School psychologists are seeking ways to expand their role in regular education, and to find new intervention techniques for working with at-risk and exceptional students. Literature may be used to introduce specific topics for discussion, to increase interest in reading for at-risk students, to build readiness skills, to reinforce classroom learning, or as a demonstration of techniques for the teacher. Literature applications may be used with whole classes, small groups, or one-on-one sessions. The 112 literary works in this annotated bibliography could serve as springboards for discussion of friendship, individual differences, problem-solving skills, social skills, and exploration of multicultural values. Each annotation provides a capsule plot synopsis for each work referenced, and many of the annotations briefly mention possible classroom applications for particular works. Annotations may also indicate if classroom learning can be enriched by introducing techniques such as flannelgraph, character dolls, storytelling gloves or puppets, or retelling stories from a different perspective. High interest writing assignments may be generated from the stories and activities. (TS)
School Psychologists are seeking ways to expand their role in regular education, and to find new intervention techniques for working with at-risk and exceptional students. Literature may be used to introduce specific topics for discussion, to increase interest in reading for at-risk students, to build readiness skills, to reinforce classroom learning, or as a demonstration of techniques for the teacher. Literature applications may be used with whole classes, small groups, or one-on-one sessions.

Stories and related materials are available that will serve as a springboard for discussion of friendship, individual differences, problem-solving skills, social skills, and exploration of multicultural values. Classroom learning may be enriched by introducing techniques such as flannelgraph, character dolls, storytelling gloves or puppets, or retelling stories from a different perspective. High interest writing assignments may be generated from the stories and activities.

The presentation will include an annotated bibliography, with specific suggestions for creative literature use across settings. A demonstration of flannelgraph techniques, storytelling gloves, puppets, and other materials will be included. These materials may readily be used by School psychologists in regular education classrooms and also with at-risk or exceptional students. Students seem to enjoy the activities, which provide the multisensory format needed by many children.

**Bibliography**


Bornstein, R. (1976). *Little gorilla*. New York: Clarion Books. Little gorilla is loved by everyone in the jungle, and continues to be loved as he grows up to be a big gorilla.

Borowsky, P. (1993). *The strange blue creature*. New York: Hyperion. The creature eats all the crayons he can find, before the princess turns him into a wonderful crayon artist.


Burton, V.L. (1942). *The little house*. Boston: Houghton Mifflin. Caldecott Medal Winner. Life and times of the little house through the seasons, from the country, then the suburb, the city, then back to the country and happiness. Taped version available.


Damjan, M. (1987). *The fake flamingos*. New York: North-South Books. Mrs. Stork wants to be a flamingo, but all her efforts are in vain. She finally accepts being a stork and is happy.


Debnam, B. "Let's visit France," *The Mini Page, Raleigh News and Observer* (Oct. 16, 1989), Raleigh, NC. I used this material with the story of Chouchou by Francoise.

deBrunhoff, L. (1988). *Babar's little circus star*. New York: Random House. Little Isabelle is sad, because she can't keep up with her older brothers and sisters. She has a starring role with the circus, because she is just the right size. Other books available about Babar. Earlier books written in cursive; some say they reinforce colonialism. Babar character doll available.


used an inflatable globe, talked about France, and took pictures of groups of children
with a little stuffed donkey.


Hoffman, M. (1994). *Amazing Grace*. New York: Dial Books for Young Readers. Character doll available. "You can be anything you want, if you put your mind to it." Grace is told that she cannot be Peter Pan, because she is a girl and black.


Lionni, L. (1975). *A color of his own*. New York: Alfred A. Knopf. A chameleon can only take on the colors of his surroundings; he meets a friend, and they turn colors together (even red with white polka dots).

Lionni, L. (1994). *An extraordinary egg*. New York: Scholastic. The frogs think their new friend must be a chicken, because it hatched from an egg. They are amused (and disbelieving) when it is called "My little alligator" by its mother.

Lionni, L. (1994). *Leo Lionni favorites: Six classic stories*. New York: Alfred A. Knopf. Includes Frederick, a mouse who stores up sunshine, colors, and words for the long, gray winter. (Lionni has written a number of books with animal characters, all with charming illustrations. We made a felt mouse to go with the story of "The Wind Up Mouse." Another is the story of a tree through the seasons of the year.


Munsch, R.N. (1980). *The paper bag princess*. Buffalo, NY: Firefly Books. Character doll (1995), Toronto, Canada: Annick Press. A heroine for today, the brave and resourceful princess rescues the prince, who turns out to be a selfish jerk. She skips off to live happily ever after without him. We used a Venn diagram showing fairy stories on one side, and this story on the other, and made a story map, which my girls enjoyed [see Forte & MacKenzie (1989) for ideas].


Vaughn, G., & Taylor, F.S. (1986). *The Flannel Board Storybook*. Atlanta, GA: Humanics Ltd. Familiar and new stories with illustrated characters, complete directions. Silas Snake is my favorite. Other stories are also appealing to children: the baby bear (Hebert) goes to visit Goldilocks; the Pink Plastic Pig Sisters explore space and decide home is best.


