

Reach Out and Read
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A Pediatric Early Literacy Program

Information Kit

7 Y

- C: repeats 5 digits forward, 3 digits reverse
"How are a cat and mouse alike?"; "How are a penny and nickel alike?"; knows left, right
math: 3+4; 6+3; 14+4 (write out vertically)
- L: define Polite, Brave, Roar; spell Car, Fat, Big, His, read, and tell what happened:
The boy has a dog.
The dog wanted to play on the bed.
But the boy said, "No."
Then the dog went away.
- P: has responsibilities at home, does homework

8 Years

- C: "How is a fish like a boat, and how are they different?" (a dime and a nickel? a book and a video?)
"What should you do if a kid starts fighting with you?"
math: 23+14, 29-10, 39-22 (write out vertically)
- L: spell Cut, Cook, Night, Dress; read:
The elephant's trunk is used like his hand.
Have you ever watched an elephant eat peanuts? He picks up the nuts with his trunk and puts them in his mouth. (ask, How do elephants eat peanuts?)
- B: ask about favorite books; reading aloud can continue; child and parents can alternate pages; high-interest books, regular library visits important
- P: limit TV and videos, especially violent ones

9-10 Years

- M: ask about sports (both boys and girls)
- C: repeats 4 digits in reverse: 8526, 4937
gives names of week backwards: What month comes right before May?: point out 3 objects — child recalls them 10 minutes later
math: 49+37, 392 +719, 283-197, 5 X 9
(write vertically):
how many minutes in 1 1/2 hours?
- L: spell Order, Peach, Watch, Enter; read:
The children went to the zoo on Sunday morning. They saw many different kinds of animals. They enjoyed the clever monkeys the most. It was interesting to watch them peel oranges and bananas. They would quickly pop the fruit into their mouths (ask: Where did the children go? What did they see? What did they like most?)
- B: ask child about favorite books; family reading

KEYS TO BOOK COI LING

- Effective book sharing feels good. Make it fun!
- Work books into your daily routine (e.g. bedtime story)
- You don't have to read the words: talking about the pictures, and listening to your child are most important!
- Let your child tell you when he/she has had enough.
- Not all kids love books at first — give it time.

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Developmental "Code Card"

* = "red flag"; if not present evaluate further

KEY: M: motor (fine and gross) S: social/ emotional
C: cognitive L: language B: book use P: parenting

2 Weeks

- M: stares at face and tracks 90° horizontally
- M: turns to voice
- * M: symmetrical movements
- P: normal increase in crying, peaks at 6 weeks

2 Months

- M: lifts head in prone
- * S: smiles in response to social overtures
- L: "listens" & responds when speaker quiet
- P: impossible to "spoil" infant by picking up when cries

4 Months

- M: pull-to-sit, w/o head lag; *holds rattle, lets go
- S: regards stranger with interest/pleasure
- C: stares at own hands; crumples paper joyfully
- L: recognizes sounds (e.g., excited by parents' voices)
- P: put to bed while still drowsy (do not rock to sleep)

6 Months

- M: raking grasp, passes cube hand to hand
- C: looks after fallen object
- * L: babbles
- B: excited by picture book, tries to touch, grab, mouth
- P: routines important, e.g. bedtime story; sleep and separation problems often appear around 9 months

9 Months

- M: thumb-finger or pincer grasp; grabs crayon efficiently
- * M: sits stably
- C: inspects object, then mouths; bangs cubes
- S: plays peek-a-boo, pat-a-cake
- B: ask "where" questions, then point, "There it is!"
- P: avoid feeding battles: give child spoon, finger foods

12 Months

- M: first steps
- S: consolable; explores office from safety of parent's lap
- C: looks for hidden object (object constancy)
- L: first word (not mama/dada); *jargoning
- B: holds book with help, turns pages several at a time
- P: importance of temperament, e.g. activity, intensity

15 Months

- * M: walks well
- S: "reads" parent's expression to see if safe to explore
- C: in play, uses objects correctly (e.g. "drives" the car)
- L: follows single-step command without gesture
- * L: has at least one single word
- B: mobile child may not sit long for story
- P: discipline=teaching; praise: choices reduce power struggles

18 Months

- M: walks up steps, walks backwards
- C: works wind-up toys, on-off buttons (cause/effect)
- * L: 6 words, not echolalic; indicates desired objects with index finger (not whole hand) ("proto-linguistic labeling")
- B: points to pictures in book; book interaction joyful
- P: use "feeling words" (sad, happy, scared)

24 Months

- * M: walks backwards
- C: in play, one thing stands for another (substitution)
- S: may be clingy
- * L: 2-word phrases: *points to at least one body part
- B: carries book around house, "reads" to dolls:
- P: pick "battles" carefully to minimize power struggles

30 Months (2 Years)

- M: up and down steps independently
- * M: copies ○
- * C: combines play actions (rocks doll and puts to bed)
- S: dresses self mostly, with supervision
- S: average age for daytime dryness
- L: names several body parts, follows 2 prepositional commands with block (behind, under, next to, in front)
- B: parent asks "what" questions, relates actions in book to child's life: child wants same story repeatedly

3 Years

- * M: jumps, both feet off floor; mature crayon grasp
- C: plays out familiar events, and changes outcomes
- S: separates more easily: average age dry at night
- * L: 3-4 word sentences
- L: gives full name, knows "cold," "tired," and "hungry"
- B: holds book without help; gives simple actions; sits for 5-minute story or longer; likes rhymes, nonsense words

4 Years

- M: balances on 1 foot for 4-5 seconds
- M/C: copies =; 3-part (or more) draw-a-person
- C: in play, talks for doll, assigns roles to other children
- S: understands taking turns; uses words, not hitting
- * L: sentences, mostly correct grammar: asks questions
- B: turns pages one at a time; retells familiar story; pretends to read & write (e.g., horizontal scribbles), ("writes" own name); makes up "tall tales"

5 Years

- * M: balances on one foot for 5-10 seconds
- M: copies □, perhaps △
- S: plays well with group of children: dresses, with little help
- C: plays out imaginary scripts (e.g., space voyage)
- C: "If I cut an apple in half, how many pieces will I have?" "What do you do to make water boil?" "Candy and ice cream are both good to ____"
- * L: correct use of "me", "I", past tense and plurals
- B: parent asks "What will happen next;" 10-20 min. stories

6 Years

- M: walks backward, heel-to-toe; begins sports, dance
- M: copies diamond
- S: rule-based games; "best" friend
- C: "How are a plum and a peach alike?"; "Why do we wear shoes?"; repeats 4 digit string; counts 5 items; simple math (1 + 3)
- L: fluency: names 4-5 things to eat (or wear) in 20 sec.
- L: knows names of most letters, recognizes a few words
- B: read-aloud books more difficult (and interesting) than child's reading level (e.g. chapter books); library card

For children's good health, a book at every check-up

Boston Globe
10/27/96

PERRI KLASS

This week Boston will play host to the annual meeting of the American Academy of Pediatrics, the professional organization that speaks for pediatricians, tests us and certifies us, sets our standards of medical practice to keep up with changing times.

But the pediatric innovation that my colleagues and I will be demonstrating at the meeting, the Boston-bred innovation we hope will diffuse out through pediatric clinics around the country, has nothing to do with wonder drugs or fiber-optic miracles. We want doctors to give books to their young patients.

A decade ago, it wasn't part of a pediatrician's job to give out books. But then, formal assessments of development and language weren't part of a pediatrician's role at one time, either. Now we teach developmental assessment as part of the standard pediatric exam. If, along with giving shots and handing out safety advice, we haven't checked to see if a child is acquiring spoken language, then we haven't done our job.

The next step is written language. Early literacy. Just as spoken language starts long before a child learns to talk, literacy starts developing long before a child actually begins formal reading instruction. What happens in the years between birth and kindergarten is absolutely essential: Children either start school liking books and understanding what they are or they start school way behind, set up for failure.

Mayor Thomas Menino's Read Boston literacy initiative, now one year old, aims to have all children reading by the end of third grade. Pediatricians and early-childhood educators have been part of this initiative from the beginning because this is not only a school problem, it's a preschool problem.

Consider my 2-year-old patient, Jahmaal, a primary-care success story:

He came for a physical recently and we checked his lead level, since as a toddler in the inner city he's at high risk, and checked for anemia. But he didn't seem to have needles on his mind.

"Want book!" he yelled to me with 2-year-old intensity. "Want book!" I gave him a board book at his 18-month visit (along with his fourth DTP shot), another when he was 15 months (Haemophilus influenzae shot) and another when he was one year (measles-mumps-rubella). And so on, way back to the 6-month-old checkup. That's six books already; there'll be at least four more before he starts school.

Reading success starts well before school and formal reading instruction, as infants and toddlers learn to love books and to understand that books contain stories and information. A 1995 analysis that statistically examined 29 empirical studies

of the effects of parents reading aloud to toddlers and preschoolers concluded that essentially all studies showed a pronounced positive effect on outcome measures of language growth, emergent literacy and reading achievement. The positive effects of reading to preschool children were independent of socioeconomic status or parents' educational level.

Last week I saw a child I worry about. He's one year old, born with drugs in his system, the youngest of six children in a family that is struggling hard. Mother in treatment. Maybe not always enough food. Hasn't grown very well. Hasn't really developed on schedule. But he looked good, finally putting on weight, making some developmental progress, though delayed for his age.

I gave him a board book full of bright photographs of children playing, and his mother and I watched him grab it. "I know you're busy," I started, and she beamed. "The older ones will read it to him," she said. "They always read him that book you gave him last time."

The Reach Out and Read program was founded at Boston City Hospital about eight years ago by pediatricians



BOB DAHM ILLUSTRATION

and educators. "The first time I gave a 1-year-old a book as part of a pediatric visit and saw the child's eyes light up, and saw the mother smile in response to her son's excitement, I knew I had found a special way to touch a child's life," says Dr. Barry Zuckerman, chairman of the department of pediatrics at Boston Medical Center and one of the founders of Reach Out and Read. "I believe it has as much or more impact on the child's future as anything I do as part of preventive care."

The goal of the program is to make literacy part of regular pediatrics. Zuckerman's mentor was Dr. T. Berry Brazelton, now a member of the advisory board of Reach Out and Read, which he calls "a light in the darkness."

A book at every checkup from six months to five years. At Boston Medical Center, we will give away our 100,000th book this fall. If it costs \$3 to \$4 for a book, and if every child sees the doctor 10 times between the ages of 6 months and 5 years, then these books cost \$30 to \$40 a child. Less than any immunization or blood test.

In a study by Zuckerman and another founder of the program, Dr. Rob-

ert Needleman, carried out in the pediatric clinic at Boston City Hospital, parents whose child had received a book at a previous visit to the clinic were four times more likely to report reading aloud to their children. For families on AFDC, the association was particularly marked: if they had received a book, parents were eight times as likely to report reading to their children.

Pediatricians are trained to think in terms of prevention. Give the MMR and we don't have to treat the measles. Free flu shots for children with asthma.

Growing up without books is growing up deprived and with a deprivation that puts one at risk for failure. Just like many of the other risks and deprivations that children face in poverty: growing up without books is a sad loss in itself, but also a risk factor for larger, sadder losses. Double jeopardy. If we want our children to grow up reading, we have to do everything possible, and we have to do it as early as possible.

Perri Klass is a pediatrician at Boston Medical Center and Dorchester House.

star.com



DAY'S STAR

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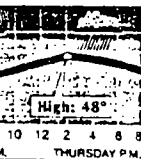
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Hillary Clinton visits KC



TAMMY LJUNGBLAD/The Star

Americans must "work together to make sure every child gets what any child needs," Hillary Rodham Clinton said Wednesday at a Stand for Children rally at the University of Missouri-Kansas City.

Children have ally in first lady

By DONALD BRADLEY
and DONNA MCGUIRE
Staff Writers

First lady Hillary Rodham Clinton championed two of her favorite topics — children and helping women become self-sufficient — while dashing through four Kansas City events Wednesday.

She came to help start a Children's Mercy Hospital program, modeled after one in Boston's low-income neighborhoods, that calls on parents to

"We know what children need and what works. There's not a problem in America that has not been solved somewhere in America."

— Hillary Clinton

read a few minutes each day to their children.

The program also asks all area pediatricians to "prescribe" books to children every time they visit the doctor's office.

Clinton also posed for pictures with children, challenged adults to support children and capped the day alongside another child advocate, Bill

Cosby, at a Boys & Girls Clubs of Greater Kansas City benefit.

At one point, she received a bumper sticker that read: "Is it good for the children? That's the number one question."

"What we have to do now is work together to make sure every child gets what any child needs," Clinton told about 500 people at a Stand for Children rally at the University of Missouri-Kansas City.

On Wednesday evening, See HILLARY, A-14, Col. 1

Is she role model or woman scorned?

By STEVE KRASKE
Political Correspondent

Ask Mollie Carroll about first lady Hillary Rodham Clinton and the words gush out.

"I'd stop a bullet for her," Carroll said Wednesday, minutes before Clinton spoke at the Hyatt Regency Crown Center hotel. "I think she is what women in the '90s are all about."

Now ask Kansas Rep. Kay O'Connor, an

Olathe Republican. She doesn't hold back, either.

"I really view her as pretty much a non-credible person," O'Connor said. "I think many of her notions are very socialistic."

So what is Hillary Clinton? Role model or bad example? Courageous national leader or presidential partner who doesn't know her place?

Five years after becoming first lady, Clinton remains a national debate in progress. And there's no end in sight.

Even though Clinton took on a lower profile at the start of her husband's second term, she stands as a pivotal figure, if only because of the political havoc she could wreak if indicted in the Whitewater scandal.

She remains a lightning rod who rarely attracts anything but heartfelt passion.

Her fans are devoted. Her enemies are more than a little annoyed by her. When it

See CAN'T, A-14, Col. 5

China's senior leader is dead

Deng Xiaoping, 92, pushed economic reforms, resisted greater freedoms.

From Star News Services

BEIJING — Deng Xiaoping, the last of China's Communist revolutionaries, who abandoned Mao Tse-tung's radical policies and pushed the world's most populous nation into the global community with capitalist-style reforms, died Wednesday.

Xinhua, China's official news agency, said he was 93, although the birth date in most records would have made him 92 when he died.



Deng

Though Deng retired from his last official post in 1990 and had not been seen in public for three years, he spent much of the last decade orchestrating Chinese politics from behind the scenes with a loosely defined title: "paramount leader."

Deng's death probably won't have an immediate effect on U.S.-China relations, experts said.

"In practical terms, in the short run, there are no consequences," because the ailing Deng had not played a major role in Chinese decision-making for the last

See DENG, A-16, Col. 1

Singer's garb stirs firestorm

Pat Boone's TV show is off air amid complaints over heavy-metal attire.

Los Angeles Times

Pat Boone has been taken off the air by a national religious television network after showing up at the American Music Awards dressed like a heavy-metal rock singer.

Trinity Broadcasting Network dropped Boone's weekly half-hour show on Tuesday after receiving thousands of telephone calls and letters from contributors who were shocked by Boone's bare-chested leather costume at the awards show. It was broadcast Jan. 27 by ABC.

"A lot of our (prayer) 'partners' had a real problem with that — more than a lot," said an employee of Trinity, whose programming is carried by nearly 400 cable systems and television stations.

Fans of fish get their wish

A crowd gathered Wednesday at Shawnee Mission Park — not to pull trout out of the lake, but to watch



Hillary Clinton in KC

Continued from A-1

in Kansas City. On Wednesday evening, about 100 children applauded Clinton as she entered a room at Bartle Hall for the Boys & Girls Club event.

She applauded them back. "I'm so happy to see all of you here today," she said. "I've been in Kansas City all day and when I heard you were going to be here for me tonight, I wanted to come and see some of the best boys and girls in the United States."

She then addressed about 2,000 people gathered in a separate room for a fund-raising dinner.

There is nothing more important than providing opportunity for our children to feel safe and nurtured," she said. "...I thank the Boys and Girls Clubs for leading the way, for showing that if we put children's needs first, the whole community can prosper."

Clinton expects to spend the next few years working on behalf of children and families in areas such as education, health care and foster care.

At three events she attended Wednesday focused on children. The fourth was a fund-raising event for the Women's Employment Network, where the audience was moved by a former welfare worker's story about resurrecting a ruined by a drug-addicted husband. Tears streamed down the woman's face as she returned to the stage, where Clinton shook her hand and thanked her for telling her story.

Reach Out and Read

At Children's Mercy, 6-year-old Jacob Grayson didn't jump on his mother's bandwagon. A couple of minutes before the lady entered a hospital room read to a group of children, a woman handed each child a copy of *You Give a Moose a Muffin*.

"Book," Jakob said with a scowl, slung it aside.

Everybody said that "Reach Out and Read" would be an easy sell. Clinton would like to see the children's Mercy reading program and nationwide. She visited just after her husband told Americans that 40 percent of its fourth-graders don't know how to read.

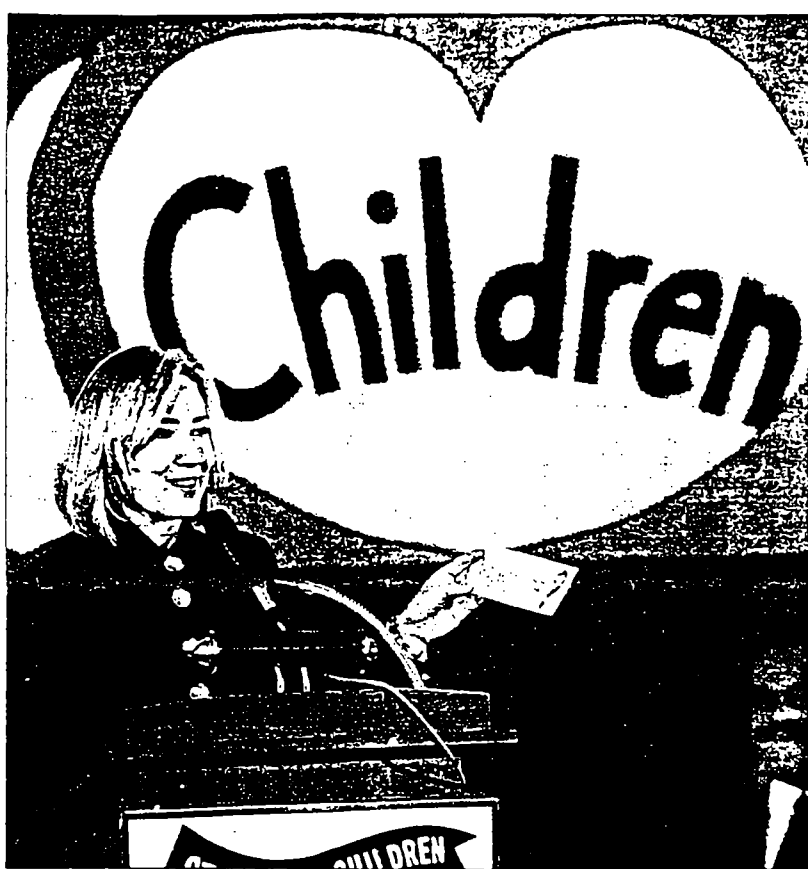
Clinton is expected to be a focus of President Clinton's second term. Hillary Clinton put out a call for hundreds of Kansas City volunteers to fill in for parents who can't crack a book.

Leading to her daughter, Chelsea, was a daily ritual, Clinton said. She told a Children's Mercy teacher that reading to children strengthens bonds, enriches vocabulary and helps a baby's brain grow.

Michelle Kilo, chief of developmental medicine and behavioral science at Children's Mercy, said neurological research backs up Clinton.

"The brain at birth has all the neurons it will ever have, but the connections can change dramatically if properly stimulated — such as by reading to a child," Kilo said.

On a daily basis we witness the



In one of four Kansas City stops Wednesday, first lady Hillary Rodham Clinton spoke to about 500 people at a Stand for Children rally at the University of Missouri-Kansas City.

astounding effects that early stimulation through physical touch and talking have on infants and young children," Kilo said.

At Children's Mercy, volunteers will be on hand to read to children in waiting rooms, and doctors will counsel parents on how to use books to help their child's development. Every child will leave with an age-appropriate book.

Kilo predicted that more than 30,000 children will benefit from Children's Mercy's efforts. She asked for Kansas City's help in providing donations and "an endless supply of books."

Jenny and Jeff Hunter of Blue Springs applauded "Reach Out and Read."

Their daughter, Lily, 5, was one of the children Clinton read to Wednesday, and she could be the program's poster child.

"She's read 500 books so far this school year," Jenny Hunter said.

Lily, a kindergarten, began looking at books during regular trips to Children's Mercy for cerebral palsy.

"And we read to her all the time," her mother said. "One day she started to complete the sentences. Every child has that potential. They just need a little push."

Parents have to assume the role, Clinton said.

"I've not met many parents who didn't want to do best for their children, but I've known a lot — myself included — who didn't know what that meant," Clinton said.

Stand for Children

Later in the day, Clinton was one of six speakers who addressed "Giving Our Hearts to the Children," an invitation-only rally at UMKC organized by Kansas City's Stand for Children committee.

In the audience were community leaders, children's advocates and people who rode a bus to Washington last June to attend a Stand for Children rally.

Federal and state officials rattled off long lists of programs already established or soon to be implemented that will help children, including an improved training program for foster parents.

Then Jim Cuccamo, executive director of Partnership for Children, proclaimed that Kansas City is becoming the child opportunity capital of the world. He predicted that in five years, when Partnership for Children's 10-year campaign ends, the city will receive an A for the way it treats children. Large gains are needed, however, because the city received a C-plus on its last report card.

Before Mayor Emanuel Cleaver introduced the featured speaker, he motioned 15 children — 12 of whom attend day care at St. Vincent's Operation Breakthrough — toward the stage.

One by one, the children lifted a giant, heart-shaped poster, took a deep breath and belted out the message he or she carried.

"Join my PTA!"

"Ask me what I think!"

"Get to know kids in the neighborhood!"

In her 24-minute speech, Clinton explained the Children's Mercy reading program and mentioned several of the president's goals involving children, such as health care for those who lack it.

"I think we are at a turning point in this country," she said. "We know what children need and what works. There's not a problem in America that has not been solved somewhere in America... Our challenge now is to take what we know in our hearts we should do and muster the will individually

and together to stand for children."

Organizers handed out a blue sheet that listed 100 ways people could stand for children, such as visiting a library, checking homework and sharing hobbies.

Then they asked each guest to list ways they could help by filling out a personal commitment form on the back of the blue sheet.

Not everyone was thrilled with Clinton's visit.

A handful of abortion protesters waved signs at her motorcade as it neared her stop at UMKC.

"She says she's such a big supporter of children, but she's not standing up for the unborn," said Hilary Trossen, a demonstrator.

Shortly after noon, about 1,200 people — most of them women — gave Clinton a standing ovation at the Women's Employment Network annual fund-raising luncheon at the Hyatt Regency Crown Center hotel.

The ballroom's walls were decorated with 2,000 red hearts, each representing someone who had graduated from the network's program.

Clinton challenged the audience to take advantage of welfare reform. America must provide jobs, day care and transportation to help welfare mothers succeed, or the reforms will fail, she said.

"I don't delude myself about the difficulty that we face," she said. "Many factors conspire to keep women on welfare and out of work. And many of the ingredients to assist women off public assistance are ones that have to be looked at carefully and packaged on a much bigger scale than even (the Women's Employment Network) has been able to do."

Staff writers Brian McTavish and Laura R. Huckaday contributed to this article.

Can't live with her, — can't live without her

Continued from A-1

comes to neutral opinions, not many exist.

"I wanted to run up there and take a picture, but I know her security people wouldn't let me," Leona Johnson said shortly after Clinton's speech at the Women's Employment Network fund-raising luncheon. "I hate to sound like a kid in a candy store, but I'm really proud of her. She has an eloquence about her."

As President Clinton's second term unfolds, Hillary Clinton is in an unusual position for a first lady. Polls show that her approval rating is lower than her husband's.

A December survey taken by CBS News put Hillary Clinton at 55 percent approval, compared with 36 percent disapproval. Her husband stood at 60 percent approval and 31 percent disapproval.

The good news for the first lady was that her numbers were way up from January 1996, when she stood at 42 percent approval and 47 percent disapproval.

More troubling for Hillary Clinton, 41 percent in December still thought she had too much influence on her husband, compared with 44 percent who thought it was "about right."

In large measure, Hillary Clinton's increased approval rating, like her husband's was due to an image makeover. Gone was the hard-driving champion of national health-care reform. In came a more traditional first lady who pushed causes such as children and family issues.

"She's become more of a supporter of her husband's agenda and priorities, and that is in contrast to the impression Americans had in the first term," said Larry Sabato, a University of Virginia political scientist. "You can't lose if you're talking about children's health care and education."

The role she will assume over the next four years remains to be seen. In September, the president said he wanted his wife to focus on reforming the welfare system.

"That's the first I've heard of it," Hillary Clinton then said on ABC's "20/20."

In December, the president said her mission would be "human rights around the world."

Later that month, the first lady said her focus would be children and family — "issues that I have worked on for more than 25 years." Those issues made up much of her emphasis Wednesday in Kansas City, where she also read to patients at Children's Mercy Hospital.

Sabato suggested another mission: "Stay out of controversy."

But the first lady was controversial from the start. Her bold style made some wince. She spoke out. She called for dramatic changes. She took pride in carrying out a set of duties completely separate from her husband.

America had not seen anything like it since Eleanor Roosevelt.

Whitewater and Clinton's high profile in health-care reform brought endless problems and gave opponents new reasons to scorn her.

"People have a hard time categorizing her," said Mary Ellen Brown, a communications professor at the University of Missouri-

Hillary speaks

★TOUCH 1115

To hear excerpts from Hillary Rodham Clinton's speech Wednesday at the Women's Employment Network in Kansas City, call (816) 889-7827 and enter 1115.

The Star

■ Hear RealAudio of the first lady's speech in its entirety and get more information about her positions on women's and children's issues when you visit The Star's site at <http://www.kansascity.com>

kansascity.com

Columbia who has studied the first lady. "One of the things that women are supposed to do is to be one thing or another — a saint, a kitten or a villain. But they can be a complex person."

But Clinton is exactly that Brown said. She is a mother, lawyer, first lady, children's advocate, health-care crusader. To some people, that's too much.

Clinton is now experiencing what Brown called a conservative backlash. Americans appeared to embrace the first lady early in the first term when people were open to new ways. But that changed after she became engulfed in Whitewater.

"This country is still very ambivalent about women in power and women themselves are ambivalent about their work," said editor Anne Mollegen Smith. Media Studies Center forum has said.

At the same meeting, Ready can pollster Kellyanne Fitzpatrick said Clinton was born at the wrong time. If she had come along 10 years earlier, she would not have tried to be such an assertive first lady. If she had been born 10 years later, she would have run for president herself.

"The cruel trick of timing is to put her where she is," Fitzpatrick said.

So the debate rages.

"I don't think she's a very good role model," said Tim Gohmert, an abortion opponent in Jefferson County. "She and Bill both sound very conservative out their actions prove otherwise. To me, it's double-talk. It's hypocritical."

Then there's this: "She exhibits for us... the idea that women can pretty much do whatever they want to do," said Imogene Reed, Health Midwest nurse who has listened to Clinton's speech.

The first lady is caught in a quandary, suggested Missouri Rep. Bonnie Sue Cooper, a Kansas City Republican. All women war someone they can admire.

"But we also would like them to be women."

That, Cooper acknowledged, is a tough act to pull off.



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Tel: 617 534 5000

REACH OUT AND READ NATIONAL SITES

85 sites in 34 states as of January 1997

ALABAMA

Lower Alabama Pediatrics-Brewton-Marsha Raulerson, MD **new**

ALASKA

Alaska Native Medical Center-Anchorage-Jerry Nasenbeny, MD **new**

ARIZONA

Kino Community Hospital-Tucson-Barbara Smith, MD **new**

Phoenix Children's Hospital-Phoenix-Marcia Stanton, MSW, Jeffrey Weiss, MD **new**

Sage Memorial Hospital-Ganado-Rebecca Kazal, Louis Kazal, MD

CALIFORNIA

Child Crisis Center/UCLA Medical Center-Torrance-James Williams, MD **new**

North Orange County Youth & Family Resource Center-Anaheim-Sharon Latona, Deborah Stewart,
MD **new**

San Francisco General Hospital/UC San Francisco-Elena Fuentes-Afflick, MD, Annalisa
Abjelina, MD, Lois Epstein, MD **new**

Vacaville Community Clinic-Vacaville-Linda Hess, Stephen Boos, MD **new**

COLORADO

Family Health Center Pediatrics-Denver-Larry Wolk, MD, MSPH **new**

Sandos Westside Health Center-Denver-Save Vogler, MD **new**

CONNECTICUT

Bridgeport Hospital Primary Care-Bridgeport-Allyson Driggers, MD **new**

Fair Haven Community Health Center-New Haven-Laurel Shader, MD

Park City Primary Care Center-Bridgeport-Laura Buffone, Veronique James, MD **new**

FLORIDA

Pearl Plaza Pediatrics-Jacksonville-Karen Toker, MD **new**

Tampa General Hospital/University of S. Florida-Tampa-Sharon Dabrow, MD, Patricia Blanco, MD
new

GEORGIA

Hughes Spalding Children's Hospital-Atlanta-Linda Grant-Ready, Set Read! (**new ROR**)

Northwest Grady Clinic-Atlanta-B.J. Steele, MD **new**

Ware County Family Practice Center-Waycross-Brenda Landwehr, PA-C **new**

HAWAII

Kapulani Medical Center-Honolulu-Chris Derauf, MD **new**

ILLINOIS

Chicago Healthy Steps-Gail Wilson, Anita Berry, Delayne Rittmueller **new**
Evanston Hospital Perinatal Family Support Center-Liz Roehlk, M.Ed, Ronna Jacobson
University of Illinois-Chicago-Peter Neronha, MD, Marylou Schmit, MD **new**

INDIANA

Three Rivers Literacy Alliance-Fort Wayne-Ginny Clark, Sarah Reinke **Read To Me**

KANSAS

Kansas University Children's Center-Kansas City-Kathryn Veal, MD & Jean Harty, MD **new**
Mexican American Ministries Clinic-Garden City-Penny Schwab, Rebecca Clark-Hermocillo,
Esther Oppliger, RN, MSN, ARNP **new**
Overland Park Pediatrics-Charlaine Milliken, Kathy Sanchez, Kim Danaher **new**

KENTUCKY

Northern Kentucky Family Health-Newport-Joyce Huffer, ARNP & Carol Roark, MD **new**
University of Kentucky Family Care Center-Lexington-Thomas Young, MD **new**

LOUISIANA

Medical Center of Louisiana/University Hospital-New Orleans-Ellen Beyer, RN, Susan Berry, MD

MARYLAND

Druid Family Health Center-Baltimore-Delores Smith, Karen Nelson, MD **new**
Matilda Koval Health Center-Baltimore-Heather Neblett, MD **new**
St. Agnes Hospital-Baltimore-Barbara Burns, Michael Burke, MD
Shore Clinical Foundation-Easton-Cathleen McGrath, MD **new**
University of Maryland Pediatric Ambulatory Center-Baltimore-Alexa Cieslak, Virginia Keane, MD **new**

MASSACHUSETTS

Brockton Hospital-Brockton-Jacqueline Hochstin, RN, CLS & Lisa Downs, MD **new**
Cambridge, Mt. Auburn, Somerville Hospitals-David Osler, MD **new**
Greater Lawrence Family Health Center-Lawrence-Elise Henricks, MD
Holyoke Health Center-Holyoke-Jane Cross, MD **new**
Holyoke Pediatric Associates-Holyoke-Anne Nugent, MD **new**
MGH Chelsea Health Center-Chelsea-Janice Lowe, MD **new**
MGH Revere Health Center-Revere-Harwood Egan, MD, Jennifer Liske, Susan Curley
Medical Center of Central MA/Memorial Hospital-Worcester-Keth Dubois
North Shore Children's Medical Center-Salem-Phyllis Groskin, Owen Mathieu

MICHIGAN

Children's Hospital of Michigan-Detroit-Teresa Holtrop, MD
Detroit Northwest Clinic-Erna Wilkerson, Teresa Ann Boles **new**
Kalamazoo Center for Medical Studies/MSU-Kalamazoo-Donald Greydanus, MD, Allan LaReau, MD
new

MINNESOTA

Children's Health Care Children's Clinic-Minneapolis-Nancy Almquist, CLS &
Stephanie Bisson, CPNP **new**

MISSISSIPPI

Jackson-Hinds Comprehensive Health Center-Jackson-Dana Carbo, MD & Eva Henderson, MD

MISSOURI

Humana Health Care Healthy Steps-Kansas City-Carol Dietzschold, Cherrie Fleming, RNC, Suzanne Leeman, RNP **new**
Open Door Clinic-St. Louis-Dotti Kastigar, Helen Haney, MD **new**

NEW HAMPSHIRE

Lamprey Health Care-Newmarket-Sarah Oxnard, MD & Priscilla Shaw **new**
Nashua Child Health Clinic-Nashua-Christine Caron, Richard Slosberg, MD **new**

NEW JERSEY

Newark Beth Israel Medical Center-Newark-Judy Shoobe, MD, Charlene Kidd, RN, MS **new**
Osborn Family Health Center/Our Lady of Lourdes Medical Center-Camden-Georgiana Reynick, Judith Shoobe, DO **new**

NEW MEXICO

Children's Hospital of New Mexico-Albuquerque-Julia Grimes, MLS, Barbara Small, MD
Farmington Community Health Center-Farmington-John Garretson, MD **new**
Las Vegas Clinic for Children and Youth-Las Vegas-George P. Bunch, MD **new**
Rehoboth McKinley Christian Hospital-Gallup-Herb Mosher, Mary Poel, MD **new**

NEW YORK

Child Health Clinics-NYC-Carmen Ramos-Bonoan, MD **new**
Court Street Diagnostic and Treatment Center-Utica-Charles McMahon, Thomas Clark, MD **new**
Foster Care Pediatrics-Rochester-Elizabeth McMahon, MD **new**
Metropolitan Hospital-NYC-Ruth Frank, Vidya Bhushan Gupta, MD **new**
Montefiore Marble Hill Family Practice-Bronx-David Savarese, MD **new**
NYU Bellvue Hospital-NYC-Linda van Schaick, MS, Jane Burton
Rochester General Hospital-Rochester-Randy Evans, Robert Byrd, MD, Michael Weissman, MD

NORTH CAROLINA

Mulberry Pediatrics/Caldwell Memorial Hospital-Lenoir-Vicki Coffey & Duane Herold **new**
Olson Huff Center for Child Development-Asheville-Adrian Sandler, MD **new**
Wake Medical Center Special Infant Care Clinic-Raleigh-Cindy Callahan, MA, Melissa Johnson, PhD **new**

OHIO

Children's Health Clinic-Dayton-Terrie Kess, RN **new**
Crossroads Health Center-Cincinnati-Katie Connelly
Rainbow Babies and Children's Hospital-Cleveland-Robert Needlman, MD

OKLAHOMA

Children's Medical Center-Tulsa-Laura Taylor, DO **new**

PENNSYLVANIA

Children's Hospital of Philadelphia(CHOP)-Trude Haecker, MD
C. Eve Kimball, MD-Reading **new**
Lehigh Valley Hospital-Allentown-Suzanne Irvine, Terry Thomas, Cathy Rutman, RN **new**

SOUTH CAROLINA

Greenwood Community Children's Center-Greenwood-William Allen, MD **new**

SOUTH DAKOTA

Rosebud Sioux Tribe Healthy Start-Rosebud-Lucy Reifel, MD **new**

TENNESSEE

Memphis Family Care Center-Memphis-Gerri Cannon-Smith, MD **new**

TEXAS

Fort Bend Family Health Center-Richmond-Susie Benes, Susan Collins, Laura Wolf

Univeristy of Texas Medical School WIC Children's Clinic-Houston-Paige Atkinson, PNP **new**

VIRGINIA

Healthy Families/CHIP-Arlington-Anne VorderBruegge **new**

University of Virginia Children's Medical Center-Charlottesville-Linda Drake, Deborah Smith, MD **new**

WASHINGTON, DC

Children's National Medical Center GPAC-Sandra Cuzzi, MD **new**

Children's National Medical Center Child Protection-Lavdena Orr, MD **new**

2/25/97

TODAY

October 23, 1996

THE  SUN

Section E

Doctor's orders include reading

Oct 22 1996

■ **Health: Pediatricians**
at St. Agnes Hospital
prescribe books as part of
babies' well-being.

By SANDRA CROCKETT
SUN STAFF

Martin McCoy stands before a bookcase just able to peek over the first shelf.

The 17-month-old toddler is usually energy in motion, but a colorful case of books has his full attention now.

"You get to choose one," his mom tells him. "Go ahead, let's get one you want."

The sweetly round-faced youngster considers his options and then plucks a book from the lowest shelf. "Let's see what you got," says his mother, Danyel McFarlane. Mar'in holds the book up-

side down for his mother to see.

"Oh, 'I Am A Puppy,'" she says, reading the title. "So, you are a puppy, huh?"

It's all too much for Martin, who breaks out in giggles, opens the book, holds it over his head with two chubby hands and toddles off down the hallway as fast as his legs will allow.

Martin doesn't realize he's at his doctor's office and this isn't supposed to be fun, especially since he is due for a shot. But the book is part of the doctor-prescribed treatment in the pediatrics department at St. Agnes Hospital.

The Baltimore hospital is the first in Maryland to use the "Reach Out and Read" program. The program, which is in more than 30 hospitals around the country, receives funding from the Anne E. Casey Foundation,



CHIAKI KAWAJIRI: SUN STAFF

Checkup: Volunteer Nora Lanier, a secretary at St. Agnes, reads to Jeffrey Joynes, 3, in the hospital's pediatrics department.

a national organization dedicated to improving children's lives.

St. Agnes decided to adopt the program in September after seeing it in action at Boston Medical Cen-

ter. In fact, Michael G. Burke, chairman of the St. Agnes pediatrics department, was so impressed that he wasn't willing to wait for funding from the Casey foundation.

"We were 21st on the waiting list," Burke says. "We decided not to wait. We wanted to do something with literacy this year."

The hospital started its program by [See Books, 4E]



CHIASI KAWAJIRI/SUN STAFF

Happy reader: Danyel McFarlane, left, and Dr. Susma Vaidya entertain McFarlane's 17-month-old son, Michael McFarlane, with a book.

Doctors prescribe reading to children

[Books, from Page 1E]

gathering about 1,000 children's books through a "gently used" book drive and training a cadre of volunteer readers.

The idea is to get kids and parents into reading as early as possible — long before they start school. Research shows conclusively that reading to a child, beginning at an early age, provides educational and emotional benefits. A national 1985 Commission on Reading determined that reading aloud is the best way to help children develop literacy skills.

"What we are realizing is that we get to see kids, more than any other professional, before they start going to school," Burke says. "Part of what we do on these visits is to tell parents what to expect. We have always traditionally advised them to do things like place covers on plugs, and on the use of smoke detectors."

How it works

Now St. Agnes pediatricians "prescribe" reading to children when they come in for their well baby check-ups. Here's how the program works:

After the parent and child sign in at the desk, they go to a cheerful, dark green carpeted waiting room. A volunteer reader sits on a slightly elevated stage area and invites the child (if she's old enough) to choose a book from her large wicker basket. The volunteer entertains the child with a story until it is time to go in the back and see the nurse.

Then, on the way to the nurse, the child is allowed to select a book from the bookcase. The books are grouped on each of the four shelves by age group. The child takes the book, now affixed with a paper bookplate with his or her name on it, into the examining room while she is seen by the doctor.

The final stop is back at the desk where the child's parent makes a future appointment date and is given any necessary prescriptions, including a prescription to read a book every day.

There are different prescriptions for different age groups. For instance, the "Reach Out and Read" prescription for children 12 months to 18 months (complete with the hospital's logo on it) says: "Name the objects on the page and talk about them. Let your child hold the book and help you turn the page. Read to your child every day approximately 5 to 10 minutes."

The prescription for children ages 5 through 7 says: "Encourage your child to read to you and tell you the story. Take your child to get a library card and choose the books you will read together. When your child is ready, encourage letter and word recognition."

Burke doesn't know yet whether parents will follow the prescription, but he thinks the prognosis for the program is good.

In Boston, parents who have had contact with the "Reach Out and Read" program are four times more likely to list reading as an activity that they share with their child than parents who haven't, Burke says.

"One of the roles of a pediatrician is to give parents guidance on how to promote the health and well-being of their child. We are just expanding the definition of the child's well-being to include literacy promotion," he says.

McFarlane, mother of little Martin, was already reading to her son but likes the idea of getting the reading prescription.

She believes children, particularly when they are a little bit older than Martin, will be impressed with the prescriptions. "I think this will definitely help the kids want to read," she says.

But books, especially those for the very youngest children, are running low. "Right now, we are looking for grants for books from foundations," Burke says. Also, they are approaching publishers and organizations such as the Association of American Publishers to inquire about discount prices. The hospital could also use more reading volunteers who are willing to give up one or two hours a week of their time.

The volunteers

Nora Lanier, a secretary at St. Agnes, is one of the 20 or so volunteers in the "Reach Out and Read" program. Volunteer readers are trained to be an example to parents on how to read to their children, and Lanier demonstrates stellar qualifications for the task. She was able to earn the attention — no small feat — of 3-year-old Jeffrey Joynes.

Lanier gets down on the floor and makes eye contact with Jeffrey, who is waiting to see his doctor.

"I've been sitting here and I am sooooo lonely. I need someone to read a story to. Which book do you want me to read?" Lanier shows Jeffrey her wicker basket of books.

The child, who is in the waiting room with his mother Jackie, looks over at mom and apparently is torn between sitting next to Lanier or making a run for it.

"Pick out a book," Mom coaxes him.

He chooses a book, but it is tough going initially. Lanier delves into the story about a confused bird looking for his mother. She points to pictures, pauses from her reading to ask the child questions, raises and lowers the pitch of her voice, and, finally, Jeffrey is hooked into the story.

"Where's my mother?" Lanier reads a line from the book.

"Right there!" Jeffrey responds, pointing to a picture on the page.

Another satisfied customer.

New or gently used children's books may be sent or taken to St. Agnes Hospital's pediatric department at 900 Calton Ave., Baltimore, Md. 21229.



a book a day



ROAR volunteer Joseph Reed reads a story to Michelle, in Mickey Mouse shirt, Lorraine and Louis McCaskill at Children's Hospital of Michigan.

By CASSANDRA SPRATLING
Free Press Staff Writer

Taking the children to the doctor is no fun for a parent. It's one of those things you do because you have to. And with four children, ages 1, 4, 6 and 8, including one with asthma, Roseann McCaskill has to do it a lot.

But her last trip to the general pediatric clinic of Children's Hospital of Michigan was surprisingly pleasant.

In the waiting area of the Detroit hospital, as baby Ilyssa snuggled and wiggled in McCaskill's lap, her three older children sat quietly listening while hospital volunteer Brother Joseph Reed read stories to them and other waiting children.

"I was so happy that he came and asked if he could read to them," says McCaskill, of Detroit

Children's doctors prescribe books to fight the disease of illiteracy

"When you have to come here with more than one child to tend to, it can be very hectic. But look at them; they've been sitting here paying attention ever since he sat down. Having someone reading to them and keeping their minds occupied — it's a good idea."

It's called ROAR — Reach Out and Read — and it's the hospital's latest prescription for preventive medicine.

In an example of the increasing role pediatricians are playing in promoting the health and well-being of children, doctors at Children's Hospital of Michigan, St. John Hospital and Medical Center and other hospitals across the country are putting literacy high on the shelves of their medicine cabinets.

"There's a direct correlation between illiteracy and the kinds of children who will end up in our emergency rooms and hospitals," Dr. Teresa Holmstrom said in a recent seminar that explained the ROAR program to new doctors training to be pediatricians at Children's.

"What we're trying to do is get you to look at illiteracy as a disease that affects the child's well-being as he grows up. The children who can't read well are the ones who we will see later with gunshot wounds.

Please see ROAR, Page 4E

Doctors help fight illiteracy

ROAR, from Page 1E

early pregnancies and other behavior problems."

Holtrop, a pediatrician on Children's mobile team, learned of the program from one of the men who developed it, nationally recognized pediatrician and children's advocate Dr. Barry Zuckerman of Boston City Hospital.

Zuckerman and another pediatrician, Dr. Robert Needleman, now in Cleveland, started ROAR six years ago.

The program is based on the connection between reading and children's well-being — and is rooted in Zuckerman's philosophy that many factors contribute to a child's health. Illiteracy, the argument goes, helps begin a downward spiral that very often leads to school failure, which correlates with substance abuse at a young age, teen pregnancy, delinquency and other problems.

So, Zuckerman and Needleman set out to develop a program that would foster childhood literacy.

It began almost by happenstance. They noticed that when teachers came into their clinics armed with crayons and books to do educational assessments, the children often wanted to keep the books. It occurred to the doctors that children who learn to read well early on tend to have better health outcomes later on. So, they reasoned, why not give them books they could keep?

The doctors applied for grants to purchase new books, mostly for children from low-income families, and began incorporating the promotion of literacy into their medical treatment.

The Annie E. Casey Foundation, which assists low-income and disadvantaged families, was so impressed with ROAR it gave Boston City Hospital a grant to encourage other hospitals that wanted to duplicate the program.

Reading, talking, giving

Laurie Dayton, an administrator at Children's in Detroit whose job it is to help make visits there more pleasant, heard about ROAR at a health conference. She and Holtrop joined forces, and Children's became one of nine hospitals nationally to develop ROAR programs.

ROAR has three elements:

- Trained hospital volunteers, armed with a bag full of children's books, read to children in the waiting room. This exposes children to good books, keeps them entertained and shows parents some important elements of reading to children — interacting with them, asking them questions and encouraging discussions about the stories.

- Pediatricians talk with parents at each well-baby visit about the importance of sharing books with children every day. Pediatricians at Children's are taught that promoting literacy should be as much a part of their routine as talking with new parents about the importance of proper nutrition and immunizations.

- A free book is given to each child at the end of each well-baby visit — the regular office visits in which a pediatrician assesses a child's general health and development and updates immunizations. Usually, that amounts to 10 visits from age 6 months to 5 years.

"If a child gets a new book at the end of each visit, that's 10 new books for a child who might not otherwise have books in his home," said Dr. Perri Klass, who co-directs the ROAR program in Boston. "That means it costs about \$30 to \$40 to start a home library for a child — less than the cost of one blood test. That seems to me to be a modest investment for a potentially tremendous payoff."

At the recent training session at Children's Hospital, new doctors not only learned why they should care about literacy, they got a refresher course in children's literature — an area that has grown considerably since they were children.

Twelve pediatric residents, accustomed to studying high-level medical journals, sat around a table reviewing "Goodnight, Moon," "Corduroy," "Rich-

VOLUNTEER TO READ

Children's Hospital of Michigan needs volunteers to read to children and financial contributions to buy new books. The hospital provides training and asks that volunteers agree to read for a minimum of a half-day a week, from about 9 a.m. to noon or 1 to 4, for at least three months. To volunteer, call the hospital's Volunteer Services Office and specify that you want to volunteer for Reach Out and Read. Call 1-313-745-5326 from 8:30 to 4:30 weekdays.

To contribute money for books or to donate new books, call the hospital's Child and Family Life Department at 1-313-745-0064 from 8-4:30 weekdays.

To make a contribution, volunteer to read or to obtain more information on the program at St. John Hospital and Medical Center, call its Volunteer Services Department at 1-313-343-3680 from 8 to 7 weekdays. Drop boxes for donated books are located throughout the hospital.

ard Scarry's ABCs," "Ten, Nine, Eight" and other children's favorites.

Holtrop, who led the session, told them the books could also be a tool in their evaluations of the child's social and physical development. "When you hand him a book, is he interested? Does he grab it? How is his grasp?"

The pediatric residents received a chart, outlining reading-related skills children should have developed by certain ages. Between 12 and 18 months, for example, a child should be learning to hold a book with help, turn pages — though it may be several at a time.

None of the doctors seemed taken aback by the addition of this new task to their things-to-do list.

"I agree early literacy is important, because it sets the pace for your entire life," said pediatric resident Dr. Crystal Morrison.

Dr. Maha Dabbagh said it seems like a natural part of what doctors should be doing. "We're supposed to be involved in everything relating to the kid's development. This is a new thing, but it's a good thing."

Real results

Other hospitals' literacy programs vary slightly.

The one at St. John Hospital and Medical Center in Detroit, for example, is called RX: Reading. Donations help pay a part-time staff person to read to children in the medical center's waiting area, but the program also incorporates giving away new books and counseling parents on the importance of reading.

Separate assessments of these programs show that children who've participated are more likely to be regularly engaged in reading-related activities at home.

St. John, for example, did a telephone survey of parents whose children had participated in its program. It found that the number of times parents read to their children each week went up about 20 percent after being counseled about reading by a doctor.

"The results of the study support the contention that a simple, inexpensive intervention by primary-care physicians or their staff can lead to positive changes that may result in increased success in acquiring reading skills during infancy, preschool and the early elementary school years," said Dr. Thad Jos, a pediatric allergist and co-founder of the program at St. John, now entering its third year.

Back in the waiting area at Children's Hospital, where volunteer Joseph Reed was reading to Roseam McCaskill's kids, his young audience had grown from three to seven.

Reed, who does his volunteer work during summer vacations and breaks from his job as a teacher at De La Salle High School in Warren, showed the children the selection of books and allowed them to pick one for him to read.

"I like to hear him read to me," said McCaskill's 8-year-old daughter, Michelle.

After a couple of hours, Reed was about to take a break when 3-year-old Leann Pacquette of Melvindale made a plea he couldn't resist.

"Read another one," she said.

And that's just what he did.

The Boston Globe contributed to this report.

Philadelphia Inquirer - Saturday 9/7/96

Children's Hospital prescribes a dose of reading

Reach Out and Read provides books to children. They provide the enthusiasm.

By Stacey Burling
INQUIRER STAFF WRITER

It was after 5-year-old Sharon Caldwell's eye test, her ear test, the scale and the blood-pressure cuff, and midway through a page of questions designed to measure her intellectual development that Dr. Stephanie James sprang the surprise.

She pulled a shiny new book, *Wild Wild Sunflower Child Anna*, from Sharon's medical chart and began showing Sharon pictures of a little girl in a beautiful green place full of flowers and animals. This was a different world from the West Philadelphia homeless shelter where Sharon and her eight brothers and sisters live, but Sharon and Anna had the same energy, the same dark skin, the same wide smile and big eyes.

"I know you're a smart kid, and I know your mom tries to read to you," the pediatrician said as they sat Thursday in an examining room at Children's Hospital of Philadelphia's Primary Care Center at Cobbs Creek.

"Oh goodness," Sharon's mother, Wanda McCoy, chimed in. "I be reading to them at night, and they be wanting stories on top of stories."

James wrote Sharon's name on the inside page. This would be Sharon's book.

her present from the doctor, and one of the first of many books that Children's Hospital doctors will be giving to city children.

The three of them leafed through the pages together as James explained pictures, asked Sharon questions and gave McCoy pointers on how to read a book to a child. Sharon's eyes brightened. She began answering James' questions more quickly and with more enthusiasm. The ice was broken.

"It's not really a gift," James said as she prepared to continue the exam. "It's part of your health care because it's going to get you all buffed up for school."

Thursday, Children's Hospital launched a new program from its three primary-care centers in the city. Called Reach Out and Read, the program will provide each child with a new book at every well-child visit: 10 books by the time a youngster starts school. The centers will also have used books for patients' brothers and sisters. Eventually, volunteers will read to children as they wait for the doctor, not only making the wait more fun but showing parents how to help children get the most from a book.

Reach Out and Read started seven years ago at Boston City Hospital and now oper-



The Philadelphia Inquirer / RON CORTES

Sharon Caldwell hugs a book as Dr. Stephanie James tells her that she'll be allowed to take it home with her. That's Sharon's mother, Wanda McCoy, behind the doctor. Sharon had just completed a checkup.

ates in 11 large urban hospitals and many smaller neighborhood health centers. Proponents hope the program will prevent school problems by introducing poor children and their parents to books early. Doctors see it as a natural outgrowth of

the prevention trend in pediatrics. They try to keep children from being hurt by teaching parents about safety. They give shots to ward off dangerous childhood diseases. Why not also try to prevent school

See **BOOKS** on B3



The Philadelphia Inquirer: RON CORTES

Dr. Stephanie James reads to Sharon Caldwell. Sharon's mother, Wanda McCoy, had brought Sharon to the Children's Hospital of Philadelphia's Primary Care Center at Cobbs Creek.

Children's Hospital prescribes a dose of reading for the children

BOOKS from B1
failure with an early dose of books?

Although there is some evidence from the Boston program that children who have been exposed to Reach Out and Read are more likely than their peers to look at books, no one knows yet whether it improves achievement.

But the staffers at Children's thought the program made so much sense that they decided not to wait for hard facts.

"It's so intuitive to most parents," said Trude Haecker, the hospital's medical director of primary care. "We didn't feel that we needed to prove the point, really."

After months of planning, staff members started the program with financial help from the Boston program and the hospital's Women's Committee. They expect to give books to 30,000 children a year at a cost of \$50,000.

On Wednesday, Perri Klass, a pediatrician who is involved with the Boston program and is nationally known for her books on medical training, helped teach 175 center staffers about Reach Out and Read.

"I've become a little messianic on the subject," she said as she stood in a hospital auditorium. She says she feels much the same way about children who go without books as she does about those who have no food or heat. They, too, have been "de-

fore children learn to read, just as spoken language begins before a baby says its first word.

She talks to parents about the connection between books and love, how children come to like books because they associate them with cuddling in their parents' laps. This is not about teaching your children to read, she tells parents, some of whom may be a bit intimidated by books themselves. It's about teaching them to love books.

The books can also be helpful to the doctor, who can observe the physical skills of children as they reach for books or turn pages. Doctors can evaluate language skills as children describe what they see. Books also calm children down and make it a lot easier to talk to their parents.

Distributing books is also something nice that doctors can do. Too often, children associate pediatric visits with shots and blood tests.

At the Cobbs Creek center yesterday, staff members spent much of the morning reading the children's books and reminiscing about their childhood favorites. They giggled at a potty-training book and spoke in reverent terms of another book about an iconoclastic young girl with a penchant for offbeat hairdos. It is that kind of love of books they hope to convey to their young patients.

sized to parents the importance of reading, knowing full well that some of them may not have a book in the house. Now she knows her patients will have books.

"I think it's just perfect," she said. "I love it."

Toward the end of Sharon's exam yesterday, as her mother and James tried to figure out what shots she would need, the girl began fidgeting, hopping around the room while her long, thin braids swayed around her face. James handed her *Wild Sunflower Child Anna*. Sharon stopped for a while to look at the bright pages, allowing James and McCoy to finish their conversation. Sharon took the book to her mother. "Mama, where's the bumble bee?" she asked.

They found a bee, and James pointed out some daisies and black-eyed Susans.

"We're going to read this tonight," McCoy said.

Sharon hugged the book to her chest.

"We can keep it?" she asked.

"That belongs to you," James told her. "That's part of keeping you healthy."

To Help Out

■ To become a volunteer reader or to donate books, call 590-2001.

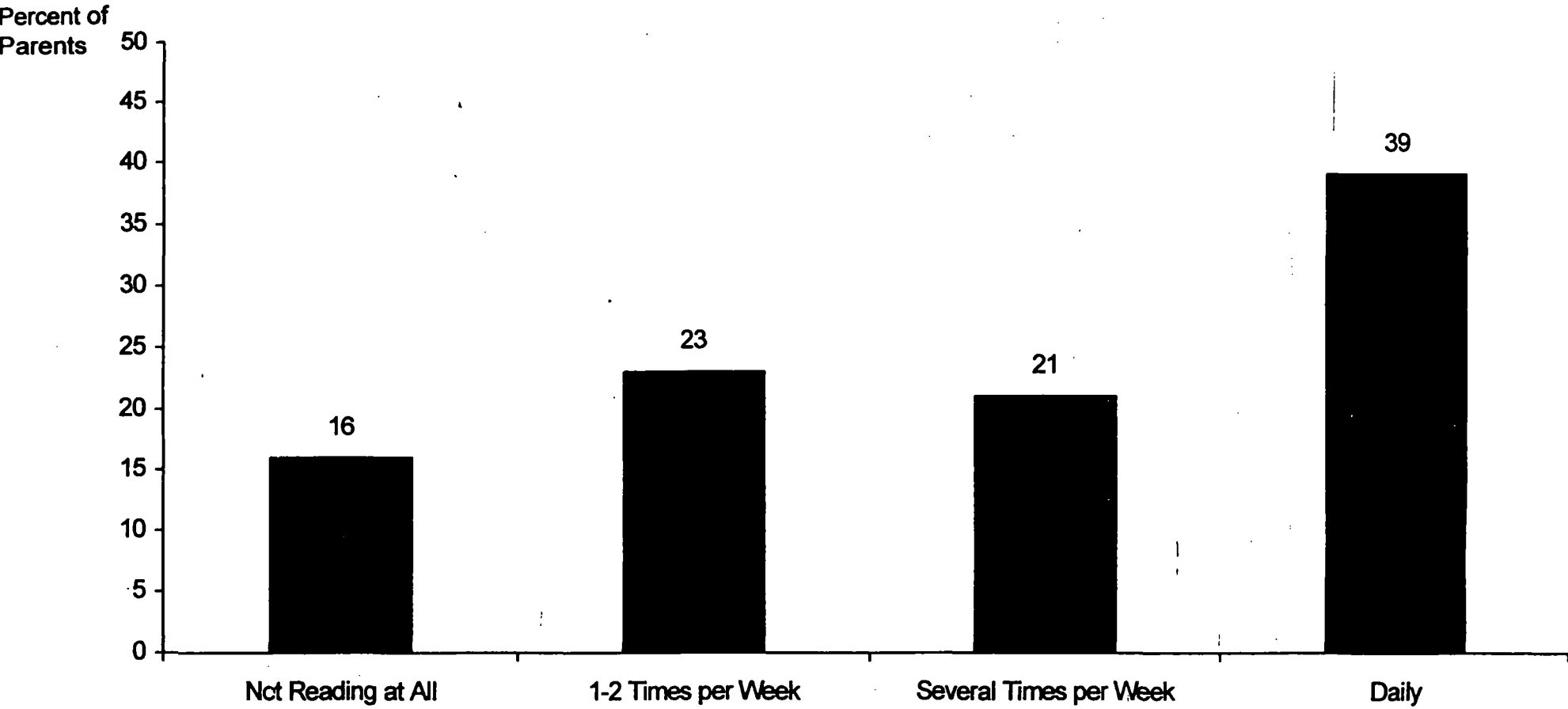
PRESCRIPTION FOR READING MEETING

	Phil Schneider	Lisa Tate	Dr. Barry Zuckerman	Susan Roman	Jackie Noyes	Valerie Lewis	
	Chain Drug Stores	Children's Hospitals	Reach Out and Read	Library Association	Academy of Pediatrics	Children's Book Stores	
Richard Deem							Melanne
AMA							
Dan Hawkins							Michael Levine
Health Centers							Carnegie
Pauline							Todd Dankmyer
							Pharmacists
	Olivia Golden	Amb. Nicholas Veliotos		Betty King	Oren Teicher	Joan Challinor	
	HHS	Publishers	HRC	Annie Casey Foundation	Booksellers	Libraries	

To Betty King
FAX →
Bart Z.

Reading to Child

Parents Aren't Reading Enough to Their Children Under Three



Source: The Commonwealth Fund
Survey of Parents with Young Children
Princeton Survey Research Associates/DataStat, Inc., 1

Positive Consequences of Early Book sharing

1. Parent Child Relationship - focused enjoyable activity
2. Cognitive Development
 - Repetition - Memory
 - Beginning - End
3. Focused Attention
4. Language Development
 - Naming
 - Pointing
 - Stories
 - Information
5. Love of Books - love of Learning
6. Mastery
 - Turning pages
 - Anticipating words or story

PRESCRIPTION FOR READING

Date _____

Child's Name _____

What to do:

Share a book with Your Child

☐ **Every night at bedtime**

☐ **For _____ minutes every day**

Other ideas: _____

Signature _____

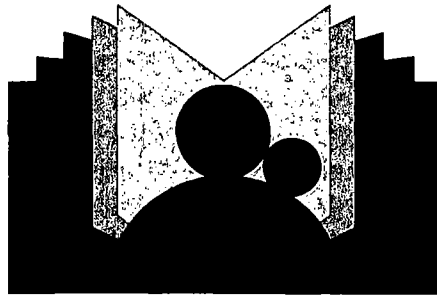


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Read to Me

Books for Growing Children

Date First Read

Henry and Mudge: The First Book of Their Adventures

by Cynthia Rylant, illus. by Suzie Stevenson (Bradbury)

The Art Lesson

by Tomie dePaola (Putnam)

Dragonling

by Jackie French Koller (Little, Brown & Co.)

Dragonfly's Tale

edited by Kristina Rodanas (Houghton Mifflin)

My Father's Dragon

by Ruth Stiles Gannett, illus. by Ruth Chrisman Gannett (Alfred A. Knopf)

Amazing Grace

by Mary Hoffman (Dial)

Ready Set Read

by Joanna Cole (Doubleday)

Chrysanthemum

by Keven Henkes (Greenwillow)

Ira Sleeps Over

11"

10"

9"

8"

7"

6"

5"

4"

3"

2"

Jacques, Brian	REDWALL series
Lee, Harper	TO KILL A MOCKINGBIRD
Magorian, Michelle	GOODNIGHT, MR. TOM
Myers, Walter Dean	FALLEN ANGELS
Paterson, Katherine	JACOB HAVE I LOVED
Paulsen, Gary	HATCHET
Salinger, J.D.	THE CATCHER IN THE RYE
Staples, Suzanne	SHABANU
Tolkien, J.R.R.	THE HOBBIT
Voigt, Cynthia	DICEY'S SONG
Zindel, Paul	THE PIGMAN

ALL AGES

Aesop	AESOP'S FABLES
Andersen, Hans Christian	HANS CHRISTIAN ANDERSEN'S FAIRY TALES
Anno, Mitsumasa	ANNO'S JOURNEY
Cohn, Amy, ed.	FROM SEA TO SHINING SEA: A TREASURY OF FOLKLORE AND FOLK SONGS
D'Aulaire, Ingri and Edgar P.	D'AULAIRES' BOOK OF GREEK MYTHS
Durell, Ann, ed.	THE DIANE GOODE BOOK OF AMERICAN FOLK TALES & SONGS
Hamilton, Virginia	THE PEOPLE COULD FLY
Kennedy, X.J.	TALKING LIKE THE RAIN
Macaulay, David	THE WAY THINGS WORK
Milne, A.A.	WINNIE THE POOH
Prelutsky, Jack	THE NEW KID ON THE BLOCK
Prelutsky, Jack	RANDOM HOUSE BOOK OF POETRY FOR CHILDREN
Robinson, Barbara	THE BEST CHRISTMAS PAGEANT EVER
Silverstein, Shel	WHERE THE SIDEWALK ENDS
Singer, Isaac Bashevis	ZLATEH THE GOAT AND OTHER STORIES
Van Allsburg, Chris	THE POLAR EXPRESS

The above listing is arranged by author. The second name given is the illustrator.

The listings are arranged by author.
The second name given is the illustrator.
See your librarian and bookseller for
more choices.

Prepared by ALSC/ABC Joint Committee,
Association for Library Service to Children,
American Library Association

The Association for Library Service to Children
gratefully acknowledges the support of the
Carnegie Reading List Fund.

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101 Books for Children: A Good Place to Start
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100 pamphlets for \$24



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CHILDREN

A GOOD PLACE
TO START



read to learn from

and to enjoy. The

Association for Library

Service to Children (ALSC)/Association of

Booksellers for Children (ABC) Joint

Committee, an ALSC committee, developed

this list of 101 titles to provide a starting

point for using the library or purchasing

books to encourage a lifelong love of

learning. The committee that created the

list includes children's librarians in schools

and public libraries as well as professionals

in children's bookselling and publishing.

These books, which include old favorites as

well as more recent titles, are among the

best, the most fun, the most inspiring books

available today for children.

Ask your librarian or bookseller for

these and other books by the same authors

and illustrators.

Hutchins, Pat	ROSIE'S WALK
Joose, Barbara	MAMA, DO YOU LOVE ME?
Kunhardt, Dorothy	PAT THE BUNNY
Martin, Bill, Jr. and Eric Carle	BROWN BEAR, BROWN BEAR
Rosen, Michael and Helen Oxenbury	WE'RE GOING ON A BEAR HUNT
Wells, Rosemary	MAX board books (series)
Williams, Vera	"MORE, MORE, MORE." SAID THE BABY

PRESCHOOLERS

Bemelmans, Ludwig	MADELINE
Brett, Jan	THE MITTEN
Briggs, Raymond	THE SNOWMAN
Burton, Virginia	MIKE MULLIGAN AND HIS STEAM SHOVEL
de Brunhoff, Jean	THE STORY OF BABAR
De Paola, Tomie	STREGA NONA
Gag, Wanda	MILLIONS OF CATS
Henkes, Kevin	JULIUS THE BABY OF THE WORLD
Hoban, Russell and Lillian Hoban	FRANCES series
Keats, Ezra Jack	THE SNOWY DAY
Leai, Munro	THE STORY OF FERDINAND
McClosky, Robert	MAKE WAY FOR DUCKLINGS
McKissack, Patricia and Rachel Isodora	FLOSSIE AND THE FOX
Marshall, James	GEORGE AND MARTHA
Martin, Bill, Jr. and Lois Ehlert	CHICKA CHICKA BOOM BOOM
Numeroff, Laura and Felica Bond	IF YOU GIVE A MOUSE A COOKIE
Potter, Beatrix	THE TALE OF PETER RABBIT
Rey, H.A.	CURIOUS GEORGE
Sendak, Maurice	WHERE THE WILD THINGS ARE
Seuss, Dr.	THE CAT IN THE HAT
Steig, William	DOCTOR DE SOTO
Yolen, Jane and John Schoenherr	OWL MOON
Zion, Gene and Margaret B. Graham	HARRY THE DIRTY DOG

Fox, Mem	WILFRID GORDON MCDONALD PARTRIDGE
Gardiner, John R.	STONE FOX
Hoffman, Mary and Caroline Binch	AMAZING GRACE
Lobel, Arnold	FROG AND TOAD series
Parish, Peggy	AMELIA BEDELIA
Step toe, John	MUFARO'S BEAUTIFUL DAUGHTERS
Van Allsburg, Chris	JUMANJI
White, E.B. and Garth Williams	CHARLOTTE'S WEB
Wilder, Laura Ingalls	LITTLE HOUSE series

MIDDLE READERS

Alexander, Lloyd	PRYDAIN CHRONICLES
Alwater, Richard	MR. POPPER'S PENGUINS
Babbitt, Natalie	TUCK EVERLASTING
Banks, Lynne Reid	THE INDIAN IN THE CUPBOARD
Blume, Judy	ARE YOU THERE, GOD? IT'S ME, MARGARET
Burnett, Frances Hodgson	THE SECRET GARDEN
Coerr, Eleanor	SADAKO AND THE THOUSAND PAPER CRANES
Cooper, Susan	THE DARK IS RISING
Freedman, Russell	ELEANOR ROOSEVELT
George, Jean Craighead	JULIE OF THE WOLVES
Juster, Norton	THE PHANTOM TOLLBOOTH
L'Engle, Madeleine	A WRINKLE IN TIME
Lowry, Lois	NUMBER THE STARS
Mac Lachlan, Patricia	SARAH, PLAIN AND TALL
Paterson, Katherine	BRIDGE TO TERABITHIA
Taylor, Mildred	ROLL OF THUNDER, HEAR MY CRY
Taylor, Theodore	THE CAY

THE ABOVE LISTING IS ARRANGED BY AUTHOR. THE SECOND NAME GIVEN IS THE ILLUSTRATOR.



The joy of sharing books is a gift you can give children from the time they are born. Chanting nursery rhymes, singing songs, and reading stories can comfort and entertain even the youngest child.

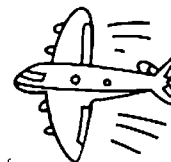
Parents, child care providers, teachers, and other adults interested in the development of young children have a wealth of good books from which to choose.

Here is a list of some of the best with easy-to-do tips developed by members of the Association for Library Service to Children, a division of the American Library Association.

Sharing books...

- ☉ Helps create a special bond between parents and children.
- ☉ Introduces children to art through the illustrations.
- ☉ Enhances children's listening skills.
- ☉ Introduces children to a wide variety of experiences.
- ☉ Helps prepare children for learning to read.
- ☉ Improves and enriches the quality of children's lives.
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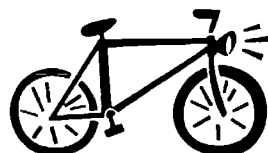
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When to share books

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- ✗ Set aside a special time each day, such as nap time, bedtime, or after meals.
- ✗ Share books when you and your child are in a relaxed mood.
- ✗ Limit sharing time if your child becomes fussy or restless.
- ✗ Take advantage of "waiting" times to share books—on trips, at the doctor's office, in line at the grocery store.
- ✗ Soothe a child who is sick or cranky.

Bb



How to share books

- ☼ Find a comfortable place to sit (a rocking chair is wonderful).
- ☼ Recite or sing rhymes from your favorite books.
- ☼ Turn off other distractions—television, radio, or stereo.
- ☼ Hold the book so your child can see the pages clearly.
- ☼ Involve your child by having him or her point out objects, talk about the pictures, or repeat common words.
- ☼ Read with expression.
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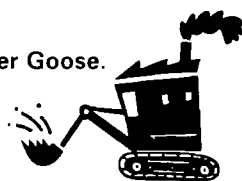
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- ☆ Keep a wide selection of reading materials at home.
- ☆ Be aware of your child's reading interests.
- ☆ Give books as presents.
- ☆ Begin to build a child's home library.
- ☆ Get to know the children's librarian at your local public library.
- ☆ Use your local library regularly and register your child for a library card.

Cc

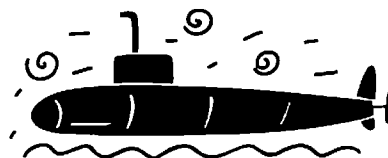


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- ♡ Baker, Keith. **Big Fat Hen.** Harcourt Brace, 1994.
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- ♡ Crews, Donald. **Freight Train.** Greenwillow, 1978.
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- ♡ Weiss, Nicki. **Where Did the Brown Bear Go?** Penguin, 1989.
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ISBN 0-8389-7872-X

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Born to Read

How to Raise a Reader

American Library Association



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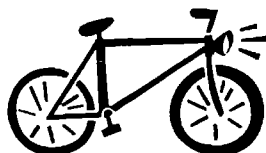
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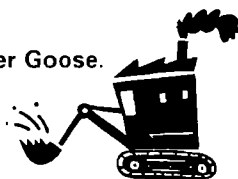
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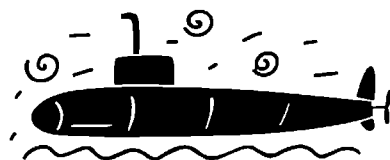


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Born to Read

How to Raise a Reader

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- Johnson, Angela. **Toning the Sweep.** Orchard, 1993.

Going with her mother to bring her cancer-stricken grandmother back to Cleveland, fourteen-year-old Emmie begins to understand her grandmother and her family, as she hears the stories which make her history.

- Lyon, George Ella. **Borrowed Children.** Orchard, 1988.

Forced to quit school and take care of baby Willie and her sisters because her mother is sick, Amanda is later sent to Memphis where her grandparents' stories and Aunt Laura's memories paint a complex picture of her "real" mama.

- MacLachlan, Patricia. **Journey.** Delacorte, 1991.

When eleven-year-old Journey's mother deserts his sister and him, he cannot believe she will not be back. All summer long his wise and funny grandparents try to help him to see his mother more clearly and to understand how much he is loved.

- McKay, Hilary. **The Exiles.** McElderry, 1991.

Sent into "exile" at their formidable Big Grandma's country home, Ruth, Naomi, Rachel, and Phoebe are seen by her as lazy, with an unhealthy addiction to reading. All have much to learn in this hilarious, laugh-out-loud story.

- Mazer, Norma Fox. **After the Rain.** Morrow, 1987.

Fifteen-year-old Rachel tries to balance her concern for her own life with her grandfather's need for help. Never close to the old man, she slowly comes to love him.

- Taylor, Theodore. **The Cay.** Doubleday, 1969.

Stranded on a desert island after their freighter is torpedoed, a newly blinded twelve-year-old boy is nurtured and forced to become independent by an elderly black sailor.

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Developed by a special task force of the Association for Library Service to Children.

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You and Me Together
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100 pamphlets for \$24



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You & Me Together



Friends come in all ages, all sizes, all colors. Among our friends we can count family members, neighbors or classmates. Some of the best friendships are between people who are very different. You and Me Together is a list of books about the deep bonds between people of different ages, including many books about grandparents and grandchildren. You can enjoy reading these books by yourself, or you can share them with older or younger friends and family members.

Ask your librarian for these and other good books at your library.

Younger Readers: Preschool - Grade 2

- Bond, Ruskin. **Cherry Tree.** Illus. by Allan Eitzen. Caroline House, 1991.

Following her grandfather's suggestion to plant a cherry tree, Rakhi learns about the gift of life and the wonder of growing up as the seed sprouts and the first pink blossoms appear on the tree.

- Buckley, Helen. **Grandfather and I.** Illus. by Jan Ormerod. Lothrop, 1994.

A young boy and his grandfather go on a leisurely walk, taking time to stop and look just as long as they like. In the companion book, **Grandmother and I**, a young girl extols the comforts of a grandmother's lap.

- Bunting, Eve. **Sunshine Home.** Illus. by Diane De Groat. Clarion, 1994.

When Tim's grandmother is confined to a nursing home after breaking her hip, the whole family learns how to show the love and need they have for each other.

- Caseley, Judith. **Dear Annie.** Greenwillow, 1991.

Right after Annie is born, her grandpa begins a continuing tradition of writing to his granddaughter. As she grows, she saves the letters, dictates her own, and proudly takes them to school for a memorable show and tell.

- Cutler, Jane. **Darcy and Gran Don't Like Babies.** Illus. by Susannah Ryan. Scholastic, 1993.

A new baby in the house is definitely not what Darcy wants, but spending big-girl time with a very understanding Gran helps both of them realize that deep down they really do like that baby!

- Daly, Niki. **Not So Fast Songololo.** Atheneum, 1985.

Young Songololo loves daydreaming and dawdling and is Grandma's perfect companion for a shopping trip in their bustling South African city.

- Dorros, Arthur. **Abuela.** Illus. by Elisa Kleven. Dutton, 1991.

As she and Abuela feed the birds, Rosalba dreams of gliding through the sky with her grandmother. They would see people, visit the Statue of Liberty, rest on a cloud, and do so much more.

- Fox, Mem. **Wilfrid Gordon McDonald Partridge.** Illus. by Julie Vivas. Kane/Miller, 1985.

A little boy is especially fond of Miss Nancy Alison Delacourt Cooper, an elderly neighbor who also has four names. When she begins to lose her memory, Wilfred finds ways to help his friend remember special times.

- Gray, Libba Moore. **Miss Tizzy.** Illus. by Jada Rowland. Simon & Schuster, 1993.

Almost like an extra grandmother, Miss Tizzy has lots of love, stories and goodies for the children in the neighborhood. When she becomes ill, the children are the ones to watch out for her.

- George, William T. **Fishing at Long Pond.** Illus. by Lindsay Barrett George. Greenwillow, 1991.

While fishing with her grandfather, Katie experiences the excitement of catching her first bass and seeing wonderful wild flowers, deer and Canadian geese.

- Howard, Elizabeth Fitzgerald. **Aunt Flossie's Hats (and Crab Cakes Later).** Illus. by James Ransome. Clarion, 1991.

On Sunday afternoons, Sarah and Susan love to visit their great aunt. As they search through her boxes and boxes of hats, Aunt Flossie shares the stories connected to each hat.

- Johnson, Angela. **When I Am Old with You.** Illus. by David Soman. Orchard, 1990.

A small child, not yet understanding the cycle of life, tells Granddaddy all the things that they will do when the child is old with him.

- Nye, Naomi Shihab. **Sitti’s Secrets.** Illus. by Nancy Carpenter. Four Winds, 1994.

As Mona lovingly recalls the special visit to her Sitti (grandma) in Palestine, she thinks of all the people in the world living far apart but still connected by family tradition and a wish for world peace.

- Polacco, Patricia. **Thunder Cake.** Philomel, 1990.

Babushka spots a thunderstorm on the horizon and gets her granddaughter so involved in gathering the ingredients for a thunder cake that the little girl forgets about her fear of storms.

- Pomerantz, Charlotte. **The Outside Dog.** Illus. by Jennifer Plecas. HarperCollins, 1993.

Grandfather has always refused to let Marisol have a dog, but when a friendly stray arrives, first Marisol, then Grandfather are won over in this very real story. Set in Puerto Rico, the text has a sprinkling of easily understood Spanish words.

- Schertle, Alice. **William and Grandpa.** Illus. by Lydia Dabovich. Lothrop, 1989.

On a visit to his grandpa, William finds out, much to his surprise, that his grandpa did the same things as a child that he loves to do.

- Waddell, Martin. **My Great Grandpa.** Illus. by Dom Mansell. Putnam, 1990.

Although her great grandpa’s legs don’t go and his eyes are weak, a little girl discovers he has stories to tell about things that no one else knows.

- Wahl, Jan. **“I Remember!” Cried Grandma Pinky.** Illus. by Arden Johnson. BridgeWater, 1994.

When Grandma Pinky comes to visit she may forget things like where she put her cane, but she remembers special moments from the past like dancing the Raspberry Hop with her sister Clova.

Middle Readers: Grades 3-4

- Bawden, Nina. **Humbug.** Clarion, 1992.

Her parents in Japan and Granny in the hospital with a broken leg, Cora is forced to stay with her neighbors and Angelica, a girl her age. Though she looks sweet, Angelica is a brat whose own grandmother encourages Cora not to let the girl get the best of her.

- Bonners, Susan. **The Wooden Doll.** Lothrop, 1991.

Stephanie longs to play with the nesting doll that belongs to her quiet grandfather. When he explains how he came to own the doll, Stephanie wants to safeguard it too.

- Carlstrom, Nancy White. **Grandpappy.** Illus. by Laurel Molk. Little, Brown, 1990.

When Nate visits Grandpappy, they share a special, gentle summertime together on the rocky coast of Maine.

- Castaneda, Omar S. **Abuela’s Weave.** Illus. by Enrique O. Sanchez. Lee and Low, 1993.

Esperanza and her grandmother weave special Guatemalan cloths. Together, they plan how to sell their wares in the city on market day.

- Choi, Sook Nyul. **Halmoni and the Picnic.** Illus. by Karen M. Dugan. Houghton Mifflin, 1993.

Life in New York City is very difficult for Yunmi’s Korean grandmother. To help her make some new friends, Yunmi invites her to chaperone the third-grade picnic.

- DePaola, Tomie. **Tom.** Putnam, 1993.

Tommy and his grandfather share the same name. They also enjoy playing practical jokes, which sometimes produce unexpected, and hilarious, results.

- Duey, Kathleen. **Mr. Stumpguss is a Third Grader.** Illus. by Gioia Fiammenghi. Avon, 1992.

All the third graders love their classroom aide, elderly Mr. Stumpguss. But when Tuck and Seth discover his secret — will Mr. Stumpguss still like them?

- Dugan, Barbara. **Loop the Loop.** Illus. by James Stevenson. Greenwillow, 1992.

Anne and her doll Eleanor visit the truly magnificent Mrs. Simpson, who sits in her wheelchair saying outlandish

things and whipping her yo-yo through the hardest tricks. When Mrs. Simpson’s fail puts her in a nursing home, Anne gets the courage to visit her there as well.

- Flournoy, Valerie. **The Patchwork Quilt.** Illus. by Jerry Pinkney. Dial, 1985.

As Tanya helps her grandmother make a family patchwork quilt, she learns about the traditions, memories and love that are a part of a quilt’s creation.

- Griffith, Helen V. **Georgia Music.** Illus. by James Stevenson. Greenwillow, 1986.

A little girl from the city spends the summer working with her grandfather on his farm and listening to the Georgia music of crickets, birds, frogs and bees.

- Igus, Toyomi. **When I Was Little.** Illus. by Higgins Bond. Just Us Books, 1992.

In the summer, Noel enjoys fishing with his grandfather and listening to his grandfather’s tales of when he was little.

- Kinsey-Warnock, Natalie. **The Canada Geese Quilt.** Illus. by Leslie W. Bowman. Cobblehill, 1989.

Ten-year-old Ariel and her grandmother are working on a special quilt for the new baby. When her grandmother suffers a stroke, Ariel finishes the project on her own, supported by her grandmother’s love.

- Lasky, Kathryn. **My Island Grandma.** Illus. by Amy Schwartz. Morrow, 1993.

During summer vacation, Abbey and her grandma share special times together on an island – swimming, sailing, berry picking and star gazing.

- Mathis, Sharon Bell. **The Hundred Penny Box.** Illus. by Leo and Diane Dillon. Viking, 1975.

The hundred pennies in Aunt Dew’s box each represent a year in her life. As Michael counts them, the old woman shares stories of her long life.

- Polacco, Patricia. **Mrs. Katz and Tush.** Bantam, 1992.

When Larnel gives lonely Mrs. Katz a tailless kitten which she names Tush, a very special lifelong friendship begins between the elderly Jewish widow and the African American boy.

- Smith, Robert Kimmel. **The War with Grandpa.** Illus. by Richard Lauther. Delacorte, 1984.

Peter adores his grandpa and is thrilled he is moving in with his family — until Peter realizes that Grandpa is getting his bedroom. When Peter decides to declare war to get his room back, he never expects Grandpa to fight back.

- Stevens, Carla. **Anna, Grandpa, and the Big Storm.** Illus. by Margot Tomes. Clarion, 1982.

Bored with city life, Grandpa insists on taking Anna to school on a very snowy day. When the snowstorm turns into the Great Blizzard of 1888, city life becomes frightening and exciting and Grandpa becomes a hero.

- Stolz, Mary. **Go Fish.** Illus. by Pat Cummings. HarperCollins, 1991.

Thomas finds it hard to be quiet and patient while he and grandfather read or fish. Yet when the fish they have caught are eaten and it is time to sit on the porch swing, Thomas is ready to hear the stories grandfather tells about Africa.

Older Readers: Grades 5-8

- ❖Byars, Betsy. **Coast to Coast.** Delacorte, 1992.

Determined to get her grandfather interested in life again, Birch joins him on a cross-country plane trip that is exciting, daring and at times funny.

- Conly, Jane Leslie. **Crazy Lady.** HarperCollins, 1993.

Nearly failing in school, Vernon is helped by an alcoholic woman with a disabled son – the woman they call “crazy lady.” She tells him about a tutor who not only helps him with school but has the wisdom to help him improve his life as well.

- Hamilton, Virginia. **Cousins.** Philomel, 1990.

Cammy cannot stand her spoiled cousin Patty Ann and wishes she would just “vaporize.” When Patty Ann drowns, Cammy’s Gram Tut helps her deal with her guilt and pain.

- Hermes, Patricia. **A Place for Jeremy.** Harcourt Brace Jovanovich, 1987.

Eleven-year-old Jeremy is living with her grandparents while her parents are overseas adopting a “stupid baby.” It takes her namesake, Grandpa Jeremy, to help her realize her special place in the family.

You & Me Together



- Johnson, Angela. **Toning the Sweep.** Orchard, 1993.

Going with her mother to bring her cancer-stricken grandmother back to Cleveland, fourteen-year-old Emmie begins to understand her grandmother and her family, as she hears the stories which make her history.

- Lyon, George Ella. **Borrowed Children.** Orchard, 1988.

Forced to quit school and take care of baby Willie and her sisters because her mother is sick, Amanda is later sent to Memphis where her grandparents' stories and Aunt Laura's memories paint a complex picture of her "real" mama.

- MacLachlan, Patricia. **Journey.** Delacorte, 1991.

When eleven-year-old Journey's mother deserts his sister and him, he cannot believe she will not be back. All summer long his wise and funny grandparents try to help him to see his mother more clearly and to understand how much he is loved.

- McKay, Hilary. **The Exiles.** McElderry, 1991.

Sent into "exile" at their formidable Big Grandma's country home. Ruth, Naomi, Rachel, and Phoebe are seen by her as lazy, with an unhealthy addiction to reading. All have much to learn in this hilarious, laugh-out-loud story.

- Mazer, Norma Fox. **After the Rain.** Morrow, 1987.

Fifteen-year-old Rachel tries to balance her concern for her own life with her grandfather's need for help. Never close to the old man, she slowly comes to love him.

- Taylor, Theodore. **The Cay.** Doubleday, 1969.

Stranded on a desert island after their freighter is torpedoed, a newly blinded twelve-year-old boy is nurtured and forced to become independent by an elderly black sailor.

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You and Me Together
Item no: 5130-0600
ISBN: 0-8389-2260-0
100 pamphlets for \$24



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Friends come in all ages, all sizes, all colors. Among our friends we can count family members, neighbors or classmates. Some of the best friendships are between people who are very different. You and Me Together is a list of books about the deep bonds between people of different ages, including many books about grandparents and grandchildren. You can enjoy reading these books by yourself, or you can share them with older or younger friends and family members.

Ask your librarian for these and other good books at your library.

Younger Readers: Preschool - Grade 2

- Bond, Ruskin. **Cherry Tree.** Illus. by Allan Eitzen. Caroline House, 1991.

Following her grandfather's suggestion to plant a cherry tree, Rakhi learns about the gift of life and the wonder of growing up as the seed sprouts and the first pink blossoms appear on the tree.

- Buckley, Helen. **Grandfather and I.** Illus. by Jan Ormerod. Lothrop, 1994.

A young boy and his grandfather go on a leisurely walk, taking time to stop and look just as long as they like. In the companion book, **Grandmother and I**, a young girl extols the comforts of a grandmother's lap.

- Bunting, Eve. **Sunshine Home.** Illus. by Diane De Groat. Clarion, 1994.

When Tim's grandmother is confined to a nursing home after breaking her hip, the whole family learns how to show the love and need they have for each other.

- Caseley, Judith. **Dear Annie.** Greenwillow, 1991.

Right after Annie is born, her grandpa begins a continuing tradition of writing to his granddaughter. As she grows, she saves the letters, dictates her own, and proudly takes them to school for a memorable show and tell.

- Cutler, Jane. **Darcy and Gran Don't Like Babies.** Illus. by Susannah Ryan. Scholastic, 1993.

A new baby in the house is definitely not what Darcy wants, but spending big-girl time with a very understanding Gran helps both of them realize that deep down they really do like that baby!

- Daly, Niki. **Not So Fast Songololo.** Atheneum, 1985.

Young Songololo loves daydreaming and dawdling and is Grandma's perfect companion for a shopping trip in their bustling South African city.

- Dorros, Arthur. **Abuela.** Illus. by Elisa Kleven. Dutton, 1991.

As she and Abuela feed the birds, Rosalba dreams of gliding through the sky with her grandmother. They would see people, visit the Statue of Liberty, rest on a cloud, and do so much more.

- Fox, Mem. **Wilfrid Gordon McDonald Partridge.** Illus. by Julie Vivas. Kane/Miller, 1985.

A little boy is especially fond of Miss Nancy Alison Delacourt Cooper, an elderly neighbor who also has four names. When she begins to lose her memory, Wilfred finds ways to help his friend remember special times.

- Gray, Libba Moore. **Miss Tizzy.** Illus. by Jada Rowland. Simon & Schuster, 1993.

Almost like an extra grandmother, Miss Tizzy has lots of love, stories and goodies for the children in the neighborhood. When she becomes ill, the children are the ones to watch out for her.

- George, William T. **Fishing at Long Pond.** Illus. by Lindsay Barrett George. Greenwillow, 1991.

While fishing with her grandfather, Katie experiences the excitement of catching her first bass and seeing wonderful wild flowers, deer and Canadian geese.

- Howard, Elizabeth Fitzgerald. **Aunt Flossie's Hats (and Crab Cakes Later).** Illus. by James Ransome. Clarion, 1991.

On Sunday afternoons, Sarah and Susan love to visit their great aunt. As they search through her boxes and boxes of hats, Aunt Flossie shares the stories connected to each hat.

- Johnson, Angela. **When I Am Old with You.** Illus. by David Soman. Orchard, 1990.

A small child, not yet understanding the cycle of life, tells Granddaddy all the things that they will do when the child is old with him.

- Nye, Naomi Shihab. **Sitti's Secrets.** Illus. by Nancy Carpenter. Four Winds, 1994.

As Mona lovingly recalls the special visit to her Sitti (grandma) in Palestine, she thinks of all the people in the world living far apart but still connected by family tradition and a wish for world peace.

- Polacco, Patricia. **Thunder Cake.** Philomel, 1990.

Babushka spots a thunderstorm on the horizon and gets her granddaughter so involved in gathering the ingredients for a thunder cake that the little girl forgets about her fear of storms.

- Pomerantz, Charlotte. **The Outside Dog.** Illus. by Jennifer Plecas. HarperCollins, 1993.

Grandfather has always refused to let Marisol have a dog, but when a friendly stray arrives, first Marisol, then Grandfather are won over in this very real story. Set in Puerto Rico, the text has a sprinkling of easily understood Spanish words.

- Schertle, Alice. **William and Grandpa.** Illus. by Lydia Dabcovich. Lothrop, 1989.

On a visit to his grandpa, William finds out, much to his surprise, that his grandpa did the same things as a child that he loves to do.

- Waddell, Martin. **My Great Grandpa.** Illus. by Dom Mansell. Putnam, 1990.

Although her great grandpa's legs don't go and his eyes are weak, a little girl discovers he has stories to tell about things that no one else knows.

- Wahl, Jan. **"I Remember!" Cried Grandma Pinky.** Illus. by Arden Johnson. BridgeWater, 1994.

When Grandma Pinky comes to visit she may forget things like where she put her cane, but she remembers special moments from the past like dancing the Raspberry Hop with her sister Clova.

Middle Readers: Grades 3-4

- Bawden, Nina. **Humbug.** Clarion, 1992.

Her parents in Japan and Granny in the hospital with a broken leg, Cora is forced to stay with her neighbors and Angelica, a girl her age. Though she looks sweet, Angelica is a brat whose own grandmother encourages Cora not to let the girl get the best of her.

- Bonners, Susan. **The Wooden Doll.** Lothrop, 1991.

Stephanie longs to play with the nesting doll that belongs to her quiet grandfather. When he explains how he came to own the doll, Stephanie wants to safeguard it too.

- Carlstrom, Nancy White. **Grandpappy.** Illus. by Laurel Molk. Little, Brown, 1990.

When Nate visits Grandpappy, they share a special, gentle summertime together on the rocky coast of Maine.

- Castaneda, Omar S. **Abuela's Weave.** Illus. by Enrique O. Sanchez. Lee and Low, 1993.

Esperanza and her grandmother weave special Guatemalan cloths. Together, they plan how to sell their wares in the city on market day.

- Choi, Sook Nyul. **Halmoni and the Picnic.** Illus. by Karen M. Dugan. Houghton Mifflin, 1993.

Life in New York City is very difficult for Yunmi's Korean grandmother. To help her make some new friends, Yunmi invites her to chaperone the third-grade picnic.

- DePaola, Tomie. **Tom.** Putnam, 1993.

Tommy and his grandfather share the same name. They also enjoy playing practical jokes, which sometimes produce unexpected, and hilarious, results.

- Duey, Kathleen. **Mr. Stumpguss is a Third Grader.** Illus. by Gioia Fiammenghi. Avon, 1992.

All the third graders love their classroom aide, elderly Mr. Stumpguss. But when Tuck and Seth discover his secret — will Mr. Stumpguss still like them?

- Dugan, Barbara. **Loop the Loop.** Illus. by James Stevenson. Greenwillow, 1992.

Anne and her doll Eleanor visit the truly magnificent Mrs. Simpson, who sits in her wheelchair saying outlandish

things and whipping her yo-yo through the hardest tricks. When Mrs. Simpson's fall puts her in a nursing home, Anne gets the courage to visit her there as well.

- Flournoy, Valerie. **The Patchwork Quilt.** Illus. by Jerry Pinkney. Dial, 1985.

As Tanya helps her grandmother make a family patchwork quilt, she learns about the traditions, memories and love that are a part of a quilt's creation.

- Griffith, Helen V. **Georgia Music.** Illus. by James Stevenson. Greenwillow, 1986.

A little girl from the city spends the summer working with her grandfather on his farm and listening to the Georgia music of crickets, birds, frogs and bees.

- Igus, Toyomi. **When I Was Little.** Illus. by Higgins Bond. Just Us Books, 1992.

In the summer, Noel enjoys fishing with his grandfather and listening to his grandfather's tales of when he was little.

- Kinsey-Warnock, Natalie. **The Canada Geese Quilt.** Illus. by Leslie W. Bowman. Cobblehill, 1989.

Ten-year-old Ariel and her grandmother are working on a special quilt for the new baby. When her grandmother suffers a stroke, Ariel finishes the project on her own, supported by her grandmother's love.

- Lasky, Kathryn. **My Island Grandma.** Illus. by Amy Schwartz. Morrow, 1993.

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Peter adores his grandpa and is thrilled he is moving in with his family — until Peter realizes that Grandpa is getting his bedroom. When Peter decides to declare war to get his room back, he never expects Grandpa to fight back.

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Bored with city life, Grandpa insists on taking Anna to school on a very snowy day. When the snowstorm turns into the Great Blizzard of 1888, city life becomes frightening and exciting and Grandpa becomes a hero.

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Thomas finds it hard to be quiet and patient while he and grandfather read or fish. Yet when the fish they have caught are eaten and it is time to sit on the porch swing, Thomas is ready to hear the stories grandfather tells about Africa.

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- Conly, Jane Leslie. **Crazy Lady.** HarperCollins, 1993.

Nearly failing in school, Vernon is helped by an alcoholic woman with a disabled son — the woman they call "crazy lady." She tells him about a tutor who not only helps him with school but has the wisdom to help him improve his life as well.

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Cammy cannot stand her spoiled cousin Patty Ann and wishes she would just "vaporize." When Patty Ann drowns, Cammy's Gram Tut helps her deal with her guilt and pain.

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age. John Muir, 1992.

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Wood, Ted, and Wanbli Numpa Afraid of Hawk. *A
Boy Becomes a Man at Wounded Knee*.
Walker, 1992. (Native American)
An eight-year-old Lakota boy describes the
dramatic horseback journey he made with
elders to retrace the steps of ancestors
massacred at Wounded Knee 100 years
earlier. (Grades 6-8)

Yep, Laurence. *The Lost Garden*. Julian Messner,
1991. (Asian American)
A noted Chinese-American author examines his
bicultural childhood in San Francisco of the
1950s and 1960s. (Grades 6-8)

FOLKLORE AND TRADITIONAL LITERATURE

Begay, Shonto. *Ma'ii and Cousin Horned Toad: A
Traditional Navajo Story*. Scholastic, 1992.
(Native American)
Lazy Coyote always seems to show up at his
relatives' homes at mealtime — until his
Cousin Horned Toad teaches him a lesson.
(Grades K-2)

Bruchac, Joseph. *Native American Animal Stories*.
Illus. by John Kahionhes Fadden and David
Kanietakeron Farron. Fulcrum, 1992. (Native
American)
A distinguished Abenaki storyteller retells 24
animal tales from 18 nations with skill and
vitality. (Grades 6-8)

Hamilton, Virginia. *The People Could Fly: American
Black Folktales*. Illus. by Leo and Diane Dillon.
Knopf, 1985. (African American)
An excellent anthology of 24 African-American
folktales selected and retold especially for
children. (Grades 6-8)

Louie, Ai-Ling. *Yeh-Shen: A Cinderella Story from
China*. Illus. by Ed Young. Philomel, 1982.
(Asian)
Beautiful paintings creating the effect of
Chinese screen panels, bring to life this
Cinderella story that predates the oldest known
European version. (Grades K-5)

Taylor, C.J. *Little Water and the Gift of the
Animals: A Seneca Legend*. Tundra, 1992.
(Native American)
A Mohawk artist retells and illustrates a tale
from another Iroquois tribe about the origin of
medicine and the interconnectedness of all life
forms. (Grades K-2)

Te Ata. *Baby Rattlesnake*. Adapted by Lynne
Moroney. Illus. by Veg Reisberg. Children's
Book Press, 1989. (Native American)
A Chicksaw story about a young rattlesnake
who begs for a rattle and gets one before he
knows how to use it. (Preschool)

POETRY AND SONG

Adoff, Arnold. *All the Colors of the Race*. Illus. by
John Steptoe. Lothrop, 1982. (Multiethnic)
Poems about family and identity from the
perspective of a biracial adolescent girl.
(Grades 6-8)

Bryan, Ashley. *All Night, All Day: A Child's First
Book of African-American Spirituals*.
Atheneum, 1991. (African American)
Brightly colored paintings accompany the words
and music to 20 spirituals. (All ages)

Greenfield, Eloise. *Night on Neighborhood Street*.
Illus. by Jan Spivey Gilchrist. Dial, 1991.
(African American)
Seventeen poems offer glimpses into the lives
of various families on one particular evening
who live on the same city block. (Grades K-2)

Hopkins, Lee Bennett. *Through Our Eyes: Poems
and Pictures About Growing Up*. Photos
by Jeffrey Dunn. Little, 1992.
(Multiethnic)
Photos and poems feature the lives
and experiences of all kinds of
children. (Grades K-2)

Hudson, Wade. *Pass It On: African-American
Poetry for Children*. Illus. by Floyd Cooper.
Scholastic, 1993. (African American)
Full-color paintings illustrate an excellent
introduction to the richness of African-American
experience through poetry. (Preschool-Grade 6)

Sneve, Virginia Driving Hawk. *Dancing Teepees:
Poems of American Indian Youth*. Illus. by
Stephen Gammell. Holiday, 1989. (Native
American)
Nineteen poems from diverse traditions
celebrate the promise of children from
babyhood to adolescence. (All ages)

Soto, Gary. *Neighborhood Odes*. Illus. by David
Diaz. Harcourt, 1992. (Latino)
Twenty-one poems highlight the experiences of
young people growing up in an urban Mexican-
American neighborhood. (Grades 3-8)

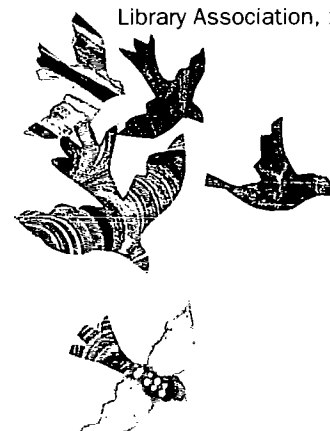
ADDITIONAL RESOURCES

Hayden, Carla. *Venture into Cultures: A Resource
Book of Multicultural Materials and Programs*.
American Library Association, 1991.

Kruse, Ginny Moore, and Kathleen T. Horning.
*Multicultural Literature for Children and Young
Adults: A Selected Listing of Books 1980-1990
by and about People of Color*. 3rd ed.
Cooperative Children's Book Center, 1991.

Miller-Lachmann, Lyn. *Our Family, Our Friends, Our
World: An Annotated Guide to Significant
Multicultural Books for Children and Teenagers*.
Bowker, 1991.

Rochman, Hazel. *Against Borders: Promoting
Books for a Multicultural World*. American
Library Association, 1993.



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Prepared by the Social Issues in Relation to Materials and
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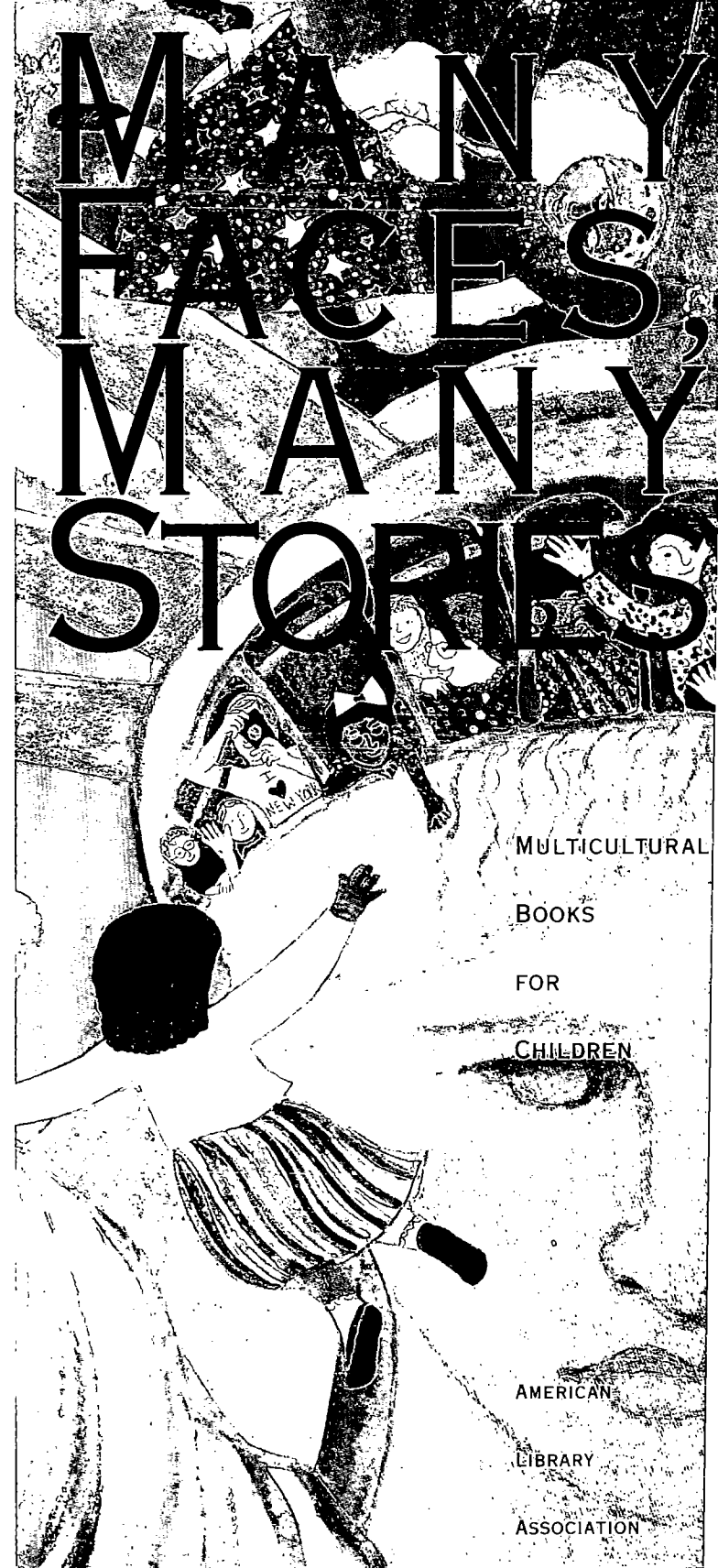
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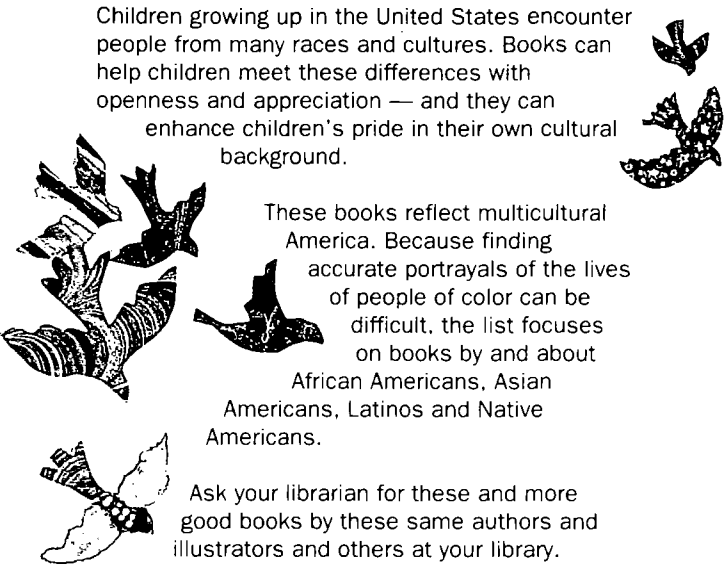
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Many Faces, Many Stories: Multicultural Books for Children
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Children growing up in the United States encounter people from many races and cultures. Books can help children meet these differences with openness and appreciation — and they can enhance children’s pride in their own cultural background.

These books reflect multicultural America. Because finding accurate portrayals of the lives of people of color can be difficult, the list focuses on books by and about African Americans, Asian Americans, Latinos and Native Americans.

Ask your librarian for these and more good books by these same authors and illustrators and others at your library.

PICTURE BOOKS

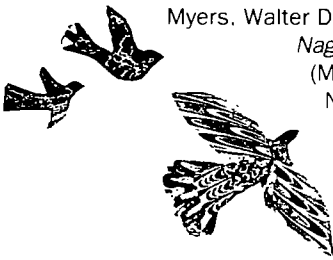
- Ancona, George, and Mary Beth Miller. *Handtalk Zoo*. Photos by George Ancona. Four Winds, 1989. (Multiethnic)
Five deaf children communicate in American Sign-Language, signing animal names and simple sentences. (Grades K-2)
- Anzaldúa, Gloria. *Friends from the Other Side = Amigos del Otro Lado*. Illus. by Consuelo Méndez. Children’s Book Press, 1993. (Latino)
A bilingual (English/Spanish) story of a Mexican-American girl who befriends a boy who crossed the border illegally with his mother. (Grades 3-5)
- Clifton, Lucille. *Everett Anderson’s Goodbye*. Illus. by Ann Grifalconi. Holt, 1983. (African American)
A young boy grieves the death of his father. (Grades K-2)
- Dooley, Norah. *Everybody Cooks Rice*. Illus. by Peter J. Thornton. Carolrhoda, 1991. (Multiethnic)
Searching for her brother in the neighborhood, Carrie samples the rice-based evening meals of many cultures. (Grades K-2)
- Dorros, Arthur. *Abuela*. Illus. by Elisa Kleven. Dutton, 1991. (Latino)
Rosalba recounts daily adventures and a magical flight she takes with her grandmother above New York City. (Grades K-2)

- García, Richard. *My Aunt Otilia’s Spirits = Los Espíritus de Mi Tía Otilia*. Illus. by Robin Cherin and Roger I. Reyes. Rev. ed. Children’s Book Press, 1987. (Latino)
In a humorous bilingual (English/Spanish) nighttime ghost story, a young boy observes bones leaving the body of his aunt, an annual visitor from Puerto Rico. (Grades K-2)
- Johnson, Angela. *The Leaving Morning*. Illus. by David Soman. Orchard, 1992. (African American)
A young boy and his older sister are both sad and excited about moving from their old apartment to a new house. (Preschool)
- Jones, Rebecca C. *Matthew and Tilly*. Illus. by Beth Peck. Dutton, 1991. (Multiethnic)
Good friends Matthew and Tilly have occasional differences, but racial prejudice is not one of them. (Preschool)
- McKissack, Patricia. *Mirandy and Brother Wind*. Illus. by Jerry Pinkney. Knopf, 1988. (African American)
Mirandy must live up to her boastful promise that the wind will be her partner at the upcoming cakewalk. (Grades K-2)
- Marzollo, Jean. *Pretend You’re a Cat*. Illus. by Jerry Pinkney. Dial, 1990. (Multiethnic)
Engaging rhymes encourage children to imitate the sounds and actions of familiar animals. (Preschool)
- Mochizuki, Ken. *Baseball Saved Us*. Illus. by Dom Lee. Lee & Low, 1993. (Asian American)
An authentic look at a World War II internment camp and the role youth baseball teams had in the emotional survival of the Japanese-American inhabitants. (Grades 3-5)
- Oxenbury, Helen. *Clap Hands*. Macmillan, 1987. (Multiethnic)
A simple board book with delightful illustrations of babies at play. (Preschool)
- Paek, Min. *Aekyung’s Dream*. Children’s Book Press, 1978. (Asian American)
A poignant story in English and Korean of a young girl’s adaptation to life in America. (Grades K-2)
- Ringgold, Faith. *Tar Beach*. Crown, 1991. (African American)
Summer evenings spent atop her Harlem rooftop inspire eight-year-old Cassie Lightfoot to imagine herself flying high above the city, righting all wrongs. (Grades K-2)

- Roe, Eileen. *Con Mi Hermano = With My Brother*. Illus. by Robert Casilla. Bradbury, 1991. (Latino)
A bilingual (Spanish/English) text describes the things a preschool-aged boy admires about his older brother. (Preschool)
- Rosen, Michael. *Elijah’s Angel: A Story for Chanukah and Christmas*. Illus. by Aminah Brenda Lynn Robinson. Harcourt, 1992. (Multiethnic)
When an elderly African-American artisan gives a young white Jewish boy one of his angel wood carvings, the latter worries about accepting a “graven image.” (Grades K-2)
- Say, Allen. *The Lost Lake*. Houghton, 1989. (Asian American)
On a hiking trip, Luke and his father discover a new private campsite, as well as a new regard for each other. (Grades K-2)
- Steptoe, John. *Baby Says*. Lothrop, 1988. (African American)
An ingenious story uses only baby words to describe the playful relationship between an endearing toddler and his long-suffering older brother. (Preschool)
- Surat, Michele Maria. *Angel Child, Dragon Child*. Illus. by Vo-Dinh Mai. Raintree, 1983. (Asian American)
Ut sorely misses her mother, who was left behind in Vietnam, and has trouble adjusting to her new American school. (Grades K-2)
- Wheeler, Bernelda. *Where Did You Get Your Moccasins?* Illus. by Herman Bekkering. Pemmican, 1986. (Native American)
When Jody wears his new moccasins to school, one question about them from his classmates leads to another...and another! (Preschool-Grade 2)
- Williams, Vera B. *“More More More,” Said the Baby*. Greenwillow, 1990. (Multiethnic)
Three brightly illustrated stories about sharing, caring and unconditional love. (Preschool)
- Williams, Vera B. *Music, Music for Everyone*. Greenwillow, 1984. (Multiethnic)
Rosa and her friends start a neighborhood band and practice for their first gig at a community event. (Preschool)
- Yee, Paul. *Roses Sing on New Snow: A Delicious Tale*. Illus. by Harvey Chan. Macmillan, 1992. (Asian American)
Maylin finally earns deserved recognition as the hardworking, talented cook in her father’s New World Chinatown restaurant. (Grades K-2)

CHAPTER BOOKS

- Ada, Alma Flor. *My Name Is María Isabel*. Illus. by K. Dyble Thompson. Atheneum, 1993. (Latino)
María Isabel Salazar López’s greatest wish is for her teacher to stop calling her “Mary López.” (Grades 3-5)
- Chang, Heidi. *Elaine, Mary Lewis, and the Frogs*. Crown, 1988. (Asian American)
A science project helps Elaine Chow feel less an outsider in a small Iowa town. (Grades 3-5)
- Crew, Linda J. *Children of the River*. Delacorte, 1989. (Asian American)
A 17-year-old Cambodian refugee is caught between family traditions and memories and her new life in Oregon. (Grades 6-8)
- Dorris, Michael. *Morning Girl*. Hyperion, 1992. (Native American)
A Taíno girl and her brother describe their impressions of life on the eve of Columbus’s arrival on their land. (Grades 3-5)
- Hamilton, Virginia. *Sweet Whispers, Brother Rush*. Philomel, 1982. (African American)
When 14-year-old Tree encounters the ghost of her dead uncle, she goes back in time to relive her own past. (Grades 6-8)
- Mohr, Nicholasa. *Felita*. Illus. by Ray Cruz. Dial, 1979. (Latino)
Eight-year-old Felita faces prejudice for the first time when her family moves from the barrio to a “better” neighborhood. (Grades 3-5)
- Myers, Walter Dean. *Mop, Moondance, and the Nagasaki Knights*. Delacorte, 1992. (Multiethnic)
New adopted African-American brothers have trouble communicating with their Little League team and the international teams they play against. (Grades 3-5)
- Soto, Gary. *Baseball in April and Other Stories*. Harcourt, 1990. (Latino)
Eleven short stories explore the everyday lives of young Mexican Americans growing up in the central valley of California. (Grades 6-8)
- Taylor, Mildred D. *Roll of Thunder, Hear My Cry*. Dial, 1976. (African American)
The first in a series of stories about an African-American family living in rural Mississippi during the Depression, told from the point of view of their eldest daughter, Cassie. (Grades 6-8)



- Uchida, Yoshiko. *Jar*. 1981. (Asian American)
The first of three stories about an old Japanese-American woman in California in the 1940s.
- Walter, Mildred Pitts. *...in the World*. Illus. by Lothrop, 1986. (African American)
The only boy in a family of girls, Justin isn’t sure who he spends the summer with: his former cowboy in the country or his mother.
- Woodson, Jacqueline. *...After winning an exclusive boarding school, adjusting as one of the students in the school.* Delacorte, 1992. (African American)
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- Ancona, George. *Powwow*. (Native American)
Stunning color photographs of totem poles and familiar sights and sounds of the importance of drumming. (Grades 3-5)
- Cummings, Pat. *Talking*. 1992. (Multiethnic)
Fourteen diverse pictures of their professions and experiences with art.
- Dwight, Laura. *We Can*. 1992. (Multiethnic)
Color photographs with preschoolers with disabilities. (Preschool)
- Golenbock, Peter. *Tear*. Bacon. Harcourt, 1990. (Asian American)
A picture book drama of courageous public relations of Robinson as a team of racial integration. (Grades K-2)
- Hamanaka, Sheila. *The Americans, Racism*. 1990. (Asian American)
A dramatic mural depicting American experiences. (Grades K-2)

Pole. Photos by / House, 1990.

step-by-step how his commissioned by s 3-5)

Lives in America. nic) hildren from different unds describe how as from their K-2)

Pictures = Cuadros Press, 1990. (Latino) shares memories of l in detailed paintings text. (Grades 6-8)

Our Time!: The for Freedom. an American) events and conditions is interwoven with raordinary individuals d. (Grades 6-8)

ill Continue. Illus. by , Book Press, 1988.

on the North om a distinctly Native)

ed Harvest: Ojibway tos by Dale Kakkak. Lerner, 1992.

son goes on his first h his father in this nt series about dren observing tribal

Slovenz-Low. *Lion hese New Year*. . Lothrop, 1989.

gives a brief insider's s role in the s 3-5)

kshop. *Kids Explore age*. John Muir, 1992.

usiastic overview of e written by kids for

Wood, Ted, and Wanbli Numpa Afraid of Hawk. *A Boy Becomes a Man at Wounded Knee*. Walker, 1992. (Native American) An eight-year-old Lakota boy describes the dramatic horseback journey he made with elders to retrace the steps of ancestors massacred at Wounded Knee 100 years earlier. (Grades 6-8)

Yep, Laurence. *The Lost Garden*. Julian Messner, 1991. (Asian American) A noted Chinese-American author examines his bicultural childhood in San Francisco of the 1950s and 1960s. (Grades 6-8)

FOLKLORE AND TRADITIONAL LITERATURE

Begay, Shonto. *Ma'ii and Cousin Horned Toad: A Traditional Navajo Story*. Scholastic, 1992. (Native American) Lazy Coyote always seems to show up at his relatives' homes at mealtime — until his Cousin Horned Toad teaches him a lesson. (Grades K-2)

Bruchac, Joseph. *Native American Animal Stories*. Illus. by John Kahionhes Fadden and David Kanietakeron Farron. Fulcrum, 1992. (Native American) A distinguished Abenaki storyteller retells 24 animal tales from 18 nations with skill and vitality. (Grades 6-8)

Hamilton, Virginia. *The People Could Fly: American Black Folktales*. Illus. by Leo and Diane Dillon. Knopf, 1985. (African American) An excellent anthology of 24 African-American folktales selected and retold especially for children. (Grades 6-8)

Louie, Ai-Ling. *Yeh-Shen: A Cinderella Story from China*. Illus. by Ed Young. Philomel, 1982. (Asian) Beautiful paintings creating the effect of Chinese screen panels, bring to life this Cinderella story that predates the oldest known European version. (Grades K-5)

Taylor, C.J. *Little Water and the Gift of the Animals: A Seneca Legend*. Tundra, 1992. (Native American) A Mohawk artist retells and illustrates a tale from another Iroquois tribe about the origin of medicine and the interconnectedness of all life forms. (Grades K-2)

Te Ata. *Baby Rattlesnake*. Adapted by Lynne Moroney. Illus. by Veg Reisberg. Children's Book Press, 1989. (Native American) A Chicksaw story about a young rattlesnake who begs for a rattle and gets one before he knows how to use it. (Preschool)

POETRY AND SONG

Adoff, Arnold. *All the Colors of the Race*. Illus. by John Steptoe. Lothrop, 1982. (Multiethnic) Poems about family and identity from the perspective of a biracial adolescent girl. (Grades 6-8)

Bryan, Ashley. *All Night, All Day: A Child's First Book of African-American Spirituals*. Atheneum, 1991. (African American) Brightly colored paintings accompany the words and music to 20 spirituals. (All ages)

Greenfield, Eloise. *Night on Neighborhood Street*. Illus. by Jan Spivey Gilchrist. Dial, 1991. (African American) Seventeen poems offer glimpses into the lives of various families on one particular evening who live on the same city block. (Grades K-2)

Hopkins, Lee Bennett. *Through Our Eyes: Poems and Pictures About Growing Up*. Photos by Jeffrey Dunn. Little, 1992. (Multiethnic)

Photos and poems feature the lives and experiences of all kinds of children. (Grades K-2)

Hudson, Wade. *Pass It On: African-American Poetry for Children*. Illus. by Floyd Cooper. Scholastic, 1993. (African American) Full-color paintings illustrate an excellent introduction to the richness of African-American experience through poetry. (Preschool-Grade 6)

Sneve, Virginia Driving Hawk. *Dancing Teepees: Poems of American Indian Youth*. Illus. by Stephen Gammell. Holiday, 1989. (Native American) Nineteen poems from diverse traditions celebrate the promise of children from babyhood to adolescence. (All ages)

Soto, Gary. *Neighborhood Odes*. Illus. by David Diaz. Harcourt, 1992. (Latino) Twenty-one poems highlight the experiences of young people growing up in an urban Mexican-American neighborhood. (Grades 3-8)

ADDITIONAL RESOURCES

Hayden, Carla. *Venture into Cultures: A Resource Book of Multicultural Materials and Programs*. American Library Association, 1991.

Kruse, Ginny Moore, and Kathleen T. Horning. *Multicultural Literature for Children and Young Adults: A Selected Listing of Books 1980-1990 by and about People of Color*. 3rd ed. Cooperative Children's Book Center, 1991.

Miller-Lachmann, Lyn. *Our Family, Our Friends, Our World: An Annotated Guide to Significant Multicultural Books for Children and Teenagers*. Bowker, 1991.

Rochman, Hazel. *Against Borders: Promoting Books for a Multicultural World*. American Library Association, 1993.



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Prepared by the Social Issues in Relation to Materials and Services for Children Committee. Association for Library Service to Children.

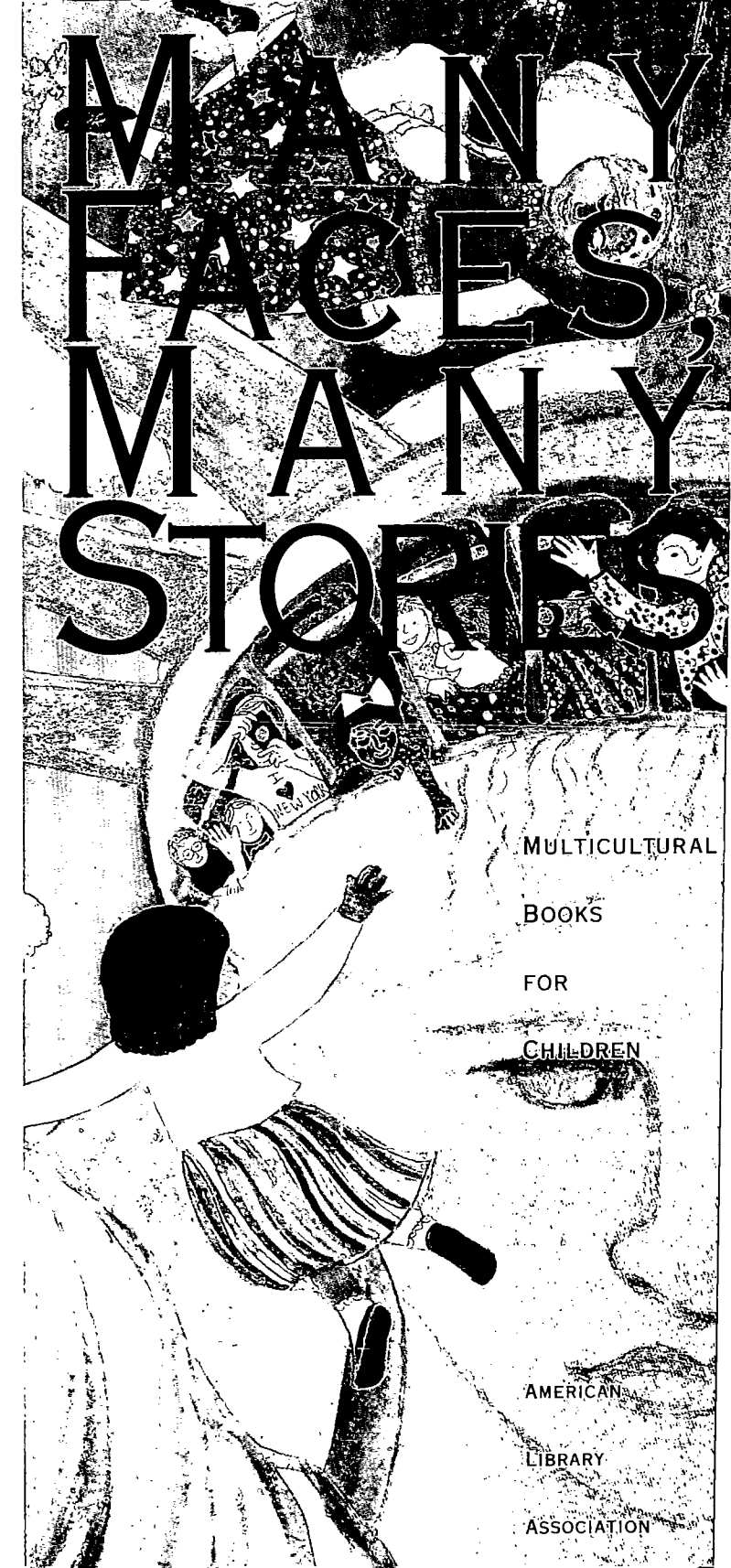
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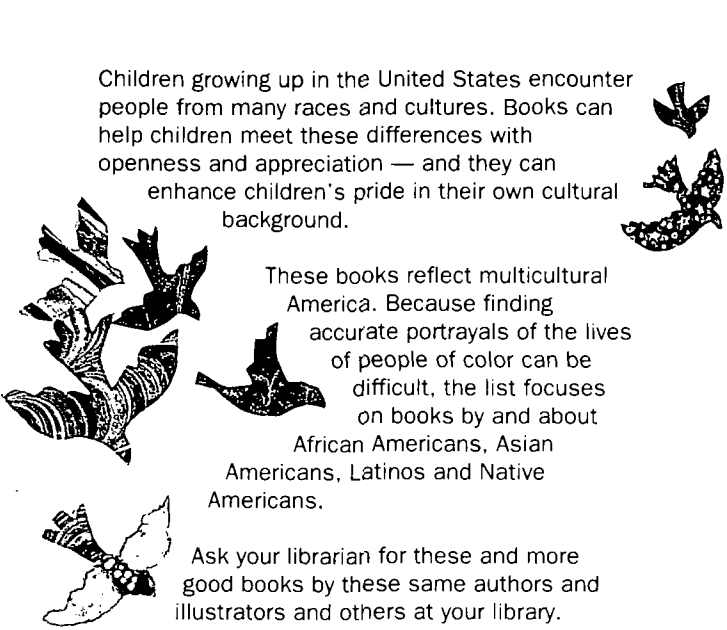
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Many Faces, Many Stories: Multicultural Books for Children
Item no. 10093
100 pamphlets for \$24



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Children growing up in the United States encounter people from many races and cultures. Books can help children meet these differences with openness and appreciation — and they can enhance children's pride in their own cultural background.

These books reflect multicultural America. Because finding accurate portrayals of the lives of people of color can be difficult, the list focuses on books by and about African Americans, Asian Americans, Latinos and Native Americans.

Ask your librarian for these and more good books by these same authors and illustrators and others at your library.

PICTURE BOOKS

Ancona, George, and Mary Beth Miller. *Handtalk Zoo*. Photos by George Ancona. Four Winds, 1989. (Multiethnic)
Five deaf children communicate in American Sign-Language, signing animal names and simple sentences. (Grades K-2)

Anzaldúa, Gloria. *Friends from the Other Side = Amigos del Otro Lado*. Illus. by Consuelo Méndez. Children's Book Press, 1993. (Latino)
A bilingual (English/Spanish) story of a Mexican-American girl who befriends a boy who crossed the border illegally with his mother. (Grades 3-5)

Clifton, Lucille. *Everett Anderson's Goodbye*. Illus. by Ann Grifalconi. Holt. 1983. (African American)
A young boy grieves the death of his father. (Grades K-2)

Dooley, Norah. *Everybody Cooks Rice*. Illus. by Peter J. Thornton. Carolrhoda, 1991. (Multiethnic)
Searching for her brother in the neighborhood, Carrie samples the rice-based evening meals of many cultures. (Grades K-2)

Dorros, Arthur. *Abuela*. Illus. by Elisa Kleven. Dutton, 1991. (Latino)
Rosalba recounts daily adventures and a magical flight she takes with her grandmother above New York City. (Grades K-2)

García, Richard. *My Aunt Otilia's Spirits = Los Espíritus de Mi Tía Otilia*. Illus. by Robin Cherin and Roger I. Reyes. Rev. ed. Children's Book Press, 1987. (Latino)
In a humorous bilingual (English/Spanish) nighttime ghost story, a young boy observes bones leaving the body of his aunt, an annual visitor from Puerto Rico. (Grades K-2)

Johnson, Angela. *The Leaving Morning*. Illus. by David Soman. Orchard, 1992. (African American)
A young boy and his older sister are both sad and excited about moving from their old apartment to a new house. (Preschool)

Jones, Rebecca C. *Matthew and Tilly*. Illus. by Beth Peck. Dutton, 1991. (Multiethnic)
Good friends Matthew and Tilly have occasional differences, but racial prejudice is not one of them. (Preschool)

McKissack, Patricia. *Mirandy and Brother Wind*. Illus. by Jerry Pinkney. Knopf, 1988. (African American)
Mirandy must live up to her boastful promise that the wind will be her partner at the upcoming cakewalk. (Grades K-2)

Marzollo, Jean. *Pretend You're a Cat*. Illus. by Jerry Pinkney. Dial, 1990. (Multiethnic)
Engaging rhymes encourage children to imitate the sounds and actions of familiar animals. (Preschool)

Mochizuki, Ken. *Baseball Saved Us*. Illus. by Dom Lee. Lee & Low, 1993. (Asian American)
An authentic look at a World War II internment camp and the role youth baseball teams had in the emotional survival of the Japanese-American inhabitants. (Grades 3-5)

Oxenbury, Helen. *Clap Hands*. Macmillan, 1987. (Multiethnic)
A simple board book with delightful illustrations of babies at play. (Preschool)

Paek, Min. *Aekyung's Dream*. Children's Book Press, 1978. (Asian American)
A poignant story in English and Korean of a young girl's adaptation to life in America. (Grades K-2)

Ringgold, Faith. *Tar Beach*. Crown, 1991. (African American)
Summer evenings spent atop her Harlem rooftop inspire eight-year-old Cassie Lightfoot to imagine herself flying high above the city, righting all wrongs. (Grades K-2)

Roe, Eileen. *Con Mi Hermano = With My Brother*. Illus. by Robert Casilla. Bradbury, 1991. (Latino)
A bilingual (Spanish/English) text describes the things a preschool-aged boy admires about his older brother. (Preschool)

Rosen, Michael. *Elijah's Angel: A Story for Chanukah and Christmas*. Illus. by Aminah Brenda Lynn Robinson. Harcourt. 1992. (Multiethnic)
When an elderly African-American artisan gives a young white Jewish boy one of his angel wood carvings, the latter worries about accepting a "graven image." (Grades K-2)

Say, Allen. *The Lost Lake*. Houghton, 1989. (Asian American)
On a hiking trip, Luke and his father discover a new private campsite, as well as a new regard for each other. (Grades K-2)

Steptoe, John. *Baby Says*. Lothrop. 1988. (African American)
An ingenious story uses only baby words to describe the playful relationship between an endearing toddler and his long-suffering older brother. (Preschool)

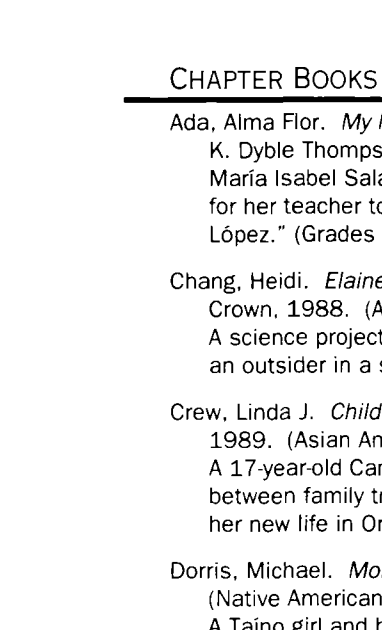
Surat, Michele Maria. *Angel Child. Dragon Child*. Illus. by Vo-Dinh Mai. Raintree, 1983. (Asian American)
Ut sorely misses her mother, who was left behind in Vietnam, and has trouble adjusting to her new American school. (Grades K-2)

Wheeler, Bernelda. *Where Did You Get Your Moccasins?* Illus. by Herman Bekkering. Pemmican, 1986. (Native American)
When Jody wears his new moccasins to school, one question about them from his classmates leads to another...and another! (Preschool-Grade 2)

Williams, Vera B. *"More More More." Said the Baby*. Greenwillow, 1990. (Multiethnic)
Three brightly illustrated stories about sharing, caring and unconditional love. (Preschool)

Williams, Vera B. *Music. Music for Everyone*. Greenwillow, 1984. (Multiethnic)
Rosa and her friends start a neighborhood band and practice for their first gig at a community event. (Preschool)

Yee, Paul. *Roses Sing on New Snow: A Delicious Tale*. Illus. by Harvey Chan. Macmillan, 1992. (Asian American)
Maylin finally earns deserved recognition as the hardworking, talented cook in her father's New World Chinatown restaurant. (Grades K-2)



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The first in a series of stories about an African-American family living in rural Mississippi during the Depression, told from the point of view of their eldest daughter, Cassie. (Grades 6-8)

Uchida, Yoshiko. *Jar Jar Jar*. Atheneum, 1981. (Asian American)
The first of three stories about an old Japanese-American family in California in the 1940s.

Walter, Mildred Pitts. *My Brother Sam is in the World*. Illus. by John Schoenherr. Lothrop, 1986. (African American)
The only boy in a family of five, Justin isn't sure why he spends the summer with his former cowboy in the mountains.

Woodson, Jacqueline. *Delacorte, 1992. (African American)*
After winning an exclusive boarding school, a girl adjusts as one of the students in the school.

BOOKS OF INFORMATION

Ancona, George. *Power of the Wind*. (Native American)
Stunning color photographs of Native Americans and their importance of drumming.

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Fourteen diverse pictures of their professions and experiences with an.

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Color photographs of preschoolers with diverse activities. (Preschool)

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A picture book drama of courageous public resistance to Robinson as a team of racial integration. (Grades K-2)

Hamanaka, Sheila. *The Americans. Racism*. (Asian American)
A dramatic mural depicting the American experience with racism. (Grades K-2)

Sharon, Lois and Bram.

Sharon, Lois and Bram's Mother Goose: Songs, Finger Rhymes, Talking Verses, Games and More. Illus. by Mary A. Kovalski. 1986. Atlantic Monthly.

Music, lyrics and game instructions for many popular Mother Goose rhymes; the original arrangements echo those from the trio's recording **Mainly Mother Goose**.

Titherington, Jeanne.

Pumpkin, Pumpkin. Illus. 1986. Morrow.

A boy plants a pumpkin seed and watches it grow until he chooses to carve it into a jack-o'-lantern.

Weiss, Niki.

Where Does the Brown Bear Go? Illus. 1989.

Greenwillow, hardcover; Penguin/Puffin, paper.

A gentle bedtime story that answers the question of where the animals go when night comes.

Williams, Linda.

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A lady meets odd bits of clothing — one pair of pants, two gloves — as she is walking home; she devises an ingenious solution for all the parts, even the pumpkin head, which become upset when they cannot scare her.

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Stringbean's Trip to the Shining Sea. Illus. by Jennifer and Vera B. Williams. 1988. Greenwillow.

A series of postcards that Stringbean Coe and his brother Fred send home tells the story of their long trip across the U.S. one summer in Fred's truck.

Wolff, Ashley.

A Year of Beasts. Illus. 1986. Dutton.

Ellie and Peter live in rural New England and, throughout the year, see many different animals in the field and forest surrounding their home.

Building a Home Library: Preschool

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Bang, Molly.

The Paper Crane. Illus. 1985. Greenwillow, hardcover; Morrow/Mulberry, paper.

A quiet restaurant plays host to a mysterious man who pays for his meal with a paper crane that magically comes alive and attracts many customers.

Brett, Jan.

Annie and the Wild Animals. Illus. 1985. Houghton. One cold winter day, Annie's cat mysteriously disappears, and, because she misses her pet so much, she attempts to attract other animals. When the cat reappears in the spring, it brings a special surprise.

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A South African boy desperately wants a pair of red tackies, or sneakers, that he sees in a store window while shopping with his grandmother.

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The Seasons of Arnold's Apple Tree. Illus. 1984. HBJ. Arnold enjoys every season of the year because of his apple tree.

Henkes, Kevin.

Chester's Way. Illus. 1988. Greenwillow, hardcover; Penguin/Puffin, paper. Cautious and conservative, Chester and his best friend, Wilson, are horrified when zany, freewheeling Lilly moves into their neighborhood and shows them new ways of doing most everything.

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Jessica. Illus. 1989. Greenwillow, hardcover; Penguin/Puffin, paper. A humorous story about a girl who has an imaginary friend.

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The Trek. Illus. 1985. Greenwillow. A young girl's imagination causes her to see many animals — all ingeniously hidden in the pictures — in the street scenes on her way to school.

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The Wolf's Chicken Stew. Illus. 1987. Putnam. In an effort to fatten up some chickens for a tasty dinner, Wolf unwittingly makes many new friends.

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Grandma's house in Brooklyn gets increasingly busy as five families of cousins arrive, all by different means of transportation.

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First Snow. Illus. 1985. HarperCollins. A story without words about a timid mouse child's experiences sledding in the winter's first snowfall.

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Down by the Bay. Illus. by Nadine B. Wescott. 1987. Crown. Wescott's bright, cheerful pictures bring this funny story-song to life; the music as well as the lyrics are included.

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Making Friends. Photos by Jim Judkis. 1987. Putnam. Reassuring advice from the television personality; full-color photographs picture modern children in everyday situations.

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Making Friends. Photos by Jim Judkis. 1987. Putnam.

Reassuring advice from the television personality; full-color photographs picture modern children in everyday situations.

Roop, Peter, and Connie Roop.

Keep the Lights Burning, Abbie. Illus. by Peter E. Hanson. 1985. Carolrhoda, hardcover; Lerner, paper.

When the lighthouse keeper is delayed by a severe storm, his daughter must keep the lights burning herself.

Rylant, Cynthia.

Henry and Mudge: The First Book of Their Adventures. Illus. by Suçie Stevenson. 1987. Bradbury, hardcover; Macmillan/Aladdin, paper.

Henry, who has no brothers or sisters, and no other children on his street to play with, finds a very special friend in his dog, Mudge.

Schwartz, David.

How Much Is a Million? Illus. by Steven Kellogg. 1985. Lothrop, hardcover; Scholastic, paper.

An imaginative way to conceptualize the enormity of abstract numerical concepts. Steven Kellogg's whimsical illustrations help readers see how much a trillion really is.

Simon, Seymour.

The Sun. Illus. 1986. Morrow.

Stunning color photographs, a clear text and a clean, fresh design combine to create an inviting book about the nature of the sun.

Thomas, Jane Resh.

Saying Good-bye to Grandma. Illus. by Marcia Sewall. 1988. Clarion.

A beloved family member dies, and the whole family gathers for her funeral in a realistic, moving view of a time that is especially mysterious to children, as seen through the eyes of spunky seven-year-old Suzie.

Van Leeuwen, Jean.

Oliver, Amanda and Grandmother Pig. Illus. by Ann Schwener. 1987. Dial.

Oliver Pig and his sister Amanda discover good and bad things about having a visit from Grandmother.

Building a Home Library: Early School-Age

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Item no. 15292

100 pamphlets, \$24

ALA Graphics

American Library Association

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Availability note: When hardcover and paperback editions are available from the same publisher, the publisher's name is given once.

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Early School



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Aliki.

Dinosaur Bones. Illus. 1988. HarperCollins.

A brief, clear, engagingly illustrated introduction to the exciting discoveries of fossilized dinosaur bones in the nineteenth century.

Bash, Barbara.

Desert Giant: The World of the Saguaro Cactus.

Illus. 1989. Little, Brown.

Full-color paintings and delicate calligraphy describe the life cycle of this giant cactus and the desert animals it helps to support.

Brown, Laurene Krasny, and Mark Brown.

Visiting the Art Museum. Illus. 1986. Dutton.

A lighthearted, comic book-style introduction to a family visit to an art museum, with a brief overview of some of the types and styles of art likely to be seen.

Bunting, Eve.

The Wednesday Surprise. Illus. by Donald Carrick.

1988. Clarion.

Anna and Grandma spend every Wednesday night together and plan a special surprise for the whole family.

Cameron, Ann.

More Stories Julian Tells. Illus. by Ann Strugnell. 1986.

Knopf.

Five short stories about Julian, his friend Gloria and his little brother Huey, who decides to be Superboy.

Cole, Joanna.

Magic School Bus Inside the Human Body. Illus. by Bruce

Degen. 1989. Scholastic.

An exciting, fact-filled, fantastical voyage with the amazing Mrs. Frizzle.

Etra, Jonathan, and Stephanie Spinner.

Aliens for Breakfast. Illus. by Steve Bjorkman.

1988. Random.

Richard joins in a fight to save Earth from the Dranes after he finds an intergalactic special agent in his breakfast cereal box.

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Georgia Music. Illus. by James Stevenson. 1986. Greenwillow.

An old man and his granddaughter find pleasure in the sounds of a rural Georgia summer and in the music they can make on his harmonica.

Johnston, Ginny, and Judy Cutchins.

Scaly Babies: Reptiles Growing Up. Illus. 1988. Morrow.

Color photographs and an informative text describe the birth and early life of all kinds of reptiles: turtles, crocodilians, lizards and snakes.

Lobel, Arnold.

Whiskers and Rhymes. Illus. 1985. Greenwillow, hardcover;

Morrow/Mulberry, paper.

A collection of original, short, humorous poems in the tradition of nursery rhymes.

Marshall, Edward.

Fox on the Job. Illus. 1988. Dial.

Fox wants a new bike but first must earn the money to buy it.

Martin, Bill, and John Archambault.

Knots on a Counting Rope. Illus. by Ted Rand. 1987. Holt.

Evocative watercolor illustrations and an emotionally powerful text tell the story of a Native American child who repeatedly asks his grandfather to tell him the exciting story of the boy's birth and childhood and about how — even though he was born blind — his grandfather taught the child to ride a horse.

Moore, Lilian.

I'll Meet You at the Cucumbers. Illus. by Sharon Wooding.

1988. Atheneum, hardcover; Bantam/Skylark, paper.

Adam is afraid he may lose his good friend after the two country mice visit the city and Junius admits he might like to stay.

Rappaport, Doreen.

The Boston Coffee Party. Illus. by Emily A. McCully. 1988.

HarperCollins.

A young Boston woman suggests a scheme to get back at a wealthy merchant who consistently overcharges for scarce merchandise during the Revolutionary War. An easy-to-read story based on a true historical incident.

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In Denmark in 1943, 10-year-old Annemarie Johansen and her family must hide Jewish Ellen Rosen from the Nazis until, with the aid of the underground Resistance, they help her escape to safety in Sweden.

MacLachlan, Patricia.

Sarah, Plain and Tall. 1985. HarperCollins.

Caleb and Anna become captivated by their father's mail-order bride and hope Sarah, who describes herself as plain and tall, will choose to stay with them.

Naylor, Phyllis Reynolds.

The Agony of Alice. 1985. Atheneum, hardcover; Dell/Yearling, paper.

Alice's mother died long ago, and now she's worried that she won't be a normal teenager since she has no one to help her with the hard parts of growing up.

Scott, Elaine.

Ramona: Behind the Scenes of a Television Show.

Photos by Margaret Miller. 1988. Morrow, hardcover; Dell/Yearling, paper.

A lively photo-essay about the making of the Public Broadcasting System's popular television series.

Slepian, Jan.

Broccoli Tapes. 1989. Putnam/Philomel, hardcover;

Scholastic, paper.

Stuck in Hawaii for five months with her family, Sara sends cassette tapes home to her class in Boston describing her experiences, including her adoption of a wild black cat.

Taylor, Mildred D.

The Friendship. Illus. by Max Ginsburg. 1987.

Dial, hardcover.

Taylor, Mildred D.

The Gold Cadillac. Illus. by Michael Hays.

1987. Dial, hardcover.

The Friendship and the Gold Cadillac. Bantam/Skylark, paper.

Two emotionally powerful stories about relations between whites and blacks in the American South.

Building a Home Library:
Middle Grade

ALA Graphics

American Library Association

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Middle Grade



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Alcock, Vivien.

Monster Garden. 1988. Delacorte, hardcover; Dell/Yearling, paper.

Frances (Frankie) Stein's secret experiment with a glob of goo has monstrous results.

Arnold, Caroline.

Saving the Peregrine Falcon. Photos. by Richard R. Hewett. 1985. Carolrhoda, hardcover; Lerner, paper.

Full-color photographs and a brief text describe an unusual project to save the Peregrine falcon from extinction. Chicks are hatched from eggs taken from the wild and later are released when they are strong enough to survive.

Booth, Jerry.

The Big Beast Book: Dinosaurs and How They Got That Way. Illus. by Martha Weston. 1988. Little, Brown.

Fascinating facts, directions for projects and plenty of illustrations in a fun-filled exploration of dinosaurs and fossils.

Byars, Betsy.

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A humorous look at a middle-school boy's notebook in which he wrestles with some of life's harder problems, such as how he could fall in love with three girls within three minutes.

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Ten-year-old Emma's father is having open-heart surgery, so she is sent to stay with her weird Aunt Bea for two very long and difficult weeks.

Frost, Robert.

Birches. Illus. by Ed Young. 1988. Holt.

Atmospheric paintings by Caldecott Medalist Ed Young illustrate the well-known poem about the pleasures of climbing birch trees.

Hughes, Ted.

The Iron Giant: A Story in Five Nights. Illus. by Dirk Zimmer. 1988. HarperCollins.

Everyone fears the iron giant until he does battle with a huge space monster.

Hunter, Mollie.

The Mermaid Summer. 1988. HarperCollins.

In a story full of sorcery and superstition, a man refuses to believe in the power of mermaids, and the strong love of his grandchildren, Anna and Jon, helps him return from a three-year absence under the control of the mermaid's magic.

Hurwitz, Johanna.

The Adventures of Ali Baba Bernstein. Illus. by Gail Owens. 1985. Morrow, hardcover; Scholastic/Lucky Star, paper.

David is dismayed about the three other Davids in his third-grade class and is impressed by **The Arabian Nights** in his search for a new name.

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Sixteen-year-old Sally Lockhart, an orphan living in nineteenth-century London, finds herself involved in a dangerous search for a mysterious ruby.

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Strange Attractors. 1990. Illus. Dutton, hardcover; Penguin/Puffin, paper.

A science fiction novel that explores the scientific theory of chaos, as a teenage science student decides whom he can trust with a powerful time travel device.

Snyder, Zilpha K.

Libby on Wednesday. 1990. Doubleday, hardcover; Dell, paper.

Eleven-year-old Libby, who has never before attended school, finds herself a reluctant member of a weekly writers' workshop after winning a writing competition at her new school.

Voigt, Cynthia.

Sons from Afar. 1987. Atheneum, hardcover; Fawcett/Juniper, paper.

James and Sammy Tillerman begin a quest to learn more about their long-lost father.

Watkins, Yoko K.

So Far from the Bamboo Grove. 1986. Lothrop, hardcover; Penguin/Puffin, paper.

Eleven-year-old Yoko has a harrowing escape from Korea to Japan in this true story, which takes place at the end of World War II.

Westall, Robert.

Blitzcat. 1989. Scholastic.

The black cat, Lord Gort, tries to find her master who has gone to fight for England during World War II.

Wolff, Virginia E.

Probably Still Nick Swansen. 1988. Holt, hardcover; Scholastic, paper.

Nick, a "Special Ed" kid, finds that his date for the prom with a former classmate doesn't go exactly as he has planned.

Building a Home Library:

Young Adult

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Cleary, Beverly.

A Girl from Yamhill: A Memoir. Illus. 1988. Morrow, hardcover; Dell/Yearling, paper.

A moving autobiography explores how the popular author for children became a writer.

Cole, Brock.

The Goats. 1987. Farrar.

A boy and a girl are stripped and marooned on a small island but, through their growing friendship, discover the inner resources to survive this humiliating practical joke.

Conrad, Pam.

Prairie Songs. Illus. by Darryl S. Zudeck. 1985. HarperCollins.

Louisa loves the Nebraska prairie that is her home, but when she makes friends with the doctor's frail, beautiful wife, Emmeline, Louisa discovers not everyone is able to survive the harsh and lonely pioneer life.

Crutcher, Chris.

Stotan! 1986. Greenwillow, hardcover; Dell/Laurel-Leaf, paper.

Four friends from the Frost High swim team are challenged by their coach to a week of intensive training he calls "Stotan Week."

Deaver, Julie R.

Say Goodnight, Gracie. 1988. HarperCollins.

Seventeen-year-old Morgan must find her own way to cope with the sudden death of her best friend, Jimmy.

De Jenkins, Lyll B.

The Honorable Prison. 1988. Dutton/Lodestar, hardcover; Penguin/Puffin, paper.

Teenage Marta and her family are political prisoners because of a moral stand taken by her father, a writer whose newspaper editorials repeatedly attack the military dictator ruling their Latin American country.

Dickinson, Peter.

Eva. 1989. Delacorte, hardcover; Dell/Laurel-Leaf, paper.

After a serious traffic accident, 13-year-old Eva awakens from a coma in a hospital to discover that an unusual medical technique has been used to keep her alive.

Freedman, Russell.

Lincoln: A Photobiography. Illus. 1987. Clarion.

Discover the truth about one of our most intriguing presidents in this profusely illustrated biography.

Furlong, Monica.

Wise Child. 1987. Knopf.

Wise Child is adopted by a local sorceress who tutors her in the healing arts, but the child becomes tempted by promises of a wealthy life when her real mother, a student of the black arts, reappears and tries to lure the child away.

Jones, Diana Wynne.

The Lives of Christopher Chant. 1988. Greenwillow, hardcover; Knopf, paper.

Because he has nine lives, young Christopher Chant, who is learning to be the next Chrestomanci (the one in charge of the world's magic), finds himself involved in a battle with renegade sorcerers.

Mazer, Norma Fox.

After the Rain. 1987. Morrow, hardcover; Avon/Flare, paper. Fifteen-year-old Rachel develops a special relationship with her gruff grandfather after she discovers he is dying.

Myers, Walter Dean.

Scorpions. 1988. HarperCollins.

Jamal, the reluctant leader of the Harlem gang, the Scorpions, finds he earns new respect from his enemies when he carries a gun.

O'Neal, Zibby.

In Summer Light. 1985. Viking, hardcover; Bantam, paper.

With the help of a graduate student who has come to work with her artist father, 17-year-old Kate Brewer learns that she doesn't have to do everything exactly the way her famous father wants it, which encourages her to have the courage to pursue her own artistic goals.

Paulsen, Gary.

Hatchet. 1987. Bradbury, hardcover; Penguin/Puffin, paper.

Thirteen-year-old Brian spends 54 days in the Canadian wilderness after surviving a plane crash that leaves him stranded — and alone.

Peck, Richard.

Remembering the Good Times. 1985. Delacorte, hardcover; Dell/Laurel-Leaf, paper.

Three special friends find their relationship in jeopardy when one finds the pressures to succeed too much to bear.

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James and Sammy Tillerman begin a quest to learn more about their long-lost father.

Watkins, Yoko K.

So Far from the Bamboo Grove. 1986. Lothrop, hardcover; Penguin/Puffin, paper.

Eleven-year-old Yoko has a harrowing escape from Korea to Japan in this true story, which takes place at the end of World War II.

Westall, Robert.

Blitzcat. 1989. Scholastic.

The black cat, Lord Gort, tries to find her master who has gone to fight for England during World War II.

Wolff, Virginia E.

Probably Still Nick Swansen. 1988. Holt, hardcover; Scholastic, paper.

Nick, a "Special Ed" kid, finds that his date for the prom with a former classmate doesn't go exactly as he has planned.

Building a Home Library:

Young Adult

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Building A Home Library

Young Adult



Building a Home Library: Young Adult

Ever wonder what books to have at home or to give as gifts? The American Library Association/Children's Book Council Joint Committee recommends these titles for young adult readers. They are contemporary books available in both hardcover and paperback and will enhance a basic home library. Three other pamphlets recommend books for preschoolers, early school-age readers and middle-grade readers. Ask your librarian or bookseller for more suggestions.

Cleary, Beverly.

A Girl from Yamhill: A Memoir. Illus. 1988. Morrow, hardcover; Dell/Yearling, paper.

A moving autobiography explores how the popular author for children became a writer.

Cole, Brock.

The Goats. 1987. Farrar.

A boy and a girl are stripped and marooned on a small island but, through their growing friendship, discover the inner resources to survive this humiliating practical joke.

Conrad, Pam.

Prairie Songs. Illus. by Darryl S. Zudeck. 1985.

HarperCollins.

Louisa loves the Nebraska prairie that is her home, but when she makes friends with the doctor's frail, beautiful wife, Emmeline, Louisa discovers not everyone is able to survive the harsh and lonely pioneer life.

Crutcher, Chris.

Stotan! 1986. Greenwillow, hardcover; Dell/Laurel-Leaf, paper.

Four friends from the Frost High swim team are challenged by their coach to a week of intensive training he calls "Stotan Week."

Deaver, Julie R.

Say Goodnight, Gracie. 1988. HarperCollins.

Seventeen-year-old Morgan must find her own way to cope with the sudden death of her best friend, Jimmy.

De Jenkins, Lyll B.

The Honorable Prison. 1988. Dutton/Lodestar, hardcover; Penguin/Puffin, paper.

Teenage Marta and her family are political prisoners because of a moral stand taken by her father, a writer whose newspaper editorials repeatedly attack the military dictator ruling their Latin American country.

Dickinson, Peter.

Eva. 1989. Delacorte, hardcover; Dell/Laurel-Leaf, paper.

After a serious traffic accident, 13-year-old Eva awakens from a coma in a hospital to discover that an unusual medical technique has been used to keep her alive.

Freedman, Russell.

Lincoln: A Photobiography. Illus. 1987. Clarion.

Discover the truth about one of our most intriguing presidents in this profusely illustrated biography.

Furlong, Monica.

Wise Child. 1987. Knopf.

Wise Child is adopted by a local sorceress who tutors her in the healing arts, but the child becomes tempted by promises of a wealthy life when her real mother, a student of the black arts, reappears and tries to lure the child away.

Jones, Diana Wynne.

The Lives of Christopher Chant. 1988. Greenwillow, hardcover; Knopf, paper.

Because he has nine lives, young Christopher Chant, who is learning to be the next Chrestomanci (the one in charge of the world's magic), finds himself involved in a battle with renegade sorcerers.

Mazer, Norma Fox.

After the Rain. 1987. Morrow, hardcover; Avon/Flare, paper.

Fifteen-year-old Rachel develops a special relationship with her guff grandfather after she discovers he is dying.

Myers, Walter Dean.

Scorpions. 1988. HarperCollins.

Jamal, the reluctant leader of the Harlem gang, the Scorpions, finds he earns new respect from his enemies when he carries a gun.

O'Neal, Zibby.

In Summer Light. 1985. Viking, hardcover; Bantam, paper.

With the help of a graduate student who has come to work with her artist father, 17-year-old Kate Brewer learns that she doesn't have to do everything exactly the way her famous father wants it, which encourages her to have the courage to pursue her own artistic goals.

Paulsen, Gary.

Hatchet. 1987. Bradbury, hardcover; Penguin/Puffin, paper.

Thirteen-year-old Brian spends 54 days in the Canadian wilderness after surviving a plane crash that leaves him stranded — and alone.

Peck, Richard.

Remembering the Good Times. 1985. Delacorte, hardcover; Dell/Laurel-Leaf, paper.

Three special friends find their relationship in jeopardy when one finds the pressures to succeed too much to bear.

EDUCATION

To raise literate kids, plant seeds of reading early

By Beth Ashley
USA TODAY

Nothing prepares a kid better for reading than being read to, experts say.

"The single most important thing a parent can do to help a child learn to read is to read to the child early and often — and I mean early, a few months old," says Banita Somerfield of the Barbara Bush Foundation for Family Literacy.

Finding time to read may be tough, but parents across America are doing their best: Shari Thompson of St. Paul Park, Minn., says she read to her child, Jessica, even before Jessica was born. "I was told that even in utero a baby can hear your voice."

A Yankelovich Partners study in November said that 80% of parents believe reading to their children enhances educational development. Half said they read to their children daily, if only for 20 minutes.

"Parents are doing a pretty good job," says reading expert Linda Gambrell of the University of Maryland.

The Yankelovich survey also found that single parents tend to read to their children more often than two-parent households. "A single mother spends time with her children that she would otherwise spend with her spouse," Thompson says.

Ruth Graves of Reading Is Fundamental (RIF), which serves 3.8 million children nationwide, says parents need support from "the whole village" if children are to learn to read. She praises companies like UGI Corp. in Pennsylvania, which sponsors RIF programs in schools, and Nestlé in California, which has "adopted" 100 RIF schools. Employees of both volunteer to read to kids.

"It would be helpful if more businesses recognized that employees have lives outside their employment, and that being family-friendly is not only good for the country but good for the company."

Three times a year, RIF lets kids in schools, libraries, hospitals, day care centers and Head Start programs pick out a book to take home and keep, no strings attached.

Gambrell says "children should have lots of books. The way we increase the time children read is if they have books at home."

Having books, magazines and newspapers at hand is a big factor in



Brain medicine: Kids should learn to like books, says Perri Klass of Boston Medical Center's Reach Out and Read, which 'prescribes' books for poor kids. 'You have to see (books) as places to go for pleasure as well as information.'

getting kids to read, Somerfield says. And "parents who read at home are models for their children. 'If Mommy or Daddy reads, this must be a good thing to do.'"

"You walk into my house, everyone has a book," says Marie Knight, 34, of Detroit, single mother of three. "I keep a book in my purse."

A reader since childhood — "you can live in another country with a book" — Knight reads to her children every day. "I just make the time, because it's something I like to do." Her youngest daughter has been able to read since preschool.

Lynn Melchior, also of St. Paul Park, says reading aloud doesn't always guarantee children will become good readers: Two of hers read avidly, the middle one "struggles every day." If kids flounder, she says, parents should take charge.

"We are working with a reading specialist. If you're a poor reader, it af-

fects everything."

If families are too busy for reading time, "it's important to turn off the TV," Melchior says. "Even if the kids aren't reading, they can find something else to do besides TV, which is the worst thing that ever happened to reading."

Susan Neuman of Temple University says two to four hours a day of TV help with literacy — "a television set is a word machine" — but more is detrimental, "symbolic of a lack of other activities in the household."

Paul Andrews, an Austin, Texas, bookkeeper, not only reads to his two children but finds time (often vacation time) to read in schools where most of the kids are poor.

To lure them to read, he and other volunteers read snips of books, portray a story character or get (for example) a firefighter to explain how important it is to do well in reading.

At the Boston Medical Center, the

Reach Out and Read program began when pediatricians wanted some way to help poor children who had few, if any, books at home. Now the pediatricians prescribe parental reading as part of their treatment of the children and send a book home each time a child comes in.

"The doctors realized that kids in poverty lag way behind developmentally in their ability to listen to stories, to sequence what happens and even to learn to turn pages," says medical director Perri Klass.

Sometimes parents themselves can't read, Klass says, but pediatricians encourage them to "look at the book with their child and make up a story to fit it."

To learn to read, "you have to like books," Klass says. "You have to see them as places to go for pleasure as well as information. If not, when you get to school, books will have no point!"

A checklist for skills

To help parents understand children's reading progress, the Council for Educational Development and Research (CEDAR) has outlined checkpoints. They are not an item-specific recipe for every child but highlight skills that develop naturally. The child:

In kindergarten

► Knows print carries meaning by turning pages in a storybook to find out what happens next.

► Knows what written language looks like by recognizing that words are combinations of letters and identifying specific letters in unfamiliar words.

► Identifies and names letters of the alphabet by saying the alphabet and pointing out letters of the alphabet in a text.

► Knows how books work by holding them right side up, reading from left to right and top to bottom and beginning at the front and moving to the back.

In third grade

► Improves comprehension while reading a variety of simple texts by thinking about what is known and asking and answering questions while reading.

► Applies word-analysis skills while reading by using phonics and simple context clues to figure out unknown words and using word parts — root words, prefixes, suffixes and similar words.

► Understands elements of literature — author, main character, setting — by coming to a conclusion about events, characters and settings in stories.

► Understands the characteristics of various simple genres — fables, realistic fiction, folk tales, poetry and humorous stories.

► Uses correct and appropriate language conventions when responding to text by correctly spelling common words, using capital letters and punctuation correctly, using appropriate and varied word choice and using complete sentences.

In sixth grade

► Uses strategies to figure out

unfamiliar words by sounding out new words when reading aloud, using context such as looking at the whole sentence and surrounding sentences, using phonics and using reference materials.

► Reads a variety of texts, such as social studies, math and science, as well as the local newspaper and popular magazines.

► Summarizes information from what has been read by explaining what happened in a book or story, what makes the main character tick and the author's reason for writing it.

► Understands how the elements and characteristics of literature interact by distinguishing whether an author is writing in the first or third person.

In ninth grade

► Uses decoding and comprehension strategies to get information from a wide range of materials — textbooks, classic novels such as *Great Expectations* and *To Kill a Mockingbird*, and magazines such as *Time* and *Psychology Today*.

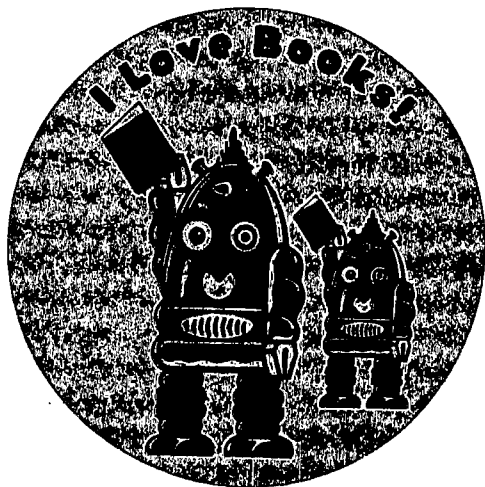
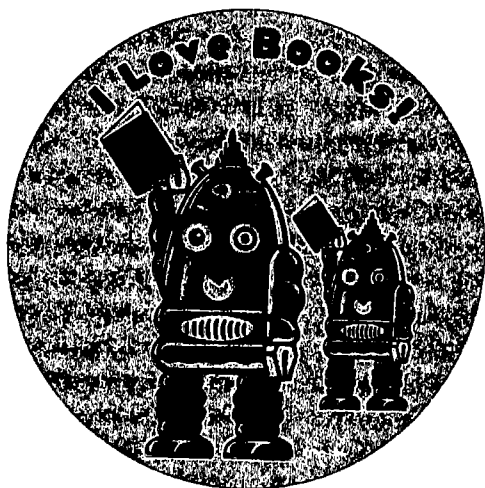
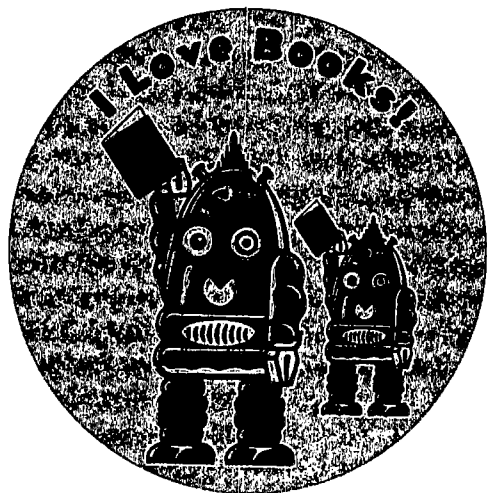
► Demonstrates reading comprehension by explaining a character's traits, motivation and actions in the story, the theme and message or moral of a book.

In 12th grade

► Reads a variety of texts on a number of subjects to build knowledge and skills, conducting research on issues of personal interest, asking questions as the student ponders the issues, and making connections between new information and personal experiences.

► Demonstrates aesthetic appreciation of reading materials by commenting on the language, including the rhythm and rhyme of the text, critically evaluating texts in regard to their plots, themes, character traits, motives and the effect of the setting on the characters and the plot.

Free copies are available from CEDAR, 2000 L St. N.W., Suite 601, Washington, D.C. 20036, 202-223-1593.



says he needs \$6.5 million. Democrats say \$1.8 million is plenty and threaten to filibuster any GOP attempt to grab more money. On Tuesday, the Senate is expected to vote on a constitutional amendment to require Congress to balance the federal budget. The amendment appears likely to fail by one vote, just as it did two years ago.

■ **Education.** Education Secretary Richard Riley testifies on Wednesday before the House Committee on Education and the Workforce about the president's education initiatives. Among the proposals are national exams to raise standards and tax incentives to increase college enrollment. On Thursday, Lamar Alexander, former education secretary and GOP presidential aspirant, appears before the same committee. On Tuesday, Federal Reserve Chairman Alan Greenspan offers his economic forecast to the House Budget Committee. —David Fischer

LETTERS

The prescription for smart kids

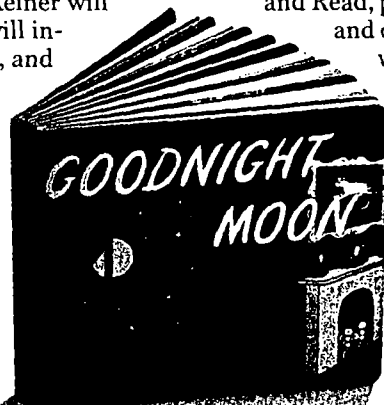
Once upon a time, bedtime stories were reserved for children who were old enough to understand words. But that will change if some grown-ups get their way. In his State of the Union message, President Clinton challenged parents to "read with your children every night," noting that "learning begins in the first days of life." Next month, the White House will convene a conference on early childhood learning and brain development. Film director Rob Reiner will organize a media blitz that will include a TV special, a CD-ROM, and a video on the pint-size incrowd. The message: Experience stimulates a child's brain to grow, and early experience counts the most. The brain reaches 80 percent of its full development by a child's first birthday.

Now that the baby's brain is no longer a mystery, the question is how to put the latest understanding about

childhood development to best use. "There's a mismatch between when the brain is most easily influenced and when they're spending money to do the influencing," says Bruce Perry, associate professor of psychiatry at Baylor College of Medicine. In other words, the federal Head Start program starts too late. One new initiative, Early Head Start, is aimed at pregnant women, infants, and toddlers. In another program called Reach Out

and Read, pediatricians in 83 hospitals and clinics around the country write out prescriptions for parents to spend time reading with their very young children every day. Perri Klass, medical director of Reach Out and Read, says, "We give shots to prevent deadly diseases, and we talk about reading in that context." That practically makes *Goodnight Moon* required reading.

—Linda Kulman



Writing new rules on reading

Educators use federal mandate to try innovative approaches

<http://www.usatoday.com>

USA
TODAY

Life

WEDNESDAY, JANUARY 29, 1997



A clinic on reading: Ian Schwartz, left, of the Boston Medical Center, gives encouragement as Martiza Yamilles reads to her 1-year-old daughter, Urena.

COVER STORY

The push is on to ensure literacy by third grade

By Tamara Henry
Beth Ashley
USA TODAY

Two years ago, Vicky Velasquez was a fourth-grader who couldn't read.

Frustrated with constant schoolwork failures, Vicky had become a withdrawn 10-year-old. That was before Diane Crawford, principal at Robb Elementary School in Uvalde, Texas, tested Vicky and found she was an "extremely kinesthetic learner" — that is, she learned best through motion.

The solution: The youngster was taught penmanship drills that gave each letter of the alphabet a body movement.

"Somehow or another it clicked in her mind," Crawford says. "So when taking spelling tests, she pictures herself outside, making the moves."

Vicky is now a "solid" sixth-grader. The strategy, though unconventional, was successful. And that's what matters to Crawford. When it comes to reading, she says, "we really work with the child until we find something that works."

Across the nation, more and more educators

and community activists are trying to find "something that works," conventional or otherwise, to teach children to read.

The ability to read is a fundamental skill. Yet nearly half of the 44 million kindergarten-12th grade public school children can't read well.

The nation's Reading Report Card showed that in 1994, 41% of fourth-graders were reading below grade level, as were 31% of eighth-graders and 25% of high school seniors.

Experts say it's a crisis that can't be ignored. Richard Long of the International Reading Association considers below-grade-level reading as being functionally illiterate in today's high-tech, global economy. He says such reading skills were adequate in the 1970s but are not in the 21st century if the nation is to maintain its economic edge or high standard of living.

Alarmed by the statistics, President Clinton last August announced America Reads, a \$2.75 billion, five-year initiative designed to ensure that all children are literate by the third grade. Clinton proposed to offer federal funds to state,

Please see COVER STORY next page



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COVER STORY

Houston will launch its own reading program Friday

Continued from 1D

local and national programs that would teach parents to help children read.

The initiative also would fund individual tutoring for children in kindergarten-third grade.

Volunteer tutors are being recruited from all areas, including college students involved in the federal work-study program to finance their education.

The goal, says Carol Rasco, whom Clinton appointed to oversee America Reads, is for children to read "well and independently" at grade level.

On Friday, Houston will be the first city to launch its own

ca Reads program. Education Secretary Richard Riley will join Mayor Bob Lanier in Houston for a celebration that includes visits to elementary schools and literacy programs. Other cities will follow, Rasco predicts, as will "some

states that will decide to do it as a statewide emphasis."

Other groups across the nation have major efforts to attack illiteracy. Among them:

► New York City's YMCA on Tuesday kicked off an extended school day program with literacy as the theme. YMCA of Greater New York president Phila Gavin says the \$5.5 million "Virtual Y" program will be opened in 200 schools over a two-year period, targeting 10,000 students in grades two-four. The program is considered the largest privately funded initiative in the Y's history and is an offshoot to both Clinton's program and an initiative of school chancellor Rudolph Crew.

"The estimates here in New York City are that only 40% of young people at the third grade are reading at grade level," Gavin says. "We're trying to take the best of what the Y has always done ... and add a real

focus on literacy."

► An 8-year-old program at the Boston Medical Center, now being replicated at clinics nationwide, has pediatricians "prescribing" parental reading sessions for children and sending a book home each time a child visits. The Reach Out and Read program began when pediatricians noticed that poor kids wanted to take books from clinic waiting rooms because they had none in their homes.

"On every single patient, we spend 10 minutes of the visit explaining how important it is to read," says Ian Schwartz.

Kids at the clinic not only get gift books with each visit, but they also hear stories read by volunteers in the waiting room.

Schwartz says the children's progress is evaluated every six months during periodic check-ups. Children ages 4 and 5 "tell us how good the book was, and you can see how the moms spent some time with them."

Schwartz, a native of Mexico who is a resident at the center, says Latino patients "are very, very grateful" for the program. He explains that many are recent immigrants who have not yet had the time to find day care centers or early childhood programs for their youngsters. Also, he says, many have lived in countries that do not offer library services.

► The Reading Styles Institute in Syosset, N.Y., proposes a number of reading strategies at the 10 model schools it operates and the five new schools targeted to implement its program. Institute trainers work with 200 school districts a year and estimate it has trained 100,000 teachers in its 12-year history. Teachers are taught to identify a child's strength and teach reading using those strengths, whether it's using phonics, whole language, a combination of the two, recorded

or choral reading.

Marie Carbo, executive director of the institute, says third-graders are the targeted group for school literacy programs because this is the age when a shift begins in schools. She says teachers start to place more demands on students with homework, book reports and other activities that require reading comprehension and analysis. A child who cannot read at the expected level in the third grade suddenly is at a great disadvantage in all other subjects and will quickly fall behind his or her peers.

Robb Elementary School, where Vicky Velasquez attended the fourth grade, formed a partnership with the institute in 1993, and many of the institute's strategies have been adopted as part of the curriculum throughout the entire Uvalde school district. Vicky was among the first group of students to benefit from the institute's program.

Crawford, Robb's principal, also tells of Richard Trevino, who had difficulty reading in the fourth grade, too, but now is a reader. Tests showed he had "synaptic sensitivity." In which black letters on white paper produced a glare, Crawford says that help for Richard was "as simple as running his work off on color paper. It wasn't glaring any more, he could really read it."

Farm families make up most of Uvalde; 20% are migrant farmers.

Seventy-eight percent of the students are Hispanic, many have limited proficiency in English, and 75% come from families considered economically disadvantaged.

When the school district first used the strategies in 1993, only 21% of the students at some grade levels had correctly answered 70% or more of questions on a reading test — the level that indicates mastery of

the material. By last May, says assistant superintendent Barbara Skipper, nearly 70% of the students were passing the test with a score above 70.

Skipper says the success of the Reading Styles II program has now made Uvalde teachers believe that all children can learn to read by the third grade.

But to accomplish that goal, she says, "you have to be very focused on reading and very committed."

That means that we sometimes teach reading more than once during the day. We sometimes the kids after school and work on reading. We work with in the summer on reading.

It's a goal worth the effort, she says.

"If they can't read, they can't do science or social studies or math. If we want kids to be productive in the 21st century, they are going to have to be able to read."

A 'Prescription' to Stimulate Young Minds

Success of Reading Encouragement Program at Boston Clinic Leads Other Hospitals to Follow Suit

By Kevin McManus
Washington Post Staff Writer

It looks rather innocuous, the little pad carried by doctors in the pediatric clinic at St. Agnes Hospital in Baltimore. "PRESCRIPTION FOR READING," each sheet says, and below, in the space where a doctor might scribble something about medicine, there is the printed instruction, "Share a book with Your Child." Following that are two options: "Every night at bedtime" and "For ___ minutes a day." It has the feel of a sweet, but humorous prescription.

To the doctors who sign and distribute them, though, these prescriptions are serious business. Since last August, St. Agnes has been taking part in a literacy program targeting very young children and their parents who might not spend time with books on their own. The program, organized by a Boston-based group called Reach Out and Read, consists of three elements: volunteers reading to children in clinic waiting rooms, pediatricians urging parents to read to kids at home and youngsters helping themselves to free books.

St. Agnes is one of 71 sites in 31 states where the reading program has taken root.

"The earlier you expose a child to reading, the better he's able to process reading," says pediatrician Kenneth Koskinen, pausing for a breather on a busy morning at St. Agnes. "It's almost like you turn the computer on earlier, the computer is smarter and is able to process the information faster and better as the child gets older."

For some new parents, of course, the reading-aloud habit arises naturally and irresistibly. But among many families in the low-income population served by St. Agnes, Koskinen says, the habit needs to be introduced and pushed—because books cost money, because parents are busy and sometimes because parents lack confidence in their own literacy. "The majority of the patients that we see are on medical assistance," Koskinen says, "and the environment from which these people come is not necessarily optimal for learning."

After a doctor hands a reading prescription to a parent, the child is invited to select a take-home prize from a set of bookshelves near the nurses' station. "Our most popular books are the ones for infancy to 2 years, because that's when we see the children the most," says nurse Roberta Poulton as she shows off shelves packed tightly with donated books.

Once selected, a volume is fitted with a bookplate bearing the child's name. During the past six months, Poulton says, many kids apparently have come to associate the clinic with free books: They're quick to ask for one whenever they visit.

Down the hall from the bookshelves, in a waiting room, volunteer Eula Gray finishes reading a story to a little boy. He slips quietly from his seat, takes his mom's hand and heads for his checkup. Gray begins bundling up for the outdoors. She has completed her shift here—two hours of open books and eager listeners—and she is happy.

"I used to be a teacher, and I know how important it is for children to listen to reading from the very earliest ages," Gray says. "It gives them a real sense of reading." She too gets something from the exercise: "My children are all grown, and I miss having someone to read to."

Most parents appear glad to have their kids entertained by storytellers, Gray says. But occasionally there is tension, as when one mother told Gray it made no sense to read to an infant, since infants don't understand words.

"But then I saw [the mother] the next month," Gray says, "and she told me, believe it or not, that she had decided to do so. And she felt the baby had responded to her voice."

Experts say a parent's voice is just one of several powerful stimuli for a baby. In a 1992 article in *Contemporary Pediatrics*, Robert Needlman and Barry Zuckerman, co-founders of the reading program, described what they believe happens when parents read aloud to kids, early and often:

"Children ... learn to associate books with their parents' love and attention. They have an emotional tie to the books, founded in their earliest relationships. Favorite books may join teddy bears



BY GERALD MARTINEAU—THE WASHINGTON POST

Paul Cattle volunteers at St. Agnes Hospital to read to children because he says it is fun "sharing in their fantasy adventures through books." His audience here is, from left, Brianna Crenshaw, Taylor Gable and Bilal Iqbal.

and blankets as transitional objects, easing the separation at bedtime. Children also use stories to satisfy desires vicariously and to work through their fears and problems."

Youngsters who've formed these emotional ties before age 1 probably enjoy a huge advantage over kids who know nothing of books until they start alphabet studies in kindergarten, Needlman and Zuckerman say. "When reading is presented as a set of cognitive tasks that are unconnected to the child's basic interests," the coauthors write, "children who are not already strongly motivated to read may see it as an empty exercise or, worse, a form of slow torture."

It was in 1990 that Needlman and Zuckerman first shaped these ideas into a public program. The catalyst was a conversation about visitors taking books from a waiting room at Boston City Hospital, where the two men then worked. Zuckerman recalls saying something like, "Maybe that's a good place for the books to be—at home with kids."

The doctors aimed to capitalize on the special relationship between a parent and a pediatrician. They figured that prescriptions of daily reading would stand a good chance of being acted upon because of parents' respect for doctors.

The only evaluation of the program has focused on mothers in the Boston City Hospital program. Zuckerman says it found that these women were four times more likely to read aloud to their children than mothers from similar socioeconomic backgrounds who hadn't taken part in the program.

Zuckerman says kids in the program are being studied now, "but we don't have any data yet." Then again, he doesn't feel he needs hard data to sell the concept of early literacy, which holds tremendous appeal for many book-loving adults.

One of those adults is Perri Klass, a Boston Medical Center pediatrician and writer who is Reach Out and Read's medical director.

Klass says, "There are a limited number of things that I actually give parents." Among the "life and death" items she strongly urges parents to get are medicines, bike helmets, car safety seats and window guards. "And I think that when you hand over a book, it puts the book in that category: I don't want your child to grow up without this."

Another bibliophile who is sold on the program is First Lady Hillary Rodham Clinton, who last week plugged Reach Out and Read (without mentioning it by name) in a *Time* magazine essay.

Washington's first Reach Out and Read program may begin as early as May at Children's National Medical Center. Sandra Cuzzi, the pediatrician who's setting it up, says she has a \$3,000 grant and needs about \$12,000 more to buy books for the first year at the hospital's General Pediatric Ambulatory Center.

"Most of the parents that I speak with now, when I discuss reading with them, they don't have children's books at home," Cuzzi says. "That's not a priority. So I hope that by making that a presence in the home, it will become important."

A 'Prescription' to Stimulate Young Minds

Success of Reading Encouragement Program at Boston Clinic Leads Other Hospitals to Follow Suit

By Kevin McManus
Washington Post Staff Writer

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For some new parents, of course, the reading-aloud habit arises naturally and irresistibly. But among many families in the low-income population served by St. Agnes, Koskinen says, the habit needs to be introduced and pushed—because books cost money, because parents are busy and sometimes because parents lack confidence in their own literacy. "The majority of the patients that we see are on medical assistance," Koskinen says, "and the environment from which these people come is not necessarily optimal for learning."

After a doctor hands a reading prescription to a parent, the child is invited to select a take-home prize from a set of bookshelves near the nurses' station. "Our most popular books are the ones for infancy to 2 years, because that's when we see the children the most," says nurse Roberta Poulton as she shows off shelves packed tightly with donated books.

Once selected, a volume is fitted with a bookplate bearing the child's name. During the past six months, Poulton says, many kids apparently have come to associate the clinic with free books: They're quick to ask for one whenever they visit.

Down the hall from the bookshelves, in a waiting room, volunteer Eula Gray finishes reading a story to a little boy. He slips quietly from his seat, takes his mom's hand and heads for his checkup. Gray begins bundling up for the outdoors. She has completed her shift here—two hours of open books and eager listeners—and she is happy.

"I used to be a teacher, and I know how important it is for children to listen to reading from the very earliest ages," Gray says. "It gives them a real sense of reading." She too gets something from the exercise: "My children are all grown, and I miss having someone to read to."

Most parents appear glad to have their kids entertained by storytellers, Gray says. But occasionally there is tension, as when one mother told Gray it made no sense to read to an infant, since infants don't understand words.

"But then I saw [the mother] the next month," Gray says, "and she told me, believe it or not, that she had decided to do so. And she felt the baby had responded to her voice."

Experts say a parent's voice is just one of several powerful stimuli for a baby. In a 1992 article in *Contemporary Pediatrics*, Robert Needleman and Barry Zuckerman, co-founders of the reading program, described what they believe happens when parents read aloud to kids, early and often:

"Children ... learn to associate books with their parents' love and attention. They have an emotional tie to the books, founded in their earliest relationships. Favorite books may join teddy bears



BY GERALD MARTINEAU—THE WASHINGTON POST

Paul Cattle volunteers at St. Agnes Hospital to read to children because he says it is fun "sharing in their fantasy adventures through books." His audience here is, from left, Brianna Crenshaw, Taylor Gable and Bilal Iqbal.

and blankets as transitional objects, easing the separation at bedtime. Children also use stories to satisfy desires vicariously and to work through their fears and problems."

Youngsters who've formed these emotional ties before age 1 probably enjoy a huge advantage over kids who know nothing of books until they start alphabet studies in kindergarten, Needleman and Zuckerman say. "When reading is presented as a set of cognitive tasks that are unconnected to the child's basic interests," the coauthors write, "children who are not already strongly motivated to read may see it as an empty exercise or, worse, a form of slow torture."

It was in 1990 that Needleman and Zuckerman first shaped these ideas into a public program. The catalyst was a conversation about visitors taking books from a waiting room at Boston City Hospital, where the two men then worked. Zuckerman recalls saying something like, "Maybe that's a good place for the books to be—at home with kids."

The doctors aimed to capitalize on the special relationship between a parent and a pediatrician. They figured that prescriptions of daily reading would stand a good chance of being acted upon because of parents' respect for doctors.

The only evaluation of the program has focused on mothers in the Boston City Hospital program. Zuckerman says it found that these women were four times more likely to read aloud to their children than mothers from similar socioeconomic backgrounds who hadn't taken part in the program.

Zuckerman says kids in the program are being studied now, "but we don't have any data yet." Then again, he doesn't feel he needs hard data to sell the concept of early literacy, which holds tremendous appeal for many book-loving adults.

One of those adults is Perri Klass, a Boston Medical Center pediatrician and writer who is Reach Out and Read's medical director.

Klass says, "There are a limited number of things that I actually give parents." Among the "life and death" items she strongly urges parents to get are medicines, bike helmets, car safety seats and window guards. "And I think that when you hand over a book, it puts the book in that category: I don't want your child to grow up without this."

Another bibliophile who is sold on the program is First Lady Hillary Rodham Clinton, who last week plugged Reach Out and Read (without mentioning it by name) in a *Time* magazine essay.

Washington's first Reach Out and Read program may begin as early as May at Children's National Medical Center. Sandra Cuzzi, the pediatrician who's setting it up, says she has a \$3,000 grant and needs about \$12,000 more to buy books for the first year at the hospital's General Pediatric Ambulatory Center.

"Most of the parents that I speak with now, when I discuss reading with them, they don't have children's books at home," Cuzzi says. "That's not a priority. So I hope that by making that a presence in the home, it will become important."

PHOTOCOPY PRESERVATION

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