RESOURCE GUIDE OF IDEAS TO MOTIVATE STUDENTS TO READ IN GRADES FIVE AND SIX

MASTER'S PROJECT

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# Table of Contents

**CHAPTER**

I. INTRODUCTION .......................................................... 1
   Justification of the Problem
   Problem Statement
   Procedures
   Definition of the Terms

II. REVIEW OF THE LITERATURE ....................................... 4

III. PROCEDURES .......................................................... 9

IV. RESOURCE GUIDE ..................................................... 15

V. SUMMARY AND RECOMMENDATIONS ................................... 50

APPENDIX ............................................................................ 52

BIBLIOGRAPHY .................................................................... 56
CHAPTER I

INTRODUCTION

Justification of the Problem

Reading is important for all children, yet many of them have no desire to pick up a book. With television, Nintendo, and all of the other electronic gadgets students have available to them, not to mention sports, reading has been put on hold. As educators, we see the need for children to not only be literate, but also to read for many purposes with the ultimate goal being for pleasure. The paradox that Stanovich (1986) has drawn attention to again and again may contain some merit. "Many children do not read books because they cannot read well enough. They cannot read well because they do not read books" (Bomberger, 1976, p. 61)(Reitsman, 1988). In order to accomplish the goal of motivating students to read, I feel it was not only necessary, but a must to find new innovative and creative
ways to teach reading. The researcher knows that this resource guide is beneficial to the teaching taking place within the classroom as well as to other educators that are challenged with the problem to motivate students to read. This resource guide was geared to students in grades five and six.

**Problem Statement**

The purpose of this study was to design a resource guide to motivate students to read in grades five and six.

**Procedures**

The children who participated with the various reading motivational activities from the handbook were from grades five and six. This study was conducted this school year during class time in an elementary building. To measure the accountability of the activities/ideas, the researcher administered a reading interest/attitude survey to the students as well as evaluated the activities as being successful or unsuccessful in the classroom (see Appendix). The evaluation was conducted by the teacher by filling out a checklist that was used later for comparison to insure success of each activity.
Definition of Terms

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

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

**Comprehension** - Capacity of the mind to perceive and understand.

**DEAR** - Drop Everything and Read

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

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

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

Gray (1983) believes that in order for a teacher to help children to develop an interest in reading and a desire to read, the classroom teacher must be familiar with childrens' books. Whether a child already has the desire to read or a teacher is trying to instill the importance of reading and turn a child on to a book, it is of utmost importance that the teacher be familiar with various levels of pleasure reading books. For example, if a child in fifth grade is interested in reading a fiction book on sports, the teacher would immediately think of an author such as Matt Christopher who is widely enjoyed by many students.

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

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

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

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

Motivation activities aimed at the whole class or even groups of students often overlook the value that an individual associates with the activity. For example, reading activities centered around puppet plays, role playing activities, games, etc. may not be highly valued by all of the students. It is possible, also, that even though all the students appear interested and motivated by an activity, only a few of them are actually motivated to actively engage in learning the desired reading behavior. Thus, the teacher perceives the high interest level of a few students to be reflective of the majority, when in fact the majority of the students may be neutral (p. 26).

Conversely to what Rupley believes, Criscuolo (1987–1988) feels that there is evidence that unmotivated youngsters at high grade levels can be reached if they are
encouraged to participate in enough fun-filled and satisfying reading-based activities. He feels that teachers can turn apathy into enthusiasm, and that students will experience the enjoyment and the satisfaction reading can bring to them.

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

When creating a motivating atmosphere, it is important that teachers not create a competitive atmosphere. Responses to the Dulin Chester Reading Questionnaire reveal the top two choices students want their teacher to do to encourage them to read. The first choice is for the teacher to read to the class the first few pages of books that you can then check out if wanted. The second choice is having the teacher tell about books he or she has read. Students dislike being tested. They want to read for pleasure (Wiesendanger, 1988-89).

For too many youngsters, reading for enjoyment and pleasure is not on of their priorities. According to Carol, some components of a motivating environment to encourage students to want to read include the following:
1. A non-threatening climate where students have the freedom to make a mistake without fear of humiliation;

2. Materials covering a wide variety of interesting topics;

3. Materials to meet the needs of students with a wide range of abilities;

4. Activities which challenge students of all abilities;

5. Activities which provide success for students of all abilities

6. Skill practice using many type of materials;

7. Adults who model reading skills.

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

PROCEDURES

These were the results of the Reading Interest Survey given to the fifth and sixth graders. The survey was given to find out which activities were most preferred by the fifth and sixth graders. The questions and results to the survey are as follows:

STATEMENT #1: SOMETIMES PEOPLE READ BECAUSE THEIR TEACHERS OR PARENTS REWARD THEM FOR READING. Please rate the rewards that follow. (Use 1 as your favorite - 10 as your least favorite.)

Of the ten possible rewards listed the following were the most favorable/least favorable responses. The responses were weighted in 1, 2, 3, 4, 5 fashion (1 being the best and 5 being the worst). The survey was 6 questions analyzed by totaling the top three answers for girls, boys, and both girls and boys. The number listed after each result is the top three answers chosen from the most favorable responses. Twenty-one boys and thirty girls participated in the survey. These 51 students are fifth and sixth graders.
The most favorable responses were as follows:

From girls:
1. getting money (25)
2. no homework (14)
3. classroom party (13)

From boys:
1. getting money (19)
2. no homework (12)
3. classroom party (11)

From boys and girls:
1. getting money (44)
2. no homework (26)
3. classroom party (24)

STATEMENT #2:  SOMETIMES THINGS TEACHERS DO ENCOURAGE US TO READ. PLEASE GRADE THE FOLLOWING 10 THINGS TO SHOW HOW MUCH YOU THINK THEY’D ENCOURAGE YOU TO READ.

This list shows the most and least encouraging things teachers can do for students (10 choices). The results are given in the same fashion as Statement #1.

The most favorable responses were as follows:

From girls:
1. have teacher take class to school library now and then (16)
2. have teacher read a chapter a day from a book (15)
3. have teacher tell about books he or she has read (12)
From boys:

1. have teacher show movie before reading the book (12)
2. have teacher take class to library now and then (12)
3. have teacher read a chapter a day from a book (11)

From boys and girls:

1. have teacher take class to school library now and then (28)
2. have teacher read a chapter a day from a book (26)
3. have teacher show movie before reading a book (24)

STATEMENT #3: HERE ARE SOME THINGS YOU MIGHT WANT TO DO AFTER YOU READ THE BOOK. PLEASE USE THE SAME SCALE TO GRADE THIS LIST.

From girls:

1. watch the movie and compare the book with the movie (17)
2. make a diorama (14)
3. give a book talk on the book or story (12)

From boys:

1. meet the author of the story or book (11)
2. watch the movie and compare the book with the movie (9)
3. give a book talk on the book or story (6)
From girls and boys:

1. watch the movie and compare the book with the movie (26)
2. make a diorama (19)
3. go to a movie about the author (19)

STATEMENT #4: WHICH STORIES DO YOU LIKE BEST?

From girls:

1. mystery/detective (23)
2. adventure (18)
3. sports and poems (13)

From boys:

1. adventure (18)
2. mystery/detective (15)
3. sports (12)

From boys and girls:

1. mystery/detective (38)
2. adventure (36)
3. sports (25)

STATEMENT #5: WHICH KINDS OF READING DO YOU LIKE BEST?

Please use a scale of 1-5 (1 as your favorite - 5 as your least favorite)
From girls:

1. short stories (22)
2. novels (21)
3. plays (18)

From boys:

1. short stories (16)
2. non-fiction (13)
3. plays (11)

From boys and girls:

1. short stories (38)
2. novels (31)
3. plays (29)

STATEMENT #6: WHICH TYPES OF READING MATERIAL DO YOU LIKE BEST?
Please use the same scale as Statement #5.

From girls:

1. paperback books (26)
2. magazines (22)
3. hardback books (19)

From boys:

1. comic books (17)
2. paperback books (13)
3. magazines (12)
From girls and boys:

1. magazines (34)
2. paperback books (29)
3. hardback books (27)
CHAPTER IV

RESOURCE GUIDE

Table of Contents

1. Reading Activities.............................. 16
2. Writing Activities.............................. 30
3. Speaking Activities............................ 38
4. Listening Activities........................... 41
5. Other Activities............................... 43
Reading Activities

Readometers

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

Bookworm

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

Climb The Beanstalk

Show your students how they can achieve great heights by reading. Give them a beanstalk to climb, just like Jack's. Tape a strip of green crepe paper from the floor to the ceiling in your classroom. Have the students cut lots of green leaves out of construction paper. Store the leaves in an envelope in an easy place to reach. For every book your students read, they write the book title and author's name on a leaf and add it to their beanstalk, beginning a few inches above the floor and working their way toward the ceiling. Establish a distance between leaves a few inches or shorter if there are several children involved. How long does it take your students to reach the top? You might want to write dates on the bottom and top leaves, or on each leaf. This would be a good activity to use with only one or two of your classes to help motivate other classes and get them interested in keeping track of how many books they have
read as well especially if they are reluctant readers. Also, your class could challenge another teacher’s class.

**Puzzle Grab Bags**

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

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

**Story Objects**

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

Classroom Libraries

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

State Lines

Do you know the most direct route across your state? Your student can help you figure that out as they read from one state line to another, and maybe back again along the different route.

Your kids can plan their routes ahead of time. Spread out a state road map and let them choose a place to start—at the interstate line of a major highway, at the northern- or eastern-most point, at a border town, and so forth.

After they read a book, they trace along the route with a highlighter or marker a certain number of miles for every
book or a mile for every page, depending on the distance they have to travel and the time in which they hope to complete the trip. Texans will get more mileage for their reading then Rhode Islanders, but they will have a lot farther to go.

If your kids enjoy the map reading involved in this activity, they may want to try one of these variations:

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

Around the World in Eighty Books

Reading can make globe-trotters of your students or send them on a cross-country trek. Charting their travels on a real map will help them visualize where stories actually take place and help them understand how geography influences people and cultures. Hang a world map or a map of the United States on the wall in your classroom. After finishing a book, the student pinpoints the location (the main setting) on the map or with a map tack or thumbtack,
and draws a line from the pin out to the margin, where the student writes in the title and author of the book. As an added bonus, students will learn geography, and their reading trade books may lead to further studies involving different parts of the world.

**Category Bingo**

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

Here is a just-for-fun trail your students might like to blaze this winter—down a ski slope. A miniature skier follows a slalom course, passing flags as your students read books.

Your students can simply draw a slalom course, or they might have more fun constructing a three-dimensional course. Here's how: Get hold of a large piece of styrofoam. Make flags by gluing small paper triangles on toothpicks. Your students stick the flags wherever they like into the styrofoam course. To make a skier, they cut out a couple of cardboard skis and glue them under a doll.

The figure is stationed at the top of the course until your students give the signal—a finished book! Then the skier descends past the first flag. Will the skier finish the course in record time? Or at least before the snow season is over? If your students have drawn a course, they can color in flags as they "read" past them, or they can write in the book titles.

Westward Ho

Your students can read their way along the historic Oregon trail or any other well-traveled path and clock a lot of reading miles. An encyclopedia or history book will provide maps and mileage. This activity is especially
interesting when it parallels what your students are learning in a social studies class.

Your student can trace a historical map, make a photocopy or order one from the National Geographic Society (inquire about the National Geographic Society’s *The Making of America* series by writing to the address: P.O. Box 2806, Washington, D.C., 20013). After they mark the beginning and end of the trail they plan to follow, tack the map to a bulletin board or tape it on a wall.

For every book they read, your students move small symbolic paper figures or vehicles along the trail a certain number of miles. For example, they might advance a covered wagon on hundred miles along the Oregon Trail, finishing the trek twenty books late. Here are some other possibilities:

- **The Iditarod Trail.** Your students can read to advance a miniature dogsled along a map of famous Iditarod Trail from Nome to Anchorage. Your student might be interested in reading about Eskimos before they set out on the Arctic adventure.

- **Pony Express.** Your student can trot a pony between St. Joseph, Missouri, and Sacramento, California, along the same path the first wester mail carriers took in 1860.

- **The Royal Road.** California kids might enjoy following the original El Camino Real, the trail along which Father Junipero Serra and his fellow
monks set up the California missions from San Diego to San Francisco. A monk figure can lead the way.

The historical trail your students decide to follow may inspire them to read historical novels that take place during the same period. For example, heading west on the Oregon Trail, they would find Laura Ingalls in The Little House series a good companion.

Reading Aloud

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

Picture Books and Younger Students

Have junior high students read to younger students. Elementary schools and day cares are both good sources that contain plenty of children that the teachers will welcome the one-on-one assistance these older children can provide to their children. Older students enjoy picture books and this gives them the opportunity to read picture books for a reason. Make sure you or a librarian talks to the students about what makes a good book to read aloud. It is important that it is a large book if reading to several children, but most of all the reader has to like the book.
Outbatting Pete Rose (Charlie Hustle)

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

Book a Book Publicist!

Select eight or ten books from the school library to take to your classroom. When you have a few spare minutes during the school day, show your class one of the books. Read a page or show a few illustrations to get students interested in reading the book. After you have advertised all the books you selected, return them to the library and
select a new batch of books to advertise. This is a wonderful way to make your students aware of the wide variety of books in your school library.

Focus on different themes each week. For example:

- Newbery Award Books
- Caldecott Award Winners
- Books by a Particular Author
- Books by a Certain Illustrator
- Adventure Books
- Mystery Books
- Animal Books
- Science Fiction Books
- Fantasy Books
- Books About Famous People
- Picture Books
- Poetry Books

A Penny for Your books

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

**Dear Time**

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

**Books Available**

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

**Reading Raffle**

The more your students read, the better their chances of winning a raffle!

Cut a small stack of index cards in half lengthwise for raffle tickets. For every book the read or you read to them, your students can fill out a raffle ticket. The tickets must include the reader’s name and the title of the book. Collect the tickets in a shoebox with the lid off so everyone can watch them pile up.

Once a month, or some other designated period, have the students assemble for the drawing. Stir the contents of the raffle box and let one of the students draw the winning ticket. Prizes (announced beforehand) might include a gift certificate to a local bookstore.

All but the winning tickets remain in the box for the next drawing. When the box begins to get too full, dump the contents and let the raffle tickets start accumulating again.
Book Surprises

Select five or six books to read to your class. Gift-wrap each one. When it's time to read a new book, have a student select and unwrap another book!
Writing Activities

Ghost Stories

This idea is for older children who find scary things fascinating. Turn off the lights. Don a ski mask or a Halloween mask, or make an ugly face. If you have a cassette or record player, turn on some eerie background music. If you don’t have a cassette player, do a little moaning and groaning. Then suddenly, shine a flashlight on your masked face! when finished, pass the flashlight and the mask to the next ghost storyteller.

Students can write their own stories to share with the class or read from a favorite scary book.

Reading Passport

Before your students take off on a round-the-world reading odyssey, issue them each a passport so they can keep track of the places they visit. To make a passport, tear the front cover off the spiral bound card. On the first card, glue a photograph of each of your students. Write passport in large letters, and your students’ names. Laminate the card with clear contact paper for protection. After finishing the book, your student opens the passport to the next blank card and writes in the title of the book, the author’s name, the place where most of the story took place,
and the date. This activity would be great if you build themes around continents or individual countries.

Share Very Little

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

Cereal-Box Bonanza

Almost every day, kids read and reread the cereal boxes sitting on the breakfast table. Why not take advantage of this cardboard kick? Have the students bring a box of cereal to the classroom. Compare the different boxes for bold graphics, hyped-up language, free offering and nutrition chart can all be educational fun.

Examples

1. Nutrition Research - Along one narrow side panel is a nutrition chart and list of ingredients. Have the students list unfamiliar words and help them look them up in the dictionary. Compare the nutritional information on two boxes of cereal. Is the cereal Dad likes more or less nutritious than the one you like? Which has ore sugar? Which has more fiber? More protein?
2. Good Taste in Words - As your students read the description of the cereal, ask what word the copywriter used to make the cereal sound good to eat. Go on to suggest that they replace each of these words with a word that means the opposite (a thesaurus might help). The new copy will sound like something Oscar the Grouch might have written.

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

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

Fortune Cookies

Fortune cookies are fun for reading as well as eating. Have the students write fortunes or other messages on small slips of paper. These slips are wrapped or poked inside the cookies for the eaters to discover and read. Confucious doesn't have anything to say about what goes inside the fortune cookies. It's up the students, in all their wisdom,
to come up with the wit and the words. Here are a few ideas to get them started:

Maxims - Write your own word to the wise, such as "The child who does the homework passes the test."

Book Fortunes - Write fortunes that are meant for the characters in a book. For example, if you are reading Tuck Everlasting, you might write, "Beware of the man in the yellow suit," or Tuck's own words, "You can't have living without dying."

Kooky Cooking

Cooking, like any other creative activity, should get out of hand. That's what may happen with the following ideas that encourage original thinking and word play.

Preposterous Pies. Little Jack Horner would be shocked to pull his thumb out of these pies if your students were to add all the ingredients called for in the recipe!

The students should decide different ingredients, some realistic and some outlandish or fanciful. They can decide what kind of pie--cherry, apple-apricot, or mustard mint.

Here are some possible ingredients: 2 cups of flour, 20 cups of flower, 2 teaspoons of surprise, 3 cans of chicken, 7 tablespoons witch's potion, 1 teaspoon baking soda, 1 tablespoon ice cream soda, 1/2 cup mustard seed, 3/4 bucket of ketchup, a pinch of baby powder, 2 sliced apples, 1/2 hive of honey, grated horn of unicorn.
**Gross Gourmet Delights.** How do you make fried worms? Roll them in beaten egg, dredge flour, and fry in butter -- how else!

Have your student come up with unappetizing appetizers (slug on the half shell), sickening soups (beetle bouillon), and disgusting dinners (monkey stew).

**Monster Meals.** Ask your students if they ever get tired of Ghoulish Goulash. What ingredients do they imagine a monster would use? In this creative brainstorming activity, the recipes are as horrifying as the "monsterpieces" they produce. Let them do some monster meal planning, naming the dish and its ingredients are limited to their imaginations.

**Classroom Cookbook**

Have your students solicit their favorite family recipes and write them on index cards. The students file the cards by menu categories: appetizers, soups, main dishes, side dishes, desserts, snacks and so on.

There are many ways to assemble the recipes into a book: type the collection and make photocopies. Use a home computer and print copies. The student with the best handwriting can copy neatly on sheets of notebook paper and insert into binder.
The students can design a paper cover. Suggest they number of alphabetize the recipes and include a contents sheet listing names and corresponding numbers.

**Newspaper**

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

**Please Read**

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

**Jackets**

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

Making Books

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

Dear Author

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

Story Letters

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

Bittersweet Words

Is their choice of words a little bland? Help your kids spice up their vocabularies. On a piece of paper, make a list of words to describe the taste or texture of foods: sweet, sour, bitter, tart, salty, hard, soft, dry, moist, creamy, lumpy, crisp, smooth, round, flat, and so forth. Have the kids list as many foods as they can that fit in each category. Extend the activity by having the kids alphabetize the items in each category.
Speaking Activities

Found Recipes

Did your mother let you make marshmallow squares from the recipe on the panel of a Rice Krispies box? The recipes are still there, and your kids may be just as tempted to try them out as you were. Encourage them to clip recipe and make the treat; after one try, they may also be tempted to read and find more recipes that appeal to them.

Example of use in classroom:

Do an oral report for how-to-follow instructions and share the treat after completion of report.

Talking Books

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

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

Character Can

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

Celebrity for a Day

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

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

RAP

Create a rap about the characters in a book.
Listening Activities

A Book Tie-In

Here's a way to get rid of the loud necktie you, your husband, dad, or friend has but will never wear as well as get your class excited about read-aloud time. The teacher wears the necktie during read-aloud time and every time a certain number of books are read from cover to cover, say five, the teacher cuts an inch off the bottom of his/her tie. When the last inch goes, let your class rummage through parents' closets or at a thrift store for another goofy-looking tie and start again. Your students may want to wear their own ties the next time you do this activity.

Another neckwear variation is for your students to string beads onto a long ribbon. Have them add a bead every time they read a book or the class reads a book aloud until the necklace is complete.

The Udder Side of the Story

Cookies are made from flour, milk, eggs, sugar, and vanilla -- but where do they all come from? The next time you go over a list of ingredients with your kids, talk a little about the items before you transform them into something yet another step removed from their raw state.

This kind of discussion can follow a reading or telling of The Little Red Hen, Pancakes! Pancakes!
Suspenseful Moments

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

Card Catalog

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

Direct the Book

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

Play the Game

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

**Academy Awards**

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

**Time Line**

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

**Book Trade**

Students need to choose a book of their own or from the class library. Using index cards, the students prepare questions for other students about their books and also on a separate index card or piece of paper writes the answers to the questions. When finished, the student places the book,
index cards, and answers in a zip lock bag and hands it in to the teacher. It is up to the teacher how he/she redistributes the books. The students can request a certain title, an auction can be held (with the understanding that eventually the book will be returned to the owner), or numbers can be pulled from a hat. Let the students decide how they would like the books to be assigned. Once the students finish reading one another’s books and the questions have been answered, the material is given back to the original owner to be checked.

Birthday Celebration

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

Mock Trial

If all the students are familiar or reading the same book, conduct a mock trial. Charge one of the characters from the book with a crime and set up your classroom similar to a courtroom. Assign a judge, prosecuting attorney, defense attorney, jury, plaintiff, and defendants. You may want your classroom to visit a courtroom prior to their experience or have them research about the politics and
procedures as well as who is responsible for what duties before they try building their own cases. Have fun!

A Quilt by All

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

Bookmark

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

Finding Out Whodunit

Detective novels make great read-aloud fare for you and your older students, and much of the fun is in out-detecting the detectives. Every student is a suspect in this effort to beat Miss Marple, Ellery Queen, or the great Sherlock Holmes in discovering whodunit. Each student assumes the role of a suspect for the duration of the novel. Wearing
hats will help everybody remember who’s who, and add some suspenseful drama to the reading. As the story progresses, perhaps a chapter a day, the participants take notes on their own characters’ movements and motives. Before reading the final chapter and epilogue, each suspect prepares both an alibi and a confession based on his or her notes and presents it to the group. Encourage students to really act out their emotions whether happy, sad, crying, or indifferent. After all the suspects have proven their innocence and confessed their guilt, the players turn detective. Each person reviews the information, discards any misleading evidence, and votes on who he or she believes is the guilty party. Read the last chapter and epilogue. Who figured it out? Right or wrong, when it came to paying close attention to the plot and character development, everyone picked up on some important clues to reading comprehension.

Let’s Have a Schoolwide Book Swap

The school library or cafeteria is a perfect place for a schoolwide book exchange. Encourage the entire student body to contribute books to the exchange. Students receive a coupon for each book donated. On Book Exchange Day(s), students can buy a book with a coupon. Let students who don’t have any books to donate but want to participate earn coupons by helping set up or clean up the exchange display.
The book exchange can be held during lunchtime, after school, or during the school day. Perhaps parent volunteers can take charge of this activity at your school. Be sure to mention the book exchange in the parent newsletter. Have some students make posters to advertise the book swap!

**Roll Movies**

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

**Author’s Chair**

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

**Dioramas**

Have students make dioramas to represent their favorite part of their books. A diorama is a three-dimensional scene set in a realistic background. The students can use a shoebox to create their dioramas. If an example or a picture of a diorama can be shared with the students, the students know what they are to do. Encourage them to be
creative and use all different types of materials and items that have different textures.

An Award-Winning Book

This activity introduces your students to books their classmates have enjoyed.

Have each student select one book he especially likes. He looks at the book carefully and decides what makes that book special. It might be a certain illustration, a particular paragraph (or sentence), or a certain character or scene in the book. Then he uses construction paper to design an award for the book.

Have an awards ceremony where students show the book and the award they created and tell why they chose that particular book.

Classroom Book Swap

In your classroom, designate a box as the Book Swap Box. Place a few paperback books from your classroom library in the box. Tell students they may donate a book they own and no longer want to the box. When a student donates a book, he may choose another book from the box. This is a good way to get maximum mileage from books!

For more variety, include another class on your grade level in your book swap.
CHAPTER V

SUMMARY

Many children do not realize the importance of reading a book. To many students, television takes the place of books. Our goal is to see that all children are given the chance to learn to read, not only to be literate, but also to learn to read for pleasure. Stanovich (1986) has drawn attention to this paradox again and again. "Many children do not read books because they cannot read well enough. They cannot read well because they do not read books." The purpose of this resource guide is to encourage all students to read. This resource guide has many exciting ideas that will entice students to learn the wonders of reading.

In this resource guide, there are many valuable activities that can be used as a parent or as a teacher. The activities have been broken down into five different categories. They are as follows: 1) Reading; 2) Writing; 3) Speaking; 4) Listening; and, 5) Other. This will help
the user of the resource guide as long as they know the type of activity they are looking for for their particular book. Many of the activities are for whole classes; however, there are several activities that could be used for an individual.

This resource guide also has a questionnaire that can help other teachers know exactly what the students enjoy and what they do not enjoy. A questionnaire of this type makes it easier to plan activities that will be successful for the students using these activities.

Recommendations

This resource guide is recommended to teachers and parents who have children in grades five and six. It could be used in the classroom in a Reading program or it could be used as a Reading Enrichment program.
APPENDIX
APPENDIX

Reading Interest Survey

Grade ______ MALE or FEMALE DATE__________

Please answer these questions as honestly as you possibly can. Thanks for your help!

1. SOMETIMES PEOPLE READ BECAUSE THEIR TEACHERS OR PARENTS REWARD THEM FOR READING. PLEASE RATE THE REWARDS THAT FOLLOW. (Use 1 as your favorite - 10 as your least favorite).

   a. money
   b. candy
   c. stars or stickers on a chart
   d. field trips
   e. no homework
   f. parties
   g. movies
   h. read-a-thon
   i. extra recess/free time
   j. taken out to dinner

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

   a. have teacher take class to school library now and then;
   b. have teacher read a chapter a day from a book;
APPENDIX
c. have teacher tell about books he or she has read;
d. have teacher give written questions to answer while reading;
e. have teacher give oral questions to answer while reading;
f. have teacher tell about setting in book;
g. have teacher show movie before reading book;
h. have teacher read first several pages of a book;
i. have teacher give the background of the author who wrote the book;
j. have teacher explain hard words before you read the book.

3. HERE ARE SOME THINGS YOU MIGHT WANT TO DO AFTER YOU READ THE BOOK. PLEASE USE THE SAME SCALE TO GRADE THIS LIST.

a. use new words from book or story for word study;
b. match new words from book or story with their definitions;
c. take spelling test on some of the new words from book or story;
d. give a book talk on the book or story;
e. make a diorama;
f. watch the movie and compare the book with the movie;
g. meet the author of the story or book;
h. go to a movie about the author;
i. look at pictures of places read about in book or story;
j. listen to record of author reading a book or story.
4. WHICH STORIES DO YOU LIKE BEST?

- a. adventure
- b. mystery/detective
- c. travel
- d. crafts
- e. sports
- f. science fiction
- g. poems
- h. choose your own ending
- i. biography
- j. autobiography

5. WHICH KINDS OF READING DO YOU LIKE BEST?

- a. poetry
- b. nonfiction
- c. plays
- d. short stories
- e. novels

6. WHICH TYPES OF READING MATERIAL DO YOU LIKE BEST?

- a. paperback
- b. hardback
- c. comic books
- d. magazines
- e. newspapers


