

## Article Review/Summary Template #9

**Article/Book Title:** Book Ownership and Young Children's Learning

**Full APA Reference:** Tadesse, S., & Washington, P. (2013). Book ownership and young children's learning. *Childhood Education*, 89(3), 165-172.

**Major Themes/Theories:** Book ownership, parental support, reading motivation,

**Abstract:** *Research indicates that there are positive effects when young children read and explore books for pleasure, as such activities help build the skills and knowledge that are critical to schooling. Reading for pleasure is facilitated when children have access to books in their own homes. There are great variations in children's book ownership throughout the world, however, due to social, economic, and cultural differences. Books (especially culturally relevant children's books) are not always easily accessible. In some areas of the world, oral storytelling traditions help develop many of the same comprehension skills as book reading does. In "Book Ownership and Young Children's Learning," Selamawit Tadesse and Patsy Washington discuss the effects on learning that can be the result of early exposure to books and book ownership, both in the United States and across the globe.*

**Research Questions:** Early exposure, book ownership and adult support are positive motivators of children's success with literacy skills. The lack of access to book and parental unavailability are reflected in Mrs. O'Donnell's Pre-K Classroom in Baltimore City, Maryland. O'Donnell has created a "Book Ownership and Literacy Initiative Project" which has the goal to raise money to buy books for each student and involve the parents. The authors discuss whether or not ownership effects learning experience at home and school and if it supports literacy development.

**Discuss the methodology used by the authors:** The participants in this study include 16 African American children (6 girls and 10 boys) who are low income, eligible for free/reduced lunches and have a mix of married and single parents. The teacher, Mrs. O'Donnell is a White, ECE teacher with 15 years of experience. This study also involves researchers from Towson University with ECE degrees. O'Donnell creates a three-week lesson plan with literacy activities and asks parents to read with their children at home. The data is collected through taped narratives, parental feedback, teacher journal entries, a 45-minute interview and three class observations.

**Describe the results:** All children are excited and enthusiastic to receive their own copy of *Big Wolf, Little Wolf*. Parents are very engaged with the students' assignments and 12/16 say they have spent more time reading with their child than normal. Despite the parents' busy schedules, they find replacement family members to support their child's reading. This shows that parental involvement at home is increased when there is a feeling of support from the classroom teacher. The author suggests family engagement can be a reason for higher engagement and interest in reading. The students show curiosity and excitement and are drawn to catchy books. Through this program, the students participate in classroom discussions about the book with enthusiasm.

Some parents claim that their children have cut back on video games and TV and choose to read instead. The library-based assignments from O'Donnell are normally incomplete, but through this initiative, the library has become a new family interest. Despite this positive result, some parents claim time restraints causes a lack of participation in library visits; therefore, having books at home minimizes this problem. The parents suggest that it would be beneficial if the teacher could act as a liaison between the parents and the library and have students become responsible of their borrowed books. This study also shows that class behavior has become more positive when students are engaged and interested.

Those who have choice or own their own books have a higher motivation to read compared to those with limited access. Limited exposure and experience with books decreases literacy success for students. They benefit from this initiative as ownership enhances motivation. This study shows the more exposure to print materials, the higher success rate. Despite this advancement with ownership, literacy achievement is better supported when a symbiotic relationship between the families, the teacher and the library is present.