

DOCUMENT RESUME

ED 438 589

CS 510 255

AUTHOR Behar, Cara
TITLE The Effects of Classical Music on Listening Comprehension.
PUB DATE 2000-05-00
NOTE 117p.; M.A. Research Project, Kean University.
PUB TYPE Dissertations/Theses (040)
EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Elementary Education; *Instructional Effectiveness;
*Listening Comprehension; *Music; Special Education; Story
Grammar
IDENTIFIERS *Classical Music

ABSTRACT

A study determined the effectiveness of background classical music on listening comprehension. Nine special education students were read 10 different stories while music was either playing or not. They were asked the same four story element questions after each story. Results showed no significant differences between the two types of listening sessions. Raw scores indicated only a slight difference in the music settings. These differences were considered negligible for the purposes of this study. Contains 21 references and a table of data. Numerous story map responses (for both the music and no music settings) are attached. (Author/RS)

Reproductions supplied by EDRS are the best that can be made
from the original document.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
 - Minor changes have been made to improve reproduction quality.
-
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

The Effects of Classical Music on Listening Comprehension

By

Cara Behar

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

CARA BEHAR

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

*accepted
4/11/00
Robert G. Zimmerman*

Presented in Partial Fulfillment of the Requirements for the Degree of
Master of Arts
Kean University
May, 2000

BEST COPY AVAILABLE

Abstract

The purpose of this study was to determine the effectiveness of background classical music on listening comprehension. Nine special education students were read ten different stories while music was either playing or not. They were asked the same four story element questions after each story. The results showed no significant differences between the two types of listening sessions. Raw scores indicated only a slight difference in the music settings. These differences were considered negligible for the purpose of this study.

Acknowledgements

I would like to thank Dr. Mazurkiewicz for his support and guidance during this research project. I would also like to thank the professors in the reading department for their help throughout my master's program.

I would like to express my fond appreciation and love to my friends and family who supported me. To Gina Augello, it took us a while but we did. My deepest love to my husband, Mike, for his ongoing comfort and support through the good times and the hard times.

TABLE OF CONTENTS

I. Abstract.....	ii
II. Acknowledgments.....	iii
III. List of Tables.....	v
IV. The Effects of Classical Music on Listening Comprehension	
Introduction.....	1
Hypothesis.....	4
Procedures.....	4
Results and Conclusions.....	5
Implications.	8
V. Study Techniques: Related Literature.....	11
VI. References.....	22
VII. Appendices.....	24
Appendix A: Story Map Responses.....	25

List of Tables

Table I Raw Scores of Story Map Responses

"For more than 30 years, music has been cited as an effective means for improving attention span and attaining goals for learning disabled students." (Gilliland, 1957) In addition, research contends that the specific type of music can significantly increase the above skills even more.

A 1989 study by Derrick M. Kiger found that reading comprehension was higher in high school students when a certain type of music was played. This music was repetitive and had a narrow tonal range. (Kiger, 1989) This music has the same qualities as classical music. The study contends that the better comprehension scores were due to the higher concentration of the students listening to the low type of music. These students were not as distracted by the music itself as with high, non-repetitive music and not distracted by other sounds as with students studying in silence.

Classical music, as well as other aspects of a pleasant classroom, has also been shown to aid in memory enhancement. (Bucko, 1997) An increase in memory will have a positive effect on students recall of a story they have just listened to. The student will then be able to correctly answer comprehension questions with less difficulty.

Background music, when it is not overly stimulating, can provide for many pleasant experiences for students during the day. (Giles, 1991) In her article, Martha Giles talks about music that is not loud or jarring. This

type of music, to which classical music would be included, relaxes and quiets students, as well as provides them a little "lift" in the afternoon. All of these traits can only help to increase students' comprehension of material that the teacher is going over.

There are many additional benefits to listening to music in school. Over 20 years of research has shown the "effectiveness of music in helping reduce anxiety, create a sense of belonging and self-esteem, reduce aggressiveness behavior and hyperactivity and increase attentiveness." (Giles, 1991)

The benefits of music have been shown over and over in various research studies. Inappropriate bus behavior was even reduced when students were given the option to listen to music in exchange for good bus behavior. (McCarty, McElfresh, Risce, and Wilson, 1978)

There has been, however, research stating that although music is beneficial in some ways, it has not been shown to have educational value. Recently, the popular 1993 "Mozart" study was replicated. The original study done by University of California-Irvine researchers found that a "measured increase in intelligence was due to the direct facilitating action of Mozart's music on the brain." (The American Psychological Society, 1999)

The new study, done by researchers at Appalachian State University, found "no indication of a Mozart Effect." (The American

Psychological Society, 1999) The researchers used the same materials and procedures as the previous study. They found the differences between the experimental groups to be insignificant, disproving the original study. The controversy still plagues researchers who attempt to find out the effects of music. What we do know, however, is that music has not been shown to be harmful in educational settings as long as the music is not loud and jarring.

"It is well documented that aesthetic education provides a variety of images that help make comprehension easier." (Lawton, 1987) There has been a big fight in education over recent years to keep the arts in the schools. The professionals have proved that studies in art, music, poetry, and dance have been successful in many aspects of a child's education. If this is true, why are we, as teachers, not trying to bring the arts into our daily lessons? Playing music in the classroom during a reading or math lesson should have the same effect on students that it does during music class.

Elementary school classrooms are covered with both auditory and visual stimuli that enhance learning. Students often rely on posters around the room for additional support. Those same stimuli can also be a distraction to many of those students. Even the sound of a fan or someone walking in the hallway can cause a child to lose focus.

This causes a great problem for teachers. When students are distracted and unfocused, they lose out on valuable class time. These students often focus on something else and lose concentration. The lesson is then a loss for the student.

There has been years of research supporting the use of music in the classroom. Music has been shown to increase both concentration and comprehension. The issue has recently been controversial and researchers are trying to prove what effects classical music has on learning.

Hypothesis

Classical music will not enable students to comprehend a story being read to them with greater accuracy than when the music is not on in the classroom.

Procedure

Nine third and fourth grade students in a self-contained special education class in a public, elementary school were used for this study. The school is a K-5 school in North Plainfield, New Jersey. The town is a lower class suburban community.

Ten random days over a month's time were utilized for reading stories to the students. On five of the days there was classical music

playing softly in the background and on the other five days no music was played. There was no pattern to the days with and without music. After each story was read, the students responded to a series of comprehension questions. The questions included the story elements of character, setting, problem, and solution. The form was the same throughout the study. The students were also able to draw pictures based on their responses. The students had significant practice with these elements and little or no help was given. The stories were all within the students' listening comprehension levels. Differences in the student's creativity and descriptiveness, if any, were noted.

A tally of the number of correct responses for each element as well as overall scores was made. After the study was complete, the students were asked if they noticed any difference in themselves when the music was playing. The students were also observed to see if there were any noticeable differences in their attention spans and concentration.

Results and Conclusions

This study revealed that the differences in the students' responses in both types of sessions were insignificant. As seen in the following table 1, raw scores were tallied in each of the four story elements in both music and non-music settings.

Table 1-
Raw Scores of Story Map Responses

	<u>Music</u>	<u>No Music</u>
Character	43	35
Setting	34	33
Problem	36	35
Solution	32	27
Overall raw scores	145	130

The students correctly identified the characters in the stories 43 times when listening to classical music while only 35 correct identifications were recorded when there was no music playing. The students identified the setting and problem correctly one more time when the music was playing. The solution responses were five points higher in the musical setting. The differences between the scores were considered negligible.

No observable differences were recorded in the students' responses when looking for increased creativity and descriptiveness. The students were also observed with no differences in attentiveness when the classical music was playing in the background although it was not observed to be a distraction either.

Scores from this study support the hypothesis that students would not comprehend a story better with classical music playing in the

background. The stories were read at about the same time of the day and the students were prepared to answer questions on each story element. Since each session used a different story, the scores appear to reflect the level of understanding of that particular story rather than the effect the music had on their listening. The students' scores did not increase as the sessions went indicating that they were not subject to practice effects.

The volume of the music could have been a contributing factor for the students. The music may not have been loud enough to make an impact on their concentration. The students also may not have had the ability to use the relaxation of the music to their advantage. The music, on the other hand, may have been too loud. Since all the students were classified, they may have needed the silence to concentrate.

Overall, through the scores and observations, classical music did not seem to make an impact on the students listening comprehension. If the students were reading to themselves, the results may or may not have been different. They would not have had to differentiate the teachers' voice from the music. From discussions with the students, they did not seem to be impacted by the music in either way. They noted that they liked the music but did not think that it helped them listen and concentrate better. Older students may be more aware of their learning to really know the effect the music has on them.

Implications

This study could be expanded to further test the results. A larger sample would be able to show greater scores for comparison. Using both regular and special education students would also provide a better sample for this study. Using older students would enable the researchers to discuss the results with the students and the students would be better prepared to give feedback into the effect the music had on their ability to listen to the stories with and without the music.

Finding a way to use the same stories would allow the scores to reflect only the effect the music had on the comprehension rather than the understanding of the stories themselves. The students' scores in this study seemed to reflect the level of understanding of the story content rather than the effect of the music. Asking the students to perform specific skills with and without the classical music would allow the research to focus only on the impact of the music without the complication of the understanding of each individual story.

Research should continue into the effects classical music has on the education of students. Notably, there have been a lot of theories that favor the music and others that feel it makes no difference. What have not been found are negative effects. Classical music has not been found

to be harmful in educational settings so teachers should use the music when they feel it is the most beneficial to their classes.

Music effects on achievement: Related Research

Cara Behar

Listening well is one of the main abilities that children need to be successful in school. Some say that listening comprehension has to come before reading comprehension. Researchers note that there is a "cross-modal transfer of learning with respect to listening comprehension." (Pearson and Fielding, 1982) If a child is a successful listener, this allows him or her to use the same skills in reading comprehension. There is a lot of scientific evidence that shows background music in the classroom is beneficial to students listening comprehension. It helps students of all ages concentrate on the information better thus understanding and retaining the information better.

The research often focuses on classical music. For decades, there has been controversy over the effects classical music has on the education of children. The most popular study, The Mozart Effect, has been both proven and disproved. In 1993, researchers Rauscher and colleagues at the University of California, Irvine, found an "8- to 9-point improvement on IQ tests in 36 college students who listened to ten minutes of Mozart's Sonata for Two Pianos in D Major." (Rana, 1999) Colleagues at The University of Auckland immediately disproved the report. (1994) Rauscher then replicated his study in 1994. He extended the study to include seventy-nine students who either listened to the same Mozart piece, a piece by Philip Glass, or studied in silence. As with the first study,

“only the Mozart group showed a significant increased spatial IQ.”

(Musica, 1995)

In 1999, researchers at Appalachian State University in North Carolina replicated the 1995 study and found that their findings contradicted those done in California. “There is ‘little evidence to support basing intellectual intervention programs on the existence of the Mozart effect’, according to researchers led by Dr. Kenneth Steele.” (Rena, 1999) This research used the exact same procedure but increased the sample to 125 people. Steele suggested in his study that there might be a better mood performance due to the music. Steele’s team has “debunked the myth that listening to classical music can make you smarter.” (Rena, 1999) Other criticisms of the original study include the fact that the increased intelligence only lasts ten minutes.

Classical music, in addition to other background music, has been a main topic of research for many other educational reasons than just straight intelligence increases. In recent years, Howard Gardner’s theory of multiple intelligences has taken school districts by storm. Gardner explains that children find strengths in different ways and that educators have to find ways in their classrooms to accommodate this. Musical intelligence is defined as the ability to “understand and produce melodies and rhythms.” (Gardner, 1983) These children can “sing in tune, enjoy music, and play a musical instrument.” (Gardner, 1983) This intelligence

has shown to be very beneficial to the successful education of children. It can help a child in reading and math in addition to stimulating creativity and imagination. Musical intelligence also helps children think more clearly and retain information. (Gardner, 1983)

Research about the effects of music goes back to infancy. Studies at St. John's University and Iona College have addressed the role of how music affects infant memory. They looked at infants who learned tasks like moving objects in their cribs while listening to music. They then watched the same tasks performed one day and seven days later. "Retention was the same one day later, regardless of the music played. However, after seven days, the infants remembered that kicking produced mobile movement only when they heard the same music that was played during learning." (Fagan & Prigot 1997) They concluded "infants use music as a means to remember, so that music defines or gives meaning to a learning situation, at least as early as three months." (Fagan & Prigot, 1999)

Another preschool study set out to determine the effects of a classical music program on auditory discrimination skills. The study used seventy-seven five year olds in which half were exposed to weekly classical music experiences. The students were given several intelligence and auditory discrimination tests. The results showed "better auditory skills for the experimental group and greater ability to handle instructional

tasks.” (Turnipseed, Jorja P. and others, 1974) More positively, the students did not seem to get tired or bored with hearing the classical music pieces.

Even before birth, music is making positive effects on learning. A 1997 study showed that babies whose mothers exposed their unborn children to tapes of violin sounds performed better on a series of gross and fine motor activities, linguistic development, coordination, and cognitive behaviors than those who had no exposure to music. (Lafuente, 1997)

Throughout a child’s school years, music has been shown to have multiple educational advantages. “New brain research shows not only that music is fun, but also that it improves our brain development and even enhances skills in other subject areas such as reading and math.”(Weinberger, 1998) Society has been credited for the increase in research in this area because of the growing awareness of the positive effects music has on the lives of our children. As long as adults continue to recognize these advantages, music should not disappear from school. It is a hard sell. Music education is dwindling from schools today, despite the positive research.

Music has plenty of room in the classroom for reasons other than background sounds that help children concentrate. Music should also be incorporated into lessons throughout the curriculum, especially in literature. “When combined with literature, music enhances aesthetic stance for reader response which refers to cognitive and affective

experiences during reading.” (Rosenblatt, 1978) Music can help children activate their existing schemata to set a certain tone for the story. When reading stories dealing with ocean life, ocean music helps children feel like they are there. (Towell, 1999) Towell also suggests rainforest music before reading stories on the subject. The music should not only be played before the story but during it as well. Children also benefit from songs when learning sight words since word recognition is better when the words are put to music.

There are many positive reasons that music educators and professionals have been fighting to keep music in the schools. In her book, Good Music Brighter Children, Sharlene Habermeyer sites the 1988 results of the International Association for the Evaluation of Educational Achievement scores for science proficiency. She notes that the United States falls fourteenth out of seventeen in countries participating. What is common in the top three countries is the extensive music training the students receive all throughout their schooling. (Habermeyer, 1999) All three countries, Hungary, Japan, and the Netherlands feel that the music education programs have been an integral part of the curriculum.

Children learn in different ways. As Habermeyer concludes, children learn by a combination of hearing, seeing, and/or doing. Music easily can be incorporated into these learning styles. In an arts-based classroom, “students learn by using all of their senses.” (Habermeyer, 1999)

This contradicts our traditional classrooms in which students learn by mostly listening and seeing. There is mounting evidence of the advantages music has in the classroom. It allows all children to use their strengths to succeed. "Learning through music and the arts not only allows the child to develop all of the types of intelligence that lie within her, but also allows the child to express her uniqueness as a person, thereby promoting a strong inner confidence and self-worth."

(Habermeyer, 1999) This is important because of the growing concerns with the lack of self-esteem in children today and the ways they deal with and react to their emotions.

Much of the research about music effects has been done with children and how listening to music can effect their reading comprehension. Many studies have shown positive results. Hurwitz and colleagues (1975) compared reading performance to groups of first graders who did and did not receive special music treatment. He found that "the experimental group exhibited significantly higher reading scores than did the control group." (Hurwitz, 1975)

In 1989, Derrick Kiger wanted to find out if the type of music would have any effect on a students comprehension of a given piece. He had the students listen to high or low information load music or nothing at all. The students then had to answer a series of questions about the reading selection. He found that students comprehended better when listening to

low information load music, which is a narrow tonal range, repetitive piece. (Kiger, 1989) He concluded that the low information load music allows that students to filter in more attention while the high information load music can create more tension and hinder concentration.

“Music may be an effective learning medium for aspects of language development such as receptive vocabulary, especially for students with reading problems.” (Bygrave, 1994) This was the result of a study done at the University of Canberra in Australia. Students were divided into groups in which half were involved in either a music or story-telling program in their classrooms. The programs lasted thirty weeks. The music program included singing, playing instruments, and listening activities. Music did have a small, positive effect on the receptive vocabulary of the students. (Bygrave, 1991)

There has also been a lot of research on the effects the familiarity of music has on the listener. These researchers have hypothesized that background music does help in relaxing a listener, adding to greater concentration. Hilliard and Tolan (1979) set out to examine whether the familiarity of music made a difference. Hilliard and Tolan studied sixty-four undergraduates who were randomly assigned to groups. The subjects either listened to the same selection over and over again or listened to one selection then another. The results of the study indicated that

familiarity of the music produced significant, but not large, gains. (Hilliard, 1979)

Previous to that study, Etaugh and Michals (1975) performed a similar one. They compared groups of students who either listened to student-selected music or nothing at all. They found that "listening to music of one's choice interfered with the performance of females but not to males." (Etaugh, 1973) They concluded, after interviewing the subjects, that females were less likely to study with background music and that when the music was on, it was unfamiliar and distracting.

With all this research, schools still need to be further convinced to keep music in the classrooms. Budget pressures often force districts to cut the music programs altogether. Music, as well as other performing arts programs is suffering despite all the positive aspects. Some of the negative viewpoints include statements like "Too much time is being spent on non-basic material such as art, music, and drama. We need more emphasis on the fundamentals." (Lawton, 1987) Lawton goes on to remind us that all aspects of education are equally important and beneficial. It is true that only five percent of an American elementary school is spent on the arts and that almost half of the secondary schools do not even offer music and art instruction. (Lawton, 1987) Children are very easily molded so we need to start the instruction at the lower ages in order to build a deep appreciation of the arts as a part of a child's

education. Lawton goes on to report a four year study done in Ohio, where an arts program was implemented. These students showed "significant gains in reading and in math." (Lawton, 1987) Performing arts education allows students to express themselves and as teachers, we need to give them this freedom.

As with any research, studies do not always have the same results. Robert Sundberg (1994) set out to study whether at-risk seventh graders would show an increase in spelling and vocabulary after being exposed to music in the classroom. He felt that, based on research, "using music instruction may change students' perception of what they are learning and their perception of their environment. Thus, in turn, may have an effect on retention of instruction." (Sundberg, 1994) He included elements of music and rhythm into his daily classroom activities involving spelling and vocabulary. His results showed that the music had no effect on the test scores.

Jill Botwinick (1997) also studied the effects of music on spelling scores. Her research included first graders and examined whether or not the type of music had a difference on learning. The students were exposed to either classical, baroque, symphonic, or no music at all prior to spelling instruction. The results did show gains when listening to music but those gains were considered insignificant. The results also showed higher gains with the classical music compared with the other types. (Botwinick,

1994) She also found that while test scores were insignificant, student motivation and interest were increased.

Regardless of the controversial research, most will agree and research shows that music, when used in the correct way, has no harmful effects on children or their ability to learn. All the research states that music either enhances a child's education or has no effect on them at all. Music is also universal and can open wonderful doors to the education of children.

"Music is a more potent instrument than any other for education and children should be taught music before anything else."

-Plato

References

Botwinick, Jill (1997). Developing musical/rhythmic intelligence to improve spelling skills. Master's thesis, Kean College, New Jersey.

Bucko, R. L. (1997). Using what brain-based research tells us. Streamlined Seminar, 16, 2, 3.

Bygrave, P. L. (1994) Development of receptive vocabulary skills through exposure to music. International Journal of Disability, Development, and Education, 41, 1, 51-60.

Etaugh, C. & Ptasnik, P. (1982). Effects of studying to music and post-study relaxation on reading comprehension. Perceptual and Motor Skills, 55, 1, 141-42.

Etaugh, C. & Michels, D. (1975). Effects on reading comprehension of preferred music and frequency of studying to music. Perceptual and Motor Skills, 41, 553-554.

Fagan, J., Prigot, J., Carroll, M., Pioli, L., Stein, A., & France, A. (1997) Auditory context and memory retrieval in young infants. Child Development, 68, 6, 1057-1066.

Gardner, H. (1983). Frames of Mind: The theory of Multiple Intelligences. New York: Harper and Row.

Giles, M. M. (1991). A little background music, please. Principal, 71, 2, 41-44.

Habermeyer, S. (1999) Good Music Brighter Children. USA: Prima Publishing.

Hilliard, M. & Tolin, P. (1979). Effect of familiarity with background music on performance of simple and difficult reading comprehension tasks. Perceptual and Motor Skills, 49, 713-714.

Kiger, D. (1989). Effects of music information load on a reading comprehension task. Perceptual and Motor Skills, 69, 2, 531-534.

Lafuente, M. J., Grifol, R., Segarra, J., & others (1997). Effects of the first start method of prenatal stimulation on psychomotor development: The first six months. Pre- & Peri-Natal Psychology Journal, 11, 151-162.

- Lawton, E. (1987). The role of the arts in schools: another reminder. Contemporary Education, 59, 1, 15-16.
- Mozart effect challenged. (1999). Psychological Science. (On-line serial).
- Mulliken, C. & Henk, W. (1985). Using music as a background for reading: An exploratory study. Journal of Reading, 28, 4, 353-58.
- Pearson, P. D. (1982). Listening comprehension. Language Arts, 59, 6, 617-629.
- Rana, R. (1999) Mozart effect strikes false chord. Available at foxnews.com.
- Sundberg, R. (1994). Teaching spelling and vocabulary to at risk students utilizing the musical/rhythmic intelligence. Master's thesis, Dominican College, California.
- Towell, J. (1999). Motivating students through music and literature." The Reading Teacher, 53, 4, 284-287.
- Turnipseed, Jorga, P., & others (1974). Effects of participating in a structured classical music education. Paper presented at the annual meeting of the Mid South Educational Research Conference, New Orleans, LA.
- Weinberger, N. M. (1998). The Music in Our Minds. Educational Leadership, 45, 36-40.

Appendices

Appendix A: Story Map Responses

Music Setting Responses

STORY MAP

Jeff

74

Story Title Wally There and

Characters

Wally

Setting

Ocean

What is the main problem?

Wally ate Balloons

How is the problem solved?

The CUPS take him back
to the ocean

STORY ^{Fuad} MOJO

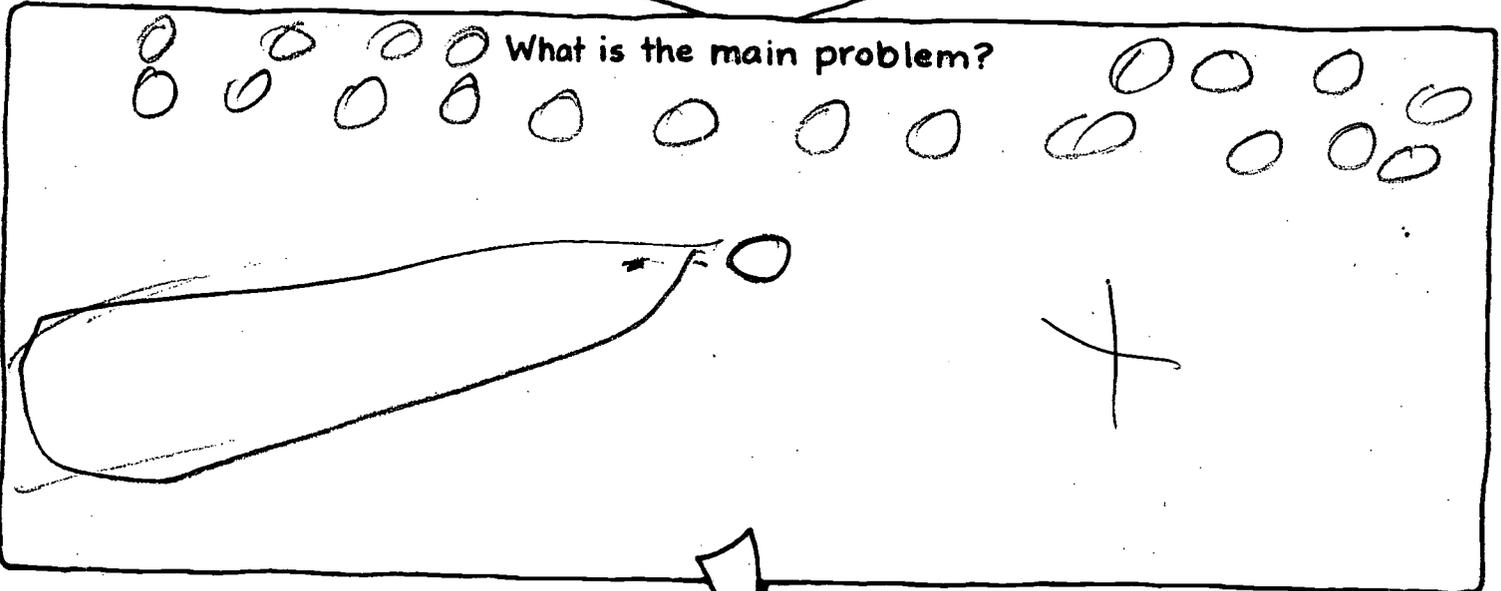
Story Title Wally, The Whale Loved Balloons

30

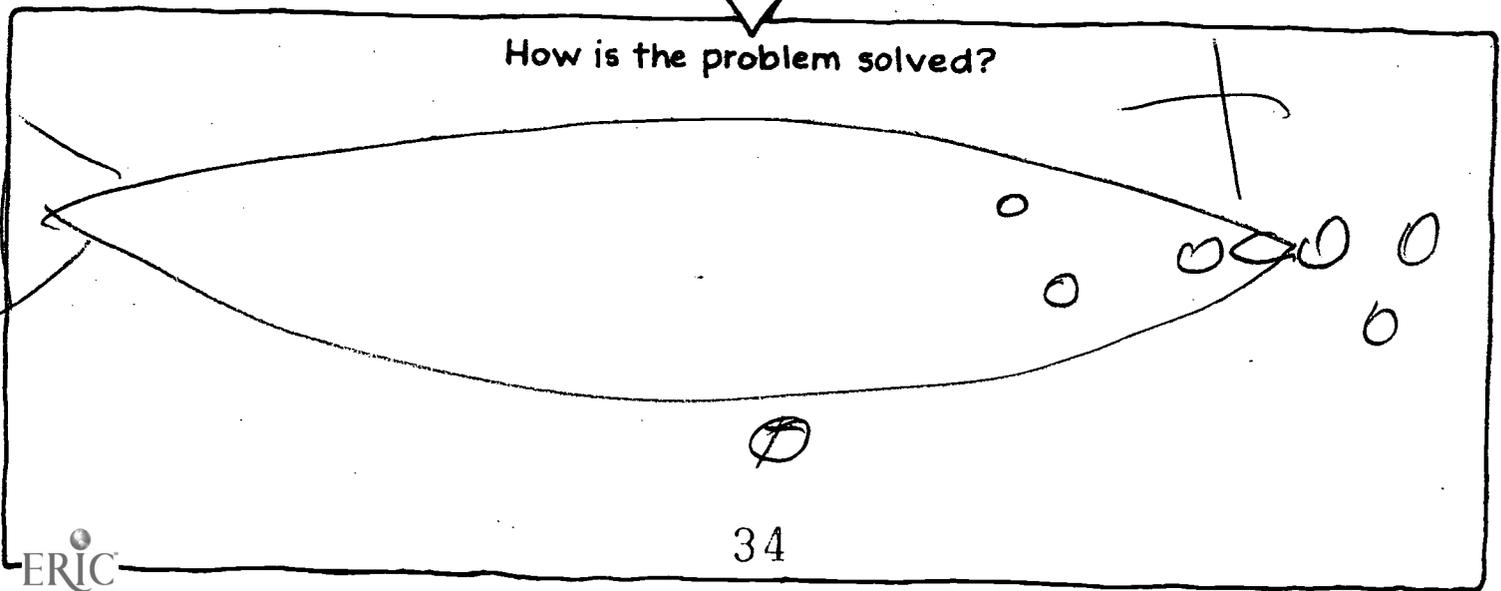
^{Characters}
Wally ^{eat} the Balloons
and come Fat and
Fill in the air.

^{Setting}
He Loved the Balloons
as much as he fill
up in the air.

What is the main problem?



How is the problem solved?



STORY MAP

Story Title The whale who loved balloons +4 1/12/00

Characters

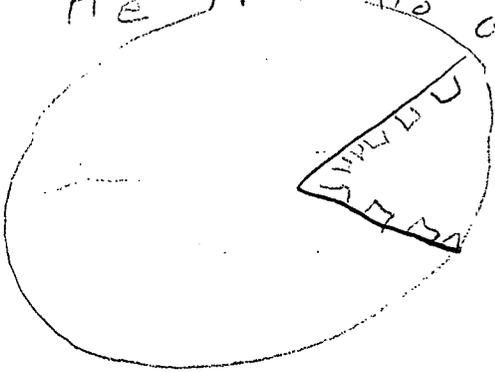
WALY

Setting

Wirt

What is the main problem?

He can't tie a balloon



How is the problem solved?

Wally popped a rat. Then he would
find his mother.

BEST COPY AVAILABLE

STORY MAP

Story Title Wally Won't Love Balloons (+4)

Characters
Wally

Setting
in the ocean

What is the main problem?
What he was eating balloons

How is the problem solved?
What he fell down in the sea he fell

BEST COPY AVAILABLE

STORY MAP

Story Title Wally, the whale who loves balloons

Characters

WALLY

Setting

Sea

What is the main problem?

the whale fly
up in the air.

How is the problem solved?

When all the balloons
POP in his stomach and he
fall

STORY MAP

Story Title Wally the whale who loves balloons

Characters

Wally

Setting

Thon town 44

What is the main problem?

He fall in the ^{soccer} team.



How is the problem solved?

They took the whale in the warehouse and his name is wally.

Ivette

STORY MAP

Story Title Wally, the who loved Balloons

24

Characters

WALLY



Setting

Water

What is the main problem?

heat to mhbaloos and he got fat

How is the problem solved?

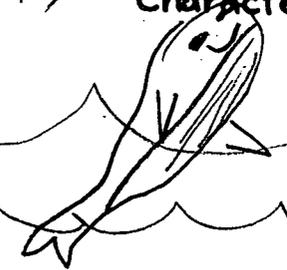
the blon can't her out of his mouth
alt ar hasmafi

BEST COPY AVAILABLE

STORY MAP

Story Title Wally the whale who loved balloons

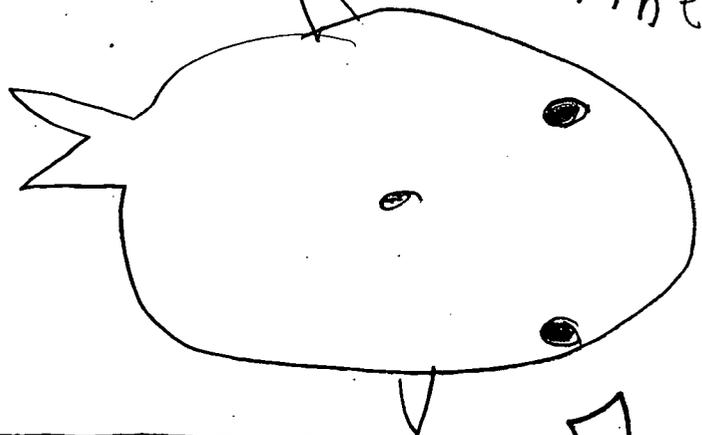
Wally Characters



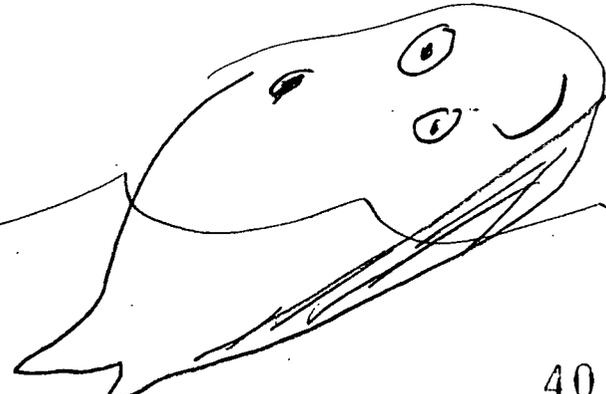
Setting
he ate balloons at the beach



What is the main problem?
he was floating in the air.



How is the problem solved?
he went back to the ocean.



Wally the whale STORY MOUNT

Story Title _____

Characters
Wally the whale

Setting
In the swimming
The beach

What is the main problem?

WALLY POPPED
THE BALLOON

How is the problem solved?

WALLY
LOVED
BALLOON

BEST COPY AVAILABLE

STORY MAP

44
5013110

Story Title My dog is lost Kevin Rico

Characters

Juanita

Setting

outside

What is the main problem?

He lost his dog.



How is the problem solved?

His friend found the dog.

BEST COPY AVAILABLE

Story Map

family 1/3/0

+4

Story Title My dog is lost

Characters

John +

Setting

outside

What is the main problem?

He lost his dog.



How is the problem solved?

He and his friend
help him find his dog.

Kevin

STORY MAP

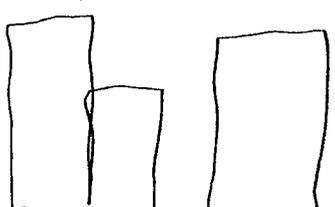
44

Story Title My Dog is Lost

Characters
Juanita



Setting
In New York



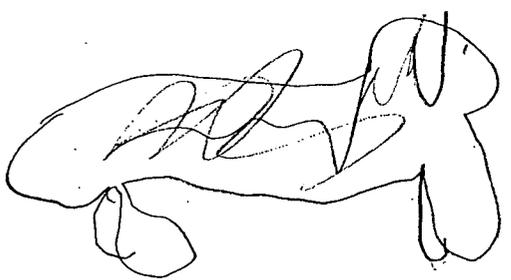
What is the main problem?

Juanita Cant Find His Dog



How is the problem solved?

They Found the Dog



BEST COPY AVAILABLE

STORY ^{Diagrams} MAP

44

Story Title My Dog is Lost

Characters

Juanito

Setting

out side
Nat. City

What is the main problem?

Juanito lite has Dog



How is the problem solved?

Juanito can have her
Pid has Dog

STORY MAP

Jonathan

44

Story Title MY Dog is Lost

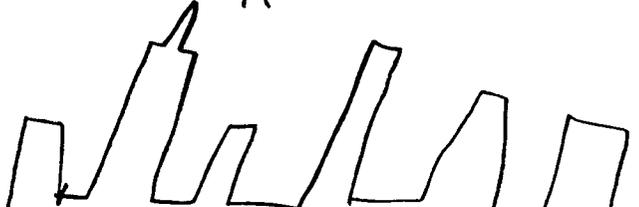
Characters

Juanito



Setting

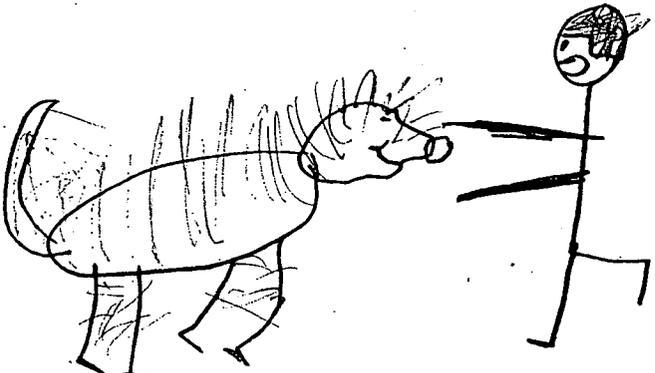
NEW YORK



his Dog is lost. What is the main problem?



he found his Dog. How is the problem solved?



Story Map

Story Title

My dog is lost & left

44

Characters

Juanito

Setting

Outside
in the city

What is the main problem?

Juanito cannot find
SPAG
somewhere



How is the problem solved?

Juanito and someone
find MY DAG

BEST COPY AVAILABLE

47

Fourth

STORY MAP

Story Title My Dog is Lost

43

Characters

Juanita

Setting

X

What is the main problem?

abandoned dog



How is the problem solved?

Juanita found a foster home

BEST COPY AVAILABLE

STORY MAP

1-31-00

1-31-00

44

Story Title My Dog is lost

Characters
Juanito

Setting
Outsided.

What is the main problem?

My Dog was lost



How is the problem solved?

He Find His Dog.

STORY MAP

43

Story Title Farrady dog is Lost

Characters

dog

Setting

x

What is the main problem?

he was upset
because he lost
his dog



How is the problem solved?

he was happy
because he
found his dog

STORY MAP

(2)

Story Title ARTHUR STEWART'S PETS

Characters
Arthur

Setting
at ARTHUR'S
house

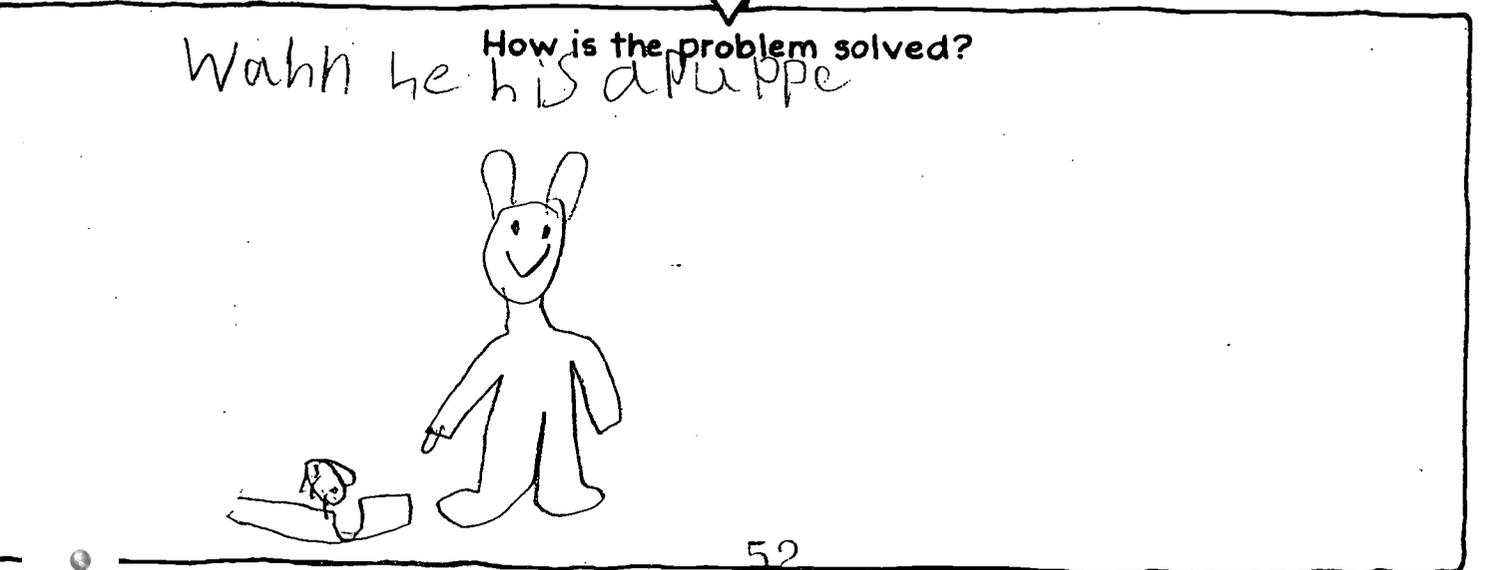
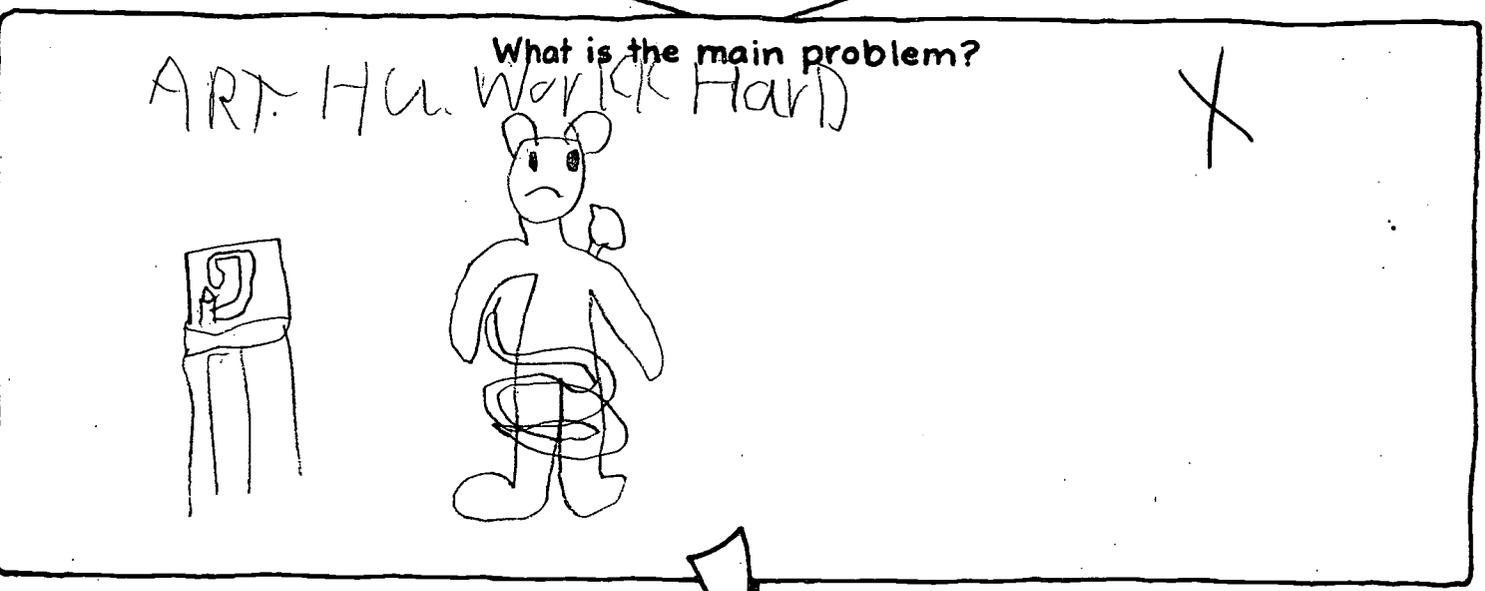
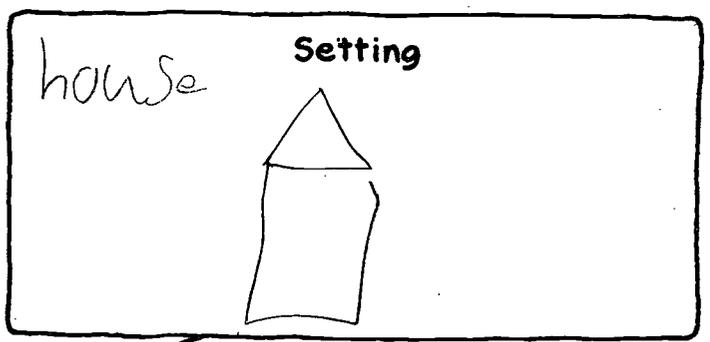
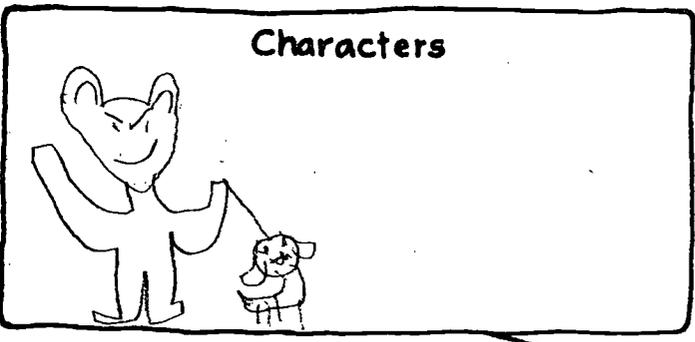
What is the main problem?
all the pets are everywhere

How is the problem solved?
Prcky has puppy

STORY MAP

Story Title ARTHUR'S PET BUSINESS

12/12/10
+3



Story Map

14

Story Title Arthur's Pet Business

Characters

Arthur's

Setting

it took place
in the house

What is the main problem?

Arthur's what
a pieper but he has
a pieper to take kid

How is the problem solved?

because he took
got is pieper k of
a pieper

Jonathan 2-7-00

STORY MAP

(+2)

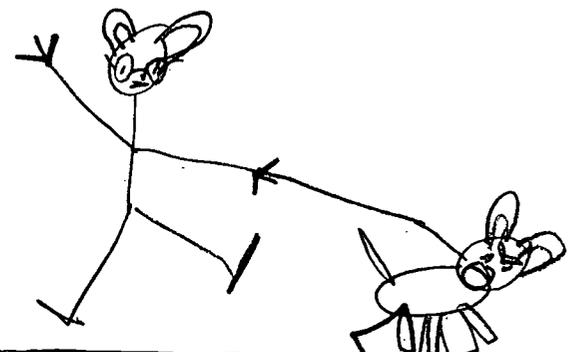
Story Title Arthur's Pet Business

Characters
Arthur



Arthur's home

What is the main problem?
When he was taking care of Preky



How is the problem solved?
Preky laid eggs



STORY ^{Diego} MOP ^{2.77/00}

44

Story Title Arthur's Pet Business

Characters
 ARTHUR
 D Drblr

Setting
 ARTHUR home

What is the main problem?
 Dad treat ARTHUR man.
 ARTHUR has to take care of life
 have Dad Dad rare pate.



How is the problem solved?
 dr mom Dad he had pat
 dr mom gave a pat to ARTHUR.

BEST COPY AVAILABLE

STORY MAP

Fuad
1-7-00

+1

Story Title Arthurs Put Buisness

Characters

Arthurs

Setting

he could not find a pet,

What is the main problem?

Gamue gave The ~~pet~~ to Arthurs,



How is the problem solved?

Then The pet hadt
Baby then she gave ham
10 Dollars.

Letter Story Map

44

Story Title Arthur's Pet Business

Characters

Robr

Setting

Nithe hamns

What is the main problem?

Arthur wanted a puppy
but he has to be
responsible

Robr won't be
fada bod



How is the problem solved?

He found a job taking care of
dogs and he got to keep a dog.

to take care of
by

BEST COPY AVAILABLE

STORY MAP

Story Title: Arthur's pet business

Characters
Arthur

Setting
Swims

What is the main problem?
Arthur
wants pope

How is the problem solved?
his pope
nice

STORY MAP

+4

Story Title 2/7/00 Arthurs PR + buisness

Characters

Arthurs

Setting

in the house.

What is the main problem?

he had to learn res ponsibility,
so he get a puppe,



How is the problem solved?

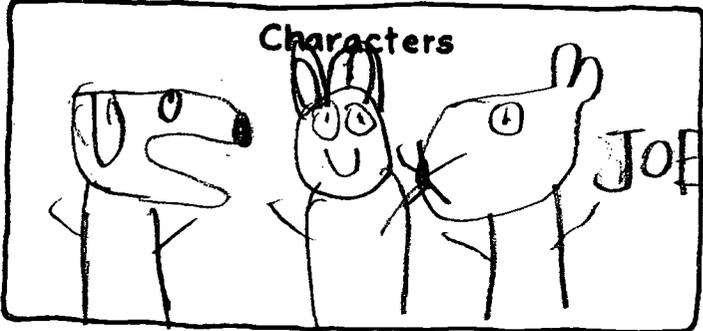
he found perky and he
got ten dollres puppe.

1/5/00

STORY MAP

Story Title Joe and the SNOW

14



Setting

house

What is the main problem?

There are no much snow.



How is the problem solved?

Joe just says snow
and morn snow came
back.

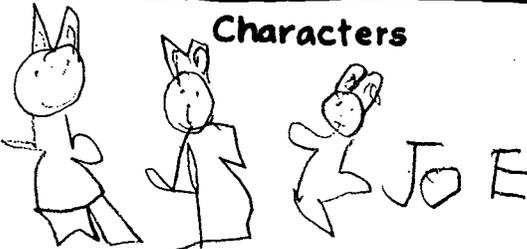
family 1/5/00

STORY MAP

+4

Story Title JOE and the SNOW

Characters



JOE

Setting

outside

What is the main problem?

that he wanted to have
snow.



How is the problem solved?

When the snow ^{came} King
true
trun.

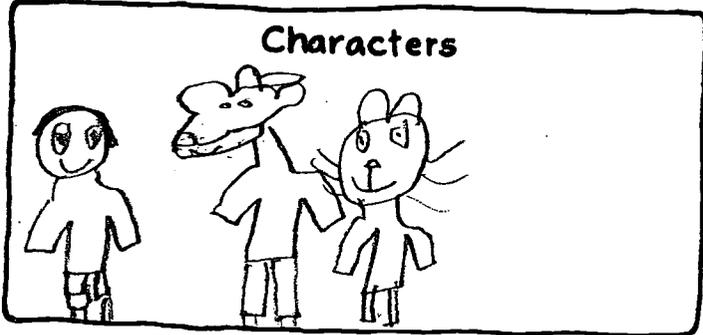
BEST COPY AVAILABLE

MICK RAMIK 22 115100

Story Map

Story Title Joe and the Snow

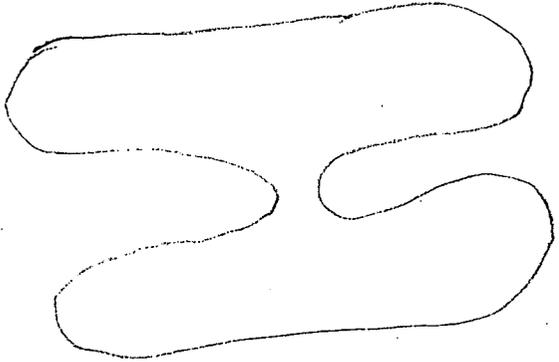
13



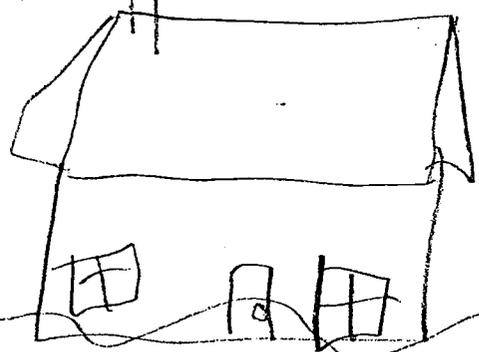
Setting

bovsh

What is the main problem?
Te rey wair no snow



How is the problem solved?
cree Tain the snow mit x



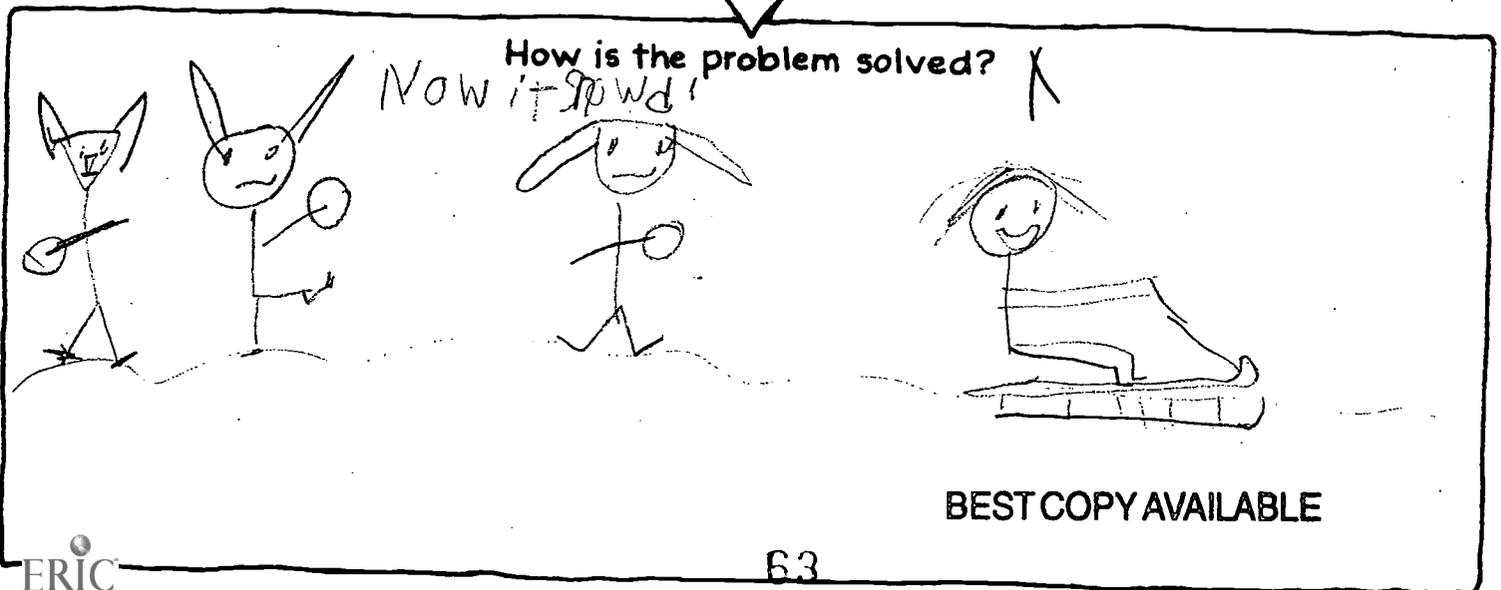
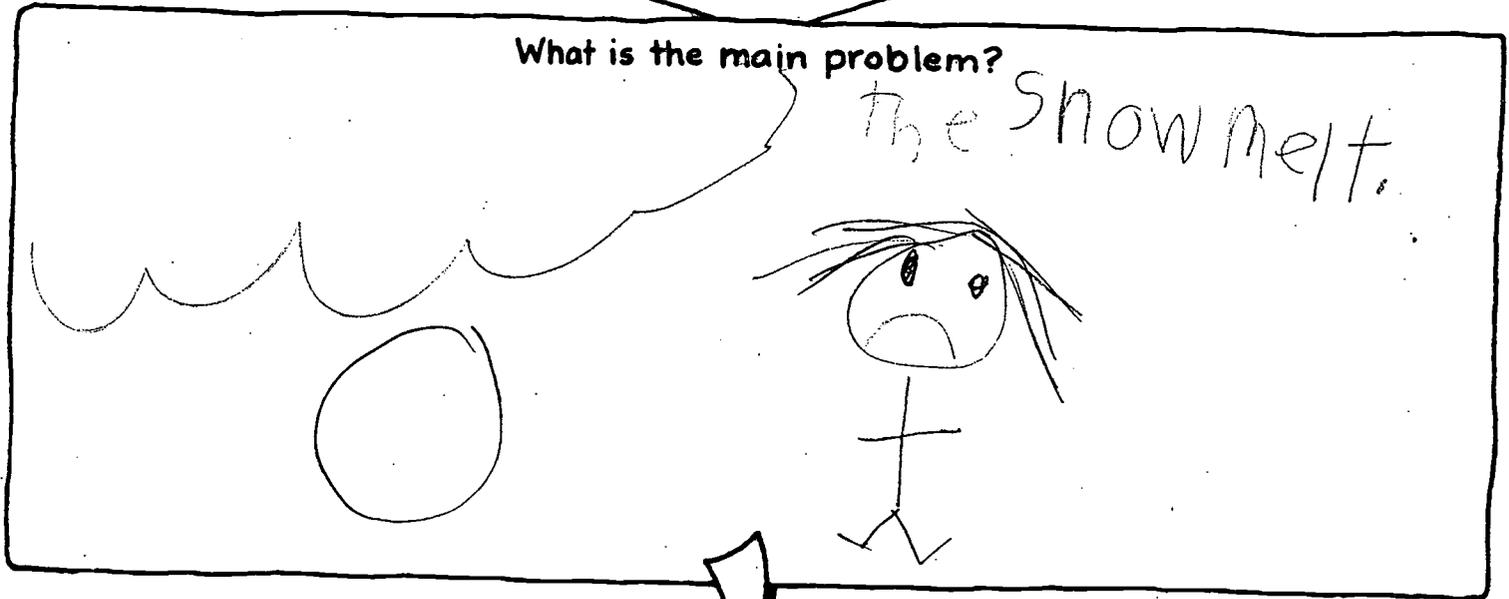
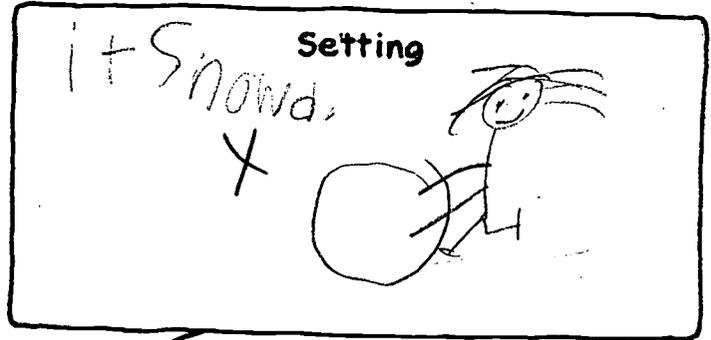
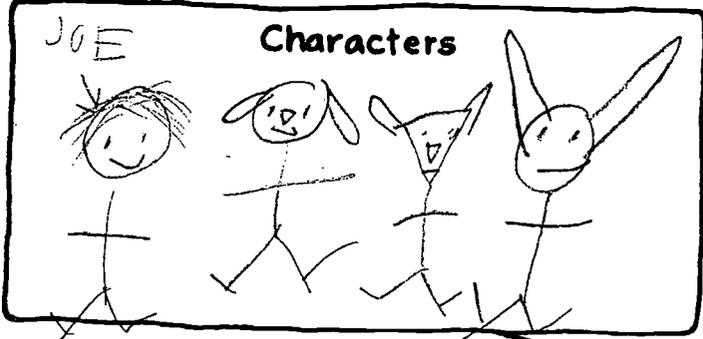
BEST COPY AVAILABLE

Job to 5-FL

STORY MAP

42

Story Title Joe and the snow



BEST COPY AVAILABLE

STORY MAP

Frax

43

Story Title Joe and The Snow



Setting

house

What is the main problem?

The house
want in The
water.

How is the problem solved?

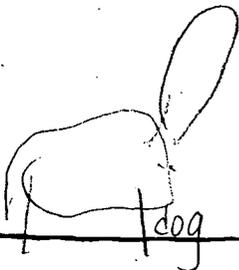
no more snow

STORY MAP

Story Title Joe and The Snow

Characters

Joe



dog

Setting

X

What is the main problem? X

Joe got hit snow
because he was in

How is the problem solved? X

water it to
snow

STORY MAP

4

Story Title JOE and the SNAP

Characters

Setting

What is the main problem?

Snow larb JOE would be bit a snow man.



How is the problem solved?

Wan the snow hrd.

BEST COPY AVAILABLE

Letter 15/10

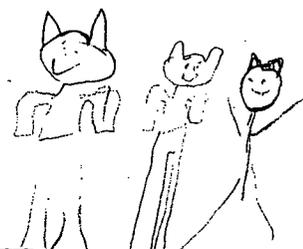
STORY MAP

Story Title Joe and his friends

+8

Characters

JOE



Setting



What is the main problem?

he was ~~saw~~



How is the problem solved? x

he was it came in the nat.

2/17/00

STORY MAP

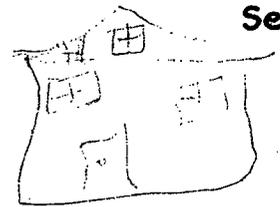
44

Story Title Cloudy with a Chance

Characters

The papa
of Chewandsualladu

Setting



What is the main problem?

The ov the no... and



How is the problem solved?

ma da
went to a tide
coke

BEST COPY AVAILABLE

STORY MAP

x2

Story Title _____

Characters

The people

Setting



What is the main problem?

The got shot down



How is the problem solved?

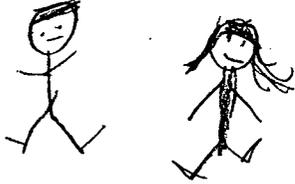
That made bread
to houses

Jonathan STORY MAP

Story Title Cloudy with a chance of meat balls 24

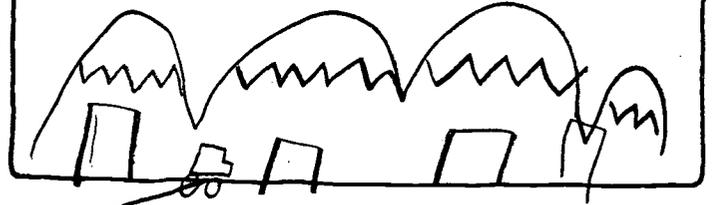
Characters

Henry and the grile



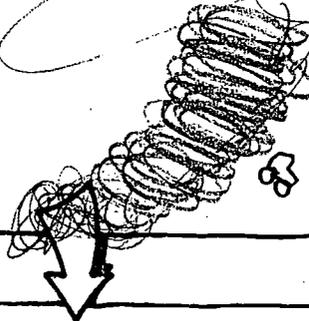
Setting

Town



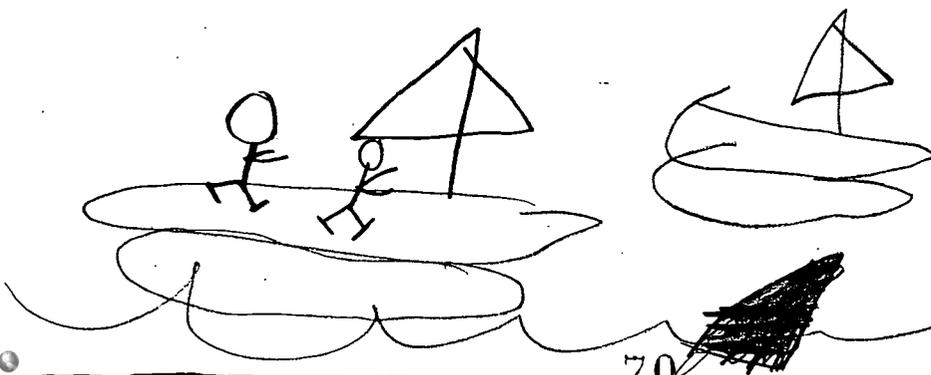
What is the main problem?

the storm was bad.



How is the problem solved?

they let the town.



BEST COPY AVAILABLE

STORY MAP

Fall 1 ad

Story Title

cloudy with a chance
of meatballs (73)

Characters

The
of chervardswallowhurricane

Setting

The 1 X

What is the main problem?

It storm
rained and
windy

How is the problem solved?

They boat
new land and these

STORY MAP

Story Title cloudy with a chance of Meatballs

24

Characters
the people
of
cheese and swallow

Setting
the house

What is the main problem?
it was raining pinnet herarest and
lunch.



How is the problem solved?
what have Maid a boat.

BEST COPY AVAILABLE

STORY MAP

Kevin Rice

Story Title Cloudy with a chance of meatball

Characters

Chew and Swallow
town

Setting

outside

4

What is the main problem?

It was stream
food.



How is the problem solved?

They went to a new
land.

STORY MAP

family

Story Title cloudy with a chance of meatball

Characters

People

Setting

outside

14

What is the main problem?

it is that they had tornadoes



How is the problem solved?

they move to another town.

STORY MAP

4

Story Title Cloudy with a Chance of Meatballs

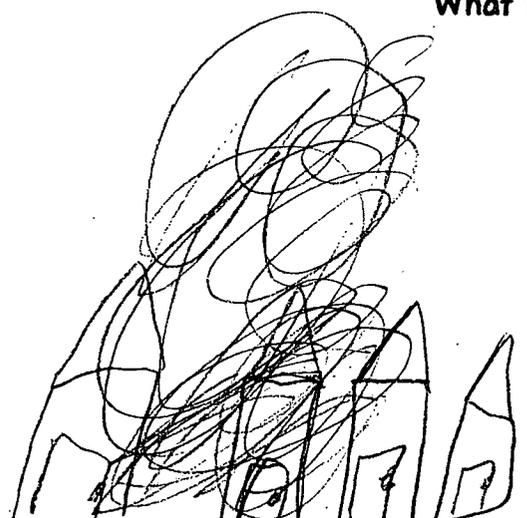
Characters

peop |

Setting

~~The peopl in Chewand~~
Swallow town

What is the main problem?



a ^{tornado} is rod ruined the city.

How is the problem solved?

They left to another city.

STORY ^{of} MAP

Story Title _____

Characters

Cloudy with a
chance of Meatball

Setting

Food X

What is the main problem?

There was Meatball
coming down.

How is the problem solved?

They wath to a New
contree.

No Music Setting Responses

Story Map

Story Title _____

Characters
The Pets

Setting X


What is the main problem?

We don't make the bites



How is the problem solved? X

the hen

Story Map

Diego

+3

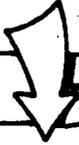
Story Title A Bicycle for Rosaura.

Characters
Rosaura.

Setting
X

What is the main problem?

I didnt frd a bike for a Rosaura.



How is the problem solved?

I frd a man wot I koll did Man
ti make a bike.

BEST COPY AVAILABLE

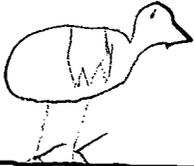
STORY MAP

Story Title A Bicycle for Bosaura

44

Characters

Bosaura

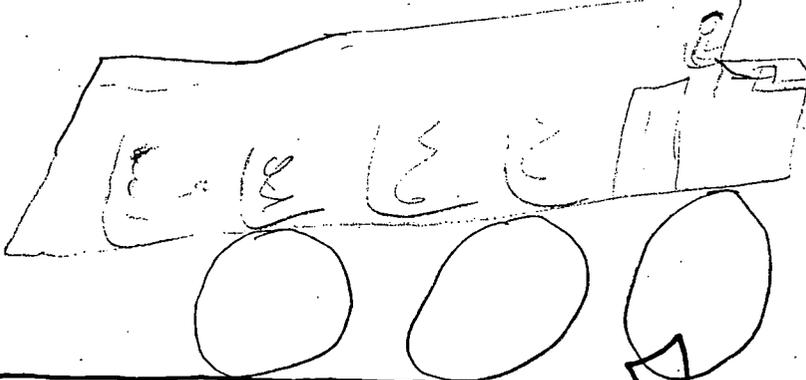


Setting



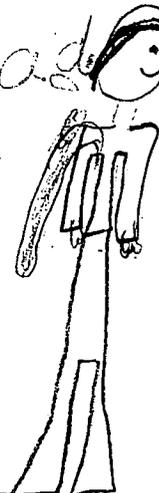
What is the main problem?

he wato steer



How is the problem solved?

The man made a Bicee



BEST COPY AVAILABLE

STORY ^{Fuel} MOTIF

Story Title A Bicycle for Rosaura (x2)

Characters

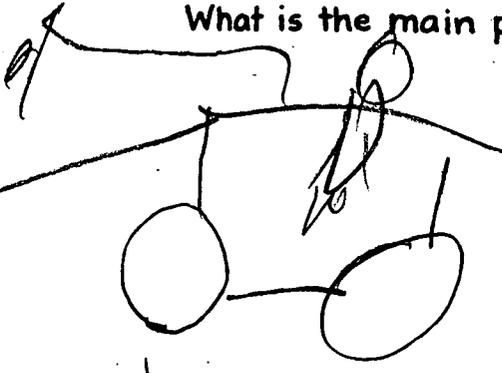


Hes Bat
hes a Bike

Setting



What is the main problem? X



hes had a new Bike
for Her.

How is the problem solved?

hes had a
Birthday Patter
B. Th...

ERIC
Full Text Provided by ERIC

Story Map

Story Title A Bicycle for Rosaura (4)

Characters



lady

Setting

outside

What is the main problem?

Lady Try to find the bike for Rosaura.



How is the problem solved?

A funny guy build a bike for Rosaura because her birthdays

STORY MAP

Story Title ^{yankee} ~~A~~ BICYCLE for ROSAURA

43

Characters

Rosa ura

Setting

outside

What is the main problem?

That the hen what.
It to have a bicycle.

How is the problem solved?

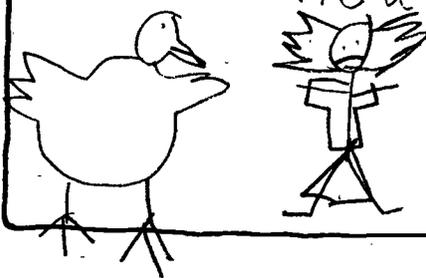
He forgot
to put the
br.

STORY MAP

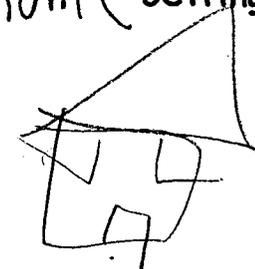
Story Title A Bicycle for Rosaura

44

Rosaura Characters
and a girl



The home Setting



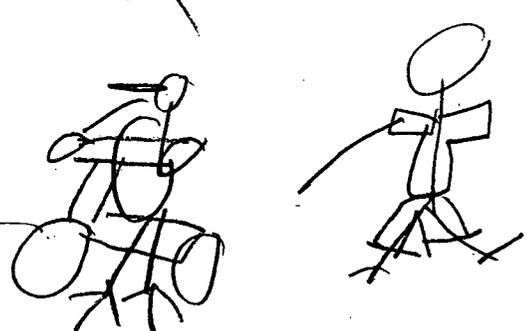
No Bike
was
terry

What is the main problem?



The Man fix the Bike

How is the problem solved?



Full Text Provided by ERIC

12/15/99

Story Map

Story Title

Fred Sleeps S.O.V.E.R. (13)

Characters

Ira
Beggie

Setting

Stories
Scared
ghost

What is the main problem?

at the end was afraid
to bring his
teddy bear

How is the problem solved?

he won't bring
his teddy bear but he did because
he wanted to.

STORY MAP

Ivett T

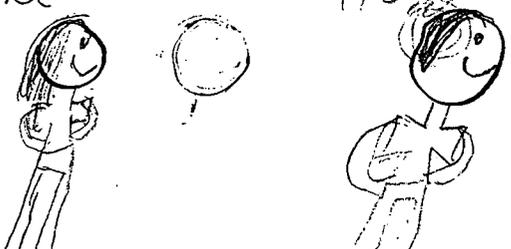
12/15/99

Story Title Ira Sleeps Over

(4)

Characters

Ira Reggie



Setting

a house
Ira



What is the main problem?

Ira wouldn't go if he could
take his teddy bear.



How is the problem solved?

Reggie had a teddy bear.

BEST COPY AVAILABLE

ERIC
Full Text Provided by ERIC

12/15/99

STORY MAP

Story Title Ira Sleeps Over (2)

Characters
Ira
Reggie Feddubar

Setting
Reggie house

What is the main problem?

dat Ira is sister. x



How is the problem solved? x

da Reggie is nit is gonig
to laugh

BEST COPY AVAILABLE

Full text provided by ERIC

STORY MAP

Story Title Ira Steps over

23

Characters
Ira
geggie
house

Setting bear
teddy
slepsover X
ghost stories

What is the main problem?

Ira was scared to brae
hes teddy Bear.



How is the problem solved?

With Ira with to sleep.

Copyright © 2001 by Waterbury Press, Inc. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage and retrieval system, without the prior written permission of Waterbury Press, Inc.

Story Map

Story Title Ira sleeps over

44

Characters

Ira Reggie

Setting

Reggie's house

Ira was scared **What is the main problem?**

How is the problem solved?

Reggie did not laugh

ERIC Full Text Provided by ERIC

12/15/77

STORY MAP

Story Title Ira Sleeps Over (x2)

Characters
Ira
Reggie
teddy bear

Setting
Ira's house

What is the main problem? x
Reggie
with
Jacob laugh
at
Ira



How is the problem solved? x
When they say ghost stories.

BEST COPY AVAILABLE

ERIC
Full text provided by ERIC

12/15/99

STORY MOUNTAIN

Story Title Ira Sleeps Over (44)

Characters
Ira
Reggie

Setting
Sleepover

What is the main problem?

The main problem was Ira was scared to bring his bear.



How is the problem solved?

In his friend had a bear and Ira bring his bear

Story Map

Story Title His Bear over

74

Characters

The Reggie

Setting

in the home

What is the main problem?

his sister say Reggie
 is giving to MATTEN
 of you



How is the problem solved?

Reggie have a
 + eddy bear to

STORY MAP

Story Title Ira sleepover with Reggie

Characters

Ira
Reggie

Setting 34

in the house

What is the main problem?

was that Ira
was skase to show
his teddy bear.



How is the problem solved?

ti was solved
that they had Bear
and that solved



ERIC material copyright under notice appearing earlier in this work.

Story Map

Story Title Frog and Toad Together

(4)

Characters

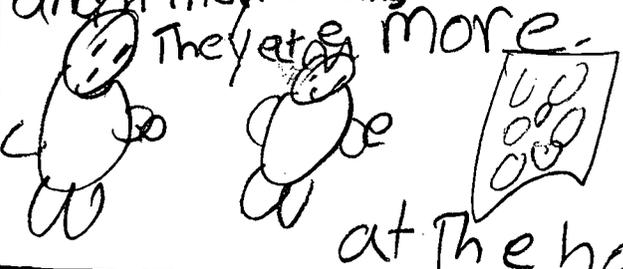
Frog and Toad

The Coke Key



and then setting
They eat more.

at the house



What is the main problem?

and they keep on eating more and more.

How is the problem solved?

The Bird ate all the coke key and give the Bird.

STORY MAP

4

Story Title _____

Characters
Frog and toad together



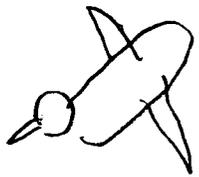
Setting
in the house



What is the main problem?
They was baking cookies
They eat to many cookies



How is the problem solved?
Wen the birds eat the cookies



STORY MAP

Story Title Frog and Toad Together

19

Characters

Toad and Frog

Setting

in a side area the
side in houses

What is the main problem?

toad ate to make



How is the problem solved?

he ate one more ☹️

BEST COPY AVAILABLE

Jonathan
STORY MAP

Story Title frog and Toad Together

44

Characters
Toad frog

Setting
in The home

What is the main problem?
They cant stop eating.



How is the problem solved?
The birds ate them all.

STORY MAP

Story Title Frog and Toad Together (4)

Characters

Frog Toad

Setting

house

What is the main problem?

They ate too much
COOKIES.

How is the problem solved?

They gave the
COOKIES to the bird

STORY MAP

Story Title Frog and Toad Together

Characters

toad
and
Frog

Setting

in the house

What is the main problem?

they can't stop
ateing cookies

How is the problem solved?

the problem is solved
by putting the box
outside so the bride
can't eat the cookies

Story Map

Story Title

Frog and toad together

Characters

Toad
Frog

Setting

home

What is the main problem?

The frog and toad can
not eat no more cookies

How is the problem solved?

The frog and toad give
the cookies to the bird

STORY MOUNT

Ivette

Story Title Frog and toad together

14

Characters

toad, frog

Setting

home,

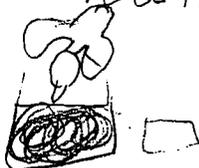
What is the main problem?

the wreden-COCES.

14

How is the problem solved?

the boy red the COCES



BEST COPY AVAILABLE

Story Map

Story Title Frog and Toad Together

Characters
Frog
Toad

Setting
in the
hoses

What is the main problem?

they a t r e d
to to to coos

How is the problem solved?

The BIRDS
Ate all
away

BEST COPY AVAILABLE

STORY MAP

John

13

Story Title Froggy's First Kiss

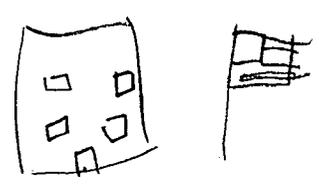
Characters

FROGGY



Setting

SCHOOL



What is the main problem?

Froggy feels sad because eFrogtina
gived him a kiss



How is the problem solved?

th Froggy gave the card to
his mom

BEST COPY AVAILABLE

100 2/17

STORY MAP

Story Title Froggy's First Kiss (4)

Characters
Froggy X

Setting
house X

What is the main problem?
Froggy feels ~~bad~~
because a new girl ~~came~~



How is the problem solved?
When he had a First X
KISS.

BEST COPY AVAILABLE

Story Map

44

Story Title Froggy's First Kiss

Characters

Froglinga
Froggy's

Setting

School

What is the main problem?

Froggy's feel wiggly
because ~~he~~ got a kiss
for Froglinga.

How is the problem solved?

because He give
His valentine to His
mom.

STORY MAP

44

Story Title FROGGY FIRST KISS

Characters

Froggy's
Frogling

Setting

School

What is the main problem?

Froggy feels ~~mean~~
because of the Frogling



How is the problem solved?

He made a treat for her
Mam

STORY MAP

13

Story Title

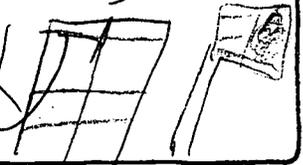
Froggy's First Kiss

Characters

Froglina

Setting

Froggy feels
sorry



What is the main problem?

He felt nervous to give
Froglina the Valentine card



How is the problem solved?

He gave the card to
his mom.

BEST COPY AVAILABLE

STORY MAP

Story Title

Froggy First Kiss

Characters

Froggy
Frogina

Setting

School

What is the main problem?

He was
feeling nervous because
the people were making fun of him.

How is the problem solved?

He was happy because he
was not nervous.

STORY MAP

Jonathan

Story Title Giants

44

Characters
children

Setting
The Field

What is the main problem?
The children are a scare of the Giant.



How is the problem solved?
The children tied on the Giant.

Ivette

STORY MAP

14

Story Title _____

Characters

Children

Setting

as a side

What is the main problem?

The children wanted to
scare the giant
take the giant



How is the problem solved?

They tricked the giant
to leave the city.

BEST COPY AVAILABLE

STORY MAP

Story Title

Giants Farred

Characters

The are
Giants children

Setting

X

What is the main problem?

The wath to
Eat the kids
for dnhf



How is the problem solved?

The kids X
Said it workt

BEST COPY AVAILABLE

STORY MAP

Story Title 9 lights

(13)

Characters

children

Setting

outside

What is the main problem?

these children
couldn't get the 3 kids
to be 9 lights

How is the problem solved?

9 lights blinker

BEST COPY AVAILABLE

STORY MAP

Story Title

Giants

10

Characters

Giants

Setting

They say a Giants
- in the sky

What is the main problem?

he was Big.



How is the problem solved?

He Lave and with-

STORY MAP

74

Story Title

Giants Kevin

Characters

giants
childrens

Setting

outside

What is the main problem?

The giants try to eat
the kids.



How is the problem solved?

They trick the
giants.

BEST COPY AVAILABLE

STORY MAP

Pieces

13

Story Title Giants

Characters

Giante

Setting

it cie

What is the main problem?

he dad not lat
 clam be Giante



How is the problem solved?

an do an he lat ce
 be Giante.

BEST COPY AVAILABLE

STORY MAP

13

Story Title Giants

Characters

the Giant and children

Setting

outside

What is the main problem?

Wahn the kids are like a giant



How is the problem solved?

Wahn the Giant is away.

BEST COPY AVAILABLE

STORY MAP

Story Title Giants

12

Characters

Giants X

Setting

outsider

What is the main problem?

the children
What to get the
Giants out of the
city



How is the problem solved?

because
He was above to
ate ~~the~~ them X



U.S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT (OERI)
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

ERIC/RCS
2805 East Tenth St.
Bloomington, IN 47405

CS 510 255

REPRODUCTION RELEASE (Specific Document)

I. DOCUMENT IDENTIFICATION

Title: The Effects of Classical Music on Listening Comprehension
 Author(s): Cara Behar
 Corporate Source (if appropriate): Kean University
 Publication Date: May 2000

II. REPRODUCTION RELEASE

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche and paper copy (or microfiche only) and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the options and sign the release below.

CHECK
HERE



Microfiche
(4" x 6" film)
and paper copy
(8 1/2" x 11")
reproduction

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Cara Behar
[PERSONAL NAME OR ORGANIZATION]
Kean University
AS APPROPRIATE]

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

OR



Microfiche
(4" x 6" film)
reproduction
only

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

[PERSONAL NAME OR ORGANIZATION,
AS APPROPRIATE]

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed in both microfiche and paper copy.

SIGN
HERE

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce this document as indicated above. Reproduction from the ERIC microfiche by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction of microfiche by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Signature: Cara A. Behar Printed Name: Cara A. Behar
 Organization: Kean University
 Address: 82 Clinton St. Apt 2C Position: Student
Hoboken, NJ Zip Code: 07030 Tel. No.: 201-459-0045
 Date: 4/11/00

III. DOCUMENT AVAILABILITY INFORMATION (Non-ERIC Source)

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents which cannot be made available through EDRS.)

Publisher/Distributor: _____
 Address: _____
 Price Per Copy: _____ Quantity Price: _____

IV. REFERRAL TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

