READING A STORY BOOK WITH VARIOUS INTERVENTIONS: INCREASING THE VERBAL PARTICIPATION OF RELUCTANT 3-TO 5-YEAR-OLD CHILDREN

BY

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THESIS

Submitted in partial fulfillment of the requirements for the degree of Master of Arts in Curriculum and Instruction in the Graduate College of the University of Illinois at Urbana-Champaign, 2014

Urbana, Illinois

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Abstract

This study analyzes the most effective methods for increasing verbal participation among three- to five-year-old children who are reluctant to participate during storybook reading lessons in a large group setting. The project employed various interventions, including different styles of questioning, the use of visual aids, and varying voices for storybook characters. Five three- to five-year-old children were selected for analysis from among 26 children of a university affiliated preschool classroom. Observations of children and teacher interactions as well as teacher interviews provide data and detailed descriptions of the effectiveness of the various interventions utilized. Specifically, the results of the study are used to explain how reluctant children react and engage according to the various methods of reading a storybook to three- to five-year-old preschool children in large group lessons. The results of this study contribute not only to understanding of reluctant preschool children, but will also provide recommendations and strategies for increasing participation, engagement, and ultimately education and development among these children.
To my parents, grandmother, and my brother
Table of Contents

Chapter 1 Introduction ..............................................................................................................................................1
Chapter 2 Literature Review ........................................................................................................................................4
Chapter 3 Method ......................................................................................................................................................14
Chapter 4 Results ....................................................................................................................................................27
Chapter 5 Discussion and Conclusions ....................................................................................................................50
References ...............................................................................................................................................................52
Appendix A Parental Consent Form .........................................................................................................................56
Appendix B Teacher Consent Form ............................................................................................................................60
Appendix C Behavior Chart .......................................................................................................................................62
Appendix D Sign Language Used in the Class ...........................................................................................................63
Appendix E Book List ...............................................................................................................................................64
Chapter 1

Introduction

While teaching preschool classes, I have observed a few 3- to 5-year-old students who hesitate to verbally participate and interact in group settings. These students were reluctant to participate in activities such as story reading and questioning sessions. I was concerned about their participation since their lack of involvement may later affect their school success. I thought that there should be ways for teachers to help reluctant children (Earl & Maynard, 2007; Sanacore, 2008) improve their verbal and nonverbal participation.

Reading a storybook is one of the daily activities in my classroom. Researchers have emphasized the importance of reading storybooks to children and have outlined the advantages of doing so (Cabell, Justice, Vukelich, Buell, & Han, 2007; Teale, 2003). Various studies suggest that reading a storybook should occur in the daily classroom schedule (Dickinson, McCabe, & Anastasopoulos, 2003; Martinez & Teale, 1989; Morrow & Brittain, 2003; Teale, 2003). I experienced firsthand how reading a storybook helps children to improve their language development. From that observation, I felt that this activity may also be beneficial for reluctant children to develop their oral language. I decided to conduct research designed to explore factors that influence the participation level of reluctant children during reading a storybook lesson in a large group.

In my research, I focused on the effects of reading storybooks. Research has shown that reading a storybook allows children to “stimulate their interest, their emotional development, their imagination, and their language” (Seefeldth, 2003, p. 2). Reading a storybook could enhance young children’s literacy development (Teale, 2003). When children heard stories, they developed and increased their awareness of print, sounds, and comprehension (Morrow &
Brittain, 2003). Also, research indicated that through reading stories, students are provided with opportunities for interaction and self-expression. When a teacher reads a book aloud, children develop a special bond with the story while having “feelings of warmth, security, love, and family unity” (Seefeldth, 2003, p. 2). Reading a storybook helped both first and second-language learners develop their oral language (Fisher, Flood, Lapp, & Frey, 2004). Based on these research findings, I hypothesized that reading storybooks enables children to relate to and empathize with the storylines. In this way, it is possible that the shared similarity will motivate the reluctant children to verbalize their thoughts and engage in group discussions.

The purpose of this study is to examine the effect of reading a storybook with (a) different kinds of questioning, (b) the use of visual aids, and (c) changing voices for characters on the verbal participation level of 3- to 5-year-old reluctant children. The study group was formed with normal developing children who demonstrate a low level of verbal participation in group settings.

The present study explored which methods would work the best for reluctant children who do not demonstrate extensive verbal participation. While observing students for participation, I focused not only on verbal participation, but also on facial expressions, nods, hand signs, and other possible reactions. The main research questions of this project are:

1. How do reluctant children respond to different ways of reading a storybook?
2. How do teachers help reluctant children participate during storybook reading in a large group setting?
3. What are the best ways of helping reluctant children verbally participate?

**Definition of Terms**

*Reading a storybook:* Adults or teachers are reading a storybook aloud to children.
Reluctant child: A child who hesitates and/or is unwilling to participate verbally, such as a shy or quiet child.

Verbal participation: Various forms of verbal participation include discussion, making comments, and asking questions, among others.

Nonverbal participation: Nonverbal communications include gestures, eye contact, body movements, and facial communication, among others.
Chapter 2

Literature Review

I begin this chapter by reviewing studies on the purposes of reading storybooks in large groups. I then turn to suggested purposes and best practices for storybook reading in the classroom. I then define and discuss forms of verbal and nonverbal participation. Next, I present definitions and examples of the reluctant child in large group lessons. Finally, I review various ways of increasing the participation levels of reluctant children.

Reading Storybooks

Reading a storybook to children in large groups is widely used as an important daily activity among early childhood classrooms (Martinez & Teale, 1989; Morrow & Brittain, 2003; Pentimonti & Justice, 2010; Schneider & Hayward, 2010; Teale, 2003). Many different terms were used to refer to the practice of reading a storybook, such as storytelling (Isbell, Sobol, Lindauer, & Lowrance, 2004; Keller, 2012; McDonald, 2009), book reading (Dickinson, McCabe, & Anastasopoulos, 2003), storybook reading (Martinez & Teale, 1989; Morrow & Brittain, 2003) and reading aloud (Teale, 2003). All of these terms referred to adults or teachers reading a storybook aloud to children. Researchers asserted that reading a storybook, or storytelling, book reading, or reading aloud, is one of the most important and effective methods of promoting young children’s language development (Gelumini-Hornsby, Ainsworth, & O’Malley, 2011; Justice & Pence, 2005; Keller, 2012; McGee & Rechgels, 2003; Martinez & Teale, 1989; McDonald, 2009; Neuman, 2007; Schneider & Hayward, 2010; Szarkowicz, 1999; Tallant, 1992; Teale, 2003).
Teale (2003) stated that “reading aloud is a way for teachers to promote children’s early literacy development” (p. 116). He noted that by having storybook time, children’s phonemic awareness and prediction can be seen to improve significantly. He also indicated that children build comprehension skills during lessons that involve reading aloud. Children could develop their critical thinking ability, comprehensive skills, vocabulary, communication skills, knowledge, phonological awareness, and phonemic awareness, etc., through the teaching method of storybook reading (Cabell, Justice, Vukelich, Buell, & Han, 2007; Gelumini-Hornsby, Ainsworth, & O’Malley, 2011; Justice & Pence, 2005; Norton & Anfin, 1996; Tallant, 1992; Teale, 2003; Wiseman, 2010).

Justice, McGinty, Piasta, Kaderavek, and Fan (2010) indicated that while the teacher is reading aloud, children can share their experiences with print. Justice et al. stated that children develop awareness and knowledge about print during reading aloud lessons. They also emphasized that the “dialogic reading method” positively affects children’s oral language development in addition to all the areas of development previously mentioned (p. 505).

These studies suggested that reading a storybook should be incorporated into the daily schedules of early childhood classrooms (Dickinson, McCabe, & Anastasopoulos, 2003; Martinez & Teale, 1989; Morrow & Brittain, 2003; Teale, 2003). Morrow and Brittain’s (2003) “investigations have shown that children in experimental classrooms who were read to daily over long periods of time scored significantly better on measures of vocabulary, comprehension, and decoding ability that children in the control groups who were not read to by an adult” (p. 142). The authors also mentioned that there are negative effects of storybook reading. For instance, although there were positive effects of teachers interacting with children during storybook reading, the read aloud method could not be the “magical effect on literacy development” (p. 5).
The authors also indicated that children developed their vocabulary through discussing the meaning and usage of new words introduced when teachers read storybooks aloud. They also described how children may develop a new world with imagination inspired through storybook reading.

Seefeldt (2003) mentioned that children may expand their experience with reading storybook lessons. New stories can inspire children to imagine as well as “stimulate their interest and emotional development” (p. 2). She described how children may expand their development by comparing their lives and the character’s life through interactive discussions. This research indicated that reading different kinds of stories not only expanded children’s experiences, but also enhanced their vocabulary growth.

Pentimonti and Justice (2003) emphasized that the "benefits for reading a storybook are influenced by factors such as the social context created between adult and child and the quality of conversation embedded within the read aloud experience” (p. 242). Various studies indicated the importance of having storybook reading lessons for all children. There are, however, no studies that have focused solely on reluctant children who do not like to participate verbally.

**Different Ways to Read a Story**

Martinez and Teale (1989) noted that even though teachers read the same book, the different ways to read a story can uniquely impact children’s thinking about the book. Morrow and Brittain (2003) described Dickinson and Smith’s (1994) ideas of teachers’ three different reading styles: “(a) the *co-constructive* approach, consisting of large amounts of analytic talk during the reading; (b) the *didactic-interactional* approach, in which students either chimed in the rhyming text or answered simple recall and comprehension questions; and (c) the
performance-oriented approach, in which the text, read with little interruption, was preceded and followed by questions that required students to reconstruct the story or make connections to life experiences” (p. 142).

As the previous reading styles, most other researches also identified the interactive style of book reading as most beneficial for enhancing engagement during storybook reading (Dickinson, McCabe, & Anastasopoulos, 2003; Justice & Pence, 2005; McGee & Richgels, 2003; Morrow & Brittain, 2003; Tallant, 1992; Teale, 2003). During interactive book reading, there was active dialogue between the teacher and children (Justice & Pence, 2005). McGee and Richgels (2003) provided examples of what can happen during interactive book reading: “Teacher and children make comments, ask and answer questions, and make predictions” (p. 84). While having a conversation about a storybook, children could connect their personal life to the storybook; doing so would enhance understanding and comprehension of concept (McDonald, 2009).

Morrow and Brittain (2003) suggested that repeated storybook reading provided more opportunities for engagement through comments and questions designed to help children interpret and understand the concept of the storybook. The authors also stated that “the storybook reading of a big book, first introduced through a picture walk and then read to the students, might evolve into a choral reading” (p. 151).

Dickinson, McCabe, and Anastasopoulos (2003) promoted the reading style in which the “teacher directly called for children’s attention, [and] demanded that children raise hands to contribute to the conversation” (p. 108). The authors recommended this style because the teacher can help children directly connect their life experience to the story.
Anderson et al. (2001) examined reasoning through discussion. Through such discussion, various individuals with different perspectives participate, which in turn helped to develop children’s reasoning. “Asking others to join in a discussion is an indication of openness to alternative ideas, which is often considered to be a hallmark of critical and reflective thinking” (p. 3). The authors emphasized using specific questions, such as: “What do you think, [NAME]? And what if [SCENARIO]?” (p. 3, 22). Using these questions for discussion facilitates deep and critical thinking.

Lee and Barnett (1994) suggested reflective questioning, noting that it could enhance the development of children’s thinking processes. “Reflective questioning is a technique in which one person prepares and asks questions that are designed to provide opportunities for the respondent to explore his or her knowledge, skills, experiences, attitudes, beliefs, and values” (p. 23). They also mentioned that questions should be related to children’s experiences. Relating questions to children in this way facilitated their ability to reflect on the story in light of their own experiences. Also, the questions that the teacher asked the children should be nonjudgmental. Additionally, the teacher should listen and pay attention to children’s responses. Following questions or linked questions could help children to participate as well as to think more deeply and broadly. The authors concluded that reflective questions cannot only enhance children’s ability to expand their new knowledge through questions related to their own lives, but they can also help children to understand the context of the story more clearly.

Gelumini-Hornsby, Ainsworth, and O’Malley (2011) indicated that questioning can support children’s “critical thinking, listening, comprehension, recall and vocabulary, and communicating to others” (p. 578). They suggested using two different types of questioning: review questions and thinking questions. Review questions were defined as informative
questions about the book setting or pictures, such as “What does [THE CHARACTER] look like?” and “Why?” (p. 582). Review questions helped children to actively interact and often stimulate children to ask additional questions. The authors also found that children who liked to participate by answering several questions were more likely to create their own questions during discussion.

Painter’s (1990) work involved storytelling with puppets at the public library. He stated that “using puppets helps provide a captivating visual focus, some interesting action, plus sight-and-sound surprises” (p. 15). Norton and Anfin (1996) also indicated that using visual aids such as puppets, boards, or pictures, among others, help children to focus on story and understand the story better. They also mentioned that visual aids will not work for all stories.

The researchers reviewed above discussed several methods for reading a storybook that helped children improve their understanding of stories (McDonald, 2009; Morrow & Brittain, 2003), facilitated children’s verbal participation (Dickinson, McCabe, & Anastasopoulos, 2003), developed children’s reasoning (Anderson et al., 2001), and enhanced children’s communication with each other (Gelumini-Hornsby, Ainsworth, & O’Malley, 2011). These methods included interactive book reading styles, a repeated book reading style, and reflective questioning.

**Verbal and Non-verbal Participation**

Moore and Kirk (2010) observed that “children’s verbal expression can be one of the involvement in communication and decision-making” (p. 2219). For instance, answering questions verbally influenced children’s decision making through communication (Sandberg & Eriksson, 2010). Willard and Strodtbeck (1972) identified various forms of verbal participation, such as discussion, interview, making comments, and asking questions. They also noted that children who participate more verbally had more opportunities to learn leadership. Offering comments on the context and asking questions were considered forms of verbal participation (Philips & Twardosz, 2003).

Communicating with others was not achieved through words alone. Research has shown that people have many different ways to communicate interpersonally (Leathers, 1976). Leathers studied the importance of nonverbal communication, such as gestures, eye contact, body movements, and facial communication. Schwebel and Schwebel (2002) also listed nonverbal participation techniques, including “the role of facial expressions to express attention, boredom, or other emotions during communications” (p. 89). Phillips and Twardosz (2003) emphasized that nonverbal participation should be considered as important as verbal participation during storybook reading lessons. They listed examples of nonverbal participation, such as “body movement,” “touching book,” and “smile” (p. 460). The authors used nonverbal participation as one of the forms of coding they employed, focusing on “facial expression, gestures, and body movements” during the storybook reading session (p. 465).

Henningsen, Valde, and Davies (2005) looked at nonverbal participation in their research. The authors defined nonverbal participation as “postural shifts, self-adaptors, audible pauses, and indirect gaze” (p. 364). Kopas-Vukasinovic (2009) indicated that nonverbal participation is a form of direct participation for children’s interpersonal communication. Nonverbal participation
conveyed what children think and what they experienced emotionally. The author evaluated the benefits of nonverbal participation, noting that children can develop and enhance their professional development through nonverbal participation.

Leathers (1976) emphasized that nonverbal communication is one of the important interpersonal communication skills to master in order to understand each other. He stated that exchanging feelings and emotions is more effectively accomplished through nonverbal communication as opposed to verbal communication.

**Reluctant Children**

Researchers have used the word “reluctant children” broadly and with various intended meanings (Sanacore, 2008). Most articles used the term reluctant children in the context of reading or writing lessons and tasks (Earl & Maynard, 2007). Earl and Maynard used the term “reluctant reader” for a child who is not able to read and is more likely to refuse reading experiences. Sanacore (2008) stated that “reluctant learners do not complete tasks, do avoid challenges, and are satisfied with just getting by” (p. 40). Brasile (2002) used “reluctant student” and “shy student” as interchangeable terms.

In the classroom, some children were hesitant to talk and rarely participate verbally (Coplan, Hughes, Bosacki, & Rose-Krasnor, 2011). Coplan et al. included children who hesitated to participate verbally because of “cognitive and/or linguistic issues, such as langue delays, learning problems, or a lack of fluency with the language” (p. 1). McCroskey (1980) noted that children who are quiet and shy are engaging in “normal, adaptive behavior” (p. 2). Researchers referred to shy and quiet children as reluctant children because shy and quiet children are also often hesitant and unwilling to participate verbally.
McCroskey (1980) identified quiet children who rarely respond when the teacher was seeking to hear children’s opinion as reluctant children. Not only did quiet children not answer questions that the teacher asked in a large group setting, but they also hesitated to communicate with peers in a large group. McCroskey (1980) discovered that quiet children sometimes feared communicating their idea out loud.

Ways to Help Reluctant Children Participate

The main goal for encouraging reluctant children to participate was to foster a greater enthusiasm for and interest in learning (Sanacore, 2008). Sanacore suggested that the learning environment should include encouragement and challenges for reluctant children.

There were several reasons why children do not speak out. For instance, McCroskey (1980) indicated that one of the causes is “communication-skill deficiency” (p. 5). McCroskey noted that for reluctant children and normal children alike, effective communication was an important key to success. Effective communication might also serve as reinforcement for children and should be provided by both teachers and peers.

Flewitt (2005) showed differences in children’s communication that occurred between the home and school setting. For instance, children spoke more at home than at school because, unlike at home, there was no supportive prior understanding at school. She noted that children observe each other in the classroom in order to gain information and understanding about the context of their environment. While they were observing, they did not communicate with each other. Rather, they were just observing what other people were talking about.

McCroskey (1980) suggested that if teachers really want to help quiet children, they should first understand why the children are quiet. He listed types of quiet children: “low intellectual skills, skill deficiencies, social introversion, social alienation, ethnic/cultural
divergence, communication apprehension, and low social self-esteem” (p. 240). The author indicated that after knowing the reasons the children are quiet, the teacher can create a comfortable climate to talk with each other through non-directed conversation. He also noted that teachers should not punish or make judgmental comments toward quiet children. Additionally, he emphasized that quiet children should have alternative opportunities to participate verbally or non-verbally. Such opportunities would encourage children to more frequently engage through oral participation.

Coplan, Hughes, Bosacki, and Rose-Krasnor, (2011) found that teachers tend to assume that shy and quiet children have a negative social and academic experience. They suggested that teachers should encourage shy and quiet children to have more conversations with peers. Interactive conversations with peers helped shy and quiet children to improve their communicative outcomes. The authors also stated that the teacher’s positive verbal reinforcement, encouragement, and modeling strategies would work well for shy and quiet children.

All these ways for helping reluctant children could be incorporated into reading a storybook lesson in a large group. However, no studies have specifically focused on reading a storybook lesson in ways that help reluctant children who do not like to participate verbally.
Chapter 3

Method

I endeavored to find the most effective ways to help reluctant children participate in large group time. I wanted to understand how children respond while the teacher is reading a storybook. The present study utilized an interpretive methodology that observed children in a large group storybook reading lesson. The interpretive approach focused on what “people who interact in a group draw on to make sense of their world and act purposefully in it” (Eisenhart, 2006, p. 701). Through interpretive methods, this research can provide “the interpretation of everyday observation with rich description and theorized explanation” (Graue & Walsh, 1998, p. 93). This research included systematic observation, field note-taking and video recordings, interviewing, and memo writing.

To describe children’s participation in detail, I studied one three- to five-year-old classroom in a university affiliated preschool. In one classroom, I observed five reluctant children. The in-depth description conveys general ideas of how the five reluctant children interacted in the storybook reading session. I decided to use observation and teacher interview as the major research method. I conducted the research over eleven weeks: two weeks of observation for selecting the five least verbal participants and nine weeks of video-recording session during storybook reading lessons.

The Setting

There were 26 children in the classroom, ages 3.9 – 6.4 years old (M=5.2). Children in this classroom are normally developing children. This classroom has two separate rooms; one is only for large group settings, where I observed children for this study, and the other is for small
choices and activities, such as a dramatic play area, a block area, a library, and tables, etc. There are three different large group sessions: the project discussion session, the literacy session, and the music and movement session. The children are accustomed to sitting down and focusing on the teacher while in the small room for large group sessions. The children can sit wherever they want to sit during the large group sessions.

The children know that they should sit bottoms down so that the other children who sit behind can see as well. There are three rules for large group session. First, children should raise their hands when they need to say something out loud. Second, children need to sit “criss-cross applesauce” (cross-legged) with hands on their lap. Third, children should be quiet unless the teacher calls on them to speak out loud.

The classroom is used only for large group lessons. The walls display children’s artwork and the classroom rules. There is a literacy cart with wheels that has big books inside. The teacher can put a book on the top of the cart in order to help children see the book clearly. The teacher sit on a small chair while she reads the storybook. The children sit in a spot of their choosing on a carpet.
Data Collection

**Phase one: Selecting five reluctant children.** There were five children participants observed to be the least involved in verbal participation: Child One (G), Child Two (G), Child Three (G), Child Four (B), and Child Five (B). I included two boys and three girls (described later). My research does not consider gender issues. For two weeks of the eleven total weeks of research, I observed and gathered data while reading storybook lessons that incorporated discussion questions. The lessons were conducted every day from 9:45 a.m. to 10:05 a.m. (approximately twenty minutes each). The lesson time sometimes changed. Each lesson lasted no longer than thirty minutes. The lessons were provided for both participants and nonparticipants of the study. The following outlines the daily classroom schedule.

**A Day in the Classroom**

- 8:20 – 8:40  Arrival
- 8:20 – 8:50  Activity Time
- 8:50 – 9:15  Welcome Meeting – Project Discussion
First, consent forms and collected information were reviewed in order to determine who could participate in the research. In order to receive information on participation, observations were conducted and recorded on charts for two weeks (see Appendices A and C). The charts were used to track each child’s frequency of hand raising, verbal participation, nodding one’s head, and showing hand signs for “yes,” “no,” “go potty,” and “drink water.” All of the signed participants’ names were written in the first column. Whenever each child participated by raising his/her hand, participating verbally, nodding his/her head, or showing sign languages, I wrote the tally marks on the paper.

After collecting the data for two weeks, I indicated the frequency of both the verbal and nonverbal participation in an Excel file and compared it with the frequency of participation. After putting all the numbers in the Excel file, I realized that some of the students did not participate in all the four areas of participation on the behavior chart (Appendix C): raised hands, verbally answered, nodded head, and showed sign languages. I marked students who did not participate at all in the areas first, and then I highlighted the verbal participation area. Raising one’s hand and participating in answering the questions verbally was considered to be verbal participation. Since raising one’s hand was a signal that the child wants to participate in a verbal activity, I included this category as verbal participation even though the child did not participate in the verbal activity. Nodding one’s head and doing sign language were considered to be non-verbal participation. Since the frequency of most of children’s non-verbal participation did not
differ significantly, I mostly considered verbal participation frequency for selecting reluctant children for this research. Each day, I listed all the students in order, from children who participated the most to those who participated the least.

I was able to identify reluctant participants by comparing each day of the listing chart (after listing all the participants). Appendix D lists the special hand signs for the university affiliated preschool room. During this period, the videotape recorder was positioned on a tripod, but the device was not actively recording.

I started my field observation on January 14th. The classroom is for large-group lessons only and is separated from the other activity room. The large-group lesson room is smaller than the activity room. Children sat on the carpet wherever they want. Over the two weeks of observation, some children were absent. The teacher explained that there would be two cameras used during the storybook reading session. Since I was one of their teachers, the teacher who read the storybook explained that I was going to write and help to set up the video only. The teacher explained that I might not help them to go to the bathroom or change their clothes during this time.

**Phase two: Videotaping and observation.** On January 28th, I began videotaping while there was a storybook reading session. As the investigator, I videotaped storybook reading lessons that incorporated discussion questions. Each day before the session started, I put two videotape recorders in the front of the classroom. Recording occurred twice per week. As the investigator, I observed while the teacher read a storybook and asked discussion questions. I used tripods for the two videotape recorders. The screens of the videotape recorders were always closed. The teacher had already explained to the children that I would be observing. There was no additional explanation for video recording. Occasionally I looked through the video
recordings to check whether they were focusing on the five children or not. Sometimes the children moved to another spot they preferred, so I would move the recorder whenever they moved.

A schedule of the videotaping follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/29</td>
<td>10:15-10:37 AM</td>
<td>Small room for a large group lesson</td>
</tr>
<tr>
<td>1/31</td>
<td>10:05-10:23 AM</td>
<td>Small room for a large group lesson</td>
</tr>
<tr>
<td>2/5</td>
<td>10:05-10:20 AM</td>
<td>Small room for a large group lesson</td>
</tr>
<tr>
<td>2/7</td>
<td>10:15-10:30 AM</td>
<td>Small room for a large group lesson</td>
</tr>
<tr>
<td>2/12</td>
<td>10:15-10:20 AM</td>
<td>Small room for a large group lesson</td>
</tr>
<tr>
<td>2/14</td>
<td>10:07-10:25 AM</td>
<td>Small room for a large group lesson</td>
</tr>
<tr>
<td>2/19</td>
<td>9:55-10:05 AM</td>
<td>Small room for a large group lesson</td>
</tr>
<tr>
<td>2/21</td>
<td>9:55-10:15 AM</td>
<td>Small room for a large group lesson</td>
</tr>
<tr>
<td>2/26</td>
<td>9:55-10:15 AM</td>
<td>Small room for a large group lesson</td>
</tr>
<tr>
<td>2/28</td>
<td>10:05-10:20 AM</td>
<td>Small room for a large group lesson</td>
</tr>
<tr>
<td>3/5</td>
<td>10:00-10:25 AM</td>
<td>Small room for a large group lesson</td>
</tr>
<tr>
<td>3/7</td>
<td>No Literacy Lesson</td>
<td></td>
</tr>
<tr>
<td>3/12</td>
<td>10:05-10:15 AM</td>
<td>Small room for a large group lesson</td>
</tr>
<tr>
<td>3/14</td>
<td>09:55-10:00 AM</td>
<td>Small room for a large group lesson</td>
</tr>
<tr>
<td>3/26</td>
<td>10:00-10:20 AM</td>
<td>Small room for a large group lesson</td>
</tr>
<tr>
<td>3/28</td>
<td>09:55-10:00 AM</td>
<td>(Tornado Drill) Small room for a large group lesson</td>
</tr>
<tr>
<td>4/2</td>
<td>No Literacy Lesson</td>
<td></td>
</tr>
<tr>
<td>4/4</td>
<td>09:50-10:05 AM</td>
<td>Small room for a large group lesson</td>
</tr>
</tbody>
</table>

The first week, I observed the five children’s participation during the regular storybook reading lesson. The teacher asked questions while she was reading a book. Questions were related to the topic, each page’s illustration, and the concepts for the whole story line. In addition to questions specific to the story, the teacher asked standard questions such as “What does author do?” and “What does illustrator do?”

The second week, there was no storybook reading lesson on Wednesday, February 7th because students went on a field trip. The teacher tried to ask questions related to the children’s lives, such as: “What if [scenario]?” or “If you were a main character, what would you do?”

There was another challenge because of the weather. Typically, the preschool children had literacy lessons after coming back from outdoor recess. At least three times during data
collection, due to cold weather, the children could not have outdoor recess. Since the children could not go outside, there were frequent changes to the time scheduled for a storybook reading lesson.

During the third and fourth weeks, the teacher tried to read big books, sing a songbook, and incorporate different types of books for special days. The teacher also tried to do a picture walk before reading a storybook. The preschool sometimes incorporates the holidays and special celebration days such as the Lunar New Year and Valentine’s Day into the lesson plans. The teacher picked books related those days.

During the fifth week, the preschool decided to celebrate Dr. Seuss’s Birthday. The teacher picked books by Dr. Seuss for entire fifth week. Each day, the teacher brought two Dr. Seuss books. Children selected one of the two books by voting. The teacher explained what the book’s story was about and children raised their hand to vote.

During the sixth week, the teacher read a long picture book written for older children. Typically, we use books with fewer than five sentences total in the book. However, during this week, the teacher read a book in which each page included more than five sentences. Children could go outside to play all days of the sixth week. Also, there were taped spots designated for book reading sessions only. The taped spots were on the carpet, and names were not assigned to specific spots. Children were allowed to sit at any spot that they wanted.

During the seventh week, the teacher put each child’s name on a piece of tape. The children were required to sit on the spot with their name for the week. The spots for children were determined according to four different categories. First, I would consider children’s sitting height. Some children were too short to see a book from far away. Second, university-affiliated teachers decided that some children needed help and should be seated next to teacher. These
children would sit in front of the teacher. Third, actively participating children who signed up for the research project would be seated next to reluctant children who were selected for research. Not all reluctant children would sit in the first row, but neither would they be assigned to sit at the last row where they otherwise preferred to sit.

During the eighth week, the teacher reread books that she had read previously. Instead of reading the book right away, the teacher asked questions about each picture. We called that a “picture walk,” which consists of only looking at the pictures (not reading the story) on each page. The teacher asked questions related to each picture. For the second recording day, once a month there is a tornado drill that we practice. After practicing the tornado drill, we did not have more time for reading and we moved on to the next activity.

During the ninth week, the teacher used different kinds of visual aids, such as puppets and individual copies of the same book for each child. While the teacher read a storybook, she brought out two finger puppets for the story and she pretended that these puppets were characters in the book. Another intervention was that the teacher brought six copies of the same book for the children to share. Two or three children had shared the same book that teacher read. Teacher gave direction when the page should be changed to the next page. When the teacher asked specific questions about the pictures, she asked the children to identify it in their individual book. Then, she asked children to look at her book.

Participants

Child One is an Asian-American girl. She was the youngest child in this study, 3.9 years old. She was born in America, and her parents came from China. She spoke both Chinese and
English at home and spoke only English at school. She did not have a problem speaking English at all.

Child two is a European-American girl. She was 4.7 years old. When she first came to the school, she talked in a whisper to her mother when I asked her questions.

Child three is a European-American girl. She was 5.5 years old. She was the oldest child in this study. She always carried her special blanket whenever she wanted. Her special blanket made her comfortable in the large group setting, even in the classroom.

Child four is a European-American boy. He was 4.8 years old. He was a really talkative child generally.

Child five is a Hispanic boy. He is 5.3 years old. He was born in America, and his parents were born in America, too. He only spoke English at home and school.

**Book Selection**

The teacher and I had meetings for book selection. The teacher had a specific preference for selecting books by author and themes. The teacher suggested Mo Willems, Todd Parr, and Kevin Henkes books for reading a storybook lessons. Also, we tried to include some animal books, such as *Runaway Bunny* (Margaret Wise Brown) and *Pete the Cat* (Eric Litwin) book series. For Dr. Seuss’s birthday, we decided to use Dr. Seuss books. For the big book, we had to choose from a limited selection, since some of books do not come in the big book format.

**Teacher Interviews**

I interviewed the teacher who read the storybook to the children in the large group setting. The interviews were held twice: once during middle of the research (fifth week,
02/29/2013) and once during the end of the research (ninth week, 04/05/2013). The first interview included questions (Figure 2) regarding what the teacher thought about this research thus far, what things the teacher recognized while the lessons were provided, and what things the teacher felt would work for increasing the reluctant children’s participation. Since the teacher already knew what I was looking for, we also discussed the types of books the teacher had read so far, which ways of reading a storybook worked best for the five reluctant children, and what we could do to further improve their participation and development. Second interview questions (Figure 3) included previous questions from the first interview, but limited from the first interview questions, since the teacher might change her thoughts from the different interventions. I recorded these interviews and transcribed them.

1) Why do you include storytelling in your class?

2) What is the teacher’s role in storytelling?

3) What strategies do children use to participate in discussion?

4) Do you recognize reluctant children who do not like to verbally participate in your classroom?

5) How does the teacher include reluctant children into discussion?

6) What skills are children developing throughout the storybook reading lesson?

7) Do you recognize a specific way of reading a storybook that best helps reluctant children participate?

8) Tell me about (Name of Child)

9) Tell me about the children over time during the storytelling activity.

10) What do you want to try to help reluctant children participate?

11) Why do you think they (Child One, Child Two, Child Three, Child Four, and Child Five) were selected as reluctant children?

Figure 2. Classroom Teacher Interview Questions: Set One for the first interview.
1) Why do you include storytelling in your class?
2) What is the teacher’s role in storytelling?
3) What strategies do children use to participate in discussion?
4) Do you recognize reluctant children who do not like to verbally participate in your classroom?
5) How does the teacher include reluctant children into discussion?
6) What skills are children developing throughout the storybook reading lesson?
7) Do you recognize a specific way of reading a storybook that best helps reluctant children participate?

Figure 3. Classroom Teacher Interview Questions: Set Two for the second interview.

Data Analysis

This data record includes field notes from each day of reading a storybook lesson, detailed video transcriptions, and transcriptions of the interviews with the teacher. I used interpretive analysis to provide “particular and general description to help the reader make connections between the details that are being reported and the more abstract argument being made in the set of key assertions that are reported” (Erickson, 1986, p. 149). Erickson stated that “analytic narrative vignettes and direct quotes from interviews and observation” provide greater understanding on the particular patterns that help reluctant children to participate in storybook reading lessons (p. 149). Studying children in the context of the classroom is one of the most effective ways for exploring “what goes on between children, how children function in groups, and how they transact and interact” (Graue & Walsh, 1998, p. xvii).

I transcribed the video recordings as soon as the recording was done. The recordings were transcribed in as much detail as possible. I did not transcribe all the parts of the video recordings— only the parts where reluctant children participated in verbal and nonverbal ways.
In addition, I transcribed only those sections of the stories read aloud that were directly related to the questions or reactions from children. The transcription of responses from children includes verbal and nonverbal participation. The transcription also included what kind of strategies the teacher used for children during the large group storybook reading lesson.

After transcribing all the videos, I logged the videotapes under many topics. Graue and Walsh (1998) recommended logging video tapes by topics in order to make it more efficient. After logging the videotapes, I categorized reluctant children’s participation during the storybook reading lesson. I then organized all the data, including video transcriptions, field notes from observations, and quotes from the teacher interviews, for further interpretation.

I used the markers #1, #2, #3, #4, and #5 to indicate Child 1, Child 2, Child 3, Child 4, and Child 5. A single capital letter “T” indicated the teacher talking. Also, upper case letters were used to indicate students who participated, but were not identified as reluctant children and were not participants in the study’s research focus. The first nonparticipant student who joined any given day’s discussion was designated “A;” the second was “B;” and so on. Each letter does not indicate a specific child over span of days. Rather, it indicates the first child who participated on that particular day. For example, if a child participated in one of the questions on 02/25/2013 and was indicated as “A,” he/she remains “A” for that entire session, but this does not mean he/she is the same child indicated as “A” the next day.

I considered the five reluctant children’s body movements, such as nodding their heads, sign languages for “yes” and “no,” and facial expressions that the teacher asked the children to make as forms of nonverbal participation during the storybook reading lesson. I also considered students mumbling to themselves as a form of engagement and participation during the
storybook reading lesson. When the teacher asked different types of questions, such as open-ended questions or closed questions, the five reluctant children at times reacted differently.

For the assigned seats, I drew the classroom and marked all of the 26 children, 5 reluctant children with numbers, and others with “X” marks (except if there were absent children), in order to see where the reluctant children sat (see Figure 4). I observed closely how the assigned seats worked and how reluctant children thought about assigned seats.

From the teacher’s interview, I focused more on the individual five reluctant children—how the teacher thought about them in all small group and large group settings, how the teacher thought about selecting them as reluctant children, and how the teacher wanted to provide lessons in order to help all 26 children participate. There were two different interview sessions with the teacher. After the first interview, additional questions were brought up for the second interview that I did not think of before.

In my analysis, I observed closely how they reacted, what type of questions that they raised their hands for, and what responses they offered to each question. The teacher chose storybooks of various different subjects to read to the children. I determined what kind of subjects the reluctant children were interested in and how they reacted to different subjects in terms of verbal and nonverbal participation.
Chapter 4

Results

My purpose in this study was to explore effective ways for helping reluctant children to participate in verbal and nonverbal activities through a variety of interventions. Many different interventions helped reluctant children participate in verbal and nonverbal ways. During the ninth weeks of the study, the teacher tried many intervention techniques. Some of the interventions improved the children’s participation significantly, especially for reluctant children. Some of the interventions were started on a specific week and were continued until end of this research. Some of the interventions were used for only a specific week. The nine-week intervention table (Table 1) shows which intervention was used as a cumulative intervention and which was used when and for how long.

Some interventions worked well for all of the reluctant children; other interventions seemed effective only for some. The teacher’s explicit instruction worked well for most of the reluctant children, especially in nonverbal ways. When the teacher explained what to do or what to say, most of all children participated in verbal and nonverbal ways. Posing questions or telling stories related to a child’s life was also shown to be beneficial to increasing [verbal and nonverbal?] participation. Some of the reluctant children were eager to share their stories and experiences. However, several [“Several” will be three or more and you list two I believe, so you could just say “two of the interventions tried”] interventions did not increase participation by reluctant children.

Here is the list of interventions used during this study.
After analyzing the results of each of the interventions implemented during the reading a storybook lessons, I identified ways that helped reluctant children participate more in verbal and non-verbal ways. Also, I noticed that some ways did not work, especially for the reluctant children. Reluctant children were more willing to participate when the teacher gave detailed explanation and explicit directions regarding what they should do as a group and when the teacher asked the same question more than two times for everyone. They observed what they should say in response to the question, and sometimes they just imitated what other children already answered. Moreover, reluctant children participated more in the story with regard to their experiences when the teacher asked questions and read stories related their lives. They

<table>
<thead>
<tr>
<th>Week</th>
<th>Cumulative intervention</th>
<th>Weekly intervention</th>
</tr>
</thead>
</table>
| 1    | Questions: (week 1 – week 9)  
     - What does author do?  
     - What does illustrator do? | Mo Willems/ Kevin Henkes book |
| 2    | Questions: (week 2 – week 9)  
     - What if [scenario]?  
     - What would you do? | Rereading “Chrysanthemum” book |
| 3    | Song-book singing | |
| 4    | | Big books |
| 5    | | Dr. Seuss’s book |
| 6    | | Marked spots on the carpet (without names) |
| 7    | Assigned spots  
     (week 7 – week 9) | |
| 8    | Rereading  
     Picture walk | |
| 9    | | Visual aids |

Table 1

*Interventions*
participated more in verbal and nonverbal ways more so than when teacher asked informative questions from the book.

**Interventions**

Teacher’s explicit instruction during reading a storybook. While the teacher was reading a storybook, sometimes the teacher asked the students to do something with explicit directions such as motions, facial expressions, speaking the directions out loud, or repeating after the teacher. When the teacher gave a detailed explanation as to what children needed to do, reluctant children participated and did exactly what teacher asked in verbal and non-verbal ways. I noticed that explicit direction really helped the reluctant children’s participation. They responded to the explicit direction more than the other questions overall. Here are some examples:

T: Everybody let’s practice writing a letter in the sky. We are going to practice letter “A.” I want you to think this, every time you write, you always imagine your forward finger going from the sky and pulling down to the ground.
[#2 child yawned while T was talking]
T: No matter what letter it is, let’s make a straight line. Top to the bottom.
[#1, #2, #3, #4 started to follow Teacher’s direction.]
T: Make a zigzag. Start at the top to the bottom.
[#1, #2, #3, #4 followed.]
T: How about triangle, start at the top to the bottom. How about square, start at the? #2: “Top.”
T: Start at the bottom? #2: “No” [while shaking her head].

T: Put your hand on your head, if you are hungry right now? [#1, #2, #3, #4 put their hands on their head.] (01/29/2013)

T: Do you want to try the father’s voice with me? Try the father’s voice: “after all absolutely perfect.”
[#1, #4, #5 followed what teacher asked “absolutely perfect” and #2 took her hands out from her mouth and said it out loud, but not #3, #3 moved her body left to right.]

T: Nice guys. (01/31/2013)

T: His name is Kevin Henkes. Remember let’s say, Kevin Henkes. [#1, #2, #3, #4, #5 all said his name out loud.] (02/07/2013)

When the teacher asked them to say something out loud all together, the children mostly participated by saying things in unison. The bottom part, number (1) to (36) indicated that the times teacher asked children to say, “Feels good.” When teacher asked them to say it out loud, Child One and Two participated in all the parts. I noticed that for Child One and Two, if the teacher asked them to do and say something, almost all their requests were followed. For Child Four and Five, it helped them to participate later on, but not right away.

[The teacher asked students to say out loud “feels good” all together. There were 36 times that children needed to say “feels good.”]

T: Let’s say “feels good” part together.

(1) – #1, #2.
(2) – #1, #2.
(3) – #1, #2.
(4) – #1, #2, #5.
(5) – #1, #2, #5.
(6) – #1, #2.
(7) – #1, #2, #5.
(8) – #1, #2, #5.
(9) – #1, #2, #5.
(10) – #1, #2, #5.
(11) – #1, #2, #4, #5.
(12) – #1, #2, #4, #5.
(13) – #1, #2, #4, #5.
(14) – #1, #2, #4, #5.
(15) – #1, #2, #4, #5.
(16) – #1, #2, #4, #5.
(17) – #1, #2, #4, #5.
(18) – #1, #2, #4.
(19) – #1, #2, #4.
(20) – #1, #2, #4, #5.
(21) – #1, #2, #4.
(22) – #1, #2, #4.
(23) – #1, #2.
(24) – #1, #2.
(25) – #1, #2.
T: After lunch, we want to play that cat is sleeping in my wheel barrel, I have to shoo him out. Do you want to shoo out the cat with me?

Children: Shoo shoo shoo.  
[#1 didn’t say out loud, but used her left hand for shaking, #2 first looked around what the other people were doing and said out loud “shoo” and waved her right hand, but in a small motion, #3 used her left hand and said out loud “shoo”, #4 was saying out loud “shoo shoo” while waving his right hand, #5 quietly said “shoo shoo” while making a small motion with his right hand. His right hand didn’t stretch out all the way.]

(03/28/2013)

Repeating the same question for everyone. When the teacher asked the same question more than twice, reluctant children could observe other children’s answers, and they could participate more than when responding to questions that were only asked once. The questions that were easy to answer helped reluctant children to participate more.

T: Are there any other predictions? What could it be? Who has the idea? Child A?
A: BOO.
T: It could be BOO again.
A: Yeah Boo.
T: Do you think so too B? What about you C? What do you think #2?
#2: Boo [#1 raised her hand].
T: What do you think D?
D: Boo.
T: What do you think #1?
#1: Boo.
T: What do you think E?
E: Boo.
T: What do you think F?
F: Boo. (1/29/2013)
T: Raise your hand, if you have an idea about how an alligator predicts. How is he going to feel about this new friend? Raise your hand. What do you think? I think alligator is going to feel something, because he has a new friend to share with Amanda. A?
A: Scared.
T: Maybe scared, what do you think B?
B: Um scared.
T: Oh C what else can it be?
[While C was talking, #1 raised her hand.]
C: I think I will miss my parents.
T: #1?
#1: It might feel scared.
T: Might feel scared? Let’s find out. (01/29/2013)

The teacher asked same question with more explained descriptions. Child One and Two answered more than before when the teacher repeated the same question for everyone.

T: Prediction about this story based on the illustrations. Illustrators are?
[#1 raised her hand] The what? What are they #1?
#1: They were . . . they . . . the drawing.
T: The drawings. That’s it. Illustrations are the pictures that can be drawings and paintings.
[Teacher kept asking the same question from the first day of reading a storybook. Teacher used the same questions to the children every day before she read a storybook, and it helped reluctant children to speak out.] (02/14/2013)

T: Who is the author?
[#2 raised her hand, but T called on someone else. She made a disappointed face, #1 raised her hand.]
T: A?
A: By Dr. Seuss.
T: What makes you say so? [#1 raised her hand]. Do you see anything on here or do you just know Dr. Seuss wrote “One Fish Two Fish White Fish Blue Fish”?
A: I just know.
T: You just know? #1 what do you think?
#1: Dr. Seuss.
T: Why do you say so?
[#5 rolls over on the floor suddenly.]
#1: I don’t know.
T: You just know the story, right?
[#1 nodded her head, and #2 raised her hand and stared at T.]
T: Somebody else see anything on the cover that tells them it is by Dr. Seuss?
[#2 raised her hand with an eager face.]
T: B?
B: I . . . I could read that it was Dr. Seuss.
T: This book is by “Dr. Seuss.”
The teacher asked same question, “What does the author do?” and “What do the illustrators do?” every day before reading a book. I found out that Child One did not answer at first. The teacher kept asking the same question every day. Child One answered this question in the third week.

**Questions or stories are related to child’s life.** Asking reluctant children questions related to their lives was the most effective way to help them to participate verbally. Questions such as, “What if [scenario]?” or “What would you do?” helped reluctant children participate more in verbal ways than did other questions. They also raised their hands and participated whenever they connected a story to their lives. The question “what do you think?” helped reluctant children participate without hesitating. Especially for Child Four and Five, their participation was significant.

T: Victoria. What do you think of the character Victoria before continuing? I think we should talk a little bit about Victoria, what do you think of her?

[#1 raised her hand]

T: What do you think #1?

#1: I think she is sad.

T: Say it again.

#1: She is getting sad.

T: She is getting sad. Is she making chrysanthemum sad? [#1 nodded her head] She is making her sad. [#3 raised her hand.] Now I am making up a voice for her, because I think that’s how she would sound, what do you think her tone of voice is? Sound friendly and kind?

[Other children said “No” but all #1, #2, #3, #4, #5 didn’t say anything, but #4 shook his head without saying anything for answering no, #2 is still sucking her fingers and not focusing on the teacher].

T: What do you think #3?

#3: oh … oh it is kind of Victoria … I saw before … it is kind of Victoria … I saw before … it is the one on (mumbled) kind of Victoria.

T: Is she nice though?

#3: Well … no … she just … she just trying …

[Teacher cut while she was talking.]

T: She’s a villain too?

#3: She just tries she is … she is a regular girl … she is a regular girl … and she and she like tries to she like tries to be a super hero, so does she tries to take …
[Teacher cut in again.]
T: Okay, so she reminds you of her? So her name and the fact that she was not very nice reminded you of Victoria.

#3: She was not very nice. [When she was talking, she also shook her head for showing no.]

T: Okay
[If a child had a similar story with the story book, #3 wanted to say what she felt and what she thinks of her.]
(01/31/2013)

T: (discussing bullying) [#1 raised her hand] What could you do #1?

#1: My big sister was mean to me.

T: And what would you do?

#1: My sister was mean to me and my dad was in a bathroom. (01/31/2013)

T: So if anybody is going to poop and we had a real tornado, a teacher would go in the bathroom with you, close the door and you could stay in there with the teacher and that would be safe, okay?

#5: How could that be safe?

T: Because tornados that don’t go underground they can’t do it. . . . (explain).

#5: And if . . . they go . . . and if it busted a wall they could die.

T: It won’t even bust at all. It will go straight over. It doesn’t hit the basement. [#5 was involved in verbal participation, he didn’t raise his hand and didn’t hesitate to talk.]

T: Can the tornado go underground?

[#1 said “no,” #2 was sucking her finger and was shaking her head to represent “no,” #3 was shaking her head and used forward finger up and shook her finger while she was shaking her head (no sound), #4 made little movement of head, #5 was shaking his head.]

T: So if they were down here in the basement, would the tornado be able to hurt them?

[#1 said “NO,” #2 no response, #3 showed same response shaking her head with finger (no sign), #4 was shaking his head, #5 made whispering sound no.]

T: What about if they are in the house, in a bathroom that didn’t have any windows, right in the middle of house, would that be a safe place?

[#1 whispering yes, #2 nodding her head without a sound, #3 raised her finger up (no sound), and not shaking her finger, #4 didn’t respond, #5 said “YES” loudly.]

(02/10/2013)

T: What would you do if you are sitting next to your friend and they took your dessert, what could you do?

[#5 started to answer question without raising his hand.]

#5: Tell your mother.

T: Raise your hand.

[#5 raised his hand.]

T: What would you do? I am calling on somebody who is not talking. You got to work on it, I know it’s hard. #5?

[#1 raised hand, and #5 too.]

#5: Um . . . tell your mom.
T: You would tell your mom?
#5: [Nodded his head.]
T: And then she will help you right?
#5: [Nodded his head.]

T: Is there anything she can say to Wendel? You don’t think so?
[#2 raised her hand, suddenly she needed to answer the question, she made a face that tells “I got it.”]
T: What could you say to Wendel?
#2: “Stop it”
T: She can say stop it. (02/07/2013)

T: Have you ever wanted to run away before?
[#1 showed no sign language and shook her head, #2 tapped her head, #4 tapped his head.]
T: #1 did her sign for no. [#1 also showed sign, #2 showed sign, #4 showed sign.] That was a great way to show me. Thank you. (02/12/2013)

T: In our class, what would you do, if you were mad?
C: I am mad.
T: Oh C would say, “I am mad.” What else could you do? D, thanks for raising your hand.
D: I am mad, stop it.
T: “Stop it” and you can tell the person exactly what to stop doing, right? And you can say I am mad, stop making me to do these really hard rhymes, right? Is there anything else you can do, when you are mad that is not pushing somebody on his/her bottom?
[#4 made smiley face, #2 raised her hand.]
T: What could we do, #2?
#2: Um…If they are pushing you.
T: If they are pushing you?
[#2 nodded head]
#2: Uh huh.
T: Then you can say stop pushing me right?
[#2 nodded her head again.] (02/28/2013)

[Suddenly #4 raised his hand.]
T: Yes #4.
#4: I have “Blueberry for Sal” at my house.
T: Ooh! Sounds like a lot of people are familiar with this story. (03/05/2013)

T: Now I want you to think about your friends here at school. No we can’t share lunch food.
Children: No [some children said no, but all #1, #2, #3, #4, #5 didn’t respond.]
T: But can you think of a friend that you feel like is a good friend who plays fair and shares? Do you have a friend like that in this class?
[#5 nodded his head.]
T: Raise your hand if you have a friend like that, a friend who is kind and wants to share and gives hugs? Only five people have a friend who they feel likes to share?
[#2 raised his hand suddenly and put his eyes on teacher.]
T: And likes hugs?
[#5 raised his hand.]
T: Tell me yes, if you have a friend like that who is maybe not raising hand.
[#2, #5 showed yes sign language.] (03/12/2013)

T: Before I read this book, let’s think about things that make us feel good. Um things might make us feel good, what makes you feel good? Somebody raise your hand. What makes you feel good?

A: I wear my bat um batman costume from home.
T: Does that make you feel good? Wearing a costume can help . . . that makes him feel good B? What make you feel good?

B: What I did new toys transformer or new superhero toys.
T: When I get a new toy transformer or I get a new superhero toy. What make you feel good #5?

T: A?

#5: My batman costume too.
T: Your batman costume too. C? What make you feel good?

C: My alien costume.
T: Your alien costume, D? What make you feel good?

D: My Abby Kadavi costume.
T: Your Abby Kadavi costume, other than costume, what makes you feel really good in your heart? So it might be fun to wear those costumes and it might feel good. What about other stuff?

. . .

[Suddenly #1 raised her hand.]

. . . three more children were called . . .

T: What about you #1?

#1: I think trains and hug.

T: Trains and hug?

#1: And being being being and being pretty just like princess. (03/25/2013)

When the teacher asked questions related to student’s life or experience that was similar to the story, I found that reluctant children participated more. It seemed that their answer was longer than the other questions. They did not hesitate to raise their hand for these questions. Sometimes even though the teacher did not give the child a permission to answer the question, the child just talked aloud. I could see more participation from the questions, “What if [scenario]?” or “What would you do?”
What do you see? While teacher was reading a storybook, teacher frequently asked the question, “What do you see?” This question is asking for content. For the cover page or a picture in the story, teacher asked a specific question for that page, “What do you see?” or “What do you notice?” Reluctant children participated when teacher asked what children could see in the book. I could also see huge participation from reluctant children, when teacher read Runaway Bunny. The reluctant children seemed to participate when the content is easy for them. For the bunny book, the teacher showed that picture repeatedly. Child One responded often because a bunny is her favorite animal.

T: What do you see here?
A: Picture (without raising hand).
T: Raise your hand, what do you see in this picture?
[#3 raised her hand.]
T: #3?
#3: She she is fishing for her little bunny with the carrot.
T: With the carrot.
[#1 was raising her hand for a long time.]
T: What do you see #1?
#1: I I I . . . see a I see a back bunny is is doing some water for all of the bunnies.
T: Yeah. (02/12/2013)

T: What do you notice in this picture? Raise your hand quietly tell me something you notice?
#5: (Teacher’s name) Teacher?
T: What do you notice in this illustration? A? What do you see?
A: A bunny.
T: A bunny. This bunny? Old lady bunny? What else do you notice? B?
B: Illustrator.
T: Illustrator drew the pictures right?
B: Yes.
T: What do you see in the illustration? An illustration is another name for a picture.
B: Look
T: What do you see? Tell me.
B: Picture.
T: Do you see that picture? Oh oh my gosh what a great observation Isaac do you guys all see this picture?
[#4 raised his hand, #1 raised her hand.]
T: What is that picture?
[#3 made a big smile and #1 still raised her hand, #4 put his hand down.]
C: It was run away bunny. That’s same bunny.
That is the same picture from runaway bunny.
[#3 used two hands for raising hand.]
I wish we had a book here so I could show you.
[#3 another fighting action.]
Oh it’s the same picture. When she said, when the bunny says . . . I . . . if you come after me I will turn into fish and swim away from you and mommy says if you turn into fish and swim away from me, I will become a fisher man and fish for you. That is what it says in that picture.
[#4 raised his hand.]
I think it might be. This is the same author and Clement Hurd, an illustrator who also illustrated “Runway Bunny.” I think it could be the same. Yes my dear #4. What did you notice?
That picture give me the clue that those bunnies might be the same from runaway bunny.
That picture give some clues these bunnies might be the same bunnies from runaway bunny. Now what else do you notice in this illustration? Look at these details what do . . . oh my gosh I didn’t know you guys can’t see this. This book says “Good night moon.” (02/19/2013)

The question “What do you see?” made reluctant children to raise their hand. All reluctant children did not have chance to answer this question, but they showed that they wanted to participate and answer this question by seeing their raising hand.

**Observed other children’s response (not the same question).** The teacher did not ask repeated questions for every child. When the teacher asked a question, lots of children participated in answering the question. Reluctant children observed what other children were answering, and later on they also tried to participate verbally.

Do you guys hear that? “Born” and “corn.”
“Barn.”
Born hum, “barn” would be. What would have been “barn”?
“Marn.”
“Marn,” that is nonsense word.
“Darn.”
Darn.
“Carn.”
“Carn,” that’s another nonsense word.
“Yarn.”
“Yarn,” that is actually a real word.
“Can” said out loud.
Can is similar but listen, “can” and “barn,” do you hear that it has a “r” in it.
#5 (said to himself out loud): “Can and barn.”
T: Can and barn, can and barn.
#5 (said to next friend): “man.”
T: Can man tan or.
#5 (said again): “Tan.”
[#5 kept discussing with friend who sat next to him.] (02/14/2013)

**Song-book singing.** When the teacher read the song book *Magic Penny* and sang this song, most of children in the classroom sang together. Not only that day, but I also noticed that whenever the teacher tried to sing this book again, most of children sang together.

[At the end of the reading the teacher and children were singing “magic penny,” what they learned yesterday, #1, #2, #5 were singing all together out loud.] (02/14/2013)

**Assigned seats.** For seven out of the nine weeks, children sat wherever they want to sit. On week eighth and ninth, the teacher and I decided to assign children’s spots on the carpet because I noticed that the reluctant children in this study tended to sit far from the teacher. I also noticed that when they did sit close to the teacher, they participated more than when they sat farther away. Child Four and Five talked more when they had an assigned spot and close to the teacher than when they sat far away from teacher. I included whole videotaped days when children chose were they wanted to sit for large group lesson (see Figure 4). Circles with numbers indicated who each child was. The X marks indicate the other children in the classroom. There were twenty six children in this classroom; however, not every child participated in every large group lesson. It depended on each day. For Child Four, it significantly helped him to participate more than before.

T: Look at the tasty lunch people are having. What do you think is filling people?
Children: Mud.
[#3, #5 didn’t answer, but later #5 mumbled “mud,” #1 just sit down, #4 said “mud sand.”]
T: Mud and sand maybe. Oh, who’s the wheel barrel now?
#4: Kitty cat (didn’t raise his hand, just answered out loud).
T: Maybe that’s their cat. (03/28/2013)

T: Oh look at the people he looks full to me. What do you think?
T: Why does he look so full? What about the picture that shows us he looks full?
Because tummy is big.

T: Tummy is big and look . . . will you guys try to do it now? Look at people doing it. See . . . lean back . . . oh #1 is leaning back like the people in the story.

(03/28/2013)

T: The bear walked over the cliff and looked up [#2 tried to look up like the teacher said]. All climbed so high. The shadow won’t be able to follow me. Nothing worked out. What do you think?

#5: Could wolf see his head?

T: Do you think the shadow is going to go away if he finds it? Say yes or no.

[#4 showed “no” sign language, #2 showed “no” sign, #5 just looked at teacher, not answering, #1 was looking around to see what other friends were doing.]

T: Show me, show me.

[#5 showed “no” sign, #2 showed “no” sign still.]

(04/04/2013)

The teacher had different concerns than I had. The teacher thought about all the preschoolers in the classroom rather than just the reluctant children. She was concerned that the assigned seats might be good for the reluctant children, but she wasn’t sure if it was good for everyone in this classroom.

T: I don’t know. I think that for some children that really helps and if we are going to do it for some children, we should do it for all children. I like the idea for all children because I really don’t like one person to stand out . . . unless the person likes that . . . but then some children don’t like their assigned seat, so that’s hard too. I don’t have a problem with assigned seats. I also think the students get used to having the same teacher for a long time and that also helps. So that kind of makes me to think about the way we do our stuff and maybe we should have assigned seats. (First teacher’s interview, 02/29/2013)
Figure 4. Assigned seating.
02.19.2013 – (2) absent
02.21.2013 – (2), (4) absent
02.26.2013 – (4) absent
02.28.2013 – (5) absent
03.05.2013 – (3) absent
03.07.2013 – No Literacy Lesson

Figure 4. (continued)
03.12.2013 – (3), (4) absent

03.14.2013 – (3), (4), (5) absent

03.26.2013 – All present (Assigned seat)

03.28.2013 – All present (Assigned seat)

04.02.2013 – No literacy lesson

04.04.2013 – (3) absent

Figure 4. (continued)
Difficult vocabulary. I noticed that when the teacher asked about difficult vocabulary or concepts from the book, most of the reluctant children did not participate or concentrate on what the teacher said. They tended to be distracted more than other children. Also, when they were not interested in the conversation, their hands and eyes were on different place than teacher or a book.

T: It is a value.
A: What does value means?
[#3 stared A]
T: That is a good question. Can anyone explain what value means?
[#2 started to yawn, and #4 tried to put his jacket on his head, #3 started to play with her fingers, #1 started to put her fingers into her mouth, #3 raised her hand and put it down while T explained what value means.] (01/29/2013)

Child Three’s vocabulary was more advanced than that of the other children throughout the year, because of this, and because she was focused on the teacher when she asked what value means, I assumed she wanted to respond to the teacher’s question. However, when the teacher was asking what value means again, they lost interest in answering that question.

Advanced book selection for preschoolers. Difficult concepts or vocabulary hindered participation; and if the book was too advanced for their comprehension level, reluctant children had a hard time participating. The teacher agreed with my observation.

T: Well one of the things that I kind of noticed is that we are able to read stories in our class that are more complex than typical preschool books because we have a lot of children who are very verbal and able to process more kindergarten or even first grade level book. But that doesn’t mean children who are more reluctant don’t engage in those books verbally. But then when I read something like “elephant and piggy” or a book that is a preschool level book, that has one sentence per page and have repetitive text, then they engage. So that made me think that some of the books we were reading are not accessible for all the children. Even though most of children can comprehend and relate to more complex books. For example, “Kevin Henkes.” Some of the children can talk about the book, but for the majority of them, it was too hard to understand the intricacies of the story. (First teacher’s interview, 02/29/2013)
Individual Child Analysis

I also included information about each child’s behavior in other settings based on the teacher’s interview and my thoughts as their one of teachers. During two teacher interviews, I got to know and understand the teacher who led storybook lessons and what she thought about each child for this study.

**Child One.** Child One seemed comfortable talking to the teacher individually or in the small group. She developed her ability to speak out throughout the year. At the end of the research, I could see a huge improvement from before in terms of her verbal participation in the large group setting. The teacher said:

Child One is brilliant. She would share ideas, one-on-one in the small group. She would just like start talking and just go, but that did develop more. She did not do that for the first semester at all but since her comfort ability in the class has increased, she started to talk a lot more. (First Interview, 02/29/2013)

For Child One, most of the intervention helped her to participate more in verbal and nonverbal activities. When the teacher gave explicit instructions while reading a storybook, she responded mostly in verbal and nonverbal ways. When I checked her frequency of participation the first time, she participated in nonverbal ways only. Gradually her frequency of verbal participation also significantly improved by way of repeating the same question for everyone. The teacher said the following about her:

Child One is definitely an observer. She took a long time to talk in our class even a little bit. I noticed that she doesn’t answer questions, but she will participate if we do it all together. So it’s something, it’s like choral reading. She would say it with us if the whole group is doing it too. (Second interview, 04/05/2013)

When the teacher chose to read a complicated storybook or discuss difficult or new vocabulary, she would not participate. On the other hand, when the teacher chose to read a book
with repetitive text, Child One was interested in that book more than a difficult book. The teacher also observed:

One of the things I have noticed, if we do repetitive text, is that she would respond and when we act it out she would participate. I suppose you know that maybe she would not necessary have a long answer, but she is becoming more involved as the semester is going. But in those “Kevin Henkes” books she did not understand what was going on. I can tell by her face expression for sure. (First interview, 02/29/2013)

**Child Two.** Child Two followed what the teacher asked and participated in verbal and nonverbal ways. The same question was repeated for everyone, and questions or stories related to a child’s life helped Child Two to participate more in verbal and nonverbal ways. However, the question; [What do you see?] did not help her to participate in the large group setting during the nine weeks of research. The teacher told that Child Two seemed to be a listener in large group setting.

It seems that she is listening, so maybe she was just not feeling like she wants to answer. (First interview, 02/29/2013)

I feel Child Two is having a pretty long transition into the class. She seems to be feeling uncomfortable when she arrives and feeling sad at the very beginning. Then I feel she is somebody who has a hard time communicating with others, maybe she doesn’t feel that is her strength. She does participate in other group time, like dancing, like music and movement. (Second Interview, 04/05/2013)

**Child Three.** When Child Three wanted to answer a question or share her idea at the large group, she mumbled and did not speak without repeating the word “um.” The teacher mentioned that her behavior in the large group setting may be the result of anxiety.

I think for her, it is hard answering questions at group or any group. It is maybe anxiety. When I was in a car with her, on our way to a fieldtrip, we were talking about something. She was able to communicate to me then and she didn’t have any hesitation like she has in class and she didn’t skip her words. Sometimes when she shared in group she would say “um” or stop herself. But in a personal conversation she doesn’t do that at all. That made me think it was easier for her to communicate when it was something she was familiar with because she got up in front of class to talk about a trip she was going on to Chicago, and she felt more comfortable and she was able to share that. (First Interview, 02/29/2013)
I would say that Child Three definitely a reluctant child, if she feels that she actually had a turn. I have noticed that, she had been with me for 2 years. It became very clear that if she knew that it was her turn, she would be quiet and listen. She was very confident in study group because then she would talk. But if she is worried that somebody will be distracting her, she doesn’t try. (Second Interview, 04/05/2013)

For Child Three, the most effective intervention was questions or stories related to her life. Most of her answers did not come from the comprehensive answers from the book. When she responded, most of her ideas were related to her experiences and what she thought about the questions. When the teacher asked [What do you see?] questions, she mentioned not only what she saw, but she also included what she thought about that or what she had experienced with it.

I think that she has a hard time in a situation with lots of people and she feels rushed to talk. So in this situation, if you are one on one with her, she is able to engage and have a well-thought-out conversation. But it seems she feels shy around a large group of people. I have noticed that she stops and starts when she is talking in a large group, but that’s not the case in a small group setting. (Second Interview, 04/05/2013)

Child Four. Child Four is a really talkative child generally. I was surprised that he was selected after acquiring the behavior data. I did not expect that he would be one of the children in this study because he likes to talk with me. Frequently, I could see that he was talking with his father and other friends. The teacher said one of the reasons he was not participating was due to his unwillingness to sit down on the carpet.

I think he is having a hard time being a part of what is going on and it is hard for him to attend group in general. Like . . . his maturity . . . in that area. He is very intellectual and verbal, but his inability to sit hasn’t caught up with those other strengths, so that might be a part of it. I noticed he moves around on the carpet a lot when I am reading and is not necessary engaged. I’ve noticed that he does that at study group too. Although, we do make the students sit kind of a long time. (First Interview, 02/29/2013)

When the teacher tried a lot of different interventions, such as assigning a seat for him, his participation improved significantly. When he was sitting close to the teacher, he participated more in both verbal and nonverbal ways.
I feel he’s still developing his maturity and ability to actually sit and attend to group. I feel that’s the area that is a challenge for him. That is what I think but I don’t know. I will talk about this later. But for him, I feel he is somebody that he needs a very short sitting period, like he is a very typical preschooler. Our group times are very long and sometimes, that is too much for him. But most of the kids can sit during group. I wonder if we should engage him more, and since he is not engaged it’s causing him not to participate. [Researcher: do you think 20 minutes is?] You see him peeking out of the window a lot, things like that. [Researcher: do you think 20 minutes is too long for him?] Yup, 20 minutes is too long for a preschool group meeting, but we do it anyway. Although I think I try really hard to respond to the children, so I will stop a book before they were done and finish it later if we feel the whole group is having a hard time.

(Second Interview, 04/05/2013)

Child Five. When I saw Child Five for the first time, he explained to me what he wanted to do, and he introduced his mother to me. He was not afraid of speaking with other people. I was surprised when he barely participated in the large group setting. During large group, he liked to touch his clothes and play with his shoes. The teacher observed this as well.

So, it always surprises me Child Five doesn’t participate in group because he is very outgoing. He is the one that easily warms up people and talks to them. And I am not sure if he is just observing or listening, or if he is not comfortable with that. He also engages a little more in the other books, you know in the repetitive books. (First Interview, 02/29/2013)

During this study, I wondered if he was really engaging in the group or not. Also, the teacher mentioned that she was not sure if he was participating and comprehending or not.

He is an observer. He is in the classroom a lot watching, so it could be that he is just observing and watching what’s going on. Sometimes I wonder if he is actually engaged in group and what’s happening. (Second Interview, 04/05/2013)

For Child Five, the assigned seat really helped him to participate and engage in the large group more than other interventions. Also, he preferred to share his experience and ideas with children rather than answering informative questions asked by a teacher or adult.

Some interventions worked better for certain children than others. Each reluctant child had specific ways that he/she wanted to participate. For Child One and Two, repeating the same question for everyone helped them to participate more than the other reluctant children. Child
Three really enjoyed participating when she could answer related to her experiences. Assigned seating helped Children Four and Five to participate more than they had previously.
Chapter 5

Discussion and Conclusions

This thesis has explored various interventions to help reluctant children participate in verbal and nonverbal ways during a storybook lesson in a large group setting. Reading a storybook lesson is an omnipresent activity in the early childhood settings, and many researcher have already shown that this helps children’s language development. My research identified intervention techniques that were effective for helping reluctant children participate in verbal and nonverbal ways.

From this research I can strongly suggest the ways how to help students to teachers who are having issues with some of the reluctant students’ participation in the classroom. It absolutely depends on each child what intervention might work for him/her. However, I can suggest first that teachers should try to give explicit instructions to students. For instance, they should instruct what the student should do, what to say, and what to answer. If this does not work, I recommend assigned seats, since I saw it made a huge difference where reluctant children sat for the large group storybook reading lessons. However, assigned seating was followed with lots of complaints from the other children who wanted to sit closer to the teacher or their friends, and also from reluctant children who did not want to sit only in one spot for a long time. Since it worked really well for some of reluctant children, it could be used for some children and for a short period of time. In order to encourage children to participate, instructors can provide follow-up questions that relate to children’s experience, repeat the same questions for children to answer, and select books that are properly suited to children’s level.

While reading a storybook in the large group, there is limited time for all of the children to participate. All of the children do not have to participate every time. Teachers notice that there
are always a few students who are not participating in any storybook lesson. In these situations, I believe it is necessary to help them to participate. Teachers should use some of identified interventions to help these children participate in verbal and nonverbal ways. When using these intervention techniques for children, teachers can expect to see a fair amount of participation from all students. It can be a pathway to ideal classroom participation for all children.

After finishing this research, more questions arose. I wonder if reluctant children were comprehending the book or not. It would be good to know if children were not participating because of a lack of comprehension. If this is the case, there should be different ways to help them to participate.
References


Appendix A

Parental Consent Form

Dear Parents,
I am from the Department of Curriculum and Instruction at the University of Illinois and I would like to include your child, along with about 26 of his or her classmates, in a research project for my master thesis. The purpose of this study is to examine the effect of reading a story book with open-ended questioning on the verbal participation level of three- to five-year-old children. If your child takes part in this project, I will observe your child during story reading each day while another teacher reads a story aloud with questioning and discussion. I will record his/her verbal interactions. I will also record his/her non-verbal participation, for example, facial expressions, nods, hand signs, and other possible reactions. Two days a week I will videotape the story reading sessions.

There are no physical risks associated with this project. Participation in this research is not different than the normal schedule for preschool children. Children will not feel or discover different expectations in learning. Non-participating children will not be neglected. Participation is voluntary, and the consent form addresses a participant’s ability to cease involvement at any time. Likewise, the consent form lists an additional contact, besides the investigator, who can be reached if the participant prefers to do so. Only those children who have parental permission and who want to participate will do so, and any child may stop taking part at any time. You are free to withdraw your permission for your child's participation at any time and for any reason without penalty. These decisions will have no effect on your future relationship with the school or your child’s status.

The information that is obtained during this research project will be kept strictly confidential and will not become a part of your child’s school record. Any sharing or publication of the research results will not identify any of the participants by name.

I look forward to working with your child. I think that the research will be helpful for the children who participate. The results of the project will be used to better support children who do not participate in group reading story books with an open-ended questioning time.

If you have any questions about this project, please contact me using the information below. If you have any questions about your rights as a participant in this study or any concerns or complaints, please contact the University of Illinois Institutional Review Board at 217-333-2670 (collect calls will be accepted if you identify yourself as a research participant) or via email at irb@illinois.edu.
In the space at the end of this letter, please indicate that you do want your child to participate in this project and return this note to your child’s teacher before DATE. Please keep the attached copy of this letter for your records. If you have any questions at any time, please feel free to ask me. You can contact Dr. Walsh at danielw@illinois.edu or (217)244-1218. Also, you can contact Hye Ryung Kim at kim508@illinois.edu or (312)852-5251 with any questions, or concerns about the research.

Sincerely,

Hye Ryung Kim
312-852-5251
kim508@illinois.edu

Daniel Walsh
217-244-1218
danielw@illinois.edu
Informed Parental Consent

Responsible Principal Investigator: Daniel Walsh
Department of Curriculum and Instruction
College of Education
1310 S. 6th St. Champaign, IL 61820
217-244-1218
danielw@illinois.edu

Purpose of the Study: The purpose of this study is to examine the effect of reading a story book with open-ended questioning on the verbal participation level of three- to five-year-old children. The subjects in the study will be normally developing children who exhibit low levels of verbal participation in groups. This study will contribute to the knowledge of effects of reading stories with open-ended questioning on children’s communicative development.

Procedures to be followed: I will observe students during story reading each day while another teacher reads a story aloud with questioning and discussion. I will record their verbal interactions. I will also record their non-verbal participation, for example, facial expressions, nods, hand signs, and other possible reactions. Two days a week I will videotape the story reading sessions.

Risks and Benefits: There are no physical risks associated with this project. Participation in this research is not different than the normal schedule for preschool children. Children will not feel or discover different expectations in learning. Non-participating children will not be neglected. Participation is voluntary, and the consent form addresses a participant’s ability to cease involvement at any time. Likewise, the consent form lists an additional contact, besides the investigator, who can be reached if the participant prefers to do so. Video tapes will be viewed by only me and Daniel Walsh, who is my advisor. The results of the project will be used to better support children who do not participate in group reading story books with an open-ended questioning time.

Statement of Confidentiality: Video recordings will be safeguarded on my laptop with a protected password. Each videotape will be logged within one month of the observation. Additionally, each videotape will be deleted from my computer when the research is completed. Data, including videotapes and transcripts, will remain in locked offices and on a password-protected computer and back-up drive. Signed consent forms will also be stored. Each child’s name will not be recognized. I will use Child One, Child Two, Child Three, Child Four, and Child Five instead of their name. Video is not going to use for dissemination. It is only for data collecting. The study’s finding will be disseminated through a master thesis, conference presentation, and articles in scholarly journals.

Voluntariness: Your child's participation in this project is completely voluntary. In addition to your permission, your child will also be asked if he or she would like to take part in this project. Only those children who have parental permission and who want to participate will do so, and any child may stop taking part at any time. You are free to withdraw your permission for your
child's participation at any time and for any reason without penalty. These decisions will have no affect on your future relationship with the school or your child’s status or grades there.

If you have any questions at any time, please feel free to ask me. You can contact Dr. Walsh at danielw@illinois.edu or (217)244-1218. Also, you can contact Hye Ryung Kim at kim508@illinois.edu or (312)852-5251 with any questions, or concerns about the research. You may also call the Hye Ryung Kim if you feel you have been injured or harmed by this research. If you have any questions about your or your child’s rights as a participant in this study or any concerns or complaints, please contact the University of Illinois Institutional Review Board at 217-333-2670 (collect calls will be accepted if you identify yourself as a research participant) or via email at irb@illinois.edu.

_____________________________________________________________________________________

I understand that I am making a voluntary decision as to whether or not to allow my child to participate. I have read the information provided above and have decided that I will allow my child to participate. In agreeing to participate, I am also agreeing that my child will be videotaped for the purpose of this research. I understand that my child may withdraw at any time without negative consequences should he or she chooses to do so. I will be given a copy of this form.

Child’s name: _______________________________
Child’s date of birth: __________________________ Sex: □ Male □ Female

Parent’s name: ________________________________
Parent’s signature: ____________________________ Date: ___________________
Appendix B

Teacher Consent Form

Dear Teacher,

I am from the Department of Curriculum and Instruction at the University of Illinois and I am inviting you to participate in this study is to examine the effect of reading a story book with open-ended questioning on the verbal participation level of three- to five-year-old children.

I am examining the beliefs of teacher about effect of reading a story book with open-ended questioning on the verbal participation level of 3- to 5-year-old children. To understand these beliefs, I am interviewing teacher. The interview will take about 30 minutes at a location and a time convenient for you. If you are interested, I may ask you to participate in another interview, each about 30 minutes. With your permission, interviews will be audio-taped.

This study involves no risks beyond those that exist in daily life. The results of this study will be used primarily for my master thesis. They may be shared with others through conference presentation and journal articles with your permission. Once transcribed, the audio-tapes will be erased. For any publications or presentations, your identity will be protected by the use of pseudonyms and the removal of other identifying information.

Your participation is completely voluntary. You are free to withdraw from the study at any time, for any reason, without penalty. You are also free to refuse to answer any questions you do not wish to answer. A copy of the research report will be made available to you once the study is completed.

If you have any questions about this project, please contact me using the information below. If you have any questions about your rights as a participant in this study or any concerns or complaints, please contact the University of Illinois Institutional Review Board at 217-333-2670 (collect calls will be accepted if you identify yourself as a research participant) or via email at irb@illinois.edu.

If you have any questions at any time, please feel free to ask me. You can contact Dr. Walsh at danielw@illinois.edu or (217)244-1218. Also, you can contact Hye Ryung Kim at kim508@illinois.edu or (312)852-5251 with any questions, or concerns about the research.

Sincerely,

Hye Ryung Kim
312-852-5251
kim508@illinois.edu

Daniel Walsh
217-244-1218
danielw@illinois.edu

( ) I do agree to participate in this interview.

For audiotaping: ( ) I do give permission to audiotape this interview.
( ) I do not give permission to audiotape this interview.

_____________________________________________________
Name

_____________________________________________________
Signature Date
## Appendix C

### Behavior Chart

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## Appendix D

### Sign Language Used in the Class

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## Appendix E

### Book List

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