


Summer 1999

## **Instructional Strategies Designed to Motivate Reluctant Primary Readers**

Kimberly Dawn Perkins

Follow this and additional works at: [https://digitalcommons.cwu.edu/graduate\\_projects](https://digitalcommons.cwu.edu/graduate_projects)

 Part of the [Curriculum and Instruction Commons](#), [Elementary Education Commons](#), and the [Language and Literacy Education Commons](#)

---

ABSTRACT

INSTRUCTIONAL STRATEGIES DESIGNED TO MOTIVATE RELUCTANT  
PRIMARY READERS

By

Kimberly Dawn Perkins

---

August, 1999

The purpose of this project was to design and collect instructional strategies to help reluctant primary readers understand that reading can be a pleasurable experience. There are many students who are unmotivated to read. Research has shown that students should engage in meaningful literacy activities and see that there is a purpose to read. The activities collected for this project can be used to supplement the reading program used in the regular classroom. Many of these activities can be adapted to different content areas and learning styles. The Essential Academic Learning Requirements were used as a guideline for gathering the activities to be used with students.

## TABLE OF CONTENTS

### I. CHAPTER ONE

Focus of the Study.....	1
Statement of the Problem.....	2
Purpose of the Project.....	3
Limitations of the Project.....	3
Definition of Terms.....	4

### II. CHAPTER TWO

Review of Literature.....	5
Introduction.....	5
Motivation.....	5
Characteristics of a Reluctant Reader.....	10
A Variety of Materials.....	12
Summary.....	19

### III. CHAPTER THREE

Methodology.....	21
Introduction.....	21
Procedures.....	21

### IV. CHAPTER FOUR

The Project.....	23
------------------	----

### V. CHAPTER FIVE

Summary.....	27
Conclusions.....	27
Recommendations.....	28

### VI. REFERENCE..... 29

## CHAPTER ONE

### Focus of the Project

#### Introduction

---

As a second grade teacher, I have been exposed to a number of students who have no interest or desire in reading for pleasure. Since a majority of the students I teach come from military families, I am able to experience working with transient students throughout the year and discover the education these students received prior to my classroom. I am deeply concerned that, at second grade, many of these students are very capable of reading but do not enjoy reading. These students seem to see no purpose in reading other than to complete an assignment or a given task.

Through my reading of research studies I have realized how important it is for teachers to understand the reasons why students choose not to read. Dr. Kaylene Beers (1996) categorizes students who choose not to read into three groups: 1) dormant, 2) uncommitted and 3) unmotivated readers. Dormant readers enjoy reading, but don't want to take the time to read. Uncommitted readers don't really enjoy reading but they say they may read in the future.

Unmotivated readers don't like to read at all and they have an attitude of never changing their minds about reading.

Beers states " It means being able to examine what we, as teachers, are doing to help children develop an aesthetic response to reading" (1996, p. 110).

In order to develop an aesthetic response to reading, teachers need to provide exciting literacy activities to motivate students to want to participate. There are so many wonderful resources available today to assist teachers in planning their instruction. By creating exciting and meaningful reading activities, students will learn that reading can be a pleasurable experience. Activities that give students opportunities to make choices tend to be more significant and motivating for students. Research has shown that children enjoy being in control of their learning and being able to have a variety of choices among literacy activities (Paris & Turner, 1995).

#### Statement of the Problem

There are many students who are capable of reading but choose not to read in the classroom. If students have a lack of motivation to read than they will not have the skills to progress into mature, capable readers. Students

need to experience a variety of ways of being taught how to read as opposed to a skill-and-drill approach to teaching reading.

---

#### Purpose of the Project

The purpose of this project is to compile reading activities that help students understand that reading can be a pleasurable experience.

#### Limitations of the Project

Possible limitations to the findings of the project include:

1. The instructional strategies collected focus on primary students.
2. This study focuses on developing reading activities for native speakers in the classroom. It does not emphasize how to adapt for bilingual students.
3. Research is intended for an elementary teacher to use in a self-contained, integrated classroom.

### Definition of Terms

Motivation: The process involved in arousing, regulating, and sustaining behavior (Vernon, 1969).

---

Intrinsic Motivation: Choosing to do an activity for no compelling reason, beyond the satisfaction derived from the activity itself--it's what motivates us to do something when we don't have to do anything (Raffini, 1996).

Extrinsic Motivation: Implies the use of incentives such as money, recognition, or good report card grades that an individual expects to receive from some outside source as a consequence of performing certain specified tasks in a satisfactory manner (Kolesnik, 1978).

Reluctant Reader: A student not very interested in reading or seldom will engage in such activities, in or out of the classroom (Casteel, 1989).

## CHAPTER TWO

### Review of Literature

---

#### Introduction

The purpose of this project is to develop reading activities that help students understand that reading can be a pleasurable experience. The following review of literature is divided into three sections. The first section discusses motivation. The second section describes the characteristics of a reluctant reader. The final section expresses the need for a variety of materials.

#### Motivation

Vernon (1969) states that it is very difficult to classify and define motivation with any exactitude, because motivation is an internal experience that cannot be studied directly. However, motivation has a variety of definitions that extend from writer to writer. Vernon defines motivation "As some kind of internal force which arouses, regulates and sustains all our more important actions" (1969, P. 1). According to Wlodkowski, "Students can be influenced and affected by teachers, but they cannot be directly motivated" (1978, p. 14). Motivating students to



learn involves challenges for the teacher. Jaynes and Wlodkowski assert:

That with student motivation, when only one thing goes wrong, the entire process may come to a complete stop. The best lesson plans, the greatest materials, a highly motivated teacher, or the newest curriculum cannot guarantee that students want to learn continuously. (1990, p. 12)

Jaynes and Wlodkowski (1990) suggest that motivation to learn is a desire for learning and virtually all children are born with motivation. They express how children are extremely motivated to learn when they are young, because they are naturally curious about their environment. As many children progress through school and get older, they tend to lose that motivation to learn. According to Gambrell, "The elementary years are of considerable consequence for shaping subsequent reading motivation and achievement and it is through this experience that children must be supported and nurtured in both affective and cognitive aspects of literacy" (1996, P. 15).

Motivation is the key in helping foster students' excitement about reading. The type of motivation strategies that teachers choose to use in the classroom may have a strong impact on whether students will have the desire to become life-long readers in the future. Intrinsic and extrinsic are two types of motivation. Guthrie and Sweet state that "Intrinsic and extrinsic motivations influence the learner in different ways" (1996, p. 661). They discuss how "extrinsic motivations lead to the least effort literacy styles, whereas intrinsic motivations are more likely to inspire long-term literacy commitments" (1996, p. 661).

Students who have developed strong internal purposes for reading and enjoy choosing to read when given the choice are classified as being intrinsically motivated to read. Raffini defines intrinsic motivation as "Choosing to do an activity for no compelling reason, beyond the satisfaction derived from the activity itself- it's what motivates us to do something when we don't have to do anything" (1996, p. 3).

Students that are intrinsically motivated to read, find reading meaningful and pleasurable. Guthrie and Sweet

report reasons students read for intrinsic motivation.

These reasons include:

- 1) Involvement- getting lost in a book
- 2) Curiosity- wanting to learn more about a topic
- 3) Challenge- figuring out a complex plot
- 4) Social Interaction- sharing a book with a friend.

(1996, p. 660)

Teachers need to use this knowledge in order to develop instructional activities to help motivate learners. Furthermore, "Students are more intrinsically motivated to complete tasks that are moderately challenging, novel, and relevant to their own lives than they are to complete tasks that are too easy, repetitive, or perceived to be irrelevant" (Stipek, 1988, p. 73). Students need to see that reading has a purpose and it can be very meaningful. By giving students choices, reading stories that center around the students' personal interests, and providing unconditional, positive support during reading development students will be motivated to read. Kolesnik states that "Students are interested in their school work when they perceive how the subject matter that they are expected to learn relates to them as individuals, when they see how it

affects them, how it can satisfy their needs or serve their purposes" (1978, p. 189).

Extrinsic motivation is another form of motivation that has a positive short-term effect on controlling behavior. Kolesnik defines extrinsic motivation as: Involving a goal or a reward external to the behavior itself. It implies the use of incentives such as money, recognition, or good report-card grades that an individual expects to receive from some outside source as a consequence of performing certain specified tasks in a satisfactory manner (1978, p. 178). Guthrie and Sweet state reasons that students read for extrinsic motivation. These reasons include:

- 1) Compliance- the teacher said to
  - 2) Recognition- earning points, stickers, grades
  - 3) Competition- striving to be the best
  - 4) Work Avoidance- writes so you don't have to read.
- (1996, p. 660)

Kolesnik suggests that behavioristic educators and psychologists rely more on incentives. "From a behavioral standpoint, the most effective way to arouse and sustain students' interests and to motivate them toward scholastic

achievement is to reward their desired behavior or to offer them some sort of incentive"(1978, p. 225). He suggests that teachers need to find appropriate reinforcers or incentives so they will work with children.

Extrinsic motivations are needed in the classroom for skill-building activities related to reading, writing, and spelling (Guthrie & Sweet, 1996). They report that teachers have an important set of objectives and rewards tend to work well for getting these objectives accomplished. Stipek states that "Rewards as incentives are usually necessary to prod students into engaging in tasks in which they have little initial interest" (1988, p. 67).

#### Characteristics of A Reluctant Reader

There are many reasons why students are reluctant to read. These reasons may include the students' skill level of reading, the reading program, method of instruction used by the teacher, or unpleasant experiences with literacy development. Many educators believe that a child is reluctant to read because the child is unable to read or is able to read and unmotivated to do so(Ciani, 1981). Children who are unable to read may have lost confidence due to a history of unsuccessful attempts to read. Ciani

(1981) reports that many teachers fear that children will not learn the basic skills and they focus more on practicing isolated skills rather than using literature as a source of pleasure, reflection, and insight. Children may look at reading as a subject rather than a meaning-getting process (Ciani, 1981).

Turner and Paris state that "The most reliable indicator of motivation for literacy learning is not the type of reading program that districts follow, but the actual daily tasks that teachers provide in their classroom" (1995, p. 664). The teachers, according to Levin, "And the methods they use are the key to overcoming the problems of the reluctant reader" (1974, p. 3). One way to overcome some of these problems is for the teachers to model reading at all times and share their own reading experiences with students. Gambrell states "One of the key factors in motivating students to read is a teacher who values reading and is enthusiastic about sharing a love of reading with students" (1996, p. 20). There are many teachers who model reading during silent reading and students seem to be more motivated to want to read also (Gambrell, 1996).

On the other hand, there are teachers who use ability grouping as a means to work with low, average, and high students and this form of reading instruction may cause some students to dislike reading. DeRoche and Infantino (1983) discuss a student's unpleasant experience of being placed in the low reading group. This student could feel the pressure of being placed in the low reading group and felt that he had a problem for three reasons: one, there were all boys in our group; two, the books had no writing on the covers; and three, the words in the book were in large print that only a few words covered the pages. DeRoche & Infantino state that it can be traumatic for children to discover at the age of six that they are different from other children their class. Children need to experience pleasure in literacy activities and reading development in order to be motivated to read.

#### A Variety of Materials

Teachers need to create a positive literacy learning environment for students. By incorporating classroom libraries, a variety of books, and meaningful reading activities, students will be more inclined to want to read for pleasure. Fractor, Martinez, Teale, and Woodruff (1993)

report that students may become reluctant to read if their classroom does not contain a book-rich environment. They suggest that teachers should have at least four books per child in the classroom in order for children to have a variety of books to choose. It is also important that teachers have high-quality books that hold the children's attention. Gambrell states that by "Increasing the number of books available to children in the classroom can have a positive effect on the amount and quality of the literacy experiences in the classroom"(1996, p. 21).

Some students may be more interested in reading non-fiction books about whales while others may want to read classic poems written by Shel Silverstein. Teachers should consider the students' personal interest when selecting books for the classroom library. Fractor et al.(1993). state that "Stories, informational books, poetry and other appropriate genres should be present, and the collection should offer a range of difficulty levels so that all children will be appropriately challenged" (1993, p. 483).

Along with providing a variety of books for students, another important part in motivating reluctant readers is to build a classroom library to promote voluntary reading.



There should be an area in the room where books are easily accessible to students Fractor et al. (1993). There seems to be a need for excellent libraries in elementary classrooms. According to Fractor et al. (1993). a survey was done with 183 classrooms that contained libraries and the results showed that "Only 4.8% or 10 classrooms had good or excellent libraries available to children" (1993, p. 478).

An excellent classroom library has the following physical features:

1. A focal area
2. It is partitioned and private
3. Comfortable setting
4. Five to six books per child
5. Books that provide a variety of genres and reading levels
6. Room for five to six children
7. Two types of shelves
8. Literature-oriented displays and props
9. Organized into categories

Fractor et al. (1993, p. 448).

It may be difficult for teachers to get books, shelves, or display supplies due to the expense. Teachers can ask parents or businesses to contribute books, use bonus points from book clubs to purchase books, go to flea markets to look for used shelves that can be fixed up, or ask the principal about funding for some of these resources Fractor et al. (1993).

In addition to providing students with a variety of reading materials and an ideal classroom library to read in, teachers need to also provide students with meaningful literacy activities. Students should be able to experience literacy learning as an active, exciting, collaborative, and learner-centered process of discovery (Ruddell, 1995). A way for teachers to try to instill a love of reading in students is to collect or design activities that will show a purpose and be meaningful to students. According to Beard and Senior:

Teaching methods most likely to motivate students to learn or to maintain good motivation are those which actively involve students, lead to a sense of achievement, maintain a high level of arousal, and

provide satisfaction through acceptance by and recognition from a group. (1980, p. 54)

The methods that a teacher uses to teach reading are very important. Some ideas for teachers to consider when planning for instruction will be developed in the following paragraph. They are: choice, challenge, collaboration, support, student involvement, and providing a variety of materials for reading.

Students need to feel that they are a part of the learning that goes on in the classroom. By giving students choices and decision-making tasks, they tend to feel more motivated to learn. According to Strube, "By having students choose their own books, it encourages them to assume ownership of their decisions and take responsibility for their own learning" (1996, p. 24). Students should be encouraged to choose from a variety of activities that are appropriate for their learning styles and interests (Paris & Turner, 1995). Gambrell states "Books and stories that children find most interesting are those they have selected for their own reasons and purposes" (1996, p. 21).

Along with allowing students opportunities to make choices in their learning, teachers need to make sure that

activities are challenging and appropriate for the students' skill levels. Brophy (1998) states that students should be continuously challenged within their ability and teachers should make it possible for them to meet these challenges by providing sufficient instruction, guidance, and feedback. Paris and Turner state that "The most motivated students are those who are engaged in moderately challenging tasks that lead them to make new discoveries and to reorganize their understandings" (1995, p. 666). There are many students who are motivated purely by a challenging task. According to Guthrie and Sweet, "Some students are attracted by challenge. They like figuring out a complex plot to a story or integrating a lot of facts about a topic, like spiders" (1996, p. 660).

In addition to challenging students, teachers should encourage collaboration with others in the classroom. Paris and Turner list three reasons why teachers should promote collaboration among peers: 1) student ideas and comments can spark curiosity and interest, 2) by observing classmates progress it may increase students' confidence in their own ability to succeed, and 3) cooperative learning promotes student engagement in work and group consciousness

(1995, p. 668). Students choose to read or choose not to read a book for many reasons. According to Palmer and Codling (1994), the most frequently mentioned reasons for reading a book was that a friend, teacher, or parent recommended it to a student.

While encouraging collaboration among peers, teachers need to provide students with a lot of support during reading development. Buchanan comments "Given security, love and respect, with appropriate feedback, a child will learn to read" (1980, p. 7). Gambrell (1996) states that the elementary school years are a critical time in a child's life for shaping reading motivation and achievement. During this time, "Children must be supported and nurtured in both affective and cognitive aspects of literacy development" (Gambrell, 1996, p. 15).

As teachers are encouraging and supporting young readers, teachers need to make sure the activities promote student involvement. Weaver (1994) states that teachers should provide opportunities for students to experience literature through oral, visual, and dramatic language arts. Paris and Turner (1995) discuss that children should

have rich experiences in selecting, evaluating, and enjoying literature.

In addition to providing activities that promote student involvement, teachers should use a variety of materials to teach reading. Taverner (1990) states that by using stories and rhymes of all kinds, children begin to acquire patterns of language. Students begin to look at sets of words, patterns, sequences, and meaning connected to stories. According to Paris and Turner (1995), students need to have many chances to use reading strategies in meaningful situations in order to understand that reading is valuable and useful. Along with providing a variety of activities for students, teachers should consider the students' interests as well. Brophy suggests "Find out what topics your students want to learn about and what activities they enjoy doing, then build these into your curriculum as much as possible" (1998, p. 13).

#### Summary

There are many students who prefer not to read when given the choice. Teachers can, however, make a difference in the literacy lives of children by allowing them choices, letting students have control over learning, socially

interact through books, and using students' successes and failures of tasks to build responsibility (Paris and Turner, 1995). Teachers need to analyze children's motivations for reading because "There are places for both intrinsic and extrinsic motivations in every classroom" (Guthrie & Sweet, 1996, p. 662). Once teachers have analyzed students' motivations then instructional strategies should be collected or designed to help make reading pleasurable to students. Children need to be engaged in literacy activities that are meaningful and exciting. By providing instructional reading strategies for students that offer social interaction among peers, decision-making, choices, and manipulatives students will find reading more interesting and significant to the learning process.

## CHAPTER THREE

### METHODOLOGY

#### Introduction

The purpose of this project is to compile reading activities that help students understand that reading can be a pleasurable experience.

#### Procedures

I first became interested in reading motivation through working with reluctant primary readers in the school environment. There were many students who could read, but chose not to read for pleasure. Reading activities were collected and created to help motivate reluctant primary readers.

Before these activities were developed for this study, a thorough review of literature had been done. Motivation, characteristics of reluctant readers, and the need for having a variety of materials in the classroom were the areas of focus to review. Most of the information found about motivating reluctant readers was through professional journals, professional books, Internet, microfiche, library resources, Educational Resources Informational Center, and other graduate research studies. These resources had valuable information and excellent



strategies in helping teachers make reading a pleasurable reading experience for children.

The reading activities were collected and designed for primary teachers to use in the classroom. A compilation of ideas and strategies were developed from professional books, professional journals, the author, and discussions with other teachers and students who have used some of these activities before in their school. In using these instructional strategies, educators will be able to expose primary students to the delight of reading and how meaningful it can be.

The following criteria was used in selecting the reading activities for this project: Essential Academic Learning Requirements, experiential/manipulative activities, appropriate level of learning, and preparation of activities. Because the Essential Academic Learning Requirements are so central to K-12 curriculum, I have chosen to organize my project around them.

CHAPTER FOUR

INSTRUCTIONAL STRATEGIES  
TO HELP MOTIVATE  
PRIMARY RELUCTANT READERS

Kimberly Dawn Perkins

August 1999

## CHAPTER FOUR

## The Project

Teachers in the State of Washington are required to follow the Essential Academic Learning Requirements designed by the Washington State Commission On Student Learning. These goals are intended to raise standards and student achievement according to the Washington State Legislature (Washington State Commission on Student Learning, 1998). The technical manual designed by the Washington State Commission On Student Learning defines an Essential Academic Learning Requirement as,

A statement of what students should know and be able to do at the completion of their K-12 education. These statements are purposefully broad and are intended to serve as guideposts to school districts and give teachers flexibility in designing curriculum, teaching strategies, and planning instruction. (1998, p. 9)

In keeping these requirements in mind, I developed reading activities that would help student's experience reading as a pleasurable activity. The project was divided into four sections based on the Essential Academic Learning Requirements. In each section the reader will find:

**1<sup>st</sup> section:      The student understands and uses different skills and strategies to read:**

- Use word recognition and word meaning skills to read and comprehend text.
- Build vocabulary through reading.
- Read fluently, adjusting reading for purpose and material.

- Understand elements of literature-fiction
- Use features of non-fiction text

**2<sup>nd</sup> Section:     The student understands the meaning of what  
                          is read:**

- Comprehend important ideas and details
- Expand comprehension by analyzing, interpreting, and synthesizing information and ideas.
- Think critically and analyze authors' use of language, style, purpose, and perspective.

**3<sup>rd</sup> Section:     The student reads different materials for a  
                          variety of purposes:**

- Read to learn new information
- Read to perform a task
- Read for literary experience
- Read for career applications

**4<sup>th</sup> Section:     The student sets goals and evaluates  
                          progress to improve reading:**

- Assess strengths and need for improvement
- Seek and offer feedback to improve reading

- Develop interests and share reading experiences
- 

Please note: Content throughout chapter 4 has been redacted due to copyright concerns.

# The student understands and uses different skills and strategies to read

- Use word recognition and word meaning skills to read and comprehend text
- Build vocabulary through reading
- Read fluently, adjusting reading for purpose and material
- Understand elements of literature-fiction
- Use features of non-fiction text

# Spelling Pyramid

**Objective:** Student will be able to build spelling words from the first letter to the last letter.

**Materials:** paper, pencil or marker

**Lesson:** Students choose a spelling word and write the first letter of the word for the top of the pyramid. Then two more letters of the word are added to form more of the pyramid shape. The bottom of the pyramid will spell out the whole word. For example:

F  
Fr  
Fri  
Frie  
Frien  
Friend

**Assessment:** Students can check their own work or have their partner check their spelling. I would walk around and monitor and check their work also.

## Spelling Word Scramble

**Objective:** Students will be able to use word recognition skills to figure out the word scrambles.

**Materials:** paper, pencil or marker

---

**Lesson:** Students take a spelling word and scramble the letter to form a nonsense word. Students can take turns trying to figure out what the words are.

**Assessment:** Monitor students working together. Students can check their peers' words to see if they unscrambled them right.



## Who, What, When, Where, Why?

**Objective:** Students will be able to understand the elements of a story and comprehension of a story.

**Materials:** paper, pencil or marker

**Lesson:** Each student has a piece of paper and a pencil. At the top of the paper every student writes a “who” character and then folds the paper down a little, enough to cover what was written. Once everyone is done, they pass the paper one person to the right. No one is to look ahead to see what was written. Now each person writes an action “what” that could happen and folds the paper down. The process continues until all of the five “W’s” have been used. At the end and the final passing of the papers, the students can read the story they ended up with. Each child can share with a partner or read aloud to the class. They usually turn out quite comical and don’t make a lot of sense.

**Assessment:** Teacher can make sure that students have a good understanding of story elements and comprehension by listening to the stories or monitoring help where it is needed.

## Newspaper Sight Words

**Objective:** Student will be able to identify sight words using a newspaper.

**Materials:** newspaper, highlight marker

**Lesson:** Each student has a piece of the newspaper and a highlight marker. The student is to start at the beginning of a column highlight the sight words he/she knows. Then students can share their highlighted words with classmates or the teacher.

**Assessment:** Have students turn in their newspaper with the highlighted words and their names on it.

## Around the Room with Compounds

**Objective:** The student will be able to recognize two words that can form a compound word.

**Materials:** 7 cards with one root word a card on the walls around the room. A box, jar, or hat that can hold the word cards that form the compound words to draw from.

**Lesson:** Students move around the room and find a root word card that they want to stand by. The teacher draws a word from the hat, box, or jar and says the word to the students. If the students are standing by a root word card that can form a compound word from what the teacher drew they have to sit down. Students still standing can find a new card to stand by if they want to. The teacher continues to draw cards and students start to diminish around the room until there is one student or a small group left standing in one area at the end.

**Assessment:** Observe and listening to the students' responses to see if they have an understanding of compound words.

# PREPARING AND TEACHING A MAKING-WORDS LESSON

Photos by Rosalyn D. Morgan

Photos by Rosalyn D. Morgan



# WARM-UP LESSON #1

# WARM-UP LESSON # 2



# WARM-UP LESSON #3

# WARM-UP LESSON #4

# WARM-UP LESSON #5

# WARM-UP LESSON #6

# WARM-UP LESSON #7

# WARM-UP LESSON #8

# WARM-UP LESSON #9

# WARM-UP LESSON #10



# Blend-O

**Skill:** consonant clusters

**Players:** any number

---

# Blend-O

## Game Board

---

# Compound Comedy

---



# Contraction Toss

**Skill:** contractions

**Players:** any number

---

# Line 'Em Up

**Skill:** ABC order

**Players:** 4 to 6



# A, B, C, and Me







# Treasure Sock

---

# Vowel Cheers







**Action Sentences**

**Body Sentences**





*Puppetry*

## **Shadow Puppets**



*Music*

**Children's Musicals**  
**How to Select; How to Write**



*Music*

**Christmas Isn't Christmas  
Without a Tree**

---













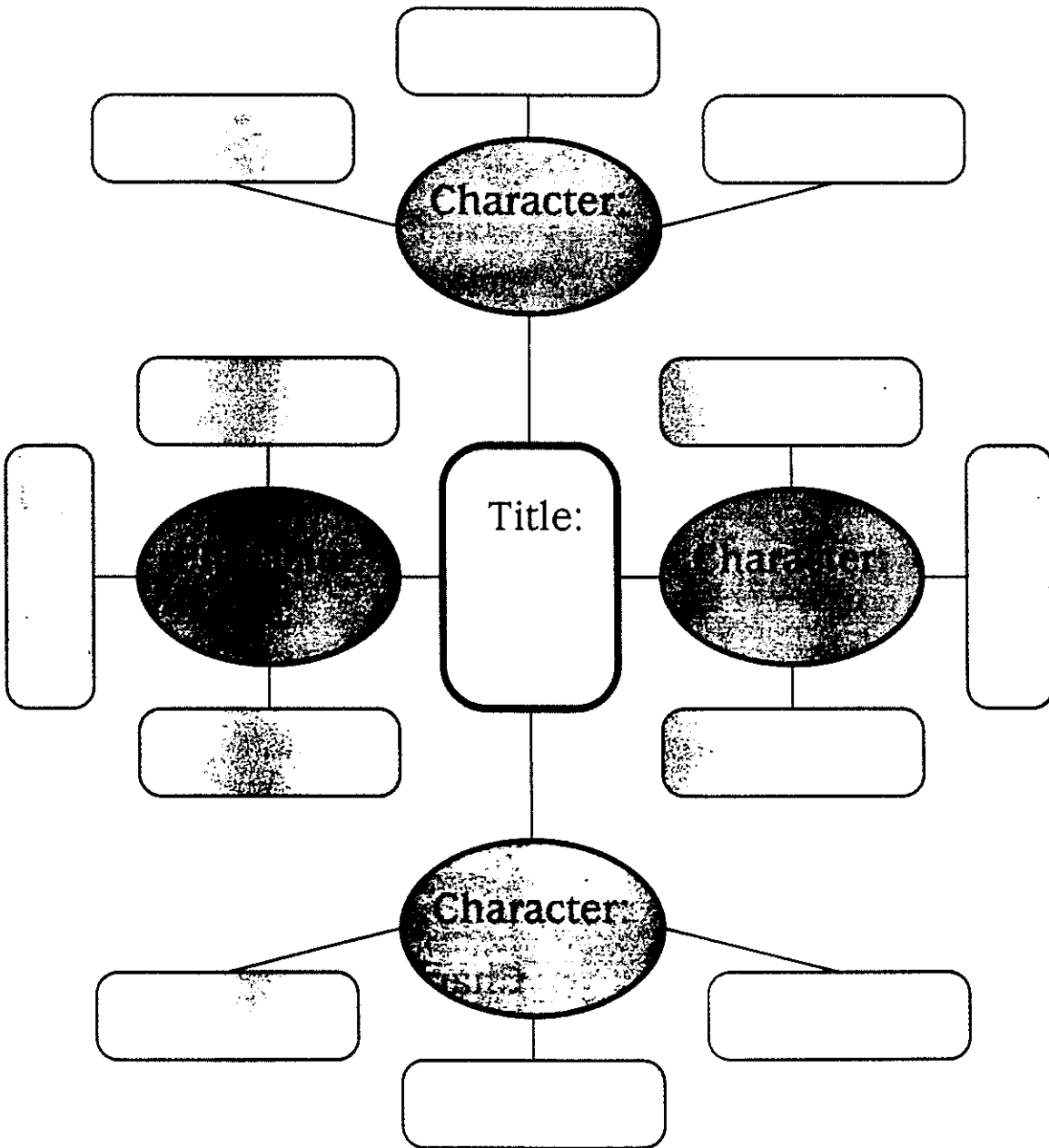




Student's name: \_\_\_\_\_

# Character Map

Title/Author: \_\_\_\_\_  
\_\_\_\_\_



# Story Map

Title/Author: \_\_\_\_\_

Setting: \_\_\_\_\_

Main Characters: \_\_\_\_\_

Problem: \_\_\_\_\_

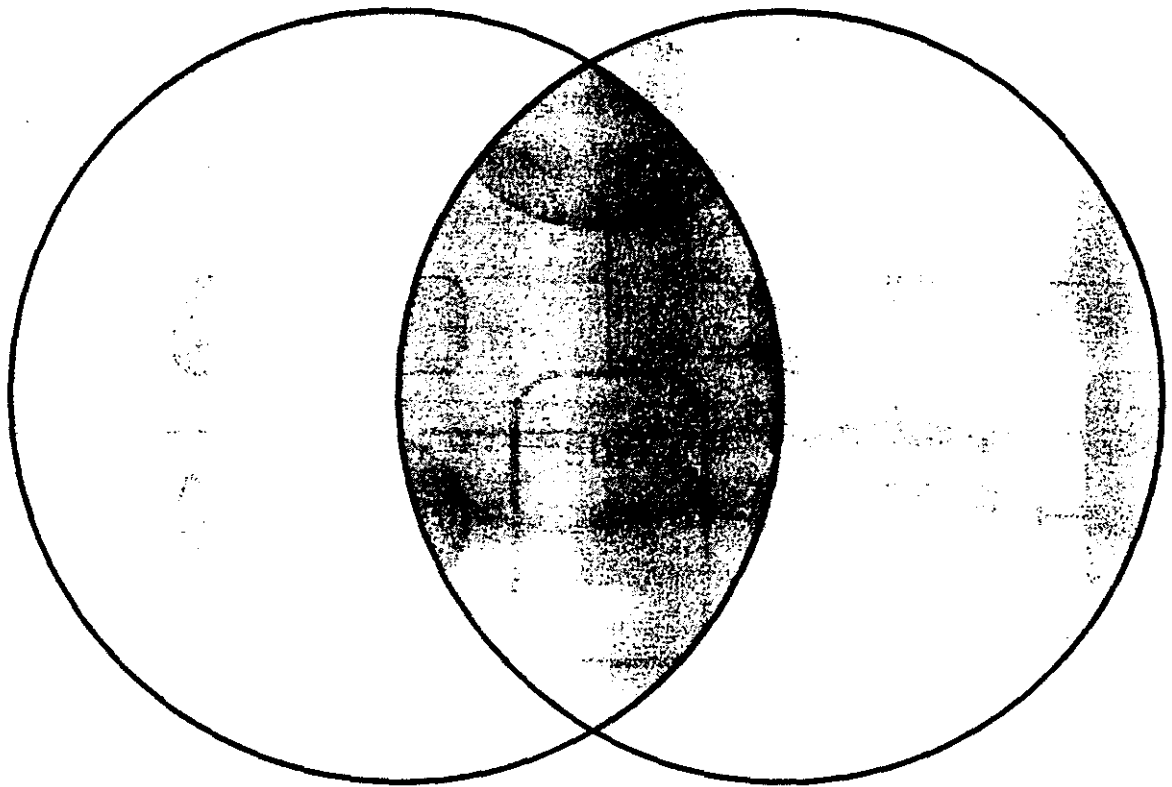
Events: \_\_\_\_\_

Solutions: \_\_\_\_\_

Story Theme: \_\_\_\_\_

# Venn Diagram

Title/Author: \_\_\_\_\_



Character: \_\_\_\_\_ Character: \_\_\_\_\_



# Wordless Books



# Magic Box

# Favorite Creepy Crawlies Books

# A Class Flip Book



# Find It in the News

# Flip-flaps

---





# Box Activities

---



# **The student understands the meaning of what is read**

- Comprehend important ideas and details
- Expand comprehension by analyzing, interpreting, and synthesizing information and ideas
- Think critically and analyze authors' use of language, style, purpose, and perspective

## Word Mix-Up

**Objective:** The student will be able to arrange the words of the poem, song, or rhyme using sequencing skills.

**Materials:** paper strips with words

---

**Lesson:** Write each word of a familiar poem, song, or rhyme on a separate paper strip. Lay the strips on a table, making a new row for each new line. Read the lines aloud twice, and have the student point to each word as it is read. Have the student close his/her eyes. Mix up the words in the first line. Invite the student to put the words in order. Move down each line, mixing up words and having your child arrange them. For a final round, mix up the entire poem, song, or rhyme shifting words into other lines. Challenge the student to put all the words in order. This lesson can be done with partners, small groups, and sentence charts.

**Assessment:** Watch the student use sequencing skills to put the poem, song, or rhyme in correct order.

# Class Newspaper

**Objective:** The student will be able to put together one page of a class newspaper.

**Materials:** scissors, computer, pencils, markers, newspapers, magazines, glue

---

**Lesson:** Students can spend time looking at examples of previous class newspapers made and real newspapers. They will pick a topic of interest to them (travel, sports, entertainment, horoscopes, etc.) and create their own page to go in the class newspaper. They can be creative with their newspaper section. They might want to do a book review page of their favorite books. Once the newspaper is complete and laminated (optional), then each night a student will get to take it home to show his/her family the class newspaper they created together.

**Assessment:** Monitor students as they are working and support their creativity. Each student should complete one page for the newspaper.

## Compare & Contrast

**Objective:** The student will be able to compare and contrast two stories by completing a Venn Diagram.

**Materials:** Two stories (for example: The different versions of The Three Little Pigs), Venn Diagram form, pencil or marker

**Lesson:** Choose two stories that children can compare and contrast on a Venn Diagram. Read aloud both stories and discuss some of the similarities/differences while reading. After both stories are read and a discussion has taken place, then have each student or in pairs complete a Venn Diagram form on the stories. Students can draw a Venn Diagram as well.

**Assessment:** Monitor and help students when needed. Student can share their diagrams with the rest of the class when they are finished.

## Fact & Opinion

**Objective:** The student will be able to use interpretation skills to discover facts and state opinions about a story.

**Materials:** story, paper, pencil or marker

**Lesson:** The students will choose and read a story. After reading a story, the students will make a list of facts from the story and next to each fact they will state their opinion regarding that fact. This can be done in a whole group after reading a story and the class can brainstorm a list of facts and opinions.

**Assessment:** Make sure students understand facts/opinions. Monitor while students are working and have them turn in their work when finished.



## Inferences

**Objective:** The student will be able to use their skills in understanding a story using inferences and headlines.

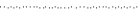
**Materials:** books, pencil, paper

---

**Lesson:** Have each student choose a book they have not read before from the classroom library. On their piece of paper, students will write the title of the book. Then they will try to determine what the story is about. They write their predictions on their paper underneath the title. Then the student can read the story and write down how close their inferences really were or weren't to the story.

**Assessment:** Monitor and help students find books. Do guided reading with some that may struggle. Have students share their papers with a neighbor or the class.

# What's the Big Idea?























# Accordion Books

---



**Connection**

# Storyboards





# Storyboard

# Board Games



# News for You

# More News

# What Happened Next?

# Comic Stories



# Comic Relief

*Pantomime*

**Narrative Pantomime**

*Pantomime*

*The Snake and the Ant*

by Martha Brady

(Adapted from *The Mouse and the Flea*, an Alaskan folktale.)

# Venn Diagrams



# **The student reads different materials for a variety of purposes**

- Read to learn new information
- Read to perform a task
- Read for literary experience
- Read for career applications

## Travel Brochures

**Objective:** The student will be able to use maps and books to research a place they would like to travel.

**Materials:** newspapers, magazines, maps, highlighters, scissors, markers, glue, books

---

**Lesson:** This lesson can be adapted for any grade level depending on appropriate skill level. Students are the creators and researchers in developing their own travel brochures. They can use magazines, newspapers, and books to gain information about their place. The library resources can also be use to help.

**Assessment:** Monitor and help students with their brochures. Make sure students understand how maps and newspapers are used. Put travel brochures up on the bulletin board after they have been shared with the class.

## Peanut Butter and Jelly Sandwich

**Objective:** The student will be able to explain and follow directions in order to perform a task.

**Materials:** peanut butter, jelly, bread, knife, paper, pencil

**Lesson:** Have students write down directions (step-by-step) on how to make a peanut butter and jelly sandwich. Have students turn their papers in and then the teacher chooses a paper to demonstrate how to make the sandwich. The teacher demonstrates step-by-step directions that the student wrote down on paper to see if they were specific enough to follow. This is a comical experience. Students really enjoy this assignment and understand when it is over that directions need to be very specific in order to understand them.

**Assessment:** Monitor that everyone is participating. Students get to eat a peanut butter and jelly sandwich at the end.



## Novel Time

**Objective:** The student will be able to express their feelings about a novel they have heard.

**Materials:** paper, scissors, glue, markers, crayons, pencil, construction paper

---

**Lesson:** After a novel has been read to the class (for example: Tales of a Fourth Grade Nothing by Judy Blume) then students will create a diorama to go along with their favorite scene from the novel. The students will then write a summary of the scene to go by their diorama.

**Assessment:** Monitor and make sure all students are participating. Give guidance and help when needed.

## Reading Graphs

**Objective:** The student will be able to make and interpret graphs.

**Materials:** markers, paper (graph), pencil

**Lesson:** Students will choose 5-8 book titles they want to put on the bottom of their graph. On the side of their graph students will number 1-15. After the graph is set up, students can interview and graph their classmates' favorite book from the list. It should look like a bar graph when all finished. The student can graph his or her own response too.

**Assessment:** Help students with graph set up. Post graphs around the room once they have been shared with the class.

## Book Report Recipe

**Objective:** The student will be able to write a comical recipe and respond to literature.

**Materials:** paper, pencil, markers, recipe form

**Lesson:** Students will create their own recipe for a good book.

- 1) **1 cup of plot-** tell what the story is about
- 2) **2 teaspoons of characters-** main characters (description)
- 3) **2 tablespoons of excitement-** a part of the story that was exciting.
- 4) **1/2 cup of opinion-** what did or didn't you like about the book  
**1 teaspoon of recommendation-** Who would like this book?
- 5) Sprinkle on the following information for flavor:
  - Title of book
  - Name of author
  - Name of publisher
  - Number of pages
  - Literary genre

**Assessment:** Help students with recipe and literature responses when needed. Share recipes with the class when done and then put them up on the bulletin board.

# Travel Guides

---



# Menus



# Passports





# File Folder Books







# **Directions — The Easy Way**



# **The Key to a Map**





# **A First Map with Labels**





# **Stone Soup**

**A Scandinavian Folktale Adapted By  
Gayle Bittinger**











# **Little Bunny and the Crocodile**

A Japanese Folktale Adapted By  
Jean Warren

# **Little Bunny and the Crocodile**

# **Little Bunny and the Crocodile**

# Name Poem

---

# Haiku

---

## What Do You Say?

---

## Good News/Bad News

---



# Treasure Maps

---

**Wheeling Across the Curriculum**

# My Adventure

---



"Nighty Nightmare"

"Jim Ugly"

# Love Notes

---

# Make It Purposeful

---

# Signs of the Times



# To the Editor

---

# Be an Ad Watcher

# Simon Says

# Recipes, Menus, and Prescriptions



# Recipe Card









# Charts



# **The student sets goals and evaluates progress to improve reading**

---

- Assess strengths and need for improvement
- Seek and offer feedback to improve reading
- Develop interests and share reading experiences

# Literature Group Report

**Objective:** The students will work together on reading and comprehending a story.

**Materials:** poster board, books

**Lesson:** Students will choose what book they would like to read out of 4 or 5 choices. This will form the groups that they are in. They will get in their groups and read the book. Each student should have a copy of his or her own book to read. The students can decide how they want to go about reading the book and taking turns. When students are done they will create a poster on poster board of their book. This poster should include the title and author of the books. They can create them how they want. When the posters are finished, groups will share their poster and tell the class about the book.

**Assessment:** Monitor literature groups and students working. Students can do a self or group evaluation at the end of the sharing.

# Story Mural

**Objective:** Students will express their creativity and knowledge of characters of a story by creating a mural of their favorite characters.

**Materials:** butcher paper, paints, paintbrushes, books, markers

**Lesson:** Brainstorm a list on the board of students' favorite story characters from books. Show pictures to students if they are available. Have students choose a character they want to sketch on the mural paper. Students should also think about what backgrounds they want for their characters on the murals. Assign student different parts of the mural to work at and they can sketch their character. Students may paint when they are finished sketching their scene and character. Students can share their mural with their older reading buddies and it can be displayed in the hall.

**Assessment:** Monitor painting and sketching. Help students that are having trouble with ideas or drawing. Have students share their characters and scenes with the class.

## Literature Response Logs

**Objective:** Students will be able to respond to literature in their logs.  
Students will record their reading goals in their literature logs.

**Materials:** spiral notebook or a created literature log booklet, pencil

**Lesson:** During silent reading time, student will keep track of their reading. They will begin by recording the title, beginning page, date, etc. They will then make a short prediction in their literature log of what they think they will read about. At the end of silent reading time, students will write down what page they ended with and write a conclusion in their log about something they just read.

**Assessment:** Monitor students and check reading logs every few days to make sure students are participating.

## Author Study

**Objective:** Students will study, read, and listen to stories about a famous and popular author.

**Materials:** books by the author, paper, pencil

**Lesson:** The teacher will begin by reading a variety of books by a specific author. An author's corner will be displayed on a bulletin board by the classroom library. The specific author of study will have bibliographical information on the bulletin board for students to read. As the class spends time reading books by this author and discussing stories, the students will be asked to write a short paper responding to their favorite book by this author and why it is their favorite. They will illustrate a favorite scene from the story and put it on their paper. Final drafts of the literature response of an author will be posted on the author's corner bulletin board.

**Assessment:** Monitor students and check to make sure everyone is participating and has a final draft on the bulletin board. Students can share their author study paper when they are finished.



# Letters To The Author

**Objective:** Students will be able to express their feelings by responding to an author about one of their books.

**Materials:** paper, pencil, books

**Lesson:** The students will choose a book they have read and write a letter to the author of the book. Students will have practiced the format of writing letters and a diagram will be on the board for them to follow. Students will be guided to respond to the book by possibly using some of the following critiques:

- What did you like about the book?
- What didn't you like about the book?
- Who were your favorite characters?
- What was your favorite or least favorite scene from the story?
- Would you change anything about the story?

After writing their letters, student can share their letters with the class before they are mailed off.

**Assessment:** Help students with letter writing and mailing off letters to the authors. Monitor that everyone participated in the letter writing process and responded to an author of their choice.

# Cereal Box Reports

---



## Don't Miss This Book!

---

# What a Catch

---

# My Aquarium

---

# Fish Facts

---

# That's Quotable

---



# A Mouse's Day at School

---

# Award Winners I Have Read

---

**Exercise Your Mind:**  
**Baseball: 1st and 2nd Innings**  
**Emergent Reader**

**Exercise Your Mind:  
Baseball: 3rd, 4th, & 5th Innings  
Emergent Reader**

---

**Exercise Your Mind:**  
**Baseball: 6th and 7th Innings**  
**Emergent Reader**

**Exercise Your Mind:  
Baseball: 8th and 9th Innings  
Emergent Reader**

## Peer Recommendation Template

# April Shared Warmth



# **Biography: Putting Life into History**

## **Information-Gathering Sheet**

## Checklist for Fiction by Genre

# Share the Adventure—Read

## Inner Planets

\_\_\_\_\_

Student's Name

\_\_\_\_\_

Room

# Mars

# Readers of the Roundtable

**Nonfiction**

# General Election Ballot: Grades 1-3

# General Election Ballot: Grades 4-6

Vote for one character  
for each animal.



# Book This Date!





Name \_\_\_\_\_

# Book Report

# Reading Is Fun!

# Reading Contract

# Reading Contract

# Reading Group Chart











## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The purpose of this project was to compile reading activities to help students understand that reading can be a pleasurable experience. To accomplish this purpose, a thorough review of literature regarding motivation, reluctant readers, and strategies to help motivate students to read was researched. Findings were selected from professional journals, professional books, Educational Resources Informational Center, and other graduate research studies.

#### Conclusions

Conclusions reached as a result of this project were:

- 1) Students are motivated or unmotivated to read for many reasons. It is important to analyze students' motivations and what strategies will help make literacy meaningful for the students.
- 2) A variety of books and an ideal classroom library have been shown to promote motivation to read.
- 3) Many of the strategies collected in this project have been teacher-tested and help to support the author's belief that motivation does occur when reading activities are exciting for students.

### Recommendations

The following recommendations include:

- Students need to engage in meaningful literacy activities in order to foster motivation to read.
- Teachers need to model reading all the time and express the importance to read.
- Students need constant support from adults so the process of reading development will be a magnificent experience for learners.
- Children should have opportunities to interact with their peers during activities.

## References

- Bauer, K., & Drew, R. (1992). Alternatives to worksheets: Motivational reading and writing activities across the curriculum. Cypress, California: Creative Teaching Press, Inc.
- Beers, Dr. G.K. (1996). Part 2: No time, no interest, no way! : The 3 voices of aliteracy. School Library Journal, p. 110-113.
- Botka, G., Hiatt, C., Richmond, J., & Wolven, D. (1994). More alternatives to worksheets: Motivational reading and writing activities across the curriculum. Cypress, California: Creative Teaching Press, Inc.
- Brady, M. & Gleason, P. (1994). Artstarts: Drama, music, movement, puppetry, and storytelling activities. Englewood, Colorado: Teacher Ideas Press
- Brophy, J. (1998). Motivating students to learn. Boston: McGraw-Hill
- Ciani, A.J. (1981). Motivating reluctant readers. Newark, DE: International Reading Association.

- Cunningham, P.M., & Hall, D. (1994). Making words: Multilevel, hands-on, developmentally appropriate spelling and phonics activities. Torrance, California: Frank Schaffer Publications, Inc.
- DeRoche, E.F., & Infantino, R.L. (1983). Real world reading activities for teachers and students. Springfield: Charles Thomas Publisher.
- Fractor, J.S., Martinez, M.G., Teale, W.H., & Woodruff, M.C. (1993). Let's not miss opportunities to promote voluntary reading: Classroom libraries in the elementary school. The Reading Teacher, 46(6), 476-484.
- Gambrell, L.B. (1996). Creating classrooms that foster reading motivation. The Reading Teacher, 50(1), 14-25.
- Garber, M.D. & Spizman, R.F. (1994). At home activities: Reading, language arts, and social studies. Carthage, Illinois: Good Apple
- Greisman, J. & Wittels, H. (1995). A birds-eye view: A first book of maps. New York, New York: Scholastic, Inc.
- Guthrie, J.T., & Sweet, A.P. (1996). How children's motivations relate to literacy development and instruction. The Reading Teacher, 49(8), 660-662.



Jay, M.E., & Jay, H.L. (1998). Ready-to-go reading incentive programs for schools and libraries. New York, New York: Neal-Schuman Publishers, Inc.

Jaynes, J.H., & Wlodkowski, R.J. (1990). Eager to learn: Helping children become motivated and love learning. San Francisco, California: Josey-Bass, Inc.

Kolesnik, W.B. (1978). Motivation: Understanding and influencing human behavior. Boston, Massachusetts: Allyn and Bacon, Inc.

Lacey, C. (1994). Moving on in spelling: Strategies and activities for the whole language classroom. New York, New York: Scholastic Professional Books

Levin, J. (1974). Classroom activities for encouraging reluctant readers. New York, New York: The Center for Applied Research in Education, Inc.

McArthur, J., & McGuire, B.E. (1998). Books on wheels: Cooperative learning through thematic units. Englewood, Colorado: Libraries Unlimited, Inc.

McCracken, M., & McCracken, R. (1986). Stories, songs, & poetry to teach reading and writing. Winnipeg, MB Canada: Peguis Publishers Limited.

- Moore, J.E. (1997). Write a super sentence. Monterey, California: Evan-Moor Corp
- Moore, J.E. (1997). Paragraph Writing. Monterey, California: Evan-Moor Corp
- Newell, C. (1993). Forms for all reasons: Management, instruction, and communications. Greensboro, North Carolina: The Education Center, Inc.
- Potts, C. (1998). Ready-to-phonics: Games, manipulatives, activities, and rhymes that make teaching phonics easy and fun! New York, New York: Scholastic Professional Books.
- Paris, S.G., & Turner, J. (1995). How literacy tasks influence children's motivation for literacy. The Reading Teacher, 48(8), 662-672.
- Raffini, J.P. (1996). 150 ways to increase intrinsic motivation in the classroom. Needham heights, Massachusetts: Allyn and Bacon.
- Stipek, D.J. (1988). Motivation to learn from practice and theory. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.
- Strube, P. (1996). Getting the most from literature groups. New York, New York: Scholastic Professional Books

- Taverner, D.T. (1990). Reading within and beyond the classroom. Milton Keynes, Philadelphia: Open University Press
- 
- Vernon, M.D. (1969). Human motivation. New York, New York: Cambridge University Press.
- Warren, J. (1987). Teeny-tiny folktales: Simple folktales for young children plus flannelboard patterns. Everett, Washington: Warren Publishing House, Inc.
- Weaver, C. (1994). Reading process and practice: From socio-psycholinguistics to whole language. Portsmouth, New Hampshire: Winthrop Publishers, Inc.
- Wlodkowski, R.J. (1978). Motivating and teaching: A practical guide. Washington, D.C.: National Education Association.