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A RESOURCE GUIDE TO MOTIVATE STUDENTS  
TO READ IN GRADES SEVEN AND EIGHT,

MASTER'S PROJECT

Submitted to the School of Education  
University of Dayton, in Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

by

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July 1991

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## ACKNOWLEDGEMENTS

A special thanks and appreciation to the following people:

To my husband, Tom, for all his understanding, love, support, and help in making this resource guide a reality.

To my mom, for her encouragement and help in proofreading and typing.

To Dr. Paul N. Lutz, who served as advisor for this project and gave many valuable suggestions and encouraging words.

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## CHAPTER I

### INTRODUCTION

#### Justification of the Problem

Reading is important for all children, yet many of them have no desire to pick up a book. With television, Nintendo, and all of the other electronic gadgets students have available to them, not to mention sports, reading has been put on hold. As educators, we see the need for children to not only be literate but also to read for many purposes with the ultimate goal being for pleasure. The paradox that Stanovich (1986) has drawn attention to again and again may contain some merit. "Many children do not read books because they cannot read well enough. They cannot read well because they do not read books" (Bomberger, 1976. p61) (Reitsma, 1988). In order to accomplish our goal of motivating students to read, the researcher feels it is not only necessary, but imperative to find new innovative and creative ways to teach reading. The researcher hopes that this resource guide will be beneficial to the teaching taking place within her classroom as well as to other educators that are challenged with the problem to motivate students to read. This resource guide will be geared to students in grades seven and eight.

## Problem Statement

The purpose of this study is to design a resource guide to motivate students to read in grades seven and eight.

## Procedures

The students who are involved in this study are seventh and eighth graders who attend a junior high school in a suburban setting in a middle to lower class income city. Eighth graders participated in a reading interest/attitude questionnaire. The results of the questionnaire are discussed in chapter three. This resource guide is set up with several sections (bulletin board ideas, suggestions, and activities) which is intended to be helpful to any individual who is trying to motivate junior high students to read. Data collection for this handbook includes journals, books, ERIC system, colleagues, college classes, handouts, and professors.

## Definition of Terms

Uninterrupted Sustained Silent Reading - Students are given sustained periods of time to read on their own without interruptions.

Motivation - The process involved in arousing, directing, and sustaining behavior.

DEAR - Drop Everything And Read

Comprehension - Capacity of the mind to perceive and understand

Pleasure Reading Book - A fiction or nonfiction book a child reads by choice.

Trade Book - Another name for a pleasure reading book

### Results

The results of this study will be a resource guide that contains ideas and suggestions for teachers or parents trying to motivate junior high students to read. The resource guide will be divided in chapter four into three sections 1) bulletin board ideas, 2) general suggestions, and 3) activities.

CHAPTER II  
REVIEW OF THE LITERATURE

"We have a nation demanding that students read well, and yet they are spending so little as 1% or 4 minutes a day in free reading as compared to 130 minutes a day watching television. (The only thing American children do more than watch TV is sleep!)" Children need to be taught not only to read, but also the desire to want to read. According to Huck (1973)

If we teach a child to read, yet develop not the taste for reading, all of our teaching is for naught. We shall have produced a nation of "illiterate literates" those who know how to read but do not read (p. 305) (Teale, 1983, p.3).

When exposing students to reading material, teachers should not only focus on the variety of materials, but also on high interest materials that will attract and hold the student's attention for a long period of time. As an added bonus to getting students to read, high interest materials induce children to work harder to derive a large number of concepts, information, and inferences from the written material (Guthrie, 1983).

Gray (1983) believes that in order for a teacher to help children to develop an interest in reading and a desire to read, the classroom teacher must be familiar with children's books. Whether a child already has the desire to read or a teacher is trying to instill the importance of reading and turn a child on to a book, it



is of utmost importance that the teacher be familiar with various levels of pleasure reading books. For example, if a child in fourth grade is interested in reading a fiction book on sports, the teacher would immediately think of an author such as Matt Christopher who is widely enjoyed by many students.

There are many outside influences that teach children to have the desire to read before they even attend school. First of all, the home plays an important role with parental involvement. Do the parents take time to sit down and read to their children? Do the parents read or own many books of their own? Secondly, are the children taken to the library to borrow books and to attend story hour? The last outside influence is whether the children received books as gifts. Sending books as gifts is a way to let children know that reading books can be fun and adventurous as are many of the other gifts that are given to children. Once the child is in school, many times just the enthusiasm of a teacher can turn on a student's desire to read (Jobe, 1982).

One of the best things a teacher can do to teach children about the importance of reading is to show it. The teacher needs to be seen with a book, sharing a book, and reading a book.

According to Casteel (1989), it has been established in previous research that motivation tends to be the key to creating a positive reading environment that is conducive to learning in the classroom. The most successful approach to motivating students is to

construct a positive reading environment for learning.

One way to motivate students to want to read is <sup>Can</sup> through the use of motivational activities. Rupley (1983) believes the following:

Motivation activities aimed at the whole class or even groups of students often overlook the value that an individual associates with the activity. For example, reading activities centered around puppet plays, role playing activities, games, etc. may not be highly valued by all of the students. It is possible, also, that even though all the students appear interested and motivated by an activity, only a few of them are actually motivated to actively engage in learning the desired reading behavior. Thus, the teacher perceives the high interest level of a few students to be reflective of the majority, when in fact the majority of the students may be neutral.

Conversely to what Rupley believes, Criscuolo (1987-88) feels that there is evidence that unmotivated youngsters at higher grade levels can be reached if they are encouraged to participate in enough fun-filled and satisfying reading-based activities. He believes that teachers can turn apathy into enthusiasm, and that students will experience the enjoyment and the satisfaction reading can bring to them.

Another technique a teacher could use to motivate students to read is by reading aloud to the class. "Reading aloud is probably the most important thing you can do to interest children in books as 'a commercial' for reading skills, a chance to share and enjoy literature" (Berg, 1988-89, p. 216).

When creating a motivating atmosphere, it is important that teachers not create a competitive atmosphere.

Responses to the Dullin Chester Reading Questionnaire reveal the top two choices students want their teacher to do to encourage them to read. The first choice is for the teacher to read to the class the first few pages of books that they can then check out if wanted. The second choice is having the teacher tell about books he or she has read. Students dislike being tested. They want to read for pleasure (Wiesendanger, 1988-89).

For too many youngsters, reading for enjoyment and pleasure is not one of their priorities. According to Carol, some components of a motivating environment to encourage students to want to read include the following:

1. A non-threatening climate where students have the freedom to make a mistake without fear of humiliation.
2. Materials covering a wide variety of interesting topics.
3. Materials to meet the needs of students with a wide range of abilities.
4. Activities which challenge students of all abilities.
5. Activities which provide success for students of all abilities.
6. Skill practice using many types of materials.
7. Adults who model reading skills.

"Most educators would agree that a child is reluctant to read for one or two reasons: either the child is unable to read and unwilling to try because of a history of unsuccessful attempts or is able to read but not motivated to do so" (Farr, 1981 p.3).

The public library and book stores have taken steps

to encourage junior high age students to read by creating a young adult section. Although many books that are suitable for junior high students to read can be found in the children's section as well as the adult section, these students are reluctant to use the children's department. The older students tend to believe that only "baby books" are located there and when young adult individuals go to the adult section they are frustrated by the vast quantity when trying to find an appropriate book. One successful way to entice these young adult readers is by having books displayed in an area just for them. The important elements in reaching out and motivating young adults to read seem to be the following: respecting their choices, having a caring relationship with them, treating them as individuals, working with them in a relaxed and enjoyable environment, encouraging them to treat one another with respect and consideration, listening to their concerns and having the library be a welcome place for them (Blosveren, 1989).

Teachers can help with the frustration many students feel in choosing a book by discussing literature and making literature available to their students in their classrooms through a classroom library or library corners. Cody (1973) and Huck (1976) both report that the efforts spent in creating an inviting atmosphere for a classroom library corner are rewarded by children's increased interest in reading and their consequent achievement in becoming more skillful readers (Morrow, 1985). Two other key factors in creating a successful library corner

H.S.  
con.

Involves accessibility and attractiveness. "A study by Powell (1966) demonstrated that the more immediate the access to library materials, the greater the amount of recreational reading by pupils" (Morrow, 1985, p. 14). Morrow (1985) also shares research completed by Bissett in that if classroom libraries are found in classrooms, those children read 50% more books than did children in classrooms without such collections. K

In all classrooms, teachers play vital roles in influencing children and their attitudes towards reading. }

Children live what they learn.  
If children live associating reading only with repetition of skill, drill, teach and test, they will never reach for a book on their own initiative. If, on the other hand, children live in an environment that associates reading with pleasure and enjoyment as well as with skill development, they are likely to become voluntary readers. How children live and learn in the classroom ultimately determines whether they will live their lives as literate or illiterate individuals (those who can read but choose not to) (Morrow, 1985, p. 20).

As teachers, our actions speak louder than our words. We must practice what we preach. It is of utmost importance that we set time aside each day for DEAR as well as time for the teacher to read to his/her students. When teachers are excited about books, this enthusiasm will quickly spread through the students. Journal or dialogue writing is an excellent means in which a student and teacher can communicate openly and honestly about books. After the teacher sets up the guidelines and procedures for journal writing, the students write in

their journals after they have read part or all of a book. The students initiate the process of writing to the teacher about why they like or dislike the book. Many times the students share how they can relate to a character or main theme of the book. After the students write in their journals, the teacher then responds individually to each entry. Journal writing is an opportunity for students to respond to the reading, and the teacher can then build on the students' responses and they can grow together through books.

What about the students who have not experienced success with reading? Carol Chomsky worked with third graders who had made no progress in reading since first grade. The success she made with these students was due to working with "real books". They responded to literature. This program was also successful with the older students who had experienced failure with reading and writing. The approach involving literature or whole language was encouraging students to want to read and write. It is important to point out that gains in a literature based program are not only beneficial for students at risk (Tunnell and Jacobs, 1989). "In the studies by Eldridge, Holdaway, and Tunnell, the average and above average reader made progress equal to and most often better than students in traditional programs, as measured by the typical achievement tests" (Tunnell and Jacobs, 1989, p. 473). Conclusions based on Rasinski and Deford (1985) study involving why literature based reading approaches may have a positive effect on learners were

that good readers from 3 different teaching approaches (content centered mastery learning, traditional basal, and child centered literature based) tend to define reading as being concerned with meaning while poor readers saw it as a process of converting symbol to sound. Natural texts support reading as a meaning related activity (Tunnell and Jacobs, 1989).

Students need to be encouraged to find and select books of their own choice. To do this, many books need to be made available to them. Students need to be given time to read as well as develop a sense of ownership. Teachers need to allow young adults to select their own books since they come to school with a variety of experiences, needs, and wants. However, as teachers, many times we would rather our students choose "better" literature. According to Reed, only through experiences with literature and reading all types of books will readers be able to move on to more challenging reading material. By allowing students to make their own choices of literature, eventually they will make better choices of more mature kinds of literature (McWhirter, 1990).

Once we as teachers have accomplished our goal of turning students on to reading, the progress they begin to make as readers is tremendous.

Allington (1977) suggests the more words that pass in front of the eyes, the better the reader becomes. The time children spend in independent reading 'is associated with gains in reading achievement' (Anderson et al., 1985, p. 119). Opportunity to reread favorites, reread books recorded on audio tape, or to read something new is the best way to give children the

practice they need to apply their newly learned skills (Tunnell and Jacobs, 1989, p. 475).

As teachers of reading, sometimes it is difficult to decide what type of genre our students would enjoy until we have had a chance to get to know our students. Samuel (1989) reports that young adult readers (grades 7 to 12) prefer books involving teen protagonists with problems that seem real to them. The students believe that they can relate to the characters and feel that many times they help them understand their own problems. If we can introduce and expose our students to these type books, maybe the students will discover the focal role of literacy through literature models (Louie, 1990).

In conclusion, our society places much importance on being literate. One goal that teachers and parents should consider top priority is promoting voluntary reading in students. "Voluntary reading for pleasure and information should be instilled in students as an activity of personal choice both at home and school early on in life" (Morrow, 1985, p. 7). There is no age group more important than the young adults, who in a few short years will be guiding the destiny of this nation. Fortunately, they are impressionable, more open to ideas, more ready to listen to suggestions than are adults, and they are more likely to become thoughtful readers. Now parents, teachers, politicians, and other influential individuals need to keep encouraging and exposing students to the written word - books.



## CHAPTER III

### RESULTS OF QUESTIONNAIRE

#### READING INTEREST QUESTIONNAIRE

Ken Dulin and Bob Chester  
The University of Wisconsin at Madison

The Dulin and Chester Reading Interest Questionnaire consists of seven different sections. The first four sections involve statements in which the students were given the opportunity to voice their opinions involving such categories as reading rewards, what teachers can do to encourage students to read, and activities for students involving reading. The choices were then rated on a scale from A to E with A the most favorable and E the least favorable. The last 3 sections involve three charts in which the students were to assign points to the type of reading they enjoy, the kind of reading they enjoy, and the types of reading material they prefer. A further explanation of each section will be found when reading over the results listed below. The following information was gathered when the researcher administered the Dulin and Chester Reading Interest Questionnaire to 39 students in the eighth grade. Nineteen of the students were girls while 20 of the students were boys.

#### SPECIFIC RESULTS

The first four sections of the survey were tallied and analyzed by totaling all of the A and B answers for girls, boys, and both boys and girls. The responses were weighted in A, B, C, D, E fashion (A being the best and E being the worst). The number listed after each result is the number of A's and B's chosen for the most favorable and least favorable choices.

#### SECTION 1 SOMETIMES FOR EXAMPLE, PEOPLE READ BECAUSE THEIR TEACHERS OR PARENTS REWARD THEM FOR READING.

Of the 10 possible rewards listed, the following were the most favorable/least favorable responses.

The most favorable responses were as follows:

From girls:

1. getting money (19)
2. getting free time in school (19)
3. getting excused from other classwork (18)

From boys:

1. getting money (18)
2. getting free time in school (18)
3. getting prizes (17)

From both boys and girls:

1. getting money (37)
2. getting free time in school (37)
3. getting excused from other classwork (36)

The least favorable responses were as follows:

From girls:

1. going to other classes to tell about book (2)
2. name being put onto bulletin board for how much reading you do (6)
3. getting stars put onto chart for number of books read (7)

From boys:

1. going to other classes to tell about book (3)
2. name being put onto bulletin board for how much reading you do (7)
3. getting stars put onto chart for number of books read (9)

From both boys and girls:

1. going to other classes to tell about book (5)
2. name being put onto bulletin board for how much reading you do (13)
3. getting stars put onto chart for number of books read (16)

**SECTION 2** SOMETIMES THINGS TEACHERS DO ENCOURAGE US TO READ. PLEASE GRADE THE FOLLOWING 10 THINGS TO SHOW HOW MUCH YOU THINK THEY'D ENCOURAGE YOU TO READ.

This list shows the most and least encouraging things teachers can do for students (10 choices).

The most favorable responses were as follows:

From girls:

1. have teacher take class to school library now and then (14)
2. have the teacher read a chapter a day from a book (14)
3. have teacher tell about books he or she has read (13)

From boys:

1. have teacher take class to school library now and then (15)
2. have teacher tell about books he or she has read (14)

3. have the teacher read a chapter a day from a book (13)

From both boys and girls:

1. have teacher take class to school library now and then (29)
2. have teacher tell about books he or she has read (28)
3. have the teacher read a chapter a day from a book (26)

The least favorable responses were as follows:

From girls:

1. have teacher give written questions to answer while reading (3)
2. have teacher give oral questions about book or story (3)
3. have teacher tell about lives of author of books you can read (5)
4. have teacher tell about setting in book (5)

From boys:

1. have teacher give written questions to answer while reading (0)
2. have teacher give oral questions about book or story (3)
3. have teacher explain hard words in the book before you read it (6)

From both boys and girls:

1. have teacher give written questions to answer while reading (0)
2. have teacher give oral questions about book or story (6)
3. have teacher tell about setting in book (12)

### SECTION 3 NOW, HERE ARE SOME THINGS YOU MIGHT DO AFTER READING A BOOK OR STORY IN CLASS.

Section 3 shows the results (10 choices) of what the students would most like to do or would not like to do after reading the story or book.

The most favorable responses were as follows:

From girls:

1. do crossword puzzle with new words from book (13)
2. write own ending to story or book (9)  
\*all other responses were a total of 5 a's and b's or less

From boys:

1. write own ending to story or book (13)
2. do crossword puzzle with new words from book (8)  
\*all other responses were a total of 4 a's and b's or less

From boys and girls:

1. write own ending to story or book (22)
2. do crossword puzzle with new words from book (21)  
\*all other responses were a total of 8 a's and b's or less

Least favorable responses were as follows:

From girls:

1. use new words from book or story for word study (2)
2. match new words from book or story with their definitions (3)  
\*all other responses were 5 or less

From boys:

1. no answer had more than 4 a's or b's

From both boys and girls:

1. use new words from book or story for word study (4)
2. match new words from book or story with their definitions (6)
3. take spelling test on some of the new words from book or story (6)
4. give an oral report on the book or story (6)

**SECTION 4 AND FINALLY, HERE ARE SOME EXTRA THINGS YOU COULD DO AFTER READING A STORY OR BOOK.**

This list gives the results of 10 choices on the extra things that could be done after reading a book or story.

The most favorable responses were as follows:

From girls:

1. go to a movie about the author (14)
2. meet the author of the story or book (14)
3. look at pictures of places read about in book or story (11)
4. listen to record of author reading book or story (11)

From boys:

1. go to a movie about the author (14)
2. meet the author of the story or book (14)
3. listen to record of author reading book or story (12)

**From both boys and girls:**

1. go to a movie about the author (28)
2. meet the author of the story or book (28)
3. listen to record of author reading book or story (23)

**Least favorable responses:****From girls:**

1. have discussion in class about book or story (5)
2. write a story of your own about the people you've met in the book (6)

**From boys:**

1. have discussion in class about book or story (6)
2. make a picture to go with book or story (6)
3. write a story of your own about the people you've met in the book (7)

**From both boys and girls:**

1. have discussion in class about book or story (11)
2. write a story of your own about the people you've met in the book (13)
3. make a picture to go with book or story (14)

**SECTION 5****Chart #1**

The students were given a list of 10 types of reading. They indicated how they felt about each type on a scale of 1 to 10 (1 is best). They are listed from favorite to least favorite along with total points.

**From girls:**

- |  |     |  |
|--|-----|--|
| 1. adventure and romance                         | 34  |  |
| 2. detective stories and mysteries               | 73  |  |
| 3. animals and pets                              | 74  |  |
| 4. hobbies and crafts                            | 103 |  |
| 5. travel and faraway places                     | 106 |  |
| 6. careers and occupations                       | 115 |  |
| 7. science fiction and tales of the supernatural | 125 |  |
| 8. science and invention                         | 134 |  |
| 9. religion and religious people                 | 138 |  |
| 10. sports and athletics                         | 148 |  |

**From boys:**

- |  |     |
|--|-----|
| 1. science fiction and tales of the supernatural | 65  |
| 2. sports and athletics                          | 83  |
| 3. detective stories and mysteries               | 87  |
| 4. travel and faraway places                     | 93  |
| 5. animals and pets                              | 98  |
| 6. hobbies and crafts                            | 111 |
| 7. science and invention                         | 117 |

- 8. adventure and romance 140
- 9. careers and occupations 145
- 10. religion and religious people 154

From both boys and girls:

- 1. detective stories and mysteries 160
- 2. animals and pets 172
- 3. adventure and romance 174
- 4. science fiction and tales of the supernatural 190
- 5. travel and faraway places 199
- 6. hobbies and crafts 214
- 7. sports and athletics 231
- 8. science and invention 251
- 9. careers and occupations 260
- 10. religion and religious people 292

## SECTION 6

### CHART #2

The students were given a list of 5 kinds of reading. They were asked to grade each kind by distributing 100 points. These lists give the results from most to least favorable. (The highest scores are the most favorable).

From girls:

- 1. poetry 438
- 2. nonfiction stories and books about real-life people 433
- 3. plays 406
- 4. short stories about imaginary people and events 335
- 5. full length books about imaginary people 287

From boys:

- 1. full length books about imaginary people 570
- 2. short stories about imaginary people and events 465
- 3. nonfiction stories and books about real-life people 381
- 4. plays 351
- 5. poetry 232

From both boys and girls:

- 1. full length books about imaginary people 857
- 2. nonfiction stories and books about real-life people 814
- 3. short stories about imaginary people and events 800
- 4. plays 757
- 5. poetry 670

## SECTION 7

### CHART #3

The last chart asked the students to rate types of reading material. Again, the students were to enter a score such that all 5 would add up to 100 points. The types are listed from most favorable to least favorable.

**From girls:**

1. paperback books 670
2. magazines 355
3. hardbound books 330
4. comic books 320
5. newspapers 230

**From boys:**

1. comic books 565
2. magazines 490
3. paperback books 325
4. newspapers 315
5. hardbound books 305

**From both boys and girls:**

1. paperback books 995
2. comic books 885
3. magazines 845
4. hardbound books 635
5. newspapers 545

**OVERVIEW OF RESULTS**

The researcher found the results of the questionnaire to be very insightful for getting to know individual students and to learn more about what the students enjoy and don't enjoy involving the following: rewards for reading, teacher directed activities involving reading books, student directed reading activities, types of reading (interests), kinds of reading (plays, short stories), and types of reading material (newspaper, paperback books). The researcher believes that she influenced the results of section 2. In section 2, the three choices of the students most favorable responses by both girls and boys involved going to the library, the teacher reading a chapter a day to students, and the teacher telling about books she has read. During the school year, the researcher did all three of these choices regularly, especially reading to students and telling them about books. The researcher plans to administer the same questionnaire to her students next year; however, she will administer the questionnaire at the beginning of the year and then the end of the year to get a clearer picture of what students enjoy and how the researcher may influence them. A comparison with this study cannot be made since these students were only administered the questionnaire once during the school year.

**PURPOSE OF QUESTIONNAIRE**

The purpose of this questionnaire was for the researcher to determine how the students viewed reading based on the seven sections discussed previously. The results were then used to coordinate activities and types of trade books during the school year to build on students' interests. Also the researcher tried to introduce different topics and

activities in ways to build on students' dislikes. For instance, in section 2 the girls listed having the teacher tell about lives of authors of books they are reading as an unfavorable response. The researcher did not place emphasis on this activity this school year until the last few months of school. In section 4, both the girls and boys enjoyed meeting as well as listening to records/tapes of authors reading a book or story. Both of these activities were focused upon in the researcher's classroom. Teachers who administer reading interest questionnaires or reading attitude interests should take the results and determine the students interests and teach from there. Students learn best and want to learn when the material is interesting and meaningful to them.

### RECOMMENDATION

The researcher does recommend that any classroom teacher of reading administer a reading interest survey whether be the Dulin and Chester questionnaire or another type. This should enlighten the teacher about his/her students' views of reading.



CHAPTER IV  
RESOURCE GUIDE

## INTRODUCTION

This resource guide is set up in three different sections. The first section contains sayings/ideas for bulletin boards. There is additional information under some of the sayings that the user could use to help construct the bulletin board.

The second component of the resource guide is a suggestion section. In this section, teachers or users of the guide will find general suggestions and hints. Many of the suggestions are helpful hints that will help make the classroom environment be more positive and productive. There are a few addresses listed of organizations where the user can send away for materials/samples that teachers may find useful in trying to motivate students to read. Also included in this section is a checklist of ideas and suggestions for parents to help promote voluntary reading at home.

The last section of the resource guide involves activities to help motivate students to read. Teachers may want to use an activity for all the students in the classroom, a few students in a group, or just one student. The activities listed are geared for junior high students with various reading levels. Teachers or users of this guide should find what activities fit individual teachers and students needs. The researcher hopes the activities will be inspirational in the classroom.

### BULLETIN BOARD SAYINGS/IDEAS

1. Go Bananas Over Books
2. Take a Bite Out of a Book!
3. Pick One - Pick a Title
4. Hit the Books!
5. A Good Diet Includes Books
6. Get Hooked, Read
7. Get Hooked on Reading  
-fish and hook
8. Books, Books and More Books
9. Get Carried Away - Read a Book  
-hot air balloon with students  
-Could be used to keep track of the books  
students have read.
10. Don't Learn the Hard Way ..... Crack a Book  
Instead!  
-have child holding a book
11. Make Your Own Rainbow - READ  
-rainbow coming out of a book
12. Color Your World With Reading  
-make letters colorful
13. Book Lovers Welcome  
-include big heart outline
14. Homework done? Read for Fun!
15. Exercise Your Mind, READ  
-May include books with students exercising  
or have students in shape of books working  
out.
16. Make Your Own Magic Through Reading  
-top hat and magic wand
17. Hop Into A Good Book  
-book and bunny
18. Bookworms Turn Into Butterflies  
-worms, butterflies, flowers, children reading  
in grass

-Immediately following the bulletin board section is a picture of a butterfly.

19. Hunt Up a Good Story
  - Use during Easter. Include an Easter basket and Easter bunny.
  - Use during hunting season.
20. Give Your Tube A Break - Read!
  - animated television reading
21. Make Friends With Books
  - Include titles of books all about friendship.
22. Just Say Yes to Books!
23. Reading - The Great American Adventure
24. You're Never Alone With A Book
25. Reading is Dyno-Mite
  - with dinosaurs
26. Magic Tool of Reading
  - giant library card with books surrounding the card
27. Fun Involves A Barrel of Books
  - Include a barrel filled with books. Also include monkeys and palm trees.
28. Reading is Beary Fun!
  - Include many pictures of bears and books.
29. Books Add "SPICE" to Life
  - Include big spice jar outline with each advertising different types of genre and examples of books for each genre.
30. What Books Would You Like For Our Room?
  - Use this during the month of November or March during children's book month or Right to Read Week. Have students come up with a list of classroom favorites. Also, have the students vote on the best book of the year. Students may want to illustrate their favorite books to display in the classroom.
31. Wake Up! Read A Book
32. It's a Mystery!
  - Display names of good mystery writers and have students research what books each author has written. These titles could be added next to each author's name.
33. I'm a Bookworm
  - Child reading a book with shelves of books

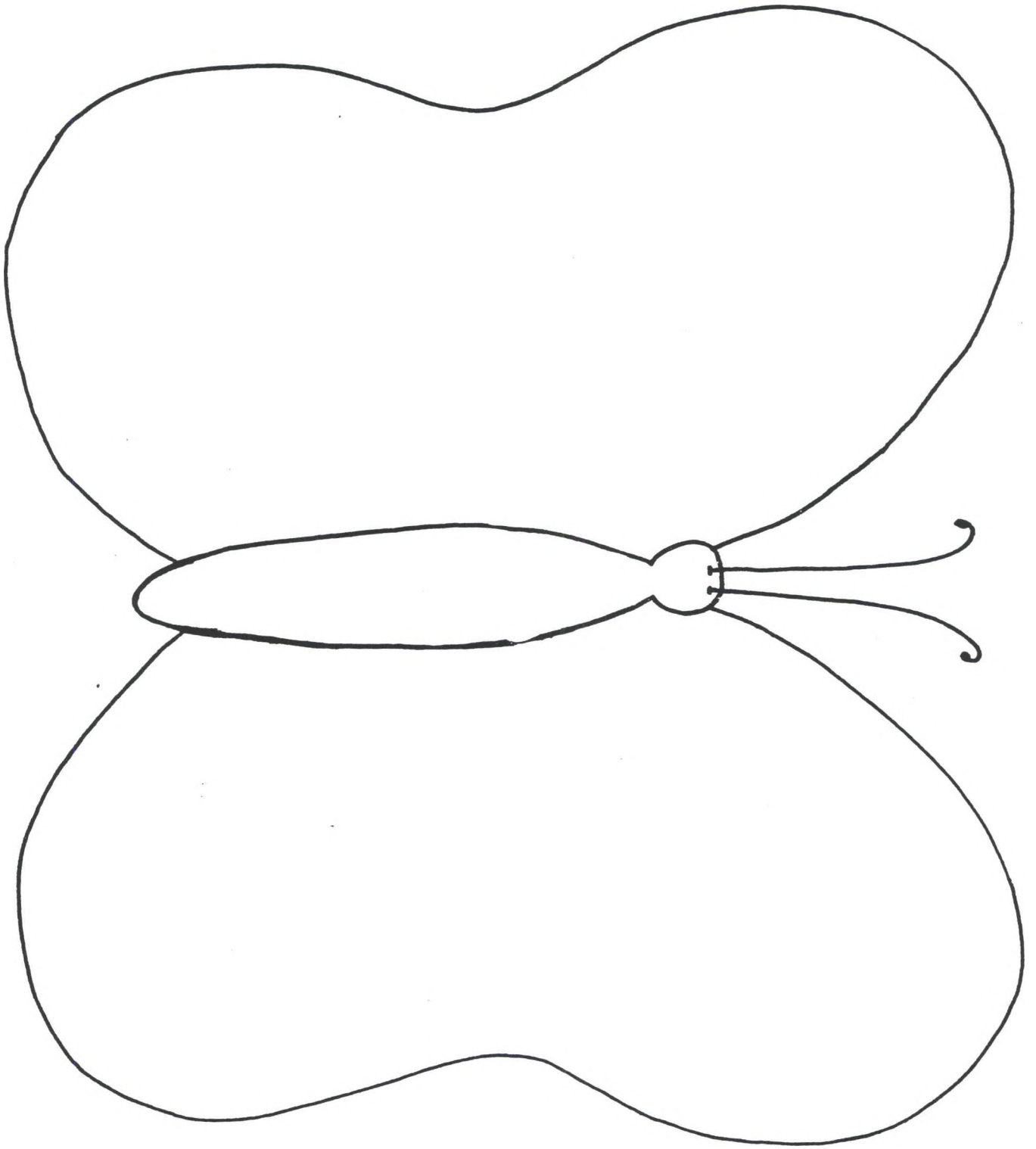
in the background. Also add a few oversized "cute" worms.

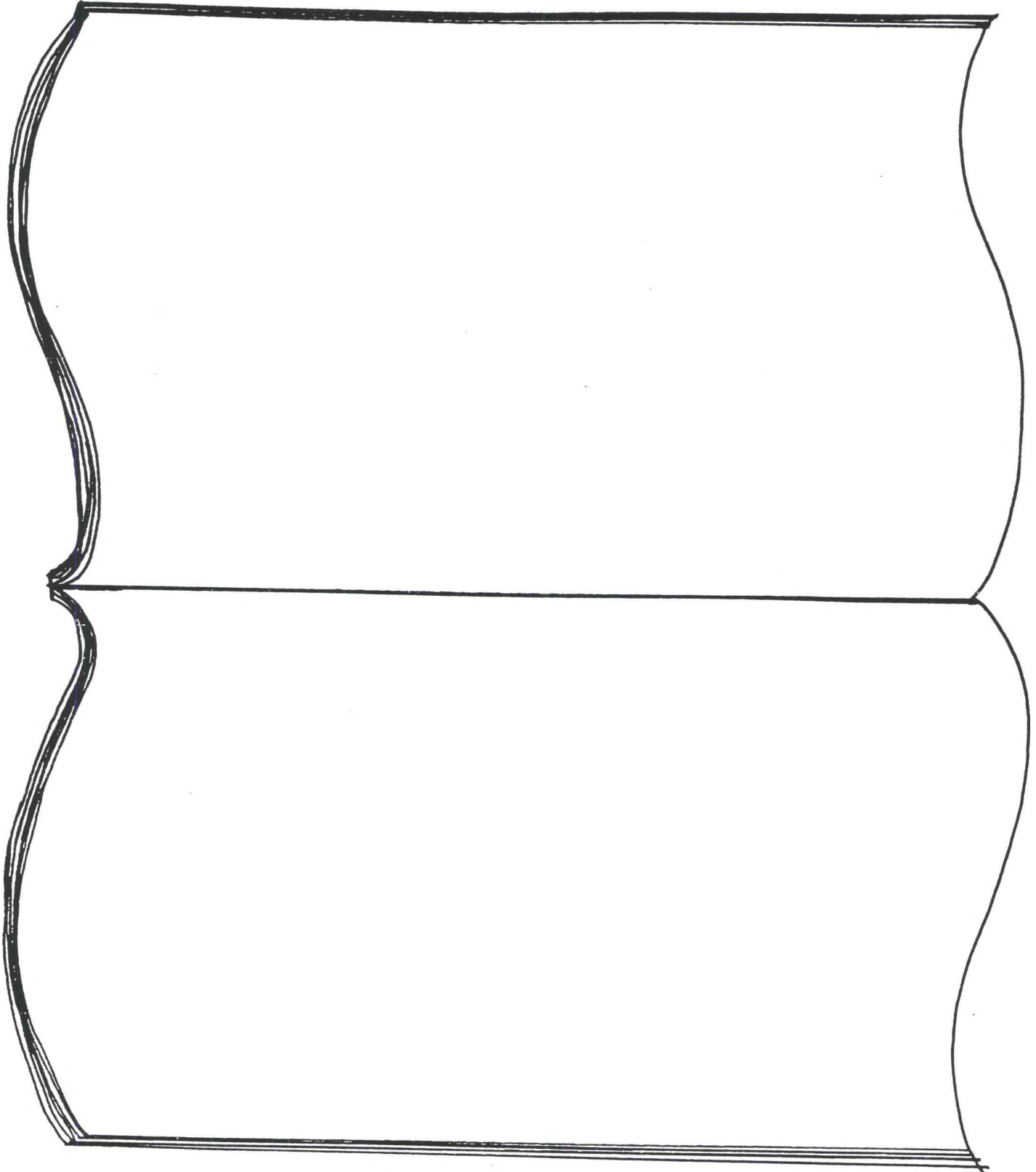
34. **Read All About It!**  
 -Cover bulletin board with newspaper. Have students reading the newspaper. Have students design a newspaper based on the book they are reading and then add them to the display. See activity section for guidelines of newspaper project.
35. **Good Books For Long Winter Evenings or For Winter Days**  
 -Title could be changed and used during any season.  
 -If use during winter, may want to include picture of a penguin standing on ice reading a book.
36. **NEWS** (Big letters cut out using newspaper).  
 -Include outline of a huge book covering most of the bulletin board. Place articles of importance from newspaper on the book. Have students bring in many of the articles.
37. **Book Roundup**  
 -Have lasso (may use rope or thick yarn) arranged around the outer edges of bulletin board. May want to include cowboy, cowgirl, or both and lots of books in the lasso.
38. **Beef Up the Story**  
 -Have a picture of a giant hamburger and bun. All the condiments can be compared to descriptive words or used in telling a tall tale. For example, the more condiments you add, the bigger the tall tale.
39. **The Tale End**  
 -Use different tails (monkey, horse, lion, cat, dog, cow) and write different story endings on the tails. Have students guess the titles of the books.
40. **Black and White and READ All Over**  
 -Cover bulletin board with newspaper. Place important articles and announcements on the board.
41. **Wanted Dead or Alive**  
 -Create wanted posters of fictional characters from books.
42. **Bag It**  
 -Using a paper bag, bring it to life by adding a face, arms, and legs. Have

the bag explain the assignment of sharing books through items in a bag. See activity section for details.

43. Bookmobile

-Hang book information from car frame.







## GENERAL SUGGESTIONS AND HINTS FOR TEACHERS

These suggestions were all taken by permission from Promoting Voluntary Reading in School and Home by Lesley Mandel Morrow. This is published by Phi Delta Kappa and is part of the Fastback series number 225. I have listed page numbers in the fastback, and I encourage any individual that teaches reading or has children to obtain a COPY.

1. Attractive posters that encourage reading are available free or at low cost from the Children's Book Council (67 Irving Place, New York, NY 10003) and the American Library Association (50 East Huron Street, Chicago, Ill. 60611). (p. 13)
2. Two publishers of classroom book clubs are Scholastic Inc. (730 Broadway, New York, NY 10003) and Xerox Educational Publications (1250 Firwood Avenue, P.O. Box 2639, Columbus, Ohio 43216). (p. 14)
3. For the cost of mailing and shipping, some publishers and local magazine agencies donate outdated periodicals to schools free of charge. (p. 15)
4. When purchasing or collecting books, it is advisable to have more than 1 copy of popular books. Children enjoy reading what their friends are reading. (p. 14)
5. The classroom collection of books should have

several titles in the following categories:

1. picture books with few or no words, alphabet books, number books, concept books;
2. picture storybooks in which text and illustrations are closely associated;
3. books of fairy tales and nursery rhymes;
4. poetry for all seasons, holidays, and topics studied in school;
5. stories that deal with real-life issues faced by youngsters, such as family conflicts, loneliness, frustration, handicaps, socioeconomic status, divorce, new siblings, and children's cruelty to each other;
6. nonfiction on such topics as the planets, plants, animals, and other countries;
7. biographies of popular figures of the present and past;
8. novels, especially popular books for advanced readers;
9. easy-to-read books with controlled, repeated vocabularies, large print, and illustrations closely associated with text;
10. Joke books, riddle books, fables, serial books, participation books, craft books, and books related to television specials or series. (p. 15)

6. Besides using librarians at school and in the community for excellent sources for book title recommendations other sources are available such as the National Council of Teachers of English (1111 Kenyon Road, Urbana, Ill. 61801), the International Reading Association (P.O. Box 8139, Newark, Del. 19714), the Children's Book Council (67 Irving Places New York, N Y 10003), and the American Library Association (50 East Huron Street, Chicago, Ill. 60611). (p. 15)

7. Involve students in the planning, design and management of the library corner. They can help choose the area of the room for the library corner,

develop rules for its use, select books and other materials for it, and maintain it in an orderly manner. They can also give the library corner a name. (p. 16)

8. Featured books should be changed regularly, with no book on an open-free shelf for more than two weeks at a time. Whenever new materials are added to the library corner, the teacher should take a few moments to introduce them to the children. (p. 17)
9. One way to keep track of the number of books students have read involves the use of a special bulletin board on which curtain rod hooks are attached, one for each child in the class. On each hook you hang a loose-leaf ring holding a 3x5 index card with a child's name. As children read books, they take a 3x5 card, record the title of the book read, the date they completed reading it, and then hang the card on their individual rings. (p. 17)
10. Reading or telling stories to children should be carried out in a relaxed, pleasant atmosphere, with the teacher sitting the same place every day. (p. 21)
11. Remember that no one is too old for a picture book. Also many picture books are written on higher levels for older students specifically.

12. During SSR restate the objectives of the recreational reading period: to read, to enjoy reading, and to practice the skills learned in reading groups. It is important and an excellent opportunity to model to the students the teacher's importance of pleasure reading by doing so yourself. (p. 23)
  
13. Teachers can do many things to promote voluntary reading at home. First of all, teachers need to inform parents about the total reading program, both skill and recreational. One way to inform parents is through the use of a newsletter. A recommended list of books that could be read by children and to children could be distributed to parents in order to keep parent's interest, support and get them involved. Parents could help with bookfair's, book making, reading to children in class, storytelling, or fund raisers to buy books and materials. Whenever you include parents, you enrich your program through their contributions and their heightened interest in the work at school. Parent involvement is common in elementary, but needs to definitely be encouraged and followed through with in junior high. (p. 31)
  
14. The following is a parents' checklist for promoting voluntary reading at home. I plan to share this at orientation and open house with my student's parents.

**MATERIALS:**

1. Have at least 25 children's books available.
2. Subscribe to a children's magazine.
3. Place some of your child's and some of your own books, magazines, and newspapers in various rooms throughout your home to encourage spontaneous reading in spare moments.
4. Provide a space in children's rooms to store books.
5. Provide a record-keeping system for children to keep track of books read. A simple system is 3x5 cards on which children can write the names of books they have read and dates of completion and then file them in a small filebox.
6. Provide as many of the following items as you can to encourage children to tell or create their own stories: puppets, felt-board and felt story characters, roll movies, records, tapes of stories.
7. Provide materials with which children can write, illustrate, and bind their own books: writing paper, colored construction paper, pencils, crayons, felt-tip pens, scissors, paste, and stapler.

**ACTIVITIES:**

1. Read to your child daily and let your child read to you.
2. Visit the library once every two weeks to borrow books.
3. Visit a bookstore every two weeks and purchase a paperback.
4. Tell stories to each other.
5. Take turns talking about books and newspaper or magazine articles that members of the family have read.
6. As a family, read silently together, gathered around the kitchen table, the fireplace, or some other comfortable spot. Use the same spot always, so it is associated with reading.
7. Read poetry and recite poetry together.
8. Read books related to current television shows or movies.
9. Create a photostory with your children. Select a favorite story that has a simple plot. Have your child act out parts of the books and take slides, movies, or snapshots. Place the snapshots in an album or show the slides or movies while someone reads the story.
10. Prepare food related to books, for example,

gingerbread cookies after reading *The Gingerbread Boy* (Holdsworth 1968).

#### FOSTERING POSITIVE ATTITUDES:

1. Provide a model for your child by reading on your own.
2. Reward your child's literary activity with praise and encouragement.
3. Answer your children's questions about books and other materials they have read.
4. Limit the time allowed for viewing TV each day. Encourage selective viewing.
5. Do not censor what your children choose to read. Guide them, but trust their own selections, since it is voluntary reading that you are trying to promote. (p. 31 & 32)

15. A classroom library, according to Huck (1976) should contain at least 5 to 8 books per child.

There are several ways to acquire books.

1. Purchase through use of petty cash allowance or by PTA.
2. Borrow from school's library.
3. Donations from parents (books no longer used at home).
4. Purchase at flea markets or second hand shops.
5. Discarded basal readers and certain textbooks can be torn apart and selected stories and articles rebound.
6. Books written cooperatively by entire class and those written by individual children can be bound.
7. Student can purchase books through childrens paperback book clubs that offer inexpensive books for children and free bonus books for bulk purchases.
8. Include magazine and newspapers (even if not current). (p. 14)

In the activity section of the resource guide, the first 40 activities were taken from The RIF Guide to Encouraging Young Readers (Doubleday, 1987). © Reading Is Fundamental, Inc. All rights reserved. Used with permission. The activities from the book come from teachers sending in ideas to share with other educators. I encourage any teacher or parent to obtain a copy of this book that is packed full of wonderful ideas. There are many more great ideas in the book that I have not included in my activity section.

## ACTIVITIES FOR TEACHERS TO USE WITH STUDENTS

### 1. GHOST STORIES

This idea is for older children who find scary things fascinating. Turn off the lights. Don a ski mask or a Halloween mask, or make an ugly face. If you have a cassette or record player, turn on some eerie background music. If you don't have a cassette player, do a little moaning and groaning. Then suddenly, shine a flashlight on your masked face! When finished, pass the flashlight and the mask to the next ghost storyteller. Students can write their own stories to share with the class or read from a favorite scary book.

### 2. FINDING OUT WHODUNIT

Detective novels make great read-aloud fare for you and your older students, and much of the fun is in out-detecting the detectives. Every student is a suspect in this effort to beat Miss Marple, Ellery Queen, or the great Sherlock Holmes in discovering whodunit. Each student assumes the role of a suspect for the duration of the novel. Wearing hats will help everybody remember who's who, and add some suspenseful drama to the reading. As the story progresses, perhaps a chapter a day, the participants take notes on their own characters' movements and motives. Before reading the final chapter and epilogue, each suspect prepares both an alibi and a confession based on his or her



notes and presents it to the group. Encourage students to really act out their emotions whether happy, sad, crying or indifferent. After all the suspects have proved their innocence and confessed their guilt, the players turn detective. Each person reviews the information, discards any misleading evidence, and votes on who he or she believes is the guilty party. Read the last chapter and epilogue. Who figured it out? Right or wrong, when it came to paying close attention to the plot and character development, everyone picked up on some important clues to reading comprehension. One novel that would be good to use with this activity is Playing Murder by Sandra Scoppettone.

### 3. TALKING BOOKS

Encourage your students to phone the main branch of the local library to inquire whether the library system offers recording services for people in the community who are visually impaired. If not, your students can attempt to put some books on tape for these individuals. Students will need to know all words and speak clearly without making mistakes. It is also important that the reading be interesting. You and your students may want to visit a nursing home or the residence of those who are visually impaired on a regular basis to read aloud to them. If you have a reading club at your school, this would be an excellent community service project.

### 4. A BOOK TIE-IN

Here's a way to get rid of the loud necktie you, your

husband, dad, or friend has but will never wear as well as get your class excited about read-aloud time. The teacher wears the necktie during read-aloud time and every time a certain number of books are read from cover to cover, say five, the teacher cuts an inch off the bottom of his/her tie. When the last inch goes, let your class rummage through parents' closets or at a thrift store for another goofy-looking tie and start again. Your students may want to wear their own ties the next time you do this activity. Another neckwear variation is for your students to string beads onto a long ribbon. Have them add a bead every time they read a book or the class reads a book aloud until the necklace is complete.

## 5. READOMETERS

When students warm up to reading, the temperature on their readometers rises at a feverish pace! Cut out a readometer, a long paper thermometer with a bulb at the bottom, for each book fan in the class. Divide the stem of the readometer into a dozen or so blocks, or degrees. Tape the readometers on the chalkboard, where you can watch each other's progress. Participants color a block red for each book they read alone or have read to them, beginning at the bottom of the readometer. They then proceed to read their way up. If you see more than 30 students a day, you may want to make readometers for each class you have and let them compare.

## 6. BOOKWORM

Your students turn into bookworms themselves to make this bookworm grow. If it grows long enough, its tail may meet its head as it stretches around the classroom! For every book they read, your students add a segment to a bookworm's body. Tack or tape up the bookworm's head on the wall, then attach segments to make the worm grow in one direction (left or right). Establish a goal such as for the bookworm to stretch around the room, or from one classroom to another. After finishing a book, the student chooses a paper circle, writes in the book's title and author, and then adds the segment to the bookworm's lengthening body. The bookworm displays not only the number of books, but which books the students have read. If you have several classes of students, you may want to establish a certain color that should be used when members of each of the different classes finish a book. This way you can tell what class is reading more.

## 7. CLIMB THE BEANSTALK

Show your students how they can achieve great heights by reading. Give them a beanstalk to climb, just like Jack's. Tape a strip of green crepe paper from the floor to the ceiling in your classroom. Have the students cut lots of green leaves out of construction paper. Store the leaves in an envelope in an easy place to reach. For every book your students read, they write the book title and author's name on a leaf and add it to their beanstalk, beginning a few inches above the floor and working their way toward the ceiling. Establish a distance between leaves, a few inches

or shorter if there are several children involved. How long does it take your students to reach the top? You might want to write dates on the bottom and top leaves, or on each leaf. This would be a good activity to use with only one or two of your classes to help motivate other classes and get them interested in keeping track of how many books they have read, especially if they are reluctant readers. Also your class could challenge another teacher's class.

#### 8. A PENNY FOR YOUR BOOKS

Pennies are the stepping stones to a special place on this homemade map, but it takes reading, not walking, to get there. With your students, draw a rough map of your neighborhood, town, city block, or other area that includes the school and one or more "reward destinations", such as a nearby park. Draw in a few landmarks along the way, but don't worry about placing them exactly. For each book a student reads alone or you read aloud together, tape a penny on the map on the direct route from your school to a reward destination. When your students reach the destination, make good on the reward. Set up a date to have a booknic in the park or whatever the reward has been decided upon before the journey involving the pennies and books began. The pennies, meanwhile, can go into a piggy bank to help purchase a book for the class.

#### 9. BOOK CHAIN

After they read a book, your students add a link on a

paper chain. The students cut pieces of colored construction paper into 1"x 6" strips and store them in a handy container. After finishing a book, the reader writes the book title on a paper strip, then overlaps and tapes the end to form a link. Challenge your students to make the chain long enough to go completely around your room as well as the entire front hallway or a goal that fits your children and your environment best.

#### 10. Story Objects

A book scavenger hunt will offer reluctant readers an incentive to finish a book and speed readers an incentive to slow down and pay attention to details. Make a list of interesting words (ones you think they will have to look up) and short descriptive phrases from the book. Your students will then have to read carefully or risk missing some of the literary fragments on your list. You may also want to include objects on a tray in which they will need to locate where the object is discussed in the book and why the object is important to the book.

#### 11. PUZZLE GRAB BAGS

Every time your students finish a book or read for a specified number of minutes, let them reach into a bag and pull out a piece of a jigsaw puzzle. Cut a large full-color picture out of a magazine or something you think will interest them. Brush glue on both the back of the picture and the cardboard and place them together. Cut the pieces small for older students. Students may want to

provide a puzzle grab bag for their class.

## 12. OUTBATTING PETE ROSE (Charlie Hustle)

Can the ball players in your class use a little reading incentive? If books equal home runs, touchdowns, goals, or baskets, your students can try to match or break the records of their favorite sports figures. You might challenge fans of Pete Rose to break his record for the number of career hits (more than 4,200) by reading more than that number of book pages. Or if that much reading is out of their league, two students can cooperate to break Roger Maris's record for the number of home runs hit in a single season, 61, by reading 31 books apiece. A reluctant reader might try to read as many pages as Hank Aaron hit home runs (755). Suggest that your students set up their own goals using whatever sports trivia they like. A sports magazine or current almanac can provide up-to-date statistics. Contracts may work well in helping students set goals and communicating the goal(s) to the teacher as well as achieving the goal(s).

## 13. AROUND THE WORLD IN EIGHTY BOOKS

Reading can make globe-trotters of your students or send them on a cross-country trek. Charting their travels on a real map will help them visualize where stories actually take place and help them understand how geography influences people and cultures. Hang a world map or a map of the United States on the wall in your classroom. After finishing a book, the student pinpoints the location (the

#### 14. READING PASSPORT

Before your students take off on a round-the-world reading odyssey, issue them each a passport so they can keep track of the places they visit. To make a passport, use cardboard or poster board for the outside cover. On the front cover, glue a photograph of each of your students. Write passport in large letters, and your students' name. Laminate the cover with clear contact paper for protection. After finishing a book, your student opens the passport to the next blank piece of paper and writes in the title of the book, the author's name, the place where most of the story took place, and the date. This activity would lend itself to studying several continents and/or individual countries.

#### 15. CATEGORY BINGO

Students read books covering all kinds of subjects before they can cover a row of squares on this special bingo card - a fun way to broaden their reading interests. For each player, make a five-by-five-square grid on a piece of paper. Mark the center square with an X, or write something clever on this free space, like Already Booked. In the other squares, write a subject category such as mystery, sports, animal story, biography, science, fantasy, science fiction, history, tall tale and so forth. Students can repeat categories. A child reads a book in one of the categories, then marks an X on the appropriate square. To get bingo-five in a row down, across, or on a diagonal, your students will have to read books in several

In the other squares, write a subject category such as mystery, sports, animal story, biography, science, fantasy, science fiction, history, tall tale and so forth. Students can repeat categories. A child reads a book in one of the categories, then marks an X on the appropriate square. To get bingo-five in a row down, across, or on a diagonal, your students will have to read books in several categories. Encourage your students to get bingo in several directions. Be creative with your bingo prizes so it will be cost efficient. You may choose to give free homework coupons, extra reading time, or a piece of gum. Students may want to donate prizes.

#### 16. VARIATIONS ON A THEME

You might want to try a "Theme of the Month" idea to encourage your students to read. You can either decide the theme ahead of time or let your students vote to decide what theme they would like to pursue. Use the local librarian to help you gather trade books as well as other sources to use in your classroom. Students may be able to bring items and books in from home to share.

#### 17. PLACES IN THE NEWS

Record local or national news and take it into your classroom for your students to view. Then use a map, globe, or atlas to locate the places discussed in the news. Here are some questions your students may discuss. Does location have anything to do with the news story? Is there a border dispute or does an unfriendly neighbor nation pose



a threat? Is geography a factor? Has an earthquake shattered a region, or has drought produced a famine? It may be helpful for students to color in all the regions they locate in the news' stories.

#### 18. WESTWARD HO!

Your students can read their way along the historic Oregon trail or any other well-traveled path and clock a lot of reading miles. An encyclopedia or history book will provide maps and mileage. This activity is especially interesting when it parallels what your students are learning in a social studies class. Your student can trace a historical map, make a photocopy or order one from the National Geographic Society (inquire about the National Geographic Society's The Making of America series by writing to the address: P.O. Box 2806, Washington, D.C. 20013). After they mark the beginning and end of the trail they plan to follow, tack the map to a bulletin board or tape it on a wall. For every book they read, your students move small symbolic paper figures or vehicles along the trail a certain number of miles. For example, they might advance a covered wagon one hundred miles along the Oregon Trail, finishing the trek twenty books later. The historical trail your students decide to follow may inspire them to read historical novels that take place during the same period. Whatever historical Journey you and your students decide to take, check into the computer courseware that is available to add to your Journey.

## 19. SLALOM COURSE

Here's a just for fun trail your students might like to blaze this winter--down a ski slope. A miniature skier follows a slalom course, passing flags as your students read books. Your students can simply draw a slalom course, or they might have more fun constructing a three-dimensional course. The three-dimensional course could be made by using a large piece of styrofoam and by making flags by gluing small paper triangles on toothpicks. Your students stick the flags wherever they like into the styrofoam course. To make a skier, they cut out a couple of cardboard skis and glue them under a doll. The figure is stationed at the top of the course until your students give the signal--a finished book! If your students have drawn a course, they can color in flags as they "read" past them, or they can write in the book titles. This activity could accompany reading books about cold climate regions.

## 20. STATE LINES

Do you know the most direct route across your state? Your students can help you figure that out as they read from one state line to another, and maybe back again along a different route. Your students can plan their routes ahead of time. Spread out a state road map and let them choose a place to start. After they read a book, they trace along the route with a highlighter or a marker keeping track of the number of miles for every book or a mile for every page, depending on the distance they have to

travel and the time in which they hope to complete the trip. If your students enjoy the map reading involved in this activity, they may want to try one of these variations:

- Take another route back across the state, making it a round trip.
- Be a hobo. Travel as long as you like, taking whatever roads you like.
- Flip a coin at each junction to see where chance takes you.
- See how many towns and cities you can travel through. Write to Chambers of Commerce for information about the places you've been.

## 21. READING RAFFLE

The more your students read, the better their chances of winning a raffle! Cut a small stack of index cards in half lengthwise for raffle tickets or use left over tickets. For every book your students read or you read to them, your students can fill out a raffle ticket. The tickets must include the reader's name and the title of the book. Collect the tickets in a shoe box or a plastic see through container with the lid off, so everyone can watch them pile up. Once a month, or some other designated period, have a drawing. All but the winning ticket remain in the box for the next drawing. When the box begins to get too full, dump the contents and let the raffle tickets

start accumulating again. You and your students can decide on the prizes or awards the students may receive.

## 22. HAVE NEWSPAPER, WILL TRAVEL

Have each student in your classroom be responsible for planning a trip for the class. Have them use the newspaper and any other sources to gather the information for the trip. Students may want to estimate the costs based on newspaper advertisements run by airlines, cruise lines, resort hotels, tour packagers, restaurants and any other pertinent information they may need to include in the cost of the trip. Students then could act as verbal advertisements by encouraging the class to pick their trip by sharing all the information they have discovered.

## 23. NEWS TO SHARE

Incorporate news sharing in the classroom at least once or twice a week. Have students cut articles from the newspaper they find interesting and would like to share with their peers. It may be beneficial to provide a certain place to post the articles so all students have the opportunity to read the articles. Especially encourage students to bring in articles in the newspaper that may affect their lives or are about them.

## 24. FOUND RECIPES

Did your mother let you make marshmallow squares from

the recipe on the panel of a Rice Krispies box? The recipes are still there, and your students may be just as tempted to try them out as you were. Encourage them to clip the recipe and make the treat; after one try, they may also be tempted to read and find more recipes that appeal to them. Example of use in classroom :

-Have the students do oral "how to" reports.

If the treats are edible, students can share the treats with the class.

## 25. BITTERSWEET WORDS

Is the choice of your students' words a little bland? Help your students spice up their vocabularies. On a piece of paper, make a list of words to describe the taste or texture of foods: sweet, sour, bitter, tart, salty, hard, soft, dry, moist, creamy, lumpy, crisp, smooth, round, flat and so forth. Have your students list as many foods as they can that fit in each category. This activity can be done before any writing if you and your students brainstorm together. Also encourage your students to use a thesaurus, or have them make their own as they write.

## 26. CEREAL-BOX BONANZA

Almost every day, kids read and reread the cereal boxes sitting on the breakfast table. Why not take advantage of this reading happening between students and their cereal boxes? Have the students bring an empty box of cereal to

the classroom. Compare the different boxes for bold graphics, hyped-up language, free offerings and the nutritional charts.

### Examples

1. **NUTRITION RESEARCH** Along one narrow side panel is a nutrition chart and a list of ingredients. Have the students list unfamiliar words and look them up in the dictionary. Compare the nutritional information on two boxes of cereal. Is the cereal your friend likes more or less nutritious than the one you like? Which has more sugar? Which has more fiber? More protein?

2. **GOOD TASTE IN WORDS** As your students read the description of the cereal, ask what word the copywriter used to make the cereal sound good to eat. Go on to suggest that they replace each of these words with a word that means the opposite (a thesaurus might help).

3. **NEW PACKAGE** Your students would like to invent a new cereal. What shape will it be? What color and flavor? Suggest that they design a wrapper for the new cereal that you can paste over the old cereal box. They can draw pictures of cereal, describe it, and include nutritional information, a recipe, and a free send away offer.

4. **STORY STARTERS** Cut out the characters and pictures that appear on the front and back of your students' favorite cereal boxes. Staple or glue them onto ice cream sticks so they can use them as stick puppets to tell a story.

## 27. FORTUNE COOKIES

Fortune cookies are fun for reading as well as eating. Have your students write fortunes or other messages on small slips of paper. These slips are wrapped or poked inside the cookies for the eaters to discover and read. Confucius doesn't have anything to say about what goes inside the fortune cookies. It's up to the students to come up with the wit and the words. The students could write their own words to the wise called Maxims such as "the child who does the homework, passes the test". Students could also write fortunes that are meant for characters in books.

## 28. KOOKY COOKING

Cooking, like any other creative activity, should get out of hand. That's what may happen with the following ideas that encourage original thinking and wordplay. The students should decide different ingredients, some realistic and some outlandish or fanciful. Here are some possible ingredients: 2 cups of flour, 20 cups of flower, 2 teaspoon of surprise, 3 cans of chicken, 7 tablespoons witch's potion, 1 teaspoon baking soda, 1 tablespoon ice cream soda, 1/2 cup mustard seed, 3/4 bucket of ketchup, a pinch of baby powder, 2 sliced apples, 1/2 hive of honey, grated horn of unicorn. Have your students come up with unappetizing appetizers (slug on the half shell), sickening soups (beetle bouillon), and disgusting dinners (monkey stew).

## 29. CLASSROOM COOKBOOK

Have your students solicit their favorite family recipes and write them on index cards. The students file the cards by menu categories: appetizers, soups, main dishes, side dishes, desserts, snacks and so on. There are many ways to assemble the recipes into a book. You or your students can type the collection and make photocopies or use a home computer and print copies. A third method could involve the students with the best handwriting copying the recipes neatly on sheets of notebook paper. The students can design their own recipe book cover. Suggest they number or alphabetize the recipes and include a contents sheet listing the name of the recipe as well as what page the recipe can be located. Students could present the recipe books to a relative or friend at Christmas, birthday, or Mother's Day.

## 30. HOLIDAY WISH LIST

Save catalogs to take into your classroom for your students to look through. Have your students pick out gifts for family or friends, but don't stop there. Encourage your students to read the fine print. Have them find out what the sweater is made of? Does the bicycle come assembled or unassembled? Check on shipping charges. Also encourage students to do comparison shopping with other catalogs.

## 31. BARGAIN HUNTER



Comparison shopping is good for the pocketbook, and encourages your children to develop critical thinking skills, important for all kinds of reading. Bring in newspapers and newspaper insert ads from supermarkets for students to see how many stores offer the same product for different prices. Have students use a calculator and figure savings from one store to another. Students could also be asked to bring in shopping lists from home and using several ads try to find the best prices and figure the total cost. Have students share findings and see if they really have found the best price(s).

### 32. WHEN IN ROME ....

When in Rome .... read about Rome! The same applies for everywhere you and your students travel. This may tie into thematic units. Your class can decide where they would like to go and then bring in books and materials to make your journey come true. Use your bulletin board and props to make your classroom as close to the environment of the place you are visiting.

### 33. FUN WITH THE FUNNIES

When you offer your students the newspaper, do they head straight for the comics? Next time, beat them to it. Cut out comic strips and in envelopes cut each strip apart into individual frames. Have your students work on sequencing when they are asked to put the frames back into correct order. Many students may want to write and draw their own comic strips, and you can share their creations

with other class members.

#### 34. OFF WITH YOUR HEADLINE

Cut the headlines off articles you think will interest your students, and you have an activity to evaluate their ability to identify the main idea in a news story or any other story. You may want to cut off the headlines and number the headlines and articles so students can discover the original headlines. Your students can write their own headlines and then compare them to the original headlines. Have the students then decide which headlines more clearly communicates to the reader what the articles are about. Another activity that checks comprehension involves cutting apart a newspaper story after every three or four lines. Give your students the pieces and challenge them to put them back together as complete articles. Your students will have to read carefully, taking clues from the context of the broken sentences. There are many ways newspapers can be used in the classroom. If possible try to have several copies of the local newspaper in your room and be as creative as you can through involving the newspaper in your teaching.

#### 35. READING OUT

Take your students on a book-nic. Encourage students to bring books to share as well as a treat to enjoy. If a park is nearby, it would provide an excellent setting for your book-nic, otherwise a nice shade tree and blankets would be sufficient. If possible include as many picnic

baskets full of books for your students to choose from.

Enjoy!

### 36. READ GENEROUSLY

Conduct a read-a-thon in your classroom or entire building. Have students get pledges from parents, grandparents, friends, etc. With the money raised, books can be bought for the classroom library, needy students, or a children's hospital. Help students decide whom shall benefit from their reading. Students may also want to be involved in what books are purchased as well as presenting the books to the recipients.

### 37. IS THAT A FACT?

Each day share a fact with students that you have read in the newspaper or a book. Encourage students to also look for an interesting fact they would like to share with the class. Soon the students may be doing all of the sharing of facts.

### 38. READING OLYMPICS

During the year of the olympics or any time, students can go for the gold by entering books they have read in a frivolous series of Olympic reading events. Together, brainstorm a list of book games and competitions. Keep contests of skill to a minimum, and make them fun. For most events, the books themselves should be the contenders. Here are some examples of records your readers can hope to hold:

1. Most number of pages read in seven minutes
2. Longest list of characters in a single story
3. Fastest oral reading that the class can still understand
4. Longest word on a page
5. Longest sentence on a page
6. Thickest book
7. Book with the most pictures
8. Book with the longest title (number of words)
9. Oldest book (earliest copyright)

Readers can enter the same book in no more than two events and two readers who enter the same book can tie for a medal. You and your students can design the medals and decide on any other rules.

### 39. CLASSROOM DIARY

You and your students can all be the notetakers. At the end of the week, record any events about the previous week involving you and your class. If your students all had their homework, write it down. Maybe a student finished his tenth book read in two weeks. Make sure you include all the students in the classroom diary. Leave the diary out for students to read during DEAR time.

### 40. EXCUSES, EXCUSES!

Many times when students don't have their homework, they have all kinds of excuses explaining why. Encourage your students to be creative and write exaggerated excuses of why they didn't have homework or why they should be

excused when they were absent. Students may also want to illustrate their written excuses and share both the illustration and written excuse with the class. Vote on who has the wildest excuse, best, etc.

#### 41. CLASSROOM LIBRARIES

Include a classroom library in your class. Set books on shelves to display them as well as place them in crates or boxes in case you don't have room to store them. Goal is for the mini-library to provide immediate access to reading materials.

#### 42. SHARING BOOKS

Encourage students to read to other students and to tell stories to the rest of the class or another audience.

#### 43. READING ALOUD

Have other school personnel (principal, secretaries, other teachers, cooks, or custodians) read to the students.

#### 44. PICTURE BOOKS AND YOUNGER STUDENTS

Have junior high students read to younger students. Elementary schools and day cares are both good sources that contain plenty of children that the teachers will welcome the one on one assistance these older students can provide to their children. Older students enjoy picture books and this gives them the opportunity to read picture books for a reason. Make sure you or a librarian talks to the students about what makes a good book to read aloud. It is

important that it is a large book if reading to several children, but most of all the reader has to like the book.

#### 45. MAKING BOOKS

Have students construct books to give as gifts to parents, preschoolers, or pen pals. An idea involving a book for a parent could be a favorite childhood memory that the child writes and illustrates. For preschoolers, the students could make ABC books. If students are corresponding with another classroom, in their letters they could find out information about their pen pals and then write a book about their pen pal. What a wonderful gift!

#### 46. DEAR AUTHOR

After reading a book, students can write to authors and illustrators regarding the book they have completed. This assignment gives the students the opportunity to share their reactions, concerns, and feelings with the individuals who are responsible for creating the books.

#### 47. DEAR TIME

Schedule regular periods of time for DEAR or sustained silent reading. Set up guidelines for DEAR time. The students should be responsible for bringing their pleasure reading books to class and there should be no talking during DEAR time. If possible set aside at least 15 minutes each day if you meet 40-50 minutes at a time. If you meet longer with your students, increase the amount of time for DEAR. As a teacher, it is very important for the

students to see you reading during DEAR time as well. Modeling is very effective.

#### 48. BOOKS AVAILABLE

Set up a library or book store in your classroom. If you set up a student directed library this involves the students bringing in their own books that they would like to share with their peers, but want the books returned at the end of the year. If you set up a book store, this involves the students as well as the teachers bringing in used books that class members can purchase. If the students donate the books to the book store, set a goal for what you will spend the money on from the sales of the books.

#### 49. BIRTHDAY CELEBRATION

Each student wraps a birthday present for a character from a book. Contained in the present are three items the student believes the character would like to receive for his/her birthday. A decorated birthday card is addressed to the character. Celebrate this event with a birthday party.

#### 50. MOCK TRIAL

If all the students are familiar or reading the same book, conduct a mock trial. Charge one of the characters from the book with a crime and set up your classroom similar to a courtroom. Assign a judge, prosecuting attorney, defense attorney, jury, plaintiff, and defendants. You may want your classroom to visit a

courtroom prior to their experience or have them research about the policies and procedures as well as who is responsible for what duties before they try building their own cases. Have fun!

#### 51. RAP

Create a rap about the characters in a book.

#### 52. STORY LETTERS

Pair students and have them write letters to one another based on the main character in their books. It is important that each student assume the identity of the main character in the letter so he/she can write from that character's point of view.

#### 53. SUSPENSEFUL MOMENTS

Students who enjoy mysteries will enjoy this assignment. Have them recreate the most exciting, thrilling, part in the story by putting it on a cassette tape to be played to the class. Encourage the students to use sound effects and make sure the book is available to be checked out by other students after this selling technique has been shared.

#### 54. ACADEMY AWARDS

Hold a reading awards ceremony in your classroom recognizing deserving book characters. Students need to make certificates, statues, and any other type of awards to distribute to the characters. Some students could dress up



as the characters that may receive an award.

#### 55. CHARACTER CAN

Students are to decorate a can (coffee, soup, lemonade) to look like one of the characters in the book they are reading. Inside the can the students should place strips of paper that are numbered describing personality traits, describing the character's role, and any other pertinent information. Character cans should be shared with the class and put on display for other students to enjoy.

#### 56. PLEASE READ

Have students write a letter to a friend or a classmate recommending the book they are reading. Stress to students to concentrate more on why the book is good rather than what the book is about.

#### 57. JACKETS

Students and books both have something in common. They both can wear jackets. Have students design a book jacket for the book they are reading. It is best if you can show students examples of professional book jackets as well as student examples if available. The jacket should contain the title and author on the front as well as the spine. On the back of the jacket have the students write a paragraph selling the book, but not giving the plot away. Students will enjoy sharing their book covers as well as looking at their classmates' book jackets.

### 58. PLAY THE GAME

Instead of writing a report about the book including such things as setting, characters, plot, theme, etc., students can create a game board including the elements mentioned previously. The game board should be attractive to look at and the directions should be clear. The end of the game should be similar to the resolution in the book. Once the game boards have been completed, make sure the students have the opportunity to play the games.

### 59. SHARE VERY LITTLE

When students discuss their books, many times they ramble on and on. It is hard for any individual who is excited about a book to be brief. Challenge the students to write a telegram to share with the class that is limited to 20 words or less.

### 60. CARD CATALOG

How many times is the title of the book on the tip of your tongue, but you can't think of it? Teachers and students alike think they will always remember the good books they have read; however, what usually happens is much time is spent trying to remember and locate the book. Have your students set up their own classroom card catalog. Have them include title, author, story type, list of books it is similar to, and any other pertinent information.

### 61. DIRECT THE BOOK

Instead of reading books to young children, have

students tell the story through props and puppets.

Students have to take time to learn the story, decide on how they are going to present the story, and then gather and make the materials they are going to use. Make sure you take pictures or tape the students telling the story to their audience. It will be a real treat for your students to watch themselves as well as to share with other students when they are working on a similar project.

## 62. ROLL MOVIES

Using a box and a paper towel roll or wrapping tubes, students can create roll movies about the books they are reading and can share with the class.

## 63. AUTHOR'S CHAIR

This activity involves the use of a chair that has been designated as an Author's Chair. As a student completes a book, the student tells the class what the book is about, orally reads from the book, and answers three questions that the students in the class ask. The book is then given to another student that would like to read it.

## 64. DIORAMAS

Have students make dioramas to represent their favorite part of their books. A diorama is a three-dimensional scene set in a realistic background. The students can use a shoe box to create their dioramas. If an example or a picture of a diorama can be shared with the students, the students will better understand what they are to do.

Encourage them to be creative and use all different types of materials and items that have different textures.

#### 65. BAG A CHARACTER

The students select items that depict a character from a book and arrange them in a decorated grocery bag. Students share the book with the class by pulling 8-12 items from the decorated bag explaining how each item relates to the character in their story. Suggestion - set guidelines on how many items can be eaten, how many can be real items such as toys, tools, etc., and you may want to place texture requirements on the items. These guidelines will challenge your students to think about the relationship between the items and character, and you will be reassured that the student did read the book.

#### 66. CELEBRITY FOR A DAY

The student is to read a biography and then tell the story in first person as well as dress as the famous person.

#### 67. A QUILT BY ALL

Using fabric, trim, ribbon, yarn, felt, embroidery floss, fabric paint, markers, etc., have each student design an 8x8 quilt square that pertains to the book the student is reading. Each quilt square should include the title, author, and, illustration of the student's book. Have a parent help with this project, and the quilt when finished makes a wonderful door or wall display.

**68. BOOKMARK**

Have students design a bookmark to capture the theme of their book. Students may want to use a clothespin or hairclip as a base design. Encourage students to use felt, yarn, ribbon, and have them incorporate the shape of the bookmark to have some kind of a significance to the book.

**69. TIME LINE**

Students develop a time line to indicate events in a story or a time line of a character's life as the story progresses. Students can add illustrations or three dimensional objects to make the time line more interesting.

**70. NEWSPAPER**

Students create a newspaper based on the events and characters in their books. Include in the newspaper the following: headline story, weather report, want ads, advice column, sports section, news stories, classifieds with a minimum of two photos on each page. Students can either make the traditional black and white newspaper or a very colorful newspaper.

**71. BOOK TRADE**

Students need to choose a book of their own or from the class library. Using index cards, the students prepare questions for other students about their books and also on a separate index card(s) or piece of paper writes the answers to the questions. When finished, the student

places the book, index cards, and answers in a ziplock bag and hands it in to the teacher. It is up to the teacher how he/she redistributes the books. The students can request a certain title, an auction can be held (with the understanding that eventually the book will be returned to the owner), or numbers can be pulled from a hat. Let the students decide how they would like the books to be assigned. Once the students finish reading one another's books and the questions have been answered, the material is given back to the original owner to be checked. Also allow the students the opportunity to interact and discuss the books.

## 72. ALL ABOUT AUTHORS

After introducing a book to your class, make sure you share information about the author with your students. Send away to different publishers requesting information on authors of young adult literature. As you collect information on the authors, organize it into a notebook for you and your students to use as a resource.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

Enthusiasm can be very contagious. If a teacher is enthusiastic about reading, many times students will become interested in what the teacher is saying regardless of the age of the child. Enthusiasm can be very helpful in motivating students, but the enthusiasm needs to be channeled into activities and ideas. Many teachers share the concern of how to motivate students to read willingly and to enjoy all books have to offer. Since locating useful reading activities can often be time consuming, the researcher felt the need to gather ideas and activities involving reading that can be difficult to find for Junior high students. There are many sources of information on activities for primary and intermediate students through grade six, while Junior high activities are limited.

The purpose of this resource guide is to provide teachers or parents with ideas, suggestions, and activities to motivate students to read. Although the activities have been geared to seventh and eighth graders, the guide can be easily adapted for younger or older students.

Many of the activities have been tried in a seventh and eighth grade classroom and have been found to be both motivating and enjoyable for the students and teacher. Teachers or users should look through the resource guide and find what is useful and will work best for them and their students. This guide is only one source that can be

used to help motivate students in grades seven and eight to want to read and to be and feel successful. Teachers should decide what activities, ideas, and suggestions will help motivate their students to read. Also they should remember that what they do is very important; the students should see teachers reading.



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