah,... He's probably imagining he's on the moon

C: But how can he... get on the moon while he's like... with his shoes on?

M: I don't know.

Does everything land with the same force?

C: mmmmmnuh (negative)

M: *Or do some things hit harder than others?*

C: Some things hit harder than others.

M: mmmmhuh.

Here's a way to find out. Have someone drop a dry sponge into your hand from about a foot above it. Next try a small bar of soap. Which hits your hand harder, the sponge or the soap?

Try dropping lots of things into your hand. Soon you will discover that some things hit harder than others.

C: intake of breath – I know...

M: *Now hold the bar of soap in one hand and the sponge in the other. Where are you going?*

C: nonverbal response

M: Do you want to try dropping that?

C: Nonverbal response

M: Okay, come here, I'll drop it into your hand. That's a great... You can put both hands out if you want. Now, is that heavy? Now hand me that and we'll open it and take one thing out – or take off one of your shoes. Or we can take something in here, or out of here

C: Or we can just drop this whole thing

M: noises – well, this is.... There's nothing in here now, it's recording... okay, let's see if we can get this out.

C: lalalalala, lalalala (into the tape recorder)

M: Now feel these – feel which is heavier and which is lighter.

Feel this – just feel, hold on... now feel this.. Is that heavier or lighter than this packet

C: It's lighter than the packet
M: Okay, now put this in your hand
C: That's not....
OS Oh, geez!
C: That one
M: Is that one heavier?
C: Yea, that was kind of weak
OS Geez
M: Let's see, Okay, drop these two at the same... drop these two, count of three,
1, 2, 3
OS OOH
M; Same
C: Yea, giggles
M; Do you want to try it with a big book, with one of those? (intermittent
background sounds from older sibling)
C: Yeah
M: 1,2,3 The same, just like it said.
Okay, now this says,
*Which is heavier, the sponge or the soap? See, like you move it up and down, like
remember you figured out which was heavier, the book or the... packet of seeds*
OS: Mommy
M: Hang on Alan, we're reading ~~Move your hands up and down to help feel the
difference.~~
*Your hands stop the sponge and the soap from falling to the ground. But you can still
feel gravity's pull on the soap and sponge when you hold them in your hands. This
pull is called weight.*
You can see if one object is heavier than another without letting either of them fall.
Here's how. You Get two rubber bands the same size.
*Tie one of your shoes to one rubber band. Tie one of your parent's shoes to the other
rubber band.*
Lift both shoes by the rubber bands. Let's see Which rubber band stretches more?
*The heavier shoe stretches the rubber band more. Each rubber band acts like a scale
to measure weight.*
Your weight is a measure of how hard you fall when you fall down.
How much do you weigh?
You weight about 30, 38 pounds ~~74, 62, 39, 45, 98, 50, 85, 167, 48, 91, 225, 73~~
How much does your ~~father~~-daddy weigh? (intermittent sounds from older sibling)
C: 50
M: No, he probably weighs about 185 pounds
OS: Mommy
M: *The more you weigh, the harder you fall.*
OS: Mommy
M: Hang on Alan, we're reading a book.
*But you don't have to fall in order to weigh yourself. A scale tells you how hard you
fall – without you falling at all! All you have to do is ~~So simply~~ get on a scale.*

Yay!
The End

L&G Week 3

(classical music being played in the background)

M: Let's read our book. Which one should we read first? Leaf Man?
C: Mommy, you didn't see my hand coming...
M: I know, I didn't get out of the way fast enough.
C: Yeah
M: This is *Leaf man by Lois Ehrlert – ehrlert* – I hope I'm saying that right.
C: Mommy, Mommy
M: What
C; Those are the eyes, those are all her bodies, and that's her eye, and that is kind.. that's her nose.
M: That could be a nose, couldn't it.
C: yeah
M: Let's read it and see
Leaf man used to live near me, in a pile of leaves.
C: Yeah
M: Those are eyes, aren't they.
C: Nonverbal response
M: *But yesterday the wind blew leaf man away.*
He left no travel plans.
C: No... giggles
M: giggles he's cute, look at the little acorn
C: happy/groany noise
M: *The last time I saw him, he was headed east – past the chickens,*
Can you see the chickens? Here's the headC: No
M: , and the foot and the body and the tail
C: Oh, yeah (giggles)
M: and there's a head and a beak and a wing and a wing
C: oh, there's a beak!
M: Yeah – see him
C: yea, that's.... That's kind of weird
M: It's kind of cool, though
C: noise
M: so he's busty past the chickens, *Towards the marsh, over the ducks and geese.*
C: Oh, there's it's tail, there's it's body, there's it's feet, and there's its neck, there's its head and there's its beak
M: And look, there's little, little baby ducks
C: ooohhh
M: *A Leaf Man's got to go where the wind blows.*
C: There he got some pumpkins, some mint I think, some pears...
M: Yea
C: and look
M: It says *He blew over the fields of pumpkins and winter squash,*
C: There's a...

M: *And flew over the turkey, past potatoes, carrots, and cabbages in rows. Do you know what cabbage looks like?*

C: Yeah

M: There's the cabbage, there's potatoes, do you see carrots?

C: unhuh

M: Yeah, and what about the turkey?

C: Oh, that looks weird

M: It's kind of funny, isn't it.

C: Yeah, it looks weird to me.

M: *Then he blew out of sight.*

C: Oh, those are trees...

M: Yeah

C: pumpkin, squash...

M: *Is he drifting west, above the orchards?*
Do you know what orchards are?

C: No

M: Orchards are like a whole bunch of trees that grow fruit. It's like a place where all the trees are fruits

C: Ohh, we have a orchard

M: Yeah, what do we have in our orchard, do you know?..... What kind of trees do we have?

C: umm. Apple?

M: Yeah, they're apple trees, they're tiny still though. The horses will really like it when they get big, won't they. Yeah

C: I guessed apple trees

M: Well, that was a good guess – that's daddy's favorite.

C: I don't know mommy – oh, yeah.

M: It says, *Or over the prairie meadows,*

C Look

M: I see (giggles)

C: (giggles) He looks kind of cute. That's like a butterfly

M: And look right there that looks like a little caterpillar

C: Yeah, giggling

M: *And past the spotted cows?*

C: ohhh, oohh (giggles)

M (giggles) *Well, a Leaf Man's got to go where the wind blows.*

C: Mommy, those are... some fish and a turtle

M: Yeah. *Maybe Leaf Man's gliding on a lake breeze,* That's pretty good... that's my favorite fish right there.

C: That's my favorite

M: Yeah, that's a good one, too.

C: I like the turtle the best

M: *Or maybe he's flying along the river,*

C: Oh no, I like the puzzle fish

M: That's a cool looking fish. I like how these pages are all different shapes

C: I know

M: *Following butterflies going south. Well, a Leaf Man's got to go where the wind blows.*

C: Mom look, some butterflies

M: Yeah

C: Mom, look

M: oohh

C: I like that one the best

M: Ohhh, that one's a cutey. Let's see, which one do I like. I think I like that one the best

C: Ohh, you like the baby

M: Yeah, he's cute

C: That's the mom, that's the daddy, that's the mommy, that's the sister, ohh no....

M: It is a big family

C: Yeah

M: How many are in it.

C: (counting) Eight

M: You're such a good counter.

C: I know. Could you hear me?

M: I guess... just barely, because... you pretty much whispered
He might even be traveling north,

C: Okay, now...

M: *...above leaves that look like him,*

C: Oh mommy, I definitely cannot count that

M: No, that's too many to count there (giggling)

C: Yes

M: giggles, *Or flying over mountains, with a flock of birds.*

C: Look, um, there's their wings.

M: mmmhuh

C: There's their body, there's their feathers, there's their neck, there's their eye, there's their head, and there's their beak

M: They're very cool, aren't they?

C: Yea. Um, I like the flying one

M: (giggles) You always like the little, teeny, teeny, tiny

When Leaf Man

C: Mom, I think you...

M: No, I didn't miss a page, see you can tell it's the same shape. *When leaf Man looks down on earth, is he lonesome for a home?*

C: I don't think so.

M: You don't think so?
This I do know:
Where a leaf Man will land, only the wind knows.
So listen for a rustle in the leaves.
... do you see those?

C: Oh yeah, giggles, mom

M: Oh a turtle, fish

C: Ohhh, giggles
M: There's all kinds of creatures on this page here
C: Yeah.
M: *Maybe you'll find a Leaf Man waiting to go home with you.*
C: ohh look
M: I see
C: that was weird
M: mmmm Ohhh
C: ohhh mommy look!
M: She's got... it looks like a leaf girl 'cause it looks like she has on a skirt, doesn't it.
C Yeah
M: Would you want a leaf man or a leaf woman?
C: I like a mom
M: The end
C: That one like... at the beginning... it's that one.... It looks like he should cut
M: mmmhuh it does look like you should cut that out.

Here's what the author says. It says *Authors Note*:

Whenever I see a beautiful leaf, I have to pick it up. I can't help myself; it's something I've done all my life. I used to press leaves in my phone book, only to find them later – dull, and dry, and crumbling. When researching maple leaves for this book – for the illustrations in my book Red Leaf, Yellow Leaf, I made color copies of the leaves I'd collected for reference as soon as I found them so I could capture their magnificent colors before they faded. When I began thinking about making Leaf Man, I carried a plastic bag with me, picking up treasures wherever I went – sweet gum fruit from Kansas City, oak leaves from Ithaca, fig leaves from Washington, D.C. - and color-copying them as soon as possible. My leaf file became chubby, but I didn't stop collecting until snow finally covered the last Wisconsin maple leaves of fall. Then I created the Leaf Man art with my color copies of leaves, which I believe are among the most beautiful are supplies in the world. ~~Special thanks to my leaf pickers from far and wide: Dick, Pat, Shirley, Allyn, Liza, Audrey, Phil, Mary, Al Lillian, and the Reading Reptiles.~~

What do you think? They are pretty beautiful, aren't they
C: (yawning)mmmhuh (yes)
We should paint them
M: That would be a great id...
C: You know what..
M: What...
C: One time I did paint some leaves at Irene's house
M: Did you make a ... did you make a print with them?
C: ohhh, no, we just painted them.
M: Okay, Did you want to read this one now or did you want to read something else?
C: This one
M: which one... which one next?

C: ohh

M: Oh, you missed... Oh..... oh, you got it.

M: Do you know what this one is?

C; Nonverbal response

M: It's called: *Honey in a Hive* It Says *Let's read and find out about Science*
What do you think this one is about?

C: Ummmm... I think about... making honey

M: oooh, that's a good guess

Ohhhh, there's a little honey bear

C: giggles... how

M: Now, you can think about this when you put your honey on your finger at breakfast, can't you. That's where honey came from

C: Yeah – squeals

M: you love honey

It says *Honey in a Hive*

C: Mama

M: and this says *For J.J., my honey, A.R>*

C; noise, mommy, that's the....

M: and this book is by *Ann Rockwell*

C: Mommy, that's the.... Does that look gross to you?

M: It... might look a little bit gross, but let's read and find out what it is and then it might not be so gross.

C: Yeah

M; *In spring and summer, this meadow is full of sweet-smelling flowers. Listen! Do you hear a buzzing sound? Bzzz, bzzz, bzzzz*

C: I know that's the bees, or those....

M: Mmmhuh *It comes from the rapidly beating wings of many busy bees. They are busy gathering nectar, the sweet liquid inside flowers, to make into honey. They are gathering pollen, the yellow powder in a flower, to feed their queen and all her young bees.*

So they're gathering the liquid & the powder (yawn)

C: oh, so that's where they get the honey

M: That's what they make the honey – this is back in their hives. Because bees live in hives....

C: I know that --- right?

M: Yes, we do know that. And the Hives are ~~Bees live in hives~~ *filled with honeycombs that they build with beeswax from their bodies.*

In every beehive there are thousands of bees and one queen, who is much bigger than any of the other bees.

C: That's the queen

M: Yeah, she looks bigger, doesn't she?

C: Yeah. I can definitely not count all of...

M: What about that one? Maybe that one?

C; mmm That might be the king

M: MMM

C: Well,

M: She doesn't...

C: Well, there's no such thing as a king

M: I don't think there's a king bee, just a queen bee

C: Yeah

M: Umm... she's *much bigger than any other bees. She doesn't gather nectar or pollen or do any work. Her job is to lay eggs that will become new bees. The queen bee leaves her home to fly high in the sky and mate with many male bees, called drones. Drones don't do any work, either. All they do is mate with the queen so she can lay thousands of eggs. As soon as they have mated with her, they die. Most bees that hatch inside a hive are worker bees, because there is a lot of work to be done making honey. And workers do all the work – not ~~the~~ drones, not the queen. All workers are female, but they don't mate or lay eggs. They gather food, guard and clean the hive, make honey, and feed their queen and her newly hatched bees. The food bees eat is honey...*

C: *Ohhh, mommy*

M: ... *made from nectar.* Oh, do you think he's just hatching?

C: Yeah

M: I bet he is. *Some workers have the job of finding flowers with plenty of nectar.*

C: Mommy

M: Yeah.

C: Umm. Like.... Ummm.. we... like. If you go near a hive, then don't get too close.

M: Yes, how come?

C: 'cause the bees.

M: Yeah, why do you think they might be protective of the hive?

C: Because they think you're going to steal the honey.

M: Yeah ... its what they need to eat

C: so they sting people. They have this special stinger.

M: Yeah, to protect their home

C: Yeah. Unintelligible thor—ax

M: What?

C: The Thor-ax

M: Oh they do., giggling, You remember that from the insect book don't you? They have a thorax. What a clever girl! ... okay... *Some workers have the job of finding flowers with plenty of nectar. Flowers have ultraviolet marking on them that people can't see. These markings lead to the place inside the flower where the nectar is. Unlike humans, bees can see these ultraviolet markings. Bees smell with their antennae and pads on their feet. The smell tells them if the nectar will make good honey.*

M: This is how... what the flowers look like, when... in this gray box. When the bees see it, that's what the flower looks like. This is what it looks like when we see, it. That's when they see it. And you know that dark area, there should be good nectar in it (yawns)

C: Oh, I know, um, they do a special dance to um show the um bees which way to go for the flowers.

M: How do you know that?

C:..... it's a long time. And I remembered it.

M: ohhh, you are a super-clever girl! *When a worker finds a field full of flowers, she needs help in gathering nectar from it. She flies back to the hive and does a dance. The dance tells the other worker bees where the flowers are. As soon as the worker has finished dancing, other worker bees fly out of the hive and follow her to the flowers.*

It takes a lot of nectar to make a little bit of honey. The bees can't carry much nectar or pollen. They must make many journeys from the hive to the flowers and back again.

After a worker bee has made about 400 ~~long~~ flights,

C: Ohh, mommy. Um, they still lit up in each one.

M: we'll have to find out. It says *after she's made about 400 flights, the muscles in her wings and legs are worn out. She usually falls to the ground and dies of exhaustion.*

When a worker brings nectar to a hive, she puts it in a hexagonal, or six-sided, chamber made out of thin wax.

Each of those are chambers – the little holes.

C: mmmhuh

M: *These chambers are called cells. Then she flies off to get some more nectar, while other workers get busy turning the nectar into honey.*

So she comes, puts her nectar into one of these and other bees come and make that into honey.

Bees fan the nectar with their wings. This dries the watery nectar so that it becomes thick and sticky. And ~~it~~ becomes honey. Honey's thickness and natural plant chemicals keep germs from growing in the honey. It can be stored in the honeycomb chambers for a long time, sometimes for years.

When a wax chamber is full of honey, the workers seal it up and begin to make a new one. Each cell is exactly the same size and same shape as the others.

More nectar is brought, and more honey is made. More thin-walled wax cells are filled. The honeycombs grow bigger and bigger.

When it is time for a swarm, worker bees build special queen cells at the bottom of the honeycomb. The queen lays eggs in these cells. The workers make a special food out of pollen and chemicals from their bodies. This is royal jelly – a food that only young queen bees eat. Workers feed the royal jelly to the new bees in the queen cells. The rich food makes these bees become queen bees.

They make special places for the new queen bee to sleep.

The old queen must then leave and rule a new hive where she can lay the many eggs still inside her. (yawn) But she is too heavy to fly, so the worker bees stop feeding her. On the day she's thin enough to fly, thousands of workers and drones fly away with the old queen. This flight is called a swarm. The swarming bees find a place to build a new hive. And they start making ~~They make~~ new six-sided cells of wax.

Back in the old hive, the new queens fight. The strongest of them kills the others until only she is left. But Who will feed her now?

Most of the workers and drones flew off with the old queen. So the new queen must mate right away and lay more eggs. She flies up into the sky for her mating flight, where drones wait for her. She mates in the sky with the ~~many~~ drones for about two hours. Then she returns to the hive and lays eggs. Soon new bees fill the hive. Many ~~New~~ workers search for nectar and bring it back to the hive. And More honey is made.

C: That's.. that's how they fight.

M: Yeah, they're fighting. Which one do you think is going to win

C: mmm. That one

M: Yeah

C Because that one's on the bottom

M: yeah, that's what I think too. Not only people love honey.. oh *Not only bees love honey.* Can you think of someone else who loves honey?

C: Nonverbal response

M: Yeah (giggling) you do. *People do, too. Some people gather wild honey, and some build beehives.*

For many thousands of years, people all over the world have observed bees and tried to learn all they can to get them... can about them to get the honey bees make.

Do you love to spread honey on your breakfast toast?

C: Cheerios

M: You like it on your cheerios.

Have you ever eaten honey in the honeycomb?

C: No...??

M: You should *Try it sometime. It is delicious combined with its chewy wax. Take a good look at the honeycomb before it's all gone. You will see how well bees build their honeycombs with thin wax.*

M: We'll have to get you a jar of honey with a honeycomb in it. Would you like to see that?

C: ummm. Can you eat it?

M: You chew on it a little, yeah. It's like. You know the little bottles... that you bit the top off of and drink the juice that's inside. Well, that's wax, that's kind of what this is like, it's kind of..

C: Mommy

M: mmmhuh

C: Is wax a food?

M: mmm Kind of, but not really

C: ... mmmhuh, okay, go on

M: We'll get some and try.

Look at the label on a jar of honey. It will usually tell you what kind of flowers the honey came... don't touch

Came from.

See this says bugs bee and it says clover honey, and that says wildflower honey and that says forest blossom honey and this is orange blossom honey, and blueberry blossom honey and heather blossom honey.

Most of the honey we buy comes from clover, but some comes from wildflowers and some from orange blossoms. Every kind of flower has nectar, and bees gather it wherever they find it.

And every drop of honey tastes just as sweet as a flower smells.

That's probably true, isn't it.

C: nonverbal response

M: Okay, and then, here's where you can find out more about bees and honey.

Do you want to learn more, or are you good?

C: yawns

M: More yes or more no.

C: nonverbal response

M: Okay

~~More about bees:~~

Bees have a body temperature of 92-93 degrees Fahrenheit in their nest, no matter what the outside temperature is.

A honeybee would have to fly about 55,000 miles to bring in enough nectar to make one pound of honey.

It would take a honeybee approximately 1,600 round trips (hive to flower and back to hive again) in order to produce one ounce of honey.

Honeybees will fly as far as 8 miles from their nest in search of food, at speeds of up to 15 miles per hour

The brain of a worker honeybee is about one cubic millimeter, approximately the size of the head of a pin

Honeybees' wings stroke 11,400 times per minute and cause a buzzing noise

A honeybee would have to visit 2 million flowers to make one pound of honey.

A honeybee worker visits more than 2,000 flowers on a busy day

The average honeybee worker makes 1/12 teaspoon of honey in her lifetime

Honeybees are the only insects that produce food for humans.

Queen bees ~~will~~ lay as many as 2,000 eggs on a good day, an average of one every 45 seconds.

Honey has been used for thousands of years as a dressing to help heal wounds.

In ancient Egypt, people valued honey so highly ~~that~~ it was often used to pay debts.

In ancient Greece, people offered honey as a tribute to the gods and spirits of the dead.

When the first European settlers arrived in North America, they used honey to make cement, furniture polish and to preserve fruits.

The End

All done

C: No

M: Do you want to talk about bees more or are you done?

C: Ask
M: What do you want to talk about?
C: like.. why do they. Like.. I know why do they ... why its special dance because some will give a new.
M: mmmmhuh
C: Um some will already know it... but they might forget
M: yeah
C: So she just does it whatever
M: what does she tell them what their dance, do you remember?
C: Yeah
M: What does she tell them?
C: She tell them – go that way
M: She tells them where to go find the flowers
C: Yeah, well... since we can talk to do the special dance
M: Yeah... maybe you'll have to do a special dance for me tomorrow in the morning okay
C: Ummm. Bees flying in their dance
M: yeah, well we're just dance around
C: Yeah
M: Okay. Oh wait, let's get under the covers.

(classical music played throughout the reading of both books)

Father reading:

Okay okay, you got it – see now, it's recording – see the thing there.

Okay which one first?

C: ummm.
F: Stop
C: giggles
F: This book is called what, do you know?
Honey in a
C: Hive
F: Hive, very good
C: Honey in a hive
F: That's right (sighs)
C: bees
F: Yes, the bees
C: Honey in the hive
F: okay, now pipe down.
C: whispers – okay
F: *Honey in a Hive*

In spring and summer, this meadow is full of sweet-smelling flowers. Listen! Do you hear a buzzing sound? It comes from the rapidly beating wings of many busy bees.
(dogs barking in the background)

They are busy gathering nectar the sweet liquid, ..

C: Oh, daddy

F: *inside flowers,*

C: Daddy umm....

F: *to make into honey.*

C: Daddy, umm Daddy...

F: *They are ...*

C: ummm..They smell it with their antennas... umm to see if its good enough to get to the queen and the uh... ones that are just born

F: *Okay, they are ...gathering pollen, the yellow powder in a flower, to feed their queen and all her young bees. Is that what you just said?*

C: Yeah

F: Well, look at you, aren't you clever?

Bees live in hives filled with honeycombs that they build with beeswax from their bodies.

In every beehive there are thousands of bees and one queen, who is much bigger than any of the other bees. She doesn't gather nectar or pollen or do any work. Her job is to lay eggs that will become new bees.

Look at 'em all in there, huh? There's a lot! I sure do like honey.. Do you like honey?

C: nonverbal response

F: Yeah, bees make it, you know

C: nonverbal response

F: laughs

C: What?

F: I laughed because of your face there.

The queen bee leaves her home to fly high in the sky and mate with many male bees, called drones.

C: I knew that

F: All right.. *Drones don't do any work, either. All they do is mate with the queen so she can lay thousands of eggs. As soon as they have mated with her, they die.*

Most bees that hatch inside a hive are worker bees, because there is a lot of work to be done making honey. And workers do all the work – not the drones, not the queen.

All workers are female, but they don't mate or lay eggs. They gather food, guard and clean the hive, make honey, and feed their queen and her newly hatched bees...

C: Oh...

F: ... *The food bees eat is honey made from nectar.*

C: I knew that

F: You knew that too, huh?

C: Yeah

F: All right..

Some, some workers ...

tC: that's what it looks like inside the black park is what they want

F All right
some workers have the job of finding flowers with plenty of nectar. Flowers have ultraviolet marking on them that people can't see. These markings lead to the place inside the flower where the nectar is.

C: we can see it like that, but we can't see it like that, but bees can...

F: That's right. *Unlike humans, bees can see these ultraviolet markings.*
Just like you just said.

Bees smell with their antennae and pads on their feet. The smell tells them if the nectar will make good honey.

When a worker finds a field full of flowers, she needs

C Oh daddy

F: *help in gathering nectar from it.*

C: umm daddy ... um, the new ones, um the almost new ones.. she or um the old ones or the new ones or the ones that are almost new, she does a special dance for them to know where the honey is.

F: Isn't that so smart? Because they can't...

C: They do a special dance.

F: Yeah

C: Because they can't talk

F Right But they're still smart

C: Yeah

F: They watch, right?

C: Yeah

F: Yeah, that's really cool, isn't it.

C: They're like, they need to go like... (assuming dancing moves are being made)

F: father laughs

C: and then they go like ... and they they go... and then they go like..

F: yeah

C: Like that

F: *When a worker finds a field full of flowers, she needs help in gathering nectar from it. She flies back to the hive and does a dance.*

Just like you said.

The dance tells other worker bees where the flowers are. As soon as the worker has finished dancing, other worker bees fly out of the hive and follow her to the flowers. It takes a lot of nectar to make a little bit of honey. The bees can't carry much nectar or pollen. They must make many journeys from the hive to the flowers and back again.

When a worker brings nectar to a hive, she puts it in a hexagonal, or six-sided, chamber made out of thin wax. These chambers are called cells. Then she flies off to get some more nectar, while other workers get busy turning....

C: I know everything

F: ... the nectar into honey.

C: I know everything..

F yeah.

C: because I read this book before.

F *After a worker bee has made about 400 long flights, the muscles in her wings and legs are worn out. She usually falls to the ground and dies of exhaustion.*
Sometimes we see a bee laying on the floor, maybe that's what that's from, huh?

C: Yeah

F: That's when Monty comes in and eats it(chuckling)

C: Yeah

F: *Bees fan the nectar with their wings. This dries the watery nectar so that it becomes thick and sticky. It becomes honey. Honey's thickness and natural plant chemicals keep germs from growing in the honey. It can be stored in the honeycomb chambers for a long time, ...*

C: Oh daddy, I know how they dry it, they umm

F: ...sometimes for years.

C: umm. They,... Um flap their...ummm F: wings

C: bee wings um to make it stick.

F It says here *When a wax chamber is full of honey, the workers seal it up and begin to make a new ones. Each cell is exactly the same size and same shape as the others.*
More nectar is brought, and more honey is made. More thin-walled wax cells are filled. The honeycombs grow bigger and bigger.

When it is time for a sworn, a swarm, worker bees build special queen cells at the bottom of the honeycomb. The queen lays eggs in these cells. The workers make a special food out of pollen and chemicals from their bodies. This is royal jelly – a food that only young queen bees eat. Workers feed the royal jelly to the new bees in the queen cells. The rich food makes these bees become...

C: queen

F: queen bees. Right, Gretta, very good.

C: eleven

F Look at 'em all, isn't that neat?
The old queen must then leave and rule a new hive where she can lay the many eggs still inside her. But she is too heavy to fly, so the worker bees stop feeding her. On the day she's thin enough to fly, thousands of workers and drones fly away with the old queen. This flight is called a swarm. The swarming bees find a place to build a new hive .and They make new six-sided cells of wax.

C: or they can change

F: Back in the old hive ...

C: I like that one

F: Yeah., *the new queens fight. The strongest of them kills the others until only she is left. Who will feed her now?*
Most of the workers and drones flew off with the old queen. So the new queen must mate right away and lay more eggs.
(tape stopped)

F: (on other side of tape) Uhhh let's see here. *She flies up into the sky for her mating flight, where drones wait for her. She mates in the sky with many drones for*

about two hours. Then she returns to the hive and lays eggs. Soon new bees fill the hive. New workers search for nectar and bring it back to the hive.

C: That's the old queen

F: mmmhuh *More honey is made.*

Not only bees love honey. People do, too.

C: I do!

M: Me too. *Some people gather wild honey, and some build beehives.*

For thousands of years, people all over the world have observed bees and tried to learn all they can about them to get the honey bees make.

Do you love to spread honey on your breakfast toast?

C: I love to get honey... on my... Cheerios!

F: Laughing. You goof ball, I like it, too, though. Let's see here. It says, *Have you ever eaten honey in the honeycomb Gretta?*

C: No!

F: I have before, at a fair once. *Try it sometime. It is delicious combined with its chewy wax. Take a good look at the honeycomb before it's all gone. You will see how well bees build their honeycombs with thin wax. Isn't that so cool?*

C: making a noise

F: Stop please

C: Okay

F *Look at the label on a jar of honey. It will usually tell you what kind of flowers the honey came from.*

Most of the honey we buy comes from clover, but some comes from wildflowers and some from orange blossoms. Every kind of flower has nectar, and bees gather it wherever they find it.

C: dee!

F: Maybe we'll look at our honey jar tomorrow, okay?

And every drop of honey tastes just as sweet as a flower smells.

C: It talks more about bees...

F *More about bees:*

Bees have a body temperature of 92....

C: Don't do it.

F You don't, you don't want to read it?

C: No

F: Okay, let's just have a quick... ~~93 degrees Fahrenheit in their nest, no matter what the outside temperature is.~~

~~A honeybee would have to fly about 55,000 miles to bring in enough nectar to make one pound of honey.~~

~~It would take a honeybee approximately 1,600 round trips (hive to flower and back to hive again) in order to produce one ounce of honey.~~

~~Honeybees will fly as far as 8 miles from their nest in search of food, at speeds of up to 15 miles per hour~~

~~The brain of a worker honeybee is about one cub millimeter, approximately the size of the head of a pin~~

~~Honeybees' wings stroke 11,400 times per minute and cause a buzzing noise~~

~~—A honeybee would have to visit 2 million flowers to make one pound of honey.~~

~~A honeybee worker visits more than 2,000 flowers on a busy day
The average honeybee worker makes 1/12 teaspoon of honey in her lifetime
Honeybees are the only insects that produce food for humans.
Queen bees will lay as many as 2,000 eggs on a good day, an average of one every 45 seconds.~~

~~Honey has been used for thousands of years as a dressing to help heal wounds.~~

~~In ancient Egypt, people valued honey so highly that it was often used to pay debts.~~

~~In ancient Greece, people offered honey as a tribute to the gods and spirits of the...~~

C: Okay, you're finished

F: *dead.*

~~When the first European settlers arrived in North America, they used honey to make cement and furniture polish to preserve fruits.~~

C: giggles

F: Giggles. Alright, next one here is called the. This one here is called the leaf man, have you read this one?

C: yup!

F: alright, let's read it. Ready?

C: It has flaps

F: Does it have flaps in it?

C: Yup

F: well you like that, I know you like that.

Leaf man used to live near me in a pile of leaves, it says.

But yesterday the wind blew leaf man away.

C: no, no, no, look

F: giggles. *He left no travel plans.*

The last time I saw him...

C: Look!

F: *he was headed east – past the chickens* Look at the chicken, do you see it?

C: Yeah

F: Isn't it cute?

C: Yeah.

F: *Towards the ...*

C: Duckies!

F: *Toward the marsh, over the ducks and geese.* Giggles, look at that duck. A

Leaf Man's got to go where the wind blows.

He blew over the...

C: squash and pumpkins!

F: *He blew over the fields of pumpkins and winter squash,* Look at that little guy, what's that?

C: mice

F: A little mousey, huh?

C: Yeah

F: He's looking at you.
And flew over the turkey, past potatoes, carrots, and cabbages in rows.
 Look at the turkey, can you see him?

C: Yeah

F: How about that, that's cool. They did a good job on that one.
Then he blew out of sight. Is he drifting west, above the orchids, uh orchards?

C: I know... I know what orchards are.

F: What is an orchard

C: Trees that have fruits growing

F: Right!

C: and we have a apple trees

F: Right, we saw our apple trees getting apples on it right now, isn't it?

C: Yeah

F: I hope we can eat one of those babies. They look like they might be good.

C: mmmhuh

F: *Or over the prairie meadows, it says*

C: That looks like a caterpillar or

F: I think

C: a bee!....

F: I think it is a caterpillar I think this is one too. What is this little guy?

C: Monty!

F: I think it's a squirrel – see him?

C: ummm. I think

F: it might be a bunny

C: I think

C: I think it's Monty

F: It looks a little bit like Monty

C: No, it is Monty

F: you think so?

C: Yes

Page turned

C: A cow

F: *And past the spotted cows? Well, a Leaf Man's got to go where the wind blows.*

C: Fish!

F: *Maybe Leaf Man's gliding on a lake breeze, Gretta*
Or flying along the river,
 Look at all the fish leaves – those are so cool

C: puffer fish

F: I like this one the best – fat face!

C: you know what I like?

F: unhuh...

C: nonverbal response

F: Yeah, it looks

C: That

F: a little bit like

C: no, no, um
F: dory
C: I like that one on that page and that one
F: Oh, yeah. Those are good ones
C: butterflies
F: *Following butterflies*
C: look, I like that one the best (in baby voice)
F: I would.. prefer to hear you speak like a big girl
C: I like that one the best
F: Yeah. *Well, a Leaf Man's got to go where the wind blows. He might even be traveling north, above leaves that look like him, Or flying over mountains, with a flock of birds.*
Look at the birds
C: aww
F: *When Leaf Man looks down on earth, is he lonesome for a home?*
C: no
F: *This I do know:*
Where a leaf Man will land, only the wind knows.
So listen for a rustle in the leaves. Look at that little guy right there – isn't he cute?
C: who?
F: There's a turtle
C: let me see, let me see, let me see
F: There's a turtle right there
C: Where?
F: right there
C: no, um, where's the cute little guy?
F: right there, see him?
C: giggles – yes
F: *maybe you'll find...*
C: puffer fish!
F: *Maybe you'll find a leaf man waiting to go home with you.*
C: I started to
F: The end
C: leaf!
F: There's a couple of different leaves here
C: Leaf
F: Chestnut leaf.
C: Leaf!
F: Okay, time for bed..

L&G Week 4

G: weee, weee, wee

D: okay

G: okay, Dad.

D: Now which one, do you want first.

G: ummmm

D: Best, Best Friends, or What do You Do With a Tail Like That?

G: umm daddy. UMmm, I gotta get it twice walking away from me, okay?

D: No, let's read them now, 'cause it's getting late.

~~*What do you do with a tail like this?*~~

Animals use their noses, ears, tails, eyes, mouths, and feet in every different, or very different ways. See if you can guess which animal part belongs to and how it is used.

G: a fish....

D: *At the back of the book you can find out some more of these animals.*

Yes, a fish, and what do you see?

G: a eye and a mouth (Sneeze)

D: what do you use that for Gretta?

G: they use it for eating and seeing!

D: good...

What do you do with a nose like this

Boy, there's all kinds of crazy noses. I can see one or two that I know. What about this one?

G: ummmm.

D: hheee hee

G: ummm, Doggie

D: It's either a dog or a seal, I think it is a dog.

And what would he use with his nose for

G: sniffing sound

D: mmmhuh. How about this one?

Pause

D: alligator, I think

G: yup, what it is.

D: And that's for what

G: sniffing

D: unhuh and how about this one? This is kind of a crazy one.

G: ummm. To get water

D: yes, what kind of animal does it belong to? (yawn)

G: a elephant

D: and do you know this one? I think this one might be a platy-

G: platypus

D: yeah and that little hole right t here would be used for...

G: smelling

D: unhuh-- I don't know what this one is, we'll have to find out later.

G: No, no, no---no

D *If you are a platypus you use your nose to dig in the mud.*

Oh, I was wrong.
If you're a hyena you need to find.... Uh, If you're a hyena, you find your next meal with your nose.
 See, that was a hyena.
 Look! You were right on this one!
If you're an elephant, you use your nose to give yourself a bath. (chuckles)
If you're a mole, - this is a mole I guess - you can use your nose to find your way underground
 And then.. *If you're an alligator, you breathe through your nose while hiding in the water.*
 Dad makes breathing noise through nose
 like that
 G: you should hold your nose, if you're underwater, right? (while holding her nose)
 D: *What do you do with ears like this? ~~these?~~—*
 Let's take a see - if we can guess the animals, okay?
 G: a bunny
 D: Okay
 G: A hippopotamus
 D: Unhuh
 G: I do not know what that is
 D: okay (yawn)
 G: I do not know this – I do know this – a blue wheel
 D: chuckling, it looks like it, we'll find out, won't we.
 G: unnn
 D: *If you're a jackrabbit, you use your ears to keep cool you were right.*
If you're a bat, you can "see" with your ears. That was one we didn't get.
 Uh – you were right on this one- *If you're a hippopotamus, you close your eyes ~~ears~~ when you're under water.*
 And *If you are a cricket – that must be what this is - you hear with your ears that are on your... knees. Isn't that strange?*
 And look, *If you are a humpback whale, you hear sounds hundreds of miles away you've seen a humpback whale when we were at – when we were in Hawaii that one time, remember?*
 G: No...
 D: Hmmm
 G: oh, I know this is
 D *What do you do with a tail like this?*
 Which ones do you see that you might know?
 G: giraffe
 D: okay
 G: I think monkey
 D: unhuh. How about that one?
 G: definitely skunk
 D: yeah, how about this?
 G: I don't know... I think it's a snake

D: and this one?

G: Shrimp

D: let's find out – that does look like a shrimp tail, but let's find out
If you're a giraffe, you brush off pesky flies with your tail. You were right.
If you're a skunk, you lift your tail to warn that a stinky spray is on its way.
 Oh, this was a lizard - *If you're a lizard, you break off your tail to get away.*
If you're a scorpion, your tail can give a nasty sting. It looks like a shrimp
 tail, doesn't it?
If you're a monkey, - you were right - you hang from the tree by your tail.
 How bout that?

G: that is weird

D: how about if you're a monkey girl

G: no

D: you just hang from the monkey bars

G: giggles, yes.

D: *What do you do with eyes like these?*
 Let's see if you can guess each of these.

G: A bird, that

D: un huh. Any kind of bird in particular? Or you don't know.

G: uh, I think eagle

D: Looks like it. How about this guy?

G: definitely, don't know

D: okay, this one?

G: uhh, kind of looks .. weird

D: okay, how about this one?

G: def – no

D: how about this one?

G: uhh – I don't know anything of the... (whiny tone)

D: Well, that's okay, that's okay, that's why we're reading.
If you are an eagle, -you were right - you spot tiny animals from high in the
air. If you're a chameleon, - look at him - you look two ways at once. His
 eyes can go two different ways. *If you're a four-eyed fish, - now this is very*
 strange, indeed- *If you're a four-eyed fish you look above and below the*
water at the same time.
If you're a horned lizard, you squirt blood out of your eyes - eww
If you're a bush baby, -that's a bush baby –

G: awwwww

D: *If you're a bush baby, you use your large eyes to see clearly at night*

G: that's the cute one

D: the bush baby?

G: yeah

D: I think they're small, like Monty-size maybe
What do you do with feet like these?
 Let's see if there's any that you can recognize.

G: umm. I thinking.. monkaa

D: Monkey, okay
G: I think a goat
D: okay, anything else (yawn)
G; Um, I do not know what that is..... I think a bird.
D: okay
G: I mean, a ... duck
D: okay, what about this one?
G: Um, I definitely like a grasshopper
D: chuckles
G; I mean a ... stick bug
D: a bug – okay walking stick? Could be
G; yeah a walking stick.
D: *If you're a chimpanzee, - that's a kind of a monkey, sort of- you feed yourself with your feet* So that was right.
If you're a blue-footed booby, you do a dance it is a kind of a bird-duck, sort of.

If you're a water strider, you walk on water *If you're a gecko, you stick – use your sticky feet to walk on the ceiling*
If you're a mountain goat, you leap from ledge to ledge very good, you go that one right, too.
You got this one and that one right.... And this one.
G: yeah
D: blue-footed booby.
What do you do with a mouth like this?
G; grunts/groans
D: what are these animals here? Do you know?
G: a fish
D: Okay, any others
G: Monty nose
D: Chuckles – looks like it
G: A lizard fish
D: Okay
G: And I do not know what that is -- and that
D: okay, let's have a – turn the page, here
Oh - *If you're a pelican, you can use your mouth as a net to scoop up fish.*
If you're a mosquito, you use your mouth to suck blood.
G: ewww
D: *If you're an egg-eating snake, you use your mouth to swallow eggs larger than your head.* My word.
Oh, that wasn't a Monty, that was an anteater - *If you're an anteater you capture termites with your long tongue*
And, *If you're an archerfish, you catch insects by shooting them down with a stream of water*
Isn't that bizarre?
G; now that's strange
D: It is. I go fishing a lot, and I've never seen that before.

Well, there's all sorts of animals that we can look over here, but why don't we move over to the next book, okay?

Let's do a quick recap on these animals

~~The platypus, a very unusual animal, they live lives in streams, ponds, and rivers in Australia. It's a they are mammals, but they #lays eggs~~

G: hyena

D: hyena is next –do you know where they're from, in the world?

~~Its feet are webbed and the males have poisonous spurts on their back legs. Platypus poison probably won't kill a person, but getting spurred is very painful and can be deadly for small animals. The platypus closes its eyes under water and uses its sensitive bill to detect the faint electric pulses emitted by its prey. Then with its bill it sifts through the mud for these small fishes, frogs, and insects. Platypuses are usually about 20 inches long and weigh 5 pounds.~~

G: ummm

D: Af...

G: Africa!

D: unhuh – Africa and Asia.

How about this guy?

G: um elephant

D: and where do they live?

G: ...they live..

D: af, af

G: Africa

D: yup – only in, at the zoo at Maryland.

And how about this guy?

G: alligator

D: unhuh, and do you know where they find those?

G: ummm, lakes.

D: lakes and swamps, down in Florida

How about this guy?

G: giggles, I don't know

D: he's a star-nosed mole.

G: a star...

D; Yeah, I don't see where they go.

How about this, is called a yellow-winged bat

G: yup

D: it's a cricket

G: we found that at night

D: mmmhuh

Cricket – they're all over the place. Antelope, jackrabbit..... hippopotamus,.. hump back whale... striped skunk,... giraffe..... five-line skink... scorpion... spider monkey...chameleon... bald eagle, horned lizard, four-eyed fish, very strange fish there,

bush baby, chimpanzee, blue-footed baby, water spider, gecko, mountain goat, brown pelican, mosquito, giant anteater,

The hyena found in Africa and parts of Asia. It's usually thought of as a scavenger. Though hyenas are scavengers at times; they are also accomplished hunters, working in packs to pull down grazing animals that are much larger than themselves. Weighing up to 150 pounds, the hyena has an exceptionally keen nose and is able to detect prey...

*The world's largest land animal, the **African elephant** can stand 13 feet tall and weigh more than 14,000 pounds. One of the elephant's most unusual features is its long nose, or its trunk. With the trunk the elephant can breathe, pick things up, suck up and spray water, communicate with other elephants, bathe, and defend itself. The trunk alone may weigh up to 400 pound and it was 6 feet long. It has two thumblike projections on the end that allow the animal to grasp the leaves, grass, and fruit it likes to eat. The entire human body has more than 600 muscles, but there are as many as 100,000 muscles in an elephant's trunk alone.*

The American Alligator is found in swamps and rivers in the south eastern United States.

Alligators grow to be 14 feet long and weigh as much as 1,000 pounds. They eat fish, turtles, birds, and other small animals. Alligators use their noses and tails to dig "gator holes," some as big as swimming pools. These holes don't dry up in times of drought, providing other animals with a source of water. Alligators hunt by lying quietly in the water, with only their eyes and noses sticking out. If an unlucky animal gets too close, the alligator uses its powerful tail to lunge forward and grab it. The star-nosed mole, that's a silly name has 22 fleshy fingers on the end of its nose. The mole spends its whole life underground, where eyes are useless so it uses its nose to find its way through a maze of tunnels. The mole eats worms, snails, and insects that it locates with the help of its sensitive nose, using both smell and touch. The star-nosed mole grows to 7 inches in length.

The yellow-winged bat, like all bats, makes a constant series of clicks or chirps as it flies. Most of these sounds are pitched too high for humans to hear. Most of these sounds are pitched too high for humans to hear. These sounds bounce, or echo, off nearby objects. By listening to the echoes, the bats can maneuver in the dark, avoid obstacles, and even find and catch the flying insect. The yellow-winged bat lives in central Africa and has a wingspan of 14 inches.

The antelope jackrabbit is actually a hare, a close relative of the rabbit. It has very long ears, up to a third its body length. He lives in the hot desert climate of the American Southwest. Its large ears help it stay cool by radiating excess body heat. The antelope jackrabbit eats grass and shrubs and can grow 2 feet in length.

———The ears of the humpback whale are visible only as small openings in the whale's head. Whales need streamlined bodies that can move easily through the water, and external ears would slow them down. The humpback's hearing, however, is very sensitive. These whales communicate with one another by singing songs, and though we don't know exactly what the songs mean,

We do know that whales can hear one another when they're hundreds of miles apart. These large mammals can be 50 feet long and weigh a ton per foot. They are filter feeders, eating millions of tiny plankton every day. Humpback whales are found in all of the world's oceans.

~~The world's tallest animal is the giraffe. It lives on the savannahs of Africa and can grow up to 19 feet in height. The giraffe feeds on leaves at the tops of the trees that dot these grasslands leaves that other grazing animals can't reach. It protects itself against its primary enemy, the lion, with kicks from its powerful back legs and uses its long tail to brush flies and other insects from its back~~

~~The horned lizard, often called a "horny toad," lives in the giggles American Southwest. It is small, 3 to 5 inches in length, and covered with sharp spikes. This lizard feeds on ants and other insects and protects itself in an unusual way. If threatened, it tries holding very still. If that doesn't work, it puffs itself up with air to make itself look larger. If it still feels threatened, it will squirt streams of blood from the corners of its eyes. This probably confuses the attacker, giving the horned lizard time to get away.~~

~~In the rivers of South America lives a fish that can look above and below the water at the same time. The four eyed fish actually has just two eyes, but each eye is divided, with separate pupils, irises, and corneas. As it swims along the surface of the water, the top half of each eye can look up and watch for predators or insects to eat. The lower half, meanwhile, is looking down to find prey or watch for dander that might come from below. The four eyed fish is about 10 inches long.~~

~~The egg eating snake has jaws that can unhinge and very elastic skin, which allow it to eat eggs that are wider than its own body. It sometimes takes the snake several hours to swallow an egg. It has no teeth, but breaks the egg with a special bone in its throat. This African snake eats as many eggs as it can during the bird's breeding season, then goes without food for the rest of the year. It grows to about 2 1/2 feet in length.~~

~~The mountain goat, found in the mountains of northwest North America, is not really a goat—it's more closely related to antelopes. This animal is at home on very steep, rocky slopes, where it is safe from most predators. The mountain goat has special hooves that allow it to travel where other animals can't. These hooves combine with a hard outer covering, used for gripping small rock ledges, with a soft, nonskid pad. The mountain goat, which may be 4 1/2 feet tall and weigh as much as 300 pounds, can move lightly and easily over almost any sheer cliff faces. Avalanches and rockslides are dangerous, however: they kill more mountain goats than predators do.~~

~~The common water strider, found throughout the United States, lives on calm rivers and ponds. On the ends of its long legs it has tiny hairs that enable it to walk on top of the water. The water strider doesn't sink because of surface tension (the same effect causes water to bead up on a waxed surface, like a car). The water strider, with a body less than an inch long, skates along on the top of the water and eats dead insects that it finds floating there.~~

G: dada

D: archer fish, unhuh

G: daddy which one did

D: and that's it

G: um, Daddy which is the one that squirts out of his eye, blood

D: umm, that was some sort of a lizard –let me see which one it was. We’ll go back and look real quick. We’re looking for eyes..... (pages turning).... There are eyes. It’s very strange, I’ve never heard of that before.

G: I see

pause

G: I saw eyes

D: hmmm?

G: I saw eyes

D: you saw some eyes?

G: Yeah

D: Oh, you got it – you were right. That is called a horned lizard

G: Oh, that was one

D: I don’t know where they live...

G: ewwww, no no

D: ... maybe Australia

G: it’s gross

D: oh

G: dad, you know what – these two girls are really friendly, they are best friends, but you know what

D: mmmun (no)

G: one time they got in a fight

D: well, we’re going to find out. It’s called *Best, Best, Friends*.

By Margaret Chodos Irvine

Clare and Mary are best friends.

Every day, when they get to preschool, they give each other big hugs

They sit together at storytime.

Oh, sounds like someone I know...

When they go outside to play, they always hold hands.

“You are my best friend,” Clare tells Mary.

“You are my best best friend, too,” Mary tells Clare

But today is Mary’s birthday. Mary gets big hugs from everybody. She sits next to the teacher at storytime, and when it’s time to go outside,

Mary gets to be first in line. Clare has to wait her turn.

You see, here’s Mary and here’s Clare...

At snacktime, there’s a party for Mary.

There are cupcakes with pink frosting and pink springs on top.

Everyone sings “Happy Birthday” to Mary,

G: that is the... that’s how they got in a fight. She’s got candles and she does not.

D: *And Mary gets to wear a golden birthday crown.*

It says here. See it?

G: unhuh

D: So you think they’re going to get into a fight – let’s see what happens.

At playtime, Clare says,

“If it was my birthday, I would have yellow cupcakes with yellow sprinkles.

Yellow is prettier than plain old pink.”

*Mary looks at her pink dress, pink socks, and pink shoes,
And pink underpants.*

“You’re not nice!” Mary tells Clare.

“You’re not, either!” Clare tells Mary.

“I’m mad at you!” yells Mary.

“I’m mad at you ~~more!~~” yells Clare.

“YOU ARE NOT MY FRIEND!”

*So Mary goes and plays with Kaitlin,
And Clare goes and plays with Ben.*

See them playing, Gretta?

G: yeah Where’s Clare?

D: Clare’s playing with Ben

G: where is he?

D: uhh

G: uhhh –there he is!

D: there they are.

But after naptime, Clare draws a picture.

And gives it to Mary. “Happy birthday, Mary,” says Clare.

Mary looks at the picture.

“Let’s build a teddy bear castle,” says Mary.

“We can take turns being Teddy Bear Queen.”

See, that’s a nice birthday card, isn’t that?

G: mmmhuh

D: Just like you would do Gretta.

G: yup –well, I would make friends with XXXX (child’s name?)

D: you guys are good

G: yeah. Ummm

D: “Shiny gold is really the best color of all,” Mary says.

And Clare agrees.

When it’s time to go home, they give each other big hugs.

“You are my best best BEST friend,” Clare tells Mary.

“You are my best best BEST friend, too,” Mary tells Clare.

“SEE YOU TOMORROW!”

And that’s the end

G: Um, daddy, why did they use their teddy bears?

D: They just brought teddy bears to school. See, that’s because you can have a fight with somebody and be mad at them, but you can be okay afterwards.... You don’t have to never talk to them again. You can be made at someone and then be over it.

See

G: mmmhuh

D: sometimes you and your brother get mad at each other and then stop.. right

G: mmmhuh

D: okay

L&G Week 5

- C: ...looked at, right
M; No, we haven't even looked at them, these are your new ones.
C: Oh um, we...
M: Okay, lay down let's read our books...
C:we have looked at a a monster book
M: You looked at the monster book in the car on the way home, didn't you
C; Yeah, but I didn't read it.
M: No, now we'll read it now.
Do you know which one you want first...
C: Yes
M: ... Monsters or seahorses?
C Yes
M: Which one?
C: um mommy, um, momoa
M: mmmhuh
C: I like which one first,
M: okay
C: and I like...
M: It's *Leonardo, the Terrible Monster*, or *Seahorse, the Shyest Fish in the Sea*
C: Well, I got it!
M: ahhh, okay, the Seahorse first, then
C: Mom, did...
M: *Seahorse*
C: you want to do this?
M: I think this is a beautiful book
C: Mom do you want to do...
M: I like the pictures
C: ...this one?
M: I do
C; Mom, did you **want** to do it?
M: Sure
These are what looks like... they're like print making prints of wood cut prints and they're really very beautiful.
So this is called *Seahorse, the Shyest Fish in the Sea*
C: It's a sea?
M: Well, these are all different kinds, this is Spotted Seahorse, Dwarf Seahorse, Short-snouted Seahorse,
C: I want to see
M; Lemur-tail Seahorse,
C: Where. Longer. Shorter
M; Short-snouted .. Short-headed Seahorse,
C: Mom, what's that one?
M: Barbour's Seahorse
M: Which one?
C: non-verbal response

M: Lemur-tail. See how, look, how everyone else's tail is pulled forward and his is pulled backwards?

C: Oh, yeah...

M: Okay. *Seahorse: The Shyest Fish in the Sea*
By Chris Butterworth, Illustrated by John Lawrence

C: Mommy

M: Do you know what illustrations are?

C: Um, I think so.

M: They're the pictures. I **particularly** like the pictures in this book.

C: Mommy, I think we need to find the seahorse.

M: Okay

C: ...on each page... there it is!

M: Oh, you found it.

C: mmmhuh

M: *In the warm ocean, among the waving sea grass meadows, an eye like a small black bead is watching the fish dart by. Who does it belong to?*
Seahorse – one of the shyest fish in the sea.
Seahorse has a head like a horse, a tail like a monkey and a pouch like a kangaroo.
This one is a “Barbour’s Seahorse”. He has tiny prickles down his back see them?

C: mmmm

M: *like a dragon. He may not look much like a fish... but that’s what he is.*
For a long time, no one was sure what kind of animal the seahorse was. Its scientific name is “Hippocampus”, which means “horse-like sea monster”.
Seahorse swims upright. He moves himself through the water with little fins on his head, and a larger one on his back.
I guess those are little fins there.
He can only swim slowly, so if a hungry snapper... See the snapper, it’s that red fish...cruises by looking for a snack, seahorse does something very clever... he stops still and changes colour until you see him... oh (now you see him...) until he’s almost invisible (now you don’t). The way seahorses change the color of their skin to blend in with their surroundings is called “camouflage”.

C: I know that.

M; mmmm.

Seahorses have

C: Mom, what’s that called again?

M: Snapper!

C: A red snapper

M: That’s a red snapper. What do you think they’re snappers – how come?

C: What?

M: What do you think? What part of him do you think snaps? Why do you call him a snapper?

C: Snap – ow

M: Yeah, I think so, too.

C: and he’s red

M: Yeah

Seahorses have hard bony ridges all down their bodies. Not many other creatures eat them- probably because they're just too difficult to swallow.

Every day at sunrise,

C: Oh, that's like the bunny

M: Yeah.. it does kind of make a bunny on the inside, doesn't it?

C: mmmhuh

M: *Everyday at sunrise, Seahorse swims slowly off to meet his mate. They twist their tails together and twirl gently round, changing colour until they match.*

Seahorses are faithful to one mate and often pair up for life.

Today seahorse's mate is full of ripe eggs. The two of them dance till sunset, and then she puts her eggs into his pouch.

Barbour's seahorses mate every few weeks in the breeding season.

Only male seahorses have a pouch. Only female seahorses can grow eggs.

Seahorses are the only male fish that get 'pregnant' like this, growing the young inside their own bodies. Seahorse sways about to get the eggs settled in, then seals his pouch tight shut.

Safe inside, the dots in the eggs begin to grow into baby seahorses. See that them growing... Whistling noise, ...to tiny babies.

They grow into baby seahorses. They break out of their eggs and go on growing, every one with a head like a tiny horse and a tail like a tiny monkey.

A few weeks later, seahorse finds a quiet place to hide among the corals. It's time for the babies to be born. He works hard all day and through the night, bending, squeezing and pushing, shooting hundreds of babies out of his pouch.

Barbour's seahorses can have two to three hundred babies at one time.

See they come out of a hole in his pouch

They swirl round him in the water like smoke.

One or two of the babies hang on to Dad's nose for a bit (it's the first and biggest thing they've seen), but when they let go...

They are so tiny and light that the current soon floats them away.

Each ~~tiny~~ new seahorse is a perfect copy of its parents and is ready for life on its own as soon as he is ~~it's~~ born.

Look at them all.... It's cool isn't it?

C: they, they have to find their Mommy and dad

M: No, they come to Mommy and daddy and they're ready to be on their own the second they are born

M: That's kind of cool, isn't it?

C: Nonverbal reponse

M: *This new seahorse is only as long as your eyelash, (pause) but she can find her own food straight away. Her eyes move separately from each other (one can peer up while the other looks down) so she can spot food coming from any direction.*

D: Goodnight

M: Do you want to say goodnight to Dad?

C: Goodnight Dad-dad. Dad, did you notice something?

D: Your puppy's not here

C: No, that's - it's a bunny

D: Oh a bunny (unintelligible)

M: giggles.. *Seahorses live on “plankton” – tiny creatures that float along with the current. With one quick slurp she sucks her catch into the end of her snout and swallows it whole – seahorses don’t have teeth.*

To drop lower in the water, seahorses tuck in their necks and roll up their tails.

To rise higher, they uncurl themselves ~~###~~ until they are almost as straight as pencils.

When she is big enough, seahorse curls up her tail and sinks down to the sea bed.

Here she is safer. Her camouflage protects her, and if a storm scoops the sea into huge waves or passing boats send the currents sweeping by, there are plenty of things to hang on to.

Seahorses can’t live where the currents are very strong. They would be swept away.

Seahorses have “prehensile” tails, which means they can grasp and hold things tightly with them.

When she is bigger still, Seahorse picks on patch of reef as her home. She wraps her tail round a coral branch. This is her “holdfast”...wherever she goes, she’ll keep coming back to ~~this~~ that holdfast.

Male Barbour’s seahorses only range over a few square meters. The females’ range is twice as big, or even bigger.

Look at that cool octopus.

C: But mommy...

M: mmm

C: That’s not an eye, that’s a swirl, that’s an eye. The other one is on the other side.

M: Ohhh

In a few months this little seahorse will be ready to mate. She’ll spend the rest of her life on the reef, watching for food, meeting her made and trying to stay almost invisible....

Barbour’s seahorses can mate by six months and are fully grown at about a year.

Who’s peering....Who’s that peering from the coral?

Shhhh, she’s a seahorse.

And then there’s some seahorse facts.

The seahorses in this book are Barbour’s seahorses, and you can see other kinds of seahorses on the pages at either end of the book. Marine zoologists think there are 35 species, but they may still find others. Many kinds of seahorses need protecting – millions die each year when they are taken from the seas to be sold, and when humans disturb the quiet waters where they live.

C: We can not touch seahorses

M: Pacific Seahorse, Thorny Seahorse, Pygmy Seahorse,

C: mmmmmhuh

M: Zebra Seahorse,

C: Oh yeah

M: Long-snouted Seahorse,

C: Yes

M: and Great Seahorse. The end

Okay, are you ready for *Leonardo the Terrible Monster*.

C: I already got it. (giggles)

M: oh, okay
Your pal, Mo Wilems Presents....

C: The

M: Leonardo, the...Terrible...

C&M: Monster

M: Do you know what other books he wrote?

C: Ummm

M: Some of your favorites

C: The pigeon...

M: The pigeon

C: ...that drives the bus

M: Yes, and Knufflebunny too

C: Yes

M: and Piggy and Elephant!

C: Yes

M: He gives some good books!

C: mmm Momma, I can only remember that one..

M: *Leonardo was a terrible monster...
He couldn't scare anyone.
Do they look scared of him?*

C: No

M: *He didn't have 1,642* teeth, like Tony
Note: Not all teeth shown.*

That's a lot of teeth that Tony has isn't it?

C: Yes. He has like.. he has.. he has six teeth

M: Six **rows** of teeth.

C: Yeah...

M: Think of how many teeth are in each one.
He wasn't giant and big like Eleanor.

She's pretty big. Look how she painted her toenails.

C: mmm oh and look

M: Oh, an ankle bracelet

C: Oh and Mom did you notice...

M: ohhhhhoho, look at that....
And he wasn't just plain weird like Hector.

C: Ohhooo, now that's weird.

M: That is weird, look at the antennas sticking out

C: Mom look, did you notice?

M: Oh, I didn't, oh, that's the pigeon sticking out of his hat!!

C: Did you notice that? (giggling)

M: I did not

C: And look. That is really weird.

M: yes it is.
Leonardo tried very hard to be scary. But... he just wasn't.

C: giggles. That really does look a little bit weird.

M: mmmhuh

C: That one too

M: Yeah.

M: *One day, Leonardo had an idea. He would find the most scaredy-cat kid in the whole world...
And scare the tuna salad out of him!
Leonardo researched until he found the perfect candidate...
Sam.
Leonardo snuck up on the poor, unsuspecting boy.
Doo doo doo dooooo dooooo doodle doodle doo*

C; giggles

M; What do you think is going to happen?

C: AHHHH

M: Which one? Do you think he's going to yell, he's going to yell or both?
*Blaggle blaggle!! Grrr... Roar!!
And the monster gave it all he had.
Until the little boy cried.
"Yes!" cheered Leonardo. "I did it! I've finally scared the tuna salad out of someone!"
"No you didn't!" snapped Sam.
"Oh, yeah?" replied Leonardo. "Then why are you crying?"
"My mean big brother stole my action figure right out of my hands while I was still playing with it, and then he broke it on purpose, and it was my favorite toy, and I tried to fix it but I couldn't and I got so mad I kicked the table and I stubbed my toe on the same food that I hurt last month when I accidentally slipped in the bathtub after I got soap in my eyes trying to wash out the bird poo that my brother's cockatoo pooped on my head and I don't have any friends any my tummy hurts!"*

C: Giggles

M: that sounds... a little bit... like you....

C: Giggles

M; *That's why.
Then Leonardo made a very big decision.
He said, It's okay. And gave him a hug
Instead of being a terrible monster, he would become a wonderful friend.
Awww, look at them.
(But that didn't mean that he couldn't try to scare his friend every now and then! At least
Boo!*

C: *The end*

M: *The end, Thee End*

C: Or it can be the end

M: that works too

L&G Week 6

M: Now which book do we want to read first?

C: This one!

M: Okay

C: That one, yeah

M: Is it... Adele ? and Simon.

Let me see, I want to take that ___ off because it's a little bit in the way

Adele and Simon by Barbara McClintock

Did we read this book?

C: No

Sibling: no....

M: *Adele and Simon*

Adele picked up her little brother, Simon, at school. Simon was waiting by the door. He had his hat and gloves and scarf and sweater, his coat and knapsack and books and crayons, and a drawing of a cat he'd made that morning. "Simon, please try not to lose anything today," said Adele. Simon said, "I'll try."

Did you... Can you find Simon in the picture?

C: nonverbal response

M: Yeah, what gave him away?

C: ...

M: How did you know that was him, Gretta?

C: Um 'cause I saw his scarf. Um his scarf wasn't tied.

M: mmmhuh Alan, how did you know it was him?

B: 'cause it looks like him

M: I thought it was...

C: I know why, because he was smarter than everyone

M: and I thought look, here's a picture of a cat

B: I know

M: just like he said he had made.

At the corner they stopped to talk to Madame Biscuit, the grocer. She gave them each an apple.

Do you know what a grocer is?

C: Yeah

B: Yeah

M: What

B: It's someone that.. it's almost like a grocery store

M: mmmhuh

And what do we find at the grocery store, Gretta?

C: All kinds of things

B: Like red (unintelligible words)

M: What is... hang on a second, let Gretta answer What all, what kinds of stuff do they sell?

C: Food

M: That's right

B: Food and yum

M: Yum?

C/B: giggles

M: *After a while Simon tugged on Adele's sleeve.*

"Where's my drawing?" he asked.

They looked and looked, and looked again, but couldn't find it. So off they went without the drawing to the park nearby.

C: There were too many people to see

M: I wonder if you can find the drawing anywhere.....

C: I don't think so

B; I don't see it

M: He's lost his drawing

C: What...I think.... Oh yeah There is...

M: Well it's a book, but he's lost a book

C: I don't see a drawing

M; Okay.

Adele set out their after-school snack on a park bench. But Simon had disappeared. Monsieur Pierre, the gardener, helped her look for him... And there he was, up a tree.

"Come down this minute!" Adele scolded.

Simon climbed down with his hat and gloves and scarf and sweater, his coat and knapsack and crayons – but no drawing of a cat. And where were his books?

C: Arrgh

M: *Simon didn't even notice they were missing. "Let's go see the dinosaurs next," he said.*

Soon they were wandering happily through ~~among~~ the fossils and dinosaurs at the natural...

C: There's his scarf

M: .. *history museum.* Yeah

B: There's his scarf and...

M: *Gretta said (unintelligible) They said hello to their friend Monsieur Dent, the museum guard. Simon had his hat and gloves and sweater, his crayons and coat and knapsack – but no drawing of a cat. And where was his scarf? "Simon, how can you lose things like this?" asked Adele.*

Simon shrugged his shoulders. He shook his head. He didn't know.

Adele and Simon left the museum.

C: Oh Look

M; do you see something? *The day was bright. It felt wonderful to walk.*

"Adele," said Simon, "have you seen my red glove?"

C: Ohhhh!

M; The doggie has it. I guess there is everything in the book, we'll have to go back and look for it.

"Oh, Simon, not again!" said Adele.

They hunted all over and couldn't find it. But Simon wasn't worried. Maybe he didn't need two gloves when he still had one.

Let's go back to the park and see if we can find his book. See where he lost his book.... I see it.

C: Where

M: nonverbal response
 C: Oooh, I knew it!
 M: That means, that somewhere on this page, is the drawing of the cat.
 C: Yes, let me put on my super eyes. There There's something...
 M: we're looking for the picture of the cat
 C: giggles
 M: I found it!
 C/B: Where??!!
 M: There!
 C: I found it there!
 M: Alan, you're supposed to...
 C: That was a hard one!
 M: That was the hardest one of all. Now let's see where were we? The park, the museum, the ... street... Ahh..
They stopped to watch a puppet show. Several of Adele's friends were there. The girls talked and talked until Simon interrupted. "Adele, I've lost my other glove." Everyone joined the hunt. They looked under benches and behind shrubs, but the glove wasn't found. "Simon! We are spending the whole day looking for your things! Don't lose..."
 C: There it is!
 M: ... anything.... The baby does have it!! Good night Alan. *Don't lose anything else!" scolded Adele. But Simon wasn't listening. He was already on his way down the pat, following the sounds that came from the street. Horn blew, drums boomed. It was a parade! And right in front was their friend Paul. Adele and Simon walked along beside him until they reached the...*
 C: Ohh
 M: ... art museum....
 C: Now he lost his hat!
 M: His hat. What did his hat look like? Should we turn back and see it?
 C: I know what the hat looks like!
 M: Hang on, I don't.
 C: Ohhh wait.
 M: The little gray cap
 C: Yeah
 M: "Simon!" said Adele. "Where's your hat? What is Mama going to say?"
 "Don't worry," said Simon. "I still have my sweater and coat and knapsack and crayons."
 C: Do you think he's going to lose all that? (giggling)
 M: Well, look the cap
 C: It's hard
 M: mmmhuh
 C: there's...
 M: no, that was.. it looks like a cap
 C: It's gray, remember
 M: It looks like a...
 See the cap looks like that

C; Oh, it's green! It's green
M: Sort of a greenish gray.
Silence for a while,
M: Do you see it?
C: hmmm... I think I'm on the page....
M: Well, we'll come back to it
C: Wait!
M: Oh! It is! Good eye Alan! Look, it's on the end of that walking stick
C: Okay, now that... I think...
M: That was crazy hard
C: that was the hardest
M: I think that was the hardest too, Good job Alan.
Inside the museum, Simon went directly to the room with his favorite paintings. He got out his paper and crayons and started to draw. People politely stepped around him. Madame Quill, his art teacher from school, was there. Simon proudly showed her his drawing.
"You must sign it," she said.
But Simon couldn't find his crayons. Everyone helped him look, but no crayons were found. Simon...
B: There they are
M: No, they were pink, I think
C: Remember
M: I found one
C: Where
Dog barking
C; Mumbling
M: There might be more than one I think
I found another one.
C: Where!
M; Nonverbal response
C: Wait...I think...
B; mumbling
B: right there
C: Wait,
M: maybe. Umm. *Simon hugged Adele before she could scold him. "Can we go now?" he asked. "I'm hungry."*
"Oh, Simon," Adele signed. "You've got to stop losing things! I'm tired of looking for hats and gloves and crayons and books and scarves everywhere we go!"
But Simon was too busy eating éclairs and chocolates to listen. And when it was time to go, he had entirely forgotten where he'd put his knapsack.
B: Look... there it is.
M: Oh, um
B See it?
M: hmmmhuh
C: The cat it sleeping on it!

M: The cat is sleeping on it, isn't he? Do you think it makes a cozy bed?

C: hmmmhuh

M: Ohhh, look at the little poodle. Umm

C Look

M: There's doggies all over...

B: wa wa wa wa

M: Look, there's doggies all over. Umm
"I'm sure it will turn up somewhere," said Monsieur Bonbon, the waiter.

B: unintelligible
They left the pastry shop and headed toward home. "Oh, look, Simon. Acrobats!" said Adele. Harlequins juggled, a sword swallower swallowed, and the strong man lifted with mighty effort. All the children joined in the fun. Simon's friend Leo was there, doing handstands and tumbling along with Simon until they were out of breath. Unintelligible statement
"But, Simon, where's your coat?" asked Adele.

C: Ahhhh

M: *Everyone hunted high and low,..*

C: Oh!

M: *... but Simon's coat was not to be found.*

C: look

M: okay, Simon has a blue coat

C: Blue coat, that's a blue coat.

M: Yeah, somebody wouldn't be wearing it, though, remember?

C: Oh Yeah

M: This could be kind of easier, couldn't it.

C: Where...

M; nonverbal response

C: Arrgh!

M: on the dog!

C: giggles

M: *Adele was about to scold Simon again. But Simon wasn't there. Andre, the postman, helped Adele look for him. They finally found Simon, without his sweater. He had a red sweater on. "I was too warm,"*

C: There it is!

B: There it is

M: Good job..

C: I found it before..

B: No, I did!

C: No...

M: Is it really worth arguing about?

B/C: no (mumbled)

M: *Simon explained. Adele sighed. "It's getting late. Let's go."*
At last they were home, and Adele was tired. Tired of Simon losing his things. Tired of looking for the things Simon lost. And Tired of looking for Simon.

Mama was waiting. "Simon," said Mama, "where are your hat and gloves and scarf and sweater, your coat and knapsack and books and crayons?" "And the drawing of a cat he made at school," added Adele. Just then there was a knock at the door....

And there were Simon's things!

The drawing, the book, the scarf,

C: Look!

M: the gloves, the hat – oh, look at the hat,... the crayons, the knapsack,

C: Look

M: the coat - yup, and the sweater

That night, after Adele and Simon had gone to bed, Simon asked sleepily, "Is tomorrow a school day?"

"Yes," said Adele. "And will you pick me up to bring me home again?" asked Simon. "Yes," Adele sighed. And before Adele could say another thing,

C: Look – kitty....

M: *Simon was fast asleep.*

The end

C: End...

Sound of things falling.

M: Look, there's daddy.

Okay, this is, Guess what. Calm down... Guess what is growing inside this egg.

C: There is no, no-ey flappy flap.

M: giggles.

This egg sits snugly on its father's feet. He warms it with his body's heat.

Under his feathered belly, it's cozy and warm, Safe from the icy Antarctic storm.

Can you guess what is growing inside this egg?

C: A baby chick. A baby chick!! (in baby voice)

M; *A Penguin!*

This baby penguin, or chick, lives in Antarctica, one of the coldest, windiest places on Earth. When it is hatched, its mother returns from the sea to help care for it.

C: Mommy

M: *Now its... yeah.*

C: Baby – did you know this? Baby penguins.

M: Hang on. Alan is going to bed. Why don't you go and say good night to him?

F: He's going to bed?

M; mmmhuh

F: Did he get sent to bed?

M: mmmhuh

C Um Daddy. I mean Mommy. Did you know when baby penguins are born they cannot swim.

M; I did not know that! What do they do?

C: Um. Like, they just walk on ice.

M: Ohh

C: They don't know how to swim yet.

M: Oh, so they have to get older before they can swim?

C: Yea
M: okay.
C: And did you know mommy and daddy take turns... um.. keeping the baby warm
M: They do?
C: Yeah
M: That sounds like a good mommy and daddy
C: And if it's not their turn, they don't do it. They just go in the water and catch some fish!
M; HMmmm
C: For the baby!
M: They sound like good mommies and daddies, don't they?
C: Oh mommy, did you know this about birds? Birds ...like... birds... do you know what birds do?
M: What
C: Birds... like... The babies only open their mouths 'cause they don't know how to get food. Did you know something.
M: No
C: I... Now I ruined it. They just open their mouths
M: mmmm
C: and the mommy just puts it in.
M: ohh, so they leave their mouth open ...
C: Yeah...
M: ...so their mommy
C And this is ... did you know that some animals don't chew
M: They don't!? Do birds chew?
C: ,,I don't know
M: I don't know either. You sure do know a lot of information Gretta. You know a lot about birds. Okay.
C: sounds
M; Ummm. *This baby penguin, or chick, lives in Antarctica, one of the coldest, and windiest places on Earth. When it is hatched, its mother returns from the sea to help care for it. Now its father needs to hunt for food. He hasn't eaten in the two months that he has cared for the egg! The mother and father penguins take turns holding the little chick on their feet...*
C: See
M: *...to keep it warm, yup. and going to the sea to hunt for fish and squid to feed it. Once it grows its waterproof feathers, the chick will be able to swim and hunt on its own.*
See you know all about that, didn't you?
C: nonverbal response
M: *Can you guess what is growing inside these eggs?*
C: mmmm
M: *This mound of dirt and sticks piled high Makes a safe nest for these eggs to lie. Predators of the swamp had better keep back. This sharp-toothed mother will attack!*

C: I think it's alligators

M: *Alligators! You were right!*
These baby alligators will grow to be nine or more feet long. They spend most of their time in the swamp water, floating on the surface or diving below like a submarine. They use their long tails as paddles to push themselves through the water. They hunt for birds, turtles, snakes, and fish to eat. Alligators cannot chew their food. They grab their prey with...

C: See

M: ... *their strong jaws* ...

C: See

M: *and swallow it whole.* Yeah, look at all these crazy... have you read this book before?

C: nonverbal response

M: No? Did you read it at the library

C: No ! I just learned it.

M: *Tall lakeshore reeds help hide...*

C: I know what this is.

M: ... *the nest where these eggs lie under their mother's breast.*

C: I know this

M: *Can you guess what is growing inside these eggs?*

C: Chickies!

M: What kind though. They're on a lakeshore...

C: umm.. chicken.... No, ducks

M: *Ducklings! You were right! High five!*
As soon as their feathers are dry, they will be able to follow their mother to the nearby lake. The brother and sister ducklings walk in a line, one after the other. Ducklings do not need swimming lessons – they are born already knowing how to swim. With their webbed feet, they paddle through the water. Soon they learn to feed on worms, water plants, and insects just below the water's surface.

C: Um mommy, I didn't want to tell you that. I just wanted to keep it a surprise

M: ohhh. (giggles)
Their mother crawled from sea to land To bury these soft eggs in the sand.
Can you guess...

C: Turtles

M: ... *what is growing inside these eggs?*
 What kind of turtles? Take your foot out of your mouth, and do...

C: Seaturtles

M: ... not put it back in there.

C: Seaturtles

M: *Sea turtles!*
 That's right!
The tiny baby turtles hatch under the sand. They use their flippers to push themselves up to the surface of the beach. Leaving the nest at night,

C: Oh, mommy

M: Yea

C: Umm, they cannot do it without the moonlight because they cannot see the way

M: Really. Tell me, can you - is there anything else you want to tell me

C: Yes.

M: What

C: They can. They have to find their mother on their own.

M: ohhh. Let's see.
The tiny baby turtles hatch under the sand. They use their flippers to push themselves up to the surface of the beach. Leaving the nest at night, they must find their way to the water on their own.

C: See

M: Yeah. *It is a dangerous journey as crabs and birds like to eat the tiny turtles. Once they have made it safely to the ocean, the baby turtles swim far out to sea and feed on small sea animals called* What do you think they're called?

C: Who?

M: *plankton.*

C: Ohh.

M: *As they grow, they begin to feed on larger things such as jellyfish and seaweed. When the female sea turtles are grown, they will return to the very same beach to lay their own eggs.*
This round sac of silk thread...

C: I think I know. Spiders

M: giggles. Unintelligible. *This round sac of silk thread is packed full of tiny eggs. Their mother spun it with her eight long legs. Can you guess what is growing inside ~~these eggs?~~ Spiders! You were right!*
Hundreds of baby spiders, call spiderlings, hatch from their eggs inside the egg sac. Then they tear open the sac and crawl out. Like their mother, the spiderlings have eight legs. They also have eight eyes but they do not see very well. Each spiderling must find a new home. It sends out a thread of silk from its body into the air and lets the wind catch it. The wind carries the tiny spiderling away until it lands in a new place where it will build its web. This is called parachuting. The spider's web traps insects for it to eat.
Hidden in a rocky cave, deep beneath the ocean waves, their mother wraps...

C: Octopus

M: ... her long ... giggles - arms around to keep these eggs safe and sound.
~~Can you guess what is growing inside these eggs?~~
Octopuses! You were right

C: I know those are called. Squid

M: No, those are the baby octopuses, aren't they? They kind of look like squid, don't they?
You can actually see the baby octopuses inside their eggs! They are only about the size of a grain of rice when they hatch, but they are able to take care of themselves. The tiny octopuses float in the water, feeding on plankton. When they grow bigger, they use their eight arms, called tentacles, to catch crabs, fish, and clams. The octopuses hide from predators by changing their color to look just like the sand or

rocks around them. The baby octopuses will grow quickly. In about one or two years, they will be full grown.

Here are the

Actual size of eggs

Penguin

Octopus

C: Aww

M: *Sea turtle*

Duck

Alligator

Spider egg

C: Awww

M: They're teeny-tiny

Inside the duck egg

Ducklings incubate, or grow inside their eggs, for 26 to 28 days.

This is the shell, that's the white, and that's the yolk. Right there, that little swirl is the head and body. *4th day: shell, egg white, yolk, head and body.*

Then by the *10th day*, it's grown bigger. *10th day: egg white, wing, leg, eye, blood vessels that bring food from the yolk to the growing chick*

On the *14th day*, that, all that little one bit for the one up there, do you see it? And there's a beak and leg and a wing..

C: And it's black(?)

M: And then it's a full-grown chick tucked inside that egg, ready to hatch. *14th day: egg white, leg, beak, wing*

The ~~*26th day*~~: *Egg tooth* is in a cert..

C: Oh, Um, I know, um.they... um they're going to get out

M: Yea, they're going to peck their way out.

that helps chick break out of the shell. It falls off shortly after hatching. Ready to hatch!

And this is how long the babies grow inside their eggs until they hatch.

Incubation times for the other animals in the book:

Penguin 2 months; Ducks are about one month, a little bit less, Alligator: 2 months;

Sea turtle: 1.5 which is 1½ -3 months; Spider about 3 months (from fall to spring)

Octopus: 1 month to 1 year depending on species and temperature of the water (they stay in their egg longer in cold water)

C: Oh mommy, can I do this ... can you show me.. um... that like...umm.

Those..

M: yea

C: Again?

M: Penguins

C: Oh, no, start like..

M; Penguins

C: No I want to do it

M: Oh

C: Penguins

Octopus

Ummm. it's

M: Sea

C: /t/ ... /t/ /r/ sounds out words

M: Sea...

C: Turtles. No, I want to do it. Sea turtles. Duck. A.....

M: What were

C: Alligator. Spiders.

M: Yeah

C: They have tiny eggs

M: They do don't they.

C: they have thousands and thousand and thousand eggs

M: Alright, are we all done?

C: Yes

M: Alright, let's head for bed.

Family D: P&C Week 1

- M: Do you want to bring it over here? Chris?
C: What is this called?
M: The animal?
C: It says what do you with with a tail like that!
M: Very good!
What do you do with a tail like this?
C: ...has a red arrow
M: right, are you ready? This is by Steven Jenkins and Robin Paige
M/C: What do you do with a tail like this?
C: (that)
M: *Animals use their noses, ears, tails, eyes, mouths, and feet in every different, or very different ways.*
C: Ohh, stupid- their feet!
M: *See if you can guess which animal part belongs to and how it is used. At the back of the book you can find out some more of these animals.*
M: *What do you do with a nose like this?*
What do you see?
M: What... what animal is that
C: crocodile. Long beak, why is his beak growing?
M: I don't know
C: So he can eat other... other fish?
M: yeah
C: Will we see some crocodiles one day? At the zoo?
M: Sure (giggling) Okay, what's this?
C: A fox's nose. I can see his mouth!
M: I think it's a dog.
C: Dog?
M: That's what I think.
C: No. It's a fox's nose.
M: Okay. *If you are a platypus you use your nose to dig in the mud. That was a hyena! If you're a hyena you find your next meal with your nose.*
C: What do hyena's eat?
M: They eat meat – they're carnivores.
C: They're carnivores? They sometimes eat lions.
M: You think they eat lions?
C: Yeah.
M: Mmmm, I don't know – maybe a little one.
If you're an elephant, you use your nose to give yourself a bath.
C: A bath?
M: Yeah.
If you're a mole, you can use your nose to find your way underground
And If you're an alligator, you breathe through your nose while hiding in the water.
C: Where do– do they hide in the water?
M: They do. They do.
C: They live at the bottom of the sea. On. They live on the sand.

M: Yup.

C: They live on the sand of the ocean?

M: well, do they live in the ocean or do they live in like rivers and ponds ... and lakes?

C: Rivers and ponds and lakes and ponds.... And..... and in the ocean.
(ringing telephone)

C: Ocean starts with c.

M: *What do you do with ears like these?*

C: What

M: Chris – what is that?

C: A rabbit ear. I found one. I found it...

M: What's that

C: --- bunny

M: I don't think that's a bunny

H: Mom, will you read Scaredy Squirrel

M: I will read Scaredy Squirrel next, okay?

C: no, I don't

H: Nonverbal response

M: Do you see ears on this page Hannah? What is it?

H: unintelligible

M: Oh, I bet you're right!

C Look bunny!

M: oh, maybe not. Look, it says *If you're a jackrabbit, you use your ears to keep cool. If you're a bat, you can "see" with your ears.*

C/H giggling

M: What's that's called, Hannah? What does that do? How do they.... Navigate around?

C: Flying

M: Right, but How do they know what's above them, do you think?

H: their ears

M: mmm –why, what's that called do you remember?

C: they have very big ears

H: flying sight from ears

M: Didn't Mrs. KKKK tell you it was called. Like... Sono... sono-location or something like that?

H: oh Yeah

C: What do they eat?

M: something like that

M: insects

C: Location. I think it's location

M: Okay. *If you are a cricket you hear with your ears that are on your knees.*

H: knees! Cool!

M: And *If you are a humpback whale, you hear sounds hundreds of miles away*
And *If you're a hippopotamus, you ~~close~~ use your ears when you're under water.*

H: Giggles. You use your ears uh... underwater

M: Ahhh. *What do you do with a tail like this?*

M: Scorpion!

M: What is it Chris?

C: monkey, skunk, snake, dog, a... viper!

M: viper!?

H: now that's....

M: I think it's that gecko on the cover, but Chris thinks it's a viper.
If you're a giraffe, you brush off pesky flies with your tail. If you're a skunk, you lift your tail to warn that a stinky spray is on it's the way. If you're a lizard, you break off your tail to get away. I've never heard of such a thing.

C You break off your tail?

M: *If you're a scorpion, your tail can give a nasty...*

C: sting

M: Right. *If you're a monkey, you hang from ~~the~~ a tree by your tail.*

H; That's easy to do, giggling, because it shows you that.

M: *What do you do with eyes like these?*

H: ooh.... I know what that is – it's a chameleon!

M: yup, I think you're right

C: Look at that

H: Lemur!

M: yup

M: Looking at what, Chris?

H: eagle!

M: Chris?

C: Turtle!

M/H: aaaahhH!

M: That might be a frog.

H: I think it's a turtle.

M: oohh. It's a.... *If you're a four-eyed fish, you look above and below the water at the same time.*

H: I know that.
If you are an eagle, you spot tiny animals from high in the air. If you're a chameleon, you look two ways at once. If you're a horned lizard, you squirt...

C: *blood*

M: *out of your...*

C: *eyes*

M: yes.

C: Gross

M: giggles. *If you're a bush baby, you use your large eyes ...*

H: I have a bush baby!

M: *to see clearly at night*

H; Mine's a bush baby?

M: No, you have a lemur. The animal...

H: No, that's a lemur.

M: That's a bush baby. They're a little different.

H: They're ...(unintelligible)

M: are they?
H: Yeah.
M: *What do you do with feet like these?*
C: Oh, I know what this one is..... it's a chameleon's foot.
M: Nope, a chameleon's foot is just two
C: Oh
H: Gecko!
M: I don't think it's a gecko, I think it's a..... What's that?
H: Gorilla
C: gorilla's hand
H: Blue-footed booby!
M: A blue-footed booby – you might be right. In fact, you are!
If you're a blue-footed booby, you do a dance
H: giggles
If you're a chimpanzee, you feed yourself with your feet
C: squeals
M: what... Chris... Chris, those aren't their hands, actually they're their feet, look at that.
C: yeah
M: *If you're a water strider, you walk on water.* Huh! Look, look, look, it is a gecko!
If you're a gecko, you use your sticky feet to walk on the ceiling
H: upside down.
M: hmmmhuh
H: Hey, it's a ceiling
M: *If you're a mountain...*
C: goat
M: ... goat, you leap from ledge to ledge
H: Leap instead of leave
C: Why is there a big pit right there?
M: A big pit? Where? Show me
C: So it can jump
M: Yea. from ledge to ledge hmmmhuh
H: unintelligible
M: *What do you do with a mouth like this?*
C: unintelligible
C: duck!
M: What... what's that? Is that an egg tooth maybe on a beak?
C: mmmm
M: I wonder what that is?
H: penguin. That has to be a penguin
C: look, look, look - an anteater
M: you think?
H: I Don't think....
M: I don't know, he might be right
H: Me too

C: Right

M: Is he right? Look - *If you're an anteater you capture termites with your long tongue*

H: Look!

M: That's a pelican - *If you're a pelican, you can use your mouth as a net to scoop up fish. If you're a mosquito, you use your mouth to...*

C: drink blood from a person

M: Yup, *suck blood* What's this Chris?

C: a snake eating a round egg.

M: Yes.

H: whoa

M: *If you're an egg-eating snake, you use your mouth to swallow eggs larger than your head.*

H: Oh my gosh!

M: *If you're an archerfish, you catch insects by shooting them down with a stream of water*

H: Awesome

M: Wow.

C: unintelligible

M: Want to look at any of these?

H: Bunny goes where I go..... but not to school

M: do you want to look at any of these pictures?

H: Bunny goes where I go

M: Did you want to read Scaredy Squirrel?

H: Yeah, I picked it.

M: you picked it?

H: Chris picked it for me.

M: Chris picked it for you. Okay, let's read Scaredy Squirrel

H: *Scaredy Squirrel*

C: *Scaredy Squirrel*

M: By Melanie Watts

H: Melanie Watts!

M: That's her name.

H: Melanie – that's I know Melanie.

C: I know her.

M: *Here's the story in a nutshell, I never leave my tree, its way too dangerous out there. I could encounter germs, poison ivy, or sharks! If danger comes along, I'm prepared, I have antibacterial soap, band-aids, and a parachute. But things really get shaken up later in the book...*

C: What is a parachute?

M: That's when you like ...um jump out of an airplane, it looks like a big umbrella so that when you fall, you fall slowly.

C: yeah.

M: Maybe there's a picture of a parachute in here.

C: Yeah, you know.

C: Remember when I was two and puddles fell out of an airplane going fast
M: Yeah, and then what.
C: They fell
M: Did they have parachutes?
C: Yeah
M: Okay
H Mom can I.... Mom have you ever been down an airplane...
C: Well, they didn't have parachutes, they just fall holding hands.
M: oh, were they okay?
C: Yeah
M: Alright
H: Mom?
M: Okay, what?
H: Mom why did you... Did you ever go down on a parachute to fall out of a plane?
M: I did not.
H: Why
M: I never wanted to.
H: Why
M: It's not for me.
C: I would
C: I could see the whole world!!!
M; Alright. Alright. *But things get really shaken up later in the book when I'm forced out of my tree by a vicious intruder! Will I survive this ordeal, will I undergo a life changing experience, will I discover my true inner-self? Read my nutty adventure to find out. ~~Caution, this story is not suitable for green Martians.~~*
C: Look
M: Is that Scaredy Squirrel?
C: Yeah.
M: Look, it says
WARNING! Scaredy Squirrel insists that everyone wash their hands with antibacterial soap before reading this book.
What are those Chris?
C: Germs, germs.
M: Yeah, and what are these?
H: Nuts
M: What kind of nuts?
H:
M: Do you find them right here in nature world?
H: acorns
C: Acorns
M; That's right. *Scaredy Squirrel.*
Scaredy Squirrel never leaves his nut tree.
~~The unknown.~~
He'd rather stay in his safe and familiar tree than risk venturing out into the unknown. The unknown can be a scary place for a squirrel.

M: *A few things Scaredy Squirrel is afraid of:*
What do you see?

C: Scaredy ummm.

M: *green martians*

C: Actually, that's an alien

M: oh, okay. What else

H: bees

M: bees, you think? What's that?

C: Shark!

M: Those?

C: Germs

M: this is a hard one. What's that?

C: Poison ivy

M: Oh, you got it. What's that?

C: Uhhh. I don't know...

C; unintelligible

M: what do you think it is?

C: ummm.

M; Is it a spider?

H; Oh look at it! That one has four ears!

H: no, no, no

M: It's a tarantula. It's like kind of spider

So he's perfectly happy to stay right....

C: He put his thumb up!

M; ...right where he is.

Mmmhuh

Advantages of never leaving the nut tree: there's a great view, there's plenty of nuts, and it's safe place, there's no tarantulas, poison ivy, green Martians, ~~killer....~~ bees, germs, or sharks

Disadvantages of never leaving the nut tree: same old view, same old nuts, same old place.

In Scaredy Squirrel's nut tree, every day is the same. Everything is predictable. All is under control.

Scaredy Squirrel on Monday, Scaredy Squirrel on Tuesday, Scaredy Squirrel on Wednesday, Thursday, Friday, Saturday, and Sunday. Every day's the same.

Scaredy squirrel's daily routine:

At 6:45 ~~a.m.~~ he wakes up

Then he eats a nut at 7:00 ~~a.m.~~ eat a nut

At 7:15 ~~a.m.~~ he looks at the view

At ~~12:00~~ noon he eats a nut

12:30 ~~p.m.~~ he looks at the view again

At 5:00 ~~p.m.~~ he eats a nut

At 5:31 ~~p.m.~~ he looks at view again

And at 8:00 ~~p.m.~~ he goes to bed ~~go to sleep~~

BUT let's just say, ~~just~~ for example, that something unexpected DID happen...

You can rest assured that this squirrel is prepared.

M: What does he have there?
C: A rescue box.
M: chuckles. *A few items in Scaredy Squirrel's emergency kit: What does he have?..... just in case.*
C: Poison ivy lotion, soap,
M: mmmhuh
C: a hat?
M: yup
C; Sardines?
M: yes (chuckling)
C: what are sardines?
M: Those are little fish.
C: band-aids, a net, work gloves, no bug spray,... parachute
M: a bag of parachute – that's right, mmmhuh
C: is all that what he's got?
M: *What to do in case of an emergency according to Scaredy Squirrel:
Step 1: panic; step 2: run; step 3: get kit; step 4: put on kit, step 5: consult exit plan;
step 6: exit tree (if there is absolutely, definitely, truly no other option)
Exit plan Top secret
Exit 1: note to self: watch out for green martians and killer bees in the sky
Exit 2: note to self: do not land in the river. If unavoidable use sardines to distract the sharks.
That's what the sardines are for.*
C: Oh
M: *Exit 3: Note to self: Look out for poison ivy and for tarantulas roaming the ground
Exit 4: Note to self: Keep in mind that germs are everywhere
Remember, if all else fails, playing dead is always a good option!*
C: Playing dead.
M; mmmhuh. *With his emergency kit in hand, Scaredy Squirrel watches. Day after day he watches, until one day.... Thursday at 9:37 ~~a.m.~~ What do you think he sees?*
C: A bee.
M: yeahh... *A Killer bee appears!
Scaredy Squirrel jumps in panic, knocking his emergency kit out of the tree. This was not part of the plan.
Scaredy Squirrel jumps to catch his kit. He quickly regrets ~~this~~ the idea. The parachute is in the kit. But something incredible happens*
C: What?
M: *He starts to glide. Scaredy squirrel is no ordinary squirrel. He's a...*
C: flying squirrel
M: *flying squirrel
He feels overjoyed! Adventurous! Carefree! Alive! Until he lands in a bush!
Scaredy squirrel forgets all about the killer bee, not to mention the tarantulas, poison ivy, green martians, germs, and sharks.
And he plays dead. 30 minutes later, an 1 hour later, 2 hours later*

Finally scaredy squirrel realizes that nothing horrible is *happening* ~~going to happen~~ in the unknown today. So he returns to his nut tree. All this excitement has inspired Scaredy Squirrel to make drastic changes to his life.

Scaredy squirrel's new-and-improved daily routine:

Now he

~~6:45 a.m.~~

wakes up

~~7 a.m.~~

eat a nut

~~7:15 a.m.~~

Look at the view

~~9:37 a.m.~~

Jumps into the unknown

That's different.

~~9:45 a.m.~~

play dead

~~11:45 a.m.~~

return home

~~12 noon~~

eats a nut

~~12:30 p.m.~~

looks at the view

~~5 pm~~

eats a nut

~~5:31 p.m.~~ looks at the view

~~8 p.m.~~ and then goes to sleep

P.S. And for the emergency kit, Scaredy Squirrel is in no hurry to pick it up just yet.

The end

C: Because it's in poison ivy.

M: Is it in poison ivy? You're right! Good job! How did you figure that out.

C: because it has three leaves

M: mmmhuh. *Poison ivy*

H: squealing... Mom

M: mmmhuh?

H: can we do the thing with the pictures, where we just look at the book.

C: I can hold it.

M: sure

H: snake.... Lizard...

C: Lizard? why does it have sharp fingernails?

M: I don't know.

H: because it has...

M: are you ready?

C: What could you do with

H/C: with a tail like this?

M: Yeah. You're and your brother are good at (unintelligible)

H: we're good at...

M: alright...*Animals use their noses, ears, tails, eyes, mouths, and feet in every different, or very different ways. See if you can guess*

C: don't forget the part...

M: ... *which animal each part belongs to and how it is used. At the back of the book you can find out some more of these animals.*

What do you do with a nose like this?

H: elephant!

M: what else do you guys see?

C: croc...codile?? Hippopotamus?

M: no...

H: Longneck!

M: It's not a dinosaur sweetheart.

H; why

M; No longnecks. I think it's a duck-billed platypus. Remember that...

C: yeah it is

M: from before

H: yeah, yeah, it's actually a kind of dinosaur

M: It's actually not.

H: Why?

M: Because it still lives today.

H but it lives in the xxx period.

M: it lived in the XXX? Well, I don't know. Let me go to the back and tell you about the platypus, okay? Where is the platypus? Here it is.

The platypus, a very unusual animal, lives in streams, ponds, and rivers in Australia. It's a mammal, but it lays eggs. It's feet are webbed and the males have poisonous spurts on their back legs. Platypus poison probably won't kill a person, but getting spurred is very painful and can be deadly for small animals. The platypus closes its eyes under water and uses its sensitive bill to detect the faint electric pulses emitted by its prey. Then with its bill it sifts through the mud for these small fishes, frogs, and insects.

C: and worms...

M: *Platypuses are usually about 20 inches long and weigh 5 pounds. That's a platypus.*

C: What is that?

M: I don't know, do you remember?

C: mmmm

M: Do you remember what animal that's on?

H: What?

M: turn the page...

C/H: mmm

M: what animal is that?

C: I didn't look

M: it's a mole. *If you're a mole, you can use your nose to find your way underground*

C: That doesn't look like a nose.

H; Eww!

M: What? What's that?
C: Is that a black elephant?
M; Nope, remember.... Last time?
C: What
M: a hyena
C: What do hyenas eat?
H; I guess this one was...
M: You know.
C; meat
M; yes.
C: ah, that's a elephant.
M: that's right.
What do you do with ears like these?
H: bear.... Kangaroo...
M: yup... it's not a kangaroo
C: hipp
M; yup, I hate alligators, I don't know.
C: Is that not a kangaroo
M: I don't think it is
C: unintelligible
M: But, I don't know what that one is.
C: possum
M: That's a possum? You're sure
It's a bat!!
C/H: bat
M: *If you're a bat, you can "see" with your ears. If you're a jackrabbit, you use your ears to keep cool. If you're a hippopotamus, you close your ears when you're under....*
C: *water* - how do you do that?
M: I don't know.
If you are a humpback whale, you hear sounds hundreds of miles away. And If you are a cricket you hear with your ears that are on your...
C; *hair*
M: *knees. They're on you're knees*
H; *cool.*
M: *What do you do with a tail ...*
C: giraffe...
M; *...like this?*
C: skunk, dog, monkey,
M: ouch – are you okay?
H; what is that called?
M: Oh Chris, don't touch it! Don't touch it!! Oh, you're going to..
C; (touching scorpion tail)
H; uhh what is that?
M: mmmhuh
H: Look Lobster!

M: it's not a lobster tail are you ready?
H: scorpion –
M: Yes
H: scorpion...
M: Oh, are you okay?
C: arrgh!
M: *if you're a scorpion, your tail can give you a nasty sting. Be careful now.*
What happens to the lizard's tail?
C: What?
M: *If you're a lizard, you break off your ...*
C: tail...
M: *tail to ...*
C: Run
M: *...get away*
H: Oh, that must be a heavy tail!
M: *If you're a monkey, you hang from the tree by your tail.*
H: Yea, that's easy
C: Oooh, a skunk.
M: Yup. What do they do with their tails?
H: They put their tails up and spray it just to smell yhou.
M: Yeah. *If you're a giraffe, you brush off pesky flies with your tail.*
H: Awesome
M: *What do you do with eyes like these?*
C: eagle.
M: yup
C: unintelligible
M: chameleaoon
C: what happened to... what happened to the blood in his eyes?
M: That's what some of that is, right?
C: sound – it can squirt – shoot blood
H: does he have wings?
M: No...
C: Lemur!
M: No, remember from the last time, it's not a lemur, it's a bush-baby, isn't it?
H: bush baby?
M: *If you're a bush baby, you use your large eyes...*
H: Busy baby is called a lemur!!
M: it looks like a lemur - ... *to see clearly at night*
H: Actually, it's a kind of lemur!
M: and what kind of lizard squirts blood out of its eyes?
C: dark spike lizard?
M: That's a good name for it, but it's a horned lizard.
C: Oh.
M: *If you're a four-eyed fish, you look above and below the water at the same time.* And this is my favorite *If you're a chameleoon,*
C/H: chameleoon.. you look

M: ... *you look two ways at once.*
 What does the eagle do?
 C: what
 M: with his eyes?
 C: what? He flies high
 M: and he sees these little tiny animals from high in the air.
 C: like mice
 M: all right.
What do you do with feet like these?
 H; oh, I see a gecko..
 M: that's right.
 That's an insect, right?
 C: Yeah, it's a walking stick
 M; walking stick.
 C: cool.
 H; is that a?
 M; Uhh.. I you're a mountain goat, what do you do, Chris?
 C: Leap from edge to edge
 M: from ledge to ledge.
 H: Ohh, I know this one.
 M: and if you're a chimpanzee
 H; chimpanzee you eat from your foot.
 M: right. And what do you do if you're a blue-footed booby?
 H/C: you....
 M: do a dance?
 h/c: do a dance.
 M; Oh, it's not a walking stick, it's a water strider.
And if you're a gecko, what can you do?
 H: you walk on the ceiling.
 M: *What do you do with a mouth like this?*
 C: mmmm. M....
 M: remember?
 C: hmmm?
 M: what bird that is?
 C: Pelican! Pelican!
 M: yup!
 Alright, *If you're an archerfish, you catch insects by shooting them down with a stream of water. If you're an anteater what do you get with your tongue?*
 C: ants!
 M: you get termites ~~you capture termites with your long tongue~~
 C: You get any bug, but except spiders.
 M: well, it's a kind of insect.
 M: What' that thing doing?
 H: eating an egg?
 M: mmmhuh. What do mosquitoes do?
 C: Well, sucking your blood (sucking noise)

H; he puts his body in the water to catch fish.
 C: don't put your whole body in the water.
 M: the end. Careful, don't touch the scorpion! Oh!
 C: look.
 M: that's the gecko
 C; we touch the gecko – because he's not poisonous?
 M: right.
 That's the skunk
 Now you're hands touching it.
 H; careful Chris!!
 M: giggling
 H; what's this?
 M: four-eyed fish.
 Horned lizard
 H: owww!!

 M: Alright, you want to read Scaredy Squirrel?
 H/C: Yes
 C: He never leaves his nut tree
 M: why not
 C because theirs poisonous
 M: well, that's what he thinks, isn't it.
 H: sit on my side!
 M: alright, let me get in the middle
 H; Hey, you're sitting on my bear...
 M: Okay, I have a question for you. Sit up.
 H: You're sitting on my..
 M; well get up.
 H: You're sitting on my bear
 M: sit up Hannah
 H: you're still sitting
 M: I know, I can't ... Alright
 C: Hey, that was my spot!
 H: I'll get some sauce first
 C: no, no, no
 H: I'm going to get some barbeque sauce from the kitchen, Chris
 C: Barbeque sauce?
 H; Here's some barbeque sauce for the ribs
 C: No!!
 M: Hey, Hon, I have a question for you.
 H: What
 M what is the problem in this book
 H: He thinks that just because ummm. because something happens, the worst
 box fell in poison ivy and that's the problem.
 M: mmmm. No, I think.... What do you think the problem is in this book, Chris?
 C: He's afraid of poison ivy.

M: he's afraid.... to go out, right?
C: yeah
M; And how did the problem get solved?
H; his... his box flew out and he flew out and he was gliding
M yup, and then what..... did he learn something
H: yes, that means a flying squirrel
M; and what else did he learn
H he learned that there were no flying... Martians, sharks, and and
M what do you think Chris?
H; and, no um...
M: I think you did a good job, Hannah
H: and...
M; he learned that the outside world wasn't so scary after all, right?
H; mmmhuh..
M: mmmhuh
H; and he learned that there were spiders (unintelligible)
C; mom, there's a spider walking on me..
H; those are called germs!
C; Mom! The spider's walking on me!
M: aahhh.
C get it off, get it off
M: oh, look
C: now it's on you, now it's on you!
M: ahhhh – oh no!
H: I will get it off, I will get it off
M: Alright.
M: *Scaredy Squirrel* what's my favorite thing about this page?
H/C: nonverbal *response*
M; right.
C/H: buzzing sound
M: The bees.
~~*WARNING! Scaredy Squirrel insists that everyone wash their hands with antibacterial soap before reading this book.*~~
Scaredy Squirrel never leaves his...
C/H nut tree
M; *his nut tree.*
~~*The unknown.*~~
He'd rather stay where, Chris?
C: in his safe?
M: and
M: familiar...
C: familiar
M: *tree than risk venturing out into the unknown. The unknown can be a scary place for a...*
H/C: squirrel

M: right. *A few things Scaredy Squirrel is afraid of:* Do you want to name some?

C: Oh, ooooh, oohhh, oohh..

H: I know

C: green Martians... killer bees

M: giggles, yeah

C: sharks, germs

H; poison ivy

C: poison ivy

M: oh, careful, don't touch it!

C: mmm.

H; taran...

H/C tarantula!

H: don't touch the tarantula either.

M: *So he's perfectly happy to stay right where he is.*

Alright, Advantages of never leaving the nut tree: great view, plenty of nuts, safe place, no tarantulas, poison ivy, green Martians, killer bees, germs, sharks

Disadvantages of never leaving the nut tree: same old view, same old nuts, same old place.

And what's in this picture? Do you remember?

H: *Monday*

M: mmmhuh

H/C/ *Tuesday, Wednesday, Thursday, Friday, Saturday,.... Mon...*

M: *Sunday*

In Scaredy Squirrel's nut tree, every day is the same. Everything is predictable. All is under...

H: *control.*

M: right.

Scaredy squirrel's daily routine:

H; wakes up, eats a nut,

H/C: looks at the view, eats a nut, looks at the view, eats a nut, looks at the view, goes to bed.

M: ahhhh.

6:45 a.m. — wake up

7:00 a.m. — eat a nut

7:15 a.m. — look at view

12:00 noon — eat a nut

12:30 p.m. — look at view

5:00 p.m. — eat a nut

5:31 p.m. — look at view

8:00 p.m. — go to sleep

BUT let's say, just for example, that something unexpected DID happen...

C: Mom.

M: *You can rest assured that this squirrel is prepared.*

A few items in Scaredy Squirrel's emergency kit:...

C: He has a hat

H: She has a hard hat
C: Soap
H: that's poison ivy lotion?
M: mmmhuh
C: poison ivy lotion
H: Sardines for the sharks
M: mmmhuh
C: where are sardines?
M: Right there
H: Bandaids
C: Bandaids,
H: net
C/H: gloves,
C: and...bug
C/H: spray and a parachute
M: *What to do in case of an emergency according to Scaredy Squirrel:
What to do in case of an emergency according to Scaredy Squirrel
~~Step 1: panic; step 2: run; step 3: get kit; step 4: put on kit, step 5: consult exit plan;
step 6: exit tree (if there is absolutely, definitely, truly no other option)~~
Exit plan ~~Top secret~~
Exit 1: note to self: watch out for green Martians and killer bees ~~in the sky~~
Exit 2: not to self: do not land in river. ~~If unavoidable use sardines to distract the sharks.~~
Exit 3: Note to self: Look out for poison ivy and for tarantulas roaming the ground
Exit 4: Note to self: Keep in mind that germs are everywhere
Remember, if all else fails, playing dead is always a good options!
With his emergency kit in hand, Scaredy Squirrel watches. Day after day he watches,
until one...*
M/C/H: day....
H: a killer bee ~~appears!~~
Thursday 9:37 a.m.
M: Yup. He sees a killer bee, and then what?..... He ~~Scaredy Squirrel~~ jumps in panic, knocking his emergency kit out of the tree. This was not part of the plan. He ~~Scaredy Squirrel~~ jumps to catch his kit. He quickly regrets this idea. The parachute is in the kit. But something incredible happens..... He starts to
H/C: glide.
M: Scaredy squirrel is no ordinary squirrel. He's a
H: flying squirrel
M: mmmhuh. *e feels overjoyed! Adventurous! Carefree! Alive! Until he lands in a...*
H: bush!
M: yup. He ~~Scaredy squirrel~~ forgets all about the killer bee, not to mention the tarantulas, poison ivy, green Martians, germs, and sharks.
What did he do when he lands in the bush?
C: One minute...
H: plays...

C: two minute,
H: Play dead
C: three minute,
M; dead, yup. Mmmhuh
C: right there.
M: ~~And plays dead. 30 minutes later, 1 hour later, 2 hours later~~
Finally ~~scaredy squirrel~~ he realizes that nothing horrible is going to happen in the unknown ~~today~~. So he returns to his nut tree. All this excitement has inspired him ~~Scaredy Squirrel~~ to make drastic changes to his life.
~~Scaredy squirrel's new and improved daily routine: 6:45 a.m.~~
H: wake up
~~7 a.m.~~
H: eat a
H/C: nut
~~7:15 a.m.~~
H/C: Look at the view
~~9:37 a.m.~~
H/C: ~~Jump into the unknown~~
~~9:45 a.m.~~
H/C play dead
~~11:45 a.m.~~
H/C return ~~home~~
~~12 noon~~
H/C: eat a nut
~~12:30 p.m.~~
H/C: look at the view
~~5 pm~~
H/C: eat a nut
~~5:31 p.m.~~
H/C: look at the view
~~8 p.m.~~
H/C: go to bed ~~sleep~~
H: he's got a bigger ...
P.S. As for the emergency kit, Scaredy Squirrel is in no hurry
C: Look, poison ivy!
M: oohhhh, careful... to pick it up just yet.
C: I got it
M: Oh no!
H: I'm not going to touch... okay I'm going to touch the killer bees..
We read a book about a chameleon, called leon the chameleon.
H: mom, can you read this one?
M: sure Chris, do you want to read the one about the white house?
C; no.

P&C Week 2

M: Okay. It's on. Now, what I want to do is I want to get your book. Where's your book..... Okay...

M: What's that called?

C: What

C: Tadpole tales

M: The *Tale of a Tadpole*

C: The tale of a Tadpole

M: Alright. Do you want to look at the book with us?

H: mmmhuh

C: tadpole eggs

C: What is this for?

M: Well, this is... this is just a little gizmo, can I just put it over here? I'll put it right... Here. Okay. The...

C: The tail of a tale.

M: giggles. The tale of a tadpole

C: The tale of a tadpole

M: Look. Look at these pictures right here. What's that?

C: tadpole?

M: ...eggs. Those are the eggs. And then.

C: mmmm mmmm

M: ... baby

C: baby, then

M: bigger....

C: bigger, bigger

M: then frog!

The tale of a tadpole begins in a pond. Mother frog lays her...

C: egg

M: *eggs next to a...*

C: nonverbal response

M: *lily*

C: *lily*

M: *pad.*

C: *lily pad*

M: *Each tiny egg is wrapped in clear jelly.*

C: what is clear jelly?

M: it's that stuff that's around the egg. The clear stuff that's around the egg – the black thing. *Jelly (labeled illustration)*

Inside the jelly the eggs grow into...

C: *What? tadpoles.*

M: *They wriggle like...*

C: *what?*

M: *worms. (giggles)*

C: *what are worms?*

M: *you know what worms are*

C: *They...*

M: *They push*

C: Mommy, they're slimy that make (unintelligible)....

M: Yes they do. *The tadpoles push through the jelly and swim in the water. They breathe through gills, just like fishes.*

Gills (labeled illustration) Look at those – those gills. They look really wild.

C: Some are... some tadpoles are wild.

M: giggles

C: What does wild mean?

M: it means. Without,... um,,, I don't know how to describe it. Without borders maybe, without restrictions, without manners. Or sometimes when they say in the wild, it means that like they live in the woods or the pond and not in someone's house. Alright.

Many other animals live in the pond.

What do you see?

C: What. Fish.

M: mmmhuh

C: Umm. Swimming bettles..

M: yes, very good. That's a... that's a diving beetle. That must be a stickleback. That's a kind of fish. *They chase...*

C: and what kind of fish is that?

M: I don't know. Is it a rainbow trout?

C: No, it's a orange trout.

M: No, it's a goldfish.

C: It's a goldfish.

M: alright.

C: Just say it now.

M: the diving beetle?

C: No, say it's the diving beetle and I'll say all of these. Actually, there are two of these. And that one tries to catch it.

M: How many tadpoles are there?

C: 1, 2, 3, 4. Four

M: mmmhuh.

~~*Shiny goldfish and sticklebacks. And great diving beetles. They chase the young tadpoles.*~~

A stickleback feels hungry. He opens his mouth wide.

The little gray tadpoles wriggle their tales... and swim away through the water.

C: Tadpoles are fat!

M: mmmhuh

A great diving beetle feels hungry too. His hairy back legs beat through the water.

The tadpoles...

C: I...I only like that kind... those kind of bugs.

M: you do

C: Yeah

M: *The tadpoles escape and hide in the weeds.*

C: Those kinds of bugs drink your blood.

M: No, that's a mosquito that does that. That's not a mosquito.....

C: It's not a water beetle it's a mosquito that drinks your blood

M: alright.

Soon a tadpole grows..

C: *legs*

M: mmmhuh. With ~~and~~ *tiny webbed...*

C: webbed feet

M: right. webbed *toes*. ~~Webbed toes (LI)~~
Webbed toes are like flippers. They help the small tadpole

C: flippers ... flippers are... with a hand... those are what fish have. Flippers are fishes tails to fin.. the things their tails to get to.. to.... to go swimming.

M: the fins, you mean?

C Yeah.

M: Yeah. You see, their webbed toes help the small tadpole *push through the water.*

C: Why does it.... It... and it gets bigger

M: *He grows arms and with long skinny...*

M: *... fingers.*

C: fingers.

M: Look at his fingers. *Fingers (LI)He nibbles on plants and gobbles green ...*

C: look, there's more tadpoles.

M: *pondweed*. Right... Those are a little bit smaller, right?

C: right.

M: Those almost look like minnows. I think those are minnows, I don't think those are tadpoles.

C: Those aren't minnows. They just look like that.

M: I mean I could be wrong, but..

C No, they're those are baby tadpoles

M: You think, I might have it wrong?

Half tadpole, half frog, he rests in the sunshine. His tail is shrinking. Tail (LI) see how his tail is longer and then it goes smaller and then it's gone.
It gets smaller and smaller. The new...

C: Frogs don't have tails.

M: Nope, *The new little frog sits on a lily pad.*

C: sometimes.. sometimes animals don't have tails and sometimes animals do.

M: that's right.

C: So frogs are a kind of fish that don't have tails... and they... don't live in the water they just hop on the lilies

M: mmmm frogs are not fish.

C: no, they're not. ... because they ... because fish don't hop on the lil.... On the lilies.

M: Yeah, well, I

C: No, only the fish lay on the lilies. They can swim up to them and push the water to make them lift the frog, to jump them in the water.

M: okay.

C: what's that?

M: well, (giggling) if you let me read...

His legs are strong now. He can breathe through his nostrils.

C: What is a nostril?

M: like what you have, right there. That's what I have right here.

C: nonverbal response

M: *His skin is dotted with tiny gold spots. ~~Nostril~~ (LI)*

Frogs must keep their skin slimy.

C: Look – those ones are kissing.

M: uhhh.. I think they're just... being social.... *Frogs must keep their skin slimy.*

He hops back in the pond and swims...

C: slimy means very really sticky.

M: Not really sticky – it means they're kind of wet...

C: And, and

M: ...slippery.

C: and they're kind of wet and slippery and yucky for kissing.

M: well, that's definitely right. *He hops back in the pond...*

C: and sometimes if you put real lipstick on you, you can get lipstick on your mmmmother's lips. That would be funny

M: giggles. Can I read this page Chris?

C: okay.

M: alright. *Frogs must keep their skin slimy. He hops back in the pond and swims*

for a while. Then he climbs onto a log.

Another frog climbs up and sits down beside him.

Now full-grown, he dives through the water.

He's not afraid of the stickleback. He swims past the beetle. You know why? Why is he not afraid anymore?

C: why?

M: because he's bigger...

C: why...

M: when he was just a tadpole, he was a small, was smaller than those and now he's so big that the beetle and the stickleback won't hurt him.

In the pond he watches and waits. What does he see with his round beady eye? Eye (LI)

C: a fly

M: *A fly lands above him. He creeps closer and closer.*

But a big frog jumps up. It snatches the fly with its long, sticky...

C: *tongue. ~~Tongue~~ (LI)*

M: right!

The frog misses his meal. Next time he'll be faster! What other animals get their ...meals with a long tongue? Do you remember?

C: chameleon!

M: right. Chameleon's have a long sticky tongue.

The golden-skinned frog chases a dragonfly. It lands on a lily pad. Under the lily pad are hundreds of frogs' eggs.

C: No.... no they're tadpole...

M: well.

C: eggs

M: No, that's what frog eggs are, they're tadpoles.

C: they're tadpoles that turn **into** frogs.

M: Right, but the frog lays the eggs and it turns into a tadpole.

~~Inside each egg a tadpole is growing. Each tadpole will grow...~~

C: and then it grows into a tadpole and then it grows into a frog again!

M: right! Alright. Okay what pictures, what... what do you see in these pictures?/.... What's that?

~~into a golden skinned frog.~~

C: A frog egg?

M: right

C: I did a pooffer bomb (passed gas)

M: I know.

H: unintelligible (something about going back to the store)

M; okay What's this right here, Chris barley?

C: a frog egg

M; and what's this clear stuff around it?

C: jelly

M: right

C: jelly

M: and what's this thing?

C: the... the tadpole's egg, the tadpole's tail when it gets smaller when it grows – grows

M: that's right. It.. it actually kind of shrinks.

What's this thing? Do you remember what that's called?

C: yeah.

M: it's what the tadpole breathes with...

M: gills

C; gills

M: gills

C: those are the kind of gills that they breathe in.

M: and what's this?

C: They're... knuckles.

M: nostrils

C: nostrils

M: nice try. Do you know what this is called?

C: they're foot

M: it's webbed....

C: it's called...

M: toes

C: webbed feet

M: webbed toes. What's that?

C: that's their eye. Their slimy feet.

M: they're fingers

C: they're fingers

M: and do you know what that's a picture of?

C: Um,... um... their slimy tongue.
M: right. Wow, that's a great book. Do you want to look at it some more? Or do you want to do your invitations.... For your birthday party?
C: yeah. My invitations for my birthday party.
M: alright.

Picture Word List:

<i>Jelly</i>		<i>Tail</i>		<i>Gills</i>		<i>Nostril</i>		<i>Webbed</i>
<i>Toes</i>		<i>Eye</i>		<i>Fingers</i>		<i>Tongue</i>		

M: this is my little thing, remember?
H: I used to play with it
M: did you used to play with it?
H; oh, whenever we used to go to Grandpa's, ummm
M: did we?
H: said wake up
M: alright guys, what's the name of this book?
C: bunny
M: Knuffle bunny
H/C *Knuffle Bunny* and look, it won it won an honor... a medal, and it's a cautionary tale by Mo Willems. And I think Mo Willems drew the picture. Have you ever heard this book Chris?
C: Yeah
H: oh
M: Oh Yeah?
Where did you see this book?
C: I ... I saw when I was bored, I looked up and saw the Knuffle Bunny
M: you have to look.... You have to find the Knuffle Bunny
C why is this knuffle bunny being worn?
M: I don't know.
H: you have to find the real knuffle bunny
M: the real knuffle bunny?
H: you have to find the real knuffle bunny
M: that's funny. alright. Knuffle bunny. Do you see the pictures?
Not so long ago, before she could even speak words, Trixie went on an errand with her daddy... (long pause)
Trixie and her daddy went down the block,
Through the park,
(long pause)
Past the school,
And into the..... Laundromat.
H: Why is it called that place?
M: That's what it's called. What do you do in a Laundromat?
H: You.. if you don't have a washing machine in your house, you go there to wash your clothes.
M: right. And what... see, what's Trixie's dad carrying?
H: A ??? some laundry, and a big basket

M: alright.
Trixie helped her daddy put the laundry into the machine.

H: Why so

C: Well it's not looking like she's helping. Look, she's not looking...

M: *She even got to put the money into the machine.*
Then they left. What do you notice about this picture?

H: the knuffle bunny

C: the knuffle bunny

M: Chris, what about the knuffle bunny?

H: it got left

M: No, I'm asking Chris

C: it got... it got in there.

M: that's right, do you think Trixie knows that it's in there?

C: yeah

M: do you think she knows that the knuffle bunny's in the... washing machine

H: I don't think so

C: No

M: I think it was by accident.

H: okay...

M: *But a block or so later...*
Trixie realized something.
 now can I ask Chris a question?

H/C: nonverbal response

M: what do you think she realized?

C: what

M: what do you think she just figured out? what is she missing?

H: Oh, I know

C: ...her bunny

M: yes. What do you want to say Hannah?

H: she left the knuffle bunny at the Laundromat.

M: uhoh, what are they going to do now?

H/C: nonverbal response

M: *Trixie turned to her daddy and said,*
Aggle flaggle klabble! Because she can't talk..
"That's right," replied her daddy. "We're going home." Look at her face...
Aggle Flaggle Klabble! Said Trixie again.
Blaggle plabble! Wumby Flappy?! Snurp. She can't talk.... But she really
 wants to say something, right???

H/C: nonverbal response
"Now, please don't get fussy, said her daddy.
 Well,

H: waaah!

M: *she had no choice..*
Trixie bawled. WAAAAA!
She went boneless.

H: giggles

M: giggles, *She did everything she could to show how unhappy she was. By the time they got home, her daddy was unhappy, too.*

H: look, she has three arms!

M: right, she's ...she's shaking her arms.
As soon as Trixie's mommy opened the door, she asked, "Where's Knuffle Bunny?"
Now look at daddy's face. AAHH! (long pause)
The whole family ran down the block. And they ran through the park. And They zoomed past the school, and into the...

H: *Washing.*

M: *the Laundromat. Trixie's daddy looked for Knuffle Bunny. And looked... and looked... and looked... But Knuffle Bunny was nowhere to be found.... So Trixie's daddy decided to look harder. Until....*
KNUFFLE BUNNY! But look who said it.
And those were the first words Trixie ever said. aawww

H: She has to find the one that's the read knuffle bunny

M: I think they're real. Can I ask Chris a question?

H: No, it's a pet – it's a stuffed animal bunny

M: Do you have a stuffed animal bunny?

H: You know I... it's

M: and what's your... what's it called?

H: funny bunny

M: and what else do you have?

H: (unintelligible)

C I have a puppy

M: alright, Chris, can I ask you a question before we're done with this book?

C: yeeeeess (continues saying/chanting 'yeeeeesss' throughout mom's question/statement)

M: I want to ask you something. Give me that, give me that...
My question for you Chris, is.

C: yeeeeesss
What happened in the beginning of book, the middle of the book and at the end of the book. And then I have question for you, Hannah, later, okay?

H: well, I'm hungry

C: ummm..the bunny got lost

M: uhh

C: in the washing

M: was that beginning of the book

H: Mom, I can walk

M: yeah.

H: I can walk

C: lost in the the the ummm...

H: I can walk...

M: what happened in the beginning of the book? Do you want Hannah to help you out?

C: Yeah

M: what happened at the very beginning of the book

H: I can tell him. IN the beginning was when.... They.... Went..... to...

M/H the..... Laundromat....

H: and...

M: and what happened in the middle of the book?

H; and then they went to the park

M: nooo... I think in the mid – this is what I would say. I would say in the middle of the book, they lost Knuffle bunny

C: they lost the knuffle bunny

M: yeah, they went home and they didn't realize that Knuffle bunny was lost. And she couldn't talk. And then the end of the book, what happened/

H: she said knuffle bunny

M; right, they found knuffle bunny, she said knuffle bunny.

So,.. that's pretty good

H: guess whose shoes I'm wearing

M: who's

H: guess whose shoes I'm ...

M: mine

H; no

M: daddy's

H right... annnnd... what color

M: brown

H; yea

M: so Chris, do you want to read any more books?

C: of course

M; which one do you want to read?

C: I guess...

H: are they the same as Chris

C I think I got...

M: Look what I have Chris, no, look what I have here.

C: yes, the tadpole book!

M: alright!

C: I want...

H; I was the first one to notice, that these match with my brothers

M: You don't want... you don't want the tadpole book? I don't want Thomas.

H: It makes mom get sick

C: This is a good one.. Thomas is a good one!

M; okay do you want to read this first, and then Thomas?

C: No, Thomas first

H: Thomas stinks, Thomas stinks

C: and then that one...

M: alright

P&C Week 3

H: Knuffle Bunny
H: I told you, it's Knuffle Bunny when it got older
M: mmm. Okay. You ready?
H: yeah
M: what's this book Chris?
C: knuffle bunny gets older
M: yeah – can you bring this chair over?
C: of course
F: of course...(scraping of chair)
M: Hannah, have you already read this book? (scraping of chair)
H: yes, but I won't tell(scraping of chair)
M: you're not going to tell what happens (scraping of chair)
H: yeah
M: alright. Alright. It's called Knuffle Bunny Too. And what's her name. Do you remember her name? Do you remember her name Hannah? Who??
H: Sally!
M: close
H: close
M: Tri...
H: tri.... Trixie!
M: Trixie! Right. Can you see okay Chris?
C: yeah
H: doo doo doo
H: we got to find which one Trixie has. Guess which one is Trixie's.
M: okay. Knuffle Bunny. The case – a case of mistaken identity. By Mo Willems this book is dedicated to preschool students everywhere. That's the mommy and the daddy
C: marrying
M: marrying. And there they have what --- -- a little baby Trixie?
C: yeah
M: and there what are they doing?..... are they taking a walk w/baby Trixie?
h/C: mmmhuh
M: and there's Trixie at the Laundromat, and there's must be Trixie and maybe her friend?
C: Yeah
H: mmmhuh
M: *One morning, not so long ago, Trixie took a walk with her daddy.
By now, Trixie really knew how to talk.
Guess what I'm going to do. I'm going to show Amy, and then I'll show Meg, and...
...then I'll show Margot, and then I'll show Jane, and then I'll show Leela, and then I'll show Rebecca, and then I'll show Noah, and then I'll show Robbie, and then I'll show Toshi, and then I'll show Casey, and then I'll show Conny, and then I'll show Parker, and then I'll show Brian, and then...
And talk, and talk. And talk*

Trixie was excited because she was taking her one-of-a-kind Knuffle Bunny someplace very special

C'mon!

School! She's taking Knuffle Bunny to school.

H: that's not a good idea.

M: It's not?

H: no. they get in trouble with...

M: *Trixie couldn't wait to show Knuffle Bunny to Ms. Greengrove and all her friends in Pre-K. there's Trixie. And look, they have cubbies...., with their names on them.*

C: where's Trixie?

M: actually, that just has umm science stuff. There's the lending library there's some pictures of the kids.

But just as her daddy kissed her good-bye, Trixie saw Sonja. And what did Sonja have?

H: Knuffle Bunny too

M: she also had a stuffed rabbit

Suddenly, Trixie's one-of-a-kind Knuffle Bunny wasn't so one-of-a-kind anymore.

But her's is a little bit different, isn't it?

H: it has a bow, In her hair

M: mmmhuh

The morning did not go well. And Trixie's saying: Kuh-nuffle! Kuh-nuffle!

And Sonja's saying Nuffle! Nuffle!

They're saying it... they're calling it different names.

The afternoon was worse.

Look what happened. What happened in the afternoon? What do you see, Chris?

C: they – the teacher took their bunnies away!

M: right...

H: can you...

M: *When the school bell rang, Ms. Greengrove returned the Knuffle Bunnies. And the day got **much** better.*

There's Trixie, and there's Knuffle bunny

Then, before she knew it, it was time to go home.

There's Trixie, she's going home.

Trixie "ate" her dinner, devoured her dessert, brushed her teeth...

What are you looking at Chris?

C: why why is why is Knuffle Bunny in there?

M: knuffle bunny gets to play in the swing. Uhoh, but look – she's got the bunny that has the bow in the hair – do you see that? What does that mean? Who's bunny had the bow? Do you remember?

C: Sonja's!

M: right. So do you think that Trixie has the wrong bunny?

C: Yeah.

M: I think so too.... *And tried to escape the Mommy and Daddy robots from planet Snurp!* They're playing a game, they're putting her to bed. *At half-past bedtime, Trixie was tucked in, ready for sleep.*
 There she is, she's ready for night-night
But a few hours later...
Trixie realized something.
 There she is, asleep, she's kind of waking up, she's kind of rolling over, she wakes up... half way, what does she realize just that very second?

C: What

M: what do you think?

C: Knuffle bunny

M: Well, she realizes that was Sonja's bunny. She took - look Hannah, she took Sonja's bunny home by mistake. And she went to bed with it-- see, she went to bed and then she sort of woke up and realized. What did she realize?

H: yikes! That's not mine!

M: That's right.

M: *Trixie marched into her mommy and daddy's room and said:*
This is

M/H: *not my bunny.*

M: *Trixie's daddy tried to explain what "2:30 a.m." means.*
He asked, "Can we deal with this in the morning?" He asked Trixie, can we deal with this in the morning? And the mom's not looking very happy, and the mom's still not looking very happy and so Trixie's daddy went to the phone. (mom giggles)
Before he even made it down the stairs,
Briinggg!
The phone rang.
We have your bunny
Said a man's voice on the other end.
We have yours replied Trixie's daddy.
Arrangements were made.
Trixie and her daddy rushed across the neighborhood!
 There they go, what are they going to do?

H: What?

M: What do you think Chris, what are they going to do?

C: Give it to Sonja!

M: Right.
Trixie did not want to be late. Wow, that's a big city, that's beautiful.

C: Where is it?

H: Right there.

M: *Neither did Sonja.* Do you know that monument Walter? (asking husband)

W: Well, it looks like a cross between the Branderbird Gate and the....
 (unintelligible)

H: It looks like Washington, D.C.

W: No, it's not.

C: What's Washington? That one looks like Washington, D.C.

W: It looks like it's in New York City, but.. – I know it's in New York City, I just...

M: Defenders of the Union...

W: don't know where it is.

W: I've never seen that

C: That's a tall building

M: It says 1861 – 18 something.

W: I've never seen it.. I mean, you can see the Statue of Liberty in the background, I know it's New York City, but.

M: Okay Chris

C: oh now he's got blood on it.

M: No he doesn't

W: No he doesn't

C: Yes he does

M: It's red... it's red tape. Can you sit back in your chair?

W: arrgh

M: Sit back in your chair – do you want to sit in my lap?

C: unntelligable

M: alright.
So where are they going Chris?

C: Well, I don't know

M: Are we done?

W: mmmhuh

M: Well, I guess we have a little time-out. (turns tape player off)

M: Alright. Let's finish reading the book, okay?

C: Okay

M: Trixie and her daddy are going to meet Sonja, right?

C: Yeah

M: *There was an exchange.* What are the daddies doing?

C: nonverbal response

M: *And the Knuffle Bunnies were back where they belonged.* That's Trixie, that's..

C: Sonja!

M: mmmhuh

C: Trixie likes blue

M: *I was so worried about my bunny said Sonja
So was I Trixie replied.
Then they both said, I'm glad you got your bunny back!
At the exact **same time!***

C: Why are they laughing?

M: Because they said the same thing.
~~And~~ *that is how Trixie found her first* best friend.
Knuffle Bunny excepted, of course.

The End

C: What is this called?
M: That's called, Guess What's Growing...
Oh, look

~~Epilogue:~~

*The next morning, both Trixie and Sonja rushed to school.
The new best friends had a lot of catching up to do. Look at the dad's
(chuckling)
Do you want to play with my Knuffle Bunny?
Sure! Do you want to play with mine?
The End*

Alright, do you want to look at this book, Chris?

C: Yeah
M: It says, Guess what
M/C: is Growing
M: Inside This
C: Egg
M: By Mia
C: I hope---
M: Pisados
C: I hope it's tricer...
M: triceratops do you think?
M: Look, animal babies are hatching from their shells
M: Study
H: It's a turtle egg
M: ... the picture and read the clues to find out what animal it will be. Can you guess?
Guess What is Growing Inside This Egg
Are you guys going to be good at this?
H: I think that's a turtle.
M: Turtle? You can't tell on the front...
C: I hope it's a triceratops!
M: Okay... *This egg sits snugly on its father's feet. He warms it with his body's heat. Under his feathered belly...*
H: It's a penguin, Yeah!
M: *, it's cozy and warm, Safe from the icy Antarctic storm.
Can you guess what is growing inside this egg?*
H: It is a penguin – a baby penguin
M: Okay --*A Penguin!*
This baby penguin, or chick, lives in Antarctica, one of the coldest, windiest places on Earth. When it is hatched, its mother returns from the sea to help care for it.
What are you doing Chris?
C: unintelligible
M: Oh, you're going pee (giggles) Okay, time out.

(tape player turned off) ~~Now its father needs to hunt for food. He hasn't eaten in the two months that he has cared for the egg! The mother and father penguins take turns holding the little chick on their feet to keep it warm, and going to the sea to hunt for fish and squid to feed it. Once it grows its waterproof feathers, the chick will be able to swim and hunt on its own.~~

- M: Mm-Okay..
- C: doo doo dooo
- M: Come back over here Chris. Here's another one.
- C: unintelligible (not book related)
- M: This one's a little harder. *Can you guess what is growing inside these eggs? This mound of dirt and sticks piled high Makes a safe nest for these eggs to lie*
- H: uhhh..
Predators of the swamp had better keep back. This sharp-toothed mother will attack!
- H: a alligator?
- M: I'm thinking you might be right... Chris, what do you think it might be? It's... it's *predators of the swamp.*
- H: a caymen?
- M: *had better keep back. This sharp-toothed mother will attack.*
- H: Maybe it's a caymen
- M: Alright. Chris, can you... (scraping of chair)
- H: Maybe that's a caymen.....
Maybe that's a caymen
- M: okay, okay
- H: Maybe that's a caymen, Mom.
- M: Okay, I like Hannah's guesses a whole lot. Do you know what the egg is for hel--- or Chris?
- C: I think it's a cay... a penguin egg!
- M: That's not a penguin egg – look at that...
- C: A turtle egg!
- M: that's a better guess. How many
- H: penguin..
- M: ... are in there?
- C: six
- M: how many. Are you sure?
- C: 1,2,3,4,5,6,7,8
- M: nine. Alright. *Alligators!*
These baby alligators will grow to be nine or more feet long. They spend most of their time in the.... swamp
- H/C/M: *water,*
- M: *floating on the surface or diving below like a submarine. They use their long tails as paddles to push themselves through the water. They hunt for...*
- C/H: fish
- M: *birds,*
- C/H: Fish

M: *turtles, snakes, and fish to eat. Alligators cannot chew their food. They grab their prey with their strong jaws and swallow it....*

H: *whole.*

M: *Whole*

C: crocodiles carry, carry their babies in their mouth

M: do they really?

C/H: Yeah

H: they are born in their mouth

M: I don't know about that.

H: They are born in their mouth

M; that's not true, is it?

H: mmmhuh

M: No, they're born..

C: Why are they in the mouth?

M: I think the mommy ...

W: the mothers do carry them in the mouth

M: yeah. Alright. Here's another one.

H; quail?

M: *Tall lakeshore reeds help hide the nest where these eggs lie under their...*

H: quail,

M: *... mother's breast.*

H: quail

M: quail you think? *Can you guess what is growing inside these eggs?*
You know...

C: Owl egg!

M: It's not an owl

W: It looks like a...

C: quail

W: ...look at...look at....

M: Look at – look at part of the beak – the bill

W it's from a....

C: ummm. Duck!

W: it's from what kind of duck?

C: aa...Mallard duck

W: Excellent

M: Alright - is it a hen or a drake?

C: duck

W: No, it's a hen duck

M: a hen.

M: *Ducklings! As soon as their feathers...*

C: It's a hen duck

M: That's right.

W: mmmhuh

M: *As soon as their feathers are dry, they will be able to follow their mother to the nearby...*

C: *what*

M: *lake. Mmmhuh. The brother and sister ducklings walk in a line, one after the other. Ducklings do not need swimming lessons – they are born already knowing how to swim. With their webbed feet, they paddle through the water. Soon they learn to feed on worms, water plants, and insects just below the water’s surface.*
 Okay, here’s another one.

H: turtle, turtle egg

M: I think that’s what it looks like
Their mother crawled from sea to land. To bury these soft eggs in the sand. Can you guess what is growing inside these eggs?

H: Turtle

C: Turtle!

H: turtle turtle

M: yes!

H; turtle

M: ahhh *Sea turtles!*
The tiny baby turtles hatch under the sand. They use their flippers to push themselves up to the surface of the beach. Leaving the nest at night, they must find their way to the.... water on their own. It is a dangerous journey as crabs and birds like to eat the tiny turtles. Once they have made it safely to the ocean, the baby turtles swim far out to sea and feed on small sea animals called..... plankton.
 Where are you going Chris?

C: to play

M: you’re not, you’re not....Can we... Can we finish the book?

C: no.

M: Okay,... we will stop at turtles

W: clears throat

H: ummm
~~*As they grow, they begin to feed on larger things such as jellyfish and seaweed. When the female sea turtles are grown, they will return to the beach to lay their own eggs.*~~

M: okay, you ready?

C: yeah

M: alright.

H: I’m afraid of spiders, I hope there’s a....

M: Okay, *This round sac of silk thread is packed full of tiny eggs. Their mother spun it with her eight long...*

C/M: *legs.*

M: *Can you guess what is growing inside these eggs?*

H: *Spiders!*

M: What do you think Chris?

C; spiders

M: you think? Ahhh – *Spiders! Hundreds of baby spiders, call spiderlings, hatch from their eggs inside the egg sac. Then they tear open the sac and crawl out. Like their mother, the spiderlings have how many legs?*

H: eight

C: eight

M: right. ~~eight legs.~~ *They also have eight eyes but they do not see very well. Each spiderling must find a new home. It sends out a thread of silk from its body into the air and lets the wind catch it. The wind carries the tiny spiderling away until it lands in a new place where it will build its web. This is called parachuting. The spider’s web traps insects for it to eat.*
 Alright

H: Octopus

M: *Can you guess what is growing inside these eggs?*

H: octopuses

M: *Hidden in a rocky cave, deep beneath the ocean waves, their mother wraps her long arms around to keep these eggs safe and sound.*
 What do you think Chris?

C: Octopus!

M: you think so, too?
Octopuses!
You can actually see the baby octopuses inside their eggs! They are only about the size of a grain of rice when they hatch, but they are able to take care of themselves.

H: huh??

M: *The tiny octopuses float in the water, feeding on.... plankton. When they grow bigger, they use their eight arms, called...*

H: *tentacle*

M: *tentacles, to catch crabs, fish, and clams. The octopuses hide from predators by changing their color to look just like the sand or rocks around them. The baby octopuses grow quickly. In about one or two years, they will be full grown.*
 What are their arms called?

H: tentacles

M: tentacles

C: what do tentacles help them?

M: Well, I think the tentacles help them catch things and maybe help them move, too. I don’t know.
 Alright, these are eggs. Can you think about some of the eggs that we read about? Okay, what’s this one, the big one?
 It starts with a p.... /p/ /p/ /p/

H: penguin

C: penguin

M: Okay, d egg, /d/ /d/ /d/

H/C: no response

M: /d/

C: /d/

C: duck
M: duck. Okay, Hannah, do you know what this one is?
H: spiders!
M: no, that's gigantic, that's a spider egg, right there. See the little spider egg.
And this one is the
H: the
M: /o/
H: octopus
M: mmmhuh. That's the sea turtle and that's the....
H; the egg
M: a/a/a/a/
H: a/a/a/a/
M: all.... What's the - what's the next two letters Hannah?
H: all..... alligator!
M: Five – give me five, yeah. Alright.
C: can you tickle me?
M: ahhh – look *Inside a duck egg*
Ducklings incubate, or grow inside their eggs, for 26 to 28 days.
Hey Chris, do you have eggs at school? Do you have chick eggs? Did they hatch yet?
C: mmmhm (negative)
M: No, are they still just little eggs
C: mmmhuh
M: Is Ms. Kiebert keeping them warm?
C: non verbal response
M: the little ... the light... is that keeping them warm?
C: nonverbal response
M: how do you keep the eggs warm at school?
C: you turn on them.
M: you turn on what?
C: the light
M; the light
C: to make them warm
M: Okay look. This is the egg on the 4th day. There's the yolk (thumping noise), there's the head and the body, before it's developing (thumping noise continues) hey, come here, look.
(Text 'says') 4th day: shell, egg white, yolk, head and body.
And then it develops a little bit more... , blood vessels, there's blood vessels, that's the red line...that brings food from the yolk to the growing chick.....
and
(Text 'says') 10th day: egg white, wing, leg, eye, blood vessels that bring food from the yolk to the growing chick
There's the 14th day. It's starting to look like a duck, isn't it?
H: mmmhuh
M: and how does the.. how does the bird get out, how does the chick get out of it's shell?

H; it has a little tooth....
M; mmmhuh
H: a.....
C: egg tooth!
H: egg tooth
M: so what's it for
C: poke
H: so it can open its egg
C: poke the egg's side
M: unnhuh
H: crack the egg open
M: ready to hatch. oohhh, and that's the last page. Do you know what it's called? The time it takes from the beginning to when it hatches?
C: no.
M: It's called incubation
C: incuba...
M; isn't that a great word?
C: mmmhuh
H: see, there's blood around the....
Tape turned off.

Incubation times for the other animals in the book:

Penguin 2 months; Alligator: 2 months; Sea turtle: 1.5-3 months; Spider about 3 months (fall to spring) Octopus: 1 month to 1 year depending on species and temperature of the water (longer in cold water)

14th day: egg white, leg, beak, wing

26th day: Egg tooth that helps chick break out of the shell. It falls off shortly after hatching. Ready to hatch!

H: unintelligible
M: nope, that's the old one.
H: ohhh, he got older and ...
M: ohhhh, yup, and...
C: knuffle bunny got older
W I want my seat
W: I'll get my water... (tape turned off)
M; Alright, can I sit down you guys? let me in! move over, move over ...do you want me to sit in the middle? Okay....
C; ahhhh
M: alright. This one's called what you guys?
C; knuffle bunny gets olders
M: it's called knuffle bunny too
C: knuffle Bunny four
M: aahhh alright. Alright, It's by Mo Wilems. Alright.
That's knuffle bunny.
One morning, not so long ago, Trixie took a walk with her daddy.

By now, Trixie really knew how to talk.

Guess what I'm going to do. I'm going to show Amy, and then I'll show Meg, and...

*...then I'll show Margot, and then I'll show Jane, and then I'll show Leela, and then I'll show Rebecca, and then I'll show Noah, and then I'll show Robbie, and then I'll show ~~Foshi~~, **Chris**, and then I'll show ~~Casey~~, **Jenna**, and then I'll show ~~Conny~~, **Jessica** and then I'll show ~~Parker~~, **William** and then I'll show ~~Brian~~ **Toren**, and then...*

~~And talk, and talk.~~

Trixie was excited because she was taking her one-of-a-kind Knuffle Bunny someplace very special

C'mon!

Where was she taking that bunny?

C: to

C/H: school

M: *School!* Right.

H: School

M: looking at the pictures? look at them, they're photographs.

H: a lot of people don't' ...

M; a lot of people are drawing

H; yeah

M: *Trixie couldn't wait to show Knuffle Bunny to Ms. Greengrove and all her friends in Pre-K.*

But just as her daddy kissed her good-bye, Trixie saw Sonja.

Suddenly, Trixie's one-of-a-kind Knuffle Bunny wasn't so one-of-a-kind anymore.

The morning did not go well.

Kuh-nuffle! Kuh-nuffle!

And she's saying

Nuffle! Nuffle!

They pronounce it different

The afternoon was worse.

What happened in the afternoon?.... what happened?

W: the teacher took the knuffle bunny away...

M: right.

When the school bell rang, Ms. Greengrove returned the Knuffle Bunnies.

And the day got better.

Then, before she knew it, it was time to go home.

*Trixie "ate" her dinner, devoured her dessert, **and** brushed her teeth...*

And tried to escape the Mommy and Daddy robots from planet Snurp!

Ahhahhah,...

At half-past bedtime, Trixie was tucked in, ready for sleep.

But a few hours later...

C; woke up

M: because she ~~Trixie~~ realized **something**.

What did she realize?

C: knuffle bunny!
M: what about knuffle bunny?
C: Um.... She has the one with the bow in her hair.
M: right, Sonja's.
*Trixie marched into her mommy and daddy's room and said:
This That is **not** my bunny.*

*Trixie's daddy tried to explain what "2:30 a.m." means.
He asked, "Can we deal with this in the morning?
He tried to talk her into it....
Trixie's daddy went to the phone.*

W: uniintelligable
M: *Before he even made it down the stairs,
Briiinggg!
The phone rang.
We have your bunny
Said a man's voice on the other end.
We have yours replied Trixie's daddy.
Arrangements were made.
Trixie and her daddy rushed across the neighborhood!
Trixie did not want to be late.
Neither did Sonja. There..*

H: There's Sonja. She's like ahhh, ahhh.
M: *There was an exchange.
And the Knuffle Bunnies were back where they belonged.
I was so worried about my bunny said Sonja
So was I Trixie replied.
Then they both said, I'm glad you got your bunny back!
At the exact **same time!**
And that is how Trixie found her first* best friend.
The end
Knuffle Bunny excepted, of course.

C: polog
M: *Epilogue: The next morning,*
C: look, look, look
M; *they look tired, don't they? both Trixie and Sonja rushed to school.
The new best friends had a lot of catcing up to do.
Do you want to play with my Knuffle Bunny?
Sure! Do you want to play with mine?
The end...*

C: Why...
M: okay
C: did they want the other Knuffle bunny
M; okay, do you guys know how to play true and false?
C/H: nonverbal response

M: I'm going to. Okay. Can I ask you some questions? This is how you play. I'm going to make some statements.

C: why did you say I'm a little stinker?

M: because you are a little stinker.

W: true.

M: true! Don't leave it – leave that. Okay, true or false. Umm. Let's see.

C: why did she Sonja?

M; trixie and another girl both had stuffed bunnies – yes or no?

H: yes

C: yes

M: alright. Let's see. The bunnies got mixed up at school.

H; yes

M: yes And, trixie and Sonja's mommies brought the right bunnies back together.

H: no.

M: no!?! What's wrong with that statement?

H: because the daddies did that

M: ooohhh. And let's see, I think that's it.. Do you want to read more books?

C: Yup. I want to read the old knuffle bunny now.

M: the old knuffle bunny? Alright, let's read it. Let me turn this over.

C: let me listen to that

M: no way.

M: it's a tape recorder

Now, do you want to read the **old** Knuffle bunny?

H/C: yess....

M: Alright. You can read it to me, maybe.
Yeah? (In response to husband in other room)

M: alright – don't do that. Alright.... *Knuffle Bunny*

H; oh, I want to see the pictures – what's that?

M; is that one? What's that one a picture of?

H: no, you tell me.

M: okay, that's Trixie's mommy and Daddy getting married. And that's Trixie's mommy and daddy when they had....

H: what

M: Trixie, as a baby.

H; ohhh

M: and there's Trixie as a little baby in one of those carriers.

C: you can see her mouth

M; her mouth? No, that's not her mouth, that's just her fingers and you can see her eyes.

H; ... to her eyes

M: *Not so long ago*,... oop, do you want to see some more?

H: ahhhh look, little, hi baby swing!

M: that's what babies do.

M: *Not so long ago, before she could even speak words, Trixie went on an errand with her daddy...*

C: see, Trixie is turned into a boy now.

M; doesn't Trixie look like a boy in that picture? But it's really a little girl, she just doesn't have any hair – and she's a baby.

H; I didn't have any hair when I was a baby.

M: you had some hair.
*Trixie and her daddy went down the block,
 Through the park,
 Past the school,*

And into the...

H: laundry mat

M: *Laundromat.*

H; Laundromat

M: *Trixie helped her daddy put the laundry into the machine.
 And what's he going to do? By accident*

C put the knuffle bunny in

H: that's not helping.

M; mmmhuh

H: that's not helping

M: *She even got to put the money into the machine.
 Then they left.
 Which washing machine did they use?*

C: that washing

H: the m

M; the M

C: The M washing machine

M: *But a block or so later...*

C: knuffle bunny
 (whistling in background – Hannah?)

M; Yup think about in the Knuffle Bunny Too, when she was in bed, it said *Trixie realized something.* And here, *Trixie realized something*
 She realized that Knuffle ...

C: Bunny was lost

M: was lost – it's probably at the Laundromat.
*Trixie turned to her daddy and said,
 Aggle flaggle klabble!
 "That's right," replied her daddy. "We're going home."
 But she said to him, he's not understanding me.
 Aggle Flaggle Klabble! Said Trixie again.
 Blaggle plabble! Wumby Flappy?! Snurp.*

C: she's waving her hands... she has three hands

M: she, she - giggles – she's moving her hands.
*"Now, please don't get fussy, said her daddy.
 Well, she had no choice.."*

Trixie bawled. WAAAAA!
She went boneless.
H; and cried, waa, waa
M: *She did everything she could to show how unhappy she was.*
By the time they got home, her daddy was unhappy, too.
As soon as Trixie's mommy opened the door, she asked, "Where's Knuffle Bunny?"
Look at Trixie's face.
H; mmmmm
M: *The whole family ran down the block.*

And they ran through the park.
C: and on..
M: *They zoomed past the school, see, what does it say here on this page, Chris?*
C: laundromat
M: *and into the*
M/C: *Laundromat.*
M: *Trixie's daddy looked for Knuffle Bunny. And looked... and looked... and looked...*
~~But~~ Knuffle Bunny was nowhere to be found....
So Trixie's daddy decided to look harder.
Until....
C: knuffle bunny
M: ***KNUFFLE BUNNY!***
Knuffle bunny's wet. And those were the first words..
C: now he's dried
M; *Trixie ever said.*
C: now he's dried.
M; yeah.
(pause)
the end.
Do you guys want to read another book? Do you guys want to read Woodrow the Whitehouse mouse?
H/C: Yeah
C: Woodrow, the Whitehouse mouse...
(tape turned off)

P&C Week 4

M; why do I do it? Because I want to
C: Mom, I'll be right back. Do not start the story.
Alright – where are you going?
C: to the bathroom
M; okay, I'll hold
C: the horrible monster!
M: alright, can I guys – can I tell you guys something?
C: what
M: Do you know who drew the pictures in this book?
H; let me
C: no.
H: let me see it
M: do you want to see the back?
H: don't know...
M: Is that the monster?
H/C yeah.
C: It's the horrible monster.
M; His name is Leonardo. He's a terrible monster and the person that drew the pictures is the same person that drew the pictures of...Knuffle Bunny.
C: where is it?
M; Well, this is *Leonardo, the Terrible Monster*
H; Leonardo, the Terrible...
C: Knuffle Bunny is Leonardo Too?
Pause
M: uhhh Knuffle Bunny was **drawn** by the same person who drew Leonardo.
The same man drew the pictures. It says here.
Leonardo was a terrible monster...
C: don't point
H: oh, here he is
C: I'd like him as my pet – don't you momma?
M: *He couldn't scare anyone.* What's he trying to do in that picture?
H: growlling noise
M: right, and what are the people doing?
H: ohhh, he's so cute.
M; giggling, that's right, they're not scared at all, are they?
H: unintelligable
M: *He didn't have 1,642* teeth, like Tony*
~~*Note: Not all teeth shown.*~~
look at Tony, you guys.
H: I know. I see him. I wouldn't like to brush as much as that teeth. Look
golden teeth
M: right, what do you thing Chris?
C: white
M; giggles
C; He looks funny

M: and he's even got teeth on his what?
H: forehead
M: right
C: I found the gold tooth
M: yeah
C: and.. and he he, the gold, right there's the gold tooth
M: *He wasn't big like Eleanor.* Look at how gigantic Eleanor is.
H: she's (unintelligible)
M: *And he wasn't just plain weird like Hector.*
C: look at him.
M: *Leonardo tried very hard to be scary. But... he just wasn't.*
Can you take your thumb out of your mouth Chris?
C: nonverbal response
M: Thanks honey.
One day, Leonardo had an idea. He would find the most scaredy-cat kid in the whole world...
And scare the tuna salad out of him!
H: that means.. that means make his skin fall off
M: giggles. *Leonardo researched until he found the perfect candidate...*
H: what does candidate mean?
M: It means
H: Like those two girls...
M: The perfect person for the job.
And what's this little person's name, Hannah?
H: Sam
M: *Sam.* This is sam. Do you think Sam's a scaredy cat Chris?
C: mmmhmmm (negative)
H: I think he's just going to cry about lots of things
M: *Leonardo snuck up on the poor, unsuspecting boy.*
H: dun, dun,
H/M: dunn, dunn, dunn
M: okay
H: grow, too, tooo, tooo
M: *Blaggle blaggle!! Grrr... Roar!!*
And the monster gave it all he had.
C: look, he has three arms!
M: yeah, giggles well, that's just how it
H: look, that's like a tiger
M: that's how the artist is trying to show that he's moving his arms real fast..
Until the little boy cried.
"Yes!" cheered Leonardo. "I did it! I've finally scared the tuna salad out of someone!" (pause)
"No you didn't!" snapped Sam.
"Oh, yeah?" replied Leonardo. "Then why are you crying?"
"My mean big brother stole my action figure right out of my hands while I was still playing with it, and then he broke it on purpose, and it was my favorite

toy, and I tried to fix it but I couldn't and I got so mad I kicked the table and I stubbed my toe on the same foot that I hurt last month when I accidentally slipped in the bathtub after I got soap in my eyes trying to wash out the bird poo that my brother's cockatoo popped on my head and I don't have any friends any my tummy hurts!"

That's why. He's crying. Did you get all that Chris?

C: non verbal response

M; mmmhuh

That's why.

Look at Leonardo

C: don't (whiny tone)

H: I'm sorry

M: *hen Leonardo made a very big decision.*

It's okay.

Instead of being a terrible monster, he would become a.....

C: friend monster

M: right! *A wonderful friend. Giggles*

C: mom, stop laughing, hehehe. Stop laughing, me mommma, stop laughing

M: no, no, no, don't hit touch those buttons Chris (laughing)

C; why?

M: wait, it's not over yet.

C: ohh, oh , oh

M; there's more pages, what's that a picture of?

C: them needing each other.

M: yeah. *(But that didn't mean that he couldn't try to scare his friend every now and*

then! Boo!

Did he scare him that time?

H: yes, yeahhh...

M: *the end*

C: why are - why are they playing tag?

H: got ya

M: because they're friends.

H: mom, got ya

M: And friends play together

H; got ya, Mom

M: yeah.

C: from across room – why did you...? ... they're not even together...

M: did you like that book Chris?

C: mom, do not even think about taking a...

M: okay, let's see if I have another book for you. Uh, I do – look at this.. What's that a book about?

C: What?

M: I don't know, what does it look like it's about

H: talking in background from across room
M: is it about frogs?
C: lizards
M; yeahhhnooo..
H: in background
M: look at those big machines
C: those big machines are called diggers
M; some of them are called diggers. It's written by Karen Wallece
BIG machines do BIG jobs.
They can knock down an old factory.
They can build a new park.
But how do big machines work?
Pause
C: by turning a key.
M: right
A crane has a heavy ball.
The ball swings through the air.
CRASH!
It smashes into the factory wall!
Bricks and rubble fall to the ground
pause
Rubble (labeled illustration)
SMASH!
CRASH!
SMASH!
A bulldozer has a huge blade. SCRAPE! SCRUNCH! SCRAPE!
It pushes the rubble into a pile. What will take the pile of rubble away?
Blade (labeled illustration)
What do you think?
C: By he digs
M: He digs, but when he makes a big pile, when he pushes it all into a big pile,
what takes the big pile away?
H; a digger
C: because, because, they're going to make a place for a house.
M: right But – what's going to come by and take the rubble away?
C: we...
M: a bicycle? ... a skateboard/
C ahhh.
M: what's going to take all the rubble away? How about a big truck?
C: a big truck will
M; maybe. Let's see if that's the answer.
A loader scoops up the rubble with a huge metal bucket.
The bucket dumps the rubble into a truck.
The truck takes the rubble away.
But where is the truck?
Bucket (labeled illustration)

Here comes the ~~dump truck!~~

C: truck

M: right.
*The dump truck has wide wheels that can roll over bumpy ground.
It has high sides so the rubble doesn't fall out. ~~Wheel (labeled illustration)~~*

Pause

C: why does... why ..

M; *The factory has gone.
It is time to build a pond for the park.
An excavator (EX-kuh-vay-ter) digs a hole.
An excavator has a bucket with metal teeth that break up the earth.
The bucket dumps the earth into a tipper truck
But where is that truck?
~~Teeth (labeled illustration)~~*

pause

*Here comes the tipper truck!
It is carrying new soil for the park.
The back of the truck goes up and the tailgates opens.
WHOOSH! WHOOSH!
The soil slides onto the ground.
WHOOSH! WHOOSH!
That's the Tailgate (labeled illustration) any questions*

H: crying noise in background

C; tired

M; you're tired, honey?

C: one

H: oh!

M; okay

*The pond needs concrete to line its base.
A concrete mixer brings concrete.
Its drum goes around and around and concrete pours out of a special chute
~~Chute (labeled illustration)~~
When the concrete sets it is hard and waterproof.*

C; what is that for?

M: this truck?

C: yeah

M: it has concrete in it and it turns around and it mixes the concrete and then
when they want to dump out the concrete it comes down this chute.

H; and when they have to, they have it.

M: *The pond is finished, but now it needs...*

H: *water.*

M: *water*
Here comes a water truck!

I *t has a big tank full of water to fill up the pond.
ohhhh.
The park needs a path for people to walk on.*

*A roller has water inside its wheels to make the wheels heavy.
They press down on the path until it is smooth and flat.
I didn't know they had water inside them.*

- C: why
M: it makes them heavy
H: it makes them like,, stronger than a XXX
M: *The park needs* what...
H: Hay
M: Well, that's actually grass, all rolled up *grass for children to play on.*
A forklift truck brings new turf.
Long forks lift up the turf and carry it
C: why do, why does it...
M: ...*across the park.*
Forks (labeled illustration)
C: Why does it need it across the park?
M: why does it need the turf?
C: mmmhuh
M: on the park? The grass?
C: yeah
H: because they dug out the grass
M: well no, they – they leveled the factory. They had a factor there. And they tore down the factory. Do you remember how they tore down the factory?
C: Nonverbal response
M: Chris? How did they tear down the factory? Do you remember?
C: by lifting up the grass
M: giggles - no Didn't they have a crane with a big ball that went smash, smash?
And then they took all the rubble and they put it into a truck, and the truck drove it away and then they .. were going to build a park, and so they had an excavator come... and build a hole.. for the pond. And then they put some concrete down, and then the roller came by and made a path but now they have to put down some grass. That's what they're doing now.
H: I want to see the park when they're done.
M: okay, well, it's coming.
Oh ... *The park needs... ~~plants.~~*
H; flowers
M; *right,*
A van brings trees and flowers. And a lady with a big hair-do
H; Mommmm that's funny
M: look at her hair.
H: does it look good to you?
M; does it look good to me?
H: mmmhuh
M; I don't know – what do you think, Chris?
C: nonverbal response
H: do you think it looks good? Funny
M; giggles, one vote for funny.

*Insects, animals, and birds will make the park their home.
The park needs a playground.
A big truck brings swings and slides!
Big trucks carry things all over the world.
Now the park is finished.
Are you guys ready?*

H: Yea, I want to see it now...

M; could I have a little music, please?

C: mmmhuh

Pause

M: well, whose going to make the music?

Pause

M: How about an announcer. Ladies and gentlemen

H; No.... birds....

M; birds?

H; make music

M: okay – tada! There’s the park. It’s where the factory used to be.

Children play on the grass.

People walk on the path.

Birds sing in the trees.

Can you remember when the factory was there?

This man does.

BIG changes have happened thanks to BIG machines that can do BIG jobs!

How did they make the pond? How did they make the hole for the pond?

H: a digger?

M: mmm what’s it called Chris?

C: digger!

M: an excavator?

C: Yeah

M: alright – are you guys ready to take a bath?

C: yeah

H; Yawn

Picture word list:

Rubble _____ *teeth*

Blade _____ *tailgate*

Bucket _____ *chute*

Wheel _____ *forks*

M: Alright, do you guys want Knuffle Bunny?

H; yeah, Knuffle Bunny

C: It’s not Knuffle bunny- Knuffle Bunny Too

M; do you know where it is? (from across room) Chris? Do you know where it is?

Where is it?

C: unintelligible

M: let's read Leonard
 C: Nooo
 M: no, okay, well, let's find Knuffle Bunny
 M; alright, what's the name of this book
 H; knuffle bunny, he says
 C: Knuffle Bunny Too
 C; it's a little girl with hair – with yellow hair, and she has Knuffle Bunny
 M; what's her – what's her name?
 H/C: Chris do you want to read the first page?
 C: nonverbal response
 M: alright, Chris's going to read the first page. Well, this is the title page, it says.
 Knuffle Bunny, too
 H: I want to look at these pictures
 M: by Mo Willems
 C: what are those called?
 M: that's a picture of Trixie's mommy and daddy getting married/
 H: what about that one?
 M: that's Trixie's mommy and daddy when Trixie was just a...
 H: baby
 M; right.
 H: what about this one?
 M: That's when Trixie was born?
 H; what is that one?
 M: Do you know what that one is? Chris, do you know what the picture is?
 H; me, me, me, me
 M: Chris, Chris, Chris, Chris
 C: them in the laun... it's a girl with no hair, and they're in the Laundryma - mat.
 M; Right, is that the first book?
 C: mmmhuh
 M; Yeah, Okay
 H: MooommM!
 C: and then that's...
 M: Okay, this is Hannah's picture, what's this a picture of Hannah Bananna?
 H: unintelligable
 C: Trixie and her
 H: Chris!!!
 M: Okay, who's going to read the first page?
 H: me
 M: Okay, go ahead Hannah,
 H: *One* day Trixe and her
 C: Dad
 M: were were going someplace with they tried, with Trixie tried, umm, umm
 M; they were going for a walk! And Trixie knew how to talk now and she said, I
 can't wait to show all of my friends... ~~morning, not so long ago, Trixie took a
 walk with her daddy.~~
By now, Trixie really knew how to talk.

~~Guess what I'm going to do. I'm going to show Jenna Amy, and then I'll show Hannah, Meg, and...~~
~~...then I'll show Sophia, Marget, and then I'll show Soren Jane, and then I'll show Kirby, Leela, and then I'll show Ali, Rebecca, and then I'll show Ria, Noah, and then I'll show Robbie, and then I'll show Toshi, and then I'll show Casey, and then I'll show Conny, and then I'll show Parker, and then I'll show Brian, and then...~~
~~And talk, and talk.~~

H: and then I'll show Chris

M: and then And then I'll show Chris

C: That's my class!

M: That's right. She's going to show her bunny to all of her friends, and she took her dad by the hand and she said come on!! She ~~Trixie~~ *was excited because she was taking her one-of-a-kind Knuffle Bunny someplace very special*
C'mon!

H: I can't read this book (whiny)

M: This is Hannah's page

H: I can't read it!! (Whiny)

M: what's that word?

C: *School!*

M: School, she was taking knuffle bunny too?

H school - it is not a good idea

M: that's the only word on the page Hannah Melon

H: I can't read one of his different words...

M: Okay – what's going on in these pictures over here (pause)
Do you see Trixie in this picture?

H: mmmhuh

M: And who's she with?

H; her dad

M: yea... is she going upstairs?

H: mmmhuh

M: to her classroom?

H; mmmhuh

M: alright – welcome to pre-k it says on the door.

*Trixie couldn't wait to show Knuffle Bunny to Mrs - Ms. Greengrove...
and all her friends in Pre-K.*

H; who's Ms. Greengrove?

M: well, where's Ms. Greengrove?

H: She's in the office - Ms. Greengrove's in the office

M: I think that's Ms. Greengrove

H: Then who's in the office? (whiny tone)

M: Ms. Knave (sneezes, twice)

H; this is the classroom..... I think this is the classroom....

M: right, right, that's the teacher.

C; That's Ms. Kiebert – that's Ms....

M: Jordan

C: Ms. Jordan
M: perfect. Right, that's all the kids, and there's Trixie, and...
H: there's Chris!
M: that's right,
But just as her daddy kissed her good-bye, Trixie saw Sonja. ahhhh
Suddenly, Trixie's one-of-a-kind Knuffle Bunny wasn't so one-of-a-kind
anymore.

pause

The morning did not go well.
She says *Kuh-nuffle!*
And she says it's *Nuffle!*
~~*Kuh-nuffle!*~~
~~*Nuffle!*~~
She's showing all the kids her bunny, and Trixie's all left out.
And what's happening in that picture?
Pause

H: the teacher's noticing
M: what's she noticing
H: she's noticing that they've got their Knuffles..
M: are they fighting? And Chris, what's happening here?
C: the teacher took their Knuffle Bunnies away.
M: Right
The afternoon was worse.
When the school bell rang, Ms. Greengrove returned the...

H; Knuffle bunnies
M: *Knuffle Bunnies.* Except, what did she do?
H: put them in the wrong hands...
M: Right... *And the day got better.* The girls didn't know.... There's trixie,
where's Sonja?
H: where?
M: do you can Sonja? In that picture?
Then, before she knew it, it was time to go...

H; *home.*
M: mmmhuh
Trixie "ate" her....

H; *..... dinner,*
M: *devoured her...*
H: *dessert,*
M: *brushed her...*
H: *teeth...*
M: *And tried to escape the Mommy and Daddy robots from planet...*
H: snurf
M: *Snurp! ready for sleep.*
At half-past bedtime, Trixie was tucked in, pause – oh, look at that monster on
her bed – who does that look like?
H; giggles That's a horrible monster

M: No, I'll give you a hint—do you remember what his name is?
H: No....
M: do you remember what his name is Chris?
C: uhhh....
M: Alright – his name is Leonardo
H/C: Leonardo
H: it's the Leonardo one.
M: on her bed – isn't he cute?
H: mmmhuh
M: *But a few hours later...*
Resting, and turning – what happens in those pictures you guys?
H: mmmmm ahhhr!
M: what happened there Chris?
C: She realizes knuffle bunny
M; what does she realize? Knuffle Bunny..... whose knuffle bunny did she have?
C: the one with the blue ears?
M: the one with the bow?
C: sonnn
M: sonjas
M: ~~*Trixie realized something.*~~
Trixie marched into her mommy and daddy's room and said:
H: *This is **not** my bunny.*
M: perfect
Trixie's daddy tried to explain what "2:30 a.m." means.
He asked, "Can we deal with this in the morning? Please --- pleeeassee?"
Trixie's daddy went to the...
H; *phone.*
M; right. *Before he even made it down the stairs, what happened?*
H: *Briiinggg! Bring*
M; *The phone rang.*
We have your bunny
Said a man's voice on the other end.
We have yours replied Trixie's daddy.
Do you guys remember what this picture says? Do you remember the words to that one?
H/C: nonverbal response
M: *Arrangements were made.*
Alright. Chris, can you tell me what's happening here?
C: It's getting nighttime.
M: and where are Trixie and her daddy going?
C: Its, they're rushing to Sonja's to give her bunny back.
M: right.
Trixie and her daddy rushed across the neighborhood!
Trixie did not want to be late.
Neither did Sonja.
Look at this awesome picture

C: Look that's Sonjas, Sonja's – and that is them, and that's Sonja
M: Right, tight, and they're in a big city, aren't they – and there are no cars in the road, do you know why?
C: Why?
M: It's the middle of the night –everybody's asleep.
H: nohuh- what if they're traveling?
M: Well, there's probably one or two cars on the road, but not too many.
There was an exchange.
And the Knuffle Bunnies were back where they belonged.
I was so worried about my bunny said Sonja
So was I Trixie replied.
Then they both said, I'm glad you got your bunny back!
*At the exact **same time!***

H; giggles unintelligible
M: what?
H: it's a better day
M; a better day
H; a better time
And that is how - what happened?
M: *Trixie found ...*
H; *her first* best friend.*
M; right – the end.
~~**Knuffle Bunny excepted, of course.*~~
The *Epilogue:*
The next morning, both Trixie and Sonja rushed to school.
Look at their lunch boxes

H; arrgh
M what do you see on their lunch boxes?
H; it's starting with their names
M; right, the first one has their names
The new best friends had a lot of catcing up to do.
Do you want to play with my Knuffle Bunny?
Sure! Do you want to play with mine
The end
That's an awesome book.
Okay, Hannah, it's your turn to pick - do you want to pick any of these?

H; the monster
M: Leonard? Okay
C: I like Leonardo..
M; Okay, I'm gong to fast forward and turn the tape over
C: arrgh

C: I am a robot – beep – I am a robot—
M: what book is this?
H/C: Leonardo
C: the horrible

H/C monster
M: the terrible monster
What's this book about?
H: a... monster named Leonardo and he couldn't scare anybody
M; right
H: and he would say the person who really most drew in the book
M: whose, the little boy
H; No, who is the person's whose on every page
M: whose the one that drew it?
H: no, who
M: Leonardo, the monster?
H: Yeah –who was the one most person that is the most important person –
Leonard was
M: the monster
H Yeah, he was the important person
M; right. Alright, and do you know do you know what the problem was – in the
book?
H; he couldn't scare anyone
M: right and what solution did he find to the problem?
H; that... being a scary monster is the worsen than being a friendly monster.
M: yeah, this is the first page, it says.
Leonardo was a....
H: horrible monst..
M: *terrible monster...*
Chris, do you want to sit on this side?
C; nonverbal response
M: do you want to sit over here Chris
C; nonverbal response
M; alright
He couldn't scare anyone.
He didn't have 1,642 teeth, like... To*
M/H *..ny Tony's crazy*
M: *Note: ~~Not all teeth shown.~~*
He wasn't big like Eleanor.
H; ewww...she's huge, she's really big
M: *And he wasn't just plain....*
H; be all...
M: *weird... like Hector.*
H; look at Hector
M: I like how some of his teeth and some of them go down.
H; I like his big ears
M; what do you like Chris?
C: His.. I guess the eyes...
M; mmmhuh
Leonardo tried very hard to be scary. But... he just wasn't.

*One day, Leonardo had an idea. He would find the most scaredy-cat kid in the whole world...
And scare the...*

M/H: *tuna salad out of him!*

M: *Leonardo researched until he found the perfect candidate...
Who's that?*

H: *Sam.*

M: *Sam – he looks a little bit like Chris, doesn't he?*

H: *he has glasses*

M: *but he has glasses*

Leonardo snuck up on the poor, unsuspecting boy.

H: *dun dun dun dun dun dun*

M: *And the monster gave it all he had.*

Blaggle blaggle!! Grrr... Roar!!

Look at him go -

Until the little boy...

H/M: *cried.*

M: *"Yes!" cheered Leonardo. "I did it! I've finally scared the tuna salad out of someone!"*

Look how happy he is – but what's the little boy going to say?

H: *no you did not!*

M: *"No you didn't!" snapped Sam.*

"Oh, yeah?" replied Leonardo. "Then why are you...

H/M *criing?"*

M: *"My mean big brother stole my action figure right out of my hands while I was still playing with it, and then he broke it on purpose, and it was my favorite toy, and I tried to fix it but I couldn't and I got so mad I kicked the table and I stubbed my toe on the same food that I hurt last month when I accidentally slipped in the bathtub after I got soap in my eyes trying to wash out the bird poo that my brother's cockatoo popped on my head and I don't have any friends any my tummy...*

H/M: *hurts!"*

Wow – Sam's got a lot on his mind.

That's why.

Look at Leonardo – huh.

pause

Then Leonardo made a very big decision.

~~*It's okay.*~~

Instead of being a

H/M; *terrible monster,*

M: *he would become a...*

C: *friendly monster*

M: *a wonderful friend.*

Very good isn't that a nice picture?

H: *yeah*

But they're going...

M: *(But that didn't mean that he couldn't try to scare his friend every now and then!*

Boo!

H: yike!

M: *The end*

C: that's why they're playing kids, they play together.

M; they like each other. That's an awesome book. I think that monster's cute. Alright, Hannah Banana, Chris, do you want to read this?

H; can I have a marshmallow

M: you can each have a marshmallow, okay?

H/C hmmm

M: one for Hannah?

H: did you bring the rest of them?

M: the marshmallows? No, I only brought two.

Chris, do you want to read this? Guess what's growing inside this egg?

H: Nno, let's just do every book

M; well, you don't have to read it if you don't want to

H; I do

M; Chris, do you want to look at this with us?

H: mmmhuh

M: it's pretty cool

H; I want to hold it

M: you want to hold it? Okay hey, buddy –

H: if you want to hear it-

M: if you want to hear it, you gotta come over here.

Guess What is Growing ..

M/H: Inside This Egg

M; by Mia Posada

H: By mia Posad?

M: who drew the pictures? Did she draw the pictures too?

Chris? Are you going to read this with us?

H: how do you know it's a she?

M: I don't, but I think Mia is a girl's name, isn't it?

C: I think I want cocoa (unintelligible)

M: what do you want?

C: cocoa (unintelligible)

M: cocoa who?

C: Cocoa (unintelligible)

M: what's he saying Hannah?

H: Cocoa just the other thing-

M: go get him – go get him, we'll wait.

M: He's a monster

C; monsters have horns

M: mmmhuh

C; some have horns on their nose, some have horns on their head
M; mmmhuh. What's the name of this book?
C: *Leonardo the Terrible Monster*
M: Right
C: that's the name of the monster's name
M: right
C: look, he's poor sad.
M: *Leonardo was a terrible monster...*
C: that means that's a good thing
M: *He couldn't scare anyone.*
C: look, look
M: what am I looking at?
C they think they're cute
M: they're what?
C: they think he's cute
M: they think he's cute!! Yes they do.
He didn't have 1,6...
C: he has a gold tooth!
M: *42* teeth, like Tony*
~~*Note: Not all teeth shown.*~~
He wasn't big like....
Come on up pal.
H: can you start over?
M: sure.
Leonardo, the Terrible Monster
This page says that *Leonardo was a...*
M/H/C: *terrible monster*
And this page says: *He couldn't scare... anyone*
H I already know... this book, so... you don't have to...
M: *He didn't have 1,642 teeth, like.... Tony.*
H: Tony!
He wasn't big like...
H; Eleanor
M; *Eleanor.*
Look at her toenails
H: sheesh
C: she has a bright one on her she's a girl
M; mmmhuh
And he wasn't just plain weird like Hector.
Leonardo tried very hard to be scary. But... he just wasn't.
I think he's really cute.
One day, Leonardo had an idea. He would find the most scaredy-cat kid in the whole world...
And scare the.....
H: tuna
M: *tuna salad out of him!*

C: what does the tuna salad make?
H: like, like, like makes a kid fall down.
M: no, no, no, I think it's just an expression, that ...
H: no. it's like... the teacher told me.
M: it – really?
H: yeah
M: alright.
Leonardo researched until he found the perfect candidate...
H: candidate
C: Sammy
H: who is that?
M: who is that Chris?
C: Sammy
M: *Sam.*, that's right
H: Sam-e, you put an e at the end and get Sammy
C: sneak, sneak, sneak, sneak, arrrgh!!!
M: *Leonardo snuck up on the poor, unsuspecting boy.*
H: *dunn, dunn, dunn dunn, arrgh, rarh, roar*
M: *Blaggle blaggle!! Grrr... Roar!!*
And the monster gave it all he had.
Until the little boy...
H: started to cry
M: ~~eried.~~
"Yes!" cheered Leonardo. "I did it! I've finally scared the tuna salad out of someone!"
"No you didn't!" snapped Sam.
"Oh, yeah?" replied Leonardo. "Then why are you..
H/M: *crying?"*
H: you are stupid guys cry.
M: No, I didn't say that
C: I did a poopy burp
M: I know. Stinka moley
H: whoa! Do you think this is the pig that's stuck?
M: Yes, is this the right page?
"My mean big brother stole my action figure right out of my hands while I was still playing with it, and then he broke it on purpose, and it was my favorite toy, and I tried to fix it but I couldn't and I got so mad I kicked the table and I stubbed my toe on the same food that I hurt last month when I accidentally slipped in the bathtub after I got soap in my eyes trying to wash out the bird poo that my brother's cockatoo popped on my head and I don't ...
C: why did he poop on his brother's?
M: I don't know. ~~have any friends any my tummy hurts!"~~
That's why. He was crying, it wasn't because the monster tried to scare him.

Then Leonardo made a very big decision.
Instead of being a terrible monster, he would become a...

C: A friend monster
M: ..a wonderful friend. It's okay. ~~The end~~
M; What's that
C: His mouth looks like a V, that's because he's smiling. It looks like V's
M: Yeah. (*But that didn't mean that he couldn't try to scare*
C: scarey
M: *his friend every now and then!*
H; yikes!
Boo!
M; Yeah, do you guys like this story?
C: They like each other – look, he's pretending he's the monster and he's
pretending that he's dead.
H: they like each other.
M: wait, wait, wait, I have to ask you something Chris,
H; they like each other
C: Why.
M: I have to ask you something Chris
C: Can I read to you
M: well, maybe at the end.
M: let's see. Can I ask you some questions about the book?
C; Yeah
M; do you want to tell me what the problem in the book was?
C: yeah
H; singing
C: he didn't....
M: what Chris?
C; um, it's in the front that he didn't that he, didn't scare anybody.
M: right. And how did Leonardo solve the problem?
C: by scaring the little boy, by scaring the boy who was named...he....
M; I don't think that's how
C: Sammy
M: he solved the problem. Let me ask Hannah. How was the problem solved in
the book?
H; He made a big decision
M; right
H: and he decided to be a... um... a great friend to
M: yes
H: the monster
M: that's how the problem was resolved.
C: um... instead of a terrible mosnter, he wanted to be a friend monster, but he
just wasn't...
M: he was a good friend at the end..... he wasn't a very scarey monster was he.
H: unintelligible
M: alright, do you guys want to read another book?
H: yes

M: what book do you want to read?
H: Ummmm the Little Red Hen
M: Okay...
C: what's this?
M: that's Blueberries for Sal. That's Hannah's book
C: where did she get it from?
M: She got it from... Daddy's friend, um, Morgan. Can you move over just a little bit.
C: No, I want..
M: Alright
C: no, you're sitting on my lap
M: uh – we're fine. what's the name of this book?
C: Leonardo the Terrible Monster.
M; right
C: And Leonardo wrote it
M: Umm Mo Willems
C: Mo Willems wrote it
M: wrote it and drew the pictures.
C: but who put the letters on it
M: the letters have **claws** on them. It says that *Leonardo was a...*
M/C: *Terrible Monster*
C: That means *anardo was a terrible ohh Monster*
M: right. Why was he a terrible monster?
C: because he wanted to scare the most - - tuna salad out of somebody
M: Right,
He couldn't scare anyone.
C: they think he's cute
M; giggles Yes.
He didn't have 1,642 teeth, like...*
Pause
M: *Tony*
Note: ~~Not all teeth shown.~~
C: Look, he has a gold tooth.
M: Yup.
He wasn't big like Eleanor.
C: Eleanor's a girl
M; mmmhuh
And he wasn't just plain weird like Hector.
C: Why is he plain old weird?
M: he's got 3 eyes and an earring,... and no legs
C: why does he have no legs?
M: I don't know, maybe he bounces... like a ball
C: NO, he has four on a track
M: he has a form track? okay
Leonardo tried very hard to be scary. But... he just wasn't.

*One day, Leonardo had an idea. He would find the most scaredy-cat kid in the whole world...
And scare the tuna salad out of him!*

C: What's the --the tuna salad?
M: that... *Leonardo researched until he found the perfect candidate...*
C: that's sammy
M: That's *Sam*.
C: his nickname is Sammy
M: uh huh. Donn
*Leonardo snuck up on the poor, unsuspecting boy.
Blaggle blaggle!! Grrr... Roar!! donn donn donn do do roar, growl, roar, roar,
And the monster gave it all he had.
Until the little boy cried.
"Yes!" cheered Leonardo. "I did it! I've finally scared the tuna salad out of someone!"
"No you didn't!" snapped Sam.
"Oh, yeah?" replied Leonardo. "Then why are you crying?"
Do you know why he cried?
C: because his favorite brother broke his favorite toy
M: right.
C: read this one
M: Read the whole thing?
C: yeah
M: "My mean big brother stole my action figure right out of my hands while I was still playing with it, and then he broke it on purpose, and it was my favorite toy, and I tried to fix it but I couldn't and I got so mad I kicked the table and I stubbed my toe on the same food that I hurt last month when I accidentally slipped in the bathtub after I got soap in my eyes trying to wash out the bird poo that my brother's cockatoo pooped on my head and I don't have any friends any my tummy hurts!"*

H: Mom....
M: *That's why*
H: Mom, can you read the Blueberry one?
M: yes I can. Can I finish this one?
H: nonverbal response
M: *Then Leonardo made a very big decision.
Instead of being a terrible monster, he would become a wonderful friend.*

C: *It's okay.
The end*

C: No.
M: But, what's the very last page say?
C: He
M: *(But that didn't mean that he couldn't try to scare his friend every now and then!*

H: Boo!
C: Then get out – Yikes!

M: The end

H: Mom, can you read this...

End of tape

P&C Week 5

- M: Alright
H: ready mom
C: what is that?
M: that's your other book
M: okay, who's got the platypus book
H: me.....
C: no, I wanna – let's switch
M: well, I'm gong to read it
C: so she gets to hold it
H: heee heee -- ha
M: what is a platypus you guys
H: it's an animal that it's, that, it's bigger like a duck and it still looks like a beaver.... And its body is furry, but... it has claws... it has short legs.... And the body is sort of like a chameleon to me.
M: Okay, this says
A Platypus, Probably
By Sneed B. Collard, III and Illustrated by Andrew Plant
C: Andrew plant wrote it
M: Andrew Plant drew the pictures
C: it's about a platypus that's taking a bus
M: you think?
C: mmhuh
What is that strange creature, paddling down an Australian stream?
With its legs straight out, and its eyes and ears closed
C: stop
M: *tight,*
C: look
half lizard,
C: that looks like a body
M: *half beaver, what could it be?*
A platypus, probably
Look at that wonderful picture
(pause)
One hundred ten million years ago, in ancient Gondwanaland, Platypus ancestors swam through steamy forests and tickled the feet of dinosaurs. Today the dinosaurs are gone. But the platypus remains, a warm-blooded mammal, different from all others.
H; because it's half anything...
M: do you want me to read the little words down here?
H; yeah
C; Yeah
M: it says
Gondwanaland, or Gondwana, was an ancient supercontinent consisting of present-day Africa, South America, Antarctica, Australia, and India. By

about 65 million years ago, these land asses had drifted apart to become the continents and places we know today.
And this paragraph here says, that
Even though platypuses are warm-blooded, their body temperatures are about nine degrees cooler than most mammals. These..

- C: what are mammals?
M: what are mammals? You tell me
C: they're like, we're mammals
M: we're mammals
H: only we don't lay eggs like a platypus
M: well, it says that the platypus is a mammal, and that means, that it, I don't think it should lay eggs
H: Oh
W: Uh, a mammal is something that nurtures its young. It doesn't matter..
H: Oh
M: if there's an egg or not?
W: if there's an egg or not, these are called monotremes, and they, the spiny echidna and the platypus and, ... I think that's it, they're both Australian. But the, the definition of mammals is it's got hair, and it nurtures it's young
M: and its got a bone in its ear
W: and its got a bone in its ear
H: but we don't
M: yeah we do
W: yeah we do
H: I can feel it, it's hard, it's hard
W: uh, are you on this um – google thing, or am I?
M: you are *That incredible bill.....* or I can be on it in like two second
W: okay, I don't care, it's just that..
M: *That incredible bill!*
Shaped like a duck's, but soft like leather, it is packed with hundreds of tiny cells that feel touch
W: unintelligible
M: ... *and even electric currents from the bodies*
W: this is serious... (unintelligible)
M: *of other animals.* (tape stopped)
~~*These lower temperatures help keep platypuses from getting chilled in the cool streams where they hunt.*~~
Waving its bill back and forth, and using its wonderful webbed feet to swim, the platypus explores eucalyptus-lined streams. When its bill touches another animal, or feels the electricity from its body, the platypus attacks.
pause
That's bizarre
C: platypus are kinds of dinosaurs
M: but.. what Chris?
C: they're kind of like... dinosaurs that eat bugs
M: they look a little bit like dinosaurs, don't they

H: but they're not, they're mammals
H: *when, when a platy...*
C: but they're not, they're mammals
M: Right
When a platypus dives underwater, it keeps its eyes and ears
H: shut
M: ... closed. Right. *Instead, it relies on its bill*
C: where's it's ear?
M: *and sense of touch.*
C: Where's it's ear?
M: I don't know.
While hunting, the platypus waves its bill back and forth. Scientists believe this motion may increase the chances of the platypus encountering prey or detecting other animals' electric currents. Platypuses often pause
C: raspberry sounds
M: ...to stir up prey by digging through gravel and mud on stream or lake bottoms.
Pause (nonverbal behavior correction?)
*Worms, mussels, shrimps, tadpoles, even the larvae of insects found walking around the river bottom- The platypus stuffs them all in its **cheek pouches** and carries them to the surface.*
With no teeth for chewing, the platypus crushes its food on hard grinding pads inside its bill. Meal finished, it swallows, takes a breath, and dives again.
C: what is this called?
M: I don't know
H: lobster, clam, worm
M: crawfish maybe?
~~*An adult platypus weighs about five pounds. It eats a huge amount of food—up to 30 percent of its body weight each day. It stores much of its food reserves as fat in its chubby tail.*~~
~~*Platypuses breathe air just like we do. While hunting, platypuses usually remain underwater for 20 to 40 seconds at a time. Then they surface to refill their lungs.*~~
Ten, twelve hours a night, the platypus dives and paddles. Always searching. Always hungry. Two tight layers of fur keep it warm in the chilly streams. Platypus fur is even denser than the fur of polar bears and river otters. A platypus spends a lot of time cleaning and combing this fur so that it will stay waterproof and keep the platypus warm. Most people think Australia is always warm, but southern Australia can get quite cold, especially in winter. Even in tropical areas, Australian streams can be downright chilly, especially for an animal spending hours and hours underwater.
H: Mom (whispering)
M: what's this a picture of? (pause) What's that?
C: I don't know (referring to a monitor?)
H: it's a platypus in it's den
C: ...dangerous. Like that finger

M: ~~But~~ even the platypus must stop to rest, now and then. One moment we see its brown, swimming shape. The next, it disappears into one of many hidden burrows it has dug with curving claws. Burrows help keep a platypus safe from predators while it is resting. The platypus's predators include foxes, cats, monitor lizards, bird of prey, dogs, and carpet pythons. While the sun tracks across the Australian sky and kangaroos forage along the banks, the platypus..... sleeps. ~~One platypus can have up to a dozen resting burrows along its stretch of river. Burrow entrances are dug into the stream bank or riverbank and are almost always hidden under overhangs, behind bushes, or even underwater. Resting burrows can be between three and 30 feet long.~~

C: look – dangerous!

M: yeah, that's a predator. Is that a monitor lizard?

H: Must be a...

M: it's a monitor lizard.
When dusk arrives, it wakes and slips back into the stream, covering miles, alone, under the patient moon, till dawn.
 It looks like the platypus uses its front legs to ... paddle and *Platypuses paddle mostly with their front legs.* ~~They use their hind legs and tails to steer.~~ And their feet are webbed.
~~Both their front and hind feet are webbed like a duck's.~~
But for platypuses, spring brings a new routine. Two males see a female and squabble over the chance to mate with her. Armed with a venomous spur on each hind leg, the males fight. Only one of them wins.

H: that one.

M: uhhh I don't know.
In sparkling waters, the male and female circle around each other in a courtship dance. After several days, they mate. Then the male swims away.

C: where is the danerous? (combination between venom & dangerous?)

M: the what?

C: The dangerous

M: it's not dangerous. *Soon the female platypus digs a nesting burrow up to 60 feet long. That is...*

C: What are those cl,....XXX called?

H: roots

M: those are roots
At its end lies a nesting chamber that she packs with leaves carried under her grasping tail. Everything ready, she crawls into her retreat and seals herself safely inside.
 pause
The female platypus doesn't give birth or raise babies in a pouch. Unlike almost every other living mammal, she lays eggs – one, two, sometimes three precious jewels.
For a dozen days the female platypus curls around her eggs, incubating them. Keeping them safe.

C: making noises

M: *Mammals that lay eggs are called monotremes.*

C: making noises

M: *Monotremes lived on Earth at least 100 million years ago. Today only... the platypus and two species of echidnas remain. ~~The platypus lives only in Australia. Echidnas live in Australia and Papua New Guinea.~~ Finally, do you know what they're called? They're platipups!*
(Chris continues to make noises)

H: the platipups.

M: ~~the "platipups"~~ *hatch and slurp milk from their mother's belly. Platypuses don't have nipples like other mammals. Instead, milk*

C: stops making noise

M: *oozes out of two patches of skin on the mother's stomach and drips down strands of fur to the babies' hungry mouths. The platypus babies grow fast. At six weeks of age, all covered with fur, they open their eyes, ready to poke their heads into the world. Platypuses can live up to 17 years in captivity but usually only four to eight years in the wild. After four or five months, they drink the last of their mother's milk. And on one dusky evening, they set off into the stream...*

C: Look – dannnngerous

M; *to find*
Do you think... that that heron can eat a platypus?

H; no way

M: No, what's the heron dangerous to?

H: frogs, fish

M; yup

C: but it's not dangerous to a platypus.

M: no

H: but a baby one it is, maybe for a baby one it is.

M: I don't think it can... eat a baby platypus

C: Why

H; what do you mean? (squeaky voice)

M: but they're in all in... they're in that.. little hole
~~It says that their own territories full of food and shelter.~~
Male and female platypuses seem to need different amounts of living

C: and that's the daddy

M: *space.*

C; and that's the mommy

M: *In one study, ... Yes it is. male platypuses were found to use about three miles of stream for their activities. Females used much less – only about half a mile. Platypuses, though, can travel long distances. A young male platypus that was trapped and tagged in one location was found almost 30 miles away seven months later.*
Look - *One swims past a fisherman and his son. "What is that?" the boy asks. The man scratches his chin and he smiles.*

~~The Australian government has passed laws completely protecting platypuses from hunting, collecting, and other harmful human activities.~~

"A platypus, probably."

Pause

Did you like that book?

H/C nonverbal response

M: I did too

H; I like the flowers.. I like

M: show me

H: I like this..

C: why can't I...

C: can I see it?

M: sure

H: giggles

M: here we go.. What's it called Hannah? Can you guess? Can you try to read it?

H: duck

M; right that's that's

C: Duck Goose, don't like each other

H; and....

M/H Goose

M: alright

H: duck and goose

C: unintelligible in background

M: Duck and goose. Not at first they're not, huh?

H; I don't ... I don't – ah - Mom, how do you know this/

M: well, I don't, but look, they're sitting on top of the ball, they don't look very happy, do they?

It's written and illustrated by Tad Hills.

Oh look, it's for Eleanor.... what is that word?

H: Chris!

M: yes, it's for Eleanor, Charlie and Lee, who are always good eggs, often silly geese, and sometimes, in the best possible way, odd ducks.

"Oh my, what is that?" Duck quacked.

"That is a silly question," Goose honked. "It is a big egg, of course."

"Of course it is an egg. I know that!" huffed Duck. "What I mean is, where did it come from?"

Goose looked skyward. He looked to the river. He looked to the fields. He thought very hard.

"Who are you?" he asked finally asked.

"I," said Duck, puffing out his feathered chest, "am the one whose egg this is. I saw it first." Goose quickly raised one webbed foot. "It is mine. I touched it first."

"Hey! You should never put your dirty foot on this egg," Duck scolded.

"DON'T YOU KNOW ANYTHING ABOUT CARING FOR EGGS?" "YES, I

DO!” Goose cried out. “STOP YELLING!” Duck yelled, then whispered forcefully, “Don’t you think—don’t you know that you and your screaming are very likely disturbing the baby bird who is trying to take a snooze inside this egg?” Goose wished that Duck wasn’t right. ~~And~~ he lowered his head and whispered softly, “I’m very sorry. Go back to sleep in there.”

“My, that’s quite a beauty you have,” called ~~the~~ a blue bird from across the river.

“Thank you, it’s mine,” quacked the Duck.

“Actually, it is mine,” honked the Goose. “Thank you.”

“So,” asked Duck, “what do we do now?” “We should do something,” suggested Goose. “Yes, you are right, good thinking,” agreed Duck. “**Like what?**” Goose...

C: Oh look at it now...

M: ~~Duck and Goose each~~ thought They’re thinking about what they should do. They’re both thinking about building a fence. See this says (illustrations w/signs: ~~This egg is private property; duck’s egg; no geese allowed; no honking \$5 fine; If you are a duck keep walking; no ducks beyond this point; quiet please; absolutely~~ this one says, no quacking in this area) “Well, we must keep the egg warm until the fuzzy little occupant is ready to come out,” said Goose.

“**Excellent idea!**” exclaimed Duck and he pushed past Goose.

C: where’s their mother?

M: I don’t know.

“**Step aside I shall do just that.**” But Goose was too quick too.

Uh-oh

After a flurry of fussing, grunting and groaning, slipping and sliding, honking and quaking,...

Duck and Goose found themselves back to back. “Scoot over, I don’t have any room!” complained Duck. “You are much closer to me than I am to you.” “Stop yelling in my ear, Goose!” “Shhhh...,” Goose hushed, pointing at the round thing beneath them. “Yes, yes, yes, we must remember. Quiet, quiet, quiet, we mustn’t disturb the little one.” And so they sat, very still, **and** very quiet, waiting. For a long time they waited.

They listened to the crickets chirp and the frogs burp. “I am going to teach this baby bird to quack like a duck,” Duck boasted. “Well, I’m going to teach it to honk like a goose,” Goose honked back.

M: where are you going?..... Chris?....

“I’m going to teach this baby bird to waddle,” Goose added. “So am I,” Duck said.

They heard the pitter-patter of the rain. “I’m going to teach this baby bird to swim,” Duck said. “Me too,” said Goose.

To pass the time, they sniffed wildflowers in the warm sun and shared breadcrumbs **and** ~~while~~ Goose taught Duck to honk. (Background noise from kitchen)

They watched the sun set in the sky, and Duck taught Goose to quack.

They counted the stars in the night sky. "Let's teach our baby to fly," said Goose. "Good idea," said Duck.

*We better wait for Chris
tape turned off*

Okay – (still noises from kitchen area)

"I'm sure our baby will be a fast learner," said Duck. "If it takes after you and me, I'm sure you're right," agreed Goose.

Together they waited, until – "Did you feel that, Duck?" Duck nodded.

"Yes! Did you feel that, Goose?" Goose nodded. "It's time, Goose, it's time!" Duck squawked.

Quickly, Duck slid down and started running in circles around their egg.

"What should we do now?" he hollered. "I think we should remain calm," Goose yelled back. "Excuse me," a little voice called out.

pause

Duck stopped. In all the exciting confusion, he had failed to notice that the blue bird kicking their egg. "Can I play, too?" she asked.

"Play? This is no time for play!" yelled Duck. "THIS IS NO TIME FOR GAMES!" yelled Goose. "And what's with the kicking?" "I was only trying to get your attention," said the little bird. "Well, you got it!" Duck huffed.

"False alarm, Goose. Back to work." "Can't you see that we are very busy here?" Goose explained to the blue bird. "This is serious business. This is perhaps the most important moment of our lives."

"Oh my, I am sorry," apologized the blue bird said. "I had no idea. I just thought that maybe I could play with your ball. "It's really – It really is a nice one," she added, and then she flew away.

Goose gulped. "Did she say 'ball'?" he whispered to Duck.

"You know, I did have my doubts," Duck finally said. "It is a bit squishier than most eggs I have seen." "Yes, and I must say, I was somewhat suspicious of those big dots," Goose admitted. "It may not be an egg, but it is lovely," said Duck. "Oh, absolutely, Duck," Goose agreed. "It's a keeper." As the crickets chirped, the frogs burped, and the grass swayed in a gentle breeze, Goose quacked and Duck honked, and the ball bounced, rolled, and sometimes.....

Even flew.

C: it's not an egg, it's a ball

M; that's right. So what do you think... happened, to duck and goose in this story

H; they became friends and noticed that it wasn't an egg but first they thought it was...

M: I think they became...

H: but they decided to lay egg and sat on it

M: I think they became what

C: friends

M: right – were they friends in the beginning of the book

C: yeah

M: they were?
H: noooo
M: Not in the beginning of the book, they were not friends, they were both fighting over the egg
W: Unintelligible
M: okay –you guys (tape turned off)

C: what is that for?
M: what is what for?
H: for reading books
M; that's right
 Alright
C: Um, know where's the dangerous book, he's the person that has horns
M: Who's dangerous
C: the - Leonardo
M; what's the name of this one?
C: Leonardo
M: the good monster....
C: nonverbal response?
M: Noooo – Leonardo, the ...
C: monster
M: terrible monster
 Leonardo was a terrible...
C: terrible, /l/, /l/,
M: mon
M/C: monster
 He couldn't scare anyone.
C: look, they think he's cute.
M: *He didn't have 1,642* teeth, like Tony*
 Note: Not all teeth shown.
 He wasn't big like...
C: *Eleanor.* Eleanor's a girl
M: Yup
 And he wasn't just plain weird like...
C: plain XXXX (unintelligible)
M; *Hector.* hmmmhuh
 Leonardo tried very hard to be...
C/M: *scary.*
M; *But... he just wasn't.*
C: look at him.
M: mmmm
 One day, Leonard had an idea. He would find the most scaredy-cat kid in the whole world...
 And scare the....
M/H/C: *tuna salad*

M; *out of him!*
Leonardo researched until he found the perfect candidate...

H: no, noo, nooo, noo

H: *Sam.*

M: *Sam.*
Leonardo snuck up on the poor, unsuspecting boy.

H: *dun, dun, dunn dunn*

M: *and the monster*

C/H: *roar, growl, roar*

M: *gave it all he had.*
~~*Blaggle blaggle!! Grrr... Roar!!*~~
Until the little boy cried.
"Yes!" cheered Leonardo. "I did it! I've finally scared the tuna salad out of someone!"

H; *that is **not** a good thing*

M: *"No you didn't!" snapped Sam.*
"Oh, yeah?" replied Leonardo. "Then why are you..

M/H/C: *crying?"*

M; *"My mean big brother stole my action figure right out of my hands while I was still playing with it, and then he broke it on purpose, and it was my favorite toy, and I tried to fix it but I couldn't and I got so mad I kicked the table and I stubbed my toe on the same food that I hurt last month when I accidentally slipped in the bathtub after I got soap in my eyes trying to wash out the...*

H; *poo*

M: *bird poo that my brother's cockatoo popped on my head and I don't have any friends any my...*

H/C: *tummy*

M; *hurts!" That's why.*
Then Leonardo made a very big decision.
~~*It's okay.*~~
Instead of being a..

H/C/M: *terrible monster, he would*

M; *would become a...*

C: *friend monster*

M; *a wonderful friend.*

H: *Mom*

M; *mmmhuh*

H: *can I read the story someone?*

M *mmmmhuh*

C: *look, his mouth looks like v-v*

M; *(But that didn't mean that he couldn't try to scare his friend every now and then!*

C: *Boo!*

H; the end

M: *The end*

A good book

Do you want to bring that to school tomorrow? To show your friends?

C: mmmhuh

M: okay.

P&C Week 6

- M: here we gooo--- oh,Chris, did you get peanut butter on this book already?
- C: mmmmmm
- M: peanut butter?
- C: mmmm
- M: yeeesss
- C: yes
- M: and I'm sorry
- C: I'm sorry
- M: Okay, this book is called... *I lost*
- M/C: *Tooth*
- M: *in Africa*
By Penda Diakite and illustrated by Baba Wagua Diakite – Wow.
So, there's a little girl on the cover. And what else do you see on the cover?
- C: a toothbrush... and some...
- M: where is the toothbrush? In her hand?
- C: yeah a toothbrush and some animals and chickens along the side with tooth, teeth
- M: unhuh. KWhat's that thing?
- C: it's a... a iguana or something?
- M: I don't know.
- C: Like A chameleon? I think it's a komodo dragon
- M: okay, this says *to my African family and to my little sister, Amina, who was the inspiration for this story.*
Hi! My name is Amina. I live in Portland, Oregon. Today, we are flying to Africa to visit my father's family in Bamako, Mali. Africa is very far from our home in Portland. It takes two days, three plans, and three different continents to get there. Right before landing in Mali, I discover I have a wiggly tooth!
My dad says if you lose a tooth in Africa and put it under a gourd,
- C: what is a gourd?
- M: It's like a.. pumpkin... *you will get a chicken from the African Tooth Fairy! I really want to lose my tooth in Africa. So I try tricks with my tongue to help it come out faster.*
But nothing happens.
- C: kay
- M: *When we arrive, my aunts, uncles, and cousins are here to greet us. They all live together in one compound with N'na, my grandma.*
It's very hot here, and the ground is a beautiful sandy orange. Outside our compound there are donkeys, goats, and lots of chickens. The rooster never stops crowing. I wiggle and wiggle my tooth. I can't wait to have my own chicken!
Aunt Kadja has made my favorite dinner. It's rice and onion sauce with African eggplant and tiny noodles. We all eat together around one big bowl. Everyone eats with their right hand. Sometimes, if you're lucky, you get a

piece of meat! When I eat, I can feel my tooth moving, but it refuses to come out.

C: when you're lucky you get some meat.... To eat.

M: yup.

By evening, the world begins to quiet down. The family is home, and neighbors come by to greet us. The stars shine brightly, and the moon glows (phone ringing in background) like a streetlamp. Friends sit in groups in the courtyard, playing games, telling stories, and braiding hair.

C: ohh, that person is my favorite one.

M: *Sometimes, Grandma N'na sings songs.*

As the sky darkens, I climb into my bamboo bed. And after a few stories from my dad, I drift off to sleep. I hope my tooth doesn't fall out at night!

H: why do they have those...

M; the

H: around the bed

M: net?

H: yeah.

M: what – what does it keep out?

H: oh -- mosquitos?

M; mmmhuh

H: I want that around my bed. I don't want anymore mosquito bites.

M; okay

With the first golden rays of the sun, the noisy rooster begins to crow.

“Kay Kay Ray Kay!... It's time to get up!”

The first thing we do every morning in Africa is greet Grandma N'na and receive blessings from her. She takes my hand and holds it gently as she begins a long list of benedictions. “May you rise high with strength and knowledge.”

“Amiin,” I respond after each one.

C: why did she drop the cup?

M: ohh

After breakfast, I run outside to brush my teeth at the papaya tree. That way I can water the tree as I brush!

Suddenly, there is a funny feeling in my mouth. My tongue instantly finds a gap where a tooth had been. I hope I haven't swallowed it. Where is my tooth? I look down. It's on the ground!

I pick it up and run to show my parents. My mom is surprised. My dad helps me place it under a calabash gourd behind the bedroom window. I am so proud. I lost my tooth in Africa! A shiny white tooth! Soon, I will have a chicken of my very own.

All morning I play tègèré tillon with my cousins, waiting for a chicken to come. But nothing happens.

We eat lunch and take a short nap. Still no chicken.

We take a walk by the little creek to check the gardens. Bananas are turning ripe and the mani--manioc is growing tall. We huddle together to watch a busy weaver bird building its hanging nest... in a palm tree. When we get

home, it's already time to take our bucket baths. The day is almost finished. But no chicken has come. Finally, I go to take back my tooth. I feel sad. Maybe the African Tooth Fairy has forgotten. But right as I turn over the calabash, two chickens pop out! One rooster and one hen. I am so happy I call to my mom and dad. They are very excited. ~~Dad~~ Mom says, "The rooster is more black than white." Mom says, "The hen is more white than black." Right away, I take care of my chickens. I feed them and give them water. My mom and dad help me build a little house for them under the stairway that leads to Grandma N'na's roof. We make adobe bricks and stack them on top of one another. Then we find an old sheet of tin to use as a roof. Early one morning, I open my chicken coop. There! I see them. White oval eggs in the nest on the dirt floor. I shout, "SHAY KEELEW! SHAY KEELEW! Eggs! Eggs!" Uncle Modibo says that means that chicks will hatch in twenty-one days! I wonder if I will see them before I leave. When I help Aunt Sali with the meals, the chickens always cluster around my feet. I sneak a handful of millet and rise for them. I like to peel the vegetables because I can feed the peelings to my chickens. When I finish with the vegetables, I smoosh tomatoes with my hands for a good-tasting sauce,

C: I have to go potty....

M: okay, go ahead and cut squash and cabbage into big quarters so Aunt Sali can boil them.

Tape turned off

M: she said that when she cooks with her Aunt Sali, that- that chickens go by her feet and everything. That's all of the - the girls, cooking in the courtyard.

C: and only one boy.

M: right.

Later that day, my hen has laid more eggs. That makes me smile, because I know my chickens are happy in our home.

One evening, the hen is squawking. I run outside. The pheasant is trying to steal her eggs! I shoo it away. That pheasant is very crafty and VERY fast. I'll have to watch her carefully.

When I go to sleep at night, I dream about little chicks hatching. I'm getting excited to see what they will look like.

What do you see on this picture Chris?

C: nonverbal response

M: Finally, one morning, my dad tells me it is our last day in Africa. We have to go back to America. I slowly say good-bye to the things I will miss.

"Kawn-Bay," I say to the mango tree.

"Kawn-Bay," I say to the little creek.

"Kawn-Bay," I say to Africa.

When the time comes to leave, I am sad. I say good-bye to my African family and friends. Slowly I walk to the chicken coop to say good-bye to my chickens.

Then I see it. An egg is hatching! A tiny, wet chick peeks out from a white egg.

“Shay Den! Shay Den!” I shout. “Chicks! Chicks!”

Everyone comes to see. They all congratulate me.

Just then another egg hatches. I am very happy. But I’m very sad, too. I don’t want to leave my chicks behind.

“Don’t worry Amina,” says Uncle Madou, “I’ll take good care of them.

When you come back, your chicks will be old enough to lay eggs for you.”

I smile to big you can see the empty space where my tooth is missing.

And right away I begin to count the days until we will come back to Africa.

Look at that cute little girl, holding the chicken.

Wow, that’s a sweet little picture

Okay.

C; *mmmm ohhhh, mmmmm*

Author’s note:

I was born in Portland, Oregon, in 1992, and I visit my second home in Bamako, Mali, as often as I can. I originally wrote this story when I was eight years old. It’s a true story about what happened when my little sister lost her tooth in Africa. I live in Portland with my family, three chickens, one rat, and a parakeet named Murray.

Artist’s note:

I was born in Mali, West Africa, and now live in Portland Oregon. I spent much of my childhood in the village, tending herds of sheep and goats. In the evening, we would listen to stories told by our elders. To me, these stories were the true experiences of our elders before our time. Later, when I would find myself in the grassland with my herds, I would see these stories springing to life before me. Rabbit is cautious and clever, Hyena is dull and cowardly, Monkey is creative and mischievous. The birds forecast warnings and upcoming events. And the tree is always there in its quiet wisdom, telling me of seasons and cradling me in its strong arms.

There is a proverb from Mali that says, “Raising a child is like planting a tree. When it is tended well, you will enjoy its shade.” This has been a great reward to me to illustrate my daughter’s book. I have always tried to teach my daughters about my culture in which storytelling is a true way of learning. As the tradition says, “Words must go from old mouths to new ears.” Storytelling is a gift to me from my elders and I simply wanted to pass this gift along to my children.

M: *it says –Seahorse: The Shyest Fish in the Sea*

H: *why are they the shyest fishes*

m *I don’t know.*

C: *grunting noise*

M: *By Chris Butterworth*

Illustrated by John Lawrence

H: Oh, I know because always stay down and they and they try to hide
M: alright...Look at all the different kinds of seahorses
H: I like this one the best
M: called the dwarf seahorse
H: it's -- that's the tiniest
M: which one do you like Chris?
C: I like that one
H: I though you liked the other one
M; The spotted seahorse? You know, one of them is called the Lemur-tail seahorse
H: ohhh, that one.
M: no
H: that one
M: no
H; that one
M: nope
H; that
M: Yes.
H; one
H: why is it called the lemur-tail?
M: I don't know... maybe the – I don't something about the shape of the tail.
Seahorse
H; I don't see any... seahorse.... Oh, there.
M: I don't know if ..seahorse?
H: it looks like one. Look for the seahorse – I know there's a seahorse
M: Alright, I'm going to hold the book
H; mom, I want to find the seahorse
M; there
H: yeah, there it ...
M: I see a snail, too
H: I know.
M: *In the warm ocean, among the waving sea*
H: there he is
M: *grass meadows,*
H; there he is
M: *an eye like a small black bead is watching the fish dart by. Who does it belong to?*
H: Seahorse
M; *Seahorse – one of the shyest fish in the sea. Seahorse has a head like a horse, a tail like a monkey and a pouch like a kangaroo. This one is a “Barbour’s Seahorse”. He has tiny prickles down his back like a dragon. He may not look much like a fish... but that’s what he is.*
H: he's a fish.

- M: ~~For a long time, no one was sure what kind of animal the seahorse was. Its scientific name is “Hippocampus”, which means “horse-like sea monster”.~~ Seahorse swims upright. He moves himself through the water with little fins on his head, and a larger one on his back.
He can only swim slowly, so if a hungry snapper cruises by looking for a snack, seahorse does something very clever... he stops still and changes colour (now you see him...) until he's almost invisible (now you don't).
- H: there's the seahorses – there's the big part of him
- M: right, he turned what color?
- H: green
- M: green like the reefs.
~~The way seahorses change the color of their skin to blend in with their surroundings is called “camouflage”.~~
Seahorses have hard bony ridges all down their bodies. Not many other creatures eat them- probably because they're just too ~~difficult~~ **hard** to swallow.
- H: well, they're probably not..
- M: Every day at sunrise, Seahorse swims slowly off to meet his mate. They twist their tails together and twirl gently round, changing colour until they match. ~~Seahorses are faithful to one mate and often pair up for life.~~
Today seahorse's mate is full of ripe eggs. The two of them dance till sunset, and then she puts her eggs into his pouch.
- C: ooooh, that one's a leeeee mur tail
- M: unhuh.
~~Barbour's seahorses mate very few weeks in the breeding season.~~
~~Only male seahorses have a pouch. Only female seahorses can grow eggs.~~
~~Seahorses are the only male fish to get 'pregnant' like this, growing the young inside their own bodies.~~ Seahorse sways about to get the eggs settled in, then seals his pouch tight shut.
Safe inside, the dots in the eggs begin to grow into baby seahorses. They break out of their eggs and go on growing, every one with a head like a tiny horse and a tail like a tiny monkey.
Baby seahorses
- H: are they cute mom?
- M: unhuh.
A few weeks later, seahorse finds a quiet place to hide among the corals. It's time for the babies to be born. He works hard all day and through the night, bending, squeezing and pushing, shooting hundreds of babies out of his pouch.
See, here they come.
- C: I just see the seahorse
- M: ~~Barbour's seahorses can have two to three hundred babies at one time.~~
~~They swirl round him in the water like smoke.~~
One or two of the babies hang on to Dad's nose for a bit (it's the first and biggest thing they've seen),
- C: Look, the eggs are kind of messed up in the seahorses

M: unhuh
*but when they let go...
They are so tiny and light that the current floats them away.
Each tiny seahorse is a perfect copy of its parents and is ready for life on its own as soon as it's born.
This new seahorse is only as long as your eyelash,*

C Ohh, there it is.

M: *but she can*

C: oohhhh – DANGER

H; *but she can find her own food straight away. Her eyes move separately from each other (one can peer up while the other looks down) so she can spot food coming from any direction.*

C: a clamshell can catch a seahorse.

M; really?
With one quick slurp she sucks her catch into the end of her snout and swallows it whole – seahorses don't have teeth.

H: it looks like she's having (unintelligible)

M: ~~*Seahorses live on "plankton" – tiny creatures that float along with the current.
To drop lower in the water, seahorses tuck in their necks and roll up their tails.
To rise higher, they uncurl themselves till they are almost as straight as pencils.
When she is big enough, seahorse curls up her tail and sinks down to the sea bed.*~~

C: ohhh – a nemo

M; unhuh, a clownfish
~~*Seahorses can't live where the currents are very strong. They would be swept away.
Here she is safer. Her camouflage protects her, and if a storm scoops the sea into huge waves or passing boats send the currents sweeping by, there are plenty of things to hang on to.*~~

H; octopuses are not easy to hang onto

M: No. ~~*Seahorses have "prehensile" tails, which means they can grasp things tightly with them.
When she is bigger still, Seahorse picks on patch of reef as her home. She wraps her tail round a coral branch. This is her "holdfast" ... wherever she goes, she'll keep coming back to this holdfast.
Male Barbour's seahorses only range over a few square meters. The females' range is twice as big, or even bigger.
In a few months this little seahorse will be ready to mate. She'll spend the rest of her life on the reef, watching for food, meeting her mate and trying to stay almost invisible....
Barbour's seahorses can mate by six months and are fully grown at about a year.*~~

Who's that peering from the coral?

Shhhh, she's a seahorse.

There you go

- H; where is she???
- M; No, I don't see a seahorses in this picture
- H; She has to be somewhere
- M; Maybe not
- H; She has to...She can't be....Umm
- M; let's try the next page
- H; What...I like. Oh my gosh, there's another set of them
- M; Yup
- H; This one's called the zebra one
- M; right it is
- H; ohh this one's called the...
- M; pygmy
- H; pygmy. Ummm...
- C; what?
- M; thorny
- H; thorny
- H; hey I was going to guess that thorny
- C; hey, that's the same one!
- It has it the other page
- M; the long-snouted seahorse
- H; this one looks like the long-snouted seahorse
- M; one more page
- Alright, hold on
- H; can I see it, can I see it?
- M; do you guys want to draw pictures of seahorses?
- M; which one
- C; duck and goose
- M; duck and goose? Alright
- C; why do you need to turn that on
- M; I need to
- C; why do you need that to read stories?
- M; just some books. Alright, Duck and Goose. Let's put it right there, okay?
- C; nonverbal response
- M; This is duck and this is goose. And this, is an egg
- C; no it's not, it's a ball
- M; aahhh you think?
- C; they called it all an egg
- M; look, this book is for Eleanor, Chris, and Lee. Somebody named Chris, just like you see, C-h-r-i-s
- C; where does it say Chris more?
- M; right there – see it?
- Duck and Goose*
- let's see who wrote it and who drew the pictures.

Written and illustrated by Tad Hill

C: Tad hill wrote the pictures and drew them?

M: right, he wrote the book and drew the pictures

"Oh my, what is that?" Duck quacked.

"That is a silly question," Goose honked. "It is a big egg, of course."

"Of course it is an egg. I know that!" huffed Duck. "What I mean is, where did it come from?"

Goose looked skyward. He looked to the river. He looked to the fields. He thought very hard.

"Who are you?" he asked ~~finally~~ asked finally.

"I," said Duck, puffing out his feathered chest, "am the one whose egg this is. I saw it first." Goose quickly raised one webbed foot. "It is mine. I touched it first."

"Hey! You should never put your dirty foot on this egg," Duck scolded.

"DON'T YOU KNOW ANYTHING ABOUT CARING FOR EGGS?" "YES, I DO!" Goose cried out. "STOP YELLING!" Duck yelled, then whispered forcefully, "Don't you know that you and your screaming are very likely disturbing the baby bird who is trying to take a snooze inside this egg?"

Goose wished that Duck wasn't right.

C: why did they do that?

M: pardon me?

C: why did they.. inside?

M: Inside they think there's a baby bird, see this is an egg and they think inside the egg is a baby bird. Do you think there's a baby bird inside that?

C: unhuh (yes)

M: you do?? Okaaay.

Goose ~~And he~~ lowered his head and whispered softly, "I'm very sorry. Go back to sleep in there."

"My, that's quite a beauty you have," called the blue bird from across the river.

"Thank you, it's mine," quacked the Duck.

"Actually, it is mine," honked the Goose. "Thank you."

*"So," asked Duck, "what do we do now?" "We should do something," suggested Goose." "Yes, you are right, good thinking," agreed Duck. "**Like what?**"*

Duck and Goose each thought.

(illustrations w/signs: ~~This egg is private property; duck's egg; no geese allowed; no honking \$5 fine; If you are a duck keep walking; no ducks beyond this point; quiet please; absolutely no quacking in this area)~~

"Well, we must keep the egg warm until the fuzzy little occupant is ready to come out," said Goose.

*"**Excellent idea!**" exclaimed Duck and he pushed past Goose. "**Step aside I shall do just that.**" But Goose was too quick too.*

C: they think it's a egg, it's not an egg, but they think it's an egg

M: right.

After a flurry of fussing, grunting and groaning, slipping and sliding, honking and quaking,...

Duck and Goose found themselves back to back. "Scoot over, I don't have any room!" complained Duck. "You are much closer to me than I am to you." "Stop yelling in my ear, Goose!" "Shhhh....," Goose hushed, pointing at the round thing beneath them. "Yes, yes, yes, we must remember. Quiet, quiet, quiet, we mustn't disturb the little one." And so they sat, very still, very quiet, waiting. For a long time they waited.

They listened to the crickets chirp and the frogs burp. "I am going to teach this baby bird to quack like a duck," Duck boasted. "Well, I'm going to teach it to honk like a goose," Goose honked back. "I'm going to teach this baby bird to waddle," Goose added. "So am I," Duck said.

They heard the pitter-patter of the rain. "I'm going to teach this baby bird to swim," Duck said. "Me too," said Goose.

To pass the tie, they sniffed wildflowers in the warm sun and shared breadcrumbs while Goose taught Duck to honk.

They watched the sun set in the sky, and Duck taught Goose to quack.

They counted the stars

C: where are they?

M: hold in (phone ringing)

C: where are they?

M: it's daddy on the phone – hello?

..... no, we're going to leave in like 20 minutes

.... Okay, okay, goodbye

Alright, back to the book. They counted the stars in the night sky. "Let's teach our baby to fly," said Goose. "Good idea," said Duck. "I'm sure our baby will be a fast learner," said Duck. "If it takes after you and me, I'm sure you're right," agreed Goose.

So how is duck and goose doing right now?

C: They're asleep

M; no, they're - actually, they're awake, but they're talking. Do you think they like each other?

C: mmmhuh

M; Did one of them teach the other one how to honk?

C: mmmhuh

M: Did they smell flowers together?

C: mmmhuh

M: Are they agreeing about things now?

C: mmmhuh

M: They might like each otherrrr....

Together they waited, until – "Did you feel that, Duck?" Duck nodded.

"Yes! Did you feel that, Goose?" Goose nodded. "It's time, Goose, it's time!" Duck squawked.

Quickly, Duck slid down and started running in circles around their egg.

"What should we do now?" he hollered. "I think we should remain calm," Goose yelled back.

C: Why is her feet not on the grass?
M: Because she's running
"Excuse me," a little voice called out.
Duck stopped. In all the exciting confusion, he had failed to notice the blue bird kicking their egg. "Can I play, too?" she asked.
"Play? This is no time for play!" yelled Duck. "THIS IS NO TIME FOR GAMES!" yelled Goose. "And what's with the kicking?" "I was only trying to get your attention," said the little bird. "Well, you got it!" Duck huffed. "False alarm, Goose. Back to work." "Can't you see that we are very busy here?" Goose explained to the blue bird. "This is serious business. This is perhaps the most important moment of our lives."
"Oh my, I am sorry," apologized the blue bird said. "I had no idea. I just thought that maybe I could..."

C: huge yawn
Pause (mom reading further away from tape player)
M: *I had no idea. I thought maybe I could play with your ball. "It really is a nice one," she added, and then she flew away.*
Goose gulped. "Did she say 'ball'?" he whispered to Duck.
"You know, I did have my doubts," Duck finally said. "It is a bit squishier than most eggs I have seen." "Yes, and I must say, I was somewhat suspicious of those big dots," Goose admitted. "It may not be an egg, but it is lovely," said Duck. "Oh, absolutely, Duck," Goose agreed. "It's a keeper."
As the crickets chirped, the frogs burped, and the grass swayed in a gentle breeze, Goose quacked and Duck honked, and the ball bounced, rolled, and sometimes.....
Even flew.

Wow, that's a fun story

C: now where is the egg?
M: pardon me?
C: Where is the egg
M: The egg? Was that an egg that they were sitting on
C: It was ... a ball
M: It was a ball
But what did they think it was
C: a ball
M: And what did they do in the beginning?
C: nonverbal response (if any)
Did they argue about the egg?
C: mmmhuh
M: did they say it's mine, no it's mine.
C: mmmhuh
M: And then, as they sat on the egg longer and longer, they started to like each other, didn't they?
C: mmmhuh
M: They became friends. So when they found out that it was a ball, what did they do?

C: They, they, they...became friends.
M: They became friends and they played with the ball – they kicked it.
C: Now, now can we get Lucy?
M: We can't get Lucy yet because it's not time.
C: Why
M: Do you want to read another book?
C: No
M: Okay

Family F: J&L Week 1

M: *Prehistoric: Actual Size*

L: One more thing

M: one more thing?

L: unhuh – do not talk about (unintelligible)

M: I'm not going to sweetie.

L: Not ever again?

M: laughs (unintelligible)

Alright. *Velociraptor (vee-lohs-i-rap-tor) was a swift, agile predator that may have been covered with feathers. ~~75 million years ago; 6 ½ feet (2 meters) long~~*

*Animals have lived on earth for hundreds of millions of years. Dragonflies the size of seagulls, meat-eating dinosaurs bigger than a bus, giant flying reptiles, fierce predatory birds eight feet tall – they all appeared, thrived, for millions of years, and then died out as the world changed around them. In this book you'll see what these prehistoric animals, along with many others, may have looked like at **actual size**.*

*One of the first animals to appear on Earth was a tiny, hard-shelled **protozoan** (pro-toh-zoh-an). It was almost too small to see. ~~530 million years ago; 1/25 inch (1 millimeter) across.~~*

*The sharp-eyed **sea scorpion** hunted in shallow seas. ~~420 million years ago; 6 ½ feet (2 meters) long~~*

The sea scorpion. And what's this guy's name?

L: I forget

M: The spiny shark

*The tiny **spiny shark**, one of the first fishes, was protected by armor plates and sharp spines. ~~410 million years ago; 3 inches (8 centimeters) long.~~*

***Diplocaulus** (dip-lo-cawl-lus) was a meat-eating amphibian. Its horns may have helped it glide through the water. ~~300 million years ago; 3 feet (91 centimeters) long.~~*

L: Hey

M: mmmm

L: he, he's tiny

M: He is tiny

L: he's going to eat him. (referring to the Diplocaulus which appears to be headed to the very small, spiny shark)

M: He might eat him. I think he was... Nope, it looks like they lived at different times (unintelligible)

*Imagine a **dragonfly** with wings more than two feet across! ~~300 million years ago; 27-inch (69-centimeter) wingspan.~~*

This is how big dragonflies used to be.

L: mmm

M: That's pretty big. Now they're like this.

*Warm, swampy forests were home to this flying **cockroach**. ~~300 million years ago; 4 inches (10 centimeters) long.~~*

This giant millipede had as many as thirty pairs of legs. 300 million years ago; 6 1/2 feet (2 meters) long.

That's a lot. All those millipedes, we see sometimes? That's how big....

L: I saw...

M:they used to be.

L: I saw a millipede

M: mmmhh

L: I... My (name)?? see them. They were everywhere on the playground

M: oh, were they? (giggling)

L: They were right to the park

M: Oh, wow.

L: They went right to the park

M: They went right to the park

L: And we just helded them. They were kind of like cater... like caterpillars, and I saw an inchworm on my head!

M: On your head! How did it end up on your head?

L: It was a green one!

M: Well, inchworms are green..... mmmm

L: I saw.....

M: mmm

L I saw... millipedes to the playgrounds. I saw the little tiny millipedes at the, at my old preschool.

M: well, they're not really tiny, they're small, but they're not at tiny as (unintelligible). Clears throat

*Despite its name, **Dinocephalosaurus** (Di-no-sef-ah-lo-sawr-us) wasn't a dinosaur. It was a fish-eating reptile that sucked up its prey by quickly stretching out its long neck. 230 million years ago; 8 feet (2 1/2 meters) long.*

L: This is a dinosaur

M: mmmhuh... *The bird*

L: Look!

M: can we read this first? Oh, oh, I see what you're... oh, ouch. Giggles.

*This bird-like **Saltopus** (salt-oh-pus), one of the smallest dinosaurs, was a swift runner. 210 million years ago; 2 feet (61 centimeters) long.*

Ohhhh – these were--Unintelligible comment

It doesn't get any pages, honey – they hit me

L: That's a giant dinosaur!

M: well, it's not a dinosaur, it's a.. ***Dsungaripterus** (jung-ah-rip-ter-us) was a flying reptile. It may have used its upturned beak to pry open and eat shellfish. 135 million years ago; 10 feet (3 meter) wingspan.* Shellfish are like scallops and lobsters...

L: that's a giant claw

M: yes it is, that is a big claw.

L: from ... what dino...

M: Well, let me.

L: from what dinosaur....

M: I-I'm going to tell you

L: I was...

M: giggles

L: going to look

M: it doesn't have a picture. Oh, wait... wait a minute.
Now how'd you know that?

L: that's a dinosaur

M: Mommy had to look at the words, how'd you know that (giggling)
***Baryonyx** (bar-ee-on-iks) means "heavy claw." This fish-eating dinosaur used its huge claws to help catch and hold its slippery prey. ~~125 million years ago; 33 feet (10 meters) long.~~*
Giggling
***Giganotosaurus** (jig-ah-not-o-sawr-us) may have...*

L: That...

M: *been the...*

L: that has sharp teeth

M: it does, doesn't it. Those big teeth. Look at those there.

L: big, giant teeth.

M: almost as big as your hand. ***Giganotosaurus** (jig-ah-not-o-sawr-us) may have been the largest predator that ever lived on land. ~~100 million years ago; 45 feet (14 meters) long.~~*
***Protoceratops** (pro-toh-ser-a-tops) was a plant-eating dinosaur that used its sharp beak to bite through tough stems and leaves. A baby Protoceratops was only about six inches (15 centimeters) long when it hatched. ~~80 million years ago; 6 feet (183 centimeters) long.~~*
See, that's the baby. Aww, it's cute. It's a cute little baby dinosaur.
***Leptictidium** (lep-tik-tid-ee-um), an insect-eating mammal, hopped about on its back legs. ~~45 million years ago; 2 feet (61 centimeters) long.~~*
Kind of like a kangaroo, I think.

L: Look, he's a bad ???

M: Well he eat -- He eats insects.

L: mmm

M: *The **terror bird** lived in South America. It was the largest predator of its time – big enough to eat a horse. ~~3 million years ago; 8 feet (2½ meters) tall.~~*

L: he can eat a ho—horse!

M: unhuh

L: what about ... what about... what about... people?

M: well people mostly weren't around when there were dinosaurs

L: but, ... he died.

M: mmmhuh Dinosaurs

L: unintelligible

M: unintelligible

L: that's a dinosaur, Mommy

M: mmmhuh. *How do we know what prehistoric dinosaurs looked like? Fossils which preserve the form of ancient bones and teeth can tell us a lot about animals that lived a long time ago. By comparing these fossils to the skeletons of animals that are alive today, we can get a good idea of an*

animal's size and shape, how it moved, and what kinds of food it ate. In a few rare fossils, the imprint of skin, scales, or feathers is preserved. Fossils, however, can't tell us what color an animal was or whether it had spots, stripes, or other patterns. A small plant-eating animal that lived among the trees, like a present-day deer, was probably a dull color to help it blend in with its environment. A hunting animal that lived on the open plains may have been the color of dry grass, like a modern-day African lion. A predator that stalked its prey in the forest could..

L: Is that...

M: ..have had

L: a lot of words?

M: It is a lot of words, isn't it?

L: I understand a lot of words

M: I know. Where were we? UM. ...could have had stripes like a tiger that helped camouflage it. Other animals may have attracted mates or signaled others of their kind with patches of bright color, like many modern birds and lizards. The patterns and colors of the animals in this book are

L begins humming & continues to end of mother's reading

M: best guesses based on how ancient animals lived and on the appearance of modern animals that live the same way.

L: humming

M: do you want me to read about this?

L: squeals – I got caught

M: you got caught?

L: by an eagle

M: you got eaten?

L: okay

M: Okay

L: this one

M: *Morganucodon(mor-gan-u-co-don), which means "Morgan's tooth," was a primitive mammal that lived 200 million years ago. It was small, with a body only about four inches (ten centimeters) long. Its large eyes suggest that it was active at night, which would have helped it hide from the many predatory reptiles and dinosaurs that lived at the same time. "Morgan's tooth" probably had a keen sense of smell, and it fed on insects and worms. Velociraptor (vee-lohs-i-rap-tor) was a quick and aggressive predatory dinosaur that lived about 75 million years ago.*

L: What!!

M: giggles, *It had sharp fangs and claws, with a special "killing claw" several inches long on each back foot.*

Come on, I can't read it...

It was a fast runner that probably hunted in packs. Though small for a dinosaur – only about six and a half feet (two meters) long and weighing around 30 pounds (14 kilograms) – several Velociraptors working together could bring down prey much larger than themselves. Recently, many scientists who study dinosaurs have suggested that Velociraptor and other

birdlike dinosaurs were covered with feathers, probably to help them keep warm.

Single-celled protozoa (pro-toh-zoh-a) Mom begins coughing.

L; what is that?

M: uh morganucodon

L; what is that?

M: let me see honey – sea scorpion

L nonverbal response

M: uh... diplocaulus

L: nonverbal response

M: a dragonfly

L: nonverbal response

M; a cochroach

L: nonverbal response

M: spiny shark

L; let's read about this... guy

M: okay. *The sea scorpion was one of the top predators of its time. It hunted fish and other small animals in warm, shallow seas some 420 million years ago.*

This ancestor of the lobster grew to be six and a half feet (two meters) long. It has good eyesight coughs

L: making noises – yuck

M: yeah, yuck. *Some sea*

L: you're a wreck

M: ...sea

L: you're a wreck

M; *It had good eyesight and large clawlike fangs. Some sea scorpions - stop moving*

Were able to breathe air and could climb onto the land.

L; I want to...

M: Okay. Do you want to read one more?

L: pause – that – and that

M: *Many early fish, such as the spiny shark,*

L: spiny

M: *were heavily armored to protect them from large predators. This small meat eater, about the size of a pet goldfish, appeared about 410 million years ago.*

Armored fish, some the size of a bus, would swim in the earth's seas, rivers, and lakes for the next 170 million years.

Three hundred million years ago the dominant animals on earth were amphibians, the ancestors of today's frogs and salamanders. Some of these animals were sharp-toothed hunters over ten feet (three meters) long. Others looked like eels or snakes.

One of the oddest was Diplocaulus (dip-lo-cawl-us), an aquatic animal three feet (~~91 centimeters~~) long. It had large winglike horns that might have acted as fins, helping the animal glide through the water. These horns might also have helped protect Diplocaulus from predators by making it hard to swallow.

Clears throat

Okay.

Do you want to turn the page, or?...

What do you think?

L: Let's read another

M: Okay. *The cockroach is one of the oldest living animals. Cockroaches of one kind or another have been around for more than 300 million years. Some of these early cockroaches were huge – up to four inches (10 centimeters) long. They lived in warm, swampy fern forests.* Turns page

L: Mom!

M: What? I just read that one...

L: Oh.

M: *The largest insect that ever lived was an ancient relative of the dragonfly. It hunted some 300 million years ago in the forests of what is now Europe. With wings 27 inches (69 centimeters) across, it was a frightening aerial predator. Like a modern dragonfly, it was a speedy flier that could change direction quickly, grabbing smaller insects out of the air and eating them on the fly.*

L: Oh!

M: I will read that oneand that one... and that one. .

L: unintelligible – mumbling

M: do you want me to just read them all?

L; more mumbling

M: do you want me to just read them all?

L: All of 'em, except that

M: Okay.

Dinocephalosaurus (di-no-sef-ah-lo-sawr-us), which means “terrible-headed lizard,” hunted fish in warm, shallow seas about 230 million years ago. Its neck was more than twice as long as its body. Overall, it was about eight feet (two and a half meters) in length. This reptile’s head, perched at the end of its long neck, would have looked like just another small fish as it approached its prey in murky water. When it was close enough, Dinocephalosaurus was able to quickly expand its throat and suck up its victim.

L; nonverbal response

M: *Baryonyx (bar-ee-on-iks) was one of the only dinosaurs known to eat fish.*

This two-ton (1,800-kilogram)-predator lived about 125 million years ago.

Compared to other large predatory dinosaurs that walked on their back legs, Baryonyx was unusual. It has long jaws, like a crocodile’s. Instead of tiny front arms, Baryonyx had large arms with huge, sharp thumb claws that helped it grasp its slippery prey. All of these adaptations made Baryonyx very effective at catching fish.

L: nonverbal response

M: *Giganotosaurus (jig-ah-not-o-sawr-us)... move your hand please... perhaps the largest land predator that has ever lived, stalked the plains of South America 100 million years ago. This dinosaur looked like a bigger, heavier version of the more familiar Tyrannosaurus rex. It was 45 feet (14 meters) long and may have weighed as much as eight tons (7,250 kilograms). At this size, it could attack even huge 100-ton (91,000-kilogram) plant-eating dinosaurs.*

L: well, please read this one..

M: ohhh... (pause)
Anthropods are animals with hard-shelled, jointed bodies, such as insects, crabs, scorpions, and centipedes. They are a very ancient group of animals that first appeared more than 500 million years ago. The largest arthropod ever to live on land was a giant millipede that lived about 300 million years ago.

L: Got it!

M: *It grew to six and a half feet (two meters) long, and probably burrowed into the forest floor, feeding on decaying plant material.*
 Yawns
 Are you ready to go to bed?

L: No.

M: unintelligible

L: let's do this one.

M: okay. *Not all dinosaurs were big. Saltopus (salt-oh-pus) was a birdlike animal that ran on two long legs. It weighed about two pounds (~~one kilogram~~)—the same as a large squirrel. Saltopus lived 210 million years ago, and was one of the first dinosaurs to appear. It used its speed and needle-sharp teeth to catch and eat insects and other small animals.*

L: I knew that!

M: Oh would you stop that.
Flying reptiles, or pterosaur (ter-o-sawrs), first appeared about 215 million years ago. As a group, they survived for the next 150 million years. Some were the size of a small bird. Others were gigantic, with wings 36 feet (~~11 meters~~) across. Dsungaripterus (jung-ah-rip-ter-us) was a medium-sized pterosaur, with leathery wings ten feet (~~three meters~~) wide, that lived about 135 million years ago. Its fossils are often found on the shores of what were once lakes and seas, where these flying predators may have nested and raised their young in colonies. Dsungaripterus

L: wait

M: ..honey, I can't read if your hand is on the words! *Dsungaripterus had a curved beak with strong, blunt teeth, probably used for catching, prying open, and crushing crabs and shellfish. The crest on this reptile's head may have been used to signal a mate. Perhaps the crest was brightly colored, like the mating displays of many present-day reptiles and birds.*
 Mmmm yawn. Wat about protoceratops.

L: let's do that first.

M: okay. *For millions of years the top predators in South America were large, flightless birds. One of these fierce hunters was known as the terror bird. It lived until about three million years ago. The largest of the terror birds stood eight feet (two and a half meters) tall. It had strong feet and claws and a huge, sharp beak, and probably could run as fast as a present-day horse.*

L: does he—does he eat... horses

M: well, there weren't horses then. I think someone's tired...
 Clears throat

Leptictidium (lep-tik-tid-ee-um) made its home on the forest floor about 45 million years ago, where it ate insects and other small animals. There were several different specials of these mammals. The one in this book was about two feet (61 centimeters) long and could move quickly, hopping on its big back legs. *Leptictidium* had a long, flexible nose that it used to sniff out food.

L: mmmm. What about....

M: *Protoceratops* (pro-toh-ser-a-tops) was a plant eater with a big head, a sharp beak, and a bony frill around its neck. We don't know if the *Protoceratops* took care of its babies when they hatched or if they were left to fend for themselves. Though it wasn't a large dinosaur, *Protoceratops* could defend itself with its armor and its pointed beak. It was about six feet (183 centimeters) long and lived around 80 million years ago.

Last one.

Rodents first appeared more than 50 million years ago. *Epigaulus* (ep-ee-gaw-lus), a North American burrowing rodent, had long claws for digging and two horns that may have been used for self-defense. *Epigaulus* was about the size of a rabbit and lived some five million years ago. A South American relative of *Epigaulus*, an enormous guinea pig the size of a rhinoceros, was the largest rodent that has ever lived.

L: more

M; mmmmm Now it's time for beddy by.

M: It's just a thing to – to listen to when I read to you – okay? Alright - *The Hello, Goodbye Window*

L: hello...

M: Alright.

Nana and Poppy live in a big house in the middle of town. There's a brick path..

L; hey what

M: Honey, that's just the title of it - *The Hello Goodbye Window*. Story by Norton Juster, pictures by Chris Raschka

L: This is his mom and dad

M: You know, it kind of looks like it's it's his grandma and grandpa. Because Nana and Poppy are, um, they're different names for, they're synonyms for Grandpa and Grandma. ... okay

L; His mom and dad died.

M: you know, we don't know yet, what happened to his mom and dad. They didn't necessarily die you know. (pause) There's lots of reasons to live with Grandpa and Grandma.

L: Where is his mom and dad?

M: I... you know what, I think those are his grandparents. We're going to have to find out what happened, because we don't know.

L: This is...

M: We're not quite sure yet

L: This is his grandpa and grandma.

M: I think you're right. We'll have to find out who's who, okay? We don't know yet until we've read the book – okay? My little monkey?

L: No, it's you.

M: Alright, you ready?

L: not sure

M: I'm not sure. Are you ready? Can I read yet? Am I allowed? Am I allowed to read?

L; nonverbal response

M: Alright.
Nana and Poppy live in a big house in the middle of town. There's a brick path..
goes to the back porch, but before you get there you pass right by the kitchen window.
That's the Hello, Goodbye Window. It looks like a regular window, but it's not.

Clears throat – ow.
The kitchen is where Nana and Poppy are most of the time. So you can climb up on the flower barrel and tap the window, then duck down and they won't know who did it, or you can press your face against the glass and frighten them. If they're not in the kitchen, you can't do any of those things and you have to wait until next time.
If they see you first, they wave and make silly faces. Sometimes Nanny peek-a-boos me, which always makes me laugh. So I get a lot of extra fun and hellos before I even get inside.
Just look at the kitchen. It's so big. It has a table you can color on and lots of drawers to take stuff out of and play with. But you can't touch anything under the sink. You could get very sick.
There are shelves full of glass jars with lots of everything in them, a step stool so I can wash my hands, ...

L: coughs

M: ...and all kinds of pictures from the olden days. Nana says she even used to give me a bath in the sink when I was little – really!
Grandpa used to put you in the sink.

L: Hey – grandma put me in the sink and you know what – ??? me

M: Grandma and Grandpa used to put you in the sink and wash you – yup.
Usually is was Grandma (name)???

Sometimes Poppy plays his harmonica for me. He can only play one song, "Oh, Susannah." But he can play it a lot of different ways. He can play it slow or fast
Or he can play it sitting down or standing up. He says he can even play it and drink a glass of water at the same time, but I've never seen him do that.
When I stay over we have our supper in the kitchen too...

L; Who is that?

M: I think that's poppy.

L: it is.

M: mmmmhuh. Okay, I haven't finished reading that page hon. Sweetie, I didn't get to finish reading that page.

L: and that's nann

M: giggles yup. Alright. ...
and when it's dark outside we can look at our reflections in the window. It works just like a mirror except it's not in the bathroom, and it looks like we're outside looking in. Poppy says, "What are you doing out there? You come right in and have your dinner."
And I say, "But I'm here with you, Poppy," and then he looks at me in his funny way.

L makes noise

M: *Just before I go up to bed, Nana turns off all the lights and we stand by the window and say good night to the stars.*
Do you know how many stars there are? Neither do I, but she knows them all. In the morning the first place we go is back to the kitchen, and there's the window waiting for us. You can look out and say good morning to the garden or see if it's going to rain or be nice.
And you can see if the dog next door is doing stuff in Nana's flower beds. She hates that!
Sometimes Poppy says in a real loud voice, "HELLO, WORLD! WHAT HAVE YOU GOT FOR US TODAY?" Nobody ever answers, but he doesn't care.
Poppy makes breakfast. He says it's his specialty.
My favorite is oatmeal with bananas and raisins that you can't see because he hides them down inside. I find them all.
When I get dressed, I help Nana in the garden. It's a very nice garden, but there's a tiger who lives behind the big bush in the back so I don't ever go there.
I ride my bike too. "Not in the street, please."
Or collect sticks and acorns. "No in the house, please."
Or just kick my ball around. Sometimes when it's hot Poppy chases me with the hose and I yell, "Stop it, Poppy, stop it!"
When he does I ask him to do it again. Nana just shakes her head.
When I get tired I come in and take my nap and nothing happens until I get up.

Then sometimes I just sit by the Hello Goodbye Window and watch. Nana says it's a magic window and anybody can come along when you least expect it.

L: That's a giant think

M: It is, it's a *TYRANNOSAURUS REX* (He's extinct, so he doesn't come around much.)
THE PIZZA DELIVERY GUY (Pepperoni and cheese, he knows that's my favorite.)
THE QUEEN OF ENGLAND (Nana is English, you know, so the Queen likes to come for tea.)
They all could come! And a lot more if they want! And if they do, I'll see them first.

Mommy and Daddy pick me up after work. I'm glad because I know we're going home, but it makes me sad too because I have to leave Nana and Poppy. You can be happy and sad at the same time, you know. It just happens that way sometimes.

When we leave we always stop at the window to blow kisses goodbye. When you look from the house – When you look from the outside, Nana and Poppy's house has a lot – has lots of windows, but there's only one Hello, Goodbye Window and its right where you need it.

When I have my own house someday I'm going to have a special Hello, Goodbye Window too. By that time I might be a Nana myself. I don't know who the Poppy will be, but I hope he can play the harmonica.

J&L Week 2

- M: Okay. *Knuffle Bunny*
- L: mommy has a This part
- M: What?
- L; that – let’s see.. You forgot a part
- M: well, that’s.. not a part to read, they’re just showing pictures. They’re showing pictures of the wedding, and then the new baby, and then mommy and daddy carrying the baby, and then the little girl hugging her doll.... But no writing. Alright.
- Not so long ago, before she could even speak words, Trixie went on an errand with her daddy...*
- Do you want to turn the page?
- L: nonverbal response
- M: I’ll let you turn the page, how’s that?
- Trixie and her daddy went down the block,
Through the park,.....*
- Turn the page?
- L: nonverbal response
- M: *Past the school,
And into the Laundromat. (pause, sound of page turning)
Trixie helped her daddy put the laundry into the machine. (pause, sound of page turning)
She helps like you do.*
- L; Hey, look.
- M: mmmm
- L: he’s wearing....
- M: yes, she’s wearing clothes, ... all played out like you. Hmmm, what do you know, you’re not the only kid that does that.... Giggles. Do you want to turn the page?
- L: nonverbal response
- M: *She even got to put the money into the machine.
Then they left.
But a block or so later...
Trixie **realized something**.
Trixie turned to her daddy and said,
Aggle flaggle klabble!
“That’s right,” replied her daddy. “We’re going home.”
Aggle Flaggle Klabble! Said Trixie again.
Blaggle plabble! Wumby Flappy?! Snurp.
“Now, please don’t get fussy, said her daddy.
Well, she had no choice..
Trixie bawled. WAAAAA!
She went boneless.
We call that melting, don’t we? You melt...
She did everything she could to show how unhappy she was.*
- L: what...

M: *By the time they got home, her daddy was unhappy, too.
Do you want to turn the page?
As soon as Trixie's mommy opened the door, she asked, "Where's Knuffle Bunny?" (mom giggles)
The whole family ran down the block.
And they ran through the park.
They zoomed past the school, and into the Laundromat.
Trixie's daddy looked for Knuffle Bunny. And looked... and looked... and looked...
But Knuffle Bunny was nowhere to be found....
So Trixie's daddy decided to look harder.
Until....
KNUFFLE BUNNY!
And those were the first words Trixie ever said.*

L: He
The End

L: he liked it – Knuffle Bunny..

M: mmmhuh

L: Did not want to leave.. Knuffle Bunny

M: nope. He accidently got washed. Sometimes we got to wash our stuffed animals on purpose.Do you want to read the other book?

L: nonverbal response

M: go get it. (pause, -tape player turned off)

M: *What do you do with a tail like this? By Steven Jenkins and Robin Paige. A genius, said The Bulletin.
Animals use their noses, ears, tails, eyes, mouths, and feet in very different, or very different ways. See if you can guess which animal part belongs to and how it is used. At the back of the book you can find out some more of these animals.
What do you do with a nose like this?
Oh, ow. Giggles.
Which noses go with which creature?*

L; A crocodile..

M; mmmhuh

L: an elephant

M: yup

L: a Daschund

M: a Daschund!

L: what's that?

M; I don't know.

L: Don't know... a dog.

M; Okay, so we know three out of five. Let's see. Uh! The first one – the one that we couldn't guess? (laughs) The one that you said was a Daschund – that's a platypus.
*If you are a platypus you use your nose to dig in the mud.
If you're an elephant, you use your nose to give yourself a bath.*

*If you're a mole, you can use your nose to find your way underground
If you're a hyena – it wasn't a dog, it was a hyena, I guess... you find your
next meal with your nose. If you're an alligator, you breathe through your
nose while hiding in the water.*

Alright. *What do you do with ears like these? Which ears go with which
creature?*

L: A hippopotamus, a bat, a rabbit, a whale,... and grasshopper

M: let's see if you're right.... Oh! You were right – I thought that was something
different.

*If you're a bat, you can "see" with your ears. If you're a jackrabbit, you use
your ears to keep cool* hmm, that's strange

If you are a humpback whale, you hear sounds hundreds of miles away..

If you are a cricket you hear with your ears that are on your knees.

If you're a hippopotamus, you close your ears when you're under water.

Yawning repeatedly.

Hang on.

L: that's

M: laughs -*What do you do with a tail like this?*

L: a skunk, a... a... giraffe, a monkey, a....

M: hey, you're cheating! Laughs

L: a... gecko... a

M: no cheating, laughing... Alright.

*If you're a giraffe, you brush off pesky flies with your tail. If you're a skunk,
you lift your tail to warn that a stinky spray is on its way. If you're a lizard,
you break off your tail to get away. . If you're a scorpion, your tail can give
a nasty sting.*

If you're a monkey, you hang from the tree by your tail.

What do you do with eyes like these?

L: A eagle,

M: should we turn the page to find out?

L: yeah

M: Yeah.

*If you are an eagle, you spot tiny animals from high in the air. If you're a
chameleon, you look two ways at once. . If you're a four-eyed fish, laughs -
you look above and below the water at the same time.*

*If you're a horned lizard, you squirt blood out of your eyes – that's kind of
cool.*

If you're a bush baby, you use your large eyes to see clearly at night

What do you do with feet like these?

L; a spider, um...

M: hey, no cheating!

L: I'm not done- um, a gorilla, a giggles

M: giggles, we'll find out.

L: look out

M: Alright. *If you're a chimpanzee, you feed yourself with your feet*

If you're a blue-footed booby, you do a dance

*If you're a water strider, you walk on water
If you're a mountain goat, you leap from ledge to ledge
If you're a gecko, you walk on the ceiling. Oohhh. Remember, that's why Alex has his cage weighted down – the chameleon is tricky.*

L; a snake.

M: mmmmhuh

L: a um anteater, a fish,

M; ahahah, we'll find out.

What do you do with a mouth like this?

*If you're a pelican, you can use your mouth as a net to scoop up fish. If you're an egg-eating snake, you use your mouth to swallow eggs larger than your head. If you're a mosquito, eww-- you use your mouth to suck blood
If you're an anteater you capture termites with your long tongue
And If you're an archerfish, you catch insects by shooting them down with a stream of water*

Alright... The End

L; ahhh

M: aahhhh

Are you done? Tape turns off

~~*The platypus, a very unusual animal, lives in streams, ponds, and rivers in Australia. It's a mammal, but it lays eggs Its feet are webbed and the males have poisonous spurts on their back legs. Platypus poison probably won't kill a person, but getting spurred is very painful and can be deadly for small animals. The platypus closes its eyes under water and uses its sensitive bill to detect the faint electric pulses emitted by its prey. Then with its bill it sifts through the mud for these small fishes, frogs, and insects. Platypuses are usually about 20 inches long and weigh 5 pounds. The hyena found in Africa and parts of Asia. It's usually thought of as a scavenger. Though hyenas are scavengers at times; they are also accomplished hunters, working in packs to pull down grazing animals that are much larger than themselves. Weighing up to 150 pounds, the hyena has an exceptionally keen nose and is able to detect prey...*~~

~~*The world's largest land animal, the **African elephant** can stand 13 feet tall and weigh more than 14,000 pounds. One of the elephant's most unusual features is its long nose, or it's trunk. With the trunk the elephant can breathe, pick, things up, suck up and spray water, communicate with other elephants, bathe, and defend itself. The trunk alone may weigh up to 400 pound and it was 6 feet long.*~~

~~*It has two thunbllike projections on the end that allow the animal to grasp the leaves, grass, and fruit it likes to eat. The entire human body has more than 600 muscles, but there are as many as 100,000 muscles in an elephant's trunk alone.*~~

~~*The Amerian Alligator is found in swamps and rivers in the south-eastern United States.*~~

~~*Alligators grow to be 14 feet long and weigh as much as 1,000 pounds. They eat fish, turtles, birds, and other small animals. Alligators use their noses and tails to dig "gator holes," some as big as swimming pools These holes don't dry up in times of drought, providing other animals with a source of water. Alligators hunt by lying quietly in the water, with only their eyes and noses sticking out. If an unlucky animal*~~

~~gets too close, the alligator uses its powerful tail to lunge forward and grab it. The star-nosed mole, that's a silly name has 22 fleshy fingers on the end of its nose. The mole spends its whole life underground, where eyes are useless so it uses its nose to find its way through a maze of tunnels. The mole eats worms, snails, and insects that it locates with the help of its sensitive nose, using both smell and touch. The star-nosed mole grows to 7 inches in length.~~

~~The yellow-winged bat, like all bats, makes a constant series of clicks or chirps as it flies. Most of these sounds are pitched too high for humans to hear. Most of these sounds are pitched too high for humans to hear. These sounds bounce, or echo, off nearby objects. By listening to the echoes, the bats can maneuver in the dark, avoid obstacles, and even find and catch the flying insect. The yellow-winged bat lives in central Africa and has a wingspan of 14 inches.~~

~~The antelope jackrabbit is actually a hare, a close relative of the rabbit. It has very long ears, up to a third its body length. He lives in the hot desert climate of the American Southwest. Its large ears help it stay cool by radiating excess body heat. The antelope jackrabbit eats grass and shrubs and can grow 2 feet in length.~~

~~———The ears of the humpback whale are visible only as small openings in the whale's head. Whales need streamlined bodies that can move easily through the water, and external ears would slow them down. The humpback's hearing, however, is very sensitive. These whales communicate with one another by singing songs, and though we don't know exactly what the songs mean,~~

~~We do know that whales can hear one another when they're hundreds of miles apart. These large mammals can be 50 feet long and weigh a ton per foot. They are filter feeders, eating millions of tiny plankton every day. Humpback whales are found in all of the world's oceans.~~

~~The world's tallest animal is the giraffe. It lives on the savannahs of Africa and can grow up to 19 feet in height. The giraffe feeds on leaves at the tops of the trees that dot these grasslands leaves that other grazing animals can't reach. It protects itself against its primary enemy, the lion, with kicks from its powerful back legs and uses its long tail to brush flies and other insects from its back~~

~~—The horned lizard, often called a "horny toad," lives in the giggles American Southwest. It is small, 3 to 5 inches in length, and covered with sharp spikes. This lizard feeds on ants and other insects and protects itself in an unusual way. If threatened, it tries holding very still. If that doesn't work, it puffs itself up with air to make itself look larger. If it still feels threatened, it will squirt streams of blood from the corners of its eyes. This probably confuses the attacker, giving the horned lizard time to get away.~~

~~In the rivers of South America lives a fish that can look above and below the water at the same time. The four-eyed fish actually has just two eyes, but each eye is divided, with separate pupils, irises, and corneas. As it swims along the surface of the water, the top half of each eye can look up and watch for predators or insects to eat. The lower half, meanwhile, is looking down to find prey or watch for dander that might come from below. The four-eyed fish is about 10 inches long.~~

~~The egg-eating snake has jaws that can unhinge and very elastic skin, which allow it to eat eggs that are wider than its own body. It sometimes takes the snake several hours to swallow an egg. It has no teeth, but breaks the egg with a special bone in its~~

~~throat. This African snake eats as many eggs as it can during the bird's breeding season, then goes without food for the rest of the year. It grows to about 2 ½ feet in length.~~

~~The mountain goat, found in the mountains of northwest North America, is not really a goat—it's more closely related to antelopes. This animal is at home on very steep, rocky slopes, where it is safe from most predators. The mountain goat has special hooves that allow it to travel where other animals can't. These hooves combine with a hard outer covering, used for gripping small rock ledges, with a soft, nonskid pad. The mountain goat, which may be 4 ½ feet tall and weigh as much as 300 pounds, can move lightly and easily over almost any sheer cliff faces. Avalanches and rockslides are dangerous, however: they kill more mountain goats than predators do. The common water strider, found throughout the United States, lives on calm rivers and ponds. On the ends of its long legs it has tiny hairs that enable it to walk on top of the water. The water strider doesn't sink because of surface tension (the same effect causes water to bead up on a waxed surface, like a car). The water strider, with a body less than an inch long, skates along on the top of the water and eats dead insects that it finds floating there.~~

L: I think, I think that is -- it's a baby stink bug

M: It's not a baby stink bug honey, it's just a normal bug. I'll get it...
Knuffle Bunny

Not so long ago, before she could even speak words,

L: um

M: *Trixie went on an errand...*

L: see they were married and they were married

M: mmmhuh

L; and look

M; mmmhuh

L; they were married...see there

M: with the baby --- that's when the baby was just born. Yawns

Pause

Okay honey...

L: Hey

M; ..and then

L: he was screaming help!

M; well he's saying waaa! Probably because he's hungry or tired or needs to be changed

L: needs to be changed

M: Might be. Do you want to keep going? Maybe he wants to be changed into a giraffe – she, alright

Um... *Trixie went on an errand with her daddy...*

Trixie and her daddy went down the block,

Through the park,

Past the school,

And into the Laundromat.

Trixie helped her daddy put the laundry into the machine.

L: Hey
M: mmm what?
L: nonverbal response
M: *She even got to put the money into the machine.
Then they left.
But a block or so later...
Trixie **realized something**.
Trixie turned to her daddy and said,
Aggle flaggle klabble!
“That’s right,” replied her daddy. “We’re going home.”
Aggle Flaggle Klabble! Said Trixie again.
Blaggle plabble! Wumby Flappy?! Snurp.
“Now, please don’t get fussy, said her daddy.
Well, she had no choice..
Trixie bawled. WAAAAA!
She went boneless.
She did everything she could to show how unhappy she was.
By the time they got home, her daddy was unhappy, too.
As soon as Trixie’s mommy opened the door, she asked, “Where’s Knuffle
Bunny?” giggles
The whole family ran down the block.
And they ran through the park.
They zoomed past the school, and into the Laundromat.
Trixie’s daddy looked for Knuffle Bunny. And looked... and looked... and
looked...
But Knuffle Bunny was nowhere to be found....
So Trixie’s daddy decided to look harder.
Until....
KNUFFLE BUNNY!*

L: his daddy was very mad
M: yup *And those were the first words Trixie ever said.*
The End

J&L Week 3

- L: on the pillow! Unintelligible (tape player turned off)
- M: *Bugs are Insects*
- L: are they?
- M: mmmhuh.
There are many kinds of insects living all around us. Ants are insects. So are crickets and mosquitoes. So are butterflies and bees. Insects come in many shapes, sizes, and colors. They don't all look alike, but there's a way to tell if something is an insect. Count its legs. Count how many parts make up its body.
- L: 1, 2, 3, 4, 5, 6
- M: So is it an insect?
- L; nonverbal response
- M: How many – how many legs do – does an insect have, do you remember?
- L: 1, 2, 3, ... 4, 5, 6. They have six.
- M: Yup. All insects have 6 legs. Do you remember how many parts of ... how many body parts they – uh, yeah, how many parts make up its body?
- L: They have 1, 2, 3, 4
- M: Nope, just three. Head, thorax, abdomen. Alright?
- L; nonverbal response
- M: Remember? You learned that in preschool.
Is a ladybug an insect? All insects of external skeletons. You have a hard skeleton inside, with parts that move.
- L: or...
- M: *Your skeleton holds you up and helps give your body its shape. But an insect has a hard skeleton on the outside, with parts that move. The skeleton is like a shell around its body. It holds the insect up and gives its body its shape.*
- L: mom, um.... 1, 2, 3, 4
- M: mmm, the other two might be hidden – they're on the other side.
A ladybug has an external skeleton. Does that mean it's an insect?
pause
Maybe not. All insects have external skeletons, but not all animals with external skeletons are insects.
- L: Hey-
- M: *Crabs, lobsters, shrimps, and scorpions have external skeletons too, but...*
- L: is that a scorpion?
- M: *they are not insects.*
- L; Is that a scorpion?
- M: well, that's actually the shrimp. That's a scorpion. What is that?
- L: A crab
- M: good what is this guy?
- L: Lobster
- M: good. Very Good.
- M; *Many insects have two pairs...*
- L: Hey
- M: ... of wings and a pair ...

L: Hey.

M: ...of antennae.

L: So that – 1, 2, 3, 4, 5—5-- 6!

M: mmmhuh. So is he an insect?

L: Yeah. .. and this ...

M: What about that one?

L: ... guy has 1, 2, 3, 4.... 5!

M: Six – you just have to think

L: oh

M: It's kind of hidden.

L: oh

M: uhh - *Sometimes the antennae are long, like those of crickets...*

L; Wait – um, um, those insects have one. 1, 2, 3, 4!

M: the other two legs are hidden – they're off the page.
~~or butterflies.~~ *Sometimes they are short, like those of beetles.*

L: But I don't count them

M: unintelligible

L: I don't.... really. It was 1, it was 1, 2, 3, 4, 5, 5, 6!

M: very good.

L: and the lady bug has 1, 1, 2, 3, 4, 5, 6!

M; mmmhuh

L: So it's an innnnsect.

M: alright

L: insects, insects have- have 10 legs

M: no response

L: See!

M: pause – mmmhuh

L: wait..... insects have....

M: Okay. *But all insect bodies are divided into three parts: head, thorax, and abdomen. There are six legs attached to the thorax. Anything that has six legs and three body parts is an insect. A ladybug has six legs and three body parts. Is it an insect?*

L: Yeah!

M: Yes!

L wait – this guy has 1, 2, 3, 4, 5, 6, 7, 8, 9.

M: actually, you counted this leg twice, so it just has eight. Giggles. Those aren't two separate legs honey, those are just the breaks in them. ... they're kind of at a weird angle. Alright -
Now look at a spider. Is it an insect?

L: No

M: No, you're right. It's an arachnid. Oh, it's here on the page, look.
It has an external skeleton. But count its legs. How many does it have? We already counted them. Now count how many body parts it has.

L: Four...

M: *A spider has eight legs, not six. Its body is divided into two parts, There's its head and I'm not sure what the bottom – what the body part is called*

L: the bottom

M: the bottom. Yeah, well. That'll work for now. *Its body is divided into two parts, not three. So it is not an insect. A spider is an arachnid. Scorpions and daddy longlegs are arachnids too.*

L: 1, 2, 3, 4, 5, 6. And... that guy has 1, 2, 3, 4, 5,

M: yawns

L: Those guys are not.... an insect..

M: Count again - try counting again.

L: 1, 2, 3, 4, 5,.... 6!

M: very good

L: Those guys have six legs. I'm not done yet... 1, 2, ... 1, 2, 3, 4!

M: but then he's got two more up here...5...

L; 1, ... 1, 2, 3, 4, 5, 6!

M: There you go.

L: Does it fly?

M: Nope. It's a ... Um, Oh Geez – now I can't remember what it's called. Water something. He goes across water – He runs across.

L: Oh

M: He's density is less than water
Now we know that a ladybug is an insect. But is it really a bug? We sometimes call insects bugs. Or no, that's right he's got um... oh, I can't remember now – Mom's tired.
Many people think the two words mean the same thing, but they don't. A bug is an insect with a mouth like a beak and a head that forms a triangle. A stinkbug is a bug. So is a bedbug, and so is a water strider, water strider – that's what it's called. ..even though it doesn't have the word 'bug' in its name.

L: Mommy let me count. It has 1, 2, 3, 4, 5, 6.

M: mmmhuh
But clears throat – But a ladybug's mouth doesn't look like a beak. Its head is shaped like a triangle- or it's head isn't shaped like a triangle.

L: hey 1, 2, 3...

M: mmmhuh *A ladybug*

L: The other legs are hidden

M: is that right?

L: They're hiding in his wings

M: Well, they're hiding under it's wings.
isn't a bug at all! It is a beetle. Beetles are insects with a pair of hard wings you can't see through that hides a second pair of clear wings. The hard wings make a straight line down the top of the abdomen when they are closed.
 Ow, ow!!
Different kinds of insects have different kinds of mouths to suck, pierce, bite, or chew. A mosquito has a mouth that can pierce your skin and draw blood. A butterfly has a long, curled-up mouth

L: Wait...

M: ...part..

L: let me count..

M: *for sucking...*

L: ... *nectar from flowers...*

M: how about....

M: *just like you suck juice through a straw.*

L: 1, 2, 3, 4....5..6, 7...

M: He's just got six – you counted... giggles – you keep counting legs twice. You are tired – alright, ow! Gentle!

Different kinds of insects have different kinds of legs as well. Crickets have long back legs for jumping. Water boatmen have wide,...

L: Wait...

M: ... *flat legs for...*

L: let me count those...

M: *paddling.*

L: 1, 2, 3, 4, 5, 6!

M: mmmhuh

L: So it's an insect!

M: mmmhuh

L: and that guy has 1, 2, 3, 4, 5, 6!

M: mmmhuh

L: and that guy gets 1, 2, 3, 4, 5, 6!

M: mmmhuh

L: so it's an insect!

M: alright.

Bees have fuzzy legs that can carry pollen from flower to flower. Grasshoppers have legs for making music.

L: wait

M: mmm

L: let me count. Let me... look... that ... That guy has 1, 2, 3, 4... that guy has 1, 2, 3, 4, 5, 6. So it's an insect!

M: mmmm. Alright

Some insects are good builders. Ants build tunnels. Bees build honeycombs of was that comes from their bodies. Wasps build paper nests. These insects live in large communities where some help – where each helps the others. No matter what they look- you need to move your hand, please. No matter what they look like or how they live, all insects have six legs and three body parts.

L: I'm thirsty

M: *Here are some of the creatures you might find in your backyard.*

L: I'm thirsty

M: You're thirsty?

L: yeah

M: Well, go get something to drink

L: well...

M: Go get something to drink (tape recorder turned off)

M: okay - *Are they* these guys *insects*?

L: uhhh 1... 1, 2, 3, 4, 5, 6, 7, 8

M: mmmhuh

L: This guy has eight. So it's not a spider, it's a daddy long leg. That guy has 1, 2, 3, 4, 5, 6! So it's an insect.

M: mmmhuh

L: and that guy has 1, 2, 3, 4, 5, 6! So it's an insect!

M: nonverbal response

L: Open your eyes – now!

M: mmmm

L: And that guy has 1, 2, 3, 4, 5, 6.

M: mmmhuh

L: And that guy has 1, 2, 3, 4, 5, 6. And that guy has 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,...

M: You don't have to count all those

L: and that guy has 1, 2, 3, 4, 5, 6. And that guy has 1, 2, 3, 4, 5, 6!

M: mmmhuh

L: that guy has 1, 2, 3, 3, 4, 5, 6!

M; yup

L: and that guy has 1, 2, 3, 4, 5, 6!

M: Very good

L: so now it's an insect-... I'll turn the page

M: okay...the next page, hon. Oh, the other one.... Okay

L: I want to do it.

M: okay.

Insects are all around – flying through the air, chewing on leaves, creeping through grass. Scientists think that there are more kinds of insects than there are kinds of fish or birds or any other animal in the world. Look in your own backyard and see how many insects you can find. And always remember to count their legs!

L: Okay. They have 1, 2, 3, 4, 5, 6. Six

M: unhuh

L; they have six legs

M: so is it an insect?

L; yes.

M: yeah.

Walking away from recorder, getting ready for bed.

L: mommy, uh, yes.

M: yes... Oh, okay, are we done?

L: no. 1, 2, That guy has 1, 2, 3, 3, 4, 5, 6. It... is an insect!

M: mmmhuh

L: I'll count those legs, too

M: oh, okay

L: 1, 2, 3, 4, 5. It will just take a while

M: mmmm

L That guy has 1, 2, 3, 4, 5 five.... Six.
M: mmmhuh
L: and that guy has 1, 2, 3, 4, 5, 6! So it's an insect! And that guy has 1, 2, 3, 4, 5. Now I'm done.
M: okay. The End

M: ~~*Your Pal Mo Willems Presents...*~~
Leonardo the Terrible Monster
Leonardo was a terrible monster...
He couldn't scare anyone.
Look, they're smiling... they think he's cute, not scary.
He didn't have 1,642 teeth, like Tony*
Note: Not all teeth shown.

L; Can you count them, his eyes and all of them - the teeth
M: well, this guy has all of those teeth and it makes him scary, huh
L; it makes him scary.
M; mmmhuh
L: And all of those guys
M: yeah.
He wasn't big like Eleanor.
And he wasn't just plain weird like Hector.
Leonardo tried very hard to be scary. But... he just wasn't.
One day, Leonardo had an idea. He would find the most scaredy-cat kid in the whole world...
And scare the tuna salad out of him!
Leonardo researched until he found the perfect candidate...
Sam.
Leonardo snuck up on the poor, unsuspecting boy.

L: what does that say?
M: Leonardo... snuck... up... on... the poor...unsusepecting... boy
And the monster gave it all he had.

L: Hey
M: hey *Blaggle blaggle!! Grrr... Roar!!*
Until the little boy cried.
"Yes!" cheered Leonardo. "I did it! I've finally scared the tuna salad out of someone!"
"No you didn't!" snapped Sam.
"Oh, yeah?" replied Leonardo. "Then why are you crying?"
"My mean big bro...
are you plugging your ears?

L: giggles
M: giggles
L: squealing noise & giggling
M: giggles. Can I read? Alright. Fine.

My mean big brother stole my action figure right out of my hands while I was still playing with it, and then he broke it on purpose, and it was my favorite toy, and I tried to fix it but I couldn't and I got so mad I kicked the table and I stubbed my toe on the same food that I hurt last month when I accidentally slipped in the bathtub after I got soap in my eyes trying to wash out the bird poo that my brother's cockatoo pooped on my head wait a minute – oh, yeah.. that my brother's cockatoo pooped on my head and I don't have any friends any my tummy hurts!"

L: wait. Okay... no way

M: wait there were two pages.

That's why.

Then Leonardo made a very big decision.

L; what does that say?

M: then.. Leonardo... made ... a... very... big... decision...

Instead of being a terrible monster, he would become a wonderful friend.

It's okay.

L: what about this?

M: Okay, start at the beginning... Instead... of being... what's this word?

L: a monst... uh?

M: it says a. It's the letter a and it's the word a, too. Isn't that cool how that works?

L: unhuh (no)

M; That's okay.

L: uh...

M: oh, stop

L: he's letting her out

M: he's letting her in.

Banging noise (Lee falling)

M: oh, hey – are you okay?

L: yeah.

M: geez

L: go on.

Door closing

M: okay. Come on bud.

M: A... terrible... monster... he ... would... become... a... wonderful.... Friend...

L; hey, that me hurt that.

M: mmmhuh.

L: coughs

M: cover

(But that didn't mean that he couldn't try to scare his friend every now and then!

L: what is this?

M: well, that first part right there, that's a parentheses. And then it's

But... that... didn't... mean... that... he... couldn't... try... to scare his friend every now and then!

L: what's that one then?
M: that says *Boo!*
L: Boo!
M: Boo!
The end
L: What about this word?
M: what's this word, do you remember? T-H-E. it's a word we see a lot.....
it's pretty common.
L: I know it.
M: yawns
L: look at the cat
M: Barney what are you doing? BARNEY! Go, shoo, shoo pop pop.
Got anything? The End. Okay.

M: *Bugs are Insects*
There are many kinds of insects living all around us. Ants are insects. So are crickets and mosquitoes. So are butterflies and bees.
L: An ant is an insect???
M: mmmhuh. They're all insects.
L: There's lots of insects around the world.
M: mmmhuh. There are more insects than mammals. Uh – did you know that?
It's just that they're so little that we don't see them. Alright.
Insects come in many shapes, sizes, and colors. They don't all look alike, but there's a way to tell if something is an insect. Count its legs. Count how many parts make up its body.
L: 1, 2, 3, 4, 5, 6
M: very good
L: and what about this guy?
M: I don't know, what about him?
L: 1, 2, 3, 4, 5, 6.
M: mmmhuh
L: and what about this guy? 1, 2, 3, 4, 5, 6.... And what about..... he got to have
1, 2, 3, 4, 5, 6. It is an insect? What about this guy? 1, 2, 3, 4, 5...
M: six, you forgot that one.
L: six.
M: and this guy's got 2 legs hiding.
L: 1, 2, 3, 4, 5, 6. So he does.
M: alright
L: what about.... There's 1, 2, 3, 4.... His other legs are hiding.
M: they are
Is a ladybug an insect?
L: yes
M: Yes. *All insects of external skeletons. You have a hard skeleton inside, with parts that move. Your skeleton holds you up and helps give your body its shape. But an insect has a hard skeleton on the outside, with parts that move.*

The skeleton is like a shell around its body. It holds the insect up and gives its body its shape.

A ladybug has an external skeleton. Does that mean it's an insect?

L: yes

M: *Maybe not.*

L: giggles

M: *All insects have external skeletons, but not all animals with external skeletons are insects.*

L: Hey –

M: mmm

L: That guy has 1, 2, 3, 3, 4, 5, 6, 7... 8

M: eight legs and... how many arms?

L: 1, 2.

M: Yeah.

L: and that guy has 1, 2, 3, 4,....

M: The other legs are hidden

L: and that guy has 1, 2, 3, 4, 5, 6.

M: mmmhuh

L: that guy has 1, 2, 3, 4, 5, 6, 7, 8.

M: mmmhuh

L: and that guy has 1, 2,....

M: alright. Giggles

Crabs, lobsters, shrimps, and scorpions have external skeletons too, but they are not insects.

Many insects have two pairs of wings and a pair of antennae. Sometimes the antennae are long, like those of crickets or butterflies....

L: hey

M: ... Sometimes they are short, like those of beetles.

L: that guy has 1, 2, 3, 4, 5, 6.

M: you're right

L: and that guy has 1, 2, 3, 4, 5, 6.

M: mmmhuh

L: and that one has 1, 2, 3, 4,.... his other legs.... Are hiding

M: how many legs are hiding? if he has six legs...

L; six

M: ...and four of them, you can see, how many are hiding?

L: Six.

M: No, if he starts... if he has six legs, and four of his legs are hiding... or, four of his legs – you can see four of his legs, how many are hiding?

L: one, two.

M: Yup, two. Six minus four is two.

L: Wait - that guy has 1, 2, 3, 4, 5, 6.

M: mmmhuh

L: and that guy has 1, 2, 3, 4, 5, 6

M: mmm

L: so it's an insect!

M: yup
But all insect bodies are divided into three parts: head, thorax, and abdomen. There are six legs attached to the thorax. Anything that has six legs and three body parts is an insect.

L: I don't catch flies.

M: no, they're pretty hard to catch.
A ladybug has six legs and three body parts. Is it an insect?

L: yes.

M: *Now look at a spider. Is it an insect? It has an external skeleton. But count its legs. How many does it have?*

L: *1,..... 1, 2, 3, 4, ... 5, 6, 7, 8...*

M: Now... *Now count how many body parts it has.*

L: one, two

M: yup.
A spider has eight legs, not six. Its body is divided into two parts, not three. So it is not an insect. A spider is an arachnid. Scorpions and daddy longlegs are arachnids too. Arachnids are there. Now we know that a ladybug is an insect. But is it really a bug? We sometimes call insects bugs. Many people think the two words mean the same thing, but they don't. A bug is an insect with a mouth like a beak and a head that forms a triangle. A stinkbug is a bug. So is a bedbug,...

L: Hey

M; *and so is a water strider,..*

L: Hey

M: *even though it...*

L: Hey

M; ... *doesn't have the word 'bug' in its name.*

L: hey, hey

M: mmmm

L: 1, 2, 3, 4, 5.. 6.

M: Mmmm

L: 6, 7, 8

M: No, 1, 2, 3, 4, 5, 6, 7. You..

L; Hey

M: counted two of the legs again.

L: and that guy has 1, 2, 3, 4, 5, , 5, 6, 7, 8

M: those are his antennae.... Silly boy

L; does it have six?

M; it has six legs. You counted his antennae.

L: it...

M: antennae. Is it... antennae

L; and that guy has 1, 2, 3, 4, 5, 6

M: there you go

L: so it's an insect

M; mmmhuh

L: it walks across water
M: mmmhuh
L: and that guy has 1, 2, 3, 4, 5, 6
M: mmm
L: that guy has 1, 2, 3.... Hey
M: mmm
L: I should buy this one?
M: you should buy that book? Well we'll see.
But a ladybug's mouth doesn't look like a beak. Its head isn't shaped like a triangle. A ladybug isn't a bug at all! It is a beetle. Beetles are insects with a pair of hard wings you can't see through that hides a second pair of clear wings. The hard wings make a straight line down the top of the abdomen when they are closed.
Different kinds of insects have different kinds of mouths to suck, pierce, bite, or chew. A mosquito has a mouth that can pierce your skin and draw blood. A butterfly has a long, curled-up mouth part for sucking nectar from flowers just like you suck juice through a straw.
L: Wait, that guy has 1, 2, 3, 4, 5, 6, 7, 8.
M: You counted two of them over honey
L: Hey, and that guy has 1, 2, 3, 4, 5, 6, 7..
M: No, you....
L: Hey..
M: *Different kinds of insects have different kinds of legs as well. Crickets have long back legs for jumping. Water boatmen have wide, flat legs for paddling. Bees have fuzzy legs that can carry pollen from flower to flower. Grasshoppers have legs for making music.*
L: oh, 1, 2, 3, 4, 5, 6. 1, 2, 3, 4, 5, 6. 1, 2, 3, 4, 5, 6. 1, 1, 2, 3, 4, 5, 6. It's an insect!
M: mmmhuh
L: good
M: *Some insects are good builders. Ants build tunnels. Bees build honeycombs of wax that comes from their bodies. Wasps build paper nests. These insects live in large communities where they help each other... where each helps the others.*
No matter what they look like or how they live, all insects have six legs and three body parts. Here are some of the creatures you might find in your backyard. Are they insects?
L: yes. Yes
M: what about this guy?
L: mmmm no.
M: *Insects are all around – flying through the air, chewing on leaves, creeping through grass. Scientists think that there are more kinds of insects than there are kinds of fish or birds or any other animal in the world. Look in your own backyard and see how many insects you can find. And always remember to count their legs!*
L: you can't count through there....

M. mmmm
L: I kill insects that are.... Very mean to me.
M: you kill insects that are very mean?
L: yeah
M: well, there really aren't insects that are very mean.
L: I know...
M: they're just kind of living and doing their job, you know.

J&L Week 5

- M: *Leaf man*
Leaf man used to live near me, in a pile of leaves.
But yesterday the wind blew leaf man away.
He left no travel plans.
The last time I saw him, he was headed east – past the chickens,
Towards the marsh, over the ducks and geese. A Leaf Man's got to go where
the wind blows.
He blew over the fields of pumpkins and winter squash,
yawn
And flew over the turkey, past potatoes, carrots, and cabbages in rows.
Then he blew out of sight. Is he drifting west, above the orchards?
Or over the prairie meadows,
And past the spotted cows? Well, a Leaf Man's got to go where the wind
blows.
Maybe Leaf Man's gliding on a lake breeze,
Or flying along the river,
Following butterflies going south. Well, a Leaf Man's got to go where the
wind blows.
He might even be traveling north, above leaves that look like him,
Or flying over mountains, with a flock of birds.
When Leaf Man looks down on earth, is he lonesome for a home?
This I do know:
Where a leaf Man will land, only the wind knows.
So listen for a rustle in the leaves.
Maybe you'll find a Leaf Man waiting to go home with you.
- L; This is a leaf man again.
- M: mmmhuh –you're right.
- The End
- L: I'm hungry
- M: again?

- M: *Guess What is Growing Inside This Egg*
Alright...
This egg sits snugly on its father's feet. He warms it with his body's heat.
Under his feathered belly, it's cozy and warm, Safe from the icy Antarctic
storm.
Can you guess what is growing inside this egg?
What do you think?
- L: nonverbal response
- M: uh! *A Penguin!*
This baby penguin, or chick, lives in Antarctica, one of the coldest, windiest
places on Earth. When it is hatched, its mother returns from the sea to help
care for it. Now its father needs to hunt for food. He hasn't eaten in two

months that – in the two months that he has cared for the egg! The mother and father penguins take turns holding the little chick on their feet to keep it warm, and going to the sea to hunt for fish and squid to feed it. Once it grows its waterproof feathers, the chick will be able to swim and hunt on its own.
Awww..

L: Oh!

M: uh – more lightning

L: there was ... there was... a light.. ight.

M: lightning

L: There was light, too.

M: Mmmhuh

L: there

M: the lightning

L: the lightning has light

M: Yes, the light that flashes is the lightning. The noise that it makes is the thunder. Okay?

L: phewww! Hmmmhuh, mmmhuh

M: giggles – you'll get it.

Can you guess what is growing inside these eggs?

This mound of dirt and sticks piled high Makes a safe nest for these eggs to

lie.

Predators of the swamp had better keep back. This sharp-toothed mother will attack!

What do you think is in those eggs? Can you guess?

L: nonverbal response

M: *Alligators!*

These baby alligators will grow to be nine or more feet long. They spend most of their time in the swamp water, floating on the surface or diving below like a submarine. They use their long tails as paddles to push themselves through the water. They hunt for birds, turtles, snakes, and fish to eat. Alligators cannot chew their food. They grab their prey with their strong jaws and swallow it whole.

Can you guess what is growing inside these eggs?

Tall lakeshore reeds help hide the nest where these eggs lie under their mother's breast.

pause

Ducklings!

As soon as their feathers are dry, they will be able to follow their mother to the nearby lake. The brother and sister ducklings walk in a line, one after the other. Ducklings do not need swimming lessons – they are born already knowing how to swim. With their webbed feet, they paddle through the water. Soon they learn to feed on worms, water plants, and insects just below the water's surface.

Their mother crawled from sea to land to bury these soft eggs in the sand.

Can you guess what is growing inside these eggs?

pause

Sea turtles!

The tiny baby turtles hatch under the sand. They use their flippers to push themselves up to the surface of the beach. Leaving the nest at night, they must find their way to the water on their own. It is a dangerous journey as crabs and birds like to eat the tiny turtles. Once they have made it safely to the ocean, the baby turtles swim far out to sea and feed on small sea animals called plankton. As they grow, they begin to feed on larger things such as jellyfish and seaweed. When the female sea turtles are grown, they will return to the beach to lay their own eggs.

pause

This round sac of silk thread is packed full of tiny eggs. Their mother spun it with her eight long legs.

Can you guess what is growing inside these eggs?

pause

Spiders!

Hundreds of baby spiders, call spiderlings, hatch from their eggs inside the egg sac. Then they tear open the sac and crawl out. Like their mother, the spiderlings have eight legs. They also have eight eyes but they do not see very well. Each spiderling must find a new home. It sends out a thread of silk from its body into the air and lets the wind catch it. The wind carries the tiny spiderling away until it lands in a new place where it will build its web. This is called parachuting. The spider's web traps insects for it to eat.

Can you guess what is growing inside these eggs?

Hidden in a rocky cave, deep beneath the ocean waves, their mother wraps her long arms around to keep these eggs safe and sound.

Pause

Octopuses!

You can actually see the baby octopuses inside their eggs! They are only about the size of a grain of rice when they hatch, but they are able to take care of themselves. The tiny octopuses float in the water, feeding on plankton. When they grow bigger, they use their eight arms, called tentacles, to catch crabs, fish, and clams. The octopuses hide from predators by changing their color to look just like the sand or rocks around them. The baby octopuses grow quickly. In about one or two years, they will be fully grown.

The Actual size of eggs

The Penguin egg

Octopus

Sea turtle

Duck

Spider see the spider egg?

L: nonverbal response

M: *Alligator*

Inside a duck egg

Ducklings incubate, or grow inside their eggs, for 26 to 28 days.

Incubation times for the other animals in the book:

Penguin 2 months; Alligator: 2 months; Sea turtle: 1.5-3 months; Spider about 3 months (fall to spring) Octopus: 1 month to 1 year depending on species and temperature of the water (~~longer in cold water~~)

This is the 4th day: for a duck egg. There's the *shell*, and the *egg white*, and the *yolk*, and the *head and body*. Right there. See that little, little circle right there?

L: Nonverbal response

M: That's the head and body.

On the 10th day: *blood vessels that bring food from the yolk to the growing chick*, okay, and there's... there's the *wing* right there, and its leg and ... that little spot is the *eye*. ~~egg white,~~

And this is after 14 days ~~14th day~~: there's the *egg white*, right there, and there's its *leg*, and its *beak*, and its *wing*

And then, this, right there, that's the ~~26th day~~: *Egg tooth that helps chick break out of the shell. It falls off shortly after hatching.* In 26 days, he's *Ready to hatch!* The whole baby duckling

Isn't that cool?

L: yawns.

M: yawns

J&L Week 6

M: *Duck & Goose*

L: Mommy look

M: oh what – what?

L: nonverbal response

M: okay.

“Oh my, what is that?” Duck quacked.

“That is a silly question,” Goose honked. “It is a big egg, of course.”

“Of course it is an egg. I know that!” huffed Duck. “What I mean is, where did it come from?”

Goose looked skyward. He looked to the river. He looked to the fields. He thought very hard.

L: mom, look

M: yup, I see

L: here’s duck..... here’s duck, and here’s goose

M: mmmhuh *“Who are you?” he asked finally asked.*

“I,” said Duck, puffing out his feathered chest, “am the one whose egg this is. I saw it first.” Goose quickly raised one webbed foot. “It is mine. I touched it first.”

“Hey! You should never put your dirty foot on this egg,” Duck scolded.

“DON’T YOU KNOW ANYTHING ABOUT CARING FOR EGGS?” “YES, I DO!” Goose cried out. “STOP YELLING!” Duck yelled, then whispered forcefully, “Don’t you know that you and your screaming are very likely disturbing the baby bird who is trying to take a snooze inside this egg?”

Goose wished that Duck wasn’t right. And he lowered his head and whispered softly, “I’m very sorry. Go back to sleep in there.”

“My, that’s quite a beauty you have,” called the blue bird from across the river.

“Thank you, it’s mine,” quacked the Duck.

“Actually, it is mine,” honked the Goose. “Thank you.”

*“So,” asked Duck, “what do we do now?” “We should do something,” suggested Goose.” “Yes, you are right, good thinking,” agreed Duck. “**Like what?**”*

Duck and Goose each thought

And then there’s all these signs. This sign says:

(illustrations w/signs: This egg is private property; duck’s egg; no geese allowed; no honking \$5 fine; and then, goose is thinking... If you are a duck keep walking; no ducks beyond this point; quiet please; absolutely no quacking in this area)

“Well, we must keep the egg warm until the fuzzy little occupant is ready to come out,” said Goose.

*“**Excellent idea!**” exclaimed Duck and he pushed past Goose. “**Step aside I shall do just that.**” But Goose was too quick too.*

Hmmm. Do you want to turn the page?

L: nonverbal response

M: no, okay. After a flurry of fussing, grunting and groaning, slipping and sliding, honking and quaking,...

Duck and Goose found themselves back to back. "Scoot over, I don't have any room!" complained Duck. "You are much closer to me than I am to you." "Stop yelling in my ear, Goose!" "Shhhh...", Goose hushed, pointing at the round thing beneath them. "Yes, yes, ~~yes~~, we must remember. Quiet, quiet, quiet, we mustn't disturb the little one." And so they sat, very still, very quiet, waiting. For a long time they waited.

They listened to the crickets chirp and the frogs burp. "I am going to teach this baby bird to quack like a duck," Duck boasted. "Well, I'm going to teach it to honk like a goose," Goose honked back. "I'm going to teach this baby bird to waddle," Goose added. "So am I," Duck said.

They heard the pitter-patter of the rain. "I'm going to teach this baby bird to swim," Duck said. "Me too," said Goose.

To pass the time, they sniffed wildflowers in the warm sun and shared breadcrumbs while Goose taught Duck to honk.

They watched the sun set in the sky, and Duck taught Goose to quack. They counted the stars in the night sky. "Let's teach our baby to fly," said Goose. "Good idea," said Duck. "I'm sure our baby will be a fast learner," said Duck. "If it takes after you and me, I'm sure you're right," agreed Goose.

Together they waited, until – "Did you feel that, Duck?" Duck nodded. "Yes! Did you feel that, Goose?" Goose nodded. "It's time, Goose, it's time!" Duck ~~squawked~~-quacked

Quickly, Duck slid down and started running in circles around their egg. "What should we do now?" he hollered. "I think we should remain calm," Goose yelled back. "Excuse me," a little voice called out.

Duck stopped. In all the exciting confusion, he had failed to notice that the blue bird kicking their egg. "Can I play, too?" she asked.

L; slight giggle

M: "Play? This is no time for play!" yelled Duck. "THIS IS NO TIME FOR GAMES!" yelled Goose. "And what's with the kicking?" "I was only trying to get your attention," said the little bird. "Well, you got it!" Duck huffed. "False alarm, Goose. Back to work." "Can't you see that we are very busy here?" Goose explained to the blue bird. "This is serious business. This is perhaps the most important moment of our lives."

"Oh my, I am sorry," apologized the blue bird said. "I had no idea. I just thought that maybe I could play with your ball. "It really is a nice one," she added, and then she flew away.

Goose gulped. "Did she say 'ball'?" he whispered to Duck.

"You know, I did have my doubts," Duck finally said. "It is a bit squishier than most eggs I have seen." "Yes, and I must say, I was somewhat suspicious of those big dots," Goose admitted. "It may not be an egg, but it is lovely," said Duck. "Oh, absolutely, Duck," Goose agreed. "It's a keeper."

As the crickets chirped, the frogs burped, and the geese swayed – and the grass swayed in a gentle breeze, Goose quacked and Duck honked, and the ball bounced, rolled, and sometimes.....

Even flew.

- L: hey look
M: it's flying....
L: they're kicking it
M: they are
L: this
M: the end
L: this is the back. They don't think it's an egg anymore
M: nope, they realized it was a ball, all the time.
L; They just..... they think it's a ball
M: hmmmhuh. Well, she knows that it's a ball
L: He's right, that is a ball
M: mmmhuh
L: and duck and goose were wrong
M: yup, they were

M: *I Face the Wind*

By Vicki Cobb

Illustrated by Julia Gorton

Don't chew on that!

Ever face a strong wind?

Your hair blows away from your face. You could lose your hat. And if the wind is blowing hard enough, you may even have to walk at a slant.

You can't see this force that's pushing you. But you can feel it. And you can see what wind does to other things.

It makes dust swirl in a circle

It makes flags stick out straight and flutter. Can you name some things you see wind do?

What does the wind do?

- L: Blow
M: it blows. But what does it – what do you see it do?
L: it blows leaves
M; It blows leaves. Yeah, what else does it do?
L: It blows..... blows paper
M: mmmhuh
L: blows... blows... flags...it blows flags
M: mmmhuh. Well, they already said that. What else can you think of that the wind does? Blows flags and leaves?
L; Blows hair
M: mmmhuh you're right
L: blows.... Um.....
M: giggles.

L: well, blows bag
M: It blows bags... yup
L; It blows kites too
M: it does
L: and trees
M: *Go outside and watch leaves on trees shake.
A kite stays in the sky.
An umbrella turns inside out. Add your own ideas to the list.
Why does the wind push you? You can discover why by asking questions and
doing things to get answers. Here's the first question. What is wind made of?
Wind is made of air. You can't see air. But you can catch it. Here's how.
Open a large plastic bag. Make sure there are no holes in it. Pull it through
the air so it puffs up.
Twist it closed to trap the air you caught. If it is closed so that it is airtight,
you can squeeze the bag with the air in it and feel the air push back at you as
you squeeze.*

L: it needs everything to blow
M: mmmhuh
L Spit ... spit doesn't blow...
M: spit doesn't blow?
L; yeah
M: giggles. Spit blows sometimes, if it's windy enough. It has to be ...
L: Hey
M: light enough to be able to blow
L: Hey
M: hmmm?
L: look. That doesn't blow.
M: It can, if the wind is hard enough.
*Air is real stuff. It is just as real as this book or a bowl of soup.
Like all real stuff, Air is heavier than nothing. How can you weigh air? You
can't weigh air like you weigh yourself. It's so very light. You can weigh air
by doing an experiment.
You will need a coat hanger, a pencil, two identical balloons, or large zip-
close plastic bags, and tape.
1) Hang the coat hanger on the pencil.
2) Pull one side down and let go.
Here. Pull one side down and then let go. Here, see how she.... Push it
down...*

L: then.... Let it go
M: Yup.
3) *What happens after the hanger stops swinging? When it comes to rest, it is
perfectly balanced.
You can weigh things on a balanced hanger. Tape an empty balloon or zip-
close plastic bag- we'll have to use bags - to each side of the hanger. The
hanger is balanced because both balloons or bags, weigh the same.
Now take one balloon or bag off the hanger and blow*

Blowing sound

~~it up.~~

What we're going to do is we're going to twist it closed, and we're going to use the tape.... To close it. Let it go. Now, it's a bag full of air..

Isn't that cool?

L: hey... can I try it?

M: careful, don't, don't pop it though, 'cause we got to put it on the hanger.

L: okay

M; so, we'll put this bag on the hanger on this side. No, don't pop it. Don't pop it. And we'll put this bag on the other side. See.

Alright.

L: laughs

M: no.. now what happens? See? This one's heavier. See how it's tilting in the balance, a little bit?

~~Tie a knot in the balloon or zip the bag closed to keep in the air.~~

~~Tape the inflated balloon or bag back onto the hanger. What happens when you hang it on the pencil?~~

The hanger is slightly tilted again! It is tilted only a little bit because air doesn't weigh very much. Even so, the side containing air is heavier than the side that has the empty balloon or bag. This proves that air has weight.

But the weight of air is only part of the reason that you feel wind. Air is made of a gazillion tiny balls floating in space.

These balls are so small that they can't be seen. They have to be imagined.

They are called molecules.

Come here bud

L: I got it

M: Oh, okay. (pause) come here. See, this side is heavier. It's tilted. It's supposed to be straight if they're equal.

L: I...

M: that's because air weighs...

L: It's about

M: let's finish reading the book

L: I...take the tape..

M: take the tape off? Alright.

L: hey

M: Hey what?

L; Look

M; Alright, let's finish reading the book, come here. Lee come on.

L: what about that?

M: Well, we're done with that. Come here. Alright.

These balls... Oh, we're done with that...

Wind is made of moving air molecules.

Imagine that a ball is like a single moving air molecule. Sit on the floor and roll a ball so that it bumps into your leg. Can you feel it push against you?

Roll it quickly into your leg.

Roll it slowly into your leg.

Which makes a stronger bump?
 Which makes a stronger bump – when you roll a ball quickly into your leg, or when you roll it slowly.

L: quickly
 M: mmmhuh
How can you make air molecules move? Wave this book. The book pushes against the air molecules and starts them moving. Then they push on you and you feel it. Wave it slowly.
Wave the book quickly. Which wind is stronger?
 Here, do you want to try it?

L; nonverbal response
 M: wave the book – wave it quickly, and wave it slowly. When you wave it quickly and then slowly. Which is harder to do?? There you go, now wave it slowly? Does the air push against the book when you wave it quickly or slowly? Does it – when does the air push... harder?

L: Spit doesn't fly
 M: No, spit doesn't fly. The wind is stronger when you move it quickly.
 Alright
Are there other ways you can make wind? Blow air out of your mouth. Wave your hand in front of your face. Be an inventor and make your own kind of air movers.
 Can you do that? And go – (blowing sound). unintelligible
The faster the air moves, the stronger the wind. The fastest winds of all are in a tornado. These winds are so strong they can lift a roof right off a house...

L: Wait, that's a torna...
 M: ..or make a truck fly through the air.
 L: that's a tornado.
 M: Mmmhuh, it is
 L: It's stringing the house
 M: It is. It's lifting the roof off. Torandoes are pretty strong aren't they?
 L: Ummm, they are strong.
 M: Hmmmhuh
 L: They're very strong.
 M: *One of the softest winds is your breath. Put your fingertips near your nose and feel your soft breath.*
 Hmm. Do you want to feel your breath through your nose? Close your mouth. Now breathe through your nose. Isn't that small?

L; nonverbal response
 M: giggles.
When you face the wind, gazillions of moving air molecules collide with you. That's why you feel the push of the wind. Yay!

L; the flowers blow
 M; mmmhuh
 L; grass blows
 M: it does, doesn't it. The End
 L: the... (tape turned off)

Family E: S&S Week 1

- M: Alrighty, here we go. We are recording. This is Mom and Sally, and we're doing our first recording. And she's asked to have *Bugs are Insects* read. So we're going to read that one.
- S: Where is she?
- M: okay, here we go.
- S: Where is she?
- M: She's not anywhere. We're just going to read a book, just like we always read a book
- S: Then how is she going to hear it?
- M: She'll play the tape back
- S: oh
- M: Alright.
There are many kinds of insects living all around us. Ants are insects. So are crickets and mosquitoes. So are butterflies and bees. Insects come in many shapes, sizes, and colors. They don't all look alike, but there's a way to tell if something is an insect. Count its legs. Count how many parts make up its body.
- S: So, there's zero ones. There's 1, 2, 3, 4 on that one, 1, 2, 3, 4, 5, 6 on that one, and , 2, 3 , 4, 5, 6 on that one, 1, 2, 3, 4, uh 6 , 1, 2, 3, 4,
- M: 5 6 don't forget the front ones. And this one actually has front ones too. See is actually has three sets there, on each side?
- S: MMMhuh
- M: So that's one common thing, they all have six legs
- S: Hmmm
- M: *Is a ladybug an insect? All insects of external skeletons. You have a hard skeleton inside, with parts that move.*
- S: But we're not an insect
- M: Right
Your skeleton holds you up and helps give your body its shape. But an insect has a hard skeleton on the outside, with parts that move. The skeleton is like a shell around its body. It holds the insect up and gives its body its shape. A ladybug has an external skeleton. Does that mean it's an insect? What do you think?
- S: Uhhh no
- M: I think it does. Don't you think so? They just got finished saying that all insects have external skeletons.
- S: Oh yeah
- M: Ah, but the next page says, *Maybe not. All insects have external skeletons, but not all animals with external skeletons are insects. Crabs, lobsters, shrimps, and scorpions have external skeletons too, but they are not insects.*
- S: No, because they're not a bug
- M: that's right, because do you know what they are?
- S: nonverbal response
- M: they're crustaceans

Many insects have two pairs of wings and a pair of antennae. Sometimes the antennae are long, like those of crickets...

S: and they can

M: ... or butterflies.

S: and they can smell really well with those antlers.

M: *Sometimes they are short, like those of beetles.*

pause

~~*But all insect bodies are divided into three parts: head, thorax, and abdomen. There are six legs attached to the thorax. Anything that has six legs and three body parts is an insect. A ladybug has six legs and three body parts. Is it an insect?*~~

Now look at a spider. Is it an insect? It has an external skeleton. But count its legs. How many does it have?

You were just

S: 1

M: finished telling me this yesterday, weren't you.

S: 1, 2, 3, 4, 5, 6, 7 8

M: that's right, ~~*Now count how many body parts it has.*~~

A spider has eight legs, not six. Its body is divided into two parts, not three.

So it is not an insect. A spider is an arachnid. Scorpions and daddy longlegs are arachnids too.

Now we know that a ladybug is an insect. But is it really a bug?

We sometimes call insects bugs. Many people think the two words mean the same thing, but they don't. A bug is an insect with a mouth like a beak and a head that forms a triangle.

S Like, is that an insect?

M: Unhuh. *A stinkbug is a bug. So is a bedbug, and so is a water strider, even though it doesn't have the word 'bug' in its name.*

S: What's a water strider?

M: Let's see if they're going to tell us. I don't even know that.

But a ladybug's mouth doesn't look like a beak. Its head isn't shaped like a triangle. A ladybug isn't a bug at all! It is a beetle. Beetles are insects with a pair of hard wings you can't see through that hides a second pair of clear wings. The hard wings make a straight line down the top of the abdomen when they are closed.

Different kinds of insects have different kinds of mouths to suck, pierce, bite, or chew. A mosquito has a mouth that can pierce your skin and draw blood. A butterfly has a long, curled-up mouth part for sucking nectar from flowers just like you suck juice through a straw.

S hmm

M: *Different kinds of insects have different kinds of legs as well. Crickets have long back legs for jumping. Water boatmen have wide, flat legs for paddling. Bees have fuzzy legs that can carry pollen from flower to flower. Grasshoppers have legs for making music.*

That's the one you're scared of?

S: Yeah

M: What is it?
S: it's a bee. I just don't like them because it stings you.
M: They don't sting you. You've never had a bee sting
Some insects are good builders. Ants build tunnels. Bees build honeycombs of wax that comes from their bodies.

S: Mom
M: Mmmhuh?
S: Even there's an ant queen
M: is that right?
S: mmmhuh. I learned that at school one day
M: Oh
S: And the ants are the strongest things in the world
M: really?
S: mmmhuh Even though they're so tiny, they're very strong
M: What makes them so strong?
S: Their bones and their muscles
M: Do they have muscles?
S: Hmm I don't know
M: Let's keep reading.
Wasps build paper nests. These insects live in large communities where each helps the others.
Kind of like you

S: mmmm
M: *No matter what they look like or how they live, all insects have six legs and three body parts. Here are some of the creatures you might find in your backyard. Are they insects?*
Well let's see, this one has eight legs, though.

S: It's not an in...
M: It's not an insect. And... Wow, most of them are insects, Sally, if you're going counting the legs and

S: This is an
M: body parts
S: insect.... This is an insect
Pause

S: Right?
M: Right.
S: Which one is an insect?
M: Let's see if there's an insect on the next page.
Insects are all around – flying through the air, chewing on leaves, creeping through grass. Scientists think that there are more kinds of insects than there are kinds of fish or birds or any other animal in the world. Look in your own backyard and see how many insects you can find. And always remember to count their legs!
That was really interesting, right?

S: what does it say?

M: Well, there, this is a .. thing that says to find out more about insects you can make an insect calendar, and it tells you some instructions, and then draw a picture of the most interesting insect you saw all week, and

S: Like an ant?

M: Well, whatever kind of insect you find. They want you to make sure you're finding insects that you have how many legs?

S: Eight

M: Uhh

S: Six, Giggles

M: And how many body parts

S: One

M: One!

S: Two

M: Are you sure?

S: Uhhh... giggles.. am I right?

M: No

S: Three?

M; That's right. You weren't paying very much attention, we'll have to read this book again.

S: Now?

M: Not now, maybe tomorrow night

S: Giggles When is... um, she going to hear it?

M: Whenever she wants to listen to it. Do you want to read the other one also tonight?

S And the polar bear?

M: Yeah, Knuffle bunny

S: Yeah, I wanted to giggles... find out what knuffle bunny's about. These are the duck bunnies

M: Ohho, let's look at pictures and find out

S: That's the knuffle bunny, isn't it?

M: Do you think that's what the knuffle bunny is?
Not so long ago, before she could even speak words, Trixie went on an errand with her daddy...
 pause
*Trixie and her daddy went down the block,
 Through the park*
 pause
*Past the school,
 And into the Laundromat.*

S: Look at it

M: What am I looking at?

S: The... bunny

M: Ohhhh there is a bunny. We haven't met the bunny yet, have we?

S: Nope.
Trixie helped her daddy put the laundry into the machine.

S: Why does he have, have pants on her head?

M: That's kind of funny, that's, I think that's her way of helping. Do you think?
Uh-oh

S: uh

M: look at the bunny

S: Uh-oh

M: *She even got to put the money into the machine.*

S: singing

M: *Then they left.*
But a block or so later...
*They -- Trixie **realized something.***

S: They didn't have the bunny

M: I think that's right.
Trixie turned to her daddy and said,
Aggle flaggle klabble!
"That's right," replied her daddy. "We're going home."
Aggle Flaggle Klabble! Said Trixie again.
Blaggle plabble! Wumby Flappy?! Snurp.
What do you think she's trying to say?

S: Uh... that um, that she lost her best friest?

M: *"Now, please don't get fussy, said her daddy.*
Well, she had no choice..
Trixie bawled. WAAAAA!
She went boneless.
Laughs

S giggles

M: *She did everything she could to show how unhappy she was.*
By the time they got home, her daddy was unhappy, too.

S: Why

M: Look, well, he had to listen to her all the way home.
As soon as Trixie's mommy opened the door, she asked, "Where's Knuffle Bunny?"
Giggles

S: giggles

M *The whole family ran down the block.*
And they ran through the park.

S: Is it a real bunny?

M: I don't ... know.
They zoomed past the school, and into the Laundromat.
Trixie's daddy looked for Knuffle Bunny. And looked... and looked... and looked...
But Knuffle Bunny was nowhere to be found....

S: Uh-oh

M: *So Trixie's daddy decided to look harder.*
Until...
KNUFFLE BUNNY!

S: giggles

M: That's going to be one clean Knuffle bunny, Sally.
And those were the first words Trixie ever said.

S: what?

M: Knuffle Bunny. Instead of aggle flaggle, glaggle

S: giggles

M: giggles
 Did you like that story?

S: Yeah, but it was too short

M: It was a short one, right? Which one was better?

S: Ummm. I think.... Uh... the one with flaggle baggle glaggle?

M: You like this one, even though it was short?

S: Yeah

M: why

S: 'cause it was so funny

M: alright, well, I'm glad you enjoyed it. Well, it's time to go to sleep

M: What's the... You want that one first?

S: unhuh

M: what' the name of that one?

S: knuffle Bunny.

M: Okay, can you climb under the covers?
 Pause

M: Okay, here we go. *Knuffle Bunny, a cautionary tale, by Mo Willems*

S; look at all those knuffle bunnies

M: giggles

S: That's them with their wedding

M: Is it?

S: mmmhuh

M: Oh yeah, it does look like a wedding... picture. Why do you think it's a wedding picture?

S: 'cause she's wearing a white gown and he's wearing a white.... Uh... tie.

M: Oh yeah. Then what happened?

S: Then they had their baby. Look at her - she doesn't even have any legs

M: Giggles she's bundled up. Just like you were when you were little, bundled up in a blankee

S: Oh, huh.

M: Here we go, onto page one.
Not so long ago, before she could even speak words, Trixie went on an errand with her daddy...
 pause
*Trixie and her daddy went down the block,
 Through the park,*

S: look it, she's looking up

M: what's she looking at, do you think?

S: the trees and the sky

M: oh yeah.
*Past the school,
 And into the Laundromat.*

S: uh-oh

M: what?

S: she's going to lose her Knuffle bunny!

M: you know what's coming already.
*Trixie helped her daddy put the laundry into the machine.
 She even got to put the money into the machine.
 Then they left.*

S: Uh-oh

M: uh-oh. Indeed
 pause
But a block or so later...
Trixie realized something.
 Her eyes got very big, didn't they?

S: mmmhuh

M: *Trixie turned to her daddy and said,
 Aggle flaggle klabble!*
"That's right," replied her daddy. "We're going home."
 She doesn't look very much like she got her point across, doesn't she?

S: mmmhuh

M: *Aggle Flaggle Klabble! Said Trixie again.
 Blaggle plabble! Wumby Flappy?! Snurp.*

S: giggles

M: giggles
*"Now, please don't get fussy, said her daddy.
 Well, she had no choice..
 Trixie bawled. WAAAAA!
 She went boneless.*

S: giggles

M: that's what little babies do – laughs. You used to do that sometimes.
*She did everything she could to show how unhappy she was.
 By the time they got home, her daddy was unhappy, too.*

S: Why

M: 'cause she, giggles, 'cause she gave him a hard time.
*As soon as Trixie's mommy opened the door, she asked, "Where's Knuffle
 Bunny?"*
 Ah-ha

S: Look mom

M: Now they know the problem

S: Look at her eyes

M: Yeah – giggles

S: giggles

M: *The whole family ran down the block.
 And they ran through the park.*

*They zoomed past the school, and into the Laundromat.
Trixie's daddy looked for Knuffle Bunny. And looked... and looked... and
looked...*

But Knuffle Bunny was nowhere to be found....

So Trixie's daddy decided to look harder.

Until....

KNUFFLE BUNNY!

She's very happy.

And those were the first words Trixie ever said.

S: Why is her hair like that?

M: mmmm, just like when you make drawings, sometimes you make the hair
different? When they made the - the artist made the hair with three little
lines.... To show that she really didn't have very much hair. Because why?

S: because a little girl

M: A little baby right

S: Yeah

M: Some babies don't have very much hair You had a lot of hair

S: Yeah

M: Did you like this story

S: mmmhuh

M: Like the pictures?

S: mmmhuh

I want to hear... it so, what we did/

M: you want to hear what?

S: What we did last night, I want to hear

M: Oh, on the tape recorder. Oh okay we'll see. First, do you want to hear the
other story, or would you rather have me read uh.... Do you want the story
about the insects again?

S: No, I want.... Edna

M: Cinder Edna?

S; unhuh

M: Alright. Those are going to be your two choices then, so, we'll have to tell
Ms. Cindi that we read Knuffle Bunny twice and the insects once. For this
week.

Let's see... (tape turned off)

S&S Week 2

- M: Okay, look like we got the recorder going. We're going to read... Best Friends
And record it.
Pause
Alright. We're going to read Best Friends..
Best Best Friends
- S best, best friends.
- M: *Clare and Mary are best friends.*
Every day, when they get to preschool, they give each other big hugs
They sit together at storytime.
Where are they in that picture?
- S: well, they might look like this..
- M: Right, so where are they sitting... at story time?
- S: Nonverbal response
- M: Right
- S: You dropped the recorder
- M: We'll put it there...
When they go outside to play, they always hold hands.
Sally
pause
"You are my best best friend," Clare tells Mary.
"You are my best best friend, too," Mary tells Clare
But today is Mary's birthday. Mary gets big hugs from everybody. She sits
next to the teacher at storytime, and when it's time to go outside,
Mary gets to be first in line. Clare has to wait her turn.
At snacktime, there's a party for Mary.
There are cupcakes with pink frosting and pink springs on top.
Everyone sings "Happy Birthday" to Mary,
- S: Mom, look at her crown!
- M: Wow.
And Mary gets to wear a golden birthday crown.
At playtime, Clare says,
"If it was my birthday, I would have yellow cupcakes with yellow sprinkles.
Yellow is prettier than plain old pink."
Mary looks at her pink dress, pink socks, pink shoes,
- S: Well, it looks beautiful, because I love pink
- M: yes. I know you do.
And pink underpants.
- S giggles
- M: *"You're not nice!" Mary tells Clare.*
"You're not, either!" Clare tells Mary.
- S: I thought they were best, best friends.
- M: *"I'm mad at you!" yells Mary.*
"I'm mad at you more!" yells Clare.
"YOU ARE NOT MY FRIEND!"

S: look at them.
M: yeah. How do they look?
S: Mad
M: yeah.
S: giggles
M: *So Mary goes and plays with Kaitlin,
And Clare goes and plays with Ben.
But after naptime, Clare draws a picture.
It says Mary and Clare
And gives it to Mary. "Happy birthday, Mary," says Clare.
Mary looks at the picture.
"Let's build a teddy bear castle," says Mary.*

S: giggles
"We can take turns being Teddy Bar Queen."

S: Giggles. With her crown??
M: *"Shiny gold is really the best color of all," Mary says.
And Clare agrees.
It looks like... guess who got to wear the crown?*

S: uhhh
M: *When it's time to go home, they give each other big hugs.
"You are my best best BEST friend," Clare tells Mary.
"You are my best best BEST friend, too," Mary tells Clare.*

S Nooo. now that I got it at the end of it.
M: *"SEE YOU TOMORROW!"
What did you think about that book?*

S Good
M You want the other one too?
S Yeah, what's that?
M: it's a post card
S: what's it for?
M: It's for you to give to your best friend. It says you are my best, best friend
S: I want to give it to Jennifer
M: The girls in that book are... kind of like you and Jennifer. Sometimes you fight right?
S: Yeah, giggles
M: But, But she always wants to give you a hug good-bye
S: Yeah, giggles, and then we become friends again
M: Right. Okay, are we going to read? *Prehistoric: Actual Size* also?
S: Yeah!
M: Uh-oh, this looks like a long one.. Let's see
*Animals have lived on earth for hundreds of millions of years. Dragonflies the size of seagulls, meat-eating dinosaurs bigger than a bus, giant flying reptiles, fierce predatory birds eight feet tall – they all appeared, thrived, for millions of years, and then died out as the world changed around them. In this book you'll see what these prehistoric animals, along with many others, may have looked like at **actual size**.*

S: mmmm

M: this is a veele – veelos—velosiraptor. See how it tells you the pronunciation of the word if you're not familiar how to say it?

S: Mmmhuh

M: And you sound it out by reading this part. Veele – veelose, veeloseraptor. *Velociraptor (vee-lohs-i-rap-tor) was a swift, agile predator that may have been covered with feathers. 75 million years ago; ~~6 ½ feet (2 meters) long~~*

S: *that's a long time, and look at him*

M: Yeah, that's his actual size... wow

S: you can see him, look at those sharp teeth

M: look at those sharp teeth
One of the first animals to appear on Earth was a tiny, hard-shelled protozoan (pro-toh-zoh-an). It was almost too small to see. That's how small it was, actual size. The size of a little dot. And it was a little animal. ~~530 million years ago; 1/25 inch (1 millimeter) across.~~
The sharp-eyed sea scorpion hunted in shallow seas. 420 million years ago; ~~6 ½ feet (2 meters) long~~

S: That's a... long, long....

M: Wow, it's amazing.
The tiny spiny shark, one of the first fishes, was protected by armor plates and sharp spines. He lived 410 million years ago; and he was about 3 inches (~~8 centimeters~~) long. Just the size on the paper. He looks like a little fish, doesn't he?

S: Where

M: Right here

S: Oh. He has a little...what?

M: He's called the spiny shark. And this tiny creature was called dipe-lo-cawlus. *Diplocaulus (dip-lo-cawl-lus) was a meat-eating amphibian. Its horns may have helped it glide through the water. 300 million years ago; and 3 feet (~~91 centimeters~~) long.*

S: 300 and tens of million years ago?

M: mmmhuh

S: that's a looonnnng time

M: yes it is.
Imagine a dragonfly with wings more than two feet across! ~~300 million years ago; 27-inch (69-centimeter) wingspan.~~
Warm, swampy forests were home to this flying cockroach. ~~300 million years ago; 4 inches (10-centimeters) long.~~
 That doesn't look so different, does it?

S: Nonverbal response

M: Ohhhh, look at this giant creature. *This giant millipede had as many as thirty pairs of legs. Thirty pairs. That means there were 60 legs. 300 million years ago; 6 ½ feet (2 meters) long.*

S: What creature is it?

M: A millipede

S: I thought it was a caterpillar

M: It's pretty big, though. That was the actual size. Can you imagine, seeing that bug crawling across your bed?

S: No.

M: giggles.

S: giggles

M: *Despite its name, **Dinocephalosaurus** (Di-no-sef-ah-lo-sawr-us) wasn't a dinosaur. It was a fish-eating reptile that sucked up its prey by quickly stretching out its long neck. ~~230 million years ago; 8 feet (2 1/2 meters) long.~~*

S: ohh, look at that guy

M: mmmm
*The bird-like..... **Saltopus** (salt-oh-pus), one of the smallest dinosaurs, was a swift runner. ~~210 million years ago; 2 feet (61 centimeters) long.~~
 You only see the end half of him. He looks kind of like a road runner*

S: Yeah, road runner was something that we.... Goes really, really fast.
 Even faster than humans

M: Even faster than humans?

S: Mmmm

M: Maybe

S: I'm not as fast as anybody

M: Up, there's the rest of him, no wonder I couldn't do that – it's a folded page.
 Now he doesn't look like a road runner anymore.

S: what is...?

M: That's the saltopus.

S: ohhh, look at those... teeth

M: Mmmhuh. Wow, look at this one. Ohhhhh - My goodness, we've got to fold

S: giggles

M: out all the page for this one. Look at that beak! This is **Dsungaripterus** (*jung-ah-rip-ter-us*) was a flying reptile. *It may have used its upturned beak to pry open and eat shellfish. ~~135 million years ago; 10 feet (3 meter) wingspan.~~*

S: Mom, look at that long beak

M: That is super duper, duper, long. I think I'd be a little bit scared if that came flying in front of me.

S: Me too. What's this one?

M: This one is – just the claw, look at that, it's just the claw!
Baryonyx (*bar-ee-on-iks*) it means "heavy claw." *This fish-eating dinosaur used its huge claws to help catch and hold its slippery prey. ~~125 million years ago; 33 feet (10 meters) long.~~*

S: Look at those

M: Ohhhh, what are those

S: feeettt

M: Feet – This is from a garg

S: gigan

M: ***Giganotosaurus** (jig-ah-not-o-sawr-us) may have been the largest predator that ever lived on land. Wow, 100 million years ago; and 45 feet (~~14 meters~~) long. That's one foot. About the size of one foot. If you had 45 of those, imagine – it would be bigger than this house.*

S: oh! Hmm

M: Of course, that was one tooth – woweee

S: what.... Look at all those stuff

M: This is a.... ***Protoceratops** (pro-toh-ser-a-tops) was a plant-eating dinosaur that used its sharp beak to bite through tough stems and leaves. A baby Protoceratops was only about six inches (~~15 centimeters~~) long when it hatched. ~~80 million years ago; 6 feet (183 centimeters) long.~~*

And this is a leptickdum, leptickdeedum, leptikteedium, there we go, leptikteedium, ***Leptictidium** (lep-tik-tid-ee-um), an insect-eating mammal, hopped about on its back legs. His face looks kind of like a little rat, doesn't it? ~~45 million years ago; 2 feet (61 centimeters) long.~~*

S: Yea, he has whisker things...

M: mmmhuh. Sort of a rat.

S: ohhh

M: *The **terror bird** lived in South America. It was the largest predator of its time – big enough to eat a horse. ~~3 million years ago; 8 feet (2½ meters) tall.~~*

S: oh, and this?

M: Yeah

S: read the others

M: I'm not reading all – this part right now.

S please....

M: These are more things about the animals that were in there, actually

S: Do it

M: Uh, it's too long for me.

S: Do it, mommy, do it

M: Uhhh, Sally.

How do we know what prehistoric dinosaurs looked like? Fossils which preserve the form of ancient bones and teeth can tell us a lot about animals that lived a long time ago. By comparing these fossils to the skeletons of animals that are alive today, we can get a good idea of an animal's size and shape, how it moved, and what kinds of food it ate. In a few rare fossils, the imprint of skin, scales, or feathers is preserved. Fossils, however, can't tell us what color an animal was or whether it had spots, stripes, or other patterns. A small plant-eating animal that lived among the trees, like a present-day deer, was probably a dull color to help it blend in with its environment. A hunting animal that lived on the open plains may have been the color of dry grass, like a modern-day African lion. A predator that stalked its prey in the forest could have had stripes like a tiger that helped camouflage it. Other animals may have attracted mates or signaled others of their kind with patches of bright color, like many modern birds and lizards. The patterns and colors of the animals in this book are best guesses based on how ancient

animals lived and on the appearance of modern animals that live the same way.

Morganic -- *Morganucodon* (mor-gan-u-co-don), ~~which~~ means “Morgan’s tooth,” was a primitive mammal that lived 200 million years ago.

Tape stopped

(Unknown if this section was read or not: *It was small, with a body only about four inches (ten centimeters) long.*)

M: What happened – we filled up the whole side of the tape... and we got to turn it over. Let’s see.

Its large eyes suggest that it was active at night, which would have helped it hide from the many predatory reptiles and dinosaurs that lived at the same time. “Morgan’s tooth” probably had a keen sense of smell, and it fed on insects and worms.

Velociraptor (vee-lohs-i-rap-tor) was a quick and aggressive predatory dinosaur that lived about 75 million years ago. It had sharp fangs and claws, with a special “killing claw” several inches long on each back foot. It was a fast runner that probably hunted in packs. Though small for a dinosaur – only about six and a half feet (~~two meters~~) long

S: Mom

M: Yes.

S: where’s the killing claw?

M: nonverbal response

S: Oh.

M: ~~and weighing around 30 pounds (14 kilograms)~~ – several *Velociraptors* working together could bring down prey much larger than themselves. Recently, many scientists who study dinosaurs have suggested that *Velociraptor* and other birdlike dinosaurs were covered with feathers, probably to help them keep warm.

Single-celled protozoa (pro-toh-zoh-a) were among the first organisms to appear on earth. These simple creatures had ornate shells in the shape of spirals, stars, or cones. Though they were very small – many of their fossils are barely visible to the naked eye – their shells accumulated on the ocean floor in unimaginable numbers, where time and pressure gradually turned them into limestone. In some parts of the world, as mountains were formed and continents shifted, the ocean floor was lifted high above the water. In these places the fossilized skeletons of these tiny creatures can be seen today as limestone cliffs thousands of feet tall.

The sea scorpion was one of the top predators of its time. It hunted fish and other small animals in warm, shallow seas some 420 million years ago. This ancestor of the lobster grew to be 6 ½ feet long. It had good eyesight and large claw-like fangs. Some sea scorpions were able to breathe air and were able to claw onto the land.

Many early fish, such as the spiny shark, were heavily armored to protect them from large predators. This small meat eater, about the size of a pet

goldfish, appeared about 410 million years ago. Armored fish, some the size of a bus, would swim in the...

S: Mom

M: ...*earth's seas, rivers, and lakes for the next 170 million years.*

S: when can we be done?

M: Okay, we'll stop there and we'll read it again.

M: Alrighty. Let's see, we are recording Best, Best Friends again.

Clare and Mary are best friends.

Every day, when they get to preschool, they give each other big hugs

They sit together at storytime.

pause

When they go outside to play, they always hold hands.

"You are my best friend," Clare tells Mary.

"You are my best best friend, too," Mary tells Clare

pause

But today is Mary's birthday. Mary gets big hugs from everybody. She sits next to the teacher at storytime, and when it's time to go outside,

Mary gets to be first in line. Clare has to wait her turn.

pause

At snacktime, there's a party for Mary.

There are cupcakes with pink frosting and pink springs on top.

Everyone sings "Happy Birthday" to Mary,

And Mary gets to wear a golden birthday crown.

At playtime, Clare says,

"If it was my birthday, I would have yellow cupcakes with yellow sprinkles.

Yellow is prettier than plain old pink."

Mary looks at her pink dress, pink socks, pink shoes,

And pink underpants.

"You're not nice!" Mary tells Clare.

"You're not, either!" Clare tells Mary.

"I'm mad at you!" yells Mary.

"I'm mad at you more!" yells Clare.

"YOU ARE NOT MY FRIEND!"

So Mary goes and plays with Kaitlin,

And Clare goes and plays with Ben.

But after naptime, Clare draws a picture.

And it says Mary and Clare

And gives it to Mary. "Happy birthday, Mary," says Clare.

Mary looks at the picture.

"Let's build a teddy bear castle," says Mary.

"We can take turns being Teddy Bar Queen."

"Shiny gold is really the best color of all," Mary says.

S Uh, look who gets to wear the crowwwwn...

M: And Clare agrees.

Clare's wearing the crown - because they're sharing

When it's time to go home, they give each other big hugs.

"You are my best best BEST friend," Clare tells Mary.

"You are my best best BEST friend, too," Mary tells Clare.

S: But they weren't friends

M: "SEE YOU TOMORROW!"

Well, I guess kinds that's the point. Sometimes you're friends with somebody. And just because you fight with them doesn't mean you're not friends. You can go back to being close friends after you're finished making up. Right?

S: mmmhuh

M: mmmhuh. Alright. You want anymore?

S: No.

S&S Week 3

M: we can if you want to. Okay here we go, we're reading. Which one first, the *Hello Goodbye Window*?

S: uh... Yeah

M: Yeah. Okay. Let's see what we have here. Pretty pictures...

S Can I hold the recorder?

M: okay. Here, like that

Nana and Poppy live in a big house in the middle of town. There's a brick path that goes to the back porch, but before you get there you pass right by the kitchen window.

That's the Hello, Goodbye Window. It looks like a regular window, but it's not.

The kitchen is where Nana and Poppy are most of the time. So you can climb up on the flower barrel and tap the window, then duck down and they won't know who did it, or you can press your face against the glass and frighten them. If they're not in the kitchen, you can't do any of those things and you have to wait until next time.

If they see you first, they wave and make silly faces. Sometimes Nanny peek-a-boos me, which always makes me laugh. So I get a lot of extra fun and hellos before I even get inside.

Just look at the kitchen. It's so big. It has a table you can color on and lots of drawers to take stuff out of and play with. But you can't touch anything under the sink. You could get very sick.

S: Poi

M: There are...

S: poison

M: Poison, right.

There are shelves full of glass jars with lots of everything in them, a step stool so I can wash my hands, and all kinds of pictures from the olden days. Nana says she even used to give me a bath in the sink when I was little – really! Sometimes Poppy plays his harmonica for me. He can only play one song, "Oh, Susannah." But he can play it a lot of different ways. He can play it slow or fast

Or he can play it sitting down or standing up. He says he can even play it and drink a glass of water at the same time, but I've never seen him do that.

S: giggles. How does he do that?

M: giggles. I don't know. That would be something to see, huh.

When I stay over we have our supper in the kitchen too and when it's dark outside we can look at our reflections in the window. It works just like a mirror except it's not in the bathroom, and it looks like we're outside looking in. Poppy says, "What are you doing out there? You come right in and have your dinner."

And I say, "But I'm here with you, Poppy," and then he looks at me in his funny way.

Just before I go up to bed, Nana turns off all the lights and we stand by the window and say good night to the stars.

Do you know how many stars there are? Neither do I...

S: 100

M: ... but she knows them all.

S: 100

M: 100 stars? It's actually, quite a lot more than that

S: 100 and 3:30?

M: mmm. More than that.

S: uhh.. 100 and 2?

M: How about a trillion

S: yeah

M: or two

S: trillion or two

M: or a bazillion, zillion

S: I want a zillion, bazillion.

M: Do you know how many grains of sand there are on the beach?

S: unhuh (no)

M: there's more stars than there are grains of sand. Do you know how tiny a grain of sand is?

S: unhuh (no)

M: imagine how many there are. Anyway, back to the story...
*In the morning the first place we go is back to the kitchen,
and there's the window waiting for us. You can look out and say good
morning to the garden or see if it's going to rain or be nice.
And you can see if the dog next door is doing stuff in Nana's flower beds. She
hates that!*
*Sometimes Poppy says in a real loud voice, "HELLO, WORLD! WHAT HAVE
YOU GOT FOR US TODAY?" Nobody ever answers,*

S: giggles

M: *but he doesn't care.
Poppy makes breakfast. He says it's his specialty.
My favorite is oatmeal with bananas and raisins that you can't see because he
hides them down inside. I find them all.
Maybe you would like oatmeal with some raisins.*

S: nonverbal response

M: *When I get dressed, I help Nana in the garden. It's a very nice garden, but
there's a tiger who lives behind the big bush in the back so I don't ever go
there. I ride my bike too. "Not in the street, please."
Or collect sticks and acorns. "No in the house, please."
Or just kick my ball around. Sometimes when it's hot Poppy chases me with
the hose and I yell, "Stop it, Poppy, stop it!"
When he does I ask him to do it again....*

S: why

M: ... Nana just shakes her head.
Because he likes it but he doesn't like it all at the same time.

When I get tired I come in and take my nap and nothing happens until I get up.

Then sometimes I just sit by the Hello Goodbye Window and watch. Nana says it's a magic window and anybody can come along when you least expect it.

TYRANNOSAURUS REX (He's extinct, so he doesn't come around much.)

S: begins to say something – unintelligible (

M: *THE PIZZA DELIVERY GUY* (Pepperoni and cheese, he knows that's my favorite.)

THE QUEEN OF ENGLAND (Nana is English, you know, so the Queen likes to come for tea.)

They all could come! And a lot more if they want! And if they do, I'll see them first.

Mommy and Daddy pick me up after work. I'm glad because I know we're going home, but it makes me sad too because I have to leave Nana and Poppy. You can be happy and sad at the same time, you know. It just happens that way sometimes.

When we leave we always stop at the window to blow kisses goodbye. When you look from the outside, Nana and Poppy's house has lots of windows, but there's only one Hello, Goodbye Window and it's right where you need it.

S: in the kitchen

M: When I have my own house someday I'm going to have a special Hello, Goodbye Window too. By that time I might be a Nana myself.

S: she...

M: I don't know who the Poppy will be, but I hope he can play the harmonica.

S: giggles

M: Did you like that one?

S: Mmmhuh

M: It's been a long time since we read it.

S: ohhh

M: the bees? Alright. Let's see how much tape recording we have left. Not much, we're going to switch to a new tape for the bees.

Ready

S: yeah, giggles

M: Let's get some room,... make sure we're recording... and I think it is by now. We're getting ready to read *Honey in a Hive* with Mommy and Sally. Let's put the tape recorder down and hope that the sound's alright. We need to read *Honey in a Hive* – so we're not so afraid of bees.

S: Mmmm

M: Right? We need to understand what bees are and why they're so important to us.

S: Look bees up...

M: what is that?

S: Bees

M: Yeah it's a beekeeper. Okay, here we go – this is *written for J. J., my Honey, from J.R.* The author.
In spring and summer, this meadow is full of sweet-smelling flowers. Listen! Do you hear a buzzing sound? It comes from the rapidly beating wings of many busy bees.
 Do you remember a couple weeks ago, we had the flower blossoms on the weeping cherry tree?

S: Yeah

M: And remember all the hundreds of bees in it

S: Oh yeah

M: Did you hear them?.... buzzing?

S: Yeah

M: Yeah. That's what she's talking about – all the buzzing.
They are busy gathering nectar, the sweet liquid inside flowers, to make into honey. They are gathering pollen, the yellow powder in a flower, to feed their queen and all her young bees.
Bees... bees live in hives filled with honeycombs that they build with beeswax from their bodies.
In every beehive there are thousands of bees and one queen, who is much bigger than any of the other bees. She doesn't gather nectar or pollen or do any work. Her job is to lay eggs that will become new bees.

S: After she lays eggs, does she die?

M: I don't think so... let's keep reading and maybe it'll say.
The queen bee leaves her home to fly high in the sky and mate with many male bees, called drones. Drones don't do any work, either. All they do is mate with the queen so she can lay thousands of eggs. As soon as they have mated with her, they die.
 So they die.

S: does this?

M: No, the.... The boy bees.

S: Oh

M: *Most bees that hatch inside a hive are worker bees, because there is a lot of work to be done making honey. And workers do all the work – not the drones, not the queen.*
All workers are female, - that's interesting - but they don't mate or lay eggs. They gather food, guard and clean the hive, make honey, and feed their queen and her newly hatched bees.

S: Mom

M: mmmhuh

S: look at this little guy, he's sticking his head up – giggles

M: that's cute isn't it.

S: giggles

M: *The food bees eat is honey made from nectar.*
Some workers have the job of finding flowers with plenty of nectar. Flowers have ultraviolet marking on them that people can't see. These markings lead

to the place inside the flower where the nectar is. Unlike humans, bees can see these ultraviolet markings.

Bees smell with their antennae and pads on their feet. The smell tells them if the nectar will make good honey.

pause

When a worker finds a field full of flowers, she needs help in gathering nectar from it. She flies back to the hive and does a dance. The dance tells other worker bees where the flowers are. As soon as the worker has finished dancing, other worker bees fly out of the hive and follow her to the flowers. It takes a lot of nectar to make a little bit of honey. The bees can't carry much nectar or pollen. They must make many journeys from the hive to the flowers and back again.

When a worker brings nectar to a hive, she puts it in a hexagonal, or six-sided, chamber made out of thin wax. These chambers are called cells. Then she flies off to get some more nectar, while other workers get busy turning the nectar into honey. After a worker bee has made about 400 long flights, the muscles in her wings and legs are worn out. She usually falls to the ground and dies of exhaustion.

S: Who?

M: The worker bee. That just finished, you know all the trips...

S Mmmhuh

M: ...back and forth – she's tired, so she falls down and dies.

Bees fan the nectar with their wings. This dries the watery nectar so that it becomes thick and sticky. It becomes honey. Honey's thickness and natural plant chemicals keep germs from growing in the honey. It can be stored in the honeycomb chambers for a long time, sometimes for years.

More nectar is brought, and more honey is made. More thin-walled wax cells are filled. The honeycombs grow bigger and bigger. When a wax chamber is full of honey, the workers seal it up and begin to make a new one. Each cell is exactly the same size and same shape as the others.

When it is time for a swarm, worker bees build special queen cells at the bottom of the honeycomb.

S: what are they doing now?

M: that's what we're about to find out.

The queen lays eggs in these cells. The workers make a special food out of pollen and chemicals from their bodies. This is royal jelly – a food that only young queen bees eat. Workers feed the royal jelly to the new bees in the queen cells. The rich food makes these bees become queen bees.

Ahhh, that's neat, so they're making new queen bees so that those queen bees can go off and ... make other bees.

S: hmmm

M: *The old queen must then leave and rule a new hive where she can lay the many eggs still inside her. But she is too heavy to fly, so the worker bees stop feeding her. On the day she's thin enough to fly, thousands of workers and drones fly away with the old queen. This flight is called a swarm. The*

swarming bees find a place to build a new hive. They make new six-sided cells of wax.

S: look at all those bees

M: Wow – that’s a lot of bees...

Back in the old hive, the new queens fight. The strongest of them kills the others until only she is left. Who will feed her now?

Most of the workers and drones flew off with the old queen. So the new queen must mate right away and lay more eggs. She flies up into the sky for her mating flight, where drones wait for her. She mates in the sky with many drones for about two hours. Then she returns to the hive and lays eggs. Soon new bees fill the hive. New workers...

S: mama?

M: ...search for nectar and bring it back to the hive. More honey is made.

S: What happened to that one?

M: Well, that’s not an ant, it’s a bee. And it’s... it’s these two are fighting. I guess this one is killing that one.

S: mmmhuh

M: And only she is left. Remember how they were just explaining how there’s only one, there’s gonna be one queen bee?

Not only bees love honey. People do, too. Some people gather wild honey, and some build beehives.

For thousands of years, people all over the world have observed bees and tried to learn all they can about them to get the honey bees make.

Do you love to spread honey on your breakfast toast? Have you ever eaten honey in the honeycomb? Try it sometime. It is delicious combined with its chewy wax. Take a good look – look at the honeycomb before it’s all gone.

You will see how well bees build their honeycombs with thin wax.

See the picture of the honeycomb?

S: mmmhuh

M: Look at the label on a jar of honey. It will usually tell you what kind of flowers the honey came from.

Most of the honey we buy comes from clover, but some comes from wildflowers and some from orange blossoms. Every kind of flower has nectar, and bees gather it wherever they find it.

S Mom, which flower do you like?

M; uhhh, there all so kind of pretty standing together, but I guess I would have to say.... With the bear

S: I like the bears too

M: giggles. They’re very cute. This one’s pretty too

S: yeah. I like this one

M: *And every drop of honey tastes just as sweet as a flower smells.*

Do you want me to read you this- fun facts about bees?

S: mmmhuh

M: Or are you done?

S I want you to read it.

M: Okay. *More about bees:*

*Bees have a body temperature of 92-93 degrees Fahrenheit in their nest, no matter what the outside temperature is.
A honeybee would have to fly about 55,000 miles to bring in enough nectar to make one pound of honey.
It would take a honeybee approximately 1,600 round trips (hive to flower and back to hive again) in order to produce one ounce of honey.
Honeybees will fly as far as 8 miles from their nest in search of food, at speeds of up to 15 miles per hour
The brain of a worker honeybee is about one cub millimeter, approximately the size of the head of a pin
Honeybees' wings stroke 11,400 times per minute and cause a buzzing noise
A honeybee would have to visit 2 million flowers to make one pound of honey.
~~A honeybee worker visits more than 2,000 flowers on a busy day~~
The average honeybee worker makes 1/12 teaspoon of honey in her lifetime
Wow. That's little. That's this much*

S: un huh

M: *Honeybees are the only insects that produce food for humans.
Queen bees will lay as many as 2,000 eggs on a good day, an average of one every 45 seconds.
Honey has been used for thousands of years as a dressing to help heal wounds.*

In ancient Egypt, people valued honey so highly

S: mommmy...

M: I'm almost done....

...that it was often used to pay debts.

In ancient Greece, people offered honey as a tribute to the gods and spirits of the dead.

And When the first European settlers arrived in North America, they used honey to make cement and furniture polish and to preserve fruits.

Tired

S: Nonverbal response

M: We're done

S: Okay. Turn it off

M: Yeah – done for tonight. Goodnight

S&S Week 4

- M: Alrighty, we've got a request for...
- S: *Knuffle Bunny Too:*
- M: Okay, Mommy and Sally are reading for you Cindi – thanks for bringing by the books. *Knuffle Bunny Too: A Case of Mistaken Identity*
This book is dedicated to preschool students everywhere
- S That's me!
- M: That's right.
One morning, not so long ago, Trixie took a walk with her daddy.
- S: She looks different
- M: Yeah.
By now, Trixie really knew how to talk.
Guess what I'm going to do. I'm going to show Amy, and then I'll show Meg, and...
...then I'll show Margot, and then I'll show Jane, and then I'll show Leela, and then I'll show Rebecca, and then I'll show Noah, and then I'll show Robbie, and then I'll show Toshi, and then I'll show Casey, and then I'll show Conny, and then I'll show Parker, and then I'll show Brian, and then...
And talk, and talk.
Trixie was excited because she was taking her one-of-a-kind Knuffle Bunny someplace very special
C'mon! she says to her daddy.
School! Wow, that looks like a big school, doesn't it?
- S: Mmmhuh
pause
- M: *Trixie couldn't wait to show Knuffle Bunny to Ms. Greengrove and all her friends in Pre-K.*
But just as her daddy kissed her good-bye, Trixie saw Sonja.
She has a Sonja in her class, too.
- S: Just like me
- M: *Suddenly, Trixie's one-of-a-kind Knuffle Bunny wasn't so one-of-a-kind anymore.*
- S: why
- M: that looks like Sonja, and what is Sonja holding?
- S: knuffle bunny
- M: so there's more than one Knuffle Bunny. But I bet it doesn't have the same name. Let's read and find out.
The morning did not go well.
Kuh-nuffle! Kuh-nuffle! Says Trixie
Nuffle! Nuffle! Says Sonja
The afternoon was worse.
What's happening?
- S: uh,oh, there are two knuffle bunnys, taken away
- N: Taken away, right? By who?
- S: The lady
- M: Is that the teacher, you think?

S: Yeah
M: Yup
S: Where's she going?
M: Let's find out, let's turn the page.
*When the school bell rang, Ms. Greengrove returned the Knuffle Bunnies.
And the day got better.*
Pause
S Let's see if we can find them in the park
M: Okay. Who are we finding? Trixie?
S: yeah. Trixie and Sonja. There's Sonja
Pause
S: There's Trixie
M: Yup.
*Then, before she knew it, it was time to go home.
Trixie "ate" her dinner, devoured her dessert, brushed her teeth...*
pause
And tried to escape the Mommy and Daddy robots from planet Snurp!
S: giggles
M: giggles
At half-past bedtime, Trixie was tucked in, ready for sleep.
S: Mommy, they got the same kind of light we do
M: They sure do, they don't have a one-of-a-kind light either.
But a few hours later...
pause
*Trixie realized **something**.*
I'll betcha she doesn't have the same knuffle bunny.
*Trixie marched into her mommy and daddy's room and said:
This is **not** my bunny.*
Laughs
S: giggles
M: look at her mommy and daddy's faces. I think they were sound asleep.
*Trixie's daddy tried to explain what "2:30 a.m." means.
He asked, "Can we deal with this in the morning? With a big smile on his
face.*
She's not smiling.
*Trixie's daddy went to the phone.
Before he even made it down the stairs,
Briiinggg!
The phone rang.
We have your bunny
laughs
Said a man's voice on the other end.*
S: giggles
M: *We have yours replied Trixie's daddy.
Arrangements were made.
Trixie and her daddy rushed across the neighborhood!*

Pause

S: turn the page!

M: I'm turning...

Trixie did not want to be late.

Neither did Sonja.

See if you can find them in this picture

S Okay... that's

M: That's Trixie, right?

S: Mmmhuh

M: Where's Sonja

Pause

M: There's Sonja and her dad with the knuffle – the other, Knuffle bunny

S: Why did they get mixed up with Knuffle bunnies?

M: Because the teacher took them and gave them back to the wrong party.

There was an exchange.

And the Knuffle Bunnies were back where they belonged.

I was so worried about my bunny said Sonja

So was I Trixie replied.

Then they both said, I'm glad you got your bunny back!

*At the exact **same time!***

S: Oh – why is Sonja's face like that

M: Well, I guess she's looking like, worried, right?

S: About what?

M: Because they had the wrong bunny

S: Oh

And that is how Trixie found her first best friend.*

**Knuffle Bunny excepted, of course.*

S: Look at Sonja... and there's

M: there is, and there's too, it's a little guy

S: what does that say?

M: The End

S: Oh

M: and this small print says, special thanks to the real Trixie and her mommy, Tom Drysdale, the Brooklyn Public L, the Robinson Family, the Loweens family, Mrs. ??, Ms. Holton, and the ps107 community.

That's the thank you from the author.

Uh, there's an *epilogue*. An epilogue means they're going to tell you what happens after the story, a little bit

S: Read it, read it

M: It says:

The next morning, both Trixie and Sonja rushed to school.

The new best friends had a lot of catching up to do.

S: Why

M: Well, Trixie says

Do you want to play with my Knuffle Bunny? And Sonja says

Sure! Do you want to play with mine

And the daddies are standing there, probably thinking... somebody better make sure those knuffle bunnies don't get exchanged, again, because they don't want to have their sleep interrupted

S Raspberry sound

M: giggles

Twice in a row

Alright I guess as long as we have...

S: Sonja

M: tape going, and tape left, we should read the second one, right?

S: Sonjjj mmmhuh

M: *Guess What is Growing Inside This Egg*

S: Egg

M: We just had birdy eggs outside our window, didn't we, Sally?

S: mmmuhubh. But now they hatched – and flew away.

M: They hatched and flew away. Let's see if these turn out to be birdy eggs.

This egg sits snugly on its father's feet.

S: Mom, I think that's a penguin

M: *He warms it with his body's heat.*

Under his feathered belly, it's cozy and warm, Safe from the icy Antarctic storm.

Can you guess what is growing inside this egg?

S: a baby penguin

M: I think you already did.

A Penguin!

He's so cute.

S: awwww

M: *This baby penguin, or chick, lives in Antarctica, one of the coldest, windiest places on Earth.*

S Shivering sound

M: *When it is hatched, its mother returns from the sea to help care for it. Now its father needs to hunt for food. He hasn't eaten in the two months that he has cared for the egg! The mother and father penguins take turns holding the little chick on their feet to keep it warm, and going to the sea to hunt for fish and squid to feed it. Once it grows its waterproof feathers, the chick will be able to swim and hunt on its own.*

Can you guess what is growing inside these eggs?

This mound of dirt and sticks piled high Makes a safe nest for these eggs to lie.

Predators of the swamp had better keep back. This sharp-toothed mother will attack!

I betcha I know what that is

S: Hmm?

M: We have a webkins... of it...

S: mmmmm. Alligator

M: It's a...

S: crocodile

M: crooooo... Oh, *Alligators!*

S: I was right

M: You were right the first time.
These baby alligators will grow to be nine or more feet long. They spend most of their time in the swamp water, floating on the surface or diving below like a submarine. They use their long tails as paddles to push themselves through the water. They hunt for birds, turtles, snakes, and fish to eat. Alligators cannot chew their food. They grab their prey with their strong jaws - jaws and swallow it whole.

Humph (biting sound) giggles
Can you guess what is growing inside these eggs?

S: Mom

M: *Tall lakeshore reeds help hide the nest where these eggs...*

S: Mom

M: *...lie under their mother's breast.*

S: I betcha I know what this is.

M: what is it?

S: Um, I think it is a uh, um... leopard.

M: Leopards don't lay eggs. Leopards are mammals, that have their babies whole.

S what else should – what do you think...

M: Well, it looks kind of feathery to me... and it's, and it's next to a lake

S: mmmhuh

M: So, what's next to a lake with feathers?

S: ummm.... I don't know.

M: Could it be something that quacks?

S: A duck!

M: Let's turn the page and find out.
Ducklings!

S: mmmhuh

M: *As soon as their feathers are dry, they will be able to follow their mother to the nearby lake. The brother and sister ducklings walk in a line, one after the other.*

S: Mom

M: Yeah

S: One time, on television, in the little Bill, a baby swan was going the wrong way back in the water, and his mother came out.

M: and what happened?

S: the other ducks followed

M: Oh, and that – that caused a problem?

S: Well yeah, he was going the wrong way.

M: So what happened, did the ducks follow him?

S: uh, no.

M: Did little Bill help out

S: No, that's what they did.

M: Well, this book says that

Ducklings do not need swimming lessons – they are born already knowing how to swim. With their webbed feet, they paddle through the water. Soon they learn to feed on worms, water plants, and insects just below the water’s surface.

S: Just like the mother duck

M: That’s right. Ahhh, let’s see. ~~Can you guess~~ what is growing inside these eggs?

S: unintelligable

Their mother crawled from sea to land To bury these soft eggs in the sand.

S: Seaturtles

M: *Sea turtles!*

Very good Sweenie. That’s like in Florida. Do you remember in Florida, we had to watch out for the turtles sometimes on the beach?

S: Why

M: Well, the lights would bother them, so we had to keep the lights off

S: What lights

M: At night, in the - in the house? You don’t remember, right? You were only three.

That’s- let’s read.

The tiny baby turtles hatch under the sand. They use their flippers to push themselves up to the surface of the beach. Leaving the nest at night, they must find their way to the water on their own. It is a dangerous journey as crabs and birds like to eat the tiny turtles. Once they have made it safely to the ocean, the baby turtles swim far out to sea and feed on small sea animals called plankton. As they grow, they begin to feed on larger things such as jellyfish and seaweed. When the female sea turtles are grown, they will return to the beach to lay their own eggs.

This round sac of silk thread is packed full of tiny eggs. Their mother spun it with her eight long legs.

Can you guess what is growing inside these eggs?

S: Let’s see.

M: What kind of creature has eight legs?

S: Uh-hh. Spider?

M: Let’s see

Spiders!

S: Yup, I knew it because I read it today.

M: Mmmhuh

S: Earlier.

M: I think we read it in the last book, about insects, right?

S Mmmhuh

M: *Hundreds of baby spiders, call spiderlings, hatch from their eggs inside the egg sac. Then they tear open the sac and crawl out. Like their mother, the spiderlings have eight legs. They also have eight eyes but they do not see very well. Each spiderling must find a new home. It sends out a thread of silk from its body into the air and lets the wind catch it. The wind carries the tiny*

spiderling away until it lands in a new place where it will build its web. This is called parachuting. The spider's web traps insects for it to eat. Can you guess what is growing inside these eggs?

Hidden in a rocky cave, deep beneath the ocean waves, their mother wraps her long arms around to keep these eggs safe and sound.

Pause

Hmmm... let's see, a rocky cave, deep beneath the ocean waves. ... what does this look like?

S: I don't know.

M: that looks like one of a bunch of legs – two

S: a beach

M: with suckers on the, on the legs

S: Let's see and find out

M: *Octopuses!* Octopuses – that's funny, I always thought the plural of octopuses

S: Mom

M: ... octopus was octopi.

S: what – happened to the other guys arm?

M: Let's read and see what they say. It's on the other side of its head, it's body, though.

You can actually see the baby octopuses inside their eggs! They are only about the size of a grain of rice when they hatch, but they are able to take care of themselves. The tiny octopuses float in the water, feeding on plankton. When they grow bigger, they use their eight arms, called tentacles, to catch crabs, fish, and clams. The octopuses hide from predators by changing their color to look just like the sand or rocks around them. The baby octopuses grow quickly. In about one or two years, they will be full grown.

S: The recorder didn't turn off

M: No.

Actual size of eggs

That's the *Penguin* egg

Wow, look at how small the *Octopus'* egg is

There's the *Sea turtle* egg. That looks really round

There's the *Duck* egg. That almost looks like a chicken egg, right?

S Yeah.

M: uhhh.. Wow, look at the *Spider* egg, look how teeny that is.

And this is an *Alligator...* egg

Inside a duck egg

Ducklings incubate, or grow inside their eggs, for 26 to 28 days.

~~4th day: shell, egg white, yolk, head and body.~~

~~10th day: egg white, wing, leg, eye, blood vessels that bring food from the yolk to the growing chick~~ look like that

S: yawn, unhuh

M: that's on the 10th day. See, they're showing you different pictures. The 4th day, the 10th day, the 14th day, and the 26th day. By the 26th day you can actually see that it's a duck inside the egg – right?

~~14th day: egg white, leg, beak, wing~~

~~26th day: Egg tooth that helps chick break out of the shell. It falls off shortly after hatching. Ready to hatch!~~

S: Mmmmhuh

M: That still looks kind of... Strange, and that just looks like a blob

S: and the other one just looks like a blob, too

M: and it also, this one has an *Egg tooth that helps chick break out of the shell. It falls off shortly after hatching.* Just like the birds... the chicks.

S: Yeah.

M: *Incubation times for the other animals in the book:*

2 months for a penguin, 2 months for an alligator, 15, 1, 1 ½ - 3 months for a sea turtle, and a spider is about 3 months. An *Octopus: is 1 month to 1 year depending on species and temperature of the water (it takes longer in cold water)*

~~*Penguin 2 months; Alligator: 2 months; Sea turtle: 1.5-3 months; Spider about 3 months (fall to spring) Octopus: 1 month to 1 year depending on species and temperature of the water (longer in cold water)*~~

And for baby humans, it's 9 months

S: Just like me

M: Right, you're a baby human

That was a nice book. Say goodnight Cindi

S: Goodnight Cindi

M: Alrighty, here we go, we're going to read *Knuffle Bunny Too* again

~~*A Case of Mistaken Identity*~~

S I love *Knuffle Bunny Too*. We're recording!

M: Yup, we are recording... here we go with the story. *Knuffle Bunny Too, t-o-o.*

One morning, not so long ago, Trixie took a walk with her daddy.

By now, Trixie really knew how to talk.

She says..

Guess what I'm going to do. I'm going to show Amy, and then I'll show Meg, and...

...then I'll show Margot, and then I'll show Jane, and then I'll show Leela, and then I'll show Rebecca, and then I'll show Noah, and then I'll show Robbie, and then I'll show Toshi, and then I'll show Casey, and then I'll show Conny, and then I'll show Parker, and then I'll show Brian, and then...

And she and she talked, and talk.

Trixie was excited because she was taking her one-of-a-kind Knuffle Bunny someplace very special

She says to her daddy - C'mon!

She's pulling on him, right?

S: huh

M: Well, she's pulling on him – her daddy's hand.

They're going to School! Wow – with lots of other children.

Trixie couldn't wait to show Knuffle Bunny to Ms. Greengrove and all her friends in Pre-K.

But just as her daddy kissed her good-bye, Trixie saw Sonja.
 pause
Suddenly, Trixie’s one-of-a-kind Knuffle Bunny wasn’t so one-of-a-kind anymore.

S: Because what is Sonja holding?
 Knuffle bunny – so there’s not only one Knuffle Bunny there’s two Knuffle Bunnies.

M: That’s right.
The morning did not go well.
 Trixie says it’s ... pronounced *Kuh-nuffle! Kuh-nuffle!*
 And Sonja says *Nuffle! Nuffle!*
The afternoon was worse.

S: uh-oh

M: all the fighting, and the teacher ends up taking those bunnies away.

S Ms. Greengrove

M: *When the school bell rang, Ms. Greengrove returned the Knuffle Bunnies.*
And the day got better.
 pause
Then, before she knew it, it was time to go home.
Trixie “ate” her dinner, devoured her dessert, brushed her teeth...
And tried to escape the Mommy and Daddy robots from planet Snurp!
At half-past bedtime, Trixie was tucked in, ready for sleep.
But a few hours later...
*Trixie realized **something**.*
 ‘causes she’s twisting and turning, and... opening her eyes to look at her knuffle bunny. And it wasn’t the kuh-nuffle bunny, it was the nuffle bunny.
Trixie marched into her mommy and daddy’s room and said:
 That ~~This~~ *is not my bunny.*
 Laughs

S: giggles

M: laughs
Trixie’s daddy tried to explain what “2:30 a.m.” means.
He asked, “Can we deal with this in the morning?”
 Ahhhh, apparently not, right?

S nonverbal response

M: *Trixie’s daddy went to the phone.*
Before he even made it down the stairs,
Briiinggg!
The phone rang.
We have your bunny
Said a man’s voice on the other end.
We have yours replied Trixie’s daddy.
Arrangements were made.
Trixie and her daddy rushed across the neighborhood!
Trixie did not want to be late.
Neither did Sonja.

S: Can I find them?
M: Yeah, you can find them
S: There's Trixie and there's Sonja
M: That's right, and they're headed to meet each other, right?
S: Mmmhuh
M: *There was an exchange.
And the Knuffle Bunnies were back where they belonged.
I was so worried about my bunny said Sonja
So was I Trixie replied.
Then they both said, I'm glad you got your bunny back!
At the exact **same time!**
And that is how Trixie found her first* best friend.
Knuffle Bunny excepted, of course.

S; What does that...
M: the end
And there at the bottom it says special thanks to the real Trixie and her mommy, Tom Drysdale, the Brooklyn Public L, the Robinson Family, the Loweens family, Mrs. ??, Ms. Holton, and the ps107 community.
Pause. I hope it was a Friday night that they had their show and tell – on Friday. That way they could at least sleep in on the morning on Saturday

S: And Sunday
M: And Sunday. Alright, it looks like we made it through almost a whole side of the tape
S: Ahhhhhh
*Epilogue:
The next morning, both Trixie and Sonja rushed to school.
The new best friends had a lot of catching up to do.
Do you want to play with my Knuffle Bunny?
Sure! Do you want to play with mine*

S&S Week 5

- M: Alrighty. This is Sally and Mommy getting ready to record, a book for tonight
- S: Hi Cindi
- M: okay, here we go
- S: tape...
- M: we have plenty of tape. We just decided we're going to start with *Leaf man*
- S; unhuh. Goodnight Cindi
- M: Not goodnight, yet.
- S: huh?
- M: *Leaf Man*
Leaf man used to live near me, in a pile of leaves.
Ah, see?
- S: unhuh
- M: it looks like a face
- S; it looks like a leaf man
- M: *But yesterday the wind blew leaf man away.*
He left no travel plans.
Look at that – that looks like a bat or a bird, doesn't it?
- S: unhuh (yes)
- M: *The last time I saw him, he was headed east – past the chickens,*
See the chickens?
- S: unhuh
- M: made out of leaves?
- S: giggles
- M: *Towards the marsh, over the ducks and geese. A Leaf Man's got to go where the wind blows.*
That's so cute—look at how they made the... duck and geese out of leaves
- S: yea
- M: *He blew over the fields of pumpkins and winter squash,*
And flew over the turkey, past potatoes, carrots, and cabbages in rows.
Where are the potatoes/
- S: potatoes... is right there
- M: carrots?
- S: uh...
- M: those are the leaves.
And cabbages.... See the cabbages?
- S: unhuh.... Hey, I wanted to turn the page..
- M: alright.
Then he blew out of sight. Is he drifting west, above the orchards?
Oops, we skipped a page because the way the leaves are.
Is he drifting west, above the orchards,
Or over the prairie meadows,
And past the spotted cows? Well, a Leaf Man's got to go where the wind blows.
- S: Mom, look at the cow made of - of leaves

M: That's
S: ... isn't that so cute?
M: That is, it's very cute.
Maybe Leaf Man's gliding on a lake breeze,
What do you see in lake— in the lake?
S: uh, a turtle
M: I see a turtle, too.
S: giggles
M: And some fish
S: Yeah, there's a fish, and there's a fish, fish, and there's one.
M: Wow
S: And there's one
S: So cute.
Or flying along the river,
More fish... in the river, right?
S: Unhuh. There's one, there's — let's count the fish. 1, 2, 3, 4, 5, 6. Six fish.
M: *Following butterflies going south. Well, a Leaf Man's got to go where the wind blows.*
This time it's all butterflies
S: 1, 2, 3, 4, 5, 6, 7, 8.
M: aahh
S: Eight
M: *He might even be traveling north, above leaves that look like him,*
S: sings
M: *Or flying over mountains, with a flock of birds.*
S: ah, look at the bird — they look so cutie, like a cutie
M: pretty colors.
When Leaf Man looks down on earth, is he lonesome for a home?
S: what's that?
M: it looks like leaf bird, not a leaf man.
This I do know:
Where a leaf Man will land, only the wind knows.
So listen for a rustle in the leaves.
Maybe you'll find a Leaf Man waiting to go home with you.
S: Or maybe we can make one
M: hmmm. Mystery leaf found on driveway in Orlando, Florida. Mystery leaf found in park in Racine, Wisconsin
S: mystery leaf
M: mystery leaf found on grounds in front of folk art museum
S: mystery leaf
M: in San Diego, California, giggles
Mystery leaf found in woods in Northern Wisconsin
S: Mystery leaf
M: Mystery leaf found near pool in Santa Fe, New Mexico
S: What kind of leaves are all of these?

M: Let's see. That's is good, This is a Linden, that's a Linden, a Hawthorne, these are all Hawthornes here. This kind

S: And that kind

M: This one and this one are both elms

S: Mmmhuh

M: This one and this one are both from a beech tree

S: Mmmhuh

M: Uh, this is a cottonwood. Cottonwood. Here's a fig – fig tree. And there's a poplar.

S: Mmmhuh

M: And that's a birch tree

S: Mmmhuh

M: See how pointy it is

S: Mmmhuh. Mom, what is this....

M: And this... is a horse Chestnut tree
That's interesting. The author's note says, *Whenever I see a beautiful leaf, I have to pick it up. I can't help myself. It's something I've done all my life.*

S: Yeah, but, if it has 3 leaves, then never ever...

M: Right, those are the poison ivy you're talking about, right.

S: yeah

M: *I used to press leaves in my phone book, only to find them later, dull, dry and crumbling. When researching maple leaves for the illustrations in my book Red Leaf, Yellow Leaf, I made color copies of the leaves I collected for reference as soon as I found them so I could capture their magnificent colors...*

S: Mom

M: *Before they faded.* What?

S: Um... what kind of leaves is that?

M: The Cottonwood one

S: Oh

M: Okay. *When I began thinking about making leaf man, I carried a plastic bag with me, picking up treasures wherever I went. Sweet Gum Fruit from Kansas City, Oak leaves from Ithaca, Fig leaves from Washington, D.C. – oh, that's from our area, Washington - and color-copying them as soon as possible. My leaf file became chubby, but I didn't stop collecting until snow finally covered the last Wisconsin maple leaves of fall. Then I created the Leaf Man art with my color copies of leaves, which I believe are among the most beautiful art supplies in the world.*
Special thanks to my leaf pickers from far and wide: Dick, Pat, Shirley, Allyn, Liza, Audrey, Phil, Al, Lillian, and the Reading Reptiles
Giggles

S: What are reading reptiles?

M: Must be some kind of a reading group that he had working on it. That was a neat book, wasn't it?

S: Unhuh

M: Actually, she was working on it. The author was Lois Ellert. Okay. I guess, *Tale of the Tadpole* comes next

S: Tale of the tadpole!

M: Whoa – Serenee.

S: Laughing

M: Okay.
*The tale of a tadpole begins in a pond. Mother frog egg lays her eggs next to a lily pad.
Each tiny egg is wrapped in clear jelly. See they're showing you a cut- a close-up picture of the jelly Jelly (labeled illustration)*

S: mmmm

M: *Inside the jelly the eggs grow into tadpoles. They wriggle like worms. They push through the jelly and swim in the water. They breathe through gills, just like fishes.*

S: Yeah and sharks.

M: Those are their gills, when they're little like that. *Gills (labeled illustration)*

S: mmmhuh.... And sharks have gills

M: right.
*Many other animals live in the pond.
Shiny goldfish and sticklebacks. And great diving beetles. They chase the young tadpoles.*

S: I see

M: there's a goldfish, there's a stickleback

S: giggles

M: that's a funny name. Has he got stuff sticking in his back? Giggles and that's a diving beetle

S: and there's the little tiny tadpole

M: yeah, they are ... all going after them, aren't they?
*A stickleback feels hungry. He opens his mouth wide.
The little gray tadpoles wriggle their tails... and swim away through the water.*

S: What about that one?

M: He's almost got him, doesn't he, in his mouth?

S: yeah, but I hope he doesn't ...

M: I don't think so. But he wants to, he's hungry.
*A great diving beetle feels hungry too. His hairy back legs beat through the water.
The tadpoles escape and hide in the weeds.*

So many creatures are after those tadpoles. Then they're going to get big. At least bigger

S: Maybe they'll get...

M: *Soon a tadpole grows legs and tiny webbed toes. Webbed toes (LI)
Webbed toes are like flippers...*

S: Like that!

M: ...*They help the small tadpole push through the water.*

S: Yeah, and they also have skin to it, like ducks

M: the webbed part right?
 S: Yeah
 M: you're right.
He grows arms and long skinny fingers. Fingers (LI)
He nibbles on plants and gobbles green pondweed.
 Yum, yu, huh?
 S: mmmm
 M: green pondweed – would you like to nibble on that?
 S: mmm
 M: *Half tadpole, half frog, he rests in the sunshine. His tail is shrinking. Tail (LI)*
It gets smaller and smaller.
 Pretty soon he won't swim, he'll hop.
The new little frog sits on a lily pad.
His legs are strong now. He can breathe through his nostrils. His skin is
dotted with tiny gold spots. Nostril (LI)
Frogs must keep their skin slimy. He hops back in the pond and swims for a
while. Then he climbs onto a log.
Another frog climbs up and sits down beside him.
 He says hey, what's for dinner?
 S: Giggles
 M: giggles
Now full-grown, he dives through the water.
He's not afraid of the stickleback. He swims past the beetle.
 He says ha-ha, I grew up. Now I'm bigger than you. He looks like he
 probably would eat the beetle.
 S: little bit..
 M: *In the pond he watches and waits. What does he see with his round beady*
eye? Eye (LI)
A fly lands above him. He creeps closer and closer.
 S: Mom
 M: *But a big frog*
 S: what's that?
 M: Yes.
 S: What's that?
 M: That's his webbed foot
 S: But it looks funny
 M: Well, that's what it looks like all big. *But a big frog jumps up. It snatches the*
fly with its long, sticky tongue. Tongue (LI)
The frog misses his meal. Next time he'll be faster!
 Everybody's missing out on their meal in this book, Sally.
The golden-skinned frog chases a dragonfly. It lands on a lily pad. Under
the lily pad are hundreds of frogs' eggs.
Inside each egg a tadpole is growing. Each tadpole will grow into a golden-
skinned frog.

S: Mom, what's this?

M: These are the different umm picture words that they had circles or you know, highlighted in... the book. That's the *jelly* see j-e-l-l-y

S: mmhuh

M: That's *Tail*, t-a-i-l. These are *Gills* with a g – g-i-l-l-s. That's a *Nostril* This says *Webbed Toes*. And this funny looking word is pronounced *Eye*.e-y-e You would think that maybe you would just spell it with the letter i, but it's not. And then, this word is *Fingers*, and that word is *Tongue*. His long, sticky tongue. ... so what did you think?

S: good

M: They were both good? Which was your favorite

S: Both of them

M: Both of them? It sounds like you liked them. Okay, say goodnight Cindi

S: Goodnight Cindi

M: There it is, okay Cindi, we got a request for *Tale of a Tadpole*. We've got to tape this now. We've got two – one more round to go. Yeah, okay?

S: Cindi, this is our last book of reading.... Okay?

M: okay, here we go.
The tale of a tadpole begins in a pond. Mother egg lays her eggs next to a lily pad. Each tiny egg is wrapped in clear jelly. Jelly (labeled illustration)

S: Ewww

M: Giggles. You don't like that thought?

S: No

M: *Inside the jelly the eggs grow into tadpoles. They wriggle like worms. They push through the jelly and swim in the water. They breathe through gills, just like fishes.*

S: Where's the gills?

M: Right there. That's the close-up picture of the gills *Gills (labeled illustration)*

S: Mom

M: Mmmhuh?

S: Even sharks have gills.

M: Right, they do.
Many other animals live in the pond. Shiny goldfish and sticklebacks. And great...

S: What are sticklebacks?

M: mmm,, the stickleback is this one right there.

S: giggles

M: I only know that from the by the process of elimination. Because they...

S: Aand that's the goldfish

M: Right because they mention goldfish, sticklebacks, and great diving beetles, so.. other than that, I've never heard of a great stickleback before

S: Huh

M: ~~*And great diving beetles.*~~ *They chase the young tadpoles. A stickleback feels hungry. He opens his mouth wide.*

The little gray tadpoles wriggle their tails... and swim away through the water.

S: Why does the mamma leave the nest?

M: Uhhh that's a good question. I guess... it's not so much a nest, she, you know, just has the eggs and they turn into the tadpoles.

S: Oh

M: So it's not a nest like birds or ... other creatures do
A great diving beetle feels hungry too. His hairy back legs beat through the water.
The tadpoles escape and hide in the weeds.
Soon a tadpole grows legs and tiny webbed toes. ~~Webbed toes (LI)~~
Webbed toes are like flippers. They help the small tadpole push through the water.
 Those looks like grapes, don't they.

S: where are they

M: Some kind of a plant, like seaweed? It looks like grapes
~~*He grows arms and long skinny fingers. Fingers (LI)*~~
~~*He nibbles on plants and gobbles green pondweed.*~~
Half tadpole, half frog, he rests in the sunshine. His tail is shrinking. ~~Tail (LI)~~
It gets smaller and smaller.
The new little frog sits on a lily pad.
His legs are strong now. He can breathe through his nostrils. His skin is dotted with tiny gold spots. ~~Nostril (LI)~~
 Now he looks kind of cute, doesn't he?

S: mmm

M: *Frogs must keep their skin slimy.*
 eww

S: ewww

M: *He hops back in the pond and swims for a while. Then he climbs onto a log.*
Another frog climbs up and sits down beside him.

S: Can I see

M: Mmmhuh

S: I see... Awww – looks like they're kissing

M: It does

S Giggles

M: They're saying, hello!
Now full-grown, he dives through the water.
He's not afraid of the stickleback. He swims past the beetle.
 He's much bigger than the beetle. I'll betcha he could eat that beetle.

S; and bigger than the stickleback and the goldfish.

M: yeah. *In the pond he watches and waits. What does he see with his round beady eye? ~~Eye (LI)~~*
A fly lands above him. He creeps closer and closer.

S: Can I see?

M: Mmmhuh

S: Where's the fly?

M: Big fuzzy fly.
But a big frog jumps up. It snatches the fly with its long, sticky tongue.
~~Tongue (LI)~~

S: I thought the golden frog was going to,... get it

M: Well, I guess another one came and... snatched it away. *The frog...*

S: ewww, look at the tongue.

M: laughs. Grabs that fly, and sticks right on it.
The frog misses his meal. Next time he'll be faster!
The golden-skinned frog chases a dragonfly. It lands on a lily pad. Under the lily pad are hundreds of frogs' eggs.
Inside each egg a tadpole is growing. Each tadpole will grow...

S: Is that his?

M: ... into a golden-skinned frog.

S: Is that his?

M: Um, I don't think that's necessarily so, no. I think he's just landed on a lily pad and that lily pad has...

S: Is that a he or a her?

M: lots of frog eggs. They've been calling it a he, so maybe it is a he.. but I'm not sure how you would tell with a frog

S: Oh.

M: Well, that's it. Just the *Picture Word List:*
Jelly right, with the j

S: unhuh

M: *Gills*

S: unhuh

M: with a g

S: and

M: webbed

S: **webbed**

M: toes

S: toes

M: And what's that word?

S: feet?

M: No, try to read past the f

S: foot

M: f/ /i/

S: fi

M: ng /fing/

S: fing

M: /ers/

S: fingers

M: fingers

S: very good

M; what's this word?

S: tail

M: very good

S: ummm... Nostr...
M: nostrils
S: nostrils
M: this is the word eye
S: eye
M: this is the word...ton
S: tongue
M: t-o-n-g-u-e. Sometimes they put a couple of extra uh... letters in the word that you don't necessary pronounce them. So that'll be the difficult part when you learn to start reading.
S: mmmm
M: alright. That's it for the night. Goodnight
S: goodnight Cindi.

S&S Week 6

M: Okay, we want the one with the duck first. And that would be *Duck & Goose*

S: Duck Goose Duck– Duck duck, goose.

M: Duck, Duck Goose

Duck and Goose, written and illustrated by Tad Hills.

“Oh my, what is that?” Duck quacked.

“That is a silly question,” Goose honked. “It is a big egg, of course.”

“Of course it is an egg. I know that!” huffed Duck. “What I mean is, where did it come from?”

Goose looked skyward. He looked to the river. He looked to the fields. He thought very hard.

“Who are you?” he asked finally asked.

S: Well, a duck

M: *“I,” said Duck, puffing out his feathered chest, “am the one whose egg this is. I saw it first.” Goose quickly raised one webbed foot. “It is mine. I touched it first.”*

“Hey! You should never put your dirty foot on an ~~this~~ egg,” Duck scolded.

“DON’T YOU KNOW ANYTHING ABOUT CARING FOR EGGS?” “YES, I DO!” Goose cried out. “STOP YELLING!” Duck yelled, then whispered forcefully, “Don’t you know that you and your screaming are very likely disturbing the baby bird who is trying to take a snooze inside this egg?”

Goose wished that Duck wasn’t right. And he lowered his head and whispered softly, “I’m very sorry. Go back to sleep in there.”

“My, that’s quite a beauty you have,” called the blue bird from across the river.

“Thank you, it’s mine,” quacked the Duck.

“Actually, it is mine,” honked the Goose. “Thank you.”

*“So,” asked Duck, “what do we do now?” “We should do something,” suggested Goose.” “Yes, you are right, good thinking,” agreed Duck. “**Like what?**”*

~~Duck and Goose each thought~~

And then, you see them sitting there, and there’s signs all around the egg.

S: What does... Does duck say?

M: Well, duck is thinking this, he thinking about putting signs all around that say

This egg is private property; duck’s egg; no geese allowed; no honking \$5 fine;

*And duck and goose each thought. And Goose thought about putting signs all around that said *If you are a duck keep walking; no ducks beyond this point; quiet please; absolutely no quacking in this area*)*

“Well, we must keep the egg warm until the fuzzy little occupant is ready to come out,” said Goose.

*“**Excellent idea!**” exclaimed Duck and he pushed past Goose. “**Step aside I shall do just that.**” But Goose was too quick too.*

After a flurry of fussing, grunting and groaning, slipping and sliding, honking and quaking,...

S: look

M: *Duck and Goose found themselves back to back.*
Pause
“Scoot over, I don’t have any room!” complained Duck. “You are much closer to me than I am to you.” “Stop yelling in my ear, Goose!” “Shhhh...,”
Goose hushed, pointing at the round thing beneath them. “Yes, yes, yes, we must remember. Quiet, quiet, quiet, we mustn’t disturb the little one.” And so they sat, very still, very quiet, waiting. For a long time they waited.
 pause
They listened to the crickets chirp and the frogs burp. “I am going to teach this baby bird to

S Wow, they burp?

M: yes... do you think they say excuse me?

S: No

M: no

S: No, if they’re a frog! (said right into the machine)

M: *quack like a duck,” Duck boasted. “Well, I’m going to teach it to honk like a goose,” Goose honked back. “I’m going to teach this baby bird to waddle,”*
Goose added. “So am I,” Duck said.
They heard the pitter-patter of the rain. “I’m going to teach this baby bird to swim,” Duck said. “Me too,” said Goose.

S: why is his face like that?

M: I guess it was raining on his face maybe. Giggles

S: mmm

M: *To pass the time, they sniffed wildflowers in the warm sun and shared breadcrumbs while Goose taught Duck to honk.*
They watched the sun set in the sky, and Duck taught Goose to quack.
They counted the stars in the night sky. “Let’s teach our baby to fly,” said Goose. “Good idea,” said Duck. “I’m sure our baby will be a fast learner,”
said Duck. “If it takes after you and me, I’m sure you’re right,” agreed Goose.
Together they waited, until – “Did you feel that, Duck?” Duck nodded. “Yes! Did you feel that, Goose?” Goose nodded. “It’s time, Goose, it’s time!” Duck squawked.
 pause
Quickly, Duck slid down and started running in circles around their egg. “What should we do now?” he hollered. “I think we should remain calm,”
Goose yelled back. “Excuse me,” a little voice called out.
Duck stopped. In all the exciting confusion, he had failed to notice that the blue bird kicking their egg. “Can I play, too?” she asked.
“Play? This is no time for play!” yelled Duck. ”THIS IS NO TIME FOR GAMES!” yelled Goose. “And what’s with the kicking?” “I was only trying to get your attention,” said the little bird. “Well, you got it!” Duck huffed.
“False alarm, Goose. Back to work.” “Can’t you see that we are very busy here?” Goose explained to the blue bird. “This is serious business. This is perhaps the most important moment of our lives.”

“Oh my, I am sorry,” apologized the blue bird said. “I had no idea. I just thought that maybe I could play with your ball. “It really is a nice one,” she added, and then she flew away.

Goose gulped. “Did she say ‘ball’?” he whispered to Duck.

Giggles

S; giggles

M: giggles

S: giggles

M: *“You know, I did have my doubts,” Duck finally said. “It is a bit squishier than most eggs I have seen.”*

S: giggles

M: *“Yes, and I must say, I was somewhat suspicious of those big dots,” Goose admitted. “It may not be an egg, but it is lovely,” said Duck. “Oh, absolutely, Duck,” Goose agreed. “It’s a keeper.”*

As the crickets chirped, the frogs burped, and the grass swayed in a gentle breeze, Goose quacked and Duck honked, and the ball bounced, rolled, and sometimes.....

Even flew.

S; goose quaked?

M; Yeah, goose quaked, because they taught him – duck taught him to quack

S; And

M; And duck honked That’s a nice story, isn’t it?

S: yeah – next

M: Next

S: Next we move on, Cindi

M; Next is *I Face the Wind* By Vicki Cobb Illustrated by Julia Gorton

Alright

S: look, she’s tied up

M: She’s tied up in a kite string, huh?

S: Yeah

M: *Note to the reader. This book is designed so that your child can make discoveries. It poses a series of questions that can be answered by doing activities that temporarily take the child away from the book. The best way to use this book is to do the activities, without rushing, as they come up during your reading. You will have to help with some of the activities, such as blowing up balloons and tying them. Turn the page to the next part of the text only after the child has made the discovery. That way, the book will reinforce what the child has found out through experience. Before you begin reading this book to your child, have on hand a wire coat hanger, a pencil, a large (grocery) plastic bag, two identical balloons or two gallon-size zip-close plastic bags, tape, and a ball.*

Well, we’re gong to read this book Sally

S: Why not do the stuff?

M: we will – we’re gonnna – we’ll try to do it tomorrow, okay?

S: Okay

M: Tonight we’re just reading, because it’s bedtime

Ever face a strong wind?

Your hair blows away from your face. You could lose your hat. And if the wind is blowing hard enough, you may even have to walk at a slant.

Do you know what a slant is?

S: No.

M: It's like a diagonal line, like this. See how she's slanted when she's walking

S: Unhuh

M: Her - She puts her head forward of her feet

S: Unhuh

M: And that's called a slant. And sometimes, if the wind is blowing really hard, you do have to do that.... In order to walk right.

You can't see this force that's pushing you.

It's okay, it's okay, it's okay....

S: It's okay

M: But can we just listen to the story

S: Hold the recorder in my face

M: *But you can feel it. And you can see what wind does to other things.*

It makes dust swirl in a circle

It makes flags stick out straight and flutter. Can you name some things you see wind do?

S: Huh

M: Can you name some things that you see the wind do?

S: Umm... if you have a cup outside, it could blow over.

M: Yes

S: If it's empty

M: That's true. And we've seen kites on the beach, right, blowing in the wind?

S: Unhuh

M: And ... what else - have you ever had the wind blow a hat off your head?

S: Um no

M: No, okay, let's turn the page and see what happens. Don't push the button

Go outside and watch leaves on trees shake.

S: Leaves.... On... trees

M: *A kite stays in the sky.*

An umbrella turns inside out.

Have you had that happen before?

S: No.

M: No.

~~*Add your own ideas to the list.*~~

Why does the wind push you? You can discover why by asking questions and doing things to get answers. Here's the first question. What is wind made of?

S: I don't know.

M: *Wind is made of air. You can't see air. But you can catch it. Here's how.*

Open a large plastic bag. Make sure there are no holes in it. Pull it through the air so it puffs up.

Twist it closed to trap the air you caught. If it is closed so that it is airtight, you can squeeze the bag with the air in it and feel the air push back at you as you squeeze.

I think we've...

S: Its...

M: We've done things like that before. Kind of like blowing up a balloon, too

S: Yeah, like blowing sounds

M: *Air is real stuff. It is just as real as this book or a bowl of soup.*

S: Giggles... bowl....

M: *Like all real stuff, Air is heavier than nothing. How can you weigh air? You can't weigh air like you weigh yourself. It's so very light. You can weigh air by doing an experiment.*

I need that paper.

You will need a coat hanger, a pencil, two identical balloons, or large zip-close plastic bags, and tape.

1) Hand the coat hanger on the pencil.

2) Pull one side down and let go.

3) What happens after the hanger stops swinging? When it comes to rest, it is perfectly balanced.

You can weigh things on a balanced hanger. Take an empty--- Tape an empty balloon or zip-close plastic bag to each side of the hanger. The hanger is balanced because both balloons or bags, weigh the same.

Now take one balloon or bag off the hanger and blow it up. Tie a knot in the balloon or zip the bag closed to keep in the air.

Tape the inflated balloon or bag back onto the hanger. What happens when you hang it on the pencil?

S: It's full

M: We can see in the drawing that this – that the hanger is tilted downwards a little bit on that one side, right?

S: Mmm

M: That's because the air is heavier than the one without the air.

The hanger is slightly tilted again! It is tilted only a little bit because air doesn't weigh very much. Even so, the side containing air is heavier than the side that has the empty balloon or bag. This proves that air has weight.

But the weight of air is only part of the reason that you feel wind. Air is made of a gazillion tiny balls floating in space.

These balls are so small that they can't be seen. They have to be imagined.

They are called molecules. Wind is made of moving air molecules.

Imagine that a ball is like a single moving air molecule. Sit on the floor and roll a ball so that it bumps into your leg. Can you feel it push against you?

Roll it quickly into your leg.

Roll it slowly into your leg.

Which makes a stronger bump?

I have a feeling it's the fast one.

How can you make air molecules move? Wave this book. The book pushes against the air molecules and starts them moving. Then they push on you and you feel it. Wave it slowly.

S: You're not doing it slow

M: *Wave the book quickly.*

S: Can I do it quickly

M: nonverbal response

S: Here, you hold the recorder.

M: Wave it slow

Which wind is stronger?

S The fast

M: Right..

Are there other ways you can make wind? Blow air out of your mouth.

S: blowing sound

M: *Wave your hand in front of your face. Be an inventor and make your own kind of air movers.*

The faster the air moves, the stronger the wind. The fastest winds of all are in a tornado. These winds are so strong they can lift a roof right off a house

S: Raspberry sound

M: *or make a truck fly through the air.*

One of the softest winds is your breath. Put your fingertips near your nose and feel your soft breath.

When you face the wind, gazillions of moving air molecules collide with you. That's why you feel the push of the wind. Yay!

That was a very nice book. We'll have to try some of the experiments, besides the ones that we didn't get to try, right? Did you like it?

S: Blowing sound

M: Now you're going to be full of hot air.

S: Nonverbal response

M: Laughs, okay, no, no, no. Goodnight.

S: Goodnight.

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