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A SEE-SING-STORY BOOK

for

EARLY CHILDHOOD

AN ABSTRACT OF

A THESIS

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by

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The purpose of the thesis is to provide, in an original book, a method of presenting educational and creative material for the early childhood years and the primary level of teaching.

Having had experience in the field of music education and then in working with pre-Kindergarten, Kindergarten and primary school children, the writer was seeking a particular kind of book which the children themselves could handle and learn to use for the purpose of: (1) developing alert and keen listening ability, (2) appealing to their love of color and action in large detailed pictures, (3) fostering better physical coordination of large and small muscles in singing and moving to music and, (4) developing basic intellectual skills in preparation for reading.

Therefore, research was begun in 1958-59 to see if there were any picture-story-song books suitable for the early childhood-primary level. It was discovered that such a book was scarce and, in no instance, had one been used as the writer proposes to use this book. After a sampling period using picture books, song books and story books in close correlation, the children showed a desire to carry all three along in a continuous thread and the "see-sing-story book" was begun.

In Part I of the thesis, the first two chapters discuss the role of creativity and the importance of music in child development. Chapter Three is divided into two parts. The first presents the organization and development of the book and the second, application of reading readiness techniques in the "see-sing-story book."

In creating the book there were specific criteria essential in content and construction: (1) The range of the children's voices

which governed selection of keys and extent of the melodic line, (2) The vocabulary of the age group closely connected to, (3) The interests of the age group, (4) The movement of the melodic line for young singers and its relation to the natural rise and fall of the voice, (5) The rhythmic appeal and how it manifested itself in the children's activity, (6) The suitability for related experiences in rhythmic expression and dramatic play and (7) A tool or method to be used in building concepts for a reading readiness program, particularly in the auditory and visual areas.

In helping children to get ready to read, two important areas to be developed are the auditory and the visual. Specific songs to be used for auditory skills are listed with the particular kind of auditory experience. Visual training is likewise presented in particular songs as well as the picture and story content. Opportunity for repeated and constant training in left-to-right eye movement is planned for in the basic arrangement of the pictures, story-line and songs.

Training in logical thinking and intellectual growth involves remembering facts already known, relating that information to a new situation and arriving at a proper conclusion. The general organization of the "see-sing-story book" was developed with these ideas in mind.

In summary, the "see-sing-story book" provides experiences with the skills and games suggested in both visual and auditory areas, and, while furthering intellectual development, is also fostering and improving the artistic and aesthetic facets of young children's lives.