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Inservice for Elementary Teachers: Activities and Techniques to Motivate Readers

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INSERVICE FOR ELEMENTARY TEACHERS:
ACTIVITIES AND TECHNIQUES TO
MOTIVATE READERS

A Project
Presented to
the Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Beverly R. Pontius

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The purpose of this study is to provide an inservice course of study for teachers of children in grades one through six. The activities and techniques are designed to motivate children who are below grade level in reading and help them develop an interest in reading in the hope that reading may become a pleasure in their lives.

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Chapter 1

INTRODUCTION

Statement of Problem

Few, if any children start to school with a negative attitude toward reading, but many do not like to read by the time they reach the intermediate or junior high level. The number is proportionately higher by the time they graduate from high school. Many children in elementary school experience failure because they do not read at grade level. These children feel they cannot read, so they begin to dislike reading. This dislike for reading leads to avoidance and skill development slows down or ceases. Some students who read reasonably will do so only for the grades they anticipate they will receive or the approval of their teachers or parents. When they are on their own, the central motivation for reading often disappears.

Authors Barmore and Morse give some alarming facts about adults as readers:

Surveys by the National Opinion Research Center indicate that Americans read fewer books than citizens of many other countries including England, France, Germany, and the Scandinavian countries. Many adults in the United States have never read a book in its entirety. Approximately ten percent of the population read roughly eighty percent of the books. Many college graduates do not read one book a year, and many people cannot even think of a book they would like to read. Such facts suggest that we are not developing in our schools students who are enthusiastic, consistent readers as adults. (4:57)

These facts certainly indicate a need to motivate children in forming lifelong habits of reading.

This writer feels that watching television has reduced the time children used to spend reading. Even though some nonreaders have mastered the mechanics of word recognition in learning to read, their curiosity may not have been aroused nor an interest created to use reading as a way to expand their knowledge about a subject. Perhaps some nonreaders just don't accept the challenge in reading when they can so easily be entertained by turning on a television set.

Nonreaders represent both those who cannot read and those who will not read. (9) In helping students who will not read, demands are made on teachers' sensitivity and ingenuity in finding ways to stimulate their interests and in helping them become involved in meaningful reading.

The planning of a series of inservice meetings explaining and demonstrating motivational techniques and activities was undertaken as a means of increasing teacher competence in motivating elementary school children to read independently for pleasure and/or information.

This writer agrees with John Dewey's suggestion that teachers need to become "students of teaching." His concern was that teachers need to maintain a reflective capacity in order to grow, in order to become individuals who are clear about their intentions and capable of making independent judgments about learning in their classrooms. (27:50)

Inservice education provides an opportunity for professional growth.

Definition of Terms

For the purpose of this project the significant terms holding specific meaning are:

Motivation is the manipulation of environmental variables that may result in an increase of interest in reading. By increasing interest in reading over a period of time, the result may be a change in attitudes and habits related to reading.

Motivating techniques are ways a teacher may manipulate either the classroom environment or an individual setting so that an increase in interest by the student will take place.

Motivating activities are those things which captivate a child's interest for a time and result in a child reading to accomplish the purpose of the activity. The activities include both individual and group. Activities can be done independently or with the help of a teacher aide.

Attitude is interest or a lack of interest in a subject.

Attitudes toward reading refers to one's lifelong interest and habits related to reading.

Inservice education is a professional development activity that teachers undertake with other teachers in order to better understand

common problems. It is an opportunity to plan and share ideas and decisions.

Organization of Project

In Chapter 1 the problem is briefly discussed and definition of terms are given. The remaining chapters are organized as follows: Chapter 2 contains a review of the literature related to attitudes of students toward reading, the need for motivating readers, techniques and activities to motivate readers, and planning an inservice for teachers. Chapter 3 presents the materials and procedures for conducting five two-hour sessions of inservice on motivating children to read independently for pleasure. Chapter 4 contains the conclusion and a recommended evaluation form to be completed by the participants when the inservice has been completed.

Chapter 2

REVIEW OF RELATED LITERATURE

This Chapter reviews some of the literature related to attitudes of students toward reading, the need for motivation in the classroom, techniques and activities to motivate readers in grades kindergarten through grade six, and planning an inservice for teachers.

Attitudes of Students Toward Reading

Reading allows an individual an opportunity to grow and develop insights into life and the world at large. As a result of reading experiences, one is able to make decisions that lead to personal health and happiness.

An example of individual growth through reading is expressed by Gentile. (14) He grew into adulthood without developing the habit of reading. At age twenty-five he began associating with some very bright young people at the University who read a great deal. He realized that a lot of his own ideas and terminology were not as interesting or understandable as those of his colleagues. His ideas just didn't come out clearly during conversations and his thinking seemed disjointed. He felt his view of the world was certainly compressed. He turned to reading in an effort to "uncover" a world of ideas that he had long since given up. Developing the habit of reading was a real effort, but after a period of time "it was as natural as going to the basketball court."

(14:378)

Gentile explained that when he began reading biographies and history, he could almost feel himself "thinking" again, and he felt as if his mind was actually growing. He realized that just as his body required food and exercise in order to function properly, his mind also needed (or demanded) nourishment and stimulation.

When one fails to exercise reading skills (I use reading here as a synonym for thinking), the mind tends to disintegrate or at least become weak and flabby, just like a poorly conditioned body. (14:380)

Unlike Gentile many American adults go through life feeling that reading is a chore rather than a source of pleasure or a vehicle for learning.

This writer agrees with authors Barmore and Morse (4) who say that many of our practices in the teaching of reading and literature in the intermediate grades only build and reinforce negative attitudes toward reading. Teachers sometimes assign materials that are geared too high for many students and thus reduce the process of reading to one of painful memorization. When students fail to meet their expectations, teachers are inclined to assign workbook pages, skill builders, or other activities that only tend to reinforce the feeling that reading is an unpleasant chore. Many times the student's personal feelings and reactions are overlooked, and there is little opportunity for interaction between students concerning the material they have read.

It is important to create an atmosphere where a student feels comfortable, safe, and able to share his or her reading interests, reactions, and insights with the teacher and other students. A feeling

of security within the classroom will enable a student to feel that his own response will be taken seriously and respected.

Barmore and Morse (4) described a way of determining student attitudes toward reading.

Estes has constructed an attitude scale appropriate for middle school use and which is uncomplicated to administer and score. Estes claims that by using the scale as a pre- and post-test, the teacher can note attitude changes toward reading during the school year. A student should know the importance of a positive attitude toward reading and the teacher should help the middle schooler become aware of his feelings toward reading and why he feels that way. (4:58).

A positive attitude comes from activating the interest of students and keeping their attention focused in one direction at a time. Hamachek (17) defines motivation as a process that can lead students into experiences in which learning can occur.

Mikulecky and Ribovich (23) report on research studies that have been done during the past several years dealing with the topic of the teacher as reader.

More research is needed to substantiate that teachers who are good readers and like to read do facilitate reading performance and attitude in their students. (23:579)

This writer believes that it can be assumed that a teacher's attitude of enthusiasm for reading will influence those students who admire and respect that teacher.

Teachers should talk and share with students what they read, keeping it short and casual. They can share with students the way they

would tell a friend about a book.

The Need for Motivation in
the Classroom

Intrinsic and extrinsic motivation are on the opposite ends of a continuum, with most examples of motivation falling somewhere in between and containing some aspects of each. Intrinsic motivation offers a high relationship of activity to the goal. An example of this is reading a book because you enjoy reading. Extrinsic motivation usually offers little relationship of the activity to the goal. An example of this is reading homework to get out of doing the dishes. Both intrinsic and extrinsic motivation are effective, but because of the direct relationship between activity and goal, an intrinsically motivated activity will always be rewarded. In some circumstances, an activity that is extrinsically motivated secures the goal. The power of extrinsic motivation is controlled by the environmental circumstances and the changes within the environment. In school there is a need to try to relate learning intrinsically to the way it will be used all through life.

Hunter (20) explains that intrinsic motivation has the advantage that once you discover the activity necessary to the goal, it remains constant. With extrinsic motivation you have to assess the environment each time in order to determine the activity to achieve the goal. Teachers do not need to give up when an environmental condition is beyond their control, but they need to assess and manipulate other variables in order

to accomplish the goal.

One reason for a need to motivate students to read may be that basal readers are not offering interesting stories. Most basal series seem to be weak in providing the kinds of stories that intermediate children prefer to read. Moray (24) reported research findings that support this. She cited that Meissel and Glass (1970) reported that a group of fifth grade boys indicated an interest in history, geography, and biographies. These areas of interest were not included in the basal reader that was being used in their school. Personal adventure, humor and fantasy, the girls top three choices were found in the basal reader. Both boys and girls are interested in historical biographies and historic and geographic nonfiction, and these categories were not included in the basal. The research findings suggest that publishers need to examine how well their school books provide for the wide range of reading interest in grades four through six.

Moray (24) cited that Langer (1970) gave a questionnaire to 264 fourth and fifth grade students. Fifty-six percent of the high achievers indicated they preferred library books. Forty-five percent of them thought that library books should be used in the classroom.

Most of the low achievers indicated a preference for books which contained a comic strip format. Ninety-eight percent of the students indicated that teachers did not want them to read books which contained a comic strip format. Of the low-achievers who wanted books with a comic format, 46 percent would like to read this kind of book in the school environment. (24:764)

The largest percentage of agreement regarding reading content was revealed when students of different reading achievement levels reported that the stories that they liked best were those that contained some humor. Langer maintained that if low achievers are interested in reading books with the comic strip format, it would seem logical to use this as a foundation in motivating them to read.

Moray (24) also cited Norvell (1966) who did a study of children in grades three through six in which they were asked to rank their degree of interest in magazines. The results of his study supports the idea that boys and girls eight to twelve years of age have noticeably different reading interests. Norvell did an earlier study in 1958 which is probably the most comprehensive one done. The data was combined with information collected earlier. The research spanned 25 years and included four million expressions of opinion by more than 124,000 children in grades three through six. This research showed that boys preferred reading about adventurous action, courage, heroism, humor, real people, and animals. Girls preferred adventure without violent action, mystery, love, home, and school life, pets, patriotism, and sentiment. Both boys and girls rated animal stories with high interest; boys placed them first and girls gave a higher rating only to girl's books. Both boys and girls placed stories about dogs and horses at the top. "Intermediate boys and girls ranked biography higher than any classification except stories of animals." (24:765)

This writer believes that teachers should be selective in choosing a reading series that meets the special requirements of their community especially if the community is predominately one ethnic group or even one vocationally-oriented group such as farmers. Hopefully, more publishers will see the relationship between a child's interest and his or her success in learning to read.

Roggenbuck (31) points out that there are many distortions in reading texts, such as inaccurate stereotyped images.

Until all publishers of basal readers become responsive to the need of modern farm children to see themselves, their families, and their way of life adequately reflected in reading series so that it will help meet the special requirements of farm children. These teachers may need to look beyond basic reading texts, perhaps for trade books with stories on the child's reading level which provide an accurate and up-to-date picture of farm living. (31:873)

The author suggests consulting the school library media specialist to obtain new materials that would make reading interesting for children in our multifaceted society.

The need for teachers to develop techniques and activities to motivate readers is due to student's lack of interest in reading for enjoyment. This writer feels that students' lack of interest may be the result of overemphasis among reading teachers on the role of diagnosis, prescription, and testing for mastery of isolated skills. Gage (23) follows this belief and suggests that reading should emphasize the interrelations between life and literature; it should not be regarded as an object of study but as a process to be experienced. Gage suggests:

In order to excite students to perform more actively in their personal reading, teachers must encourage curiosity in the students rather than overstressing their ability to make sophisticated judgments. (32:119)

One of the best ways to achieve involvement in reading is to get the students interested in what they are to read. Stimulating interest in reading is an important part of most basal lessons, and teachers are provided with several suggestions to achieve this purpose. However, during a free reading period, motivating the students to read for enjoyment and matching the students interests with appropriate reading materials are equally important.

Techniques and Activities to Motivate Readers

This section describes some practical, creative techniques and activities that have proved successful in motivating children to read. The following areas will be discussed: self-esteem, interest, incentives, classroom practices, techniques used by teachers, media, materials, interest centers and games.

Self Esteem. Teachers are often faced with the problem of children with low reading ability who cannot read well enough for any book they are willing to try, and they will not accept "baby stuff." Harris (18) explains that these children are insecure and it is difficult for them to acknowledge and accept the low level at which they can function in reading. He goes on to say that creative writing can be

both a way of building self-respect and an avenue to reading for these children. This approach starts with encouraging the child to talk about his recreational outlets--sports, pets, hobbies, or favorite radio and television programs. When he shows some enthusiasm, the teacher may suggest that maybe he would like to make up a story about it and the teacher will write it down. Use the child's exact words, even if somewhat ungrammatical. With very inarticulate or inhibited children, it is helpful to have pictures to get started on a story. Many educators refer to this approach as the language experience approach to teaching reading.

Authors Freeman and Craig (13) discuss underachievers and how they become motivated through a seminar at Wellesley High School, Wellesley Hills, Massachusetts. The purpose of the seminar was not to improve grades, but to reinforce the students' attitudes about their self-worth and to increase the satisfaction they could gain from engaging in meaningful activities.

These authors state:

A course in which pupils help select the content and develop its method of presentation, take leadership roles, and discuss their feelings in a completely confidential, nonjudgmental atmosphere seems to be meaningful to those involved. They become achievers once more. (13:52)

This approach can be modified and used with under achievers at the elementary intermediate level.

Interest. Interest is the key to motivation and teachers should discover what areas of interest their students have. A good suggestion is made by Rabiznski (29). She passes out a reading inventory sheet to students on which she asks them to indicate any fiction that they've read recently and enjoyed. Areas of possible interest often provide clues in locating books of possible interest to the student. Rabiznski describes G. Robert Carlson's method of having students reveal their personal reading interest by having them describe a book they would like to have an author write just for them:

If it is a work of fiction, would the major character be male or female? How old? Would the book take place in the present, past, or future? What would be the geographic setting? What would happen? (29:66)

Rabienski found that her own students respond more fully if the final question reads: "What problems in the main character's life would be solved?" (29:66).

Wier (37) suggests that teachers build up information on their students so they will begin to note special interests and strengths as well as weaknesses. Her suggestion of using a 3" x 5" index card is good. Keeping simple records on students' favorite subjects, current topics of discussion, hobbies, and talents will be helpful when you plan individual and group projects, discussions and other assignments.

Incentives. Incentives is one approach which can be used effectively in motivating students to read. Authors Selby and Weinberg (33)

and Barnard and Jones (5) have been involved in using incentive to motivate and help shape classroom behavior. Bernard and Jones suggest that a training period may be needed for teachers to develop an awareness of when to change from one type of incentive to another. The goal of this and all behavior modification systems is to have each student learn for the sake of learning.

The teacher must recognize differences in motivational style, asking if each student needs incentives for each section of work or if incentives can be delayed. (5:94)

Selby and Weinburg (33) reported that they used programmed reading materials and the children were rewarded for improvements in self control and for increased reading skill. Adequate planning time is necessary and these questions must be answered during the planning stage before an incentive system can be effectively implemented:

1. What incentives will be used and who determines the reward?
2. What are the general goals for the district, teacher, and student?
3. How will the incentives be applied and delivered?
4. How will the project be evaluated and by whom?

In New Haven, Connecticut, teachers have developed a design called The Roads Program which helps individualize without sacrificing the sequential development of basic skills. Children proceed through the basal at their own pace, using task cards in sequence for the text they use for reading. One task card may have story pages to be read,

another card may have workbook assignments or related assignments. These cards allow the same assignments to be accomplished independently rather than by a group process. They also make the teacher a facilitator rather than a dispenser of knowledge.

Along the routes of The Roads Program there are "surprises" such as directions for making a papier-mache' snake or constructing a puzzle in code form. Books related to the stories in the text are offered for recreational reading. Reinforcement of reading skills is done through discovery spots which are placed in strategic locations in the classroom. According to Criscuolo (7) discovery spots help teachers use every bit of classroom space effectively and efficiently. The materials used are dependent on the types of activities and the number of pupils who will make use of the discovery spot. The activities can be packaged in folders, manila envelopes, or small boxes. This writer questions the amount of time spent on group instruction with The Roads Program. Many times an individualized program does not allow a teacher to introduce basic concepts and skills or to follow a lesson format. Children can sometimes be left groping for answers instead of practicing skills.

The concept of contingency contracting was developed to meet a very real need in the classrooms--the motivation of uninterested or disruptive students. The idea of contingency contracting is for desirable behaviors to be rewarded rather than undesirable behaviors. Another

term frequently used by educators is behavior modification. Many can give testimony to the success of it.

Dr. Lloyd Homme in 1963 began experimenting with three-year olds in attempting to control their behavior without using punishment or material rewards.

By observing what they wanted to do (run, push chairs) and making that contingent upon more appropriate activities (sit quietly), he found he could strengthen good behavior. (22:66)

In 1964 and 1965, Homme furthered his work with teachers in the Albuquerque schools in a program funded by the Office of Education. The project involved a private firm employing incentives for parents as well as students and resulted in raising reading skills an average of 1.7 grade levels.

Martin (22) explains that teachers often complain that a failing child simply does not want to learn and that may be precisely the problem.

With such students contingency contracting might begin with extrinsic rewards, thus relating the academic activity to something known to be of value to the student. For some students, all that may be needed is free time to read, paint, or play educationally related games. For others, material rewards or points may be earned over a period of time. The end result of the reward system must be to develop intrinsic motivation and an individual capable of standing on his own. (22:66)

Sustained silent reading (SSR) was named by Dr. Lyman C. Hunt of the University of Vermont. Spinrod (34) explains that spending time reading choice material can expose children to a:

. . . feast of language that can only be found in good books. Reading good books can open the child's mind to the flavor of the

printed word and provide a model for the child to use later in speech and writing. (34:572)

A term used by this writer is SQUIRT which stands for sustained, quiet, uninterrupted individual reading time. Students have been motivated to find a book and prepare to read when SQUIRT is announced each day.

Classroom practices. Classroom practices can have a motivating effect on students or they can cause children to dislike reading and other subject areas. The philosophy of this writing is in agreement with authors Estes and Johnstone (10) who say:

It is the love of reading and learning which we take at the outset to be the primary mission of the schools. Lacking that accomplishment, any other objective of schools is open to serious question. (10:892)

In an effort to open teacher's eyes to some classroom practices which may be questionable in accomplishing the goal of promoting a love for reading, Estes and Johnstone offer some suggestions for how to make children hate reading.

1. Fail children who do not read up to grade level.
2. Define reading ability as scores on a standardized test.
3. Drill skills.
4. Separate learning to read from reading to learn.
5. Reading aloud in groups, round robin reading.
6. Insist on careful reading for detail. This can interfere with comprehension.

7. Follow the lesson plan in the manual to the letter.
8. Don't skip stories in the basal and do not switch children from one basal series to another.
9. For vocabulary development, have children copy definitions from the dictionary.
10. Do not let children read ahead in the story to find out how it is organized or told.
11. Do not have ungraded materials around like paperback books, magazines or newspapers.
12. Always set children's purposes for them. (10:897)

This writer agrees with Estes and Johnstone in their belief that one difficult way to make children love reading is to:

. . . be as certain as you possibly can that anything you may ask any student to read is something he or she can read and will want to read. (10:897)

If teachers really want their students to become lifelong readers and learners, they must work with pupils in constructing a program they find creative and appealing. They must provide an attractive, open, supportive environment that will stimulate and build a general interest in reading.

Book report assignments should be part of a carefully planned reading program to motivate student's interest in books. Alternatives to the written book report include class discussions of books, oral book reports, and short written reports of only a paragraph or two. Book reports can be made less formidable when made semioptional.

One way to do this is by using a metal file box and 5"x7" index cards. Each student should write his name on a card which may be filed alphabetically. The teacher can explain that he/she is planning to spend some class time reading books and that it is hoped they will find such good stories that they will spend some time outside of class reading. The cards may be used to write down the name of the book and author along with a few sentences telling what the book is about and how they liked it. Use one side of the card to tell about a book and provide more cards as they are needed. Grading may be handled by explaining that if a student's grade is borderline and the teacher can't decide which way it should go, the book reading card will help him/her decide.

Techniques. Teachers around the country have reported on techniques and activities they have found to be successful in motivating students to read. This writer agrees with Moss (25) that reading is the rage in many classrooms.

A Philadelphia Junior High teacher creates an atmosphere of mystery--a feeling that the students will miss something exciting by not being able to get their hands on the books that she introduces. She does this by starting the year with empty bookshelves and gradually eases books into her students' lives. Each day she brings selected paperbacks to class and talks about them for a few minutes at the start of class.

She reads every paperback that goes on her shelves and weeds out the ones that no one will read. She conducts a brief interest survey before helping each child select a first book. "If the first book is a success, I have found that students begin to trust my selection and will come back for more." (25:59)

A third grade teacher from Minnesota brings in a "treasure chest" to create an initial excitement about books. She explains that the treasures in it belong to her and are some of her favorites. Her own excitement is essential, and as she becomes more secretive, the children's interest and enthusiasm increases. When suspense is high, she opens the chest and reveals about fifty paperbacks that represent a wide range of interest. She shares something about a few of the books-- a funny scene, a tidbit about an author, title, or a character. The chest is opened again and again during free reading time.

A fifth grade teacher from Ohio fires up interests in book characters dramatically by dressing the part of a character in a featured book and tells the story to the most exciting part. Then she stops and leaves the room to get 18 (or the number of needed) copies of the book to bring to the students to read.

A fifth grade teacher from Texas said her students were ignoring the classroom reading table until they became involved bringing storybook characters to life through puppet-making and puppet plays. Now they search for books with good characters for the next puppet show.

A North Carolina teacher refers to her reading center as the "living room." It contains a bookcase with hardcover and paperback books, a magazine rack, easy chairs, a rocking chair, a hassock, and a lamp. The decor changes throughout the year depending on the "theme of the month." Topics have included: "Haunted House," "Reading Teepee," and "Fantasy Land." Lots of books as well as magazines on the theme are included in the bookcase. ". . . and the rest of the curriculum is tied in to the theme whenever possible." (25:59)

During "This is Their Life" month, students read two biographies. Each child made a papier-mache' mask of one of the famous figures, and at the end of the month the children dressed in costumes to give oral reports on the childhood and general importance of the other person. During "Adventure" month I read Little House in the Big Woods. In correlated activities, the children made a frontier town on the sand table, watched the television show based on Laura Ingalls Wilder's books and learned to do some of the crafts described. We finally concluded with an outdoor "Pioneer Day," incorporating such activities as soapmaking, butter-churning, quilting, weaving, square-dancing and eating an old fashioned pioneer dinner. (25:60)

In a Missouri school, a teacher has a "Read Your Own Thing" wall. There is a list of favorite books, divided into categories, that the students have read. It serves as a reference board where a student can find something new to read. Category signs include "Sports," "Romance," "Animals," and "Mystery." "This enhances the exercise of categorization skills and brings up some good discussions about the types of books." (25:60) There are recommendation blanks placed on the wall under the proper category. Students are asked to fill them out as they read books. Included are the book title, author's name, where the

book can be found, and the recommender's name. If a reader agrees with a recommendation that has already been made, he can write his name on a paper star and tape it to the recommendation.

A third grade teacher in California zeros in on specific reading skills and expands interest by providing "Book Kits" which includes a book, a commercial or teacher-made tape of it and a teacher-made game related to its subject. Included in each kit is a set of questions or practice exercises. The kits are plastic bags, and the title and directions for each are taped to the outside.

The kits are arranged according to reading level in one large box with hanging files. Each one is numbered and everything in it has the same number, making returning materials easy. (25:60)

In Garden City, Kansas, the Unified School District 457 took advantage of long bus trips. Each school bus is provided with a box of good paperback books.

There is no required reading, but all books are stamped "School Bus Reading." If a kid gets hooked on a book on the way to or home from school, it can be checked out from a student librarian appointed by the driver. Book boxes are exchanged between buses so that there's always a fresh selection. (25:60)

This is a good suggestion for those who aren't bothered by reading while riding.

Media. In the introduction to this writing a suggestion was made that watching television has reduced the amount of time children used to spend reading. There is a saying, "If you can't beat 'em, join 'em." Some teachers use television and other media to motivate readers.

Barber-Smith and Reilly (3) have planned a reading program using high interest audiovisual materials with subject content not available in textbooks written at low reading levels. These materials were produced through student productions using photography, film, and television.

In the class productions involving photography, students created their own stories orally. The teachers transcribed these stories onto paper. A media specialist worked with the students to illustrate the stories with photographs. The story and photographs were organized with a layout into a book format. The books were photocopied and used as reading material in the classroom. There was a high level of enthusiasm and student involvement was achieved and maintained throughout the project. Participants shared the books with other children who also read them.

Children are motivated to work hard at reading involved in the television production process. In one production, the teacher worked with the media specialist and planned a student newscast. For this show, each member of the class played a specific role on the news team--anchor, sports reporter, weather forecaster, on the scene reporter. Each wrote his/her own story, based on news both within and outside the school. Finally the program was videotaped and replayed to their class.

These projects involving photography, film and television allow children to create their own reading material, which is generally more relevant to them than the material they normally encounter in the classroom. Participation in the creation process also increases motivation

and enthusiasm within the classroom.

Materials. Comic books are considered a problem by some parents. Strang (35) advises that to make a "no comic books" rule is to invite rebellion. Most children eventually outgrow this interest or, at least its addictive phase. The better comics may serve a useful purpose. A child may learn from comics that printed words are talk. Since the qualities he enjoys in the comics are also to be found in some books, the comics may lead him to better reading material. The transition from comic books can be made with books that have some of the qualities of action, adventure, suspense, and humor that attract children to the comics. Teachers can provide books that are not too long and contain many illustrations, fast-moving action, and much conversation to interest children in reading.

Some non-standard reading materials that can be used in the classroom are: comic strips, greeting cards, sheet music, record jackets, automobile, minibike, motorcycle, snowmobile parts catalogs, and repair manuals. Some "how to" manuals may include macrame, knitting, plants, etc. Posters, souvenir pamphlets, advertising circulars for cars, motorcycles, snowmobiles, sporting goods, and some miscellaneous pamphlets such as backpacking guides, animal/plant identification, first aid, pet care, etc.

Since most of the children's time at school is spent in the classroom, it is important to have a classroom collection of books.

One way to do this is to bring the library to you. Both the school and public librarians will loan teachers many books. Teachers can describe the age group, the students' interests and their reading habits. Rathburn (30) recommends getting the children hooked on books first in the classroom, then take or send them to the library. Planning a regular scheduled time for reading is important.

Paperbacks look easier to read, they can be stuffed into pockets or purses, and they are light weight. Teachers can begin a classroom library by urging classes to donate any unwanted paperbacks they have at home. Teachers may ask people for discards. It is better for teachers to shop for books, even if all they can afford is secondhand books.

Rathburn (30) suggests that a good list of recommended titles may be found in Nancy Larrick's A Parent's Guide to Children's Reading, Fourth Edition (Bantam, 1975). (30:126)

This writer suggests these types of books for sixth through eighth graders: animal stories, mysteries, adventure, sports, romance, supernatural, media--books that have been made into movies or serialized on television. Nonreaders are usually attracted to comic books, paperback cartoon books featuring such characters as Dennis the Menace and Charlie Brown. Your collection may also include books of puzzles, wordsearch, crosswords, optical illusions, brain teasers, riddles, joke books, The Farmers Almanac, and Guinness Book of World Records.

Authors such as Vera and Bill Cleaver, Robert Peck, Daniel Keyes, S. E. Hinton, Robert Lipsyte, Paul Zindel, Ken Platt, Maia Wojciechowska, John Neufeld, M. C. Kerr, Judy Blume, and others write about contemporary teenage humans with problems.

Their work often combines elements of adventure, mystery, and romance, artfully blended and skillfully packaged. These are the kinds of books you have to establish a waiting list for. (30:128)

Classics is not included, because children who aren't interested in reading in the first place probably won't choose a classic. Once in a while, a romantic might tackle Gone With the Wind. A few may try Huckleberry Finn or Tom Sawyer. Charlotte's Web is popular and some students read it two or three times.

Subject matter is not the only thing to look for when you are selecting books for your classroom library. You also need to watch for certain physical characteristics. Children do judge books by their covers, and so should teachers when they are making selections. Choose attractive covers, strongly bound, and then look inside. Children are usually turned off by small type, big words, long paragraphs, and lack of dialogue. Some of the selections should appear difficult to challenge the children who are already hooked on reading.

Newspapers and magazines can also be featured in the classroom. Teachers should talk about the contents of the periodicals and help students understand that the printed word has a valid place in our daily lives.

This writer suggests that teachers plan interesting ways to display books and periodicals. The entire book cover should be displayed instead of just the spine. Providing enough space to prevent overcrowding shelves and tabletops with books and periodicals is a good idea. Changing the display often will aid in keeping students interested in the selections.

Authors Forell and Workman (12) suggest setting aside the basal reader for two or three weeks to study and enjoy a novel or biography. Such a project can provide a refreshing change of pace and an opportunity to develop important reading skills. These authors go on to say that a well-chosen book provides marvelous opportunities for vocabulary and concept development and application of word identification skills for the group of children who need to "stretch" beyond the basal reader for their grade level.

This writer believes that an in-depth study of a good novel has advantages over the usual basal reader story for teaching certain reading skills. It may give security and guidance to those children who have good reading ability but lack the courage or persistence to tackle a full-length book alone. Enjoying a book with the group over a two or three week period, reading it in manageable chunks may whet their appetite for more of the same and give them self-confidence to try another book on their own. It also offers literary advantages such as full length character and plot development which are seldom achieved

in shorter basal reader selections.

In selecting books, one will want to consider both interest and readability.

Determining appropriate readability will require a little research. You will need to find a book the children read "cold" with about 95% accuracy. Check 200-word samples with several children in the group, and count all the non-corrected, meaning-changing errors; if there are more than 10 per 200 words, the book is probably too hard. Ideally, you should find several books of appropriate readability that you think would interest the group, and then let the children make the selection. (12:19)

A point to remember is to provide a copy of the selection for each child in the group. Paperback books may be the only choice. Dell Publishing Company and Yearling paperbacks make available several helpful books by Charles F. Reasoner on teaching literature in reading including outlines of units for various books.

The following considerations may be made when one defines his/her objectives:

1. What do you hope to accomplish?
2. What are the needs of your group?
3. What are the special features of the book you have chosen?
4. Are you going to stress, plot, characters, setting, style?

If the book is too long for some children, the teacher may tape record parts of it and let the children decide if they want to read or listen to it. The teacher may read the first chapters to the group to get them into the book, and then proceed with their independent but guided reading.

Identify words which are likely to offer recognition or meaning difficulty and plan lessons for teaching them. If there is a large number of words to be taught in advance, then the selection is probably too difficult for fluent, enjoyable reading.

It is suggested that for mastery, some follow-up exercises with the words will be necessary for many groups: crossword puzzles, cloze stories, worksheets for matching words, and definitions, games, opportunities to use the words in writing and conversation. The children can create games after reading novels. They may choose descriptions of people or quotations from their speech and test their classmates' ability to identify characters.

Strang (35) suggests these easy books for teachers to make available to their students:

Clark, Ann Nolan. In My Mother's House (A description of Indian life)

Clark, Ann Nolan. Secret of the Andes

Handforth, Thomas. Mei Li

McCloskey, Robert. Blueberries for Sal

McCloskey, Robert. One Morning in Maine

Politi, Leo. Juanita

For more able readers, the following selections are recommended:

Bleeker, Sonia. The Cherokee: Indians of the Mountains.

Bleeker, Sonia. The Pueblo Indians: Farmers of the Rio Grande

Brink, Carol Ryrie. Caddie Woodlawn

Burns, William. A World Full of Homes

Burns, William. America Begins

Dalgliesh, Alice. America Builds Homes

Seredy, Kate. The Good Master

Boys enjoy exciting stories of discovery:

Daugherty, James. Landing of the Pilgrims

Daugherty, James. Of Courage Undaunted

Janeway, Elizabeth. The Vikings

Jennings, John. Clipper Ship Days

Neuberger, Richard. Lewis and Clark Expedition

Sperry, Armstrong. Voyages of Christopher Columbus

Reading Interest Centers. Reading interest centers have proven to be motivating for many children. The interest centers can be arranged in such a way that learning can occur without the teacher's constant direct influence. The teacher can devote more attention to individuals and small groups of students when others are involved at interest centers.

Barmore (4) suggests the following to interest intermediate and middle school children.

1. Sports center
2. Hobby center
3. "Kid Did It" Corner. This could include children's writing about something they did--such as scouts, 4-H projects, etc.

4. Catalog center.

5. Center for writing books for primary children. A poor middle school reader may have a boost in self-esteem and pride when he sees a younger student derive pleasure from reading something he wrote and illustrated.

6. Listening and viewing corner--individual filmstrip viewers with tape players and record players and earphone may be provided.

7. Everyday materials centers--display a telephone book, T. V. Guide or brochures on automobiles, motorcycles or snow-mobiles. Task cards may be constructed for each type of material. Another task states an everyday problem: "Your new Honda minibike just blew a tire. Where could you call to get it repaired?" For an assignment the student might even telephone some places for information. (4:58)

Games. Reading games are a good motivation technique in many classrooms. The purpose of reading games should be to help students bring basic skills to automatic levels or the reinforcement of the skills which were previously taught.

Canney (6) discusses making games more relevant for reading. Almost any commercial game can be turned into a reading game if before taking a turn the player is required to read a word, identify a suffix, match homonym pairs, spell a word, punctuate a sentence or answer a question. Reading activities can be contained in separate decks of cards that can be used with more than one game board. The student may choose the game(s) he prefers, but the teacher assigns the reading skills card deck that the student needs. The teacher's

role includes preparing these various decks of cards, each focusing on a narrow range of skills for an individual student's practice. The decks should seldom present words in isolation, because the activity should be as much like reading as possible. The game should be designed so that students spend most of their time doing reading activities not just waiting for their next time.

Canney(6) suggests that teachers consider the following suggestions for selecting commercial games to adopt for reading:

1. Usually it is more economical in terms of teacher time and materials to purchase inexpensive commercial games than to construct your own gameboards.
2. Choose games which incorporate the element of surprise or chance so that when one player races ahead the other players remain motivated.
3. Occasionally use games which include some opportunities for destruction. Games which permit the players to knock over some targets, throw an object, or disrupt some organization are appealing to most age groups.
4. It is seldom advisable to have more than three children playing one game; too much instructional time is wasted in waiting a turn.
5. For every game, maximize the amount of time spent on the reading task relative to the time spent playing the game.
6. Use games to practice skills previously introduced. Then the student is encouraged to identify the correct response rather than frustrated by a too difficult task. (6:11)

This writer suggests that if teachers make their own cards and game boards or if they have volunteer help in making them, it is

advisable to laminate them to make them stay clean and attractive longer.

In summary it should be remembered that the teacher is the key to a successful reading program and he/she must see to it that the reading skills taught are enhanced through the techniques and activities such as those suggested in this section. The techniques that were suggested are based on the teacher's attitude of willingness to try motivating activities so that students will develop habits in reading that will go with them throughout life.

Planning an Inservice for Teachers

Inservice education programs can vary considerably depending on the community and how the program can best be handled. There can be inservice days during the school year, grade groupings within the schools, several schools working on common problems, or meetings with selected groups of teachers.

Inservice work should be built into the overall plans for the school year. Some work on committees can be done before or after school, and enough time should be available to complete the job. Released time from the classroom may be necessary.

The first stage in planning an inservice is the identification of the problem or problems. Next is the initiation of change that will result in improvement. Planning demonstrations of new techniques

and materials is an important part of inservice training for teachers.

Pavlik (26) says that teachers need regular meetings to learn how to work together and follow through on ideas they discover. He believes released time should be given so teachers can concentrate on internalizing new ways to each reading.

Some characteristics of inservice programs are:

1. Goals and desired outcomes are defined in the beginning.
2. The program is based upon the classroom teachers' instructional problems in reading.
3. The program is flexible.
4. The program provides for follow-up activity and individual work.
5. The time given to inservice work is planned and must be adequate. (1:4-5)

There have been many ideas expressed in writing on conditions, requirements and criteria for inservice education programs. Edelfelt (8) give three types of possibilities that can be explored in attempting to find additional and more effective approaches to inservice education. First, attention should be given to the ways teachers as individuals might undertake inservice education to improve curriculum and teaching--ways that might make inservice education an integral part of professional practice. Second, it is important to explore ways that groups of teachers can work together on problems and dissatisfactions that relate to school programs. Third, it seems essential to find ways to work on school

improvement with entire faculties.

This writer has participated in some very effective inservice education programs. The follow-up activities have proven that teachers' classroom practices and their knowledge of ways to extend children's learning were altered by the inservice programs. Therefore, there is some disagreement with Perrone (27) who feels that inservice programs do not alter in any significant manner the nature of teachers' classroom practices. He feels that most inservice activities are too general to be helpful.

Perrone and his colleagues have been involved in the Teacher Interview activity at the Center for Teaching and Learning at the University of North Dakota.

The Teacher Interview provides a context for individual teachers to reflect on their intentions, use of materials, relationship with children, organization of time and space, difficulties, successes, and so on. (27:50)

It has become a staff development tool. The interview lasts from two to four hours and teachers have said it is one of the most intense inservice activities they have ever engaged in. Some of the teachers who had been involved in the interview, organized a Staff Development Handbook. In the handbook, the following questions are listed to help teachers relate their own learning experiences to those of their students. After writing down five learning experiences, teachers are asked to answer the following:

1. Why was it important?
2. In what setting did it occur?
3. Were others involved in the experience?
4. Was there anything special about what you learned?
5. Was there anything unique about you at the time?
6. Draw generalizations about the conditions under which you learn best.
7. Share your learning with someone else.
8. Does this help you to look differently at the way children in your classroom learn? (27:52)

Gress (16) reports on the State Board of Education in Ohio adopting new standards for colleges or universities preparing teachers. Identification of new roles and responsibilities in teacher education was made. This began at the grass roots. A series of local school district and regional meetings during 1972-73 involved teachers, administrators, students, parents, and other citizens in identifying public school priorities.

The standards that were developed in the redesign of teacher education in Ohio will be fully implemented by 1980. These standards recognize the importance of new approaches to organization, governance, and decision-making in teacher education.

Two of the provisions are:

1. Establishment of cooperative relationships between the teacher, preparatory institutions, and the public schools; and

2. Utilization by the teacher-preparatory institutions of advisory committees which are representative of the board spectrum of identified interest groups.

A permanent Adversary Commission set up by the state board of education is to oversee implementation of the new standards and to monitor the progress and needs of teacher education in the state. (16:416)

There is a shifting of roles and responsibilities in teacher education emerging in several states. Organization, governance, and decision-making structures are some of the issues to be dealt with. One important aim is effective collaboration between high education and the public schools in directing teacher education experiences.

King, Hayes, and Newman (21) stress that planners should consider the following to ensure effectiveness and efficiency:

1. Realistic objectives.
2. Types of inservicing most likely to attain these objectives.
3. Appropriate sponsorship.
4. Combinations of activities to be employed.
5. Characteristics of the target population.
6. Incentives for participants.
7. Appropriate media.
8. Critical time factors.
9. Adequacy of location and facilities.
10. Proper evaluation.

Porter (28) defines professional development as a planned and organized effort to provide teachers with knowledge and skills necessary to facilitate improved student learning and performance. He also points out that with declining student enrollments and provisions for layoffs to be made on a seniority basis, the professional work force will include more persons with extended experience at the maximum salary level, and with higher levels of college preparation.

Porter goes on to explain Michigan's staff development program which provides advanced specialization opportunities and linkage between the state certification code and self-improvement requirements of local boards of education. He emphasizes that even though each district provides professional development activities, they do respond to local needs. He believes that statewide systems of professional development should become our number one focus in public education. It is this writer's belief that with teachers becoming more accountable to the states that the states will be more involved in statewide systems of professional development.

Fitzgerald and Marina (11) discuss assessment activities and evaluation processes. They cite Clark, 1974; Fitzgerald and Clark, 1975 as designers of scales which will be useful in staff development programs that are specific to reading. One scale can be used as both a pre and post evaluation to demonstrate changes in behavior of teachers

as a result of inservice training.

These writers have provided the following outline:

Steps in Evaluation Process

- I. Planning
 - (1) = outline the skills representing an effective reading teacher
 - (2) = select target behavior from (1) for training program based on a needs assessment of staff
 - (3) = identify the level of teacher performance (base-line date) for each target behavior

- II. Treatment(s)
 - (4) = identify those teachers who have achieved an improved cognitive or affective level of understanding of those skills needed for target behavior as a result of training sessions

- III. Observation
 - (5) = identify the levels of teacher performance for target behaviors

- IV. Analysis
 - (6) = determine future needs within target behaviors for next training program. (11:50)

Components in Inservice Evaluation

Where

1. classroom
2. clinic
3. special setting

Who Evaluates

1. peers
2. supervisors

3. consultants
4. self
5. students

What Instruments

1. Formal (individual)
 - a. rating scale
 - b. interaction scale
 - c. checklist
2. Informal (group)
 - a. semantic differential
 - b. self anchoring scale
 - c. Q sorting
 - d. sociometric
 - e. open-ended statement. (11:50)

The above components may be considered in planning this inservice. A formal rating scale is the instrument suggested as an evaluation tool, and it is included in Chapter 4.

Wilén and Kindsvatter (37) present guidelines synthesized from five studies that have been done. The guidelines are:

I. School districts must allocate specific funds for inservice education sufficient to maintain comprehensive and continuous programs.

II. The needs of teachers must directly influence the nature and design of inservice education programs.

III. Teachers need to be directly involved in planning the goals, content, and instructional approach of inservice education programs.

IV. Objectives of inservice education programs must be written and specified.

V. Area colleges and universities should serve as a major source for program directors and consultants.

VI. Inservice education programs should be held during the regular school day when possible and when not, teachers should be financially compensated for their participation.

VII. Inservice education program evaluation must be assessed immediately upon completion based on objectives and again later to determine the extent to which objectives have been translated into teacher behaviors in the classroom. (37:397)

Chapter 3

INTRODUCTION

This chapter contains an introduction to the inservice for teachers and lesson plans for the five two-hour sessions.

The purpose of this inservice is to introduce teachers to techniques and activities that will motivate children to read and help them form lifetime habits in reading. Teachers who are participating in this inservice will have opportunities to share experiences, knowledge and ideas in motivating elementary students to read.

Participants are asked to try out a suggested technique or activity from this class with their students at school and share the results of the try outs with this class. As a way to share with other participants, plan to present a short demonstration (5-8 min.) of some activities or techniques you have used to motivate readers. A sign-up sheet will be provided with dates for the demonstrations.

Lesson Plan I

Objectives.

1. Acquaint teachers with the following information:
 - A. Facts about five year olds.
 - B. Effects of home environment on learning to read at school.
 - C. Teachers' attitudes toward reading.

- D. What kinds of problems do children have when they begin learning to read.
 - E. Help build feelings of self-esteem in children.
 - F. Why there is a need to motivate students to read.
2. Acquaint teachers with ways to motivate with books.
- A. Characteristics of "easy to read" books.
 - B. Reading levels for recreational reading.
 - C. Introducing and displaying books.
 - D. Stimulate interest in short stories from old basals or magazines.

Procedure

1. Group participation in the game, "Find Someone Who" (Supplement A-1).
2. Lead a discussion stressing the following:
 - A. Five year olds.
 - (1) Have a speaking vocabulary of 8,000-10,000 words.
 - (2) Use compound sentences.
 - (3) Use syntax, voice innovations.
 - B. Preparation at home.
 - (1) Children who have stories read to them at home are more prepared for learning to read at school.
(John Manning)
 - (2) Readiness activities.
 - (a) Playing games (with colors, letters, numbers).
Share a letter to kindergarten parents A-2.
 - (b) Read labels in the store.

- (c) read signs along the road.
 - C. Teacher's attitude can affect child's attitude about school/reading.
 - (1) Smile, pleasant voice, patience.
 - (2) Enthusiasm for reading is contagious.
 - D. Discuss reasons why students may need to be motivated to read
3. Using Primer for Parents (Houghton Mifflin) the group will read the story to understand what children encounter when subjected to unknown symbols.
 4. Read together the poem, You Can If You Think You Can by Walter D. Wintle (A-3)
 - A. Discuss building self-esteem.
 5. Using overhead projector, present the shield 4 (A-4).
 - A. Use with older children.
 - (1) Draw or write your dearest possession.
 - (2) Draw/write two things you are good at doing.
 - (3) Draw/write one accomplishment from the past year.
 - (4) Draw or write your future goal.
 - (5) Draw or write something you feel strongly about.
 - (6) Write three words which can be your moto for life.
 6. Discuss characteristics of "easy to read" books.
 - A. Repetition.
 - B. Patterned language.
 - C. Short (limited vocabulary).
 - D. Predictable outcomes.

- E. Picture clues.
 - F. Large print.
7. Discuss reading level for recreational reading.
- A. Independent reading level.
8. Demonstrate introducing a book to students in a 4th grade class.
- A. Say the title and author.
 - B. Tell the type of story.
 - C. Share an amusing or interesting incident about a character or the author.
9. Discuss book displays in the classroom. Easel Pattern (A-5)
- A. Easily accessible.
 - B. Display whole jacket, not just the spine.
 - C. Keep display neat, uncrowded.
 - D. Change every so often.
 - E. Provide a variety of books.
 - (1) Subjects.
 - (2) Levels of readability.
 - F. Provide a container of book marks.
10. Discuss stimulating interests in short stories, poems. Display a sample.
- A. Cut up old basal stories and tape, staple or glue them inside a file folder.
 - B. Magazine stories and poems may also be cut out and presented in this way.

Supplement A-1

Find someone who: (Write first and last names)

1. Has lived out of Washington state.
2. Has a first name with more than seven letters.
3. Has initials that can be rearranged to spell a word.
4. Knows what 10-36 stands for.
5. Has traveled in Europe.
6. Has a preschool son or daughter.
7. Like antiques.
8. Has climbed a mountain.
9. Has taught at the secondary level.
10. Lives or has lived in a town of less than 1,000 population.
11. Has worked in a factory.
12. Likes lutefisk.

*This may be adapted by level of interests and age group.

Primary--simple vocabulary

fewer questions

Supplement A-2

Dear Parents.

We hope that your child has been learning that school is a pleasant place to be and that he is the kind of person who can contribute his ideas freely. At home and at school he has been increasing his understanding of the world around him and how to live well in it. We have been increasing his facility in communicating ideas and feelings through words and the expressive arts. He has been growing in independence and initiative and learning to think of others as well as himself. He has been learning to use his body more skillfully.

In Kindergarten he is expanding on all these skills and acquiring good work habits, taking care of himself and his belongings, using materials constructively, sticking to the job and cleaning up after he finishes. All these contribute to that all important positive self-image.

Readiness for reading comes as the child's whole body grows and from all he does in and out of school. His desire to read is strengthened as he finds how much pleasure books can bring. Some of the following activities have been found to enhance readiness for reading.

1. Listen to your child: Get your child to talk about the things he or she sees and does. Good talkers make good readers and children will talk if they know that someone will pay attention and listen.
2. Play Listening Games: Try to identify sounds with eyes closed, say words for child to match with rhyming words, make up chants and rhymes.
3. Read to your child: This is the most important thing you can do. Read stories, poems, nonsense rhymes, etc. Let child illustrate and retell stories.
4. Play word games with your child: (It is important to keep these games relaxed and fun for the child. If he is not interested wait for a cue from him. When children are ready for these activities they love doing it.)
 - a. The "Starts Like" Game: The emphasis is on the sound the first consonant stands for. You say: "Tell me a word that starts like milk." At first you can give hints as: It shines at night. (moon). A small animal that likes cheese. (mouse).

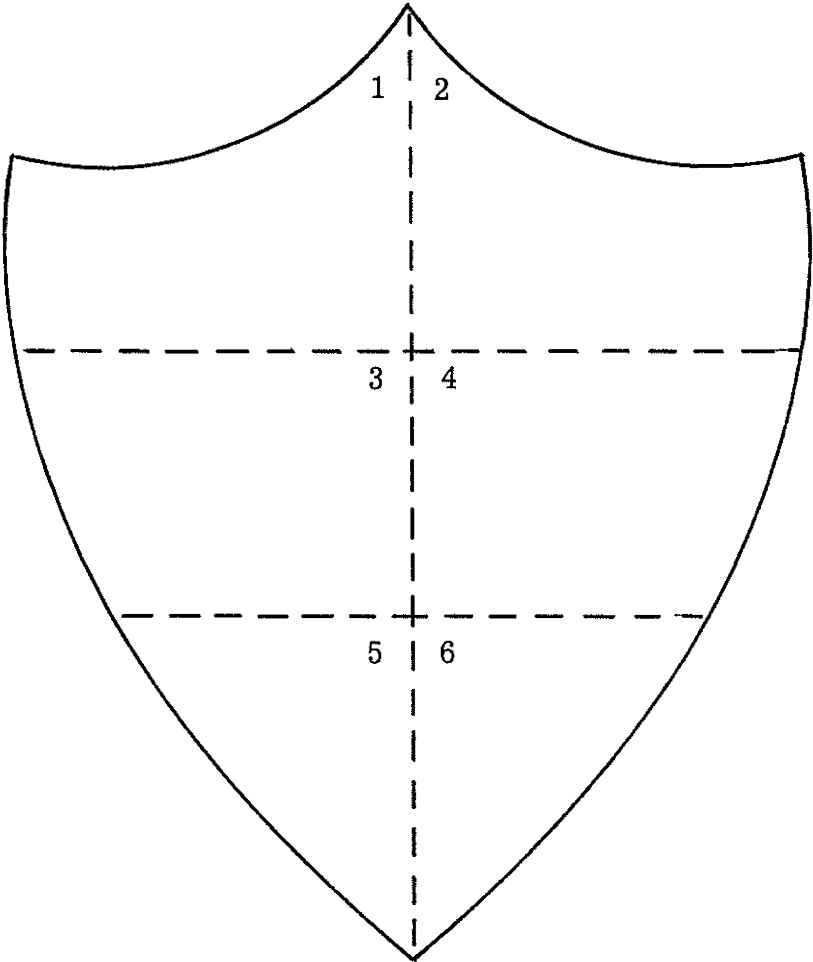
- b. The "Cut-and-paste" Game: On rainy days the child can take old magazines and cut out pictures that start with the same sound. For example: car, coat, cake.
- c. Alphabet Search: Search through magazines or newspapers for upper case and lower case letters. Your child could make an alphabet book with these pictures.
- d. Sound Search: Pick a sound and show your child an object that begins with that sound (book). Have him look for other objects that begin with the same sound. He might find a ball, basket, beater, etc. This can be played in the car if the child can see out the window.

Supplement A-3

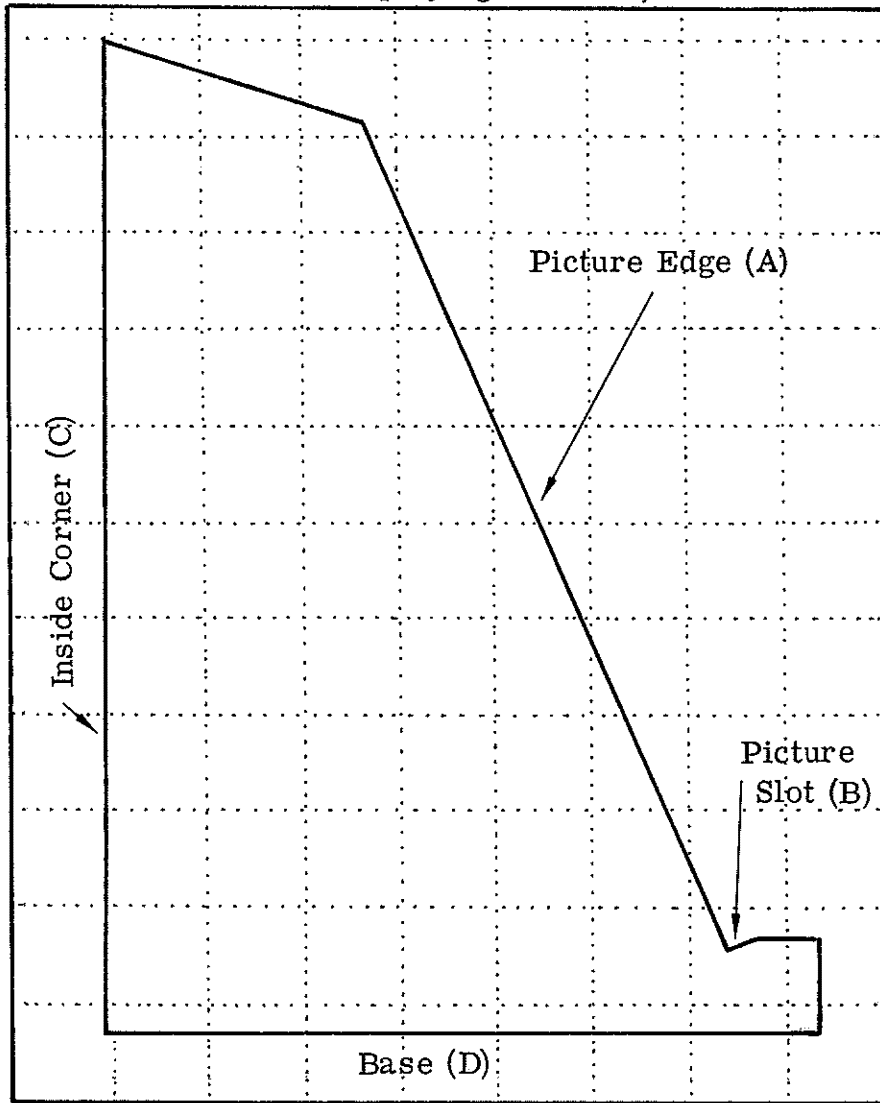
You Can If You Think You Can

Walter D. Wintle

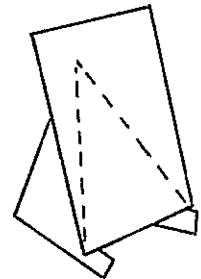
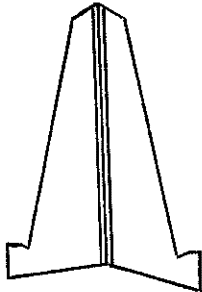
Supplement A-4



Easel For Displaying Pictures, Books



Side (A) must be at least $\frac{2}{3}$ the height of your pictures. Enlarge your Easel from this drawing.



Tape the inside corner (C) on both sides so the easel may fold both ways.

MATERIALS: Heavy Tag Board (two sides)
Tape (Masking is recommended)

Lesson Plan 2Objectives

1. Acquaint teachers with ways to get all students involved in an activity, provide feed-back for teachers, and an opportunity for reinforcements of skills.
2. Acquaint teachers with the following:
 - A. Patterned reading.
 - B. Language experience compared to basal reader approach to reading.
 - C. Whole class participation in games.

Procedure

1. Provide teachers with a Teacher Survey Form B-1.
2. Group participation in game "Humdinger" (Supplement B-2).
3. Discussion of the uses of response cards. Demonstrate.
 - A. Short/long vowels.
 - B. Parts of speech.
 - C. Categorizing.
 - D. Sequencing.
 - E. Yes or No.
 - F. Fact or opinion.
 - G. Math, science, social studies activities.
 - H. Number of syllables.
 - I. Other signals may be:
 - (1) Touch your nose.

- (2) Touch your head.
 - (3) Close your eyes.
 - (4) Thumbs up, thumbs down.
4. Discuss the purpose of patterned reading. (B-3).
 - A. Vocabulary development.
 - B. Stimulates interest in books.
 - C. Can develop skill in predicting outcomes.
 - D. Total group involvement when teacher reads aloud.
 5. Discuss and compare the philosophy of teaching reading by the language experience approach and the basal reader approach. (Supplement B-4, B-5).
 6. Discuss the following motivating activities. (Supplement B-6).
 - A. Teakettle--homonyms.
 - B. Bumper stickers.
 - (1) Assignment for next week. Design and write a bumper sticker saying to share with this class.
 7. Use overhead projector and play a game of concentration.
 - A. Playing board may be made using file folder and poker chips.
 8. Five to eight minutes allowed for demonstration of each class member who signed up for this date.
 9. Sharing time for try-outs with students at school.

Supplement B-1

Teacher Survey Form

1. I consider most of my students _____ readers.
a) excellent c) average e) poor
b) above average d) fair
2. I consider most of my students _____ writers.
a) excellent c) average e) poor
b) above average d) fair
3. How many hours a week do you feel most of your students read strictly for pleasure? _____
4. How many hours a week do you feel most of your students write for pleasure? _____
5. What percentage of your students' parents attend open house, etc. ?

6. How many hours a week do you feel most of your students spend watching T. V. ? _____
7. Do you feel that T. V. is a real factor contributing to the inabilities of students to read and write well? Yes _____ No _____
8. Are your good readers generally your better writers? Yes _____
No _____
9. Please list 5 factors you feel contribute to students' inability to read well.
10. Please list 5 factors you feel contribute to students' inability to write well.

Comments:

Supplement B-2

Humdinger

Provide each person with a card that has the name of a song written on it. Each song title card will be duplicated so that two or more people will have the same song title. All will start to hum their songs and listen to others until they find the ones with the same song title as theirs.

Suggested song titles:

Happy Birthday

When Irish Eyes Are Smiling

Row, Row, Row Your Boat

Old McDonald

100 Bottles of Beer

John Jacob Jingleheimer's

America the Beautiful

Supplement B-3

Instant Readers

By Bill Martin Jr.
Holt, Rinehart and Winston Inc., N. Y.

Brown Bear, Brown Bear, What Do You See?

- _____ I Went to the Market
- _____ Silly Goose and the Holidays
- _____ A Ghost Story
- _____ When It Rains, It Rains
- _____ Up and Down the Escalator
- _____ The Wizard
- _____ Fire, Fire, said Mrs. McGuire
- _____ The Haunted House
- _____ Monday, Monday, I Like Monday
- _____ A Spooky Story
- _____ Tatty Mae and Cathy Mae
- _____ Old Mother Middle Muddle
- _____ Whistle Mary Whistle
- _____ The Longest Journey in the World
- _____ City Song
- _____ King of the Mountain
- _____ I'm Going to Build a Supermarket One of these Days
- _____ Old Devil Wind
- _____ The Little Disaster
- _____ Ten Little Squirrels
- _____ I Paint the Joy of a Flower
- _____ Tricks or Treats
-

Supplement B-3

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Supplement B-4

Language - Experience Approach To Reading

Learning to read through experience attempts to bring reading and other communication skills together in the instructional program. There is no need to distinguish between the reading program and other language activities. Learning to read through experience makes possible and continuing use of each child's own experience background in listening and speaking as he grows toward maturity.

An overview of language experiences in reading:

1. Sharing experiences
2. Discussion experiences
3. Listening to stories
4. Telling stories
5. Dictating
6. Developing speaking, writing and reading relationships
7. Making and reading books
8. Developing awareness of Common Vocabulary
9. Expanding vocabulary
10. Writing independently

11. Reading whole books
12. Improving style and form
13. Using a variety of symbols
14. Studying words
15. Improving comprehension
16. Outlining
17. Summarizing
18. Integrating and assimilating ideas
19. Reading critically

The philosophy of teaching reading by the Language Experience approach:
 "What a child can think about and experience he can talk about; what he
 can talk about, he can write; what a child can write, he can read."

Supplement B-5

Comparison of two systems of reading instruction:

- (1) Open system (Language Experience); (2) Closed system (Basal)

<u>LANGUAGE EXPERIENCE</u>	<u>BASAL</u>
1. Centered on the learner's recognizing that his speech can be recorded in print.	Centered in skills of reading print.
2. Emphasis on developing reading skills as a part of the total language experience-- the same emphasis on writing and speaking as on reading	Emphasis on teaching a sequence of reading skills.

- | | |
|---|--|
| 3. Subject matter emerges within the classroom as children record their own thinking. Organized skill-reading material is used to evaluate levels of achievement. | Subject matter selected and organized prior to the teaching situation. |
| 4. Reading instruction program controlled cooperatively by learners and teachers. | Reading instruction program controlled by the "readers," the teacher and other external authorities. |
| 5. Emphasis upon building habits and skills of reading as integral parts of larger experiences. | Teaching specific habits and skills as separate aspects of learning. |
| 6. Emphasis on improving understandings of what reading is and how it is used in the process of learning. | Emphasis on improving methods of teaching specific habits and skills. |
| 7. Emphasis upon variability in exposures to learning situations and variability in the results expected and achieved. | Emphasis upon uniformity of learning results for minimum standards. Enrichment beyond for some. |
| 8. Judging pupil progress by observing development of self-expression, interest in reading and writing, and use of specific reading skills. | Judging pupil progress by testing ability to use specific reading skills. |
-

Supplement B- 6

Teakettle

Purpose: To have the students be able to spell and use different pairs of homonyms

Materials: Cardboard or real teapot with homonym pairs inside.

Directions: Choose a pair of homonyms and put them into a sentence.

Say the sentence out loud using the word TEAKETTLE when you come to the word that is a homonym. Let the other students guess what the pair of homonyms is. They should be able to spell the words and tell the different meanings. The person who knows the correct answer can go next.

For younger children you might want to have a sentence already off the card. Then the person just reads the sentence to the group.

Sample sentences:

1. She teakettle my teakettle is cold because it is red. (knows, nose)
2. Daniel Boone wrestled a teakettle with his teakettle hands. (bear, bare)
3. He got a teakettle in his back when he tried to raise the stuck window teakettle. (pain, pane)
4. When she teakettle a seashell by the rolling teakettle, she always tries to teakettle it to take it home with her. (sees, seas, sieze)
5. Use your common teakettle and keep all the teakettle that you can earn in a safe place. (sense, cents)

Sample Homonyms:

new - knew	fair - fare	there - their	seas - sees -
won - one	nose - knows	hale - hail	seize
blue - blew	grate - great	principle - principal	
hour - our	stair - stare	sense - cents	
tee - tea	fir - fur	two - too - to	
bear - bare	stake - steak	do - dew - due	
pain - pane	sew - so	pair - pare - pear	
deer - dear	beet - beat	flu - flue - flew	
be - bee	meat - meet	reign - rain - rein	
here - hear	hare - hair	right - rite - write	

Lesson Plan 3Objectives

1. Acquaint teachers with the following activities to motivate children to read.
 - A. Color game.
 - B. Mysteries.
 - C. Reading Center Activities.
 - (1) Find in the Automobile Ads.
 - (2) Car book.
 - (3) Word - arrangement
2. Acquaint teachers with a readability formula that saves time.
3. Provide information about the modalities used by children in learning to read.

Procedure

1. Pass bumper sticker saying (assigned last week) to the left. Each person will read the continue passing until all sayings have been read by class members.
 - A. How can bumper stickers be grouped?
 - (1) Subject.
 - (2) Rhyming - not rhyming.
 - (3) Questions, statements.
2. Discuss mystery stories (Supplement C-5).
 - A. High interest.

3. Play Games.
 - A. Color game (Supplement C-1).
 - B. Find in the Automobile Ads (Supplement C-2).
 - (1) Reading Center idea.
 - C. Display a car book (Supplement C-3).
 - (1) Reading Center idea.
 - D. Word - arrangement sheet (Supplement C-4).
4. Discuss reading centers (Supplement C-6).
 - A. Provides individual activities.
 - B. Frees teacher to work with individuals or small groups.
5. Present readability formula (Supplement C-7).
 - A. Give each class member a book with which to practice determining the readability level.
6. Provide a sign-up sheet for teachers to list some recommended books.
7. Discuss the modalities that children use in learning to read.
A combination is used by children.
 - A. Phonics - often over-stressed.
 - B. Context clues.
 - C. Structural analysis.
 - D. Configuration.
 - E. Picture clues.
8. Assignment--bring a saying for next week. Derive a new saying from the familiar, "Old soldiers never die, they just fade away." (Supplement C-8).

9. Demonstrations by class members.
10. Share try-outs.

Supplement C-1

Color Game

Purpose: Grouping or categorizing.

Procedure: Use poker chips (red, blue, white) or colored paper discs. Place across the top of a sheet of paper. Each player has a sheet or card with the colored discs. Player writes the word that the caller says under the right color.

Example:

<u>Red</u>	<u>Blue</u>	<u>White</u>
blooded	jay	elephant
head	beard	out
sea	bonnet	lie
devil		house
cross		

Player may raise hand when he has three or more under one color.

Supplement C-2

Find in the Automobile Ads

1. A wild horse _____.
2. A word meaning in anger _____.
3. An item of feathers used in cleaning _____.

4. A star system _____.
5. A spotted riding horse _____.
6. A president _____.
7. A town in Massachusetts _____.
8. Refers to a huge body of land _____.
9. The moon is this to the earth _____.
10. Makes you say "ouch" _____.
11. Forms at end of a river _____.
12. The end; last letter of Greek alphabet _____.
13. A fast running bird _____.
14. Vacation spot in France _____.
15. A fierce fish _____.
16. An antelope _____.
17. Bull fighter _____.
18. An enormous bird _____.
19. 100 years _____.
20. A short sword _____.
21. City in West France _____.
22. The scarlet tanager _____.
23. A trip in the desert _____.
24. An island _____.
25. A young horse _____.

26. Small country in South France _____.
27. One who runs fast _____.
28. A small crown _____.
-

Supplement C-3

Car Book

Purpose: Provide practice for alphabetizing, sequencing, unscramble letters for names of cars, multiple meanings of words.

Procedure: Obtain brochures from car dealers. Cut out pictures and place in scrape book. This may be used in a learning center. Place a dictionary by the scrape book for riddles.

Supplement C-4

Word Pictures

Skill: The student will carefully observe, think, and use his imagination to comprehend literal and implied meanings of words and phrases.

Materials: Cards or transparencies of word pictures.

Directions: Use with intermediate children. Divide class into groups and appoint a captain. Group interprets word pictures and only captain reports answers. Each correct answer gives group one point.

Introduction: wood A letter gets to its recipient. How? Imaginative
John postmaster. Note arrangement of words. (John
Mass. Underwood, Andover, Mass.)

Supplement C-4

Interpretations

Example: Write on the board $\frac{i}{8}$

The "i" is above the "8" so that it can be read, "I overate."

1. t
 h
 g
 i
 f

9. r r
 o
 a a
 d d
 s s

2. b sick ed

10. b
 a
 r
 o
 m
 e
 t
 e
 r

3. i k d

4. t n e d u t s

5. fed
 child

11. cover
 agent
 bearing


6. area
 populated

12. taking
 difficult

7. s t i c k

13. sur fire ance

8. s t i c k

14. 

15. s
 t
 s
 o
 c

16. his iii
 oo

17. ar up ms

18. u n

 c the block b
 g t
 n

Supplement C-4

1. SAND
2. MAN
BOARD
3. STAND
I
4. R/E A/D I/N/G
5. WEAR
LONG
6. R
ROADS
A
D
S
7. CYCLE
CYCLE
CYCLE
8. T
O
W
N
9. LE VEL
10. O
M. D.
PH. D.
D. D. S
11. KNEE
LIGHT
12. CHAIR
13. Dice
Dice
14. GROUND
feet
feet
feet
feet
feet
feet
15. MIND
MATTER
16. HE'S / HIMSELF
17. DEATH / LIFE
18. GNIKOOL
19. T
O
U
C
H

Supplement C-5

Solving a Mystery

1. Students are seated in a circle with the teacher standing outside the group.
2. Today we are going to play a game which will help you recognize personal, social and group roles. Each of the pieces of paper I am holding contains one clue which will help you solve a murder mystery. If you put all the facts together, you will be able to solve the mystery. You must find the murderer, the weapon, the time of the murder, the place of the murder, and the motive. You must have all of the answers. Any time you think you know all the answers and the group agrees, you may tell me. I will only tell you which answers are correct. You may organize yourselves in any way you like. However, you may not pass your clues around or show them to anyone else and you may not leave your chair to walk around the group.
3. After clarifying the rules, pass out the clues. If there are fewer than 27 students, give more than one clue to some students. If there are more than 27 students, have some students share their clues or have some students act as observers. The teacher may not interrupt, make suggestions, or give hints.
4. All of the clues are needed to solve the mystery.
 1. Mr. Kelley had a bullet hole in his chest and a knife wound in his back.
 2. Mr. Jones shot at an intruder in this apartment building at 12:00 p. m.
 3. The elevator man saw Mr. Kelley at 12:15 p. m.
 4. The bullet in Mr. Kelley's chest matched those in the gun owned by Mr. Jones.
 5. Only one bullet had been fired from Mr. Jones' gun.
 6. When the elevator man saw Mr. Kelley, Mr. Kelley was bleeding slightly, but he did not seem too badly hurt.
 7. A knife with Mr. Kelley's blood on it was found in Miss Smith's yard.
 8. The knife in Miss Smith's yard had Mr. Cott's fingerprints on it.
 9. Mr. Kelley had destroyed Mr. Jones' business by stealing all his customers.

10. The elevator man saw Mr. Kelley's wife go to Mr. Cott's apartment at 11:30.
 11. The telephone operator said that Mr. Kelley's wife frequently went to Mr. Cott's apartment.
 12. Mr. Kelley's body was found in the park.
 13. Mr. Kelley's body was found at 1:30.
 14. Mr. Kelley had been dead for one hour when his body was found.
 15. The elevator man saw Mr. Kelley go to Mr. Cott's room at 12:25.
 16. The elevator man went off duty at 12:30.
 17. Mr. Kelley's body had been dragged a long distance.
 18. Miss Smith saw Mr. Kelley go to Mr. Jones' apartment building at 11:55.
 19. Mr. Kelley's wife disappeared after the murder.
 20. Mr. Cott disappeared after the murder.
 21. Mr. Jones disappeared after the murder.
 22. The elevator man said that Miss Smith was in the lobby of the apartment building when he went off duty.
 23. Miss Smith often followed Mr. Kelley.
 24. Mr. Jones had told Mr. Kelley that he was going to kill him.
 25. Miss Smith said that nobody left the apartment building between 12:25 and 12:45.
 26. Mr. Kelley's blood stains were found in Mr. Cott's car.
 27. Mr. Kelley's blood stains were found in Mr. Jones' car.
5. ANSWER: Mr. Cott killed Mr. Kelley with a knife at 12:30 in Mr. Cott's apartment because Mr. Cott was having an affair with Mrs. Kelley.
6. Help students to understand what caused any problems the group had in solving this mystery. If the students were relatively successful in completing the work quickly, discuss the reasons for their success.
- Questions:
- a. Did you need a leader?
 - b. How much time did you lose in getting organized?
 - c. Why was it ineffective for everyone to try to talk at once?
 - d. What problems arose because some people didn't present their clues?
 - e. What should (or could) these people have done?
 - f. In what ways did some members of the class ignore the clues of other students.
 - g. Did anyone attempt to urge all persons to present their clues?
 - h. Did anyone forget a clue and/or make an incorrect inference?
 - i. Were all members of the class included in solving the mystery?

- j. Did anyone monopolize the discussion?
- k. Do you have any other questions about what happened?

7. Class discussion and evaluation.

Source: A. Hillman

References:

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Two Minute Mysteries, Sobol, Scholastic Book Services.

Learning Discussion Skills Through Games, Stanford, Citation Press, 50 W. 44th Street, N. Y., N. Y. 10036.

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Supplement C-6

Drag Racing - Motorcycles - Mini Bikes

1. Listen to tape and look at book with tape.
2. Work on an auto notebook.
3. Design a car or drag car.
4. Plan a drag racing event.
5. Design a drag racing track.
6. Design your own International Six Day Trial course.
7. Plan a motorcycle stunt show--describe acts.
8. Design a town recreation area, including a trail for mini bikes.

Sports

Pick a sport (baseball, gymnastics, etc.) tell about that sport (how to play, rules).

Pick a person who participates in a sport and tell all about him.

Supplement C-7

A Readability Formula That Saves Time

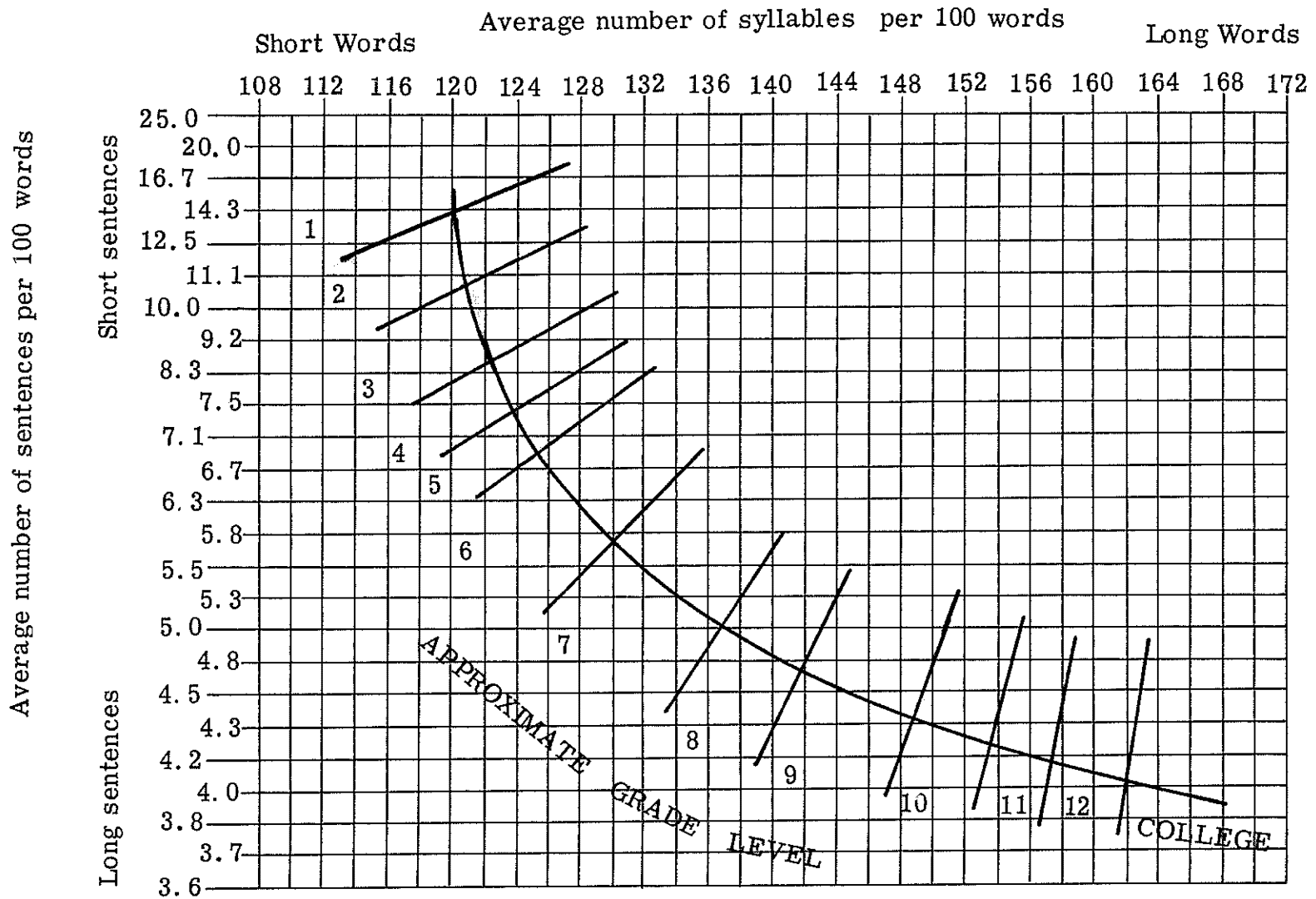
The Edward Fry Formula

Directions for using the Readability Graph:

1. Select three one-hundred word passages from near the beginning, middle and end of book. Skip all proper names.
2. Count the total number of sentences in each one hundred word passage. Average these three numbers.
3. Count the total number of syllables in each hundred word sample. There is a syllable for each vowel sound; for example; cat (1), blackboard (2), continental (4). Don't be fooled by word size, for example: polio (3), through (1). Endings such as -y, -ed, -en, -el or -le usually make a syllable--for example: ready (2), bottle (2). Average the total number of syllables for the three samples.
4. Plot on the graph the average number of sentences per hundred words and the average number of syllables per hundred words. Most plot points fall near the heavy curved line. Perpendicular lines mark off approximate grade level areas.

GRAPH FOR ESTIMATING READABILITY

By Edward Fry
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Example:

Passage	Number of Sentences	Number of Syllables	
beginning	9	112	
middle	12	116	
end	10	120	
	Total number of Sentences 31	Total number of Syllables 348	
	Average number of Sentences 10.3	Average number of Syllables 116	Plot these

Supplement C-8

A familiar saying is, "Old soldiers never die, they just fade away." This can be changed as follows:

Old _____ never die, they just _____ away

boxer
radio announcers
lumberjacks
secretaries
farmers
chauffers
mechanics

punch
talk
chop
type
plant
drive
tinker

Lesson Plan 4Objectives

1. Acquaint teachers with games/music activities to stimulate student's thinking and reinforce the following skills:
 - A. Categorizing.
 - B. Sounds recognition.
 - C. Sequencing.
 - D. Listening for details.
 - E. Rhythm in oral language.
 - F. Reading for meaning.
2. Teachers will understand the uses of the Cloze Procedure.
3. Teachers will become acquainted with the use of an interest inventory.

Procedure

1. Share the sayings that were derived from, "Old Soldiers Never Die, They Just Fade Away," (assignment).
2. Present the matching phrase game. (Supplement D-1)
 - A. Each one will be given a phrase strip for which they will find a matching phrase strip.
3. Introduce game to reinforce sounds recognition. The sound we will use is sh. Recite rhyme (Supplement D-2). Ask--
What letters do I write on the board?
4. Introduce the game, "What's in a Name?" (Supplement D-3).

5. Recite chants (Supplement D-4). Group will work in smaller groups and make up chants to present to the rest of the class.
6. Provide sheets with the following songs to be sung by the class. (Supplement D-5).
 - A. I Can Spell Hippopotamus.
 - B. Everybody Says.
 - C. This Land is Your Land.
 - D. You Can't Make a Turtle Come Out.
7. Use strips from the song, This Land is Your Land. Distribute a strip to each one present. As the song is sung the one with the strip for the line being sung will place it in sequence on the floor.
8. Discuss the cloze procedure. (Supplement D-6).
 - A. Uses.
 - B. Types.
 - C. Procedure.
 - D. Results.
9. Discuss interest inventories and the information one can gain by using them. (Supplement D-7).
10. Demonstrations by class members.
11. Share weekly try-outs.

Supplement D-1

Matching Game

Purpose: Read for meaning, practice, vocabulary, syntax.

Procedure: Find your partner by matching sentence parts. Each person in the group has a strip with a sentence part written on it. They circulate reading the strips of others until they find one that completes a sentence when matched with his strip.

Examples:

Mark is at the park	playing football.
Are you going	to the ball game.
I like to eat	ice cream.
My car is parked	in the garage.
The puppy is	named King.

Supplement D-2

Game to Reinforce Sounds Recognition

Purpose: Categorizing and recognizing beginning and ending sounds.
Use oral sounds.

Procedure: Tell the class the sound they are to use in the game. Give them an example before they begin. Use the following rhyme and fill in the blank with a word beginning or ending with the given sound.

If I had \$100 to spend, or maybe a little bit more,
 I'd hurry as fast as my legs could go,
 Straight to the _____ store (clothing, grocery, hardware)
 And I'd buy a _____ (use a word that begins with the
 the given sound).

Teacher will ask, "What letter(s) do I write on the board?"

The final sound of the word used may be used for the next word.

Supplement D-3

What's in a Name?

Purpose: Stimulate one's thinking process.

Procedure: Add up how much your name is worth by placing values
 on the letters of the alphabet.

A--\$1	J--\$10	S--\$19
B--\$2	K--\$11	T--\$20
C--\$3	L--\$12	U--\$21
D--\$4	M--\$13	V--\$22
E--\$5	N--\$14	W--\$23
F--\$6	O--\$15	X--\$24
G--\$7	P--\$16	Y--\$25
H--\$8	Q--\$17	Z--\$26
I--\$9	R--\$18	

Supplement D-4

BEAT BEAT BEAT upon the TOM TOM
 BEAT BEAT BEAT upon the DRUM
 BEAT BEAT BEAT upon the TOM TOM
 BEAT BEAT BEAT upon the DRUM

Shuffle to the LEFT Shuffle to the LEFT
 Shuffle Shuffle Shuffle Shuffle Shuffle to the LEFT

BEAT BEAT BEAT upon the TOM TOM
 BEAT BEAT BEAT upon the DRUM

JINGLE JANGLE JINGLE JANGLE JINGLE AT THE WRIST BELL
 JINGLE JANGLE JINGLE JANGLE JINGLE AT THE KNEE BELL
 JINGLE JANGLE JINGLE JANGLE JINGLE AT THE WRIST BELL
 JINGLE JANGLE JINGLE JANGLE JINGLE AT THE KNEE BELL

Shuffle to the LEFT Shuffle to the LEFT
 Shuffle Shuffle Shuffle Shuffle Shuffle to the LEFT

JINGLE JANGLE JINGLE JANGLE JINGLE AT THE WRIST BELL
 JINGLE JANGLE JINGLE JANGLE JINGLE AT THE KNEE BELL

One Little, Two little, Three little WITCHES
 FLYING OVER HAYSTACKS, FLYING OVER DITCHES
 SLIDING DOWN MOONBEAMS, WEARING OUT THEIR BRITCHES

HI HO HALLOWEEN'S HERE!

Shuffle to the LEFT Shuffle to the LEFT,
 Shuffle Shuffle Shuffle Shuffle Shuffle to the LEFT,

One Little, Two little, Three little WITCHES

HI HO HALLOWEEN'S HERE!

GO GO GO TEAM GETTUM GETTUM GETTUM TEAM
 GO TEAM GETTUM TEAM GO GETTUM TEAM
 GO GO GO TEAM GETTUM GETTUM GETTUM TEAM
 GO TEAM GETTUM TEAM GO GETTUM TEAM

Shuffle to the LEFT Shuffle to the LEFT
 Shuffle Shuffle Shuffle Shuffle Shuffle to the LEFT

GO GO GO TEAM GETTUM GETTUM GETTUM TEAM
 GO TEAM GETTUM TEAM GO GETTUM TEAM

Supplement D-5

I can spell Hippopotamus

Everybody Says

This Land is Your Land

"The Joy of Guitar," Yorktown Music Press, (Beginning guitar)

"Cheerful Tunes for Lutes and Spoons" and "Tweedles and Foodles for Young Noodles," by Melvina Reynolds, Schroder Music Co., 2027 Parker Street, Berkeley, California, 94704.

You Can't Make a Turtle Come Out



Supplement D-6

Cloze Procedure

Uses of . . .

1. To determine if a book fits a child.
2. To determine reading level.
3. To introduce a basal story (motivates).
4. To introduce a book.

(44% of exact words or 75% when a synonym is accepted)

Types of . . .

1. Patterned omission (every 5th or 10th word).
2. Arbitrary omission (teacher selects words).
3. Rational omission (delete all conjunctions or prepositions, etc.)

Procedure to Follow with Individual and Group Work . . .

1. Distribute cloze exercise and each student fills in blanks individually.
2. In small groups (2-4 people) resolve differences:
 - A. "Why did you choose that word?"
 - B. "Does it make any difference to the meaning if your word or my word is used?"
3. In total group discuss unresolved differences.
4. Present the author's words for blanks
5. Discuss benefits of the above procedure.

Results of Working with Cloze Technique . . .

1. Brings out questioning and explaining processes.
 2. Use of context clues stressed.
 3. Word meanings developed.
 4. Draw inferences.
 5. See relationships.
 6. A habit of demanding meaning.
 7. Gives insights into the structure of the language.
-

Supplement D-7

My Interest in Reading

1. What are your special interest or hobbies outside of school? _____

2. How do you feel about reading? Are there any special reasons you feel this way? _____

3. What is your favorite type of reading? (short stories, stories about sports, mystery stories, adventure stories, poems, etc.) _____

4. Do you read a daily newspaper? If so, what section do you like best? _____

5. Do you read any magazines? What are they? _____

6. Do you like to read comic books? What are some of your favorites? _____

7. If you have read a book recently, write down the title of that book.
If you liked it, tell me why. If you did not like it, tell me why.
- _____
- _____
8. Do you like to have your teacher read to you? If so, is there anything special you would like to hear? _____
- _____
9. Do you like to read in regular reading books? Why or why not? _____
- _____
10. Do you like to do book reports? If so, what kind (written, oral, in a group, alone with the teacher)? If not, how else could you let your teacher know that you really read the book? _____
- _____
11. Do you like to use the school library? Why or why not? _____
- _____
12. Do you like to use a public library? If so, which one? If not, why not? _____
- _____
13. Is it easy for you to find books in the library? _____
14. Do you like to use the card catalog? _____
15. Do you like to use reference materials? _____
16. Which reference materials have you used?
- a. Dictionary _____
 - b. Encyclopedia _____
 - c. Atlas _____
 - d. World Almanac _____
 - e. Book Review Digest _____
 - f. Biographical Dictionaries (Who's Who in America, Who Was Who in America, Current Biography, etc.) _____
 - g. Reader's Guide to Periodical Literature _____
 - h. Roget's Thesaurus _____
 - i. Other _____
17. How do you feel about reading your social studies book? _____
- _____

18. Do you find word problems in math difficult for you to do? Why?

(4:60)

Lesson Plan 5

Objectives.

1. Make teachers aware of ways to motivate students to do book reports and other book activities.
2. Acquaint teachers with book-making ideas for students to do.
3. Present teachers with some suggestions for motivating students with activities, word games, and contests.

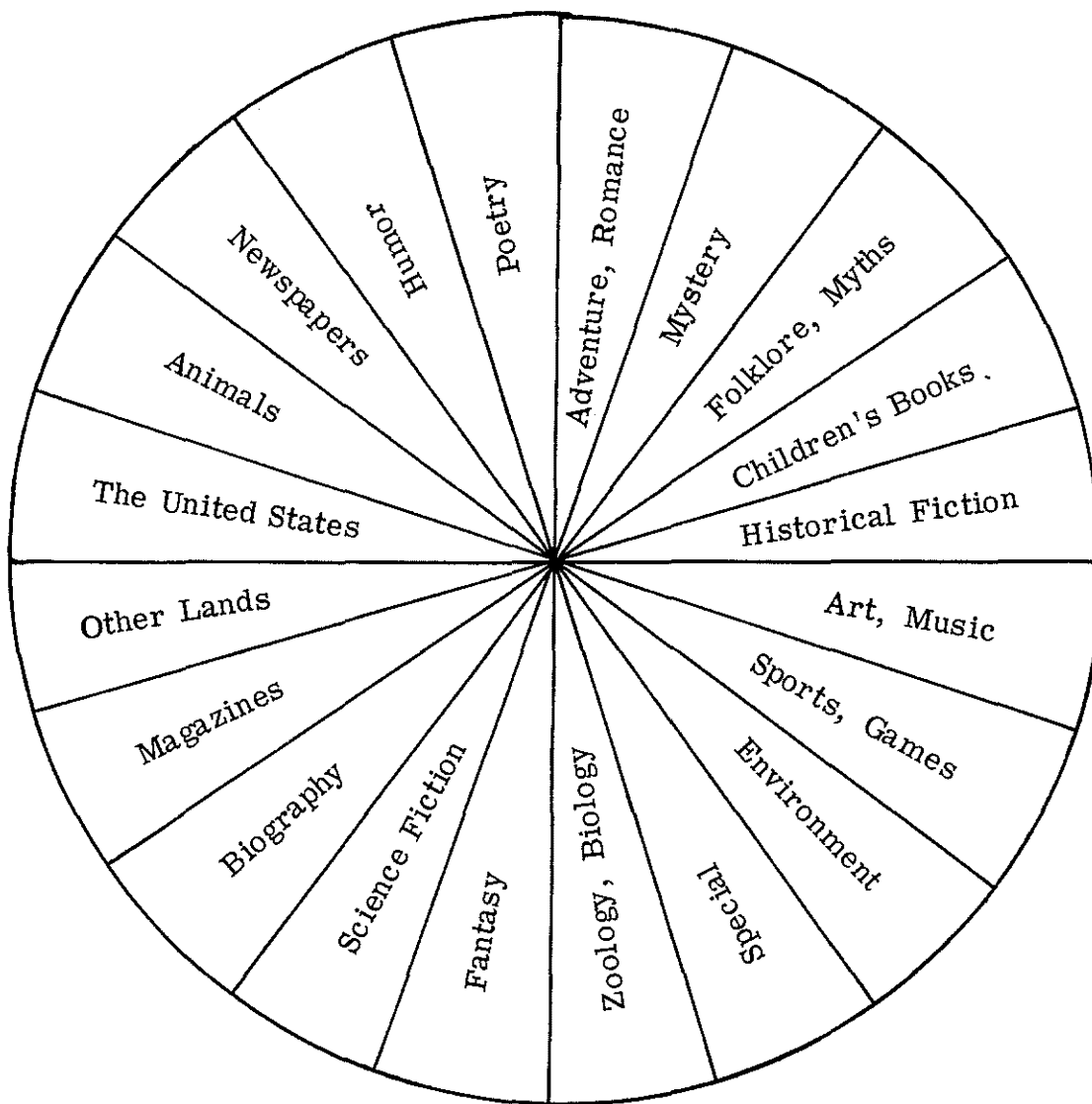
Procedure

1. Explain some ways to have students report on books they have read.
 - A. Reading design and subject area forms. (Supplement E-1).
 - B. Use 5x7" index cards, one for each student in the class. Add more as needed.
 - (1) Students write down the titles of the books and the author they read and one or two sentences about each book.
 - C. Use other activities with books instead of book reports. (Supplement E-2).
2. Discuss book-making and demonstrate making a cloth-bound book. (Supplement E-3).
3. Discuss activities involving word-meanings and rhymes.
 - A. C. B. Quiz. (Supplement E-4).
 - B. Antonym Antics. (Supplement E-5).

- C. Hink Pink. (Supplement E-6).
4. Discuss reading games.
 - A. Features of games - Canney (6).
 - (1) Students are required to read a word, identify a suffix, match homonym, spell a word, punctuate a sentence, and answer a question.
 - (2) Reading activities are on separate decks of cards that can be used with more than one gameboard.
 - (3) The student may choose the game(s) he prefers, but the teacher assigns the reading skills card deck that the student needs.
 - (4) Decks should seldom present words in isolation--the activity should be as much like reading as possible.
 - (5) Game should be designed so students spend most of their time reading.
 - B. Commercial games. (Supplement E-7).
 5. Discuss reading contest. (Supplement E-8).
 - A. Purpose and procedure.
 6. Demonstrations by class members.
 7. Share weekly try-outs.
 8. Plan to have another meeting at a future time to discuss motivating techniques and activities.
 9. Complete an evaluation form.

Supplement E-1

Reading Design



Supplement E-1

Name _____

Date _____

Adventure

Romance

Title _____

Author _____

Initial _____

1. What was the most important decision the main character had to make? Why?
2. How did the characters change during the course of the story?
3. Describe the climax (the turning point, when the problem was solved) of the story.
4. Choose one of the following activities to do.
 - A. A man-on-the-street interview. Choose a friend to help you. One of you is a newspaper reporter, the other an important character from the story. The reporter interviews the character.
 - B. Sales talk--be a high powered salesman trying to convince us to read this book.

Name _____

Date _____

Other Lands

Select a travel book written about a country or place that holds special interest for you and that you would like to visit.

Title _____

Author _____

Library call number _____

Publisher _____

Initial _____

Now plan your trip to this place. Use the book to develop your itinerary. Tell me all about your trip including:

1. Brief description of the country.
2. Who will accompany you.
3. What will you take.
4. How will you get there.
5. How much will you spend on food, lodging, transportation, gifts, and entertainment. Be practical and specific.
6. How long you will stay.
7. What specific places you will visit.
8. Anything else you can think of !!

Name _____

Date _____

Biography

Title _____

Author _____

Initial _____

A person does not have to be famous to be the worthy subject of a biography, but must have made some worthwhile contribution to mankind. This contribution may be in the field of science, athletics, politics, art, music or religion, or it may be that the person has set an example for others to admire or follow.

Read a biography. Who was it about? _____

When and where did this person live? _____

In what field was (is) this person significant? _____

Write two paragraphs:

1. What has this person done that makes him or her a good subject for a biography?
2. How do you feel about this person?

Name _____

Date _____

Sports

Games

Title _____

Author _____

Initial _____

Prepare a scrapbook using one of the following suggestions:

1. Cut clippings about the sport from the sports section of the newspaper or from magazines.
2. Cut clippings about a famous athlete in the sport you read about.

3. Cut pictures from catalogues, magazines, and newspapers of all the equipment you will need to participate in this sport.

I will supply you with paper and clips for the scrapbook if you wish. Be sure you label everything in your scrapbook. Don't forget a title page and captions.

Name _____

Date _____

Folklore

Myths

Title _____

Author _____

Initial _____

Write a paragraph about the origin of folk tales and myths and the reason for their popularity for so many years.

Select one story from your collection that you think would appeal to first or second graders. Practice reading the story aloud several times, making it as interesting as you can. Let me know when you are prepared so I can make arrangements with one of the primary teachers for you to read the story to a small group.

Name _____

Date _____

Fantasy

Title _____

Author _____

Nationality of author _____

Initial _____

After you have read the book make a book jacket that will fit the book.

- Include:
1. A cover that will attract prospective readers and will give some indication of the type of story. The use of color is important.
 2. A good, interesting summary on the front flap.
 3. Information about the author on the rear flap.

Name _____

Date _____

Historical Fiction

Title _____

Author _____

Name of Main Character _____

Approximate Age _____

Time period and country where this story takes place _____

Initial _____

Write a paper telling some of the things that this character does that are similar to the things you do. Then tell what he or she does that is different from your way of life.

If you could visit the place and time period used in this book, what things would you want to see and do?

Make up a short skit showing us something interesting from the book. You can choose other classmates to help you with it.

Name _____

Date _____

Humor

Title _____

Author _____

Initial _____

What qualities make the main character of your story humorous?

Describe the most humorous situation in which the main character takes part.

Write a short essay on the subject, "What Makes Me Laugh."

Name _____

Date _____

Mystery

Title _____

Author _____

Initial _____

Read about one half of your book, then close the book and write a paragraph about what you think will happen in the remainder of the story.

Finish reading the book then write another paragraph telling which of your guesses were accurate and which were not.

Choose an exciting passage of your book with dialogue and read it to the class. If there is more than one character you have someone help you.

Name _____

Date _____

Science Fiction

Title _____

Author _____

Year of Publication _____

Initial _____

1. Where and when did this story take place?
2. How would you meet and solve the same problems as those encountered by the characters in the story?
3. Why do you think the main character behaved as he did?
4. Choose one of the following activities:
 - a. Make a scroll theater which tells us a part of the book. Be sure not to give away too much!
 - b. Give a critical review of your book as part of a radio show. More than one person may work together. Needed are an announcer, commercials, sound effects and reviewers.

 Name _____

Date _____

Poetry

Title _____

Author _____

Initial _____

Copy, in your best penmanship, the poem you selected from a poetry collection.

Make a collage that will illustrate how the poem makes you feel.

Name _____

Date _____

Animals

Title _____

Author _____

Initial _____

Read a story about an animal or group of animals. It can be either fiction or based on truth, but it must be written in story form.

Even though this was a story, there are usually many facts you can learn from reading it. Select one type of animal from your story and write a list of facts about that animal that you were able to learn from the book. Then consult encyclopedias and other reference books to augment your list.

Why was the animal in your story unusual? Did it react differently than other animals of the same species would? Why?

Name _____

Date _____

Music
Art
Special
Environment
Biology
Zoology
United States

Title _____

Author _____

Initial _____

After you have read the book, take it to Ms. Peterson for your assignment.

Assignment:

Supplement E-2

Reading Activities With Books

1. Make a poster to advertise the book; use paint, crayons, real material, and so on. Try something three dimensional and moveable.
2. Construct a miniature stage setting for part of the story. Use a box for the stage; use pipe cleaners for forms, dolls, cut-outs, and so on.
3. Prepare a part of one of the characters speeches. Present it to the class and tell them what character from the book you are representing.
4. Give a play with other people who are reading the same book. Plan one or two scenes, a few props, plan the action and rehearse.
5. Draw several pictures (be sure they are your own) for the story, showing one part of the story and use any art media you like.
6. To tell about a how-to-do-it book, give a demonstration on some part of the book.

7. Make a movie of your book by drawing a series of pictures on a long sheet of paper, the ends being long enough to fasten to a roller, which is turned to move the picture into view. A cardboard box works nicely for a stage.
8. Write a different ending for the story you read.
9. Pantomime (use motions without any words) a part of your book. See if class members can guess what book you have read. Be well prepared.
10. Write a letter to a friend telling him all about your book and why you liked it.
11. Plan a puppet show to illustrate a story or part of a story. The puppets can be wooden, paper mache, or paper bags.
12. Give a summary of the story. Arrange the events in the order in which they happened.
13. Make a picture map of the book. Show the trail of the characters traveling and draw pictures along the trail showing what happened to the characters.
14. Prepare and read orally a few selected passages from the book. Your purpose is to interest others, so keep the ending a secret.
15. Write a set of questions on your book to be used by others when they are finished reading the book. Did they remember the book well enough to answer your questions?
16. Find out about the author. Tell a little bit about his life. Tell why he might have written such a book.
17. Give a chalk-talk on the blackboard using cartoons and sketches as you tell the class about your book.
18. Use information in this book to make a scrapbook about a subject, or collect some of the things described in the book.
19. If you have just finished reading a book on history you might like to make a map or a picture time line telling about the important events that were discussed in your book.

20. Dress as one of the persons in the story and tell what role he played.
21. Construct a scene in a shoebox of the event you liked best in the story.
22. Dress dolls similar to some of the characters in the story. Tell a little bit about each character.
23. Here are several ways you can share your favorite poetry with the class.
 - a. Have the class read the poem orally with you.
 - b. Act out the poem.
 - c. Collect pictures to show verses you like.
 - d. Set a verse to music.
 - e. Add verses of your own to the original poem.
24. Pretend you are a book salesman. Try to sell the book to your friends by giving a sales talk.
25. After reading a book, write a descriptive word about the book that begins with each letter of the book title.

Example:

Sad
Outstanding
Understanding
Negroes
Destitute
Excitment
Rugged

Supplement E-3

Book Making

1. Write a one page story.
2. Have it corrected and marked for pages by your teacher.

3. Sketch pencil illustrations for each of the story pages.
4. Rewrite story on ditto paper or newsprint.
5. Put sketches and writing together to make your dummy book.
6. Have your dummy book checked for spelling, punctuation and capitalization.
7. Make your final book using construction paper. Use your best writing and drawing. Color in your illustrations.
8. Make sure your pages are in order and right side up. Do you have a cover and a title page?
9. Staple the edge of your book.
10. Tape over the staples with masking tape.
11. You now have written your own book.

Cloth Bound Books

Materials Needed:

iron
dry mounting tissue (photographic)
railroad or poster board
plain or lined paper (for pages)
plain or wrapping paper (for cover interfacing)
fabric
needle
thread

Procedure:

1. Cut 1 piece of dry mount tissue almost to size of fabric and lay on top of fabric.
2. Lay 2 pieces of railroad or poster board on top of dry mount tissue, with even edges all around. Be sure to leave a space in the middle of the board pieces for folding the book.

3. Iron down corners first.
 4. Iron down edges all around.
 5. Iron back.
 6. Cut dry mount paper to the size of the regular paper to be used for cover interfacing.
 7. Lay dry mount paper over inside of cover, covering fabric edges and poster board.
 8. Lay interfacing paper (regular or wrapping paper) over the dry mount paper, matching edges so that the dry mount paper does not show.
 9. Iron down interfacing.
 10. Use needle and thread to sew pages in place.
-

Supplement E-4

C B Quiz

(Test Yourself on Some Citizen's-Band Lingo)

1. Advertising:
 - (a) billboard
 - (b) transmitting, not listening
 - (c) police car with lights on
2. Bear cave:
 - (a) tunnel
 - (b) police station
 - (c) national forest
3. Bone box:
 - (a) mobile home
 - (b) hearse
 - (c) ambulance

4. Bounce around:
 - (a) accident ahead
 - (b) return trip
 - (c) detour

5. Brush your teeth and comb your hair:
 - (a) radar unit ahead
 - (b) crossing state line
 - (c) lady driver

6. Bushel:
 - (a) 1000 pounds
 - (b) truckload of corn
 - (c) car hiding in woods

7. Chicken coop:
 - (a) truck weighing station
 - (b) jail
 - (c) carful of girls

8. Cut some z's:
 - (a) fix your muffler
 - (b) reduce speed
 - (c) get some sleep

9. Drop the hammer:
 - (a) lower the volume
 - (b) accelerate
 - (c) slow down

10. Ears:
 - (a) antenna
 - (b) a C. B. radio
 - (c) police monitors

11. Feed the bears:
 - (a) stop for a snack
 - (b) bribe a cop
 - (c) pay a traffic ticket

12. Front door:
 - (a) lead vehicle
 - (b) main highway
 - (c) engine hood

13. Go-go girls:
 - (a) truck-stop waitresses
 - (b) policewomen
 - (c) truckload of pigs

14. Green stamps:
 - (a) traffic tickets
 - (b) money
 - (c) drivers license

15. Haircut palace:
 - (a) barber shop
 - (b) police station
 - (c) low-clearance bridge

16. Handle:
 - (a) truck cap
 - (b) nickname of radio operator
 - (c) steering wheel

17. Harvey Wallbanger:
 - (a) reckless driver
 - (b) roadside tavern
 - (c) cup of coffee

18. Hole in the wall:
 - (a) tunnel
 - (b) flat tire
 - (c) low-class restaurant

19. Mi~~x~~-Master:
 - (a) helicopter
 - (b) cloverleaf interchange
 - (c) cement-mixer truck

20. On the side:
 - (a) passenger
 - (b) standing by and listening
 - (c) parked police car

21. Plain wrapper:
 - (a) unmarked police car
 - (b) talkative radio operator
 - (c) freight train

22. Pregnant roller skate:
 - (a) motorcycle
 - (b) Volkswagen

23. Pumpkin:
 - (a) flat tire
 - (b) policewoman
 - (c) county sheriff

24. Reefer:
 - (a) refrigerated truck
 - (b) funny cigaret
 - (c) road map

25. Sailboat fuel:
 - (a) running empty
 - (b) air pump
 - (c) wind storm

26. Seatcovers:
 - (a) T-shirts
 - (b) passengers
 - (c) spare tires

27. Thermos bottle:
 - (a) refrigerated truck
 - (b) coffee shop
 - (c) gasoline tank truck

28. Twisted pair:
 - (a) telephone
 - (b) accident ahead
 - (c) parked car with a couple in it

29. Uncle Charlie:
 (a) state policeman
 (b) fellow, C. B. operator
 (c) Federal Communications Commission
30. X-ray machine:
 (a) binoculars
 (b) customs inspection
 (c) police radar

Answers:

1. (c), 2. (b), 3. (c), 4. (b), 5. (a), 6. (a), 7. (a), 8. (c), 9. (b),
 10. (a) or (b), 11. (c), 12. (a), 13. (c), 14. (b), 15. (c), 16. (b),
 17. (a), 18. (a), 19. (b), 20. (b), 21. (a), 22. (b), 23. (a), 24. (a),
 25. (a), 26. (b), 27. (c), 28. (a), 29. (c), 30. (c).

Supplement E-5

Antonym Antics from Kid's Stuff

Purpose: For a student to be able to match words he knows with their antonym.

1. Fill a large shopping bag with 100 words having antonyms.
2. Write the opposites for the 100 words on small cards and divide them into 10 small bags.
3. Give each small bag to a group of students. Have them examine the words and spread them out.
4. A leader chooses and reads one word at a time from the large bag.
5. The group having the opposite must claim each word. If it is not claimed, the leader puts it aside and goes on.
6. When all the words have been read, a member of the group reads the pairs of words. The group received one point for each correct pair of antonyms.

Some pairs to start with:

frequent--seldom	mount--dismount
public--private	freedom--slavery
rude--polite	precious--worthless
necessity--luxury	fair--foul
foolish--wise	never--always
allies--enemies	loyalty--betrayal

straight--crooked
 descend- ascend
 arrive--leave
 calm--rough
 appear--disappear
 agony--ecstasy
 generous--stingy
 amateur -professional
 noisy--quiet
 moist--arid
 keen--dull
 minute--gigantic
 feast--fast
 cowardly--courageous
 gather--disperse
 secure--insecure

poverty--wealth
 reveal--hide
 help--hinder
 vague- clear
 feeble--strong
 alike--different
 catch--throw
 profit--loss
 famine--plenty
 negative--positive
 negligent--cautious
 ambitious--lazy
 meager--bountiful
 neat--untidy
 curious--indifferent

Easier ones:

in--out
 up--down
 on--off
 yes--no
 happy- unhappy
 inside- outside
 stop--go
 afraid--unafraid
 question--answer
 beautiful--ugly
 big--small
 bright--dark
 clean--dirty
 cold--hot
 buy--sell
 close--open
 hard--soft
 untie--tie
 idle--busy

over--under
 sharp--dull
 fast--slow
 short--tall
 lose--find
 bumpy--smooth
 skinny--fat
 empty--full
 end- start
 great--small
 keep--let go
 loud--soft
 new--old
 pull--push
 run--walk
 right--wrong
 sad--glad
 shout--whisper
 weak--strong

Supplement E-6

Hink - Pink

1. A metal needle is a tin pin
2. A brown hand cooler is a tan fan
3. A large rodent is a fat rat
4. An angry father is a mad dad
5. A warm bed is a hot spot
6. A cloth around the mouth is a rag gag
7. Two knocks on the door are a rap tap
8. A drooping dog's tail is a sag wag
9. A slow dog's tail is a lag wag
10. A high cleaning tool is a top mop
11. A fast cleaning tool is a zoom broom
12. A top pistol is a fun gun
13. An insect in bed is a snug bug
14. A glove that is snug is a fit mitt
15. A not-too-bright person is a mitt wit
16. A shut mouth is a zip lip
17. A large dirty-faced animal is a big pig
18. A tear in the pants is a zip rip
19. Going to sleep sitting up is a lap nap
20. A sick boy is an ill Bill
21. A dad in the sun is a tan Dan
22. A narrow wheel is a trim rim
23. An embarrassed boy is a red Ned
24. A cloth that covers the chest is a rib bib
25. A boy that has done wrong is a bad lad
26. A speck of a child is a dot tot
27. A thick mattress is a fat mat
28. To be on the edge of a chair is a bit sit
29. A quick walk for pleasure is a fun run
30. Brown powdered metal is a rust dust
31. For a bird its home is a nest rest
32. For a sailboat it is important to have a fast mast
33. To have a curved bump in the car is a bent dent
34. In a campground you can lease a canvas shelter and this is a rent tent
35. A black small furry animal with pointed ears can be called a bat rat
36. The current broken bone could be called the last cast

- | | |
|--|-------|
| 37. A long-shaped animal could be called a log | hog |
| 38. Where they keep a chickens is a hen | den |
| 39. A dancing hog is a jig | pig |
| 40. A slanted glass drink is a tip | sip |
| 41. A push into a chair is a hit | sit |
| 42. A jump with the front feet is a top | stop |
| 43. A lost kettle top is a hid | lid |
| 44. A moving thigh is a dip | hip |
| 45. A large fruit date is a big | fig |
| 46. An air mass full of pollution is a smog | fog |
| 47. A tight-fitting hand cover is a mitt | fit |
| 48. Two parts in the arm are the wrist | twist |
| 49. A holy logged float is a draft | raft |
| 50. An unhappy father is a sad | dad |
| 51. A sweet-sounding musical instrument is
a mellow | cello |
| 52. A humorous rabbit is a funny | bunny |
| 53. A unique couple is a rare | pair |

Hink - Pink (1-syllable words that rhyme)

Hinky-Pinky (2-syllable words that rhyme)

Hinkety - Pinkety
(3-syllable words that rhyme)

- | | |
|-------------------------|--------------------------|
| 1. obese feline | fat cat |
| 2. scared rabbit | rare hare |
| 3. wet poddle | soggy doggy |
| 4. Lemonade | pink drink |
| 5. two numerals | seven - eleven |
| 6. fat anthropoid | chunky monkey |
| 7. mean drunk | diabolic alcoholic |
| 8. great ocean | terrific Pacific |
| 9. bill collector | payment claimant |
| 10. inebriated insect | high fly |
| 11. Siamese twins | double trouble/rare pair |
| 12. unmarried fish | virgin sturgeon |
| 13. sly one's container | fox box |
| 14. tiny sphere | small ball |
| 15. tidy walkers | neat feet |
| 16. hog hairpiece | pig wig |
| 17. colored vegetable | green bean |
| 18. smart skunk | thinker stinker |

19. animal mother	llama mama
20. lemon dessert	yellow jello
21. thin dart	narrow arrow
22. attractive town	pretty city
23. Mr. Carter's house	president's residence

Supplement E-7

Games for Classroom Use

Title	Publisher	Approx. Cost in U. S.
<u>Primary</u>		
Chutes and Ladders	Milton-Bradley	\$ 2.98
Walk Along Sesame Street	Milton-Bradley	3.83
Raggedy Ann	Milton-Bradley	2.99
Candy land	Milton-Bradley	3.29
Yogi Bear	Milton-Bradley	1.25
Casper the Friendly Ghost	Milton-Bradley	1.25
Land of the Lost	Milton-Bradley	1.90
Pizza Pie Game	Milton-Bradley	5.03
The Great Grape Ape	Milton-Bradley	1.25
Checkers (2 sets)	Milton-Bradley	2.00
Cootie	Schaper	3.25
London Bridge	Schaper	4.99
Humpty-Dumpty	Schaper	3.98
Don't Break the Ice	Schaper	4.66
Hi-Ho Cherry-O	Whitman	1.88
Scrabble Alphabet Game	Seichow & Righter	4.77
Bingo	teacher-made	
Concentration game boards	teacher-made	.50
Assorted word card games	teacher-made	
		<hr/> \$ 49.85
<u>Intermediate</u>		
Chutes and Ladders	Milton-Bradley	\$ 2.98
Go to the Head of the Class	Milton-Bradley	4.99
Speed Buggy	Milton-Bradley	1.25
Scooby Doo	Milton-Bradley	1.23
Emergency	Milton-Bradley	2.99
Homestretch	Milton-Bradley	2.90

Planet of the Apes	Milton-Bradley	\$ 2.90
Korg - 70,000 B. C.	Milton-Bradley	1.90
Checkers	Milton-Bradley	1.00
Guinness Book of Records Game	Parker Brothers	6.79
Scrabble Got a Minute	Selchow & Righter	2.98
Kerplunk	Ideal	5.96
Tip-It	Ideal	2.90
Don't Break the Ice	Schaper	4.66
Don't Cook Your Goose	Schaper	3.98
Bingo	teacher-made	
Concentration game boards	teacher-made	.50
Assorted word card games (6:14)	teacher-made	<u>\$ 49.91</u>

Supplement E-8

Reading is Fun!

Here is the way the contest works:

1. Read a book at your reading level. (If you think it might be too easy or too hard, ask Mrs. Johanson.)
2. Ask an adult to listen to you read one chapter or five to seven pages. You must make no more than five errors, read smoothly, and with expression. (Practice until you can!)
3. Ask the adult to sign this sheet and bring it back to Mrs. Johanson.
4. For every book you read, you get one guess at how many items are in the jar. * The closest guess wins on Feb. 14, 1978.

_____ has read 5-7 pages, or 1 chapter
(child's name)

of a library book to me. He read with less than 5 errors, smoothly and with expression.

_____ (Date)

_____ (Adult Signature)

Teacher Questions

1. Main Idea: Can you give me the main idea in one sentence?
What was the plot of the story?

Does the setting affect the plot?

Is the author writing about people living today, or people who lived a long time ago? How do you know?

How does the title of the book relate to the story?

What kind of a story was this?

2. Appraisal of Child's Value Structure:

What do you think about this story?

Do you always believe everything you read in books?

Would you like all of your classmates to read this book?

Why?

Was the main character in the story perfect, or did he or she make mistakes?

Did the book make fun of anyone?

Did anything in this book make you change your mind about something? If so, what?

3. Inferential and Critical Reading:

Did any character in this story have to overcome a difficulty? If so, what do you think about the way he or she did it?

When you read this book, did you get any ideas that were not actually put into print?

What was this story really about?

4. Sequence of Story:

If this story were a play, what main idea would make up each act?

Look at this illustration. Describe what is happening and what happened before and after this particular incident.

Would you like to change the ending in any way? Why?

5. About the Author:

Who is it? Do you think the book is enjoyable or informational?

* Jelly Baby Contest

Purpose: Motivate pupils to read books.

Procedure: Provide a big jar of jelly beans, peanuts, or wrapped candy. Pupils may enter contest and guess how many jelly beans are in the jar after they have completed a task. The task may be to read books, or to read a book at home, part of which is read to a parent (5-6 pages) and the parent asks questions which the pupil must answer correctly in order to have parent sign a signature card which was sent home by the teacher. The winner of the contest gets the full jar of jelly beans.

Chapter 4

CONCLUSION AND RECOMMENDATIONS

This chapter contains the conclusion and recommendations for this project and an evaluation form to be completed by the participants when the inservice has been completed.

This project consisted of the planning of a series of inservice meetings, explaining and demonstrating motivational techniques and activities. They were planned as a means of increasing teacher competence in motivating elementary school children to read independently for pleasure and/or information. The activities that were presented are varied for children to do alone, in a group, and with a teacher aide.

It is recommended that the instructor test the activities that are recommended in order to understand what is involved in each activity. It is also recommended that the instructor adapt the activities to different reading levels so that the teachers who are participating may understand how the activities may be used at their grade levels.

This inservice course of study was planned for teachers in grades one through six. It is recommended that the plan be extended through junior high by adapting the suggested techniques and activities to motivate older children and adolescents.

Evaluation of Inservice

The criteria being used to evaluate this inservice is presented herein. Circle one of the numbers under each statement to express your opinion concerning the effectiveness of this inservice. The numbers 1 to 5 correspond with 1 - low to 5 - high.

1. The inservice was directly related to instruction improvement.

1 2 3 4 5

2. The inservice was based on meeting the needs of teachers.

1 2 3 4 5

3. The implementation of the suggested techniques and activities will in turn meet the needs of students.

1 2 3 4 5

4. The techniques and activities suggested in the inservice are consistent with fundamental principles of good teaching and learning.

1 2 3 4 5

5. The inservice presented some ways for teachers to demonstrate professional growth.

1 2 3 4 5

6. Sufficient time was provided for teachers to share ideas and demonstrate motivation techniques.

1 2 3 4 5

7. The number of inservice meetings was adequate.

1 2 3 4 5

8. Efficient use was made of the class time.

1 2 3 4 5

9. The instructor of this inservice is knowledgeable of the subject.

1 2 3 4 5

10. A follow-up session would be helpful in allowing participants to share and demonstrate additional techniques and activities to motivate students to read.

1 2 3 4 5

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