Using Stations in the Elementary Classroom

An Honors Thesis

by

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INTRODUCTION

Today, society is crying for better education of its children. Too many are not developing to their potential with traditional teaching practices. So how does a teacher with an over-crowded schedule find time to help each student who needs individual attention?

This paper proposes that learning stations (also referred to as centers) are the alternative which will help both student and teacher make better use of the time each spends in school. How learning stations can benefit elementary classrooms as well as the characteristics of learning stations and examples, are discussed in detail later. First, however, it is important to develop a definition of a learning station.

There does not exist one, simple definition of a station upon which all sources agree. A broad definition is given by Hiram Johnston et al. "...Specialized areas in their classrooms...These designated areas of the classroom are labeled 'learning centers.'"¹ Louise Waynant takes a different approach in explaining that any learning, reinforcement, or interest activity in which a student can direct his own learning is a learning center.² More specifically, a learning station is a center or specified area of the classroom which contains a variety of instructional materials that are organized around a topic, theme, concept, or skill.³ A learning center may include several smaller stations, each with one objective. This paper will focus on stations organized around various skills.
RATIONALE FOR STATIONS

Why should any teacher take the time to develop learning stations in her room? With the current push toward individualizing instruction, the attention has moved away from the class as a whole to the individual learner. A This shift has forced changes in the organization of the classroom. The teacher is now responsible for providing activities designed to meet the strengths and needs of every student. A learning station is one approach with which the teacher can individualize instruction, therefore, allowing each student to gain more from the educational process.

The students can benefit in a number of ways from their experiences with learning stations. First, a variety of materials and activities will encompass the different learning modalities (visual, auditory, kinesthetic) allowing more students to become involved. Because there exists a variety of materials, each student will have to make decisions as to which activity to choose and complete. Students will become more self-directing as they are given the opportunity to work independently. By becoming a self-directed learner, the learning process can continue beyond a student's relationship with his teachers. Each student can advance at his own pace and organize his time in order to complete required tasks. "The student's responsibility of setting goals and evaluating progress will foster retention and aid future learning." He is bearing the responsibility for his
choices and developing values by examining the consequences of his actions. Another benefit for students is caused by the stimulating nature of the stations. Teachers find stations make learning more exciting and enjoyable. Children realize they have the opportunity to make decisions which will affect their learning. The student's involvement makes the tasks more appealing to him. Stations provide opportunities for the student to work independently as well as in small groups. Students also enjoy the freedom to move from one station to another or to their desks. Thus, learning is no longer confined to a desk top.

As students become more free to move about and learn, so does their teacher. The flexibility of stations allows a teacher to introduce new material, expand on a current topic or reinforce important skills. While students are working at the stations, the teacher has time to observe her students as they are working and to help any students who need individual attention. She is free to answer questions and give suggestions. The teacher may also want to use the time to review with a student or several who have similar performance levels. By attending to her students during their independent work time, the teacher is able to better meet the individual needs of each pupil.
CHARACTERISTICS OF STATIONS

All successful learning stations have one common characteristic. They are self-directing. To be self-directing, the activity must allow for the student to go through the activity successfully without the teacher's assistance. For a station to be self-directing, it usually will have most or even all of the following characteristics.

1. Clear directions: With simple, specific directions, the student can work independently.

2. Clearly stated objectives: When the teacher tells the students the purpose of an activity, they know what direction they are moving and when they have achieved the objective.

3. Choice: By providing the students with a number of activities, the teacher is allowing for individualization. Remembering to include activities that are receptive as well as expressive will go further toward this end.

4. Multi-level activities: Since not all students possess the same skills, it is important to provide activities that vary in difficulty. This way even the least skilled child can find an activity at which he can succeed while the most skilled child can find one to challenge him.

5. Answers: When answers are readily available,
the student does not need to rely on the teacher for evaluation. He is free to check his own progress.

6. Manipulative as well as paper and pencil activities: Each student is able to choose whichever learning style he is more comfortable with.

7. Small group activities: Students can work in pairs or small groups to complete activities. They are learning together and finding reassurance in assisting each other. 

It will be impossible to include all of these characteristics in every activity at a station. If teachers make a conscious effort to include as many of these characteristics as possible, then the activities will lead students toward self-direction.
PLANNING AND CREATING THE STATION

Once the teacher has considered the benefits of station usage and decides to make a station for her room, what does she do first? She will need to decide on a purpose. Will the station introduce something new, reinforce a known skill or expand on an interesting topic? Next, she must decide the curriculum area. Suppose reading is chosen. What reading skill would she like to reinforce? This must be a specific skill objective such as to determine the main idea of a paragraph. It may not be necessary to develop a different station for each comprehension skill that needs to be reinforced. The teacher may choose to work on a different comprehension skill each day of the week or to focus on one specific skill for the entire week. The first option would be used for a longer period as compared to the second which would last only a week or two.

After selecting a purpose, area and area skill, the teacher must next select activities for the learning station. These activities must be appropriate, in that, they meet the objectives set by the teacher and meet the students' needs. In order to better individualize, the teacher must have activities that include both receptive and expressive behaviors. Receptive behaviors include such skills as reading, listening and observing, while expressive behaviors include writing, constructing and illustrating. When activities, which include behaviors from both categories,
are available, each learner whether visual, auditory or kinesthetic, can be accommodated. "Ideally, the activities available at a particular center will allow each pupil to select a mode of input and output that will best help him reach the goal of the center." 17

Now the teacher is ready for the actual construction process. She needs to take into consideration such things as space, noise, traffic, furniture, storage space, and electrical outlets. 18 It is important to use all the space within the room, especially corners. Locating all the stations in one area will result in traffic jams and a higher noise level. If, however, stations are spread throughout the classroom, it will be easier for students to select and work at one of them. 19 Teachers must be careful to keep active areas and quiet study areas as far apart as possible.

If the space in a room is limited, consideration of available furniture and its physical arrangement is needed. With a little imagination, any piece of furniture can be incorporated into a learning station. The most convenient and, perhaps the most common, is the table. 20 Panels may be used to provide each student a private work area. The table could also be a group activity area with the display at the backside of the table.

Although the table is versatile, it is not the only piece of furniture which can be used. The teacher cannot limit her thoughts. Stations can be attached to book-
cases, cabinets, chalkboards, easels and bulletin boards. Using these pieces of furniture, activities can be displayed so that several students can use the station at one time.  

Once the teacher decides where to put the station, how does she attract children to that area? It is best to label the station area with a big, hanging sign. This sign is an easy way to point out where stations are as well as their curriculum areas. By using intriguing titles and stimulating pictures, a station can attract and motivate students. Stations that are visually appealing will be better received. Students enjoy variety, not only in materials, but also in packaging and display techniques.

Teachers also need to consider the materials used at the stations. Are they close by with an adequate place for storing them? Are they durable? After putting a great deal of time into planning, it is essential to protect materials so that they are durable for repeated use in the classroom. Activity sheets can be protected with clear materials such as contact paper and laminating film, which allow students to reuse the same sheet instead of providing each student with his own. Protective material can usually be written on with felt pens or wax pencils which are erasable. Pictures can be protected by mounting them on tagboard or thin cardboard. These may also be covered with contact paper or laminating film.

There are other materials besides work sheets and pictures which need to be organized in such a way that they will
last longer, too. Activities which have several pictures or task cards can be put in file folders which could be labeled by task number. Directions could be written on the file folder or placed inside with the materials. Activities which have several smaller pieces or many parts could be put in large manila clasp envelopes. 27 Containment in an envelope will help prevent loss of pieces. The envelope can be labeled just as the file folder. For materials that will not fit in an envelope, such as game pieces, the teacher can use plastic bags or small boxes. 28 All of these ways will help prevent loss and, therefore, allow for repeated use.

The station is now set up in the room. What is left to do? Several things. If the teacher was to stop at this point, her efforts would be useless. Both the teacher and the students would be frustrated. The teacher must begin by introducing the stations to her students. The activities should be demonstrated before allowing the students to work at the stations. 29 This will prevent many questions being asked later. Next, the teacher must set guidelines. How many students are allowed to work at each station? Where is the activity to be completed? What should they do with completed work? 30 Which activities are mandatory and which are optional? Are students allowed to choose which activities they want to do or are they assigned certain ones? Will the teacher or each pupil be responsible for keeping
track of which tasks he has completed? All of these questions will be answered by the individual teacher in reference to her classroom situation.
EVALUATION

It may seem the teacher's work is finally done. But is a teacher's work ever done? To complete the process of developing a station, she must evaluate two important things. First, she must evaluate student learning. Second, she must evaluate the station's effectiveness. After these final two steps, the teacher can decide if the use of stations is beneficial to her students and to her.

The teacher must decide which way she will evaluate the learning of students at the stations. Students need feedback. Without it, students may continue to supply incorrect answers believing they are correct, and may become discouraged, wishing to quit from a lack of response to their efforts. She may choose to let the student evaluate his own work, to evaluate his work herself or to have both share the responsibility.

There are two types of student evaluation. One is self-correction, and the other is self-evaluation. The two are not the same. Self-correction is especially appropriate when activities have one correct answer. Students can obtain immediate feedback which allows them to correct any errors they made and also reinforce correct responses. Many different techniques can be used to make center activities self-correcting. The following is a partial list of these techniques.

1. Separate answer keys: The answer sheet or card
can be prepared for each activity and appropriately coded. They may be kept at the station in a separate file folder or may be available from the teacher.

2. Color coding: This technique is especially appropriate with activities which involve matching and categorizing.

3. Number or letter coding: This type of coding is useful when the station includes activities which involve matching, sequencing or categorizing.

4. Puzzle format: Puzzle formats are appropriate for any type of matching activity. Items that are to be matched are placed on puzzle pieces which fit together when matched correctly.

5. Covered answers: Answers may be included with in the activity but would be covered by flaps or small pictures which conceal them.

6. Reverse side answers: Answers could be listed on the back of the paper, folder or other material on which the activity is presented.

These techniques would need to be accompanied by a checklist so that the student can record his progress.

The second type of student evaluation is self-evaluation. Self-evaluation is more appropriate when the activities are open-ended or when the activities are focused on skill performance where there is no correct answer. Examples of
these skills are letter formation, letter spacing, neatness of handwriting, creative writing, opinion formation, etc. Self-evaluation can provide the teacher with feedback on how the students feel about the tasks they have accomplished.35 There are several techniques for self-evaluation.

1. Comment sheet: The student can record which station he has used on what day and his progress. He may describe tasks which he had difficulty understanding or those incomplete.36

2. Reaction sheet: The student can check his work and record his reactions. This could be done simply by a smiling face for work he is pleased with and a frowning face for work he knows is not his best.37

Both forms of self-evaluation can be used for discussion in a conference between the teacher and the student.

Another method of evaluation is teacher evaluation. This method can be used for any type of activity. Teacher evaluation is especially appropriate when activities have more than one correct answer, when a creative product has been made or when a student needs feedback in addition to student evaluation. Whenever possible, the teacher should use student evaluation methods because teacher evaluation demands more of the teacher's time, and it delays feedback.38 The teacher could have used the time for individual instruction.

The last method of evaluation is a combination of student and teacher evaluation in which both share in the
responsibility of evaluating the student's work. This method of evaluation takes place in the form of conferences. Teachers have the opportunity to observe students working as well as some of their completed work. This is beneficial for the teacher because she can obtain information concerning the student's progress. The student benefits from conferences in that he can ask questions, obtain assistance and give suggestions. He will feel more important because the teacher cares about what he has to say.

Evaluating student learning is both an ending and a starting point. It is very important to both the student and his teacher. Teachers can use the data obtained from evaluation methods to plan future stations and teacher directed activities. Students can use the information obtained to help them grow in self-direction and self-evaluation.

Students can not grow and succeed unless the station is effective. The teacher can determine its effectiveness by answering four questions. Are students enjoying the activities? Is the classroom behavior satisfactory during station times? Do the stations seem to be accomplishing their purpose? And are the advantages worth the extra time involved? The teacher does not need to answer these questions alone. She can ask her students or colleagues to assist her in the evaluation. She may find some stations were successful while others were not. The teacher should try to improve the weaker stations before giving up on them.
SAMPLE STATIONS AND MATERIALS

This section of the paper will provide examples of stations from several curriculum areas. The term stations is being used to represent a more permanent learning area which will be used to reinforce skills. Typically, learning centers are thought of as a short-term learning area which focuses on one topic presently being studied. The use of both can enhance a classroom. However, the author feels stations, with their permanence and repetitiveness, in that they reinforce previously learned skills, will be of greater use. Stations can be used in the regular education, primary classes as well as the special education, intermediate classes.

Five stations are proposed with materials that could be used each day of the week. For each day, there will be an activity in the majority of the stations. A sixth station stressing motor skills is optional.

One station that would be used everyday is the independent reading station. This station's objective is to improve reading skills by practicing silent reading using interesting books. The student chooses a short book from the bookshelf to read. This station should be away from the active area of the room. The reading station should provide a comfortable place for the student to read. A rocking chair, overstuffed chair, beanbag chair or throw pillows are suggested.

Also in the reading curriculum area, there is the
comprehension station. This station would be used each day but different comprehension skills would be used. A sample schedule is as follows:

Monday - Reinforce sight word comprehension
    Reinforce comprehension of details
Tuesday - Reinforce multiple comprehension skills
    Reinforce comprehension of details
Wednesday - Reinforce sequencing skills
Thursday - Reinforce comprehension of main ideas
Friday - Reinforce sight word comprehension
    Reinforce comprehension with context clues

Sample activities for sight word comprehension are from:

1. **Sight Word Comprehension Grades K-1**
   Frank Schaffer Publications

2. **Sight Word Fun Grades 1-3**
   Frank Schaffer Publications

3. **Dolch Word Puzzles**

Sample activities for comprehension of details are from:

4. **Sunny Sentences Grades 1-2**
   The Monkey Sisters Publications

5. Any picture with teacher written sentences.

Sample activities for reinforcing multiple comprehension skills are from:

6. **Stories For Beginners Grades 1-3**
   Frank Schaffer Publications

7. **First Grade Reader - Comprehension**
   Frank Schaffer Publications

8. **My Second Stories - Level 1**
   Frank Schaffer Publications

9. **Whodunit? Multiple Comprehension Skills Grades 3-4**
   Frank Schaffer Publications
Sample activities for reinforcing sequencing skills are:

10. Comic strips which are cut apart and mounted.

11. Paragraphs from a children's book which are copied out of order.

The sample activity for comprehension of main idea is:

12. A paragraph obtained from a reading workbook and possible main ideas.

Sample activities for comprehension with context clues are from:

13. *Using Context Clues Grades 1-3*
   Frank Schaffer Publications

14. *Adventures in Reading Comprehension*
   Frank Schaffer Publications

A third station is in the language arts curriculum area. This station is a listening/viewing station. At this station, there should be several headsets, a tape recorder/player, a filmstrip projector and a 16" x 20" white tagboard screen. If other children are distracted, the screen should be enclosed. Attach the screen to a 18" x 22" posterboard or piece of cardboard. Tape one 11" x 18" piece of cardboard to each side of the 18" x 22" piece. This will keep the screen from being seen from either side of the station. A sample schedule is as follows:

Monday - Reinforce listening for details

Wednesday - Reinforce following directions by increasing listening skills

Friday - Reinforce comprehension by listening and watching a filmstrip for details

Sample activities for reinforcing listening skills are from:
15. Creating a Learning Environment
   Ethel Breyfogle et al
   Goodyear Publishing Co.

16. Following Directions Grades K-2
    Frank Schaffer Publications

17. Following Directions Grades 1-3
    Frank Schaffer Publications

For activities 16 and 17, record the directions on a cassette tape. Then cut the directions off the bottom before placing the sheet in the station. Inform students they will need to bring their crayons to the listening area.

18. Creating a Learning Environment
    Ethel Breyfogle et al
    Goodyear Publishing Co.

A second station in the language arts curriculum area is the spelling station. This station would be used on the days which there was not a spelling test. A sample schedule is as follows:

Monday - Introduce spelling words and their meanings

Tuesday - Reinforce vocabulary comprehension and sentence writing skills

Thursday - Reinforce alphabetizing skills

The sample activity for introducing spelling words and their meanings is:

19. A tape recording of the words and definitions.

The sample activity for reinforcing vocabulary comprehension is:

20. Writing a sentence using each spelling word.

The sample activity for reinforcing alphabetizing skills is:

21. Using the spelling words and listing them in alphabetical order.
The fifth station can be used everyday in the mathematics curriculum area. This station's activities will focus on computation since this is necessary for everyday living. A sample schedule is as follows:

Monday - Reinforce computation of addition
Tuesday - Reinforce memorization of addition facts
Wednesday - Reinforce the concepts of time
Thursday - Reinforce computation of addition
Friday - Reinforce computation of addition while increasing visual discrimination

Sample activities for reinforcing the computation of addition are from:

22. Math - Hidden Pictures
    Frank Schaffer Publications

23. "Little Professor"
    Texas Instruments

24. The students' own development.

The sample activity for reinforcing memorization of facts is:

25. A flashcard drill with a partner.

The sample activity for reinforcing the concepts of time is from:

26. Creating a Learning Environment
    Ethel Breyfogle et al
    Goodyear Publishing Co.

The sample activity for reinforcing computation and increasing visual discrimination is:

27. A number search using the sums of addition problems

The optional station is designed for developing motor skills. There are many activities which could be used for
this. Assembling puzzles, drawing pictures, tracing patterns, cutting out shapes, practicing handwriting, and doing exercises could be ideas for this station.
Find the words. The words go up and down.

| brown | brown |
| love  | h c m f p |
| my    | k q y s l |
| play  | w i l l e |
| pup   | l o v e y |
| will  | d p u p z |

1. I love my _______________________
   play pup

2. He is _______________________
   brown will

3. The pup will _______________________
   play pup
1. See __________ is in the box?

2. Can I have __________?

3. Let's sleep in the __________

4. We __________ to the zoo.

**WORD BANK**

- want
- that
- tent
- what
- this
- taps
- went
- then
- tell
1. We play _______ home.
2. I _______ in the house.
3. He may play ball _______ school.
4. Boys _______ girls like to run.
5. The horse ran _______ the barn.
6. We _______ playing a game.
7. _______ the children went to the park.
8. Dick eats _______ apple.

PUZZLE:

- a
- after
- all
- am
- an
- and
- are
- around
- as
- at
Looking For Details

Read each sentence. Look at the picture. If the sentence is true, circle yes. If it is not true, circle no.

1. It is day time.                   yes  no
2. There is a ghost in the house.   yes  no
3. It is storming.                  yes  no
4. There is a cat inside the house. yes  no
5. The house has 4 windows.         yes  no
6. The house has a fireplace.       yes  no
7. A witch lives in the house.      yes  no
8. The house is leaning.            yes  no
9. There is a full moon.            yes  no
10. The cat is in front of the fence. yes  no
A Brave Girl

She is brave, she can do anything. She has the courage. She does everything in a second. She will pull a bane with right out now!

1. Who is brave?

2. What will she do?

3. What will she say?

4. What will she do with right out now?

5. What will she do without a fear?
Sunday Fun

Sam and Kim play cards each Sunday. They play down by the big oak tree.

1. What do Sam and Kim like to play?

2. When do they play?

3. Where do they play?

4. What is an oak?

5. Do you like to play cards?
Name:

Soccer

He has played for two years.

Bob is on a team.

There are eleven players on the team.

The team practices on Monday.

They play games on Thursday.

1. Who plays soccer?

2. Where do they practice?

3. How many players are there?

4. When do they practice?

What does the team do?

5. When do they play games?
1. The wind was blowing at an angle approaching a.
   a. straight
   b. diagonal
   c. vertical
2. The sail was lashed with:
   a. make-think
   b. stoplight
   c. gimp line
3. When we asked:
   a. really
   b. where is
   c. what was
4. Susan's photos are:
   a. windy
   b. bright
   c. breezy
5. Out of the blue, Susan said:
   a. she
   b. didn't
   c. know
SEQUENCING

Cut a picture strip into its frames. Mount each frame on an index card. Write the number of each frame on the back of the card for self-correction.

PEANUTS®

WHERE'S EVERYONE GOING?
IT'S ONLY A SHOWER!
COME BACK! IT'S CLEARING UP! COME BACK!

WELL, HOW DID THE GAME GO?
I RODE SECOND BASE ALL THE WAY HOME
Sentence Sequencing

Put the number of the sentence in the box at the left.

☐ They stay in their mother’s pouch.

☐ Finally, they are strong enough to walk and climb and search for food.

☐ An opposum mother keeps her babies with her all the time.

☐ Later, they ride on her back.

☐ "Possums" eat fruit, nuts, and tender plants.
Finding The Main Idea

Put the paragraph on ½ of a 3" x 5" index card. Put its main idea on the other ½. On a different index card, put 2 alternate choices for main idea. Cut each card into 2 pieces to form 4 puzzle pieces. The paragraph and its main idea will fit together for self-correction.

Sara walked to school. She stopped to pick flowers. She stopped to play on the way. The school bell rang.

Today, Sara was late for school.

Sara picked some flowers.

Sara likes to walk to school.
There are over 53 Indian languages in America.

The Indians In America

The Indians lived in _______ long before the white man came. When Columbus _______ on American shores, he called the _______ he found there _______ because he thought he had landed in _______.

After Columbus, many white men _______ to America and learned _______ things from the Indians. They _______ how to grow _______, _______, and _______.

The Indians could _______ a fire by using _______ stones. They could talk to their _______ by sending puffs of _______ up into the _______.

Indians in different _______ of the country lived in _______ ways. A few of the _______ you will read later will tell _______ something _______ how Indians lived in different parts of this _______.
Listening To Stories

1. Put the tape in the player.
2. Put the headset on.
3. Push play and listen to the story.
4. At the end of the story, push stop.
5. Take off the headset.
6. Find the story circle. For each question, circle yes or no.
**Mini Movies**

1. Put the tape in the player and the film strip in the projector.
2. Put on the headset.
3. Watch and listen to the story.
4. At the end of the story, push stop on the tape player and turn off the projector.
5. Answer the questions on the task card on your own paper.

**TASK CARD**

1. What does exaggeration mean?
2. Who was Paul Bunyan?
3. Write three examples of exaggeration in this story.
Spelling Words

cat    map
sun    hut
fox    top
rip    win
bed    pet

1. Play the tape.
2. Listen to each word.
3. Then listen to its meaning.
4. During the pause, repeat the spelling word.
5. Listen to the next word.
6. Repeat #3 and #4.
Stepping Down From A to Z

Put the spelling words in alphabetical order.

Spelling Words

1. ________
2. ________
3. ________
4. ________
5. ________
6. ________
7. ________
8. ________
9. ________
10. ________
Practice your adding with the professor's help. First, turn him on by pushing the button down on his left side. Push the plus (+) button. Push go and the first problem lights up. After 10, it flashes your correct score.
Dice Facts

Roll the pair of dice. Put each of the numbers which are turned up into a box to form an equation to solve.

\[ \square + \square = \underline{\quad} \]
\[ \square + \square = \underline{\quad} \]
\[ \square + \square = \underline{\quad} \]
\[ \square + \square = \underline{\quad} \]
\[ \square + \square = \underline{\quad} \]
\[ \square + \square = \underline{\quad} \]
What Time Is It?

1. Take out a card and draw the hands on the clock to show what time it is.

2. The cards may have times on the hour, ½ hour, ¼ hour, ¼ hour or ½ hour interval.

---

1. Take a card.
2. Read the time.
3. Draw the hands on the clock to show the time.
FOOTNOTES


3 Johnston, p. 5.

4 Johnston, p. 3.

5 Waynant, p. 2.


7 Waynant, pp. 1, 2.

8 Johnston, p. 4.

9 Johnston, p. 5.


11 Waynant, p. 2.

12 Waynant, p. 5.

13 Waynant, p. 3.

14 Waynant, pp. 2, 3.

15 Breyfogle, p. 10.

16 Waynant, p. 7.

17 Breyfogle, p. 10.

18 Johnston, p. 8.
19 Waynant, p. 50.
21 Waynant, p. 23.
22 Cook, p. 55.
23 Breyfogle, p. 12.
24 Waynant, p. 23.
25 Cook, p. 56.
26 Breyfogle, pp. 12, 13.
27 Cook, p. 85.
29 Johnston, p. 8.
31 Waynant, p. 54.
32 Waynant, p. 18.
33 Waynant, p. 19.
34 Waynant, pp. 19, 20.
35 Waynant, p. 20.
36 Waynant, p. 46.
37 Waynant, p. 47.
38 Waynant, p. 20.
39 Waynant, p. 21.
40 Waynant, p. 49.

41 Waynant, pp. 54, 55.
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